E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300

FEMA

Plan of Instruction (POI)
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RATIONALE

The National Incident Management System (NIMS) Training Program defines a national baseline of training to guide and promote NIMS training. It provides recommendations to assist organizations in meeting their training plan development responsibilities. The NIMS Training Program document is available for download from the NIMS training homepage: https://www.fema.gov/training-0.

The model NIMS ICS curriculum organizes four levels of training:

- IS-0100 An Introduction to the Incident Command System, ICS 100

- IS-0200 Basic Incident Command System for Initial Response, ICS 200

- E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS 300

- E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400

ICS training provided by EMI, NFA, NWCG, the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), and the U.S. Coast Guard (USCG) follow this model.

The NIMS Training Program does not require that students complete the most recent version of each course. Refresher training is important since skills, abilities, and knowledge lapse when not directly and frequently applied. FEMA recommends that incident personnel should refresh NIMS training every three years. However, this is ultimately up to the organization to determine, considering resource limitations.

Building on the prerequisite ICS 100 and ICS 200 courses, this ICS 300 course focuses on ICS for supervisors in expanding incidents. ICS 300 outlines how the NIMS Command and Coordination component supports the management of expanding incidents as well as describes the incident management processes as prescribed by ICS. This course has a threaded activity that will give students the opportunity to practice implementing the incident management process and create an Incident Action Plan (IAP) for a simulated expanding incident.

This course, ELG0300, may be delivered by the Emergency Management Institute (EMI) as E0300 or L0300, or by a State as G0300. When delivered by EMI (course code prefix – E & L), this course receives the benefit of EMI accreditation and the student may receive Continuing Education Units (CEUs) or recommended college credits. When delivered by a State (course code prefix – G), the course is not accredited in this manner.

GOAL

The goal of this professional development course, ICS 300 Intermediate Incident Command System for Expanding Incidents, is to provide training on and resources

for overall incident management skills for personnel who require intermediate application of the Incident Command System (ICS).

OVERALL COURSE OBJECTIVE

By the end of this course, students will be able to demonstrate through activities and a final exam, the duties, responsibilities, and capabilities of an effective ICS in expanding incidents.

UNIT TERMINAL OBJECTIVES

Upon completion of this course, students will be able to:

- Identify the course scope, objectives, and classroom logistics.

- Given a simulated situation, identify roles and reporting relationships under a Unified Command that involves agencies within the same jurisdiction and under multijurisdictional conditions.

- Develop incident objectives for a simulated incident.

- Create an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Action Plan Safety Analysis, using a given scenario.

- Create a written IAP for an incident/event using the appropriate ICS forms and supporting materials and use the IAP to conduct an Operational Period Briefing.

- Explain the principles and practices of incident resources management.

- Identify demobilization considerations for a given scenario.

- Summarize the course objectives.

TARGET AUDIENCE

The target audience for this course is individuals who may assume a supervisory role in expanding incidents. This includes Command and General Staff positions as well as Division/Group Supervisor and/or Unit Leader level positions that may be activated during an expanding incident that typically extend into multiple Operational Periods.

EMERGENCY MANAGEMENT COMPETENCIES

The EMI Emergency Management Competencies supported by the units in this course are listed below. The competencies are identified in the Emergency Management Core Competencies Training webpage on the EMI website (available at https://training.fema.gov/competencies/).

Unit Number and Title	Competency Area	Specific Competencies Supported
Unit 2: ICS Fundamentals Review	Response-1	• Describe the roles and responsibilities of the Incident Commander. • Explain the concept of Unified Command. • Explain when Unified Command should be established. • Identify and describe the command and general staff positions. • Identify and describe the five major management functions within the ICS. • Identify and describe the intelligence/investigations function.
	SS-1	• Describe the purpose of the National Incident Management System (NIMS). • Identify the structure and components of NIMS. • Describe the key benefits of NIMS.
Unit 3: Initial Actions for Unified Command	Response-5 24/7 Operational Readiness	• Discuss how to ensure that the facilities, personnel, equipment, and procedures are ready to support safe conduct of response activities.
	PL-3 Planning	• Describe potential strategies/courses of action for achieving the goals and objectives established during the planning process, and how to select the appropriate options.
	SS-3 Response Operations	• Explain situational awareness and its importance during response operations.

Unit Number and Title	Competency Area	Specific Competencies Supported
	Response-3 Situational Awareness	• Discuss the actions required to maintain situational awareness during the response to an incident. • Describe how to identify the loss of situational awareness during the response to an incident. • Discuss the barriers to situational awareness during the response to an incident. • Describe the process of distributing information and creating a common operating picture.
	PL-4 Resource Management	• Describe why the pre-positioning of resources may be needed to efficiently and effectively respond to an incident.
Unit 4: Implementing an Operational Planning Process	PL-3 Planning	• Describe potential strategies/courses of action for achieving the goals and objectives established during the planning process, and how to select the appropriate options. • Describe how to conduct threat and hazard assessments and risk assessments in preparation for the planning process.
	PL-4 Resource Management (including developing and managing budget and resources)	• Describe why the pre-positioning of resources may be needed to efficiently and effectively respond to an incident.
Unit 5: Planning Process, IAP, and Operations Brief	PL-3 Planning	• Describe the role each type of stakeholder plays in the planning process. • Identify the members and describe the functions of a core planning team. • Discuss how to use the planning process to set priorities for addressing hazards. • Describe potential strategies/courses of action for achieving the goals and objectives established during the planning process, and how to select the appropriate options. • Identify and discuss the criteria used by decision makers to assess the effectiveness and efficiency of plans. • Describe approaches to exercising a plan. • Explain why a plan should be continually reviewed and updated.

