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## Unit 7: Course Summary – Putting It All Together

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## Objectives

At the end of this unit, the participants should be able to:

- Describe the steps to take to ensure they are ready to assume ICS responsibilities.
- Assess their institution's readiness for implementing ICS.
- Take the final exam.

## Scope

- Unit Introduction
- Unit Objectives
- Making ICS Work!
- Recordkeeping and Demobilization
- Voices of Experience
- Preparedness
- Taking the Exam and Feedback

## Methodology

The final unit begins with emphasis on the personal actions that each person must take to make ICS work. The unit then covers recordkeeping and demobilization. Next, the instructors will discuss how to assess an institution's preparedness for implementing ICS. The instructors will then provide instructions on taking the final exam. To conclude the unit, the instructors will emphasize to the group the importance of providing course feedback.

## Time Plan

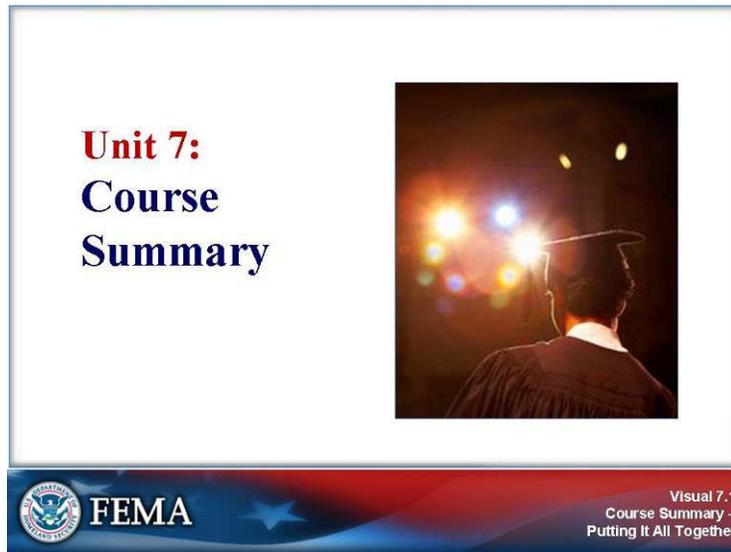
A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit Introduction and Unit Objectives	5 minutes
Making ICS Work!	5 minutes
Recordkeeping and Demobilization	5 minutes
Voices of Experience	10 minutes
Preparedness	10 minutes
Taking the Exam and Feedback	10 minutes
Final Exam	30 minutes
<b>Total Time</b>	<b>1 hour 15 minutes</b>

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Visual 7.1



**Visual Description:** Unit Introduction

### Instructor Notes

Explain that participants should now be familiar with the core system features of ICS and the ICS organizational roles and responsibilities.

Explain that “putting it all together” means that:

- You are personally ready to follow the ICS principles.
- Your campus is ready to implement ICS.



Visual 7.2

### Unit Objectives

- Describe the steps to take to ensure you are ready to assume ICS responsibilities.
- Assess your institution's readiness for implementing ICS.
- Take the final exam.



Visual 7.2  
Course Summary –  
Putting It All Together



**Visual Description:** Unit Objectives

### Instructor Notes

Tell the participants that by the end of this unit, they should be able to:

- Describe the steps to take to ensure you are ready to assume ICS responsibilities.
- Assess your institution's readiness for implementing ICS.
- Take the final exam.



Visual 7.3

### Making ICS Work!



ICS works when everyone commits to:

- Not going around the chain of command.
- Reporting critical information.
- Not self-dispatching.

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Visual 7.3  
Course Summary –  
Putting It All Together

**Visual Description:** Making ICS Work!

### Instructor Notes

Explain that using ICS at incidents succeeds when everyone assumes personal accountability by:

- **Not going around the chain of command.** Only take direction from your immediate ICS supervisor (might not be your day-to-day supervisor). Exchange of information is encouraged; however, all assignments and resource requests must go through your immediate ICS supervisor.
- **Reporting critical information** about safety hazards, status, changing conditions/needs within assigned areas, and resource needs.
- **Not self-dispatching.** Do not start responding unless you are deployed or your actions are critical for life and safety. Make sure to check in when you begin your assignment. If the plan is not working or your assigned activity cannot be completed, tell your supervisor. Do not create your own plan of action.



