

Course Setup

U.S. Fire Administration (USFA) Type 3 Incident
Management Team (IMT)

HOST AGENCY GUIDE

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Course Overview and Objectives

This Host Agency Guide provides instructions to host agencies on how to set up the Type 3 IMT course. It describes the facilities, equipment, and material 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 details on the number of instructors and mentors, facilitator qualifications, and training methodology.

Course Description

This 5-day course serves as a basic introduction to the activities and processes of a USFA Type 3 IMT. The ideal number of participants is between 24 (divided into 4 teams of 6) and 40 (divided into 4 teams of 10).

Course Purpose and Goal

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

- Demonstrating the goals of NIMS and the NRF
- Emphasizing the nature and purpose of a USFA Type 3 IMT 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 IMT
- Demonstrating the critical role that leadership and teamwork skills play in the success of an USFA Type 3 IMT
- Providing a basic framework for building and maintaining critical interpersonal communications and for working together as a team member of an USFA Type 3 IMT
- 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 IMT 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, Non-Governmental agencies, and members of various community and tribal groups offering critical emergency response services. The National Integration Center (NIC) disciplines are ideal:

- Incident management
- Emergency medical services
- Fire fighting and hazardous materials response
- Law enforcement
- Public health/medical
- Public works
- Search and rescue
- Animal control/veterinary

- Mass care
- Aviation
- Emergency management
- Incident Command System (ICS) competency change management

Prerequisites

- ICS 100: Introduction to the Incident Command System
- ICS 200: Single Resources and Initial Action Incidents
- ICS 300: Incident Command System

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.



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 PC (must have sound capability and be capable of playing DVDs)
- Projector
- Speaker system capable of playing sound (for use with DVDs)
- Jackets with ICS position labels (10 per team, see Course Preparation in the Facilitators Overview on assigning deputy positions)
- 3'x5' 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 a three-ring binder so instructors and students can easily remove material. 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, double-sided printing with tabs separating units and appendices.

Instructor Guide (IG)

The IG, one per instructor and mentor, includes:

- 1 ½ inch three-ring binder with clear cover and spine sleeves
- Binder cover and spine, color, glossy cover stock or uncoated cover stock
- 8 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 (SM)

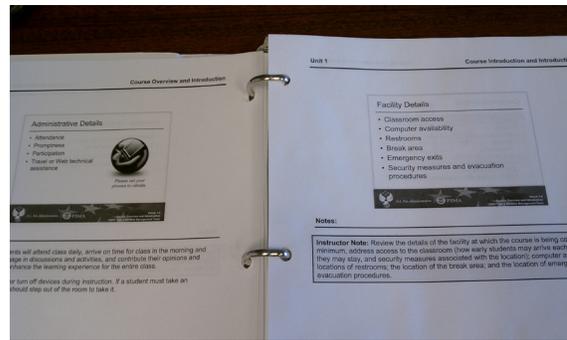
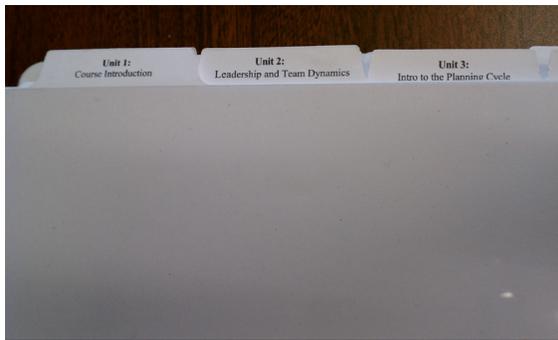
The SM, one per participant, includes:

- 1 ½ inch three-ring binder with clear cover and spine sleeves
- Binder cover and spine, color, glossy cover stock or uncoated cover stock
- 8 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

IG and SM Symmetry

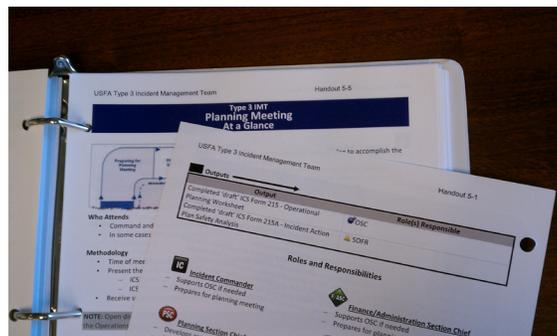
The page numbering in the SM matches the numbering in the IG. This keeps the page numbering consistent between both documents.





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 IAP

The Example 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 only prints injects for Unit 5 separately. However, there is an alternate Unit 4 simulation (Activity 4-6) which requires printing injects should facilitators choose the alternate.

Unit 4 Activity 4-6 Printing Directions:

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

Unit 5 Final Simulation Printing Directions:

- Injects included with the scenario selected by the host agency for the final simulation and must be printed 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, instructor/mentor assessment of 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 an ICS 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. The ICS 211 can be found on the CD and one should be printed for each day of the course.

ICS Wall Charts for Simulations

During the courses' simulations each team requires a large wall size laminated ICS forms:

- ICS 202 Incident Objectives
- ICS 203 Organization Assignment List
- ICS 205 Communications Plan
- ICS 207 Incident Organization Chart
- ICS 215 Operational Planning Worksheet
- ICS 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.

IAP 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.