Unit Number and Title	Competency Area	Specific Competencies Supported
Unit 6: Incident Resource Management	PL-4 Resource Management (including developing and managing budget and resources)	• Discuss resource management as it relates to internal resources/budgets. • Describe strategies used for managing donations and "spontaneous" volunteers. • Discuss the need for plans and procedures that address activation of the resource management system. • Describe why the pre-positioning of resources may be needed to efficiently and effectively respond to an incident.
	Response-2 Resource Management and Logistics	• Discuss how to identify the resources needed during an incident. • Discuss the process of mobilizing and tracking resources during an incident. • Describe the development and maintenance of a resource inventory and management process, to include resource allocation and prioritization.
	DF-9 Resource Management, including Mutual Aid	• Define resource management. • Identify and describe resource management concepts. • Describe the resource management planning process.
Unit 7: Demobilization, Transfer of Command, Closeout, and Transition to Recovery	Response-8 Demobilization	• Identify and discuss the required elements of a demobilization plan. • Identify when the demobilization process should begin. • Discuss the roles and responsibilities of key personnel and stakeholders during the demobilization process. • Describe the challenges that may occur during demobilization (e.g., the inability to replace expendable resources, damaged equipment). • Discuss the procedures for closing out an incident.
	Response-2 Resource Management and Logistics	• Define expendable and non-expendable resources. • Describe the demobilization process for expendable and non-expendable resources.

COURSE DESIGN/METHODOLOGY

FEMA EMI's methodology for instructional design is based on Gagne's Nine Levels of Instruction. This course is designed for delivery in the classroom. Lecture, discussion, and multiple application activities have been designed to enable students to learn, practice, and demonstrate their knowledge.

REQUIRED INSTRUCTOR QUALIFICATIONS

The National Integration Center (NIC) is responsible for "facilitating the development of national guidelines for incident management training and exercises at all jurisdictional levels, while individual agencies and organizations are responsible for establishing and certifying instructors." The NIC provides guidelines for ICS instructors.

While individual agencies and organizations are responsible for establishing and certifying instructors, the NIC urges those agencies and organizations to follow these guidelines.

The NIC recommends the following ICS general instructor guidelines:

Instructor Levels

- **Lead instructors** must be capable of last-minute substitution for unit instructors.

- **Unit instructors** must be experienced in the lesson content they are presenting.

- **Adjunct instructors** may provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient, and knowledgeable of current issues in their field of expertise.

Adult Education recommendations for E/L/G 300 Intermediate Incident Command System for Expanding Incidents, ICS 300 Lead and Unit Instructors

- Instructors will be experienced Emergency First Responders with expertise in the subject matter, which will include:
  - Prior completion of the course they will be teaching
  - Prior completion of the Train the Trainer (E 449) for the course they will be teaching is preferred but not required.
  - Recent, relevant and response focused service
    - Relevant - related to the course they will be instructing
    - Recent – preferably within the past five years

- Response Focused – experience is during real-world incidents, planned events, or accredited exercises that required a written IAP and/or went more than one operational period

- Instructors are expected to possess a thorough knowledge and understanding of the Incident Command System (ICS) to include:

  - ICS Command, General Staff, and Unit Leader functions

  - National Incident Management System (NIMS)

  - National Response Framework (NRF) concepts and principles

  - Local, State, Tribal and Federal interagency cooperation and coordination

  - Incident Management Team organization, roles and responsibilities

- Instructors should hold certification as instructors from a recognized program of study such as State Fire Instructor (NFPA 1041, Level II or above), or hold another recognized qualification in techniques of instruction and adult education methodologies. Certification is normally gained through recognition of training and qualification by an Authority Having Jurisdiction.

- At least two instructors are recommended to conduct E/L/G 300 Intermediate Incident Command System for Expanding Incidents, ICS 300 classes;

- Lead instructor should have successfully completed E/L/G 400: Advanced Incident Command System for Complex Incidents, ICS 400 and its required prerequisite courses;

- Unit instructors should have successfully completed E/L/G 300 Intermediate Incident Command System for Expanding Incidents, ICS 300 and its required prerequisite courses.

COURSE SUPPLIES AND EQUIPMENT

Listed below are the materials that you will need to conduct this course:

- Instructor Guide and resource materials (downloaded or CD): Obtain one copy of the Instructor Guide and resource materials for each instructor.

- Student Manual: Secure one copy of the Student Manual for each person attending the session. The preferred method is an electronic copy of the Student Manual.

- Applied Activity Materials: Some activities in this course are based on continuing scenarios, with each unit building on the work completed in prior units. Select one scenario to start at the beginning of the course and continue it through the end of the course. For the scenario you select you will need to make enough copies of the Student Handouts for each student.