Visual 7.4

### Recordkeeping

- Print or type all entries.
- Enter dates by month/day/year format.
- Enter date and time on all forms and records. Use local time.
- Fill in all blanks. Use N/A as appropriate.
- Use military 24-hour time.



Visual 7.4  
Course Summary –  
Putting It All Together

**Visual Description:** Recordkeeping

### Instructor Notes

All incidents require some form of recordkeeping. Requirements vary depending upon the agencies involved and the nature of the incident. Below are general guidelines for incident recordkeeping:

- Print or type all entries.
- Enter dates by month/day/year format.
- Enter date and time on all forms and records. Use local time.
- Fill in all blanks. Use N/A as appropriate.
- Use military 24-hour time.



Visual 7.5

## Demobilization

At the end of your assignment:

- Complete all tasks and required forms/reports.
- Brief replacements, subordinates, and supervisor.
- Evaluate the performance of subordinates.
- Follow check-out procedures.
- Return any incident-issued equipment or other nonexpendable supplies.
- Complete post-incident reports, critiques, evaluations, and medical followup.
- Complete all time records or other accounting obligations.



**Visual Description:** Demobilization

### Instructor Notes

Explain that resource demobilization occurs at the end of your assignment or when the incident is resolved. Before leaving an incident assignment, you should:

- Complete all tasks and required forms/reports.
- Brief replacements, subordinates, and supervisor.
- Evaluate the performance of subordinates.
- Follow check-out procedures.
- Return any incident-issued equipment or other nonexpendable supplies.
- Complete post-incident reports, critiques, evaluations, and medical followup.
- Complete all time records or other accounting obligations.



Visual 7.6

**Voices of Experience**

 <b>David Burns</b> Emergency Preparedness Manager University of California Los Angeles	 <b>Dorothy Miller</b> Emergency Management Coordinator University of Texas at Dallas
 <b>Toni J. Rinaldi</b> Director of Public Safety Naugatuck Valley Community College	 <b>George Nuñez</b> Supervising Emergency Management Associate George Washington University

Click icons to play audio.

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Visual 7.6  
Course Summary –  
Putting It All Together

**Visual Description:** Voices of Experience

### Instructor Notes

Tell the participants they will be hearing “voices of experience” from campus personnel about ICS.

Click on each icon to hear the “voice of experience.”

### Audio Transcripts:

David Burns  
Emergency Preparedness Manager  
University of California Los Angeles

ICS is a process and one of the important processes is the pre-planning that goes in, the preparedness, the forward thinking – thinking forward as to what might occur so that when an incident does occur, logical steps and sequences can occur.

(Continued on next page.)

**Audio Transcripts (Continued):**

Toni J. Rinaldi  
Director of Public Safety  
Naugatuck Valley Community College

There's a lot of steps that help to make ICS work before the actual incident occurs and nowadays particularly you hear a lot about interagency cooperation, mutual aid agreements, memorandums of understanding, and what it all boils down to—it's communication. It's about communication, both within your agency so that people understand what their role is in an incident and that it's not just delegated or relegated to the public safety or first responder section, but it's everyone's responsibility on a college campus to respond to and to have an active role in response to an incident.

Dorothy Miller  
Emergency Management Coordinator  
University of Texas at Dallas

You entrust people that you know before, if somebody comes on the scene that I have no idea who they are, I don't know if they should be on the scene so I don't what their credentials are. I don't know who they work for, so it creates this little security issue if you don't know who those people are and it's just wasting time. The relationship-building aspect is huge in this field.

George Nuñez  
Supervising Emergency Management Associate  
George Washington University

Being in the field of emergency management I think it is important that institutions of higher education understand that they need to have comprehensive emergency management plans. By having comprehensive plans that cover all hazards, that cover all response, all entities at the university or college campus, we're able to integrate all of these components into an incident. College or institutions of higher education need to be prepared—that is probably the biggest emphasis or most important thing that college campuses can do is be prepared.

