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Module One

A Foundation for Testing Plans in Rural Communities



New Orleans, LA, 5-23-06 -- 1st Responders take part in Hurricane Alicia's Full-Scale FEMA funded exercise drill to test emergency procedures in preparation for the 2006 hurricane season. Marvin Nauman/FEMA photo.



Module 1: A Foundation for Testing Plans in Rural Communities

Scope Statement

In this module, course participants discuss the value of testing an EOP and strategize for solutions to rural planning and testing challenges. They acquire a working knowledge of the concept of capabilities-based planning and receive an overview of the Homeland Security Exercise Evaluation Program (HSEEP), which serve as a foundation to designing and developing exercises for the purpose of testing an EOP. Lastly, course participants delineate testing responsibilities among team members on the basis of areas of expertise.

Terminal Learning Objectives (TLO)

Upon completion of this module, participants will:

- 1-1 Acquire the foundation needed to effectively design and develop exercises for the purpose of testing an EOP.

Enabling Learning Objectives (ELO)

Upon completion of this module, participants will be able to:

- 1-1 Articulate the value of exercising an EOP.
- 1-2 List rural planning and testing challenges.
- 1-3 Describe the Homeland Security Exercise and Evaluation Program (HSEEP) and state how this course aligns with it.
- 1-4 Define capabilities-based planning and its relevance to designing and developing effective exercises.

References

- California Emergency Management Agency. (2010) *Exercise Player Handbook*. Retrieved from: <http://www.oes.ca.gov/webpage/oeswebsite.nsf/content/70614bce9d2eb9278825742d007003bc?OpenDocument&ExpandSection=5>.
- Dept. of Homeland Security. (2011). *Homeland Security Exercise and Evaluation Plan*. Retrieved from: https://hseep.dhs.gov/pages/1001_HSEEP7.aspx
- FEMA. (2003). IS-139 Exercise Design. Retrieved from: <http://training.fema.gov/EMIWeb/IS/is139.asp>
- FEMA. (2008). IS-130 Exercise Evaluation and Improvement Planning. Retrieved from: <http://training.fema.gov/EMIWeb/IS/IS130.asp>
- FEMA. (2010). IS0120.a An Introduction to Exercises. Retrieved from: <http://training.fema.gov/EMIWeb/IS/IS120a.asp>
- Walsh, D. W., Christen, H. T., Miller, G. T., Callsen, C. E., Jr., Cilluffo, F. J., and Maniscalco, P. M. (2005). *National Incident Management System: Principles and Practice*. Jones and Bartlett Publishers: Sudbury, MA.



Module 1: A Foundation for Testing Plans in Rural Communities

Practical Exercise (PE) Statement

In this module, participants will be given opportunities to share perspectives and best practices with regard to the concepts needed in order to effectively design and develop exercises.

Assessment Strategy

- Participants' questions
- Module Summary
- Module Review

Instructional Strategy

This course is designed to engage learners through facilitative techniques to include open-ended questioning, brainstorming activities, group work, and role-playing.



Module Two

Preparing an EOC for Testing



Baton Rouge, LA, May 24, 2006 - This self contained, propane or gasoline powered, fully functional, portable communications unit called Rapidcom is one of several recently purchased to provide internet, phone and satellite communications in the event of future disasters. It is being used here during a full-scale exercise to test this apparatus as well as validating recently revised emergency procedures in preparation for the 2006 hurricane season. Robert Kaufmann/FEMA



Module 2: Preparing an EOC for Testing

Duration

This module is 1 ½ hours in duration.

Scope Statement

This module provides participants with information regarding the testing of rural EOC organization, staffing, and equipment; the means to collect and analyze information; the functions during a community-wide emergency; and a rural EOC's integration and operation as part of a Multiagency Coordination (MAC) system. This module provides rural and small community emergency response personnel with the framework to develop a responsive and all-hazards approach in testing a local EOC.

Terminal Learning Objectives (TLO)

Upon completion of this module, participants will be able to describe why the primary functions and organization of an EOC need to be tested.

Enabling Learning Objectives (ELO)

Students will be able to:

- 2-1 List the aspects of EOC staffing and organization that need to be tested;
- 2-2 Understand the importance of an EOC's primary roles in relation to testing and responding to an incident;
- 2-3 Discuss EOC staffing models and aspects of the model that can be tested;
- 2-4 Identify EOC equipment that needs to be tested for functionality and staff proficiency;
- 2-5 Restate the importance of testing communications equipment for interoperability and redundancy; and
- 2-6 State the importance of testing procedures for activating and de-activating EOCs.

Resources

Participant Guide

Instructor to Participant Ratio

Preferred instructor-to-student ratio is 1:20-30.

Reference List

California Emergency Management Agency. (2011). *Local Government EOC Position Checklists*. Retrieved from: http://cms.calema.ca.gov/prep_local_gov.aspx.

