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| **Time** | **Activity** | **Location** | **Resp** | **Logistics/Notes** |
| **23 May**  8.00-8.15 | Reception and Registrations. Students to collect folders/USBs and name badges. | Tawa Room | All | Course folders/USBs and name badges required. |
| 8.15-8.35 | Course introduction – administrative brief and course objectives. | Tawa Room | Kevin Campbell (SMS) |  |
| 8.35-9.20 | Overview of the changes within the Te Whatu Ora Emergency Management Team, and the impacts on wider health system emergency management of the health and disability reforms. | Tawa Room | Murray Halbert and Murray Mills (Te Whatu Ora) |  |
| 9.20-10.15 | Principles of CIMS and EMIS – introduction to CIMS as it relates to the Health sector. By describing the role and purpose of CIMS; identifying when and how CIMS may be used in the health sector, describing the seven key functions in a CIMS based structure and how to develop a Situation Report and an Incident Action Plan. Identify the main hazards and types of emergencies in NZ and mapped history of some important ones in NZ. Describe the relevant legislation for Health related to emergencies. Describe the Health Emergency Structure and where PH fit in. Illustrate set up of Emergency Coordination Centres and describe why they are the key to coordination or management of the response to an emergency. Discuss EOCs in relation to management of a local response to an emergency. Discuss why local, regional and national structures are mutually supportive. Describe flexibility and modular structures of CIMS. Describe to Command Control Coordination structure and identify the levels of coordination (scene, site, EOC, etc). Describe the elements of an action plan and situation report and when they may be required.  Explain EMIS and its functionality. | Tawa Room | Murray Halbert and Murray Mills | To provide both an introduction and revision of CIMS. Awareness of Te Whatu Ora’s EM structure and National Health CDEM Plan. Awareness of national health CDEM Plan link to local and regional CDEM Plans and expectation to develop, review and revise CDEM plans. Understanding CIMS principles and characteristics, its structure, roles and function of various agencies and that of managers within the Incident Management Team. Appreciate the set up and operation of EOC, roles and responsibilities of EOC, effective participation and how to apply CIMS to EOC structure. Understand when and why one would activate an EOC, how Health may participate in response operation activities, and the need for effective coordination of activities internally and externally of EOC. Understand the flexibility and modular structures of CIMS. Understand the elements of an action plan and situation report and when they may be produced.  Understand how EMIS is an important EM tool for the Health response in an emergency. |
| 10.15-10.30 | Morning Tea. | Tawa Room | All | Morning tea required. |
| 10.30-11.35 | Principles of CIMS and EMIS continued | Tawa Room | Murray Halbert and Murray Mills |  |

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| **Time** | **Activity** | **Location** | **Resp** | **Logistics/Notes** |
| 12.30-1.15 | Lunch. | Dining Room | All | Lunch required. |
| 1.15-1.55 | * National CDEM Framework – overview of functions, roles, responsibilities and structure of National Emergency Management Agency (NEMA) and the National Planning Framework. Role of Group Controllers, what are the powers of CDEM Groups under declared State of Emergency and reasons to declare. Discuss the framework and process for recovery. Set up and role of the National Crisis Management Centre and alternative. What support does NEMA provide to other Government agencies like Te Whatu Ora policies. | Tawa Room | Damian Brixton (NEMA) | Understanding of EM framework in NZ and role of NEMA, and how it functions in an all of government setting. Response and recovery activities of NEMA and the NCMC. Awareness of CDEM role, responsibilities, structure and where Health fits in. |
| 1.55-2.30 | Wellington CDEM Group Framework – overview of functions, roles and responsibilities of WREMO. Discuss the group governance structure and purpose of the Group Plan. Establishing an EOC and how it functions under CIMS. Understand what the CDEM Group response framework involves. Understanding the process for engaging with community and why that is necessary to ensure community readiness, resilience, desired response and transition into recovery. | Tawa Room | Debra Nicholas (WREMO) | What is the purpose of the CDEM within the context of the Act 2002 and what we mean by the 4R’s. Awareness of Group Governance structure and group plan. How WREMO links to central government agencies like Te Whatu Ora and local authorities plus regional offices. Discuss the principles of risk reduction. How does WREMO go about the hazard scape process and determination of relative risk. Discuss the CDEM Group response framework. How community is involved to build capability and resilience. |
| 2.30-2.45 | Transport to NHCC, Molesworth Street. | Transit | All | Shuttles required. |
| 2.45-3.25 | Tour of NHCC. | MoH NHCC | Murray Halbert and Murray Mills | Understanding NHEP framework, links within the health sector and NEMA through the NHCC. |