  - Scenario Options: Select a scenario for the course. You may choose to use one of the following provided scenarios or may choose to develop your own scenario:

    - Central City HazMat

    - Basketball Game

    - School Fire

    - Roaring River Wildfire

    - Extreme Weather

    - East Lake Dam Failure

    - Central City Flood

  - The following scenarios were **not** updated in the latest course revision. If instructor decides to use, the scenario **must be** adjusted to fit the new activities in the revised unit.

    - Avian Influenza

    - Coqui Frog

    - Hospital

    - Pet Food Recall

- Course Visuals: The course visuals are available as a downloadable file from the Authority Having Jurisdiction. A common method is to transfer the course visuals to the hard drive of a computer because the visuals may operate more effectively if they are accessed from the computer's hard drive:

- Course Evaluation Forms: Secure one copy of the course evaluation form for each person attending the training. Course evaluation forms are typically provided by the organization sponsoring the course.

- Pretest and Final Exam

  - A copy of the instructor version of the Pretest and Final Exam, with answer keys, will be provided by the Authority Having Jurisdiction.

  - Prior to course delivery, make enough copies of the Pretest and Final Exam for all students enrolled in the course.

  - Authorities Having Jurisdiction may collect pre and post test data to measure training outcomes.

- Blank ICS Forms: Ensure enough copies for each student.
  - ICS Form 201, Incident Briefing
  - ICS Form 202, Incident Objectives
  - ICS Form 203, Organization Assignment List
  - ICS Form 204, Assignment List
  - ICS Form 205, Incident Radio Communications Plan
  - ICS Form 206, Medical Plan
  - ICS Form 207, Incident Organization List
  - ICS Form 208, Safety Message/Plan
  - ICS Form 211, Incident Check-in List
  - ICS Form 213RR, Resource Request Message
  - ICS Form 214, Activity Log - Ensure enough copies of the blank ICS Form 214 for each table group to have one for each day of the course.
  - ICS Form 215, Operational Planning Worksheet
  - ICS Form 215A, Incident Action Plan Safety Analysis
  - ICS Form 221, Demobilization Check-Out
- Blank Check-In sheet
  - Students will be expected to check-in each day of the course. Each day, before the students arrive, instructors should post a check in sheet, so students may check-in as they arrive. Some instructors may choose to accomplish this through the ICS Form 211. If using an ICS Form 211, it is important to explain to students that on an incident, this form is used for initial check in to an incident, not for daily accountability.
- Handout and Activity Support Materials
  - Answers for activities that are to be provided by the Instructors are available in the Instructor Guide, "Supplemental Materials" tab
  - Unit 1: Course Introduction

    Pretest
    Activity 1.1: Group Formation
    Handout 1-1: Course Agenda
  - Unit 2: ICS Fundamentals Review

    Activity 2.1: Unified Command Roles and Relationships
    Facilitated Activity
    Handout 2-1: Operational Period Planning Cycle (Planning P)
    Handout 2-2: Incident Complexity

- Unit 3: Initial Actions for Unified Command

  Activity 3.1: ICS Form 201
  Activity 3.2: SMART Objectives
  Activity 3.3: Applied Activity
  Handout 3-1: ICS Form 201
  Handout 3-2: Sample Initial Unified Command Meeting Agenda

- Unit 4: Implementing an Operational Planning Process

  Activity 4.1: Applied Activity
  Handout 4-1: ICS Form 215, Sample Operational Planning Worksheet
  Handout 4-2: ICS Form 215A, Incident Action Plan Safety Analysis

- Unit 5: Planning Process, IAP, and Operations Brief

  Activity 5.1: Applied Activity (Parts 1 and 2)
  Planning P video – Planning Meeting and Operational Period Briefing segments
  Handout 5-1: Preparing for the Planning Meeting
  Handout 5-2: Planning Meeting Agenda
  Handout 5-3: ICS Form Descriptions
  Handout 5-4: Sample Operations Briefing Agenda

- Unit 6: Incident Resource Management

  Activity 6.1: Improving Performance Effectiveness
  Activity 6.2: Applied Activity
  Handout 6-1: Incident Management Teams
  Handout 6-2: ICS Form 211

- Unit 7: Demobilization, Transfer of Command, and Closeout

  Activity 7.1: Applied Activity
  Handout 7-1: Sample Demobilization Plan
  Handout 7-2: After-Action Review (AAR) Tips
  Handout 7-3: Recovery Continuum

- Unit 8: Course Summary

  Final Exam

- Appendices

Appendix – Contains general information on National Incident Management System, ICS History and Features, Unified Command, ICS Forms, and a Glossary of terms and commonly used acronyms.

Applied Activity Materials - Contains eleven separate scenarios that are threaded for use during course delivery. Note: Seven of these scenarios have been revised and expanded. Select one scenario to start at the beginning of the course and continue it through the end of the course.

COURSE DEPLOYMENT

The course is designated for three days of instruction. This time includes instructor presentation of all material and student participation of Level I and Level II evaluations as well as adequate time for breaks and lunch:

- Lunch Breaks (1 hour each day).

- Regular Breaks (schedule adheres to a 50/10 break timetable: for every 50 minutes of instruction, there should be a 10-minute break).

- Daily Expectations Review (Instructors may take 30 minutes at the end of each day to review students' expectations for the course).

This course is designed as a FEMA EMI classroom training to be primarily delivered in the field at various regional, state, local, and tribal locations and at the National Emergency Training Center in Emmitsburg, MD.

