
NIMS ICS All Hazards
Liaison Officer Course
EMI Course Number: E-956

INSTRUCTOR GUIDE

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Purpose

The goal of this professional development course, E-956 Liaison Officer (LOFR), is to provide local and state-level emergency responders with an overview of key duties and responsibilities of a Liaison Officer Type III in a Type III All Hazards Incident Management Team (AHIMT).

The prerequisites to this course include:

- ICS 100, 200, 300, and 700
- One of the following three courses:
 - All-Hazards Incident Management Team course,
 - Command & General Staff Functions for Local IMT
 - ICS 420
- ICS 400 is recommended¹

Who Should Attend

The intended audience(s) are local- or State-level emergency responders who may be designated as Liaison Officers on their local or state Incident Management Team. The materials were developed with the assumption that audience members may have little or no actual experience as a member of an AHIMT.

The audience may include students from a variety of agencies and functional disciplines, including fire service, law enforcement, emergency management, public works departments, as well as public health organizations, medical emergency teams, and hospitals.

NIMS ICS specific training should be completed by personnel who are regularly assigned to function, support, or unit leader positions on USFA or other Type III or IV AHIMT or by those persons who desire to seek credentials/certification in those positions.

Course Objectives

By the end of this course, students will be able to:

- Demonstrate, through exercises and a final exam, an understanding of the duties, responsibilities, and capabilities of an effective Liaison Officer on an AHIMT.
- Identify course objective and position-specific resource materials for the position of Liaison Officer.

¹ Effective October 1, 2013, ICS 400 will be required for attendance in any of the (8) Command and General Staff courses; it will remain as a recommended class for Unit Leader courses.

- Define the role and importance of the Liaison Officer as a member of the command staff.
- Define the function of an Agency Representative (AREP).
- Describe the roles and responsibilities of the Liaison Officer regarding stakeholders, and evaluate Liaison Officer success.
- Identify types of communication and work location needs for a given incident.
- Define the process and relevant parties involved in incident information flow, including the role of Assistant Liaison Officers.
- Describe how the Liaison Officer fits into the planning process.
- Describe how to determine the proper steps to follow in the event of a special situation.
- Define the demobilization process as it relates to the duties of the Liaison Officer.

Course Schedule

This course is scheduled to be 2 days, or 16 hours (8 hours a day), in length. The schedule also includes the following (left to the instructors' discretion):

- Lunch breaks (1 hour each day)
- Regular breaks (schedule adheres to a 50/10 break timetable: for every 50 minutes of instruction, there should be a 10 minute break)
- Daily expectations review (Instructors may take 10 minutes at the end of each day to review students' expectations for the course)

The table below presents the recommended training agenda.

Day	Unit of Instruction	Time
1	Unit 1: Course Introduction	2 hours
	Unit 2: Position Concept	1 hour
	Unit 3: Agency Representatives	1 hour
	Unit 4: Stakeholders	1 hour, 15 mins
	Unit 5: Incident Communications and Work Location	1 hour
2	Unit 6: Information Flow and Use of Assistants	1 hour, 30 mins
	Unit 7: The Planning Process	30 minutes
	Unit 8: Special Situations	45 minutes
	Unit 9: Demobilization	1 hour
	Course Expectations Review, Final, and Certificates	2 hours
	Total	12 hours

Notes on Instructor Guide

The Instructor Guide and Student Guide are identical, except where the Instructor Guide provides additional administrative or instructional details.

Course Materials

The following is a list of all materials necessary for the facilitation and delivery of the course. Ensure that these materials have been secured prior to the delivery of the course.

- An Instructor Guide (hard-copy and CD) for each Instructor

- Electronic files of all Unit PowerPoint presentations
- Projector, computer, screen, and other equipment as necessary for PowerPoint presentations
- A Student Guide (hard-copy) for each Student
- Easel Pads and stands (one set for every break-out group and one each for the Instructor)
- Easel Markers
- Wall-sized poster of Planning P (optional)
- Table Tents
- Field Operations Guides (FOGs)—one for each student, optional
 - Although wildfire-centric, the FIREScope FOGs are highly useful and provide the critical ICS and Planning Section summary information needed for this course (regardless of type of incident); they can be downloaded and printed from the FIREScope Web site
- Final Exam and Quizzes Copies
 - A copy of the instructor version of the final exam, with answer key, can be found in the Instructor Guide, Instructor Exam tab.
 - A copy of the student version can be found in the “Schoolbook Solutions and Exams” tab.
 - Prior to course delivery, make enough copies for all students enrolled in course
- Course Evaluation Forms
 - Make sure that you have one copy of the course evaluation form for each person attending the training.
- Blank ICS Form 214—Activity Logs
 - Each student will be expected to fill out a 214 each day of the course
 - The Instructor should therefore ensure enough copies of the blank ICS Form 214 (found in Appendix I: Blank ICS Forms) for each student to have one each day of the course
- Blank ICS Form 211—Check-In List
 - Students will be expected to check-in through the ICS Form 211 each day of the course
 - Each day, before the students arrive, Instructors should post ICS Form 211 so students may check-in as they arrive
 - A copy of ICS Form 211 (found in Appendix I: Blank ICS Forms) will be needed for each day of the course
- All-Hazards Position Task Book Copies

