

L0930 Integrated Emergency Management Course: Yolo Operational Area Management & Policy Track



FEMA

Student Manual

May 2017
Version 1.1

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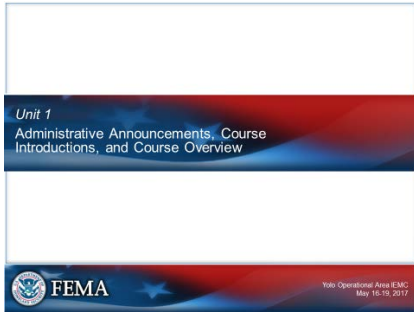
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**UNIT 1
ADMINISTRATIVE ANNOUNCEMENTS,
COURSE INTRODUCTIONS, AND
COURSE OVERVIEW**

May 17, 2017

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Visual 1.1

VISUAL 1.1 - UNIT 1:

ADMINISTRATIVE ANNOUNCEMENTS, COURSE INTRODUCTIONS, AND COURSE OVERVIEW



Visual 1.2

VISUAL 1.2 - WELCOME

Emergency Management Institute (EMI) Course Staff

<p><u>Class Manager</u> Doug Kahn, PACEM Training Specialist Integrated Emergency Management Branch 301-447-7645</p>	<p><u>Exercise Director</u> Doug Kahn, PACEM Training Specialist Integrated Emergency Management Branch 301-447-7645</p>
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IEM Branch Email: fema-emi-iemb@fema.dhs.gov

Branch Phone: 301-447-1381



Visual 1.3


VISUAL 1.3 WELCOME TO THE EMERGENCY MANAGEMENT INSTITUTE (EMI)

Integrated Emergency Management Concepts Course for the Yolo Operational Area

Visual 1.3 Photo Caption: Seals of Davis California, City of Woodland, County of Yolo, City of West Sacramento, Yolo County Housing, Yocha Dehe Wintun Nation, City of Winters California and County of Yolo Office of Emergency Services

Class Roster

- On table as you enter classroom
- Check your information for accuracy
 - Make changes as necessary (i.e., make sure your name is listed, spelled correctly, etc.).
- Do NOT enter personal addresses or personal e-mail addresses
- Initial by your name to verify review
- If your name is not listed, add it, and initial next to your name



Yolo Operational Area EMI
May 16-19, 2017
Visual 1.4



Visual 1.4

VISUAL 1.4 - CLASS ROSTER

- On the table as you enter classroom
- Check your information for accuracy
 - Make changes as necessary (i.e., make sure your name is listed, spelled correctly, etc.)
- Do NOT enter personal addresses or personal e-mail addresses (except FEMA Reservists)
- Initial by your name to verify review
- If your name is not listed, add it, and initial next to your name

Course Admin

- Attendance
 - If you get sick or have to leave for an emergency, contact the EMI Course Manager
- Course Materials/Handouts
- Breaks/Lunch

Yolo Operational Area EMI
May 16-19, 2017
Visual 1.5

Visual 1.5


VISUAL 1.5 - COURSE ADMIN

- Attendance
 - If you get sick or have to leave for an emergency, contact the Class Manager
- Course Materials/Handouts
- Breaks/Lunch

EMI Course Evaluations

EMI has several levels of evaluation for our courses. Information gathered from the evaluations identifies areas for improvement (i.e., course materials, instructors, processes).

- EMI's Scantron evaluation form should be completed daily during class
 - Take time to provide written comments under Remarks Section
 - Rate both content and quality of instruction in Block 18 (1 lowest – 5 highest) and overall course in Block 19
- Follow-up evaluation survey will be mailed to students 90 days after course completion
 - Complete the questionnaire and return it ASAP (postage-paid return envelope provided)



Yolo Operational Area EMI
May 16-19, 2017
Visual 1.6

Visual 1.6


VISUAL 1.6 – EMI COURSE EVALUATIONS

EMI has several levels of evaluation for our courses. Information gathered from the evaluations identifies areas for improvement (i.e., course materials, instructors, processes).