FEMA. (2009). *EOC Management and Operations IS-775*

FEMA. (2009). *Introduction to Incident Command System IS-100.a*

FEMA. (2011). *Multiagency Coordination Systems Overview*. Retrieved from: <http://www.fema.gov/emergency/nims/MultiagencyCoordinationSystems.shtm>

Firescope California. (2010). *MACS Group Procedures Guide*. Retrieved from: <http://www.firescope.org/macs-docs/MACS-410-1.pdf>



Module 2: Preparing an EOC for Testing

Practical Exercise Statement

Throughout the module, participants will have an opportunity to share examples and analyses. Participants will also exchange best practices with regard to methods of preparing an EOC for testing.

Assessment Strategy

Instructors will observe student participation during class lecture, facilitated discussion, and activities.

Instructional Strategy

This course is designed to engage learners through facilitative techniques to include open-ended questioning, brainstorming activities, group work, and role-playing.



Module Three

Seven Exercise Types



St. Bernart, LA, 12-12-05 -- Steve Whitehead from Long Term Recovery addresses a FEMA sponsored "Louisiana Speaks" long-term recovery planning workshop for Washington Parish. The FEMA sponsored workshops are an important step in Local/State/Federal Partnerships. MARVIN NAUMAN/FEMA photo



Module 3: Seven Exercise Types

Duration

30 minutes

Scope Statement

Throughout this module, participants learn the various types of exercises and how to select the exercise type that best meets a jurisdiction's requirements. A jurisdiction's requirements are identified through the analysis of the capabilities that a given jurisdiction is attempting to validate, the training and exercises it has already conducted, and the resources available for exercise planning.

Terminal Learning Objectives (TLO)

Upon completion of this module, participants will be able to:

3-1 Given a scenario, select the exercise type that best meets a jurisdiction's requirements.

Enabling Learning Objectives (ELO)

Upon completion of this module, participants will be able to:

3-1 List seven exercise types that can be used to test an EOP.

3-2 Describe seven exercise types on the basis of purpose, type of player action, duration, real-time play, and scope.

3-3 Compare and contrast operations- and discussion-based exercises.

References

FEMA. (2003). IS-139 Exercise Design. Retrieved from: <http://training.fema.gov/EMIWeb/IS/is139.asp>

FEMA. (2010). IS0120.a An Introduction to Exercises. Retrieved from:
<http://training.fema.gov/EMIWeb/IS/IS120a.asp>

Practical Exercise (PE) Statement

During the module, participants explore various exercise types. The instructor will aid the participants throughout the process and observe their understanding of the principles relayed in the module.

Assessment Strategy

- Participants' questions
- Module summary
- Module review
- Brainstorming activities

Instructional Strategy

This module is delivered as a combination of lecture, classroom discussion, activities, and instructor demonstrations utilizing exercise software/hardware. The module is designed to ensure participants completely understand the exercise scenario involving the simulated community.



Module Four

Developing an Exercise



New Orleans, LA, 5-17-06 -- Bob Stephan, Department of Homeland Security Assistant Secretary of Infrastructure Protection, takes part in an Preparedness Tabletop Exercise work group with FEMA and 1st responders from around the country at the Region VI Hurricane Preparedness Tabletop Exercise held in New Orleans. The Tabletop Exercise helps FEMA and 1st Responders better prepare for disasters in this two day facilitated exercise. Marvin Nauman/FEMA photo



Module 4: Developing an Exercise

Scope Statement

This module teaches participants how to create their own simulation exercise(s) for the purpose of testing an EOP. Throughout this module, participants learn the various types of exercises that are available, the value of conducting exercises, the components of a comprehensive exercise plan, how to determine the best exercise to use to test an EOP, the steps involved in the exercise development process, and how to evaluate the results of an exercise. Upon completion of this module, participants are given an opportunity to apply what they learn to a practical exercise presented in Module 5.

Terminal Learning Objectives (TLO)

Upon completion of this module, participants will be able to:

- 4-1 Develop a comprehensive simulation exercise for the purpose of testing an EOP.

Enabling Learning Objectives (ELO)

Upon completion of this module, participants will be able to:

- 4-1 Describe the steps involved in designing, developing, and evaluating an exercise.
- 4-2 Determine an optimal design and scope for an exercise using a pre-created worksheet.
- 4-3 Develop an exercise to include objectives, a narrative, a list of detailed events, messages, and a list of expected outcomes using a pre-created worksheet.
- 4-4 Evaluate the effectiveness of an exercise using specific criteria/checklist.

References

- California Emergency Management Agency. (2010). *Exercise Player Handbook*. Retrieved from: <http://www.oes.ca.gov/webpage/oeswebsite.nsf/content/70614bce9d2eb9278825742d007003bc?OpenDocument&ExpandSection=5>.
- FEMA. (2003). IS-139 Exercise Design. Retrieved from: <http://training.fema.gov/EMIWeb/IS/is139.asp>
- FEMA. (2008). IS-130 Exercise Evaluation and Improvement Planning. Retrieved from: <http://training.fema.gov/EMIWeb/IS/IS130.asp>
- FEMA. (2010). IS0120.a An Introduction to Exercises. Retrieved from: <http://training.fema.gov/EMIWeb/IS/IS120a.asp>
- Walsh, D. W., Christen, H. T., Miller, G. T., Callsen, C. E., Jr., Cilluffo, F. J., and Maniscalco, P. M. (2005). *National Incident Management System: Principles and Practice*. Jones and Bartlett Publishers: Sudbury, MA.



