U.S. Fire Administration

Host Agency Guide

Course Setup Instructions
Type 3 All-Hazard Incident Management Team (Type 3 AHIMT)

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FEMA

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Course Overview and Objectives

This Host Agency Guide provides instructions to host agencies on how to set up the "U.S. Fire Administration (USFA) Type 3 All-Hazard Incident Management Team (AHIMT)" course. It describes the facilities, equipment and materials necessary to conduct the course properly. Multiple facilitators are recommended for this course and are referred to as instructors and mentors. Read the Facilitators Overview, accompanying the course documents, for recommendations on the number of instructors and mentors, facilitator qualifications, and training methodology.

Course Description

This five-day course serves as a basic introduction to the activities and processes of a USFA Type 3 AHIMT. The ideal number of participants is between 24 (divided into three teams of eight) and 40 (divided into four teams of 10 or five teams of eight).

USFA recommends a minimum of two instructors per delivery and a minimum of one mentor per team of eight to 10 to facilitate the delivery.

Course Purpose and Goal

This course meets the needs of the National Incident Management System (NIMS) and the National Response Framework (NRF). The USFA Type 3 AHIMT course focuses on the importance of developing and operating as a functional USFA Type 3 AHIMT. This course will assist individual responders to perform as viable team members by:

- Demonstrating the goals of NIMS and NRF.
- Emphasizing the nature and purpose of a USFA Type 3 AHIMT so that others in the community and emergency services are more willing and able to assist within various components of their local USFA Type 3 AHIMT.
- Demonstrating the critical role that leadership and teamwork skills play in the success of a USFA Type 3 AHIMT.
- Providing a basic framework for building and maintaining critical interpersonal communications and working together as a team member of a USFA Type 3 AHIMT.
- Offering practical experience of on-scene operations through extensive exercises and simulations, as well as through post-course refresher training, by providing students with the opportunity to perform as members of a USFA Type 3 AHIMT during a mock incident management situation.

Target Audience

This course is intended to be taught at a basic level. Participants in this course should include emergency response personnel, such as fire protection and law enforcement personnel, Emergency Medical Services (EMS) responders, department of public works, department of public health, emergency management, mass care, nongovernmental agencies, and members of various community and tribal groups offering critical emergency response services. The National Integration Center disciplines are ideal:

- Incident management/Emergency management/Incident Command System (ICS) change management.
- EMS.
- Firefighting and hazardous materials response.
- Law enforcement.
- Public health/Medical.
- Public works.
- Search and rescue.
- Animal control/Veterinary.
- Mass care.
- Aviation.
- Emergency management.

Prerequisites

- ICS 100: Introduction to Incident Command System.
- ICS 200: ICS for Single Resources and Initial Action Incidents.
- ICS 300: Intermediate Incident Command System.
- ICS 400: Fundamentals Review for Command and General Staff
- IS-700.A: National Incident Management System (NIMS), An Introduction
- IS-800.B: National Response Framework, An Introduction

Facilities and Physical Classroom Environment

Facility Selection and Setup

This course requires a large facility capable of staging a large classroom area, as well as one breakout room for each student team. An ideal main classroom has these characteristics:

- Large projector screen.
- One large table per team.
- Large amounts of wall space for students to post their work.

An example of a main room table arrangement is illustrated in the image below.

An ideal breakout room has these characteristics:

- Enough room for students to gather as a group, as well as enough room to split off into their individual meetings.
- Large amounts of wall space for students to post their work.

Equipment and Materials

Facilitators will need the following equipment and materials to conduct this course. Be sure to test all of the equipment to ensure that all of the equipment is functional and that facilitators are comfortable operating it.

- Facilitator's personal computer (must have sound capability and be capable of playing DVDs).
- Projector.
- Speaker system capable of playing sound (for use with DVDs).
- Vests with ICS position labels (10 per team). (See Course Preparation in the Facilitators Overview on assigning deputy positions.)

- Some 3-by-5 foot laminated ICS forms (for use in activities).
- Wet erase markers (for laminated ICS forms).
- Easels (at least one per team).
- Easel pads (at least one per team).
- Easel markers.
- Painters or blue tape (to secure laminated ICS forms and large easel paper to walls).

Printing the Course Materials

The course material is designed to be in a three-ring binder so that instructors and students can easily remove materials. The outside cover and spine are color, while the inside is intended for black and white, with the exception of the first appendix in color, and double-sided printing with tabs separating units and appendices.

Instructor Guide

The Instructor Guide (IG), one per instructor and mentor, includes:

- A 1 1/2-inch three-ring binder with clear cover and spine sleeves.
- Binder cover and spine, color, glossy cover stock or uncoated cover stock.
- Eight tab dividers, black and white, card stock.
- Units 1-5, black and white, double-sided printing, copy paper.
- Appendix 1 (At a Glance Guides), color, double-sided printing, color copy or glossy paper.
- Appendices 2-4, black and white, double-sided printing, copy paper.

