
Unit 1: Course Introduction

INSTRUCTOR GUIDE

Objectives

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

- Identify the course objective and position-specific resource materials for the position of Liaison Officer
- Describe the course objective
- Explain the purpose of Position Task Books (PTBs)

Methodology

This unit uses lecture, handouts, an exercise, and discussion.

Content from the Course Introduction will not specifically be tested though a quiz or the final exam. Instructors will evaluate students' initial understanding of the Liaison Officer position through the facilitation of Exercise 1.

The purpose of the introductory exercise (Exercise 1) is to provide the student with the opportunity to identify possible commonalities between the functions of a Liaison Officer and those of the students' current positions. In break-out groups, students will use the Liaison Officer Position Task Book to list common responsibilities, roles, and/or duties between their current position and that of a Liaison Officer. They will then present their findings to the rest of the class. The exercise is intended to not only help the students relate to the position of Liaison Officer but to provide a brief introduction to the roles and responsibilities of the Liaison Officer to help them to become more familiar with the Liaison Officer Position Task Book, and to encourage them to actively participate in the course.

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
Lesson	1 hour 30 minutes
Exercise 1	30 minutes
Total Time	2 hours

Reference Materials

- Projector & other equipment as necessary for PowerPoint presentation
- Easel pad/Easel pad paper
- Marking pens
- Name cards/table tents
- Student notebooks and pens/pencils (optional)
- Course Schedule
- A blank ICS Form 211
- Blank ICS Form 214s for the entire class
- All Hazards Liaison Officer Position Task Book (PTB)
- ICS 420-1 Field Operations Guide
 - The Field Operations Guide (FOG) is optional and available from FIREScope.
- Handout 1-1: Example Completed ICS Form 214 - Activity Log

Topic

Course Title Slide



Explain the Following Key Points

Project the Course Title Slide well before beginning of class so students will know they have found the correct classroom.

Distribute student binders, notebooks and pens (optional), and name tents.

Once all students have arrived, welcome everyone and introduce the course.

Be sure to verify that arriving students intend to take this course and not another course.

TopicUnit Title Slide

**Explain the Following Key Points**

Announce unit quickly and move to next slide.

Topic Unit Terminal Objective

**Explain the Following Key Points**

Explain the Unit Terminal Objective to the class.

The Unit Enabling Objectives, which are in the Student Guide, are included to support the Unit Terminal Objective. They are the specific objectives to be met as the class progresses through the unit. Ultimately, by satisfying the Unit Enabling Objectives, the students will meet the Unit Terminal Objective.

The final exam, to be discussed in upcoming slide, will be composed of questions based on the Unit Enabling Objectives from each unit. However, students will not be tested on content from Unit 1.

Unit Terminal Objective

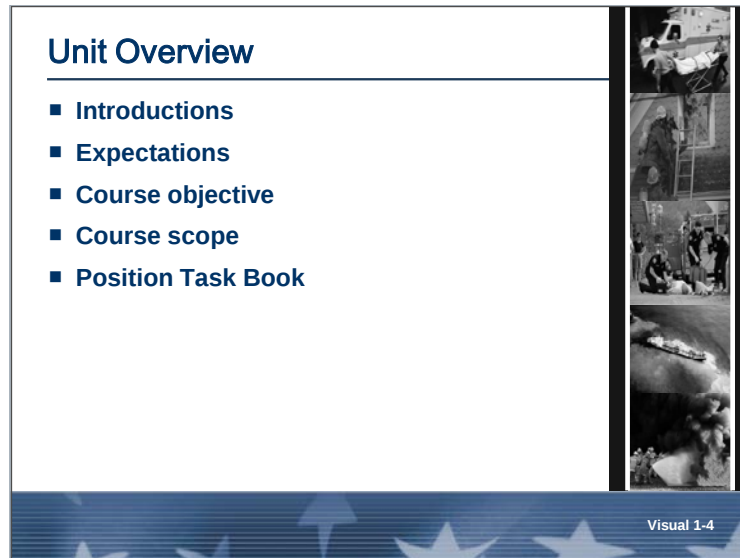
Identify course objectives and position-specific resource materials for the position of Liaison Officer.