| 3.25-3.40 | Travel to Brentwood Hotel. | Transit | All | Shuttles required. |

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| **Time** | **Activity** | **Location** | **Resp** | **Logistics/Notes** |
| 3.40-4.40 | Seismic Events - the science and effect on infrastructure. Describe ground movement, slope failure and subsidence, meteorological effects on land and infrastructure e.g. storm and coastal inundation erosion, and the effects of tectonic forces of volcanic and seismic activity on people, structures, terrain and water sources. Describe the relative risks of earthquakes to land forms and infrastructure. Describe the NZ fault systems and seismic events and their impacts and what that means for public health. | Tawa Room | David Bell (Canterbury University) | Understanding how science of seismic events can inform decision making by responding agencies including Health. Awareness of the relative risks of earthquakes to infrastructure through the lens of national and international disasters. Understand the seismic nature of NZ fault systems and extent of likely impacts on infrastructure which can affect Public Health. Understand the impacts of Feb 2011 earthquake i.e. cliff collapse, rockfall, liquefaction issues. |
| 6.30- | Dinner. | Dining Rm | All | Dinner required. |
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| **Time** | **Activity** | **Location** | **Resp** | **Logistics/Notes** |
| **24 May**  8.00-9.00 | NZ Defence Force - outline the Defence Force directed outputs in terms of capability and capacity. Describe the assistance to the civil power and provision of a public service in emergency situations. Advise on the range and nature of support Defence has provided within NZ and disaster recovery overseas. Explain the dynamics of HADR – current operations and NZ and international exercises/operations and lessons learnt. | Tawa Room | Richard Appleton (NZ Defence Force) | Understand the role of NZDF in an emergency, core capacity and capabilities, hazard assessments during emergencies. Examples of ‘all hazards approach’ to hazard assessments during emergencies. Understand what Defence can do and what it will ask of you the Health agency. Lessons learnt from being involved in emergencies. |
| 9.00-10.00 | NZ Red Cross - describe the role of Red Cross in emergencies both in NZ and internationally. Describe who Red Cross is, origins and what its mission or purpose is. Understand who it works with e.g. auxiliary role to Governments. Awareness of the principles by which it operates i.e. humanitarian standards, impartiality, neutrality, independence. Understand their capabilities to support NZ and Pacific and international programmes. Describe the types of Emergency Response Units Red Cross may deploy. | Tawa Room | Peter Scott (NZ Red Cross) | Understand the role of Red Cross in emergencies both in NZ and internationally. Awareness of who Red Cross is, its origins and what its mission and purpose is. Understand who it works with e.g. auxiliary role to Governments. Awareness of the principles by which it operates to i.e. humanitarian standards, impartiality, neutrality, independence. Understand their capabilities to support NZ and Pacific and international programmes. Awareness of the types of Emergency Response Units Red Cross may deploy e.g. water and sanitation modules, field hospitals. |
| 10.00-10.15 | Morning Tea. | Tawa Room | All | Morning tea required. |
| 10.15-11.15 | PHU Case Study – 2023 Floods: describe the role of public health in a disaster event. Describe how PHUs used CIMS and participated in an EOC setting. Describe the approaches in response to a range of issues within the emergency one encountered with emphasis on environmental and communicable disease mitigation and advice. Describe the agencies you engaged with and why. Describe your action planning and sitrep reporting. | Tawa Room | Maree Rohleder (Te Whatu Ora - Hawke’s Bay) and Cyrena Bennett (Te Whatu Ora – Tairawhiti) | To understand the role of PHUs in an emergency and how one worked with other responding agencies to affect a good public health outcome. Understand the approaches in response to a range of public health issues one encountered with emphasis on environmental and communicable disease mitigation and advice. Understand how PHUs used CIMS and set up or participated in an EOC including the development of action plans and sitrep reporting. |

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| **Time** | | **Activity** | **Location** | | **Resp** | | **Logistics/Notes** |
| 11.15-11.45 | | Use of Mobile Alerts – explanation of how the system works. Describe the protocol for user agencies. Discuss the constraints, limitations and considerations of its use. Discuss how to write and send an effective message covering details like source, guidance, hazard, location, time. Discuss the EMP Portal and recent uses. | Tawa Room | | James Gatford (NEMA) | | Understand what the mobile alert system is, how it works and how it may be activated and by whom. Understand its constraints and limitations with respect to use and considerations to be taken into account. Understand how to write and send a short message. Understand the recent emergencies the system has been used for. |
