

Instructor Notes for Session No. 14

Course Title: Catastrophe Readiness and Response

Session Title: Tabletop Exercise Design

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Time: 3 hours

Learning Objectives (Slide 2)

By the end of this session (readings, websites, lectures and exercises) the student should be able to:

- 14.1. Demonstrate an understanding of the Homeland Security Exercise Evaluation Program (HSEEP)
 - 14.2. Demonstrate an understanding of the need for conducting Tabletop Exercises (TTX) and their role in the exercise continuum
 - 14.3. Demonstrate the ability to design, conduct and evaluate a TTX
 - 14.4. Discuss the different formats that can be used when developing a TTX and the accompanying benefits and pitfalls
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Session Overview

This unit is designed to give the student an understanding of the use of exercises as the primary tool for assessing preparedness and identifying strengths and areas for improvement. Exercises enable an objective assessment of capability, which in turn paves the way for an improved response during an actual event. They serve to test the adequacy of interagency and inter-jurisdictional agreements; refine procedures, roles and responsibilities. They are also becoming popular as a tool to evaluate the efficacy of training programs.

An overview of HSEEP and the role of the discussion-based exercise are reviewed followed by an actual tabletop exercise. Please note that we have provided two examples of tabletops with varying degrees of sophistication for you to use.

Readings:

Keyes DC, Burstein JL, Schwartz RB and Swienton RE. 2005. Medical Response to Terrorism: Preparedness and Clinical Practice. Philadelphia: Lippincott Williams & Wilkins, with special attention to Chapter 33: Socher MM, Leap EK. Exercises and Educational Courses in Terrorism Preparedness.

Klein G. 1998. Sources of Power. How People Make Decisions. Cambridge: MIT Press

Gilbraith MW. 2003. Adult Learning Methods: A Guide for Effective Instruction. Melbourne: Krieger Publishing Company.

General Accounting Office. 1993. Disaster Management: Improving the Nation's Response to Catastrophic Disasters (GAO Report RCED-93-186). Washington DC: GAO, July 23, 1993. Accessed at: <http://archive.gao.gov/t2pbat5/149631.pdf>

HSEEP Volume I: HSEEP Overview and Exercise Program Management. Accessed at: <https://hseep.dhs.gov/support/VolumeI.pdf>

HSEEP Volume II: Exercise Planning and Conduct. Accessed at: <https://hseep.dhs.gov/support/VolumeII.pdf>

HSEEP Volume III: Exercise Evaluation and Improvement Planning. Accessed at: <https://hseep.dhs.gov/support/VolumeIII.pdf>

HSEEP Volume IV: Library – Sample Exercise Materials. Accessed at: https://hseep.dhs.gov/hseep_vols/default1.aspx?url=home.aspx

Lessons Learned Information System. Accessed at: www.llis.dhs.gov/

New York City Department of Health Bioevent Tabletop Exercise Toolkit for Hospitals and Primary Care Centers. Accessed at: <http://www.nyc.gov/html/doh/downloads/pdf/bhpp/bhpp-train-hospital-toolkit.pdf>

14.1 Demonstrate an understanding of the Homeland Security Exercise Evaluation Program (HSEEP)

HSEEP (Slide 3)

The Homeland Security Presidential Directive - 8 (HSPD-8) mandated the establishment by the Department of Homeland Security of a standardized exercise policy and methodology to be used for the National Exercise Program. Common doctrine with common terminology (as seen in the National Incident Management System (NIMS)) provide the basis for interagency cooperation during an actual event. An integral component of the Homeland Security Exercise Evaluation Program (HSEEP) is the Multi-Year Training and Exercise Plan which is established during a Training and Exercise Plan Workshop (T&EPW). Milestones are set for training and exercises and priorities are set for the evaluation of preparedness capabilities.

In order to develop exercises for local, state and Federal governments and to receive funding from any government agencies for this purpose the student must ensure that they are in compliance with the Homeland Security Exercise Evaluation Program (HSEEP).

HSEEP Volumes I, II, III and IV, found at

https://hseep.dhs.gov/pages/1001_HSEEP7.aspx provide the foundation and guidance for developing exercises in compliance with HSEEP and therefore eligible for state and Federal funding. The HSEEP website also provides access to many interesting readings and resources such as lessons learned, best practices, templates – just to name a few.

