

INCIDENT COMMAND SYSTEM

CANADIAN NATIONAL TRAINING CURRICULUM

INSTRUCTOR CURRICULUM GUIDE



OCTOBER 2002

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PREFACE

The Instructor Curriculum Guide describes the curriculum, a list of documents that make up the curriculum, and instructor guidelines for course presentation.

This guide also provides information on each of the seventeen modules and a listing of reference documents.

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I. Introduction

This Canadian version was developed after the need was identified by the National Training Working Group, (comprised of member agencies of the Canadian Interagency Forest Fire Centre) for an incident management system that not only harmonized operations across Canada, but was consistent with US agencies. The primary modifications made to the Canadian Curriculum are in the areas of agency specific terminology, i.e. FAA to Transport Canada, use of metric measurement and in the site support elements to reflect Canadian usage of Emergency Operations Centres.

The NTWG was:

Scott Hamilton – Yukon
Tom Mirus (vice-Chair) – Manitoba
Dave Hahn – Northwest Territories
Greg Vaughan – Ontario
Steve Bachop – British Columbia
Gaetan Lemaire (Chair) – Quebec
Rob Thorburn – Alberta
Keith Barr – New Brunswick (representing all Atlantic Provinces)
Marty Ferguson – Saskatchewan
Rick Kubian – Parks Canada
Steve Taylor – Canadian Forest Service

The Contract Consultant was:

Dean Monterey
EmergPro, a division of Global Emergency Management Solutions, Inc.
Nanaimo, BC Canada

The original US curriculum was developed by an interagency steering group and a contract consultant. The original curriculum was sponsored by the U.S. National Wildfire Coordination Group, and development was directed and supported by the U.S. National Interagency Fire Center, Division of Training. The Steering Group was represented by several application areas (Search & Rescue, Law Enforcement, Structural Fire, Wildfire, etc.) which guided the work of the contractor in the development of this package.

A. Objective of the Guide

To bring together important information on the Canadian ICS Training Curriculum, and to present suggestions for its use.

B. Purpose of the Training curriculum

The curriculum provides:

- Management skills training in the use of ICS as an incident or planned event management system
- A national ICS training standard for all users.
- A comprehensive description of ICS and related systems.
- A flexible training vehicle allowing a wide mix of agencies to use applicable portions with a minimum of redundancy.

II. Curriculum Description

The curriculum consists of seventeen modules of instruction. Each module covers a functional part of ICS or related systems. A summary of each module's contents is included in Appendix A.

Each module includes the following:

- Instructors guide and lesson plans (except Module 1)
- Reference Text
- PowerPoint Visuals
- Tests (open book)
- Scenario for module exercise (as appropriate)

Introduction to The Incident Command System I-100 is a self-study module which is an exception to the above description. It will require an individual to oversee the administration of this module. The module administrator will assign the module to the student, set standards for completion, answer questions that may come up, and administer and correct the test at the end of the module. The administrator will document and ensure that the student is given credit for completion of the module.

I- 100 consists of Module 1 and has been determined by the National Training Working Group (NTWG) in Canada and the National Wildfire Coordinating Group (NWCG) in the U.S. as meeting the training needs of wildland fire personnel for ICS. This course is suggested training for all entry-level personnel assigned to an incident or event, persons working in support roles and cooperating agencies, off-incident personnel who require a minimum of the ICS orientation, and technical specialists assigned to support an incident from an off-site location. This Module may also be presented in a classroom setting if preferred.

Basic Incident Command system I-200 consists of Modules 2 through 6 and has been determined by the NTWG and NWCG as meeting the training needs of wildland fire personnel for ICS. Basic ICS introduces students to the principles associated with the ICS. It covers organization, facilities, resource terminology and the common responsibilities or general instructions associated with incident or event assignments.

Intermediate Incident Command System I-300 consists of Modules 7 through 11 and has been determined by NTWG and NWCG as meeting the training needs of wildland fire personnel for ICS. Intermediate ICS expands on Basic ICS, but does not repeat Basic ICS. It provides more description and detail of the organization and operation of the ICS, management of resources, describes the duties of all positions including the Air Operations organization, and provides examples of how the essential principles are used in incident and event planning.