COURSE SCHEDULE

Table 1: Course Schedule

Unit	Duration	Unit Title
Day 1		
Unit 1:	1 hour 30 minutes	Course Introduction
Unit 2:	3 hours	ICS Fundamentals Review
Unit 3:	2 hours 15 minutes	Initial Actions for Unified Command
Day 2		
Unit 4:	2 hours 15 minutes	Implementing an Operational Planning Process
Unit 5:	5 hours	Planning Process, IAP, and Operations Brief
Day 3		
Unit 6:	3 hours	Incident Resource Management
Unit 7:	2 hours	Demobilization, Transfer of Command, Closeout, and Transition to Recovery
Unit 8:	2 hours	Course Summary
Total	21 hours	

REQUIRED STUDENT PREREQUISITES

The required prerequisites to this course are:

- IS-100.c An Introduction to the Incident Command System, ICS 100
- IS-200.c Basic Incident Command System for Initial Response, ICS 200
- IS-700.b An Introduction to the National Incident Management System
- IS-800: National Response Framework (NRF)

Other recommended (not required) courses:

- E/L/G 0191 Emergency Operations Center/Incident Command System Interface
- E/L/G 0400 Advanced Incident Command System for Complex Incidents, ICS 400

EVALUATION PLAN

EMI course evaluations are an integral part of an evaluation process established to gauge the effectiveness of both the course materials and the instructors. To accomplish this, EMI employs Levels I, II, and III of the Kirkpatrick Model of Course Evaluation process as noted below.

Level I: For EMI deliveries of E/L 300, a standard EMI Scantron® Evaluation Sheet will be used to document student reaction and feedback on overall quality of content, instruction, and facilities. The evaluation sheet uses a 1–5 rating system, with 5 being the highest. G 300 deliveries by Authorities Having Jurisdiction are encouraged to complete a Level I evaluation for their deliveries.

Level II: This evaluation consists of two parts: a knowledge-based written examination and a performance-based assessment. The assessments will evaluate each student's learning of course material. Students will be able to demonstrate their proficiency by applying knowledge and/or skills learned. Hands-on activities and multiple-choice tests have been chosen as assessment tools for this course. A minimal passing score of 75% must be achieved on the knowledge-based final assessment. Instructors will provide feedback to students following the activities and the final assessment.

Level III: A Level III evaluation survey will be mailed to each student 90 days after the course offering to determine the extent to which the knowledge and/or skills obtained from training have been beneficial and applicable to the student's job.

For E/L deliveries, Level I evaluations should be completed at the end of each course offering and returned to NETC Admissions within 2 weeks following completion of the course. Instructors may collect the evaluations while the final examinations (Level II evaluations) are collected. The complete package for the

course (course evaluations as well as examinations and FEMA application forms as required) can then be batched together to NETC Admissions for processing as noted.

For G courses, the state will implement Level I and Level III evaluations according to their state jurisdictional process. Level II evaluations will be implemented in accordance with EMI standards, the NIMS Training Program, and their state jurisdictional requirements.

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UNITS OF INSTRUCTION

Unit 1: Course Introduction

Table 2: Unit 1: Course Introduction

Section	Description
Time	1 hour 30 minutes
Objective	**Terminal Objective** Upon completion of this unit, students will be able to identify the course scope, objectives, and classroom logistics. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Identify the course scope and objectives. 2) Explain how assigned groups will function during the course activities.
Scope	• Instructor Introductions • Unit Objectives • Course Objectives • Course Structure • Student Introductions ▪ Pretest • Instructor Expectations • Course Logistics • Successful Course Completion • Activity 1.1: Group Formation • Objectives Review

Section	Description
Methodology	This unit uses lecture, handouts, an activity, and discussion to identify the course scope, objectives, and logistics. The instructor welcomes the students to the class and reviews the course objectives. The instructor introduces the instructional team and prompts the students to introduce themselves. The instructor then distributes the course pretest and informs the students they will have 20 minutes to complete it. Once the students have finished, the instructor collects the tests and grade privately to gain a sense of how familiar the students are with the content. Following the pretest, the instructor outlines the classroom considerations to include safety, break areas, restroom locations, and smoking areas. Next the instructor reviews the instructional team's expectations of the students, and in turn, ask the students to share their expectations of the course. Finally, the instructor presents the course objectives, structure, and design. The instructor explains the course completion requirements, including the final exam. As the unit activity, the instructor directs the students to form groups to work together on the unit activities for the duration of the course. Group members will be given the opportunity to introduce themselves, choose a group leader, and decide how they will operate during the activities of the course.
References	• None
Development Material	• Daily Check-in sheet – one copy per table group • Pretest – one copy per student • Materials for Activity 1.1: Group Formation • Handout 1-1: Course Agenda

Unit 2: ICS Fundamentals Review

Table 3: Unit 2: ICS Fundamentals Review

Section	Description
Time	3 hours
Objective	**Terminal Objective** Upon completion of this unit, given a simulated scenario, students will be able to identify roles and reporting relationships under a Unified Command that involves agencies within the same jurisdiction and under multijurisdictional conditions. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Explain how ICS fits into the Command and Coordination component of NIMS. 2) Explain reporting relationships and information flow within the organization. 3) Identify ICS supervisory positions and titles. 4) Explain considerations for developing an organizational structure that supports the incident and delegating authority to the lowest practical level. 5) Identify the primary features of Unified Command. 6) Explain how Unified Command functions on a multijurisdictional or multiagency incident.

