

**Version Date Organization**

**EMI Resident Template 1.0 June 2011 EMI**

Emergency Management Institute (EMI)

**Plan of Instruction (POI)**

EMI Section 508 Policy for Resident Material

This standardized template was developed by the Emergency Management Institute (EMI) Curriculum Management System (CMS) Working Group. The purpose of this template is to ensure adherence to policy and guidelines outlined by the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), and EMI. EMI course managers have the option of providing a contractor with this template as a means of conveying course development requirements. The information provided by this template includes, but is not limited to:

* Dates and versioning information
* Flow and layout of the course material
* Proper use of FEMA and DHS logos
* Completeness of curriculum (template shows all applicable areas)
* Compliance with EMI, FEMA, and DHS policy
* 508 compliance (per EMI policy)
* Standardized branding (immediately recognizable as an EMI product)

This template provides both an explanation and an example for each section. The explanation is highlighted yellow and displayed using 12-point Arial font, while the example is not highlighted and the font varies depending on the section.

In the example below, the highlighted text explains the purpose and intent of the section, while the number “E000” is the example. The Developer will remove all highlighted text before submitting the final course deliverables.

Course ID; this number is the unique identifier for the course:

(E000)

This template is considered a living document; as such, it is expected to be revised periodically. If you have any questions or concerns about this template, please contact Mark Magers (mark.magers@dhs.gov) or Debbie Evans (deborah.evans1@dhs.gov).

Course ID E000

Course title Resident EMI Template

This FEMA logo and position will be used as shown below.



Deliverable Purpose Plan of Instruction (POI)

Date Course Released March 2010

Version (starts at 1.0 and increments by 1 tenth (.1) for each revision) Version 1.1

The contractor (or developer) will insert a picture that fills up the space taken by this textbox. The picture should be related to course content; however, the graphic will likely also be decorative in nature and should strive for a professional appearance. If possible, the picture should also portray some element of FEMA, such as workers engaged at a disaster site.

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This has been done to ensure the document is print ready.

Rationale

Please provide justification for the course: why is the course needed? What problem does the course seek to address? Please be as specific as possible.

Encountering difficult people in the workplace is a common event that often leads to frustration and decreased productivity. During a recent survey involving SES level executives, 90% agreed that educating workers on how to deal with difficult persons would have a significant impact on the productivity of their organizations. This course was spawned as a result of that survey.

Goal

Please state the course goal in terms of how the participant’s behavior should change upon completion of the course material.

The purpose of this course is to provide the participants with the tools and confidence to become more effective in dealing with difficult people.

Course Objectives

Describe objectives in terms of actions or behaviors the participants should acquire as a result of this course. The objectives should be written in measurable terms.

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

* Identify the behaviors of difficult people.
* Use different techniques for handling difficult people.
* Explain the differences in dealing with difficult people in crisis situations.
* List ways to recognize whether you are being a difficult person.

TARGET AUDIENCE

Describe the target audience and be very specific even for groups within the Federal government.

The audience for this course consists of all FEMA personnel including Disaster Assistance Employees, Cadre of Reserve Employees, Local Hires, and Permanent Full-Time Employees, at temporary field facilities such as Joint Field Offices, Area Field Offices, Disaster Recovery Centers, Long-Term Recovery Centers, National Processing Service Centers, etc.

Emergency Management CompEtencies

Please list the Emergency Management Competencies supported by this course (broken down by unit). The intent of this section is to show how this course supports EMI Emergency Management Competencies. A complete list of [Emergency Management Competencies for Training](https://training.fema.gov/competencies/EMIcompetencies.asp) can be accessed at the following location: https://training.fema.gov/competencies/EMIcompetencies.asp

| Unit | **Competency Area** | **Specific Competencies Supported** |
| --- | --- | --- |
| Unit **6:** | Executive/Managerial Training and Education (MEME-2) | This unit supports MEME-2 by instructing students how to compare vision and mission statements and describe outcome-based Stakeholder analysis |

Course Design/Methodology

Please describe the course design/methodology in terms of how the course is delivered and how the participants will go about learning and demonstrating knowledge gained in the course.

This course is designed for delivery in the classroom. Lecture, discussion, and multiple hands-on activities have been designed to enable participants to learn, practice, and demonstrate their knowledge.

instructor Qualifications

Please be specific. If the course manager elects to use the minimal number of instructors, please describe the impact this will have on the course objectives. If more detailed instructor qualifications are needed, please reference the EMI Instructor website.