- EMI's Scantron evaluation form should be completed daily during class
 - Take time to provide written comments under Remarks Section
 - Rate both content and quality of instruction in Block 18 (1 lowest – 5 highest) and overall course in Block 19
- Follow-up evaluation survey will be mailed to students 90 days after course completion
 - Complete the questionnaire and return it ASAP (postage-paid return envelope provided)

Out of courtesy for others in the classroom, please:

- Turn off all electronic devices or place in silent mode.
- Do not text or send e-mails during class.
- Return calls and text messages ONLY during breaks.
- Refrain from sidebar conversations.



Yolo Operational Area IEMC
May 16-19, 2017
Visual 1.7


Visual 1.7

VISUAL 1.7 - OUT OF COURTESY FOR OTHERS IN THE CLASSROOM, PLEASE:


- Turn off all electronic devices or place in silent mode.
- Do not text or send e-mails during class.
- Return calls and text messages ONLY during breaks.
- Refrain from sidebar conversations.

Lunch

During this IEMC offering, lunch will be predominately on your own with the exception of the date of the exercise.



Date	Option
May 16	On Your Own – Woodland
May 17	On Your Own – Woodland
May 18	Provided at Your Home EOC
May 19	On Your Own – Home Jurisdiction



Yolo Operational Area IEMC
May 16-19, 2017
Visual 1.8

Visual 1.8

VISUAL 1.8 – LUNCH

During this IEMC offering, lunch will be predominately on your own with the exception of the date of the exercise.



Date	Option
May 16	On Your Own – Woodland
May 17	On Your Own – Woodland
May 18	Provided at Your Home EOC
May 19	On Your Own – Home Jurisdiction

Visual 1.8 Photo Alternative Text: Photo of the EMI Dining Facility.

Student/Visitor Parking

Please park in the OES Parking lot in front of 120 West Main Street

Limited parking is available in front of the OES building with overflow parking available in the bowling alley parking lot

Yolo Operational Area IEMC
May 16-19, 2017
Visual 1.9

Visual 1.9

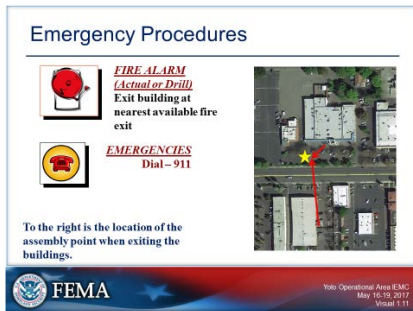
VISUAL 1.9 – STUDENT/VISITOR PARKING

Please park in the OES Parking lot in front of 120 West Main Street.

Limited parking is available in front of the OES building with overflow parking available in the bowling alley parking lot.



Visual 1.9 Photo Alternative Text: Aerial image showing the primary parking lot (OES building) and the secondary parking lot (Bowling Alley).



Visual 1.10

VISUAL 1.10 – EMERGENCY PROCEDURES

Fire Alarm (Actual or Drill): Exit building at available fire exit nearest

Emergencies – Dial 911


Below is a map with the location of the assembly point when exiting the buildings.



Visual 1.10 Image Alternative Text: Aerial image consisting of the two building locations used for training. The assembly area in case of emergency is located in the southwestern section of the OES Parking lot.

Want more information on EMI programs?

- The Emergency Management Institute (EMI) encourages you to sign up for its e-mail subscription service.
- It allows you to subscribe to topics of interest and receive e-mails containing information pertinent to your profession.
- Visit the [EMI Homepage](http://training.fema.gov/emi/) (link available at the following URL: <http://training.fema.gov/emi/>) and look for the orange envelope.




Visual 1.11


VISUAL 1.11 – WANT MORE INFORMATION ON EMI PROGRAMS?

- The Emergency Management Institute (EMI) encourages you to sign up for its e-mail subscription service.
- It allows you to subscribe to topics of interest and receive e-mails containing information pertinent to your profession.
- Visit the [EMI Homepage](http://training.fema.gov/emi/) (link available at the following URL: <http://training.fema.gov/emi/>) and look for the orange envelope.

