

EPIDEMIC CONTROL FOR RESPONSE MANAGERS

CYCLONE / HURRICANE / TYPHOON				
Role profile	Competencies	Gaps in competencies	Gaps in information they need	
NS community health (non-clinical work) programme staff (non- emergency)	Training in community health approaches for long-term health programming, not specific to emergencies	Specific adaptations needed for health emergencies, exposure to response approaches, tools, needs outside of sudden-onset natural disasters. Technical responses per disease type, understanding of epidemic profiles for each type of disaster (support for planning programming/health response)	Understanding of health impacts and timeline of natural disasters, tools and approaches available. How to plan for health needs immediately after sudden-impact disaster	
Key facts	Cyclones (hurricanes and typhoons) are associated with damage to infrastructure from high winds and storm surges, and flooding.			
Main health impacts	Trauma (injury) is most likely during a cyclone/hurricane/typhoon, or in the immediate aftermath. In the days, weeks (and sometimes months) following a cyclone/hurricane, the main health concerns are:			
	Health issues Mechanism			
	Diarrhoeal diseases	1.1	Contamination of water supplies by flood water, damaged or destroyed sanitation facilities and poor hygiene practices	
	Vector-borne disea	ses Flooding or stagnant water the sites for vector	Flooding or stagnant water that increases the risk of breeding sites for vector	
	Respiratory illnesse and vaccine- preventable disease	communal emergency shelte	Significant population displacement and risk of overcrowded, communal emergency shelters	
	Disruption to norm health services		nealth facilities and stock, disruptinging NCD treatment, and maternal and	
Risk factors leading to an outbreak/ epidemic	 Poor WASH conditions Displacement of affected populations, especially if prolonged Inadequate or crowded shelters Lack of access to steady, appropriate food supplies Lack of access to health care facilities 			
Priority actions	 Critical steps Ensure triage, treatment, referral and transport for injured and "near drowning" patients. Identify key disease risk factors and implement prevention and preparedness. Establish critical health services. Identify and manage possible sources of toxic contamination. 			



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Priority actions	Surveillance	 Activate disease early warning systems and community-based surveillance. Survey vectors and breeding sites with measures to reduce vector density.
	Primary health care intervention	 Ensure continuity of health service delivery, including maternal and child health care, and NCDs treatment. Provide specific primary care interventions for diarrhoeal diseases, respiratory tract infections, Hepatitis A, typhoid, skin infections, and snake and insect bites. Provide treatment for "near drowning" and exposure. Provide treatment for malaria, dengue and other vector-borne diseases. Take care of minor wounds and skin infections, including tetanus immunisation.
	Community-based action and social mobilisation	 Implement SBCC interventions aimed at preventing water- and vector-borne diseases. Plan and implement emergency vaccination campaigns as needed. Put procedures in place to safely manage human and animal corpses. Ensure early detection, referral and treatment of all people with infectious disease symptoms, especially the most vulnerable. Psychosocial support for community members, staff and volunteers Prevention of WASH-related diseases: Hand-washing with soap Safe excreta disposal Safe drinking water Environmental sanitation Food safety.
	Coordination	 Coordination between agencies and sectors including Health, Nutrition, WASH and Shelter Coordination between rescue services and health services (including levels 1, 2 and 3 facilities) Coordination of volunteers
Disease Tools that may be relevant	 Diarrhoeal disease Malaria Dengue, Chikungun Yellow fever ARIs Respiratory diseases Hepatitis A 	MeaslesMeningococcal disease
Other Movement tools that may be relevant	CBSECV training manualCBHFA training manERUs (clinical and put)	

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