Student Manual

The Student Manual (SM), one per participant, includes:

- A 1 1/2-inch three-ring binder with clear cover and spine sleeves.
- Binder cover and spine, color, glossy cover stock or uncoated cover stock.
- Eight tab dividers, black and white, card stock.
- Units 1-5, black and white, double-sided printing, copy paper.
- Appendix 1 (At a Glance Guides), color, double-sided printing, color copy or glossy paper.
- Appendix 2, black and white, double-sided printing, copy paper.
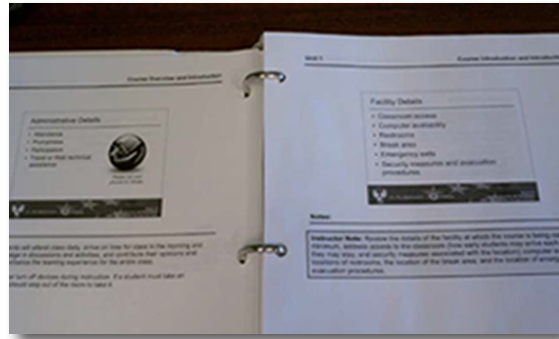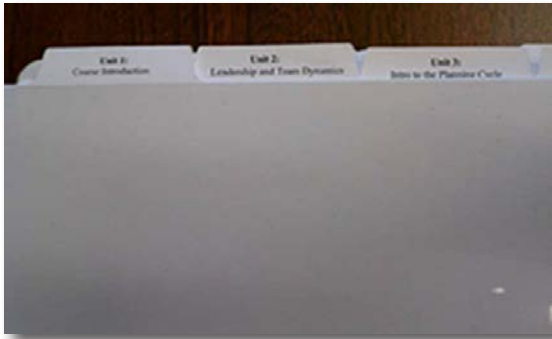
At a Glance Documents

At a Glance Documents are "cheat sheets" that allow students quick-reference access to details about elements of the Planning P. One of each should be printed per student. As noted above, they are intended for color, double-sided printing.

If possible, it is recommended that these documents also be laminated and placed in the front pocket of the SM. It is also recommended that these documents be printed poster-sized and placed in the main classroom.

Example Incident Action Plan

The example Incident Action Plan (IAP) provides the correct answers to the IAP that students develop during course activities. It should be printed in black and white, double-sided. One should be printed per student. Students do not receive the example IAP until just before Activity 4-6, typically at the beginning of Day 4.

Injects

Injects are sheets of paper that simulate new or developing information during an incident. Normally, a host agency would only print injects for Unit 5 separately. However, there is an alternate Unit 4 simulation (Activity 4-6) that requires printing injects should facilitators choose the alternate.

Unit 4 Activity 4-6 printing directions:

- Standard Simulation — injects are included as part of Unit 4 IG (no additional printing required).
- Alternate Cypress Tornado Simulation — alternate scenario and injects are included on the CD and must be printed in black and white, single-sided, with one set printed per student team.

Unit 5 Simulation printing directions:

- Injects are included with the scenario selected by the host agency for the final simulation and must be printed in black and white, single-sided, with one set printed per student team.

General Reference Material

- Students may find this material useful both during and after the course, but it is not specific to any unit or activity.

Evaluations

The following types of evaluation will be conducted:

- Level 1 evaluation (the reaction), accomplished through the use of the standard USFA written end-of-course evaluation.
- Level 2 evaluation (acquisition), accomplished through the completion of a course test.

In addition, there may be an instructor/mentor assessment if student participation in activities is conducted throughout the course.

ICS Form 211 Sign-In Sheets

At the beginning of Day 1, remind students to sign in, if they have not already done so, using ICS Form 211, Check-In List. Explain that the purpose of the form is to document the availability of a resource. Remind students that they will need to check in again at the start of each day of class. Students who do not sign in each day may not receive credit for the course. ICS Form 211 can be found on the CD, and one should be printed for each day of the course.

Incident Command System Wall Charts for Simulations

During the course's simulations, each team requires large, wall-size laminated ICS forms:

- ICS Form 202, Incident Objectives.
- ICS Form 203, Organizational Assignment List.
- ICS Form 205, Communications Plan.
- ICS Form 207, Incident Organizational Chart.
- ICS Form 215, Operational Planning Worksheet.
- ICS Form 215A, Incident Action Plan Safety Analysis.
- Incident Maps (host agency responsible for final simulation).
- Planning P.

The ICS forms and the Planning P should be printed black and white, while incident maps for simulations should be printed in color. All charts must be laminated and large enough for each team to look at in their breakout rooms from a distance (about six times standard paper size). The host agency is responsible for providing the incident map for the final simulation in Unit 5.

Incident Action Plan Checklist

This can be found with the example IAP in Appendix 4. Instructors may use this checklist during simulations when students are completing an IAP.