Accessing Wi-Fi



Yolo County Housing	Yolo County EOC
<ul style="list-style-type: none"> • SSID: YCH Public • Password: none 	<ul style="list-style-type: none"> • SSID: PUBLIC • Password: provided by instructor (or check charts around classroom)





Visual 1.12

VISUAL 1.12 – ACCESSING WI-FI

Yolo County Housing	Yolo County EOC
<ul style="list-style-type: none"> • SSID: YCH Public • Password: None 	<ul style="list-style-type: none"> • SSID: Public • Password: provided by instructor (or check charts around classroom)

Stay Connected with the FEMA App

- Download the App: Google Play, App Store, or BlackBerry App World.
- You can also download the app via text messaging:
 - If you have an Apple device: Text APPLE to 43362 (4FEMA).
 - If you have an Android device: Text ANDROID to 43362 (4FEMA).
 - If you have a BlackBerry device: Text BLACKBERRY to 43362 (4FEMA).

Visual 1.13

VISUAL 1.13 – STAY CONNECTED WITH THE FEMA APP

- Download the App: Google Play, App Store, or BlackBerry App World.
- You can also download the app via text messaging:
 - If you have an Apple device: Text APPLE to 43362 (4FEMA).
 - If you have an Android device: Text ANDROID to 43362 (4FEMA).

- If you have a Blackberry device: Text BLACKBERRY to 43362 (4FEMA).

Visual 1.13 Image Alternative Text: Photo of a cell phone showing the FEMA App. Cell phone screen displays – FEMA Logo – Weather Alerts, Prepare, Disaster Resources, Submit Disaster Photos, Contenido en Espanol, How to Help, Blog, Supporting Disaster, Communications from Space.

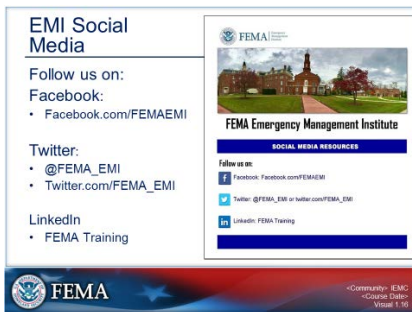
Text in photo: (Red lightning bolt) Receive alerts from the National Weather Service for up to five locations. (Green checkmark) Get safety reminders, read tips to survive natural disasters, and customize your emergency checklist. (Blue plus) Locate open shelters and where to talk to FEMA in person (or on the phone). (Camera icon) Upload and share your disaster photos to help first responders.



Visual 1.14

VISUAL 1.14 – STAY CONNECTED WITH THE FEMA APP (CONT.)

- Receive alerts from the National Weather Service for up to five locations.
- Get safety reminders, read tips to survive natural disasters, and customize your emergency checklist.
- Locate open shelters and where to talk to FEMA in person (or on the phone).
- Upload and share your disaster photos to help first responders.



Visual 1.15

VISUAL 1.15 – EMI SOCIAL MEDIA

Follow us on:

Facebook:

- Facebook.com/FEMAEMI

Twitter:

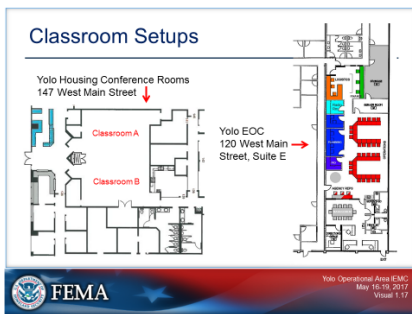
- @FEMA_EMI

- [Twitter.com/FEMA_EMI](https://twitter.com/FEMA_EMI)

LinkedIn:

- FEMA Training

Visual 1.15 Photo Alternative Text: FEMA Emergency Management Institute Social Media Resources. Photo of FEMA Campus. Text in photo: Follow us on: Facebook: Facebook.com/FEMAEMI; Twitter: @FEMA_EMI or twitter.com/FEMA_EMI; LinkedIn: FEMA Training