Section	Description
Scope	- Unit Introduction and Objectives - Incident Action Planning Process - NIMS Components & ICS - NIMS Management Characteristics - Unity of Command - Chain of Command - Formal Communication - Informal Communication - Incident Management Roles - Common Terminology - Modular Organization - ICS Expansion and Contraction - Delegation - Incident Complexity and Resource Needs - ICS Organizational Components - Intelligence/Investigations Function - ICS Supervisory Position Titles - Facilitated Activity: Matching Position Titles - Operational Period Planning Cycle (Planning P) and Unified Command - Definition of Unified Command - Features - Elements - Advantages - Multiple Jurisdictions - Single Agencies/Single Jurisdiction - Multi Agency/Single Jurisdiction - Multi Agency/Multi Jurisdiction - Activity 2.1: Unified Command Roles and Relationships

Section	Description
Methodology	This unit uses lecture, activities, and group discussion to identify roles and reporting relationships under a Unified Command that involves agencies within the same jurisdiction and under multijurisdictional conditions. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content. The instructor begins the unit by reviewing key NIMS and ICS structures and principles learned in prerequisite courses (IS-100.c An Introduction to the Incident Command System, ICS-100 and IS-200.c Basic Incident Command System for Initial Response, ICS-200). After a thorough NIMS and ICS review of the planning cycle, organizational structures, communication chain, and model flexibility, the instructor gives the students an opportunity to participate in a group activity. To build on this previously learned content, the instructor attempts to engage the students with a facilitated group activity designed to recall and match organizational levels, titles, and support positions of ICS personnel. Next, the instructor begins an in-depth explanation of Unified Command to include its definition, components, and advantages. Because Unified Command encompasses multiple agencies and jurisdictions, the balance of the unit focuses on the inclusion of such authorities. The instructor emphasizes that knowing how to align, leverage, and govern the different legal, geographic, and functional responsibilities of various agencies and jurisdictions is key to managing a successful expanding incident. The instructor finishes the lecture by outlining proven strategies for effective Unified Command coordinating, planning, and interacting. To reinforce the key concepts of the unit, the instructor asks the students to participate in Activity 2.1, which gives students an opportunity to apply key Unified Command principles by reviewing a chosen scenario, answering questions about command structure, drawing an organizational chart, and identify challenges and safety issues.
References	• Appendix

Section	Description
Development Materials	- Instructor Guide - Visuals and equipment to display the presentation - Student Manual - Materials for Activity 2.1: Unified Command Roles and Relationships (found in Applied Activity Materials) - Materials for Facilitated Activity (found in Supplemental Materials) - Handout 2-1: Operational Period Planning Cycle (Planning P) - Handout 2-2: Incident Complexity

Unit 3: Initial Actions for Unified Command

Table 4: Unit 3: Initial Actions for Unified Command

Section	Description
Time	2 hours 15 minutes
Objective	**Terminal Objective** Upon completion of this unit, students will be able to develop incident objectives for a simulated incident. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Identify the importance of planning for incidents/events. 2) Contrast the differences between planning for incidents and events. 3) Identify methods and tools used to assess incident/event complexity. 4) Identify agency policies and guidelines that influence management of incident or event activities. 5) Explain the process for developing incident objectives, strategies, and tactics. 6) Identify the steps in transferring and assuming incident command.

Section	Description

Scope	• Unit Introduction and Objectives
	• Operational Period Planning Cycle (Planning P) and Unified Command
	• Incidents vs. Events
	   ▪ Planning for Incidents
	   ▪ Planning for Events
	• Agency Administrator Briefing
	• Authorities, Policies, and External Stakeholders
	   ▪ Agency Policies and Guidelines
	   ▪ Examples
	• Initial Response Actions
	• Planning P and Incident Briefing
	   ▪ Incident Briefing (ICS Form 201)
	   ▪ Activity 3.1: ICS Form 201
	• Transfer of Command
	   ▪ Steps in Transfer of Command
	   ▪ Transfer of Command Briefing Checklist
	   ▪ Transfer of Command Pitfalls
	   ▪ Transfer of Command Considerations
	• Initial Unified Command Meeting
	• What's an Operational Period
	• Incident Priorities
	• Situational Awareness Skills
	   ▪ Situational Awareness (Personal)
	   ▪ Situational Awareness (Agency)
	   ▪ Common Operating Picture
	   ▪ Tunnel Vision
	• Complexity Analysis Factors
	• Considerations for Developing Objectives
	   ▪ Objectives, Strategies, and Tactics
	   ▪ Writing SMART Objectives
	   ▪ Sample Objectives
	   ▪ Activity 3.2: SMART Objectives
	• The Start of Each Planning Cycle
	• Activity 3.3: Applied Activity
	• Objectives Review

