



Advanced All-Hazards Incident Management (2012)

Course Plan

Course Details

Description:	All-hazards complex incident management training for Type-I incident management teams (IMT).
Designed For:	National Incident Management System (NIMS) Type-I Command and General Staff.
Authority:	Office of the State Fire Marshal
Prerequisites:	IS-208.a - State Disaster Management, IS-240.a Leadership & Influence, IS-241.a Decision Making and Problem Solving, IS-242.a Effective Communication, IS-244.a Developing and Managing Volunteers, IS-288 The Role of Voluntary Agencies in Emergency Management, IS-520 Introduction to Continuity of Operations Planning for Pandemic Influenzas, IS-650.a Building Partnerships with Tribal Governments, IS-700.a NIMS An Introduction, IS-701.a NIMS Multiagency Coordination System (MACS) Course, IS-702.a National Incident Management System (NIMS) Public Information Systems, IS-703.a NIMS Resource Management Course, IS-706 NIMS Intrastate Mutual Aid - An Introduction, IS-775, EOC Management and Operations, IS-800.B National Response Framework, An Introduction, IS-860.a National Infrastructure Protection Plan (NIPP), and Qualified in a Command or General Staff position at the Type 3 complexity level.
Standard:	N/A
Hours:	48 hours
Maximum Class Size:	48 participants (based on incident management teams of 10 to 12 people per team)
Instructor Level:	Primary instructor
Instructor/Student Ratio:	1:48
Restrictions:	Venue shall have adequate classrooms, breakout rooms, and information technology capabilities according to course logistics plan to be approved in advance of the class by SFT staff.
SFT Designation:	FSTEP

Required Resources

Instructor Resources

To teach this course, instructors need:

Required

- Instructor Guide
- Coaches Guide
- Simulation Coordination Logistics Sheet

Student Resources

To take this course, students need:

Required

- ICS Field Operations Guide
- AAIM Participant Guide
- NIMS Pre-course Materials
- NIMS Forms

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom equipped for 50 students
- Whiteboards or easel pads with appropriate writing implements
- Projector/TV with appropriate laptop connections
- Wifi/Internet access

Time Table

Units			Unit Total
Unit 1: Course Introduction			1.0
Unit 2: Agencies, Entities and Plans			4.0
Unit 3: Command and Coordination			2.5
Unit 4: Scenario - Transportation			8.0
Unit 5: Safe Management of Incident Resources			2.5
Unit 6: Incident management Team Challenges			3.0
Unit 7: Incident Management Assistance Team (IMAT)			2.0
Unit 8: Scenario- Public Health			8.0
Unit 9: Volunteers and Donations			2.5
Unit 10: External influences			3.0
Unit 11: Fiscal Considerations			1.0
Unit 12: Final Written Exam			2.5
Unit 13: Scenario- Natural Disaster			7.0
Unit 14: Course Critique / Team Evaluations / Closeout			1.0
	Course Totals		48.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled and the acquired structure selected for training. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Course Introduction

Scope Statement

The Scope of this Unit is to provide a description and overview of the course, define TLO, define ELO and provide students with the course expectations and evaluation process. During this Unit, students will be introduced to the instructors, provide an introduction of themselves, and learn the layout of the classroom and facilities.

Terminal Learning Objective

At the conclusion of this Unit the students will be able to describe the course outline, course expectations and evaluation process.

Enabling Learning Objectives

At the conclusion of this Unit the students will be able to:

1. Identify facility and classroom requirements
 - Start and end times
 - Breaks
 - Restrooms
 - Food locations
 - Smoking locations
 - Emergency procedures
 - Electronic devices
 - Special needs and accommodations
 - Other requirements
2. Review the course outline
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process (80% is required on the summative test)
 - Assignments and activities
 - Required student resources
3. Class participation requirements
 - Describe course conduct
 - Identify Instructors and coaches
 - Identify team members
 - Describe TLO
 - Describe ELO

Discussion Questions

1. What are formative and summative tests?
2. What score do you need to successfully complete the final exam?

Activities

1. Determined by instructor

Unit 2: Agencies, Entities and Plans

Scope Statement

The scope of this Unit will be to provide the student with information regarding: Agencies, entities, and plans that may need to be accessed and engaged in order to mitigate incidents. Agencies and entities may bring jurisdictional considerations, and resources which could be required to deal with incidents.