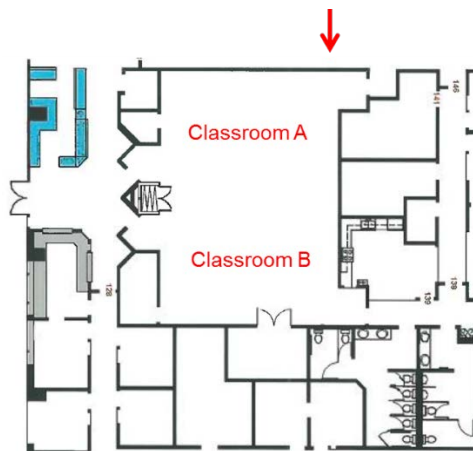


Visual 1.16

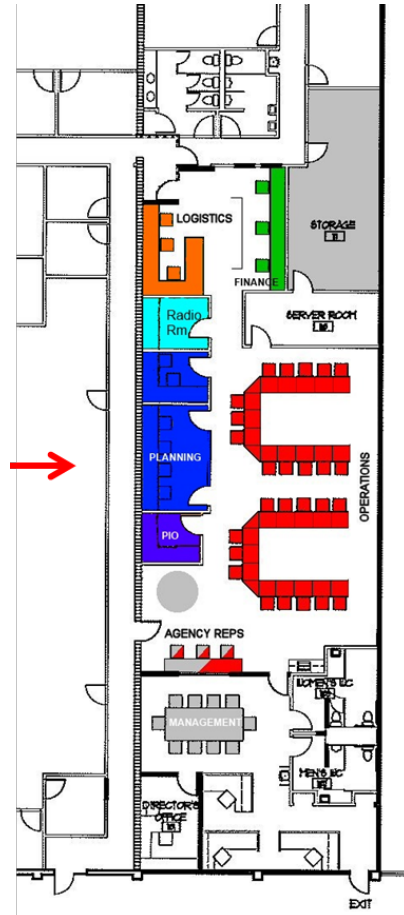
VISUAL 1.16 – CLASSROOM SETUPS

Yolo Housing Conference Rooms

147 West Main Street



Yolo EOC
120 West Main Street, Suite E



Course Goal

Develop a greater understanding of emergency management responsibilities as defined in the National Preparedness Goal. (Second Edition dated September 2015)

The complex block contains a white box with a blue border. At the top left is the FEMA logo. Below it is the text 'Course Goal' followed by a horizontal line. Under the line is the course goal text. At the bottom of the box is a red and blue banner with the FEMA logo and the text 'Yolo Operational Area EMC, May 05, 2017, Visual 1.10'.


VISUAL 1.17 – COURSE GOAL

Develop a greater understanding of emergency management responsibilities as defined in the National Preparedness Goal. (Second Edition dated September 2015)

Visual 1.17

Course Objectives

Build upon the awareness and the skills needed to develop and implement disaster policies, plans and procedures to protect life and property using an Integrated or Whole Community approach.




Visual 1.18

VISUAL 1.18 – COURSE OBJECTIVES

Build upon the awareness and the skills needed to develop and implement disaster policies, plans and procedures to protect life and property using an Integrated or Whole Community approach.

Whole Community

- Shared understanding of community needs and capabilities
- Greater empowerment and integration of resources from across the community
- Stronger social infrastructure
- Greater resiliency at the community and national levels




Visual 1.19

VISUAL 1.19 – WHOLE COMMUNITY

- Shared understanding of community needs and capabilities
- Greater empowerment and integration of resources from across the community
- Stronger social infrastructure
- Greater resiliency at the community and national levels

Whole Community (cont.)

- Establishment of relationships that facilitates more effective prevention, protection, mitigation, response, and recovery activities
- Increased individual and collective preparedness




Visual 1.20

VISUAL 1.20 – WHOLE COMMUNITY (CONT.)

- Establishment of relationships that facilitates more effective prevention, protection, mitigation, response, and recovery activities
- Increased individual and collective preparedness
- Locate open shelters and where to talk to FEMA in person (or on the phone).

Whole Community and IEMCs

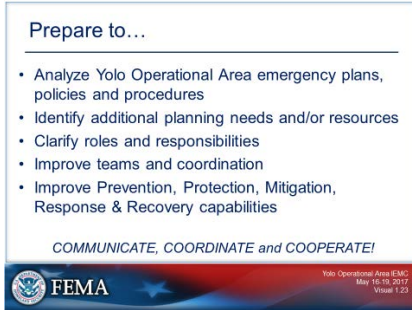
- Classroom presentations
- Hands-on learning experience
- Exercise configurations
- Feedback



Visual 1.21

VISUAL 1.21- WHOLE COMMUNITY AND IEMCS

- Classroom presentations
- Hands-on learning experience
- Exercise configurations
- Feedback



Visual 1.22

VISUAL 1.22 – PREPARE TO...