Instructors will be experienced Disaster Field Training Office (DFTO) Training Unit Leaders, Training Specialists, or Program Subject Matter Experts with previous experience working in a Joint Field Office (JFO). If you are inexperienced, request that an experienced instructor co-teach the first session with you.

course Supplies and Equipment

List all supplies and equipment needed to successfully deliver the course.

The following supplies and equipment are needed:

* Instructor Guide
* Student Manuals
* Projector, screen, and computer (visuals)
* Easel paper, easels, and markers
* Masking tape
* Name cards
* Pens and pencils

Course Deployment

List course deployment considerations in detail, to include amount of time needed to deploy the course, facilities needed, and any special deployment considerations.

The time allotment for this course is 16 hours. It is designed as a FEMA DFTO classroom training to be primarily delivered in the field at JFOs, Long-Term Recovery Centers, Area Field Offices, Disaster Recovery Centers, and National Processing Service Centers in support of FEMA’s disaster operations.

Course Schedule

| Day 1 |  |  |
| --- | --- | --- |
| Unit 1: | 50 minutes | Introductions and Course Overview |
| Unit **2:** | 4 hours | EMIS-Overview |
| Unit **3:** | 3 hours | Getting Started |

| Day 2 |  |  |
| --- | --- | --- |
| Unit 4: | 3 hours | The EHP Project Technical Review |
| Unit **5:** | 4 hours | Lab Practicum |
| Unit **6:** | 40 minutes | Quality Assurance/Quality Control |

Required Prerequisites

Include courses that are required prior to taking this course. In addition, list any educational requirements or prior job experience needed before the participants may take this course.

Participant must complete E001 (Intro to Templates) before taking this course.

Evaluation plan

List the evaluation methods used for this course. EMI follows the Kirkpatrick model.

Level I: The DFTO Evaluation Sheet will be used to document participant feedback on overall quality of content, instruction, and facilities. The evaluation sheet uses a 1–5 rating system, with 5 being the highest. At the conclusion of the course, collect the evaluations and return them to the Training Unit Leader.

Level II: This evaluation involves measuring and assessing learning that has taken place. Participants will demonstrate their proficiency in applying knowledge and/or skills learned. Hands-on exercises and a multiple choice test have been chosen as assessment tools for this course. Provide feedback to participants following exercises and the test.

**UNITS OF INSTRUCTION**

Each unit or module should be outlined in the POI as the POI is the map for the entire course to include unit objective, length, scope, content, etc.

**Unit 1: Introduction and Course Overview**

| **Time** | 50 minutes |
| --- | --- |
| **Objective** | At the conclusion of this unit, participants will be able to:1. Understand the objectives and expectations of the course.
 |
| **Scope** | * Review the course purpose, objectives, and agenda
* Introductions (Instructors and Participants)
* Name
* Agency/Organization
* Experience with EHP or NEMIS/EMIS/eGrants
* Administrative announcements
* Ground rules
* Overview of course materials
* Expectations: (Practicum/Test etc.). This course is not to teach how to review a project, but a class to navigate through the EMIS computer system where reviews are completed.
 |
| **Methodology** | The instructor will welcome the participants to the course and, using visuals, explain the course purpose, objectives, and agenda.The instructor and participants will introduce themselves, stating which government agency/organization they are representing, and provide a brief statement on their FEMA experiences.The instructor will announce any administrative announcements and ground rules for the course.The instructor will review the Student Manual and other materials provided to the participants of the course. |
| **References** | * Instructor Guide
* PowerPoint presentation and computer display system
* Student Manual
* Student Handouts, Job Aids, and Further Advice
* Quick Reference Guides (QRG)
 |
| **Remarks** | None |
| **Development Material** | Agenda |

**Unit 2: EMIS Overview**

| **Time** | 4 hours  |
| --- | --- |
| **Objective** | At the conclusion of this unit, participants will:1. Be knowledgeable about EMMIE, eGrants, and EMIS background information.
2. Understand the terms and concepts associated with EHP reviews.
3. Understand the four roles in EMIS and associated positions.
4. Understand the concept of queues and workflows.
5. Know who to contact for technical support in using the EMIS system.
 |
| **Scope** | * EMMIE/EMIS Background Information
* Terms and Concepts
* Positions and Roles
* Queues/Workflow
* Technical Support
 |
| **Methodology** | The instructor will conduct an overview of the unit objectives.Using lecture and PowerPoint presentation, the instructor will engage the participants in a discussion of EMIS; Terms and Concepts; Positions and Roles; Queues/Workflow; and Technical support.Practical Exercise: Positions/Roles  |
| **References** | * Instructor Guide
* PowerPoint presentation
* Handouts??
* Student Manual
 |
| **Remarks** | NA |
| **Development Materials** | Pre-class assignment – read page 1–7 User Guide |