Most areas of HSEEP are available without any special access capability although there are some sections such as certain documents in Volume IV (accessed through the secure HSEEP portal) and the National Planning Scenarios (accessed through the Lessons Learned Information Sharing www.llis.gov) that do require a login process. Your organization may be able to sponsor your membership of these “secure sites”. Graphics in this lecture are all accessible without a login.

HSPD-5 (Slide 4)

This mandates the management of Domestic Incidents and provides for the following:
Purpose - “to enhance the ability of the United States to manage domestic incidents by establishing a single, comprehensive national incident management system.”

Policy – “to prevent, prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies, the United States Government shall establish a single, comprehensive approach to domestic incident management. The objective of the United States Government is to ensure that all levels of government across the Nation have the capability to work efficiently and effectively together, using a national approach to domestic incident management. In these efforts, with regard to domestic incidents, the

United States Government treats crisis management and consequence management as a single, integrated function, rather than as two separate functions.”

Preparedness Cycle (Slide 5)

Too often the lessons learned from an exercise and recorded in an After Action Report (see later) are not considered when making changes to existing emergency operation plans (EOP) sometimes called emergency management plans (EMP). The cycle can be termed the “cycle of life” – the exercise gives birth to a new series of issues to be answered in the next iteration of the plan. We plan, we train on the plan, we exercise the plan, we evaluate the efficacy of the plan and then we start again.

Exercise Phases (Slide 6)

Multi-year planning, stakeholder engagement, and resource management are essential ongoing processes that provide the basis for the planning, conduct, and evaluation of individual exercises. The success of individual exercises relies on the execution of five distinct phases, which are collectively known as the exercise cycle: foundation, design and development, conduct, evaluation, and improvement planning.

14.2 Demonstrate an understanding of the need for conducting Tabletop Exercises (TTX) and their role in the exercise continuum

Need for Exercises (Slide 7)

The role of exercises in the overall preparedness model cannot be understated. Reading, listening and learning from a didactic model constitute an excellent basis to prepare the student. However the challenge of debating the issues with one's peers serves to solidify the thought processes. Furthermore the ability to problem-solve in a low stress, fault-free environment provides an excellent forum for interacting with one's peers prior to an actual event. During a catastrophe is neither the time nor the place to be meeting your counterparts, testing your plans for the first time, or trying to determine what the lines of communication are and the command structure, just to name a few benefits derived from a practice run i.e. exercise.

Training

“Scenario-based training can provide effective decision-making training without the expense and risk of full-scale types of exercises, and can be self-paced to accommodate various levels of an individual's level of expertise and competence. Scenario-based training helps practitioners connect theory with real-world applications/situations.” (Neil R. Hintze: Thesis for Masters of Homeland Security Studies at the Naval Post Graduate School, Monterey, CA, March 2008)

Tabletop exercises are an extension of this scenario-based training. An example of interactive scenario-based training sponsored by a grant from the Department of Homeland Security is the Virtual Terrorism Response Academy (VTRA) developed by the interactive media lab at Dartmouth College's medical school -

<http://iml.dartmouth.edu/education/pcpt/vtra/>

Exercise Types (Slide 8)

The figure below, taken from Chapter 2 Exercise Program Management, HSEEP Volume I, focuses on the seven different types of exercises which comprise the two main categories: discussion-based and operations-based. It provides a guide to the student on not only the primary exercise categories but also the appropriate type to select for a specific purpose.