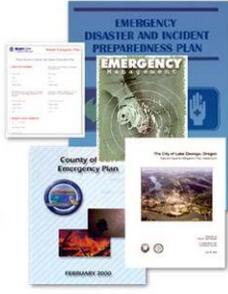


Visual 7.7

### Check Plans, Policies, and Regulations

Do preparedness plans, policies, and regulations:

- Comply with NIMS, including ICS?
- Cover all hazards?
- Include delegations of authority (as appropriate)?
- Include up-to-date information?



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Visual 7.7  
Course Summary –  
Putting It All Together

**Visual Description:** Check Plans, Policies, and Regulations

### Instructor Notes

Note that preparedness plans may take many forms, but the most common include:

- **Emergency Operations Plans (EOPs).**

Note: EOPs are developed at the Federal, State, tribal, and local levels to provide a uniform response to all hazards that a community may face. EOPs written after October 2005 must be consistent with the National Incident Management System (NIMS).

- **Standard Operating Guidelines (SOGs) and Standard Operating Procedures (SOPs).**
- **Institutional, jurisdictional, or agency policies.**

A jurisdiction's preparedness plans, policies, and regulations must:

- ✓ Comply with NIMS, including ICS.
- ✓ Cover all hazards and be based on risk assessments.
- ✓ Include delegations of authority (as appropriate).
- ✓ Include up-to-date information about resources available for assignment during a response.
- ✓ Include contact information for institution administrators and response personnel.



Visual 7.8

### Training, Credentialing, and Exercising

- Do you have sufficient qualified personnel to assume ICS Command and key General Staff positions?
- Can you verify that personnel meet established professional standards for:
  - Training?
  - Experience?
  - Performance?
- When was the last tabletop or functional exercise that practiced ICS? Do you use ICS during planned events (e.g., sporting events, commencement)?



**Visual Description:** Training, Credentialing, and Exercising

### Instructor Notes

Incident responders must be well trained and qualified. As part of the planning process, it is important to consider:

- If there are sufficient qualified personnel to assume ICS Command and General Staff positions.

Explain that the Executive Policy Group is responsible for ensuring that a qualified Incident Commander has been designated for the incident. Some jurisdictions and institutions maintain a roster of qualified Incident Commanders based on the complexity of the incident.

- If the institution can verify and document that personnel meet established professional standards for:
  - Training.
  - Experience.
  - Performance.
- When the last tabletop or functional exercise was conducted to practice command and coordination functions.

Additional information on training requirements can be found at the National Integration Center Web site: [www.fema.gov/emergency/nims](http://www.fema.gov/emergency/nims)

**Tell the participants to take 5 minutes to complete the preparedness questionnaire on the next page. After 5 minutes, ask if any volunteers would like to share their responses to the questionnaire.**

## NIMS/ICS Preparedness Assessment

**Instructions:** Assess your campus' readiness to implement NIMS/ICS. Read each statement and answer yes or no. For any questions that you answer no, add an action item in the space below.

	Yes	No	Not Sure
Are your emergency operations plan, policies, and procedures consistent with the ICS principles taught in this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have the needed communications and other equipment, and vests, badges, and other supplies to implement ICS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can responders from different agencies (e.g., fire, police, public works) communicate with institution personnel during an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified qualified personnel to assume ICS Command and General Staff positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have sufficient backup personnel for all key ICS positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified potential locations for ICS facilities (e.g., Incident Command Post, Staging Area, Base, Camp, Heliports, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you practice applying ICS during drills and planned events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within the past year, have you conducted an exercise for Unified Command with different agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are after-action reviews conducted to identify lessons learned following exercises, drills, planned events, and incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space below to jot down actions that you must take when you return to your campus and the people that should be involved.



Visual 7.9

## Additional Resources

<http://www.training.fema.gov/emiweb/IS/ICSResource>

**Visual Description:** Additional Resources

### Instructor Notes

Additional resources can be found at the EMI ICS online resource center. The resource center can be accessed at <http://www.training.fema.gov/emiweb/IS/ICSResource>.