Advanced Incident Command System I-400 consists of Modules 12 through 15 and has been determined by NTWG and NWCG as meeting the training needs of wildland fire personnel for ICS. I-400 expands on much of the material covered in the intermediate course. The course emphasizes large-scale organization development; roles and relationships of the primary staff; the planning, operational, logistical and fiscal considerations related to large and complex incident and event management. It describes the application of Area Command and the importance of interagency coordination on complex incidents and events.

Multi-agency Coordination I-401 consists of Module 16 and has been determined by NTWG and NWCG as meeting the training needs of wildland fire personnel for ICS. This module deals with the roles of the Emergency Operations Centers (EOCs) and Multi-agency Coordination Systems (MACS) and the function of each.

Incident Command System for Executives I-402 consists of Module 17. This module is an orientation for executives, administrators and policy makers. It provides a basic understanding of the ICS, Unified, Area Command, and multi-agency coordination to those persons responsible for establishing or implementing policy but who normally are not part of the on-scene ICS organization. Also discussed are the responsibilities and information transfer between executives and Incident Commanders.

The modules may be used independently, in a variety of combinations, or sequentially. They can also be clustered and presented together as courses. Redundancy has been kept to a minimum among the modules. The presumption is that students will proceed sequentially through the modules with breaks between I-200, 300 and 400 to enable the student to apply the lessons learned.

In addition to this document and the instructional materials, there are several other publications which may be of value:

- A. A Curriculum Syllabus which provides descriptions of module content, instructional objectives, and other information related to each module.
- B. A History of ICS which describes how ICS was developed and provides information on material that was used in the curriculum development.
- C. A Glossary containing commonly used terms in the curriculum.
- D. A Scenario/Incident Action Plan Catalog which contains approximately forty scenarios divided into five different incident subject categories. These scenarios are for instructors to use in the event the scenario information included within the modules is not used. All of the scenarios in the scenario catalog are reproduced as is from agency sources. Also, there are several examples of written IAPs from actual incidents. The Canadian catalog is under development.
- E. A Forms Catalog – The forms included in the catalog are U.S. NWCG forms. Some of these forms may not meet the needs of all users.

III. Instructor Guidelines

A. ICS – A Management System

ICS is a management system. These modules provide information to improve the capability of personnel to more effectively manage incidents. ICS is an incident management tool to assist in the management of incidents or events, not a skills course to teach individuals how to do a specific job, i.e., to operate a piece of equipment (a skills course). This curriculum assumes that the students already have the necessary skills to do the job that they have been trained to do. As the instructor, you need to emphasize to students that while this curriculum does not teach specific tactical skills related to particular disciplines, (e.g., fire or law enforcement), it teaches the skills essential to incident management.

The objective of the ICS National Training curriculum is not to solve your local political problems. However, adopting ICS may solve some political problems in the long run. ICS is seldom implemented successfully until a clear, definitive decision has been made by the Agency Administrator or Executive.

B. Instructor Qualifications

Curriculum instructors must have had experience in the use of ICS on incidents at the level that they are instructing. This is very important for instructor credibility and to enable the instructor to properly answer the many questions regarding ICS application that occur in the classroom. As an instructor, you should have previously attended training sessions on the modules you are presenting as well as possessing a good background in the methods of adult education.

You should be very familiar with the contents of all the modules, and be able to direct students to other material in the curriculum as necessary. You should have attended a train-the-trainer course if one is available.

There are no evaluation forms for the students to fill out on the instructor presentation. If there is a need by the course coordinator or the instructor cadre for instructor evaluation forms, then these forms will have to be procured locally. A sample course evaluation form is available in Appendix B.

C. Meeting Student Needs

Spend some time in advance of each training session to familiarize yourself with the backgrounds and experiences of your students. This will help you prepare and present the instruction in such a way as to be most meaningful.

Some things to remember:

- If you have not had extensive experience in the use of ICS, take particular care not to overemphasize or use lessons from your own background, particularly if that background is different from that of the students. If, however, you have had experience

in using ICS, do not hesitate to use examples that reinforce a particular point. For example, if you have experienced operational problems due to non-common terminology being used on an incident, share that experience with the class at the appropriate teaching point. Avoid excessive reliance on “war stories.”