Utility/Purpose		Type of Player Action	Duration	Real-Time Play?	Scope
Discussion-Based Exercises	Familiarize players with current plans, policies, agreements, and procedures; develop new plans, policies, agreements, and procedures	Notional; player actions are imaginary or hypothetical	Rarely exceeding 8 hours	No	Varies
Seminar	Provide overview of new or current plans, resources, strategies, concepts or ideas	N/A	2-5 hours	No	Multi- or Single-agency
Workshop	Achieve specific goal or build product (e.g., exercise objectives, SOPs, policies, plans)	N/A	3-8 hours	No	Multi-agency/ Single function
Tabletop Exercise (TTX)	Validate plans and procedures by utilizing a hypothetical scenario to drive participant discussions	Notional	4-8 hours	No	Multi-agency/ Multiple functions
Game	Explore decision-making process and examine consequences of those decisions	Notional	2-5 hours	No (though some simulations provide real- or near-real-time play)	Multi-agency/ Multiple functions
Operations-Based Exercises	Validate plans, policies, agreements, and procedures; clarify roles and responsibilities; identify resource gaps	Actual; player action mimics reaction, response, mobilization, and commitment of personnel and resources	May be hours, days, or weeks, depending on purpose, type, and scope of the exercise	Yes	Varies
Drill	Validate a single operation or function of an agency	Actual	2-4 hours	Yes	Single agency/ Single function
Functional Exercise (FE)	Evaluate capabilities, functions, plans, and staffs of Incident Command, Unified Command, intelligence centers, or other multi-agency coordination centers (e.g., EOCs)	Command staff actions are actual; movement of other personnel, equipment, or adversaries is simulated	4-8 hours or several days or weeks	Yes	Multiple functional areas/ Multiple functions
Full-Scale Exercise (FSE)	Validate plans, policies, procedures, and cooperative agreements developed in previous exercises through their actual implementation and execution during a simulated scenario; includes actual mobilization of resources, conduct of operations, and integrated elements of functional exercise play (e.g., EOCs, command posts)	Actual	One full day or several days or weeks	Yes	Multi-agency/ Multiple functions

In Class Discussion

You are given the task of re-writing your agency's emergency management plan and need to decide the best method of obtaining stakeholder input to your outline. Would you use a workshop or seminar?

Building Block Approach (Slide 9)

The infancy to teen concept applies to exercise types – the more simplistic Discussion-Based exercise will precede the more sophisticated Operations-Based exercise. Not all classifications are always used. A common formula for an exercise series is – tabletop, functional (command post), and full-scale. It is important to allow enough time between each for the lessons learned to be applied before the next exercise.



Catastrophe versus disaster exercises (Slide 10)

The characterization of incidents – disasters or catastrophes – was discussed in Session No. 1 but here are some of the criteria which define a catastrophe: normal day to day activities are not possible for private and public sector individuals; a large section of infrastructure is damaged and/or impacted; emergency services are operating with skeleton staff and often in makeshift facilities; the norm as we knew it is no more – we are unable to communicate and resources (food, medicines, shelter, etc.) are scarce. The 1918 Spanish Influenza was deemed a global public health emergency or catastrophe. Hurricane Katrina’s devastation was a more contained catastrophe.

Many exercise design professionals opt not to stress their participants to the max to avoid the “sky is falling and there’s nothing I can do about it” response. People throw up their hands in frustration and opt not to continue. However, since the advent of Katrina – a truly catastrophic event in the minds of many – there is realization that “it” can in fact happen and therefore we need to prepare – to plan, to train, to exercise. Exercise criteria will differ widely but the overall goal for exercise designers is constant. The need exists

to overwhelm the participants and force them to “inhabit” an environment where there is no structure and even government is unable to function as expected.

Exercise Components (Slides 11-12)

HSEEP requires two planning conferences for a tabletop exercise – Initial and Final. There is usually a kickoff or Concepts and Objectives meeting. The group will identify the type, purpose, scope, and objectives of the exercise at the first meeting; they will determine dates, times and locations for future meetings and for the exercise. For more detail on what is accomplished at each meeting see later slide on “Tabletop Exercise Planning Timeline”.

Exercise Planning Team (Slide 13)

This should be structured along ICS principles as illustrated in Chapter 3 Exercise Program Management, HSEEP Volume I and shown below and is the pivotal organization for planning all exercise activities.



Stakeholder Participation (Slide 14)

Key staff, decision makers, and elected and appointed officials are typical participants in a tabletop exercise. Sign-in sheets providing contact information for all participants are an essential component of the tabletop. This sets up contact lists that participants may use to share information and/or utilize during an actual event.