Section	Description
Methodology	This unit uses lecture, activities, and group discussion to develop incident objectives for a simulated incident. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content. The instructor begins the unit by describing two approaches for planning for a known upcoming incident and organizing for an unplanned event. Next, the instructor explains the responsibilities of the Incident Commander that are communicated during the Agency Administrator Briefing. The instructor then discusses agency policies and guidelines that influence management of incident or event activities. The next discussion topic focuses initial management decisions and use of the ICS Form 201: incident situation (maps), objectives, current actions, and resource status. To reinforce key concepts of the discussion topic, the instructor asks the students to complete Activity 3.1, which gives the students an opportunity to practice in filling out an ICS Form 201, using a provided scenario. After Activity 3.1, the instructor transitions to explaining steps, concerns, and considerations when transferring command. Next, the instructor outlines the next discussion topic, Initial Unified Command Meeting, and its relevance to the Operational Period and incident priorities. The instructor emphasizes assessing proper Situational Awareness for both personal and agency-level use. The instructor also explains the skills associated with Situational Awareness, the challenges when faced with losing Situational Awareness and the parameters when sharing the Incident Information with agencies, organizations, jurisdictions, and the public. Next, the instructor describes what complexity analysis involves and the several factors that affect the probability of incident control. While providing examples, the instructor presents instruction on establishing incident objectives and how to write "SMART" objectives. To reinforce key concepts of the discussion topic, the instructor asks the students to complete Activity 3.2, which gives an opportunity to recognize well written, SMART objectives. To wrap up the unit, the instructor asks the students to participate in the Applied Activity (Activity 3.3) which gives students an opportunity to organize their groups into Incident Management Teams, review and complete ICS Form 201 (Incident Briefing), and identify issues related to the simulated incident.
References	• None

Section	Description
Development Materials	• Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Materials for Activity 3.3: Applied Activity (found in Applied Activity Materials) • Handout 3-1: ICS Form 201 (found in the Appendix) • Handout 3-2: Sample Initial Unified Command Meeting Agenda

Unit 4: Implementing an Operational Planning Process

Table 5: Unit 4: Implementing an Operational Process

Section	Description
Time	2 hours 15 minutes
Objective	**Terminal Objective** Upon completion of this unit, students will be able to create an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Action Plan Safety Analysis, using a given scenario. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Explain the operational planning steps including logistical concerns, cost-benefit analysis, and appropriate strategies and tactics to meet incident objectives. 2) Identify the scope and results of the Tactics Meeting. 3) Explain the purpose and use of ICS Form 215, Operational Planning Worksheet. 4) Explain the purpose and use of ICS Form 215A, Incident Action Plan Safety Analysis.

Section	Description

Scope	• Unit Introduction and Objectives
	• The Tactics Meeting: Overview
	• Assessing Current Objectives
	   ▪ Strategies, Objectives, and Tactics
	   ▪ Developing Appropriate Strategy
	   ▪ Executing Tactical Direction
	   ▪ Sample Strategy and Tactics
	• Logistics Support Factors
	• Cost-Benefit Analysis
	• Tactics Meeting Documentation
	• Operational Planning Worksheet (ICS Form 215)
	• Resource Impact on Tactics
	• Incident Safety
	• Aviation Safety
	• Incident Safety Analysis
	• ICS Form 215A, Incident Action Plan Safety Analysis
	• Activity 4.1: Applied Activity
	• Objectives Review

Methodology	This unit uses lecture, an activity, and group discussion to create an ICS Form 215, Operational Planning Worksheet, and an ICS Form 215A, Incident Action Plan Safety Analysis, using a given scenario. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content. The instructor begins the unit by emphasizing that the incident action planning process is critical to a successful response because it provides a system for dividing incident objectives into tactical assignments for specific Operational Periods. The instructor explains the purpose of the Tactics Meeting, with an emphasis on how to assess objectives as well as logistic and cost factors that affect tactical operations and assignments. The instructor outlines the interdependence between incident objectives, strategies, and tactics by using a sample objective and mapping the associated strategies and tactics. Next, the instructor begins an in-depth explanation of the role and use of ICS Forms 215 and 215A to ensure resources are planned and safety is evaluated. To reinforce the key concepts of the unit, the instructor asks the students to participate in Applied Activity 4.1, which gives students an opportunity to select tactics for the next Operational Period and complete ICS Forms 215 and 215A, for the threaded scenario leveraged in the two previous unit activities.

Section	Description
References	• None
Development Materials	• Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Materials for Activity 4.1: Applied Activity (found in Applied Activity Materials) • Handout 4-1: ICS Form 215, Operational Planning Worksheet (found in the Appendix) • Handout 4-2: ICS Form 215A, Incident Action Plan Safety Analysis (found in the Appendix)

Unit 5: Planning Process, IAP, and Operations Brief

Table 6: Unit 5: Planning Process, IAP, and Operations Brief

Section	Description
Time	5 hours
Objective	**Terminal Objective** Upon completion of this unit, students will be able to create a written IAP for an incident/event using the appropriate ICS forms and supporting materials and use the IAP to conduct an Operational Period Briefing. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Explain the purpose of the Planning Meeting. 2) Identify the role and use of ICS forms and supporting materials included in an Incident Action Plan. 3) Explain the purpose of the Operational Period Briefing.