| 11.45-12.30 | | Lunch. | Dining Room | | All | | Lunch required. |
| 12.30-3.00 | | Main Exercise - Scenario: Setting up the IMT and understanding the problem.  Overview: Provide a training scenario that allows students to consolidate their learning and practice emergency management roles within an EOC. Ensure the scenario requires students to provide response actions, team discussion and documentation such as sitrep reports, media briefings and incident action plans during the exercise. Outline tasks and expectations. Describe event and what is expected assessment of PH issues. Determine the Mission statement using the process of mission analysis.  Students to form an IMT and allocate key function manager positions. Produce reporting documents aligned with EM operation centre procedures.  Complete response actions and tasks within timeframes. Use SOPs and tools. Complete exercise objectives by identifying key tasks associated with scenario. | Tawa Room | | Murray Halbert and Murray Mills | | Have a good understanding of the scenario.  Understanding the problem and determining the PH response i.e., understand your mission.  Understand the tasks and issues existent with the scenario and what is expected in terms of a PH response.  How to establish an incident management team and understand the role of the Controller.  How to collect & process information and consideration of the kind of logistic and personnel support required. Understand how you would go about liaison with other agencies and what agencies might they be.  Awareness of the main environmental and communicable disease issues associated with the scenario and how they change over time e.g. PH planning should be centered around sanitary services (sewage and water supplies, built environments, safe shelter, safe food, comm disease control and prevention, maintenance of personal hygiene, removal/disposal of hazardous substances and the dead. |
| 3.00-3.15 | | Afternoon Tea. | Tawa Room | | All | | Afternoon tea required. |
| 3.15-4.30 | | Main Exercise - Scenario continued. | Tawa Room | | Murray Halbert and Murray Mills | |  |
| 6.30- | | Dinner. | Dining Room | | All | |  |
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| **Time** | **Activity** | | **Location** | **Resp** | | **Logistics/Notes** | | |
| **25 May**  7.00-8.00 | Breakfast. Clear rooms and pay for personal charges (bar tabs, phone calls etc). | | Reception | All | | Return room keys to Reception. Luggage to storage room. | | |
| 8.00-10.30 | Main Exercise continued - Response Planning & Contingency Planning. Describe the elements of planning and contingency planning are about.  Resource considerations, identify resources to support, implement action and maintain resource inventory.  Ensure students complete response actions and key tasks within timeframes.  Developing an action plan based on health surveillance information provided. Ask students to consider other agencies to liaise with. | | Tawa Room | Murray Halbert and Murray Mills | | Contingency Planning: Learning how to adapt to changing situations, detail and scope, risk assessment, integration with regional/local/national civil defence and EM plans, liaison with MoH and other government agencies, logistics, resources, task analysis, review and maintain contingency plans.  How to test effectiveness of contingency plans, planning and response capacity, defining your tasks and those of other agencies.  Have an understanding of logistical considerations e.g., Resource considerations, identify resources to support, implement action and maintain resource inventory – alternative premises, methods of communication, suitable vehicles, PPE, related materials and equipment e.g., computers, PH pamphlets.  Learn by doing through preparation of action plans and sitreps. | | |
| 10.30-10.45 | Morning Tea. | | Tawa Room | All | | Morning tea required. | | |
| 10.45-12.00 | Main Exercise continued - EOC Headquarters in Operation. Produce reporting documents aligned with EM operation centre procedures e.g., sitreps. Complete response actions and tasks within timeframes. Use SOPs and tools.  Request revised action plans based on new information. Develop a media statement. | | Tawa Room | Murray Halbert and Murray Mills | | Implementing decisions made, reviewing and adjusting plans and actions. Discuss and debrief. | | |
| 12.00-12.45 | Lunch. | | Dining Room | All | | Lunch required. | | |
| 12.45-2.00 | Main Exercise continued. | | Tawa Room | Murray Halbert and Murray Mills | |  | | |
| 2.00-2.45 | Hot debrief. Students and Directing Staff give an appreciation of lessons learnt from the exercise. | | Tawa Room | Murray Halbert and Murray Mills | | Students and Directing Staff learn from honest feedback on what they got from the exercise. | | |
| 2.45-3.00 | Closing address. | | Tawa Room | Kevin Campbell | | Issue course certificates. | | |
| 3.00-3.15 | Afternoon Tea. | | Tawa Room | All | | Afternoon tea required. | | |
| 3.15- | Course ends. Students depart for Airport. | | Foyer | All | | Transport to airport via hotel courtesy shuttle. | | |
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