- Present a balanced and unbiased approach. Review the adult learning principles which accompany this guide in Section I, Principles of Learning.
- What is presented here are modules of instruction. They present ICS, as stated previously, in its purest form. You may wish to reinforce this point when presenting to an agency that is just adopting ICS. The module contains a broad outline of the subject, PowerPoint slides, and in some cases, exercises to cover that subject area. In different application areas, the instructor may feel the need to embellish or enhance the instructional materials with videos, simulation software, etc., to better reinforce a point or concept for a module. This will be at the instructor’s discretion and is the instructor’s responsibility to procure these additional items.
- Emphasize that ICS is a tested and proven emergency management model. Following the principles of ICS is what is important. School solutions can differ significantly from the “real world” because they rarely evolve in an environment of tactical, political, or fiscal reality. As an instructor in Canada, you will encounter proponents of at least two other commonly used systems. Fire Ground Command and Emergency Site Management. Avoid class debate as to the merits of either system as compared to ICS.
- Take time to interact with students at breaks, lunch, etc., to learn their needs and to monitor how the instruction is going.

D. Properly Introduce the Module

Take a few minutes to properly introduce the module. Review with students the major topics to be covered, the instructional objectives, and student expectations. Indicate to students if there will be an exercise, and discuss the format of the test.

Determine who has had previous modules and when. This will assist in determining whether to supplement the current module with information from previous modules, or to reduce time spent on areas that have already been covered.

E. Prerequisite Guidelines

The modules are prepared with an assumption that the students would start with Module 1, a self-paced orientation. The student then would proceed sequentially through the modules stopping at whatever level was appropriate to the student's experience level and ability.

This may not always be the case. In some modules, students may not understand the subject matter because they have not taken the listed prerequisite modules. In these situations, students should be directed to take the instruction for earlier modules.

F. Time Elements

Times given in the syllabus and in the introductory material for each module are estimates only. You must gauge your time carefully. You can estimate that roughly 25-30 percent of the available time will be dedicated in small group exercises and testing.

G. Testing

Open-book tests have been prepared for each module. If you elect not to use the open-book testing method, you may wish to eliminate some of the questions requiring fill-ins. Exam marking may be done as a group.

H. Scenario Catalog

The Scenario Catalog will provide you with additional ideas for use in developing class exercises. While a scenario is provided with each module that contains an exercise, feel free to select and use other scenarios. In using other scenarios, make sure the scenario and exercise materials will both match the students' backgrounds and fit the intent of the module exercise.

I. Principles of Learning

1. Readiness – Students need to be ready to learn for your instruction to be successful.
 - External motivation includes having a proper classroom atmosphere.
 - Internal motivation includes student willingness to learn.
 - Pre-entry skill level refers to each student's current skills. You do not want to be so far over their heads that they are lost, or so basic that they are bored.
2. Exercise – Repetition and practice aid retention. Consider ways to build them in without creating boredom. Most of the modules contain exercises and/or other group participatory activities.
3. Intensity – The more vivid the experience, the more students are apt to retain. Therefore, vary your voice, stances, expression, etc., during lectures. Include visual aids such as an emergency management simulation software that has photographs of the students operating area. Design student activities rather than just lectures. Involving more senses will help students retain more. Color adds intensity to visuals. For instance, a full-color picture often has more impact than a black-and-white picture. Utilize two way radios in exercises to simulate dispatch centres and introduce reality to theory.

4. Involvement – People who are actively involved in the learning process retain information longer. Design participatory activities into the training wherever possible.
5. Anxiety – Too much anxiety makes people freeze so they can't learn; too little anxiety makes people bored and they may fall asleep or leave. Research shows that a mild amount of anxiety is best for learning.
6. Success – Design your course for immediate student success. Keep what you say positive and your students will also be more positive.
7. Describe, Demonstrate and Do. – These instructional maxims work well for ICS. After describing a particular task, students often like to see the instructor's solution or example. A good example of this is to show an instructor's Form 201 before the exercise in Module 3. Demonstrating a principle can be difficult sometimes. Videos demonstrating field application in their area of expertise are very helpful. Finally, nothing beats letting the student do the activity for themselves.

J. Space and Classroom Requirements

Classroom and support facilities can have a great impact on the learning environment and can determine the success or failure of the module.

A key consideration in selecting a training site is how it will help to meet training goals. Facilities should be selected and organized to meet the requirements and objectives outlined in the module. Consideration should be given to class size, group interaction, and audiovisual needs. Small group exercises may require additional accommodations.

If you are responsible for selecting a training site, logistical issues should be a principal consideration. Transportation, parking, lodging, food services, and support facilities should be included with other cost factors.