Module 4: Developing an Exercise

Practical Exercise (PE) Statement

During the module, participants will develop an exercise using a 10-step process. The instructor will aid the participants throughout the process and observe their understanding of the principles relayed in the module.

Assessment Strategy

- Participants' questions
- Observation of participant actions during simulation demonstrations
- Observation of participant interaction with other participants

Instructional Strategy

This module is intended to be facilitated. While delivering this module, instructors/delivery facilitators should afford course participants with ample opportunity to apply kinesthetically what they learn by giving them time to fill out the exercise design and development worksheets presented in this module.



Module Five

Exercising the Plan



Trenton, NJ, February 10, 2011 -- Region II IMAT team leader, Tom Fargione (far left), discusses operational planning with other IMAT team members and Region II's Defense Coordinating Element during an exercise. Region II's IMAT and Defense Coordinating Element frequently train together to ensure seamless operations during actual deployments.



Module 5: Exercising the Plan - Administration Page

Duration

2.25 hours

Scope Statement

This module contains two performance-oriented, discussion-based exercises, allowing course participants to play the roles of various EOC personnel while planning, responding and coordinating the actions of a local EOC. Exercise One simulates a flood, while Exercise Two simulates a hazmat event. Because the time allotted to this module allows for only one exercise, instructors should choose one of the two exercises according to the training needs and geographical circumstances of course participants. Upon completion of the exercises, participants review the effectiveness of their Emergency Operations Plan (EOP) by comparing actions taken and resources employed during the scenario to those anticipated in the EOP.

Terminal Learning Objectives (TLO)

Upon conclusion of the discussion-based exercises, participants acting in the role of an assigned EOC position will be able to coordinate required actions to respond to and mitigate the effects of a simulated emergency while providing resource support and coordination to an on-scene incident commander (IC) and staff. They also should be able to discern the effectiveness of an EOP in an EOC environment, based upon the outcomes in the exercise.

Enabling Learning Objectives (ELO)

Upon completion of one of the Tabletop Exercises (TTXs), participants will be able to:

- 5-1 Demonstrate problem-solving techniques, coordinate resources, and employ EOC operating procedures during EOC response to a simulated emergency.
- 5-2 Use a checklist to ascertain the comprehensiveness of an EOP.
- 5-3 Conduct/participate in an internal Hot Wash as a means of self-evaluation.
- 5-4 Evaluate the effectiveness of an EOP by comparing actions taken and resources employed during the scenario to those anticipated in the EOP.

Resources

Green County maps, handouts, and Green County Emergency Operations Plan (EOP).

Instructor to Participant Ratio

1:25

Reference List

FEMA Publication P-501, IS-100, IS-111, IS-235, IS-700.a



Module 5: Exercising the Plan

Practical Exercise (PE) Statement

Participants participate in a performance-oriented simulation exercise in which they play the roles of various assigned EOC personnel. Participants demonstrate the ability to coordinate required EOC actions to respond to and mitigate the effects of a simulated emergency. On the Exercise Score Table on the page 5-47, the instructor gauges class performance by circling 2 points for “Yes” answers, 1 point for “Yes with difficulty, omission, or instructor prompting,” and 0 points for “No” answers. Recommended actions, based on the total score, are indicated on the Recommended Action Table on page 5-48.

Assessment Strategy

- Participants conduct an internal Hot Wash to discuss their observations of the EOC simulation exercise; the discussion should include what happened, the response and its overall effectiveness, and alternative and/or supplemental responses as well as their likely impact on the situation.
- An external evaluation of the EOC simulation exercise is conducted by the instructor/evaluator, and feedback is provided to participants via a formalized AAR process, which examines the EOP according to the EOP Evaluation Checklist.

Instructional Strategy

The TTX is facilitated by the Instructor, who assigns EOC roles to class participants. To further facilitate the exercise, the instructor may take on the role of the scenario's Emergency Manager (Emergency Support Function – 5, ESF – 5). The instructor guides the class through the scenarios with exercise injects and overhead questions and may explore teaching points through clarification questions. Upon completion of the simulation exercise, participants receive instructor/evaluator feedback regarding the EOC's effectiveness in collecting and evaluating information, identifying and acquiring needed resources, coordinating the flow of information and resources, setting response priorities, and establishing interoperable communications among all participating organizations and agencies.

Participants are encouraged to discuss issues in depth and develop decisions through slow-paced problem-solving rather than the rapid, spontaneous decision-making that occurs under actual or simulated emergency conditions. The effectiveness of the TTX will be determined by the energetic involvement of participants and the quality of their recommended revisions to current policies, procedures, and plans.

Both basic TTXs presented here are preceded by scenario background information and are followed up with exercise evaluations—a Hot Wash for the first TTX (Flood TTX) and an After Action Report for the second TTX (Hazardous Material TTX). In both cases, participants apply principles to various emergency situations.