Unit Enabling Objectives

- Describe the course objectives
- Explain the purpose of Position Task Books

Topic

Unit Overview



Explain the Following Key Points

This slide provides a general overview of the topics to be covered in the unit. Each corresponds to the Terminal and Enabling Objectives.

Scope Statement

Through this unit, students will learn the objectives of the course, be instructed on the use and purpose of Position Task Books and receive Liaison Officer versions of these resources.

Topic

Introductions

Introductions

- Instructor and student introductions
- Incident response experience
- Reasons for becoming a Liaison Officer



Visual 1-5

Explain the Following Key Points

Instructor Introduction

Give a brief personal introduction and provide:

- An overview of your personal experience as a Liaison Officer.
- Agencies you have worked for

Student Introduction

Ask students to introduce themselves and provide:

- An overview of their incident response experiences and Incident Command System (ICS) background
- Their reasons for being a Liaison Officer

Administrative Concerns

This may be the appropriate time to address any administrative issues, such as the following:

- Lodging
- Transportation

- Smoking policy
- Message location and available telephones
- Restrooms and drinking fountains
- Other local information

Student expectations for the course will be addressed on the next slide.

Topic

Expectations



Explain the Following Key Points

Within their working groups (the other students at their table), ask students to list their expectations for the course on an easel pad.

Once groups have completed their lists, ask each group to share their expectations with the rest of the class.

Save the lists so that you may review them throughout the course to ensure that the course is meeting expectations.

Topic**Course Objective**

Course Objective

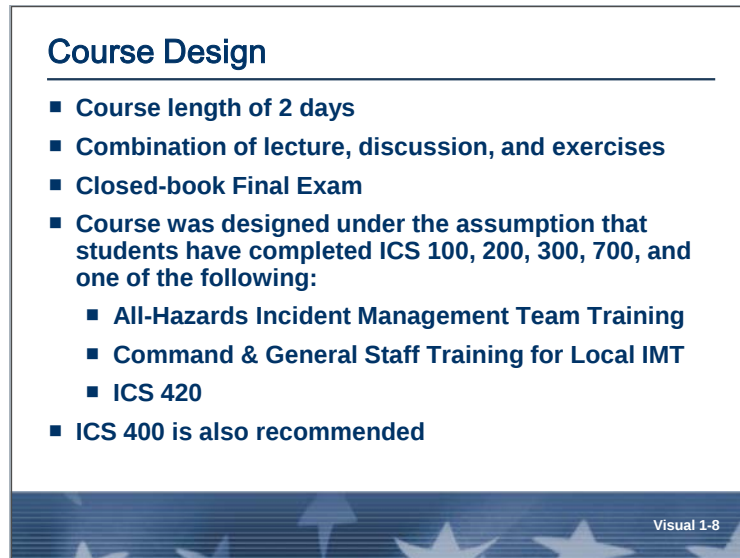
Upon completion of this course, students will demonstrate, through exercises and a final exam, an understanding of the duties, responsibilities, and capabilities of an effective Liaison Officer.

**Explain the Following Key Points**

Introduce the objective for this course.

Topic

Course Design



Course Design

- Course length of 2 days
- Combination of lecture, discussion, and exercises
- Closed-book Final Exam
- Course was designed under the assumption that students have completed ICS 100, 200, 300, 700, and one of the following:
 - All-Hazards Incident Management Team Training
 - Command & General Staff Training for Local IMT
 - ICS 420
- ICS 400 is also recommended

Visual 1-8

Explain the Following Key Points**Course Length**

The course is scheduled to be 2 days in length. Direct students to the Course Schedule and point out the units to be covered through the course period.

As the students familiarize themselves with the Course Schedule and the topics to be covered, take a moment to explain the structure of the Student Guide. Point out the unit tabs and the “Supplementary Materials” tabs. Explain that the handouts and exercises are included behind the “Supplementary Materials” tabs. Also point out the Appendixes, which each contain additional course material.