Planning Timelines (Slides 15-16)

Timelines vary according to the complexity of the exercise. Exercise planners use shorter timelines for tabletop exercises (TTXs) than for full-scale exercises (FSEs). In addition,

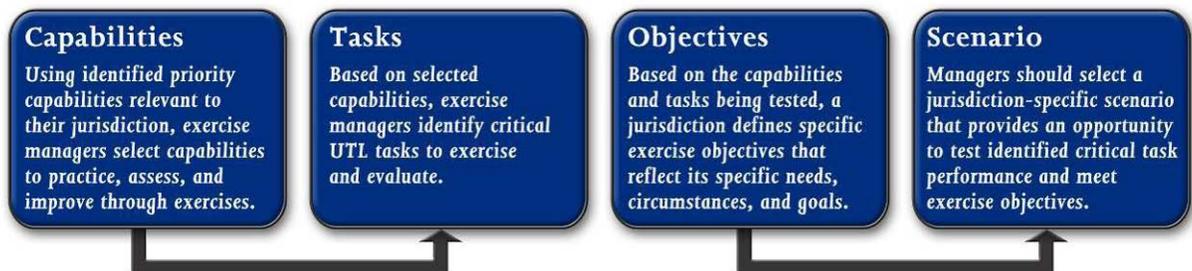
the TTX will only require two planning conferences (initial and final) while the functional exercise and the full-scale exercise will need three (initial, mid-term and final). These differences are represented in the schematic in the next slide. An examples timeline for discussion based exercises can be found in HSEEP Volume I Appendix C, pages C1 – C3.

14.3 Demonstrate the ability to design, conduct and evaluate a TTX

Design and Development - Scenario (Slides 17-19)

The National Planning Scenarios are purely a guide and were designed to provide a base from which the target capabilities and universal task list were developed. When you design an exercise you need to consider what it is you want to achieve – what piece of the response you want to test, what vulnerabilities you want to emphasize and how the exercise should drive the group to try to find solutions. The scenario forces the evaluation of these criteria by using the objectives to develop the exercise evaluation plan or guides which, in turn, will highlight problem area as well as strengths.

The graphic shown below, which is taken from Chapter 4 Exercise Program Management, HSEEP Volume I depicts the four major components that comprise the exercise.



The scenario is a chronological representation of activities leading up to an event followed by the situations that are caused by the event(s), the response that occurs and the return of the community to pre-event status. In a catastrophe situation the timeline will be prolonged and it is possible that there may never be a return to normalcy as previously known.

Documentation (Slide 20)

Chapter 2 Exercise Planning and Conduct, HSEEP Volume II provides a description of the documentation required for discussion-based and operations-based exercises.

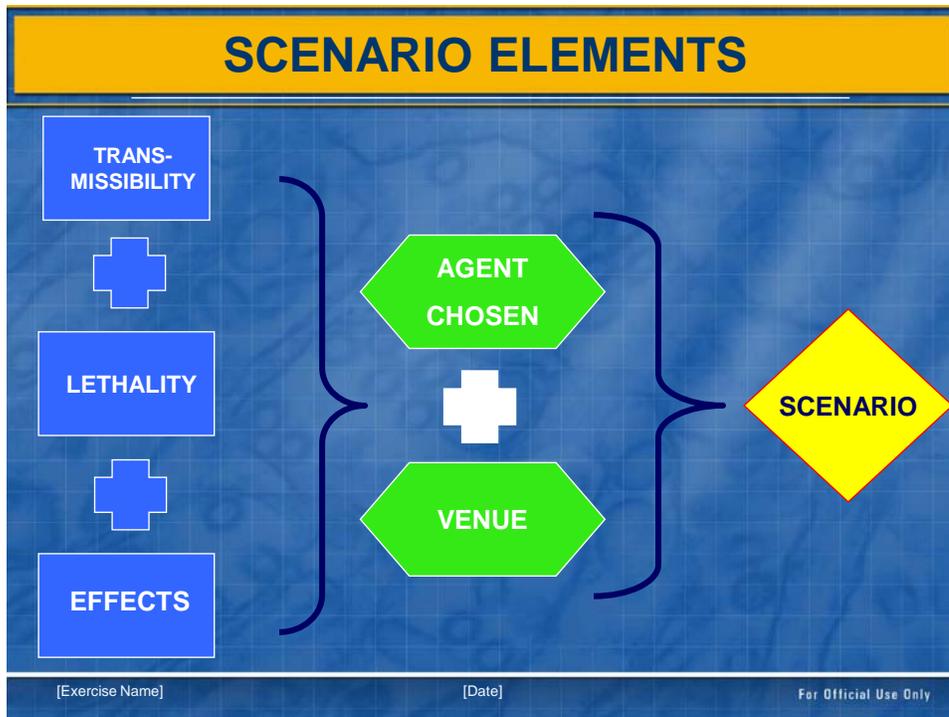
Document Title	Exercise Usage	Distribution Audience	Key Document Features
Exercise Evaluation Guides (EEGs)	All evaluated exercises	Limited: Evaluators	Helps evaluators assess performance of capabilities, tasks, and objectives during an exercise
Situation Manual (SitMan)	Discussion-based	Not limited: All exercise participants	Textual background for multimedia, facilitated exercise Includes administrative information as well as scenario details
Multimedia Presentation	Discussion-based	Not limited: All exercise participants	Supports SitMan, concisely summarizing written information Enhances exercise realism with audio/visual depiction of the scenario Focuses and drives exercise
Controller and Evaluator (C/E) Handbook	Operations-based	Limited: Controllers, evaluators	Supplements ExPlan with exercise administration information and scenario details
Exercise Plan (ExPlan)	Operations-based	Not limited: Players, observers	Includes general exercise information but does not contain scenario details Enables players to understand their roles and responsibilities in the exercise
Master Scenario Events List (MSEL)	Operations-based	Limited: Controllers, evaluators, simulators	A chronological listing of the events and injects that drive exercise play Produced in both short (i.e. quick reference) and long (i.e. all-encompassing) formats