The classroom should:

- Be quiet and free of outside distractions.
- Have controlled lighting (e.g., lights can be dimmed and windows shaded to permit the showing of films, PowerPoint, etc.)
- Have good acoustics.
- Provide adequate ventilation.
- Have sufficient space, desks, tables, and equipment for the number of course participants.
- Be equipped with audiovisual aids.
- Provide support facilities such as outdoor smoking areas, rest rooms, break areas, etc.

When setting up the classroom, you should:

- Arrange desks or tables to allow students to work in small groups (five is ideal) or individually, depending on the course. You should also be able to move freely through the classroom.
- Make name tags for each student. If students are grouped around small tables, try to ensure that no table has two students from the same location. Ideally, each table would include students from three to five different agencies.

K. Equipment and Materials

Equipment and material needs will vary for each module. Most modules will require at least the following items:

- Overhead or digital projector
- Lectern or table
- Chalkboard or whiteboard, erasers
- Easel and flip charts, marking pens

Other materials:

- Reference Text/Student Materials – Designed for use in conjunction with the more formal lecture material provided in the Instructor's Text. The Reference Text, for each module, is organized to follow along with the instructor's text, and

provides a space for note taking. Alternatively, slide notes derived from the PowerPoint slides provides a useful student note taking method.

- PowerPoint – Slide numbers are listed adjacent to text in the Aids & Cues column. PowerPoint slides may be adapted for individual use and customized with your own images. However, it is important to remember that the message is what you as the instructor has to say, not the visual impact of the presentation. Many users have a tendency to let the presentation overshadow the message. Always have a backup disk and overheads of your slides should you encounter computer or projector failure.
- Simulation Software – There are several simulation software packages now available that work very well for exercises at the end of the modules. Software that can import digital photos of the students' specific locations of operation should be looked for. As mentioned for PowerPoint users, it is wise to have a backup method of presenting should you experience a computer or projector failure.
- Toy Vehicles – These aids are useful when demonstrating resource usage and span of control. The toys selected should match as closely as possible the general types of apparatus used by the students.
- Portable Radios – The newly introduced Family Radio Service (FRS) radios are very useful in the higher level modules. They may be used to simulate a dispatch or fire centre and are quite useful to demonstrate and reinforce correct terminology usage. One per exercise group is sufficient and one or two for the instructor (s).
- Overheads – Included to enhance certain areas. Overhead slide numbers are the same as the PowerPoint numbers and are listed adjacent to text in the Aids & Cues column.
- Videos – There are few Canadian videos available at this time. Videos if used should be of short duration and used to demonstrate a principle or feature. If there are any

inconsistencies in an otherwise useful video, point out the discrepancy before showing.

- Module Tests – Normally open-book tests taken by students after each module presentation. Tests will be collected, graded, and discussed with the class. Optionally, have the students exchange papers or mark their own. Each agency should establish its own marking criteria, although a passing grade of 70% is recommended. Some students or groups of students may have difficulties with written exams. In this case, shorten the questions and do verbally in groups or as a class.

L. Criteria for Exercise Evaluation

Most of the modules contain small group exercises. The objective of these exercises is to build an organization to manage an incident or event, not to rescue the stranded family, put out the fire, or clean up the chemical spill. The instructor needs to ensure that when giving directions for these exercises that the objective of each exercise is presented to the student groups.

Specific criteria for evaluating exercises are included in the module. General criteria that may help in evaluating exercises are listed below:

There are no perfect school solutions given for curriculum organization exercises. In evaluating small group exercises, use the following guidelines (as appropriate to the exercise):

1. Clear Incident Objectives.
2. Strategies make sense for objectives.
3. Organization would appear to meet the workload.
4. Have defined Operational Periods.
5. Considered the need for written Incident Action Plan.
6. Logistics, Planning, finance/Administration support considered.

7. Organization could easily be expanded.
8. Organization span of control is adequate.
9. Considered the use of Unified Command.
10. Considered the use of deputies, also from other agencies.
11. Considered the need for Technical Specialists.
12. Use of Staging Areas considered.
13. Other facilities are designated.
14. Aviation organization is established.
15. Student groups have used appropriate ICS terminology.
16. Student groups were proactive in their approach.