- Analyze Yolo Operational Area emergency plans, policies and procedures
- Identify additional planning needs and/or resources
- Clarify roles and responsibilities
- Improve teams and coordination
- Improve Prevention, Protection, Mitigation, Response & Recovery capabilities

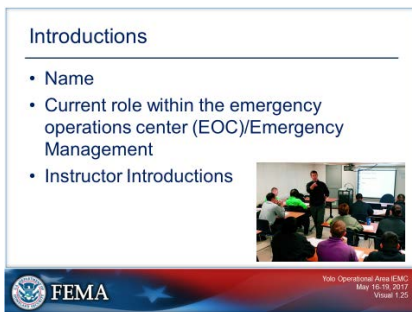
COMMUNICATE, COORDINATE and COOPERATE!



Visual 1.23

VISUAL 1.23 – COURSE SCHEDULE

May 16, 2017	PIO, Logistics, & Planning Training Tracks
May 17, 2017	Policy, Operations & Finance Training Tracks
May 18, 2017	Exercise
May 19, 2017	Exercise Hotwash & Final Instruction



Visual 1.24

VISUAL 1.24 – INTRODUCTIONS

- Name
- Current role within the Emergency Operations Center (EOC)/Emergency Management
- Instructor Introductions

Visual 1.24 Image Description: An instructor pointing in a classroom to the class.



**VISUAL 1.25 - QUESTIONS, COMMENTS,
OR CONCERNS?**

Visual 1.25

UNIT 2 MANAGEMENT AND POLICY

May 17, 2017

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Visual 2.1

**VISUAL 2.1 – UNIT 2
MANAGEMENT & POLICY**



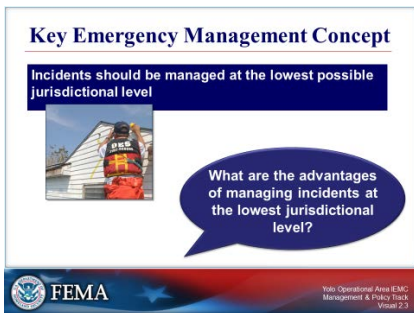
Visual 2.2

VISUAL 2.2 –EMERGENCY MANAGMENT MISSION

“Protect communities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural disasters, acts of terrorism, or other human-caused disasters.”

Visual 2.2 Photo Caption: People pushing empty wheel chairs. Emergency personnel in hard hats reading handouts. Emergency personnel getting supplies

Student Notes:



Visual 2.3

VISUAL 2.3 – KEY EMERGENCY MANAGEMENT CONCEPT

Incidents should be managed at the lowest possible jurisdictional level.


What are the advantages of managing incidents at the lowest jurisdictional level?

Visual 2.3 Photo Caption: An individual working on a house.

Student Notes:

Ethical and Professional Conduct

- Keep abreast of pertinent issues
- Attend to continuing education and technology
- Practice integrity and honesty
- Avoid conflict of interest
- Conserve and protect resources
- Maintain confidentiality
- Promote public awareness



Visual 2.4



VISUAL 2.4 – ETHICAL AND PROFESSIONAL CONDUCT

- Keep abreast of pertinent issues
- Attend to continuing education and technology
- Practice integrity and honesty
- Avoid conflict of interest
- Conserve and protect resources
- Maintain confidentiality
- Promote public awareness

Student Notes:

Integrated Emergency Management (1 of 2)

- Enables all agencies and entities to work together better
- Improves coordination and flexibility among varied jurisdictions
- Is effective for all hazards and risks

Visual 2.5

VISUAL 2.5 – INTEGRATED EMERGENCY MANAGEMENT (1 OF 2)

- Enables all agencies and entities to work together better
- Improves coordination and flexibility among varied jurisdictions
- Is effective for all hazards and risks

Visual 2.5 Photo Caption: Members of the Incident Support Team coordinate with State emergency operation officials in the Reliant Center

Student Notes:

Integrated Emergency Management (2 of 2)



Increases capability through:

- Prior networks, linkages, and partnerships
- Communication across organizational and jurisdictional boundaries
- Creative thinking about resource shortfalls
- Coordinated testing, training, and exercising
- Improved ability to see the "big picture" for simultaneous responses