The SITMAN or Situation Manual (Slides 21-23)

The SITMAN is the “program” that the participants use during the exercise. It is a point of reference for them as they move through the exercise modules as well as providing historic and background information leading up the incident around which the exercise is focused. There is a section on rules of engagement and administrative and safety issues (i.e. how to evacuate the exercise facility in the case of a real world event such as fire).

When designing a biological tabletop exercise it is important for the planning team to discuss the elements represented in the graphic below, taken from HSEEP Volume IV (outside the secure portal):

- Is the agent chosen a communicable disease – isolation and quarantine required?
- The lethality of the agent will determine the number of casualties. Using sufficient casualties to challenge them but NOT overwhelm them is usually the rule of thumb. **BUT, for the purposes of this course (Catastrophe Readiness and Response) it will be necessary to create a scenario with overwhelming numbers of both casualties and fatalities**



For new exercise designers, as can be seen from the excerpt taken from HSEEP Volume II, there are numerous resources available to assist in the entire exercise process, “samples of exercise documents and formats can be found in *HSEEP Volume IV: Sample Exercise Documents and Formats*. These samples are presented as both examples and templates, intended for exercise planners to use and/or modify when designing and developing exercises. Materials presented in HSEEP Volume IV are pre-arranged in a manner consistent with the outline and contents of the HSEEP series of manuals, as described below. Content may also be searched or displayed based on user preferences and criteria input.

Topics

Topics provided in HSEEP Volume IV are as follows:

- **Program Management** contains sample materials for use in developing and managing an exercise program.
- **Planning** contains sample materials for designing, developing, conducting, and evaluating exercises.
- **Multimedia Library** contains video clips, sounds, and pictures that may be inserted into documentation or presentations to add a sense of realism.
- **References** contains homeland security community resources such as publications, websites, and acronyms/definitions.

- **Volunteered Materials** contains examples of documentation posted voluntarily by the planners and program managers who used them in actual exercises and exercise programs.

These materials are intended for users who have varying levels of exercise experience. Information to support their use is included in the HSEEP volumes. The exercise timelines for discussion-based exercises and operations-based exercises further support the use of these materials by chronologically listing the step-by-step process and corrective actions that need to be accomplished during exercise planning and conduct. Many of the sample materials also contain brief descriptions and/or instructions for use.”

Additionally, HSEEP has developed a toolkit designed assist the exercise developer in design and development. (Access to the toolkit is restricted and is only available through the secure HSEEP portal.) The toolkit will simplify the planning process; will provide templates and guidance to aid exercise program managers; and assist in exercise conduct and evaluation in accordance with HSEEP guidance.