Appendix A

Syllabus Summary

I-100 Orientation to ICS

Module 1 is intended as an introduction and overview of the ICS. It is intended for people who may be assigned to incidents in non-supervisory roles and as a prerequisite for students continuing on through other levels. This module is usually delivered as a self-study module and includes a brief video. It may also be delivered in a classroom setting.

I-200 Basic ICS (Modules 2-6)

Basic ICS is intended for front line supervisors and responders who may be first on scene and need to effectively establish command and initiate elements of ICS. It is also intended for staff that may fill roles within larger organizations.

Module 2 – Principles and Features of ICS

This module describes the principal features that make ICS a true management system... The student will be exposed to the features below:

- Primary Management Functions
- Management by Objectives
- Unity and Chain of Command
- Establishing and Transferring Command
- Organizational Flexibility
- Unified Command
- Span of Control
- Common Terminology
- Personnel Accountability
- Integrated Communications
- Resource Management
- The Incident Action Plan

Module 3 – Organizational Overview

Students will learn how ICS expands and contracts, the use of Branches, Divisions and Groups within the Operations Section and other organizational elements. A short exercise is included that will be appropriate to a small incident and introduce the Incident Briefing form.

Module 4 – Incident Facilities

This module describes the principal facilities used in conjunction with ICS and discusses their roles at an incident. A short exercise using appropriate map symbols and location criteria will also be included.

Module 5 – Incident Resources

This module presents the concepts of resource management in ICS. Kind and typing of resources, resource status tracking and changing. Again, a short exercise is included.

Module 6 – Common Responsibilities Associated with ICS Assignments

Front line workers to Incident Commanders all have common responsibilities within ICS. This module covers items such as pre-incident preparation, check-in, major personal responsibilities during an incident and demobilization.

I – 300 Intermediate ICS (Modules 7-11)

Intermediate ICS is intended for people who will hold ICS supervisory positions in larger and more complex incidents. The prerequisite is I-100 and I-200.

Module 7 – Organization and Staffing

This module provides a comprehensive description of the responsibilities of the organizational elements within each section of the ICS. It also describes the general duties of each organizational element, terminology, staffing considerations and reporting relationships.

Module 8 – Organizing for Incidents or Events

Module 8 describes ways in which incidents and events are organized to ensure achievement of incident objectives. The steps in organizational development that should take place in any incident or event are discussed. The concept of Unified Command is also addressed in this module.

Module 9 – Incident Resources Management

A continuation of module 5, more details of resource management at incidents is presented. The module describes the stages of resource management, responsibilities related to resource ordering and the use of the Operational Planning Worksheet. The importance of staging areas in management of resources is described. Demobilization of resources and considerations related to cost-effective resource management are also discussed.

Module 10 – Air Operations

This module describes the role of the Air Operations Branch and how to establish an effective aviation organization to support incidents.

Module 11 – Incident and Event Planning

The final module in I-300 describes the planning process, the development of the incident objectives, strategies and tactics, the use of operational periods and the planning meeting. It describes the major steps and the personnel involved in the planning process. It also includes support plans that may be required for some incidents such as medical, traffic and communications. There is a final major exercise in which students will be asked to demonstrate all of the major elements taught in I-200 and I-300.

I – 400 Advanced ICS (Modules 12-15)

Advanced ICS is intended for people who will hold ICS supervisory positions in very large and complex incidents. The prerequisite is I-100, I-200 and I-300

Module 12 – Command and General Staff

This module examines the roles and responsibilities of the senior managers within the ICS in detail. An exercise in establishing the positions is included.

Module 13 – Unified Command

A detailed review of this feature of ICS is provided along with an exercise utilizing a unified command structure.

Module 14 – Major Incident Management

This module examines the methods of expanding the organization to deal with multiple and complex incidents. This module covers new material not previously presented in earlier modules. An exercise involving a large and complex incident is included.

Module 15 – Area Command

This module details the organization of Area Command and the roles and responsibilities of the positions in Area Command. An exercise involving multiple incidents is included.

I – 401 Multi-Agency ICS (Module 16)

Module 16 – Multi-Agency Coordination System (MACS)

This module has been modified for use in Canada. This module reflects the different ways Emergency Operations Centres (EOCs) are managed across Canada.

I – 402 Incident Command for Executives (Module 17)

Module 17 – ICS for Executives

This module provides agency executives with an overview of the system as well as their role and relationship with the Incident Commander. A video is included. This module may be delivered in a self study or presentation format.

Appendix B

Sample Course Evaluation