



Public Health Incident Leadership

Administrative Manual

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A collaborative project of the Minnesota Department of Health Emergency Preparedness and Response and the University Of Minnesota School Of Public Health.

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COURSE PURPOSE

The purpose of this course is to enhance the ability of Public Health Incident Commanders and other public health leaders to lead and manage a public health emergency response by:

- Recognizing how to apply everyday leadership skills to emergency response.
- Improving critical communication skills used during a response.
- Increasing knowledge and understanding of the Public Health Incident Commander's role and expectations and of the roles and expectations of the Incident Management Team.
- Learning or reviewing tools and strategies that will help Incident Commanders form and manage effective Incident Management Teams.

This proposed training is intended to complement, not replace, FEMA's *NIMS ICS All-Hazards Incident Commander* training.

COURSE DESIGN

The course has been divided into five main modules plus an introductory and concluding module. The five main modules are as follows:

Module 1: Leadership

This module discusses the importance of leadership skills for Public Health Incident Commanders and looks at the similarities and differences between everyday leadership skills and leadership skills needed for emergency response. The objectives for this module are to:

1. Describe the attributes of a successful Public Health Incident Commander.
2. Understand the difference between everyday leadership versus leadership during an emergency response.
3. Apply various leadership concepts to the context of emergency response.

Module 2: Communication

This module focuses on the critical interpersonal communication skills that Incident Commanders should know, use and role model for their teams. The objectives for this module are to:

1. Define effective communication within the department operations center.
2. Describe communication tools and techniques.

Module 3: Roles, Responsibilities and Expectations

This module reviews the role of the Incident Commander and the roles of each member of the Incident Management Team (IMT). The module also discusses expectations that the Incident Commander has of the IMT and the expectations the IMT has of the Incident Commander. The objectives for this module are to:

1. Review Incident Command System positions and responsibilities.
2. Identify the responsibilities of the Incident Commander.
3. Increase understanding of the expectations of the Incident Management Team.

Module 4: Team Formation

This module presents information on what the Incident Commander must do to build a high reliability team, including providing an orientation to set the tone, communicating expectations and taking care of yourself and your team. The objectives for this module are to:

1. Understand the importance of developing a reliable team.
2. Identify effective procedures in setting the tone and orienting Incident Management Team members.
3. Describe general expectations that an Incident Commander may have for his/her Incident Management Team.

Module 5: Managing the Team

This module focused on tools that the Incident Commander can use to manage the Incident Management Team. These tools include developing objectives, following the Planning P and using the Incident Command System forms to document the response activities. The objectives for this module are to:

1. Describe the difference between management objectives and incident objectives.
2. Describe how to link objectives with response activities.
3. Describe the process of leading the Incident Management Team through the Planning P.
4. Identify the forms necessary to complete the Planning P.

COURSE LENGTH

The course length can vary depending upon the length of discussions and the use of optional activities. Delivered as written and in one session, it can take approximately 5 hours, not including breaks. The schedule, with estimated times, is as follows:

Module	Estimated Time
Introduction	15 Minutes
Leadership	60 Minutes
Communication	60 Minutes
Roles, Responsibilities and Expectations	60 Minutes
Team Formation	45 Minutes
Managing the Team	45 Minutes
Conclusion	15 Minutes

5 Hours

This course can be taught as a one day session or may be divided into multiple sessions. However, we recommend that you teach the modules in the presented order because each module builds upon the previous module. If the instructor deviates from the one day session structure, it may be necessary to revise course timing.

RECOMMENDED CLASS SIZE

This course can be delivered to any size audience. However, for effective discussions and group activities, a minimum of six participants is recommended. Please note that the larger the class, the more time it will take to conduct discussion and other activities.

COURSE MATERIALS AND SUPPLIES

The following materials and equipment are required to teach this course.

Instructor Materials

- PowerPoint Presentation
- Instructor Manual
- Equipment to deliver the course:
 - Computer
 - Projector
 - Speakers/sound system (for video clips)
 - Internet access (for video clips)
- Supplies for the course:
 - Name tags/tents
 - Easel Pad(s)
 - Markers
 - Painter (Blue) Tape

Student Materials

- Student Handouts
 - PowerPoint Presentation Slides
 - Handouts (checklists, bingo cards, etc.)

THE INSTRUCTOR MANUAL

The Instructor Manual consists of the PowerPoint slides with an extensive script. The instructor's script included in the notes pages of the PowerPoint presentation is intended to be a guide. Instructors are encouraged to adapt the presentation to fit their own presentation style, audience, and allotted time-frame.

Instructors are encouraged to spend time identifying examples from their work environment and experiences to make the training as relevant to the participants as possible. The examples provided in the script are based on experiences at the Minnesota Department of Health (MDH) and may not be applicable to the instructor's environment or the audiences' context.

If this course is being used outside of public health or healthcare, instructors may want to change some of the language and examples to better meet the needs and experiences of different disciplines.

ABOUT THIS COURSE

This course uses Microsoft Office PowerPoint to support the delivery of the content. Instructors may choose to use other tools as visual aids to meet their particular style, agency preference, or audience needs.

Please note that there are two video clips used in Module 4: *Team Formation*. The links for these clips are included in the PowerPoint presentation and listed below. In addition, the Instructor Manual provides information about the two video clips to use as an alternative should they not play as designed during the delivery of the course.

Slide 9	mms://stream2.video.state.mn.us/MDH/badic.wmv
Slide 11	mms://stream2.video.state.mn.us/MDH/goodic.wmv

Easel pads (flipcharts) or a white board are used during group discussions and other activities to capture ideas, issues, or challenges. These items may also be used to capture comments that are not as pertinent to the discussion (e.g., ‘parking lot’).

EXPECTATIONS OF INSTRUCTORS

- Be familiar with public health and healthcare emergency preparedness, particularly as it pertains to emergency operations center coordination (e.g., in a department operations center).
- Be familiar with and have worked within NIMS and an ICS structure. It would be helpful if the instructor has served as an Incident Commander or member of the Incident Management Team during a response or an exercise.
- Develop a thorough understanding of the concepts presented in the training so you can comfortably answer anticipated questions.
- Be familiar with instructor and participant course training materials, and effectively use them to enhance learning.
- Create a positive and supportive environment conducive to the participants’ achievement of course objectives.
- Adapt your teaching style and methods to the knowledge, experience, and needs of participants.
- Be prepared to answer questions; however, do not attempt to discuss content with which you are unfamiliar. As a facilitator, solicit input from the participants on those questions where the participants may have greater technical knowledge than you. Additionally record all questions to which there is no known answer, seek out the correct response, and then validate the response and report it back to participants.
- Issue participant course completion certificates.

COURSE PARTICIPANTS

This course is intended for public health professionals who have, or could serve, as Incident Commanders or significant leadership positions during a response.

Instructors should be aware that there will be a range in the level of experiences and training around public health emergency preparedness, response, and recovery. Experience in a department operations center may also vary. Participants sharing examples from their experiences can add a considerable amount to the course, so instructors may want to be prepared to limit sharing at times in order to finish the course material within the allotted time.

This training requires a collaborative learning environment, and it is important that instructors and participants have sufficient experience to draw upon to put the information into context. Without this knowledge or experience participants and the instructors may find some discussions and activities challenging, lacking in necessary relevance, and learning impact. The expectation is that participants have completed the ICS courses expected of Incident Commanders/leadership response staff.