Terminal Learning Objective

At the conclusion of this Unit, students will be able to describe role, responsibilities and authorities of agencies, entities and plans.

Enabling Learning Objectives

For each government agency, governmental entities, the military, non-governmental organizations, corporate entities and organizations participants will:

1. Describe the jurisdictional and statutory authorities and responsibilities
2. Describe the process(s) for activating and/or accessing
3. Describe their capabilities, limitations and potential resources
4. Describe any special needs or considerations
5. Understand any rules, responsibilities or relationships
6. Describe Local, State and National plans
7. Describe transition or short term recovery plans

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 3: Command and Coordination

Scope Statement

Students will be provided information on the interactions that occur with IMT's and various levels of coordinating and directing organizations which may be instituted at a higher level command authority. These organizations may occur at the Federal, State, and Local levels of government.

Terminal Learning Objective

At the conclusion of this Unit, students will be able to describe methods which facilitate the interactions between IMT's and other governmental coordinating/directing organizations including but not limited to a Multi-Agency Coordinating System, Area Command, Theatre (NIMO) Teams, Joint Information Centers(JIC), Emergency Operations Centers (EOC).

Enabling Learning Objectives

At the conclusion of this Unit, students will be able to:

1. Identify and describe the functions of coordinating and managing entities.
2. Describe Operation Centers
3. Describe Joint Information Centers
4. Describe IMT Interactions with the groups listed above
5. Describe challenges that can occur when coordinating agencies
6. Describe strategies to overcome challenges when coordinating agencies

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 4: Scenario - Transportation

Scope Statemen

This will be a five to six hour exercise that will allow the students to utilize lessons learned in previous Units. The IMT's will develop a plan and provide solutions to a transportation scenario provided by the instructional staff. The intent of this scenario is to utilize tools that have been provided to demonstrate an ability to coordinate with agencies at the Federal, State, and Local levels.

Terminal Learning Objective

At the conclusion of this unit, the students will be able to develop a plan and provide solutions to a transportation scenario provided by the instructional staff.

Enabling Learning Objectives

At the conclusion of this unit, the students will be able to utilize tools that have been provided to demonstrate an ability to coordinate with agencies at the Federal, State, and Local levels.

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 5: Safe Management of Incident Resources

Scope Statement

The scope of this Unit includes tools and information that IMT's can utilize to identify and mitigate safety issues. Students will learn to address long duration assignments, tragedy and high stress situations. The team will be provided information to form a basis for making sound decisions to conduct safe incident operations.

Terminal Learning Objective

At the conclusion of this Unit students will be able to describe and implement effective mitigating strategies for safety issues and stressful situations.

Enabling Learning Objectives

At the conclusion of this unit, the students will be able to identify IMT and individual responsibilities and accountability for safely managing incident personnel.

Describe key considerations to manage risk.

Describe key considerations to manage stressful situations.

Describe key considerations when assessing risk vs. gain.

Describe resources available to use when injury or tragedy occurs.

Discussion Questions

Determined by instructor

Activities

1. Determined by instructor

Unit 6: Incident management Team Challenges

Scope Statement

In this Unit, teams will be provided with information to identify challenges that can impact a team and potential strategies to address them.

Terminal Learning Objective

At the conclusion of this Unit, students will be able to describe methods to identify and concepts to effectively address team challenges that may require enhanced skills to affect a successful outcome.

Enabling Learning Objectives

At the conclusion of this unit, the students will be able to identify and describe incident organization considerations such as:

1. Intelligence function (sharing sensitive info) within NIMS
2. Conventional and Unconventional team roles
3. Incident Management Support vs. Operational Control
4. Multiple IMT's assigned to the same incident work
5. Describe the challenges of transitioning
6. Mission clarity / Delegation of Authority
7. Transitions between different agency teams
8. Agencies unfamiliar with formal transitions
9. Describe methods to effectively integrate agencies/entities
10. Describe concepts for maintaining relationships and resolving conflicts of: Jurisdictional authority, IMT, Agency Representative, staff, agency administrator, line officer and assisting cooperation agencies
11. Describe the need to consider long term planning
12. Describe concepts of resource utilization
13. Describe the potential impacts of dignitary visits

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 7: Incident Management Assistance Team (IMAT)

Scope Statemen

IMAT's are quite often called upon to assist and instruct other agencies in the management of incidents under their jurisdiction. This presents unique challenges in that IMAT's are placed in an advisory capacity with no delegated authority.