**Unit 3: Getting Started**

| **Time** | 3 hours |
| --- | --- |
| **Objective** | At the conclusion of this unit, participants will be able to:1. Access and navigate the EMIS system.
2. Locate projects and data.
 |
| **Scope** | * Accessing the EMIS System
* Standard Links in EMIS
* Inbox Navigation
* Subject tabs
* Sidebar Links
* Project Data Table
* Command Buttons
* Managing Projects in the Inbox
* Sort Function
* Filter Function
* All Reviews
 |
| **Methodology** | The instructor will conduct an overview of the unit objectives.The instructor will demonstrate navigating through EMIS to participants through the use of the computer program.Practical Exercise Review  |
| **References** | * Instructor Guide
* Computer display system
* Student Manual
 |
| **Remarks** | NA |
| **Development Materials** | Navigation Quick Reference Guide |

**Unit 4: The EHP Project Technical Review**

| **Time** | 3 hours |
| --- | --- |
| **Objective** | At the conclusion of this unit, participants will be able to:1. Navigate through the EMIS system to perform the review.
2. Generate a completed Record of Environmental Consideration (REC).
 |
| **Scope** | * Checking Projects In and Out
* Subject Tabs and Sidebar Links in the Technical Review Pages
* Performing the Historic Preservation Review
* Viewing Subgrant Applications (PW)
* REC Format and Radio Buttons
* Adding Attachments, Comments, and Conditions
* Setting Project Review Status
* Adding Additional HP Laws to a Project Review
* Approving and Forwarding a Project
* Performing the Floodplain Review
* REC Format and Adding Comments, Conditions, and Attachments
* Setting Project Review Status, Approving and Forwarding a Project
* Performing the Environmental Review and NEPA Determination
* REC Format and Adding Comments, Conditions, and Attachments
* Navigating among the Environmental Laws, Executive Orders, and NEPA
* Setting the Project Review Status
* Adding Additional Environmental Laws to a Project Review
* Documenting the NEPA Determination, Approving and Forwarding a Project
* Adding Comments, Conditions, and Attachments to the NEPA Determination
* STATEX Determination
* CATEX Determination
* Environmental Assessment Determination
* Environmental Impact Statement Determination
* Rework Command
 |
| **Methodology** | The instructor will conduct an overview of the unit objectives.The instructor will then engage participants in a series of exercises anchored to one or several actions discussed throughout the unit.Practical Exercises Review with Case Studies (one for each process) |

| **References** | * Instructor Guide
* Computer display system
* Student Manual and Quick Reference Guides
 |
| --- | --- |
| **Remarks** | NA |
| **Development Materials** | Navigation Quick Reference Guide |

**Unit 5: Lab Practicum**

| **Time** | 4 hours (independent practice with instructor support) |
| --- | --- |
| **References** | * Interactive Case Study CD
* Student Manuals
* Quick Reference Guide
 |
| **Remarks** | Participants will work independently to complete reviews of four cases. Instructor(s) will be on site to answer questions and give guidance as needed. |
| **Development Materials** | * Interactive Case Study CD
 |

**Unit 6: Quality Assurance/Quality Control (Environmental Officer) Review**

| **Time** | 40 minutes |
| --- | --- |
| **Objective** | At the conclusion of this unit, participants will be able to:1. Navigate through the EMIS system to conduct a QA/QC review.
2. Search Subject Tab.
3. Rework projects.
4. Approve projects.
 |
| **Scope** | * Environmental Officer Review
* Reworking a Project
* Check-in Tool
 |
| **Methodology** | The instructor will conduct an overview of the unit objectives.The instructor will then engage participants in a series of exercises anchored to one or several actions discussed throughout the unit.Practical Exercises Review with Case Studies |
| **References** | * Instructor Guide
* Computer display system
* Student Manual
 |
| **Remarks** | NA |
| **Development Materials** | TBD |