Logistics (Slide 24)

These are a key piece of a well-run and effective exercise and there should be considerable attention to detail in room selection, technological support, built-in redundancy (it is hard to use a projector if the bulb burns out and you don't have a spare one).

Exercise Evaluation (Slides 25-26)

This is a four-pronged approach:

1. The exercise evaluation guides (EEG) which are linked to the goals and objectives and are used as a tool by evaluators (controller evaluators for operation exercises) to provide input to the After Action Report (AAR) and the Improvement Plan (IP).
2. The Hot Wash, which is conducted directly after the exercise and provides participant feedback to the facilitator(s) and will also be incorporated into the AAR/IP.
3. The Debrief which is a more formal forum for the exercise planning team members and does not include participants providing additional information for the AAR/IP.
4. The AAR/IP which is a formal set of documents following HSEEP format which is provided at a later date to the entity conducting the exercise. The findings may be presented during a formal AAR conference.

In Class Discussion

In order to test your city's response to a catastrophe would you advocate the use of tabletop exercise or a functional exercise and on what do you base your decision?

Homework Assignment

Develop the goals and objectives and accompanying evaluation criteria to be used for a chemical accident impacting the elementary school and the local police department which are across the street from one another.

14.4 Discuss the different formats that can be used when developing a TTX and the accompanying benefits and pitfalls

Once exercise planners have decided on the exercise goals and exercise type they will need to tailor the final product to the exercising entity's needs as well as their proficiency in running exercises. It is recommended that you choose the format with which you feel most comfortable.

Tabletop Formats and Facilitation Skills (Slides 27-30)

Some facilitators are very comfortable conducting the entire exercise in a plenary (single large group) format while other prefer predominantly using functional or discipline-oriented break-out groups for discussion and the plenary group for the report-back sessions. The number of participants and location and size of rooms available may be determining factors as using a small room for a number of break-outs will result in sound issues. Another important factor to consider is the skill level of your primary facilitator. A strong facilitator is able to engage members of a large group and manage discussion while a less experienced facilitator may be more comfortable in a smaller discipline-oriented structure – at least for the first few exercises until one has achieved a higher level of confidence in one's ability. Facilitation is an acquired skill and is a role suited to a confident, outgoing, individual who is also a subject matter expert. An important lesson to be learned is that so-called "war stories" or personal experiences should be kept to a minimum and only used where they provide a good illustration on how to deal with problems being confronted. Arrogance should not be mistaken for confidence and it is important to show respect to your audience and to involve all participants, not just the vocal ones.

Discussion Questions (Slide 31)

The questions that the facilitator(s) use both to elicit information from the participants and to engender discussion constitute as important a component of the exercise as the scenario. Most experienced exercise designers will have a set of questions that they adapt to the scenario at hand, but for novices it is recommended they consult with their exercise planning team and subject matter experts so as to arrive at a set of questions that produce the desired results.

Exercise Evaluation (Slide 32-36)

Without the evaluation there is no indicator of the level of preparedness. Strengths are identified as are areas requiring improvement and ideally these "lessons learned" will be used to further refine plans and standard operating procedures (SOP) so that the response to a catastrophe that occurs further into the planning cycle will have better outcomes than if it had occurred earlier on in the cycle. To use a cliché, "we learn from our mistakes" – let's rather do that in an artificial environment than in a real one with lives at stake!

A collection of suggestions on what works and what does not which have been gleaned from the author's experience in developing and facilitating upwards of 100 exercises are shared with the student as a summary to the session.

Anthrax Tabletop Exercise (Slide 37)

The moderator will introduce him-or herself and give a brief thumbnail sketch of credentials. He/she will briefly explain the rationale for conducting the exercise (what it is that we want to achieve) and define a tabletop exercise.

Participant Introductions (Slide 38)

- The moderator provides the overall management, control, and direction during the exercise and is the primary authority for decisions related to initiation, suspension and termination of the tabletop. The moderator will keep the participants focused on the activities at the facility and is responsible for ensuring that key issues are addressed.
- The facilitators are subject matter experts who are assigned to each breakout group and encourage participants to communicate with others. They keep the discussion on track and within established time limits and contrive to raise awareness around the key issues without dominating the dialogue.
- Observers may participate for official or educational purposes. They should not interact with participants, contribute information or opinions, or interfere with the tabletop in any way. If sufficient time is available during the hotwash they may be asked to briefly share their thoughts on the exercise.