Terminal Learning Objective

At the conclusion of this unit, students will be able to utilize the lessons taught to effectively integrate into, advise and serve a requesting agency as an Incident Management Assistance Team (IMAT).

Enabling Learning Objectives

At the conclusion of this unit, the students will be able to:

1. Identify issues related to an IMT not being in charge.
2. Describe issues related to a requesting agency's limited Incident Command System (ICS) knowledge
3. Describe agency's resistance to establishing ICS
4. Describe when to utilize subject matter expert(s)
5. Recognize when host agency has inadequate personnel to staff organization

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 8: Scenario- Public Health

Scope Statemen

This will be a five to six hour exercise that will allow the students to utilize lessons learned in previous Units. They are expected to interact with simulated served agency personnel during a public health pandemic. The team is not from the requesting entity.

Terminal Learning Objective

At the conclusion of this unit, the students will be able to identify the challenge with working as an IMAT and providing solutions.

Enabling Learning Objectives

At the conclusion of this unit, the students will be able to understand their role as an IMAT.

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 9: Volunteers and Donations

Scope Statement

Students will be provided information on the importance of volunteer organizations, their response to incidents and how best to utilize volunteers to support personnel and the public. Additional Information addresses the spontaneous volunteer, people who just show up and want to help.

Terminal Learning Objective

At the conclusion of this unit, students will be able to describe the elements necessary to effectively utilize volunteers and volunteer organizations.

Enabling Learning Objectives

At the conclusion of this unit, students will be able to:

1. Identify volunteer and volunteer organization resources and capabilities
2. Primary entities-i.e. Red Cross, Salvation Army, etc.
3. Secondary entities-Volunteer Organizations Active in Disasters (VOAD), California Animal response Emergency Care System (CARES), etc.

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 10: External influences

Scope Statement

This Unit will provide the students with information which will help them to identify and manage external influences. These influences may include issues related to: governmental agencies, special interest groups, industrial groups, political issues, the media, and situations where agencies and entities have conflicting primary, secondary, and/or parallel responsibilities.

Terminal Learning Objective

At the conclusion of this Unit, students will be able to identify potential external influences which could influence the management of an incident and provide strategies to help resolve adverse situations.

Enabling Learning Objectives

At the conclusion of this unit, the students will be able to:

1. Identify potential external administrative, political, environmental and legal influences that must be recognized and understood to successfully manage an incident.
2. Describe which team position has primary responsibility for taking action.

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 11: Fiscal Considerations

Scope Statement

The students will be provided information which will assist them in identifying and finding potential solutions to complex or unfamiliar financial issues such as: Who has the authority to encumber funds? Who establishes the accounting systems to track and project costs? What is the fiscal effect of emergency declarations?

Terminal Learning Objective

At the conclusion of this unit, the students will be able to identify and solve complex fiscal issues involving several agencies and scenarios including cost share, apportionment and accountability.

Enabling Learning Objectives

At the conclusion of this unit, students will be able to:

1. Establishing complete and accurate fiscal documentation
2. Establish clearly defined fiscal responsibilities for all involved entities
3. Agency relationships sharing jurisdictional/statutory responsibilities
4. Cost effective management practices that support Agency Administrator(s) objectives
5. Authority to encumber funds
6. Contracting Authorities
7. Establishment of financial record keeping system for auditing purposes
8. Reimbursement of funds
9. Cost sharing
10. Financial considerations involving emergency declarations

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 12: Final Written Exam

Scope Statemen

The summative exam covers all the AAIM material presented up to this point.

Terminal Learning Objective

At the conclusion of the exam, participants will have a good idea of how much material they have learned and retained.

Enabling Learning Objectives

At the conclusion of this unit, successful students will be able to recognize their level of understanding of the course materials and role on an IMT at the Type-1 complexity.

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

Unit 13: Scenario- Natural Disaster

Scope Statemen

This will be a five to six hour exercise which will provide the students with a natural disaster scenario that incorporates all lessons from throughout the course. This will be the final scenario and will be weighted more heavily in the grading.

Discussion Questions

1. Determined by instructor

Activities

1. Instructions for completing the exam will be reviewed by the instructor to the participants

Unit 14: Course Critique / Team Evaluations / Closeout

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.