- A copy of the Position Task Book for this course is included in Unit 1, Supplemental Material
- Handout/Exercise copies
 - Answers for exercise activities that are to be provided by the Instructors are available in the Instructor Guide, “Student Schoolbook Solutions” tab
 - For example, if an activity involves students completing an ICS form, then the Instructor must present student with answers, this schoolbook answer is available in this tab of the Instructor Guide
- Unit 1: Course Introduction
 - Exercise #1
 - Handout 1-1: Completed ICS Form 214
- Unit 2: Position Concept:
 - Handout 2-1: Expectations of IMT Members
 - Handout 2-2: Agency Fit on an Incident
 - Handout 2-3: Liaison Officer Kit
- Unit 3: Agency Representatives—Roles and Responsibilities
 - None
- Unit 4: Stakeholders
 - Exercise #2
 - Handout 4-1 LOFR vs. PIO
- Unit 5: Incident Communications and Work Location
 - None
- Unit 6: Information Flow and Use Of Assistants
 - Exercise #3
 - Exercise #4
 - Handout 6-1: Essential Elements from an Agency
 - Handout 6-2: Completed ICS Form 201
 - Handout 6-3: Sample IAP
 - Handout 6-4: Collecting Information From AREPs
- Unit 7: Planning Process
 - Handout 7-1: Planning P
- Unit 8: Special Situations
 - None

- Unit 9: Demobilization
 - Exercise #5
 - Handout 9-1: Demobilization Plan
- Appendix I Blank ICS Forms
 - Contains a link to the Web site where blank ICS forms are maintained
- Appendix II Glossary
- Appendix III—Optional Exercise Scenarios
 - Appendix III of the Instructor Guide contains 13 all-hazards incident scenarios for customizing key exercises in the units
 - The advantage of the availability of these different exercise scenarios is to provide the Instructors/jurisdictions the option to choose a scenario that is closer to the type of hazard or incident that students attending this course may encounter in their jurisdiction
 - If the Instructor chooses to use one or more of these exercise scenarios, this will require the Instructor to have sufficient lead-time to prepare the exercise-specific documentation (For example, if the Instructor is replacing an existing scenario in an exercise that contains completed ICS forms (Central City Train Derailment), the Instructor is responsible for developing the necessary information such as the completed ICS Forms to meet the exercise objectives)
 - Instructors are responsible for providing the scenario and other ICS Forms necessary for completion of the exercise. Students will not have these in their binders.
 - Please note that instructional methods and learning objectives are to remain the same for the unit, the only changes allowed are the scenario and associated information in ICS forms and other documentation.
- Exercise Materials— Additional materials are required for the facilitation of the course exercises and are listed below:
 - Easel pad and markers (one set for every break-out group)
 - Copies of forms and handouts as directed in Instructor Guide Supplemental Materials

Course Logistics

Listed below are the files that you will need in order to conduct this course:

PowerPoint Files CD

The course visuals are stored on a CD. **Transfer the course visuals from the CD to the hard drive of a computer.** The visuals will operate more effectively if they are accessed from the computer's hard drive instead of the CD. Complete the following steps for copying the folders and files from the CD:

1. Insert the Visuals CD in your CD drive.
2. Using Windows Explorer, access the list of folders and files on your CD drive.
3. Highlight the folder on the CD titled “Visuals.”
4. With the visuals folder highlighted, select the Edit pull-down menu and then select Copy.
5. Select a location on your computer’s hard drive. When you are in that drive (and folder), select the Edit pull-down menu and then select Paste.
6. All of the visuals should now be copied onto your hard drive. Test the visuals to make sure that everything transferred correctly.

Video Files CD/DVD

The course video files are stored on a CD/DVD. As with the PowerPoint files, transfer the video files from the CD/DVD to the hard drive of a computer. The video files will play more smoothly if they are accessed from the computer’s hard drive. Complete the following steps for copying the files from the CD/DVD:

1. Insert the Video CD/DVD in your CD/DVD drive.
2. Using Windows Explorer, access the list of folders and files on your CD/DVD drive.
3. Highlight the folder on the CD/DVD titled “Videos.”
4. With the Videos folder highlighted, select the Edit pull-down menu and then select Copy.
5. Select a location on your computer’s hard drive. When you are in that drive (and folder), select the Edit pull-down menu and then select Paste. (Note this download will likely take some time to complete.)
6. All of the videos should now be copied onto your hard drive. Test the videos to make sure that (1) everything transferred correctly, and (2) the computer has sufficient hardware and software to play the videos successfully. Microsoft Media Player is recommended for video playback.

Course Equipment

The following equipment is required for conducting this course:

Computer and Projection Device

Make arrangements to have a computer with a PowerPoint slide projector and external speakers for video playback. Be sure to try out the projector and speakers in advance of the training, in case you need help getting it to work properly. Make sure all equipment is functioning as intended. Test the PowerPoint projector and the lights.

If you do not have equipment for projection, plan to refer students to their Student Guide. The visuals are reproduced in the Student Guide, but the training is more effective with the projection of the visuals. Arrange for technical assistance to be available during training in the event of equipment malfunction.

Classroom Layout

A suitable classroom should be selected with adequate lighting and ventilation. Seating should be arranged at tables with adequate work space for each small group; tables and chairs should be moveable. Four to six tables capable of seating four to seven students are necessary for the group activities. All learning activities can be completed in one training room provided ample space is available so that small group discussions and activities do not interfere with one another. Breakout rooms are desirable but not necessary.