
Unit 1: Course Introduction

STUDENT 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 Safety 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 Safety Officer position through the facilitation of Exercise 1.

The purpose of the introductory exercise (Exercise 1) is to identify possible commonalities between the functions of a Safety Officer and those of the students' current positions. In break-out groups, students will use the Safety Officer Position Task Book to list common responsibilities, roles, and/or duties between their current position and that of a Safety 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 Safety Officer, but to provide a brief introduction to the roles and responsibilities of the Safety Officer, to help them to become more familiar with the Safety 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

Topic

Course Title Slide



Key Points

Topic

Course Introduction



Key Points

Topic

Unit Objectives

Unit Terminal Objective

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

**Key Points**

Unit Terminal Objective

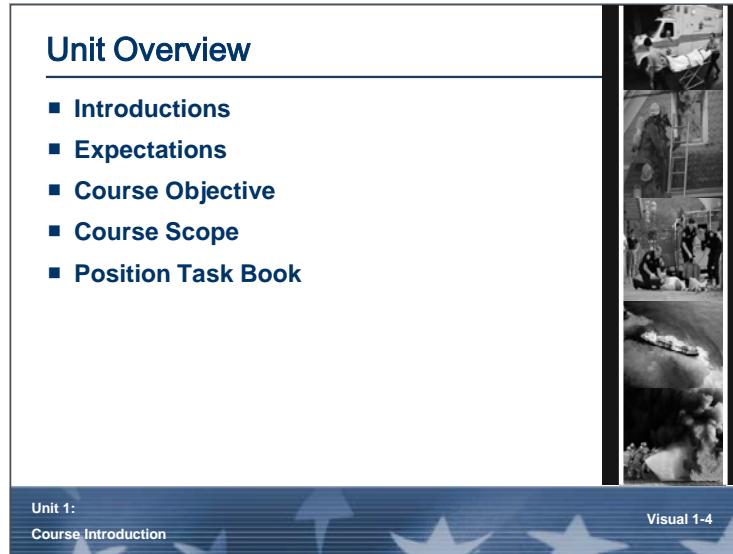
Identify course objectives and position-specific resource materials for the position of Safety Officer.

Unit Enabling Objectives

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

Topic

Unit Overview



Unit Overview

- Introductions
- Expectations
- Course Objective
- Course Scope
- Position Task Book

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Visual 1-4

The slide features a vertical strip of five images on the right side. From top to bottom, the images show: 1) A person in a uniform sitting at a desk. 2) A person in a uniform standing in a room. 3) A group of people in a room. 4) A boat on water. 5) A person in a uniform in a field.

Key Points

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 Public Information Officer versions of these resources.

Topic

Introductions

Introductions

- Instructor and student introductions
- Incident response experiences
- Reasons for being a Safety Officer



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Visual 1-5

Key Points

Topic

Expectations



Key Points

Follow instructions from the instructor for discussing the expectations for this course.

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 Safety Officer.



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Visual 1-7

Key Points

Topic Course Design

Course Design

- Course length of 4 days
- Combination of lecture, discussion, and exercises
- Closed-book Final Exam
- Students should have completed ICS-100, ICS-200, ICS-300, and ICS-700 and one of the following:
 - All-Hazards Incident Management Team course
 - Command and General Staff Functions for Local IMT
 - ICS-420
- ICS-400 is also recommended

Unit 1: Course Introduction Visual 1-8

Key Points

Course Length

The course is scheduled to be 4 days in length.

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.

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 700. ICS-400 is recommended. Students should also have completed one of the following courses:

- All-Hazards Incident Management Team course

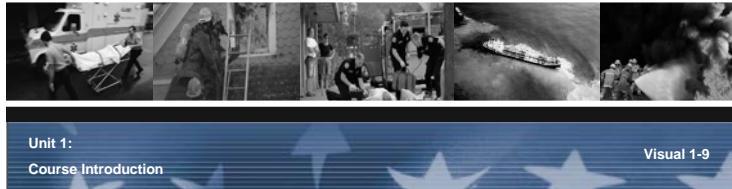
- Command & General Staff Functions for Local Incident Management Teams (IMT)
- ICS-420

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

All-Hazards Curriculum

- Incident Command System (ICS) was developed by
- All-Hazards
- The fundamentals of the job are the same regardless of incident type



Key Points

Follow instructions from the instructor for discussing this curriculum.