Course Methodology

Through a combination of lecture, discussion, and exercises, students will be provided the knowledge to meet the objectives of the course. Student interaction and participation will be integral to this process.

Closed-Book Final Exam

In order to receive a certificate of completion for the course, students must obtain a 70% or higher on the final exam. The final exam will be closed-book, 1 hour will be allotted for its completion, and the final exam’s questions will be based on the Unit Enabling Objectives.

If students are able to meet the Unit Enabling Objectives for each unit in the course, they should be able to pass the final exam. As it is a closed-book final exam, students should be encouraged to study the course materials during their time away from training.

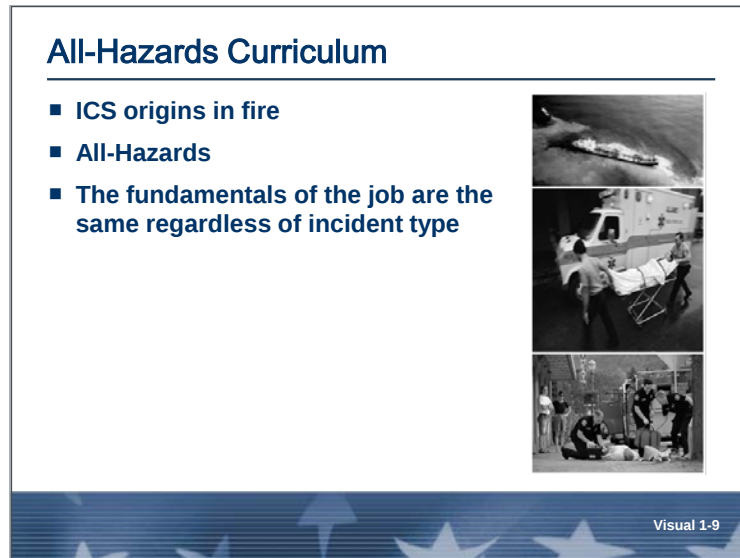
Again, content from Unit 1 will not be tested in the final exam.

The course was designed under the assumption that students would have completed ICS-100, ICS-200, ICS-300, and ICS-700. ICS-400 is recommended. Students should also have completed one of the following courses:

- All-Hazards Incident Management Team course
- Command & General Staff Functions for Local Incident Management Teams (IMT)
- ICS-420

The course material was not developed to substantively delve into the topics covered in those courses; rather, this is a position-specific course focusing on the duties and responsibilities of one member of IMT in an all-hazards context.

Topic All-Hazards Curriculum

**Explain the Following Key Points**

Before the 9/11 attacks, ICS was exercised nearly exclusively on fire-based incidents. Recognizing the applicability and sincere need for ICS principles across incident-response disciplines, an “all-hazards” approach to training has been introduced and embraced.

As ICS and IMTs transition from a fire-specific context, it will be important to remember where the concepts originated. At this time, many examples, stories, discussions, etc. will be fire-based, and will continue to be until ICS is truly integrated into an All-Hazards perspective.

The curriculum was validated by a diverse cadre of course developers with backgrounds as Liaison Officers.

Discussion

Ask students to list all the various types of hazards or incidents. Answers could include fire, law enforcement, EMS, etc. Write them down on an easel pad at the front of the classroom.

Given our personal incident experiences, each of us, Instructors included have a limited perspective (by no means all-hazards). In other words, all our personal stories and examples will most likely come from the one discipline with which we have worked most. However, hopefully, after this activity (and also through the introductions), it has been demonstrated that there is a diverse set of experience and knowledge in the classroom. Students should be encouraged to actively participate and offer any

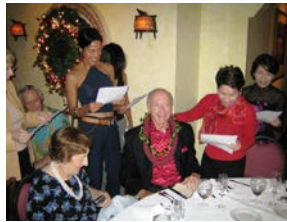
applicable personal examples to supplement the course material. While the course material will provide several examples of hazards through the exercises and lecture, the all-hazards application will be most facilitated through this type of discussion.