Section	Description

Scope	• Unit Introduction and Objectives
	• Preparing for the Planning Meeting
	• Planning Meeting Displays
	• The Planning Meeting
	• The Planning Meeting Agenda
	• Planning P Video – Planning Meeting segment
	• IAP Preparation and Approval
	• Forms and Supporting Documents Overview
	    ▪ Facilitated Activity: Review of an IAP
	    ▪ ICS Form 202, Incident Briefing
	    ▪ ICS Form 203, Organization Assignment List
	    ▪ ICS Form 204, Assignment List
	    ▪ ICS Form 205, Incident Communications Plan
	    ▪ ICS Form 206, Medical Plan
	    ▪ ICS Form 208, Safety Messages
	    ▪ Additional Supporting Documents
	    ▪ Are All Forms Used?
	• Operations Briefing
	• Sample Operations Briefing Agenda
	• Executing and Assessing the Plan
	• Other Types of Meetings
	• Activity 5.1: Applied Activity
	• Objectives Review

Section	Description
Methodology	This unit uses lecture, segment(s) of the Planning P video, an activity, and group discussion to create a written IAP for an incident/event using the appropriate ICS forms and supporting materials; and then, using the IAP, conduct an Operational Period briefing. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content. The instructor begins the unit by explaining how to prepare for the Planning Meeting. Next, the instructor outlines the scope of the Planning Meeting to include its purpose, attendees, and participants. The instructor shows the Planning Meeting segment of the Planning P video as an example of how the meeting should be conducted to give the students a picture of how to conduct their own Planning Meetings. Transitioning to the next discussion topic, the instructor summarizes key points in IAP preparation. The instructor emphasizes criteria for determining when the IAP should be prepared in writing as well as the role and use of ICS forms and supporting materials. To engage the student's in a group discussion, the instructor facilitates a class analysis of a sample IAP. During class collaboration, each ICS form of the plan is introduced, reviewed, and analyzed for completeness and accuracy. After the facilitated activity, the instructor continues the lecture to include the scope and purpose of the Operations Briefing. A sample agenda for the Operations Briefing is provided as a handout for reference. To reinforce the key concepts of the unit, the instructor asks the students to participate in the Applied Activity 5.1, which gives students an opportunity to continue the preparation of an IAP (started in the previous unit) and outline an agenda for their Operations Brief.
References	• None
Development Materials	• Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Planning P video – Planning Meeting and Operational Period Briefing segments • Materials for Activity 5.1: Applied Activity (found in Applied Activity Materials) • Handout 5-1: Preparing for the Planning Meeting • Handout 5-2: Planning Meeting Agenda • Handout 5-3: ICS Form Descriptions • Handout 5-4: Sample Operations Briefing Agenda

Unit 6: Incident Resource Management

Table 7: Unit 6: Incident Resource Management

Section	Description
Time	3 hours
Objective	**Terminal Objective** Upon completion of this unit, students will be able to explain the principles and practices of incident resources management. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Identify the progression and associated considerations involved in the Incident Resource Management Process. 2) Recall the authorities or organizational elements that can order resources. 3) Contrast the differences and motives between single-point and multipoint resource ordering. 4) Explain the scope and purpose of an Incident Management Team. 5) Explain the evaluation process for resources. 6) Choose interventions for common resource performance issues.

Section	Description

Scope	• Unit Introduction and Objectives
	• NIMS Resource Management Principles
	• Resource Management Practices
	• Incident Resource Management Process
	• Inventory
	  ▪ Credentialing
	  ▪ Incident Security
	  ▪ Resource Typing
	• Identify Requirements
	  ▪ Tactics Meeting
	  ▪ Incident Management Team
	  ▪ IMT Purpose
	• Order and Acquire
	  ▪ Order and Acquire Resources
	  ▪ Small Incidents
	  ▪ Authority to Order
	  ▪ Single-point Ordering
	  ▪ Multipoint Ordering
	  ▪ Information Elements
	  ▪ Resource Order Form
	• Mobilize
	  ▪ Mobilization: Check in Process
	  ▪ Status of Tactical Resources
	  ▪ Direct Assignment on Scene
	  ▪ Available Resources in Staging Area
	  ▪ Out-of-Service to Base or Camp
	• Track and Report
	  ▪ Accounting for Responders
	  ▪ Tracking Resources
	  ▪ Resource Status Responsibilities
	  ▪ Resource Status-Keeping System
	  ▪ Monitoring and Assessing Resources
	  ▪ Resource Evaluation
	  ▪ Management Actions and Poor Performance
	• Activity 6.1: Improving Performance Effectiveness
	• Recover, Demobilize, and Reimburse
	  ▪ Evaluating Resource Needs
	  ▪ Resource Demobilization
	• Activity 6.2: Applied Activity
	• Objectives Review