FEMA
Yolo Operational Area (EMC) Management & Policy Track Visual 2.6

Visual 2.6

VISUAL 2.6 – INTEGRATED EMERGENCY MANAGEMENT (2 OF 2)

Increases capability through:

- Prior networks, linkages, and partnerships
- Communication across organizational and jurisdictional boundaries
- Creative thinking about resource shortfalls
- Coordinated testing, training, and exercising
- Improved ability to see the “big picture” for simultaneous responses

Student Notes:

Local Government Roles

Title	Responsibility
Chief Elected or Appointed Official (mayor, city manager, or county official)	Public safety and welfare
Emergency Manager	Overall emergency management programs
Department/Agency Heads	Collaboration and support

FEMA
Yolo Operational Area (EMC) Management & Policy Track Visual 2.7

Visual 2.7

VISUAL 2.7 – LOCAL GOVERNMENT ROLES

Title	Responsibility
Chief Elected or Appointed Official (mayor, city manager, or county official)	Public safety and welfare
Emergency Manager	Overall emergency management programs
Department/Agency Heads	Collaboration and support

Implementing the incident response process includes the following major roles in the emergency management processes for local government (titles for these roles may vary):

- **Chief Elected or Appointed Official:** A mayor, city manager, or county official who is responsible for ensuring the public safety and welfare of the people of that jurisdiction
- **Emergency Manager:** Has the day-to-day authority and responsibility for overseeing emergency management programs and activities
- **Department and Agency Heads:** Collaborate with the Emergency Manager during development of local emergency plans and provide key response resources

Student Notes:

Chief Elected or Appointed Official

- Establishes strong working relationships
- Leads and encourages
- Supports mitigation efforts
- Understands and implements laws and regulations
- Ensures that local plans consider the entire community
- Encourages community participation





Yolo Operational Area (EMC)
Management & Policy (SM)
Visual 2.8

Visual 2.8

VISUAL 2.8 – CHIEF ELECTED OR APPOINTED OFFICIAL

- Establishes strong working relationships
- Leads and encourages
- Supports mitigation efforts
- Understands and implements laws and regulations
- Ensures that local plans consider the entire community
- Encourages community participation

Chief elected or appointed officials must have a clear understanding of their roles and responsibilities for successful emergency management and response. At times, these roles may require providing direction and guidance to constituents during an incident. On an ongoing basis, elected and appointed officials may be called upon to help shape or modify laws, policies, and budgets to aid preparedness efforts and to improve emergency management and response capabilities. The mayor, city manager, or county official may also have ultimate responsibility for the activities listed below, depending on State and Local statutes. Responsibilities

and authorities vary by jurisdiction. These responsibilities are often delegated to the Emergency Manager if permitted by the statutes.

- **Establish strong working relationships** with local jurisdictional leaders and core private-sector organizations, voluntary agencies, and community partners. The objective is to establish relationships, coordinate and train with local partners in advance of an incident, and develop mutual aid and/or assistance agreements for support in response to an incident.
- **Lead and encourage Local leaders** to focus on preparedness by participating in planning, training, and exercises.
- **Support participation in Local mitigation efforts** within the jurisdiction, including, as appropriate, the private sector.
- **Understand and implement laws and regulations** that support emergency management and response.
- Ensure that Local emergency plans take into account the needs of:
 - The jurisdiction, including persons, property, and structures
 - Individuals with functional needs, including those with service animals
 - Individuals with household pets
- Encourage residents to participate in volunteer organizations and training courses.

Visual 2.8 Photo Caption: Government officials having a discussion.

Student Notes:



Visual 2.9

VISUAL 2.9 – DEPARTMENT/AGENCY HEADS

- Participate in planning process
- Integrate resources and capabilities
- Develop internal policies and procedures
- Train personnel
- Participate in interagency training and exercises
- Respond according to emergency plans

Local department/agency heads are responsible for:

- Participating in the planning process to build specific capabilities
- Integrating resources and capabilities into a workable plan to safeguard the community
- Developing internal policies and procedures to meet response and recovery needs safely
- Training personnel
- Participating in interagency training and exercises
- When an incident occurs, responding according to emergency plans
-