A Liaison Officer needs to fundamentally possess the same core knowledge, skills, and abilities whether they are responding to a fire, an oil spill, a mass-casualty incident, or other incident. In other words, regardless of the hazard, discipline, or incident, the essential job of a Liaison Officer is the same.

Therefore, students should not be deterred if one “hazard” from the list is spoken to more than another. Students can still obtain critical insight to the position and should add examples from their own disciplines to the discourse.

Topic

Context of the Training

Discussion Activity

Visual 1-10

Explain the Following Key Points

This course will focus training at a high-level of application, or what has been referred to as the 1% solution (i.e., management of the incidents that participants and their IMT's most likely handle 1% of the time, such as incidents on the scale of hurricanes, mass-casualty incidents, etc).

Focusing training at this level is not irrelevant to the students, however, even if 99% of the time the incidents they and their IMTs manage are of a much smaller, local type. This slide is meant to help explain the point.

Suggested Question

What resources will you need for this course's ICS position if you were planning to host five friends to watch a game?

Draw a line down the middle of an easel pad and record the students' responses on one side. Responses may include food, plates, snacks, and beverages, etc.

Suggested Question

What resources will you need for this course's ICS position if you were planning your grandpa's 75th surprise birthday party with 200 guests?

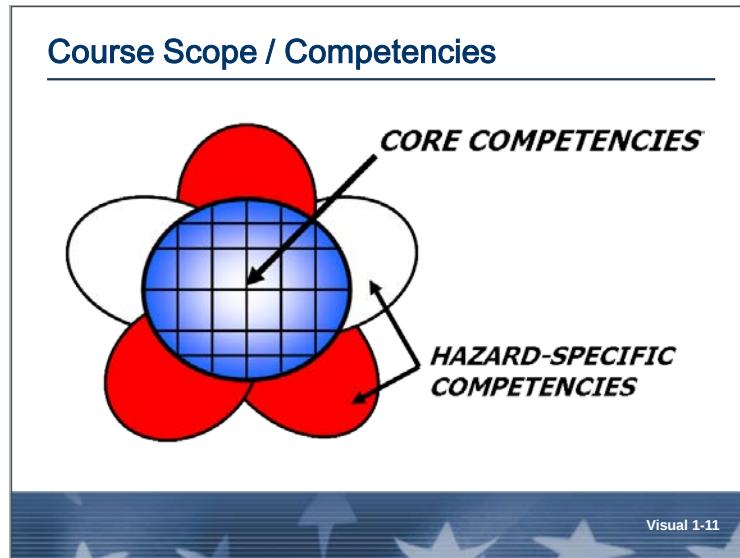
Record responses on the other side of the easel chart. Response may include food, plates, snacks, beverages, invitations, etc.

This analogy emphasizes this point in the course—regardless of the scale of the incident, you will require the same types of resources and competencies, the only difference between incidents being the level at which they are applied. This course, though the context may focus on the 1% solution, will help you obtain the common knowledge, skills, and abilities to effectively function as a Liaison Officer across a spectrum of incident levels.

Furthermore, in today's reality, there is a strong possibility that a Type III local or State-level team may have to respond to a Type I disaster until a Type I team can respond.

If this analogy/explanation does not suit your teaching preferences, feel free to skip over this slide; do recognize though that the point should be made or students may be left confused by the course context and feel unengaged.

Topic Course Scope and Competencies

**Explain the Following Key Points**

Through the discussion activity, you explained that the course will provide students with the knowledge, skills, and abilities they'll need to function on their IMT. This slide presents the Flower Diagram, a graphic used to emphasize the continued training and credentialing necessary for full qualification in their position.

Before the Flower Diagram is discussed, define “competency.”

Competency

A broad description that groups core behaviors necessary to perform a specific function.

The Flower Diagram

The Flower Diagram illustrates the concept that successful performance of the tasks, duties, activities in any position requires both core and incident-specific competencies.