**Ask if anyone has any questions before continuing to the course exam.**



Visual 7.10

### Taking the Exam

**Instructions:**

- Take a few moments to review your Student Manuals and identify any questions.
- Make sure that you get all of your questions answered prior to beginning the final test.
- When taking the test . . .
  1. Read each item carefully.
  2. Circle your answer on the test.
  3. Check your work and transfer your answers to the computer-scan (bubble) answer sheet or take the test online.

→ You may refer to your Student Manuals when completing this test.



Visual 7.10  
Course Summary –  
Putting It All Together

**Visual Description:** Taking the Exam

### Instructor Notes

**Note:** Additional guidance appears on the next page.

Present the following ICS 100.HE test instructions:

1. Take a few moments to review your Student Manuals and identify any questions.
2. Make sure that you get all of your questions answered prior to beginning the final test.
3. When taking the test . . .
  - Read each item carefully.
  - Circle your answer on the test.
  - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or take the test online.

Tell the participants that they may refer to their Student Manuals when completing this test.

**Important Instructor Note:** It is important that you allow the participants enough time to review the course materials prior to taking the exam. If time permits, you can facilitate a structured review of the materials using the following techniques:

- Assign each team a lesson and have them summarize and present the key points to remember.
- Select five to seven of the most critical points from each lesson. Present a brief review of these points. Ask questions to ensure that the participants remember the most important information.

When the review is completed, distribute the exams. Remain in the room to monitor the exam and to be available for questions. Collect the completed exams.

**Instructor Note:**

To receive a certificate of completion, participants must take the 25-question multiple-choice final exam, submit an answer sheet (to EMI's Independent Study Office), and score 75% on the test. Two options exist for test submission:

Participants submit their tests online, and upon successful completion receive an e-mail message with a link to their electronic certification.

- Go to <http://training.fema.gov/IS/crslist.asp> and click on the link for ICS-100.HE
- Click on "Take Final Exam."

Instructions for group delivery can be found on the EMI IS website at:  
<http://training.fema.gov/IS/docs/STEPS%20FOR%20CLASSROOM%20TRAINING-final.docx>

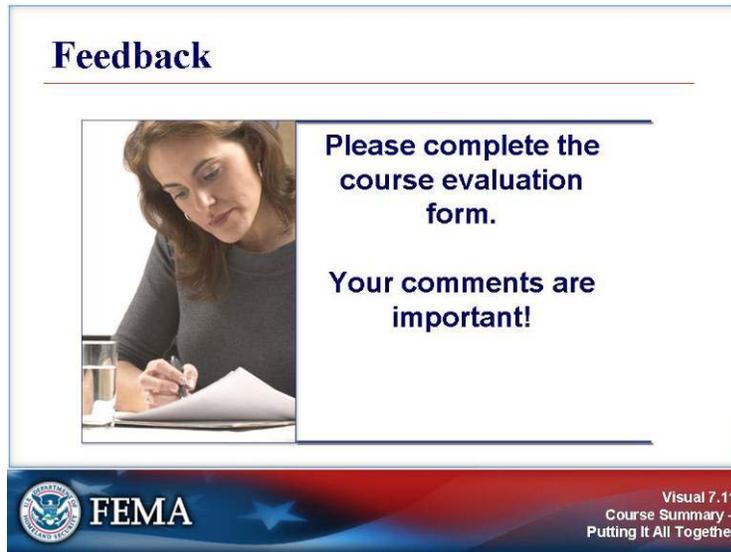
The completed answer sheets can then be submitted as a group to:

EMI Independent Study  
16825 South Seton Ave.  
Emmitsburg, MD 21727

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Visual 7.11



**Visual Description:** Feedback

### Instructor Notes

Emphasize that completing the course evaluation form is important. Participants' comments will be used to evaluate the effectiveness of this course and make changes for future versions. Please use the course evaluation forms provided by the organization sponsoring the course.