Section	Description
Methodology	This unit uses lecture, an activity, and group discussion to explain the principles and practices of incident resources management. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content. The instructor begins the unit by reviewing NIMS resource management principles and practices. Because this unit is organized by the six primary tasks for Resource Management during the incident. The instructor briefly discusses resourcing activities prior to an incident and then introduces the model and then details each step (identify requirements, order and acquire, mobilize, track and report, demobilize, reimburse, and restock) and the associated tasks and activities that occur in each step of the process. Incorporated within each task's description, the instructor introduces relative resource management concepts, such as how an Incident Management Team functions as a resource to support an incident, who has authority to order resources, the variations between single-point and multipoint resource ordering and reasons for using each, etc. Next, the instructor explains that key resource activities begin prior to an incident. This includes determining the status of resources and when to designate as assigned, available, and out-of-service. The instructor emphasizes that performance evaluations of resources are a critical task that is performed at demobilization. While no system or method is recommended, the instructor introduces several status-keeping methods or systems can be used to keep track of resources at incidents. To reinforce the key concepts of the discussion topic, the instructor asks the students to participate in Activity 6.1, which gives students an opportunity to review a performance issue and answer questions related to evaluation. After Activity 6.1, the instructor explains the timing of evaluating resource needs as well as the planning considerations when demobilizing resources. As a wrap up to the unit, the instructor the instructor asks the students to participate in Activity 6.2, which gives students an opportunity to order resources and to experience the challenges and strategies for managing resources during the threaded scenario they have been using for the course.
References	• None

Section	Description
Development Materials	• Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Activity 6.1: Improving Performance Effectiveness • Materials for Activity 6.2 (found in Applied Activity Materials) • Handout 6-1: Incident Management Teams • Handout 6-2: ICS Form 211 (found in the Appendix)

Unit 7: Demobilization, Transfer of Command, Closeout, and Transition to Recovery

Table 8: Unit 7: Demobilization, Transfer of Command, Closeout, and Transition to Recovery

Section	Description
Time	2 hours
Objective	**Terminal Objective** Upon completion of this unit, students will be able to identify demobilization considerations for a given scenario. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Explain the importance of demobilization planning. 2) Identify the impact of agency-specific policies, procedures, and agreements upon demobilization planning. 3) Identify the ICS titles of personnel who have responsibilities in developing and implementing the Demobilization Plan. 4) List the major sections in a Demobilization Plan. 5) Identify the need for transfer of command or closeout. 6) Explain the process involved in a closeout meeting. 7) Explain the transition from Response to Recovery.

Section	Description

Scope	• Unit Introduction and Objectives
	• Demobilization
	  ▪ Nonexpendable and Expendable Resources
	  ▪ Challenges
	  ▪ Planning Benefits
	• Agency Policies and Procedures
	• Demobilization: Who Does What?
	• Demobilization Plan Information Needs
	• Demobilization Plan Sections
	• ICS Form 221, Demobilization Check-out
	• Stabilizing or De-escalating Incidents
	• Incident Command and Closeout
	  ▪ Agency Administrator Closeout Meeting
	  ▪ Team Closeout Meeting
	  ▪ Conducting an After-Action Review
	• Activity 7.1: Applied Activity
	• Transition to Recovery
	  ▪ Definition for Recovery
	  ▪ Recovery Core Capabilities
	  ▪ Recovery Support Functions
	  ▪ Whole Community Partnership
	• Objectives Review

Section	Description
Methodology	This unit uses lecture, an activity, and group discussion to identify demobilization considerations for a given scenario. Using question and answer strategies, the instructor facilitates content-related group discussions throughout the entire unit. Additionally, to establish a connection with the students, the instructor may share examples of personal experience relevant to the content The instructor begins by describing the importance of demobilization planning and explaining the impacts of agency-specific policies, procedures, and agreements on demobilization planning. Next, the instructor identifies the ICS titles and duties of personnel who have responsibilities for developing and implementing the Demobilization Plan, and the ICS Form 221, Demobilization Check-Out. Next, the instructor details the major sections of the Demobilization Plan. Transitioning to the discussion topic of closeout, the instructor explains the procedure for transfer of command of a de-escalating incident, details the procedure for incident closeout, and describes the process involved in conducting an after-action review. The final discussion topic focuses on the transition to recovery to include critical tasks and incorporating the whole community in the phase. To reinforce the key concepts of the unit, the instructor asks the students to participate in Applied Activity 7.1, which gives students an opportunity to determine demobilization considerations using their threaded scenario.
References	• None
Development Materials	• Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Materials for Activity 7.1 (found in Applied Activity Materials) • Handout 7-1: Sample Demobilization Plan • Handout 7-2: After-Action Review (AAR) Tips • Handout 7-3: Recovery Continuum

Unit 8: Course Summary

Table 9: Unit 8: Course Summary

Section	Description
Time	2 hours
Objective	**Terminal Objective** Upon completion of this unit, students will be to summarize the course objectives. **Enabling Objectives** To support the terminal objective, students will be able to: 1) Identify key discussion topics from the course.
Scope	• Unit Introduction and Objectives • Review Course Objectives • Final Exam • Feedback and Certificate Distribution
Methodology	The instructor begins the unit with a review of the course objectives. The instructor reviews each objective asking the students if they have questions, comments, or general observations. The instructor also gives the students ample time to review their Student Manual prior to the Final Exam. Because this unit is the last unit of the course, instructor administers the Final Exam and gives the students an hour to complete it. Once students have completed the Final Exam, or an hour has passed (whichever comes first), the instructor reviews the Final Exam with the class by using the instructor copy (contains answers) found in the Instructor Guide. Following Final Exam, the instructor asks the students to evaluate the course. As the final wrap-up, the instructor distributes student Certificates of Completion.
References	• None
Development Materials	• Visuals and equipment to display the presentation • Instructor Guide • Student Manual • Final Exams (one for each student) • Course Evaluation Forms (one for each student) • ICS Form 214 (one for each student)