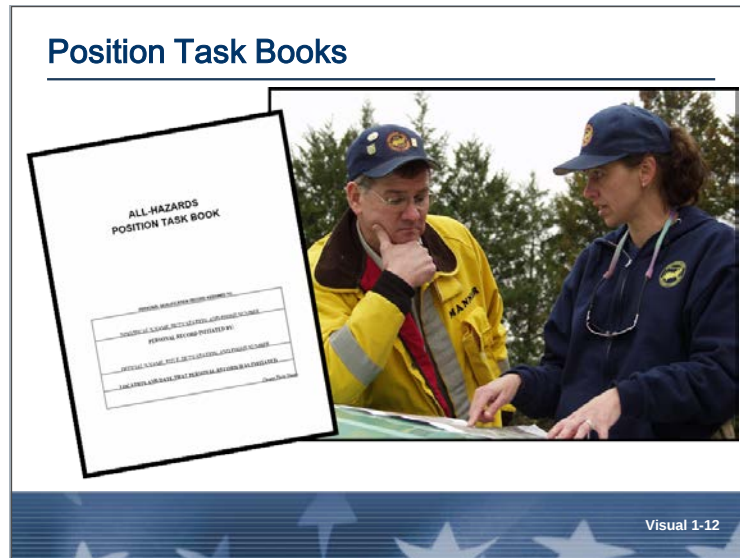
- Core competencies are the competencies required of Liaison Officer regardless of discipline
- Hazard-specific competencies are those required to perform in a particular discipline, such as law enforcement, fire, public health, HAZMAT, EMS, public works, etc.
- The center of the flower represents the core competencies of the position

- The petals represent the hazard-specific competencies associated with specific disciplines
- You cannot be competent as a Liaison Officer with only the center of the flower or only the petals—“The flower needs to be complete” to ensure qualification

This course will help to establish core competencies (center of the flower) for the Liaison Officer position. The hazard-specific competencies will have to be developed through additional agency or discipline training, field training, and the completion of the Liaison Officer Position Task Book, discussed on the next slide.

A different analogy to explain core and hazard-specific competencies is that the core competencies are like a basic driver's license, and hazard-specific competencies are like endorsements to the license. For example, while a basic driver's license qualifies you as a general driver, you would need special endorsements to drive a bus with passengers or an 18-wheel tractor-trailer.

Topic Position Task Books

**Explain the Following Key Points**

Position Task Books are the primary tools for observing and evaluating the performance of trainees aspiring to a new position within ICS. PTBs allow documentation of a trainee's ability to perform each task, as prescribed by the position. Successful completion of all tasks is the basis for recommending certification.

The use of PTBs originated in the Federal wildland fire environment. Starting around 2004, the PTBs were updated and improved to reflect the competencies necessary of the ICS positions. These competencies are all-hazards, meaning that they are the same across disciplines, whether you come from a background of HAZMAT, firefighting, law enforcement, etc.

At this time, handout copies of the All-Hazards Liaison Officer PTBs.

Explain:

1. How are PTBs used in a performance-based training system?
2. What are the responsibilities of the individual in completing PTBs?

Discussion

The instructor should open the PTB and review at least one set of competencies, behaviors, and tasks with the students.

- The PTB is a checklist of tasks that trainees must demonstrate or perform successfully to become certified in the ICS position to which they aspire. A person qualified in that position must observe, evaluate, and sign-off on the trainee's PTB for the trainee to gain certification.

Demonstration of proficiency can be performed:

- On an incident as a trainee
- In a simulation
- In training, depending on the type of task being executed
- The “code” (see the “Code” column in the PTB) assigned to the task indicates in which of these three areas the task must be demonstrated or performed
- PTBs are organized into a hierarchy of:
 - Competencies—A broad description that groups core behaviors necessary to perform a specific function
 - Behaviors—A general description of an observable activity or action demonstrated by an individual in a particular context
 - Tasks—A specific description of a unit of work activity that is a logical and necessary action in the performance of a behavior; how the behavior is demonstrated or performed in a particular context
 - Again, these are signed-off by qualified evaluators

A given agency or department must individually adopt PTBs as its training standard. PTBs are an integral part of the “performance-based” system Federal agencies have adopted for emergency response training. In order to earn a PTB, a trainee must first successfully complete the requisite training courses for that position.

Topic

Exercise 1

**Explain the Following Key Points**

Formally introduce Exercise 1 and read students the specific exercise objectives and directions from the Exercise 1 handout.

Allow 30 minutes for completion of exercise.

The purpose of the introductory exercise (Exercise 1) is to identify possible commonalities between the functions of a Liaison Officer and those of the students' current positions. In break-out groups, students will use the Liaison Officer PTBs to list common responsibilities, roles, and/or duties between their current position and that of a Liaison Officer. They will then present their findings to the rest of the class. The exercise is intended to not only help the students relate to the position of Liaison Officer but to provide a brief introduction to the roles and responsibilities of the Liaison Officer, to help them to become more familiar with the Liaison Officer PTB, and to encourage them to actively participate in the course.

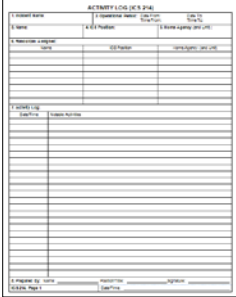
The students should collectively find that, to some degree, they have already performed the duties and assume the responsibilities of a Liaison Officer in their past incident experiences.

Discussion Question

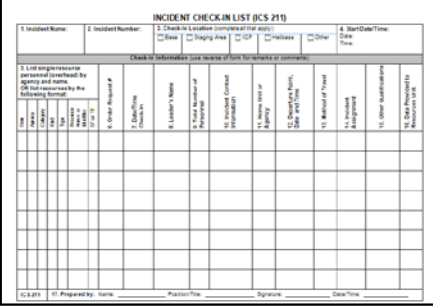
Did you identify any Liaison Officer functions that were very different from those of your current position?

Topic ICS Check-in and Activity Log

Handout 1-1



**ICS Form 214:
Activity Log**



ICS Form 211: Check-In List

Visual 1-14

Explain the Following Key Points

Introduce students to ICS Form 211—Check-in List and ICS Form 214—Activity Log. Through the duration of the course, these forms will be utilized to give the students an opportunity to practice filling them out and to become accustomed to using them on a daily basis.

Pass around a blank ICS Form 211—Check-In List and have the class sign-in for the first day. If possible, fill in the 211 with the information specific to the class (date, name of course, etc). At the beginning of each class through the duration of the week, display a blank 211 so students can sign-in when they arrive. Explain to students that it is their responsibility to check-in each day.

As with the 211, students will be expected to fill in a 214 each day. Hand out a blank 214 to each student and instruct them on how to fill it in each day. Make a stack of blank 214s available to the students (preferably close to where the 211 will be displayed) so that they can obtain a new 214 each day. Collect the completed 214s at the end of each day.

For each unit in the course, students should list the three most important things that they learned in that unit.

ICS 214 should capture the “three As”—**A**ctions, **A**greements, and **A**ccidents.

Topic

Objectives Review

Objectives Review

1. *What is the course objective?*
2. *What is the purpose of Position Task Books?*



Visual 1-15

Explain the Following Key Points

Review the Enabling Objectives for this unit to ensure that the class has obtained the knowledge necessary to successfully meet the Unit Terminal Objective.

Discussion

Pose the Unit Enabling Objectives as questions. Ask the group to give a brief example or short explanation to answer each question. Try to call on a different student for each objective.

This is not intended to be an inclusive discussion of all material covered in Unit 1, but rather a quick and engaging way to wrap up the unit, and reconnect the students to the material before moving on to Unit 2.

Ask the students to write down the top three to five things they learned in this unit on their ICS Form 214—Activity Log

Leave the Objectives Review slide up so that students can think about what they learned in relation to the objectives.

At the end of the day, collect their ICS Form 214s. This will help identify what the students have learned and what areas may be especially important to highlight throughout the rest of the course.

This activity should be done at the end of each unit.

Unit Terminal Objective

Identify course objectives and position-specific resource materials for the position of Liaison Officer.

Unit Enabling Objectives

- Describe the course objective.
- Explain the purpose of Position Task Books.