Topic

Discussion Activity

Discussion Activity



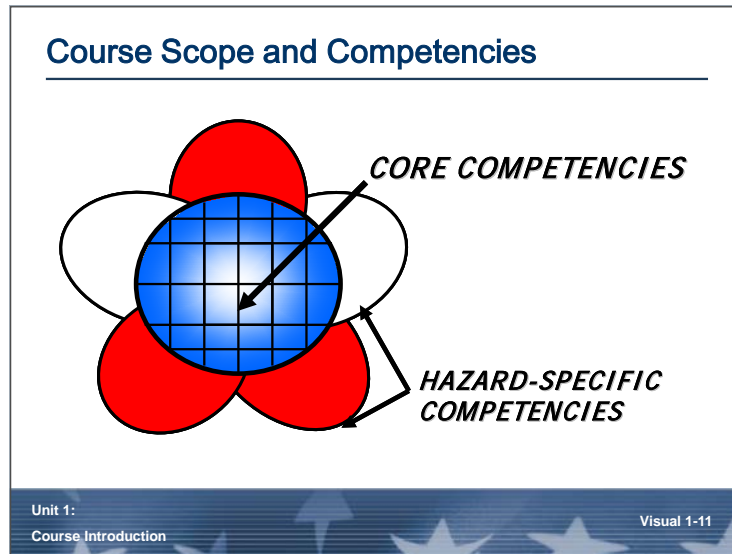
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Visual 1-10

Key Points

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 Safety 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.



Key Points

Competency

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

The Flower Diagram

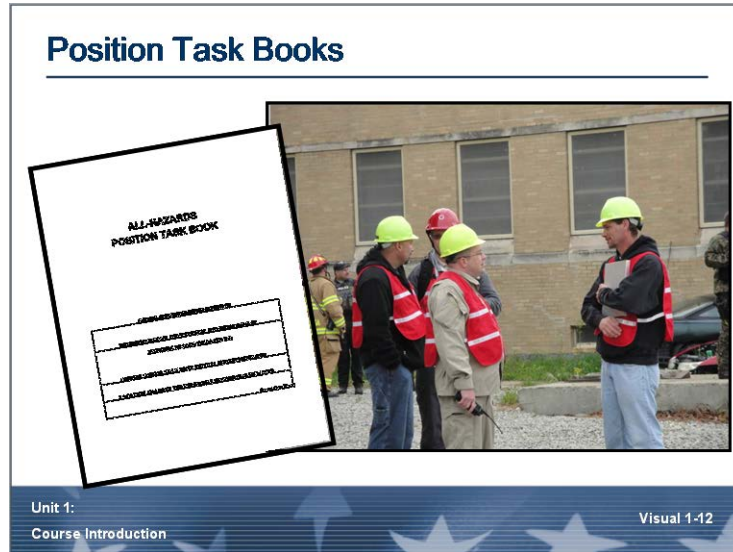
The Flower Diagram illustrates the concept that successful performance of the tasks, duties, activities in any position requires both core and incident-specific competencies.

- Core competencies are the competencies required of a Safety 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 Safety 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 Safety Officer position. The hazard-specific competencies will have to be developed through

additional agency or discipline training, field training, and the completion of the Safety 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.



Key Points

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



Key Points

Follow directions from the instructor on how to complete this exercise.

Topic ICS Form 211: Check-in List and ICS Form 214: Activity Log

Handout 1-1

Thumbnail of ICS Form 214: Activity Log. The form includes fields for Incident Name, Incident Number, Incident Location, and Incident Date. It features a large table with columns for 'Incident Name', 'Incident Number', and 'Incident Location' for recording activities.

**ICS Form 214:
Activity Log**

ICS Form 211: Check-in List

Thumbnail of ICS Form 211: Check-in List. The form is titled 'INCIDENT CHECK-IN LIST (ICS-211)'. It includes sections for Incident Name, Incident Number, Incident Location, and Incident Date. A large table is provided for recording personnel check-in information, with columns for 'Name', 'Title', 'Position', 'Organization', 'Signature', and 'Time'. The form also includes a section for 'Check-in Information' and a 'Prepared by' section at the bottom.

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Visual 1-14

Key Points

Objectives Review

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



Unit 1:
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Visual 1-15

Key Points

Unit Terminal Objective

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

Unit Enabling Objectives

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