Agenda (Slide 39)

When developing the agenda don't forget to take breaks into consideration and to provide enough time at the end for an adequate Hotwash. Also, participants will need time to complete the participant feedback form. A sample participant evaluation form can be found in Volume IV under "Exercise Conduct".

Once participants have left, the moderator will debrief the facilitators (if using break-out groups) and the scribes so that an overview of proceedings is shared will still fresh in everyone's mind.

Primary Objectives (Slide 40)

Exercise objectives are the cornerstone of design and development. They should be realistic and measurable.

Introduction to the Modules (Slides 41-49)

Module One – Recognition (Slides 50-55)

The first module focuses on disease recognition and the steps that the hospital must take in the earliest phase of a suspected outbreak.

Discussion Periods at End of Module One (and Two)

Break-out into groups or use single plenary session. It is a good idea to let people take a 5-minute break before the discussion periods. If using the breakout group format:

- Remind groups to assign a recorder and/or reporter. Explain the roles of each.
- The moderator will circulate between the groups and, both facilitators and moderator can distribute injects as a tool to encourage the group if conversation lags or to provide extra pressure for more sophisticated groups. Give the

facilitators a five minute warning so they can have the participants wrap up and have information ready to report back.

- Ideally the discussion session using breakouts will run approximately 20-30 minutes.
- The report back period on key issues or decisions made should not take more than five minutes per group.

If using the Single Group format:

- The moderator will use select questions directed to the appropriate members of the audience to highlight key issues for the group discussion.

Module Two – Response and Surge (Slides 56-62)

The second module is designed to simulate the escalation of the event. Players should be instructed to focus on the issues as they are presented and not “play ahead of the scenario”. Issues of patient triage, resource management to include medications, hospital beds, staffing, and prophylaxis should be addressed.

Module Three – Recovery (Slides 63-66)

The third module focuses on the disruption of services that have occurred during the event and what will need to be done to restore the affected locations to their pre-event status or as close to it as is possible. We know that four years after Katrina there are still major issues affecting the City of New Orleans so total recovery is not always an option or may take a very long time. The key in this module is to look at the “healing” process for infrastructure; the accompanying mental health issues; and the long term sequelae of the effects of anthrax on the survivors.

Example Facilitator Questions (Slides 67-71)

These constitute only a sample of the questions that can be raised by the moderator to drive discussion during the plenary sessions. They can also be used by facilitators of the break out groups to ensure maintaining a focus on the issues at hand presented by the scenario and discouraging fixation on a single problem as well as deviation from the mission at hand. Planning team members should design questions focusing on their jurisdiction’s preparedness capability. Special sets of questions can also be used for functional breakout groups such as health and medical, emergency management, public safety and government.

Hotwash (Slide 72)

A hot wash occurs immediately following a tabletop exercise and allows the participants the opportunity to provide immediate feedback. The objective of the hot wash is to review events or key decisions that took place during the exercise and to provide an opportunity for participants to describe any immediate lessons learned and to identify barriers/gaps in mounting an effective response. It enables the moderator to capture thoughts, decisions made and other events while they remain fresh in the participants’ minds and to describe what was learned.

Homework Assignment

Develop the facilitator questions to be used for breakout groups for a tabletop exercise focusing on an explosion at City Hall. Exercise attendees include but are not limited to elected officials; fire and rescue; law enforcement; Red Cross; hospital and nursing homes; representation from the local army base outside the city.

Additional Course Material and Testing

It is highly recommended that all students take the following course prior to completing this session. Ideally the test could be taken twice – once as a pre-test prior to taking Session 14 and then as a post-test after completing Session 14.

IS-120.A An Introduction to Exercises

<http://training.fema.gov/EMIWeb/IS/IS120A.asp>

Course Overview

IS 120.A introduces the basics of emergency management exercises. It also builds a foundation for subsequent exercise courses, which provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP) and the National Standard Exercise Curriculum (NSEC).

This course will introduce the student to the following concepts:

- Managing an exercise program
 - Designing and developing an exercise
 - Conducting an exercise
 - Evaluating an exercise
 - Developing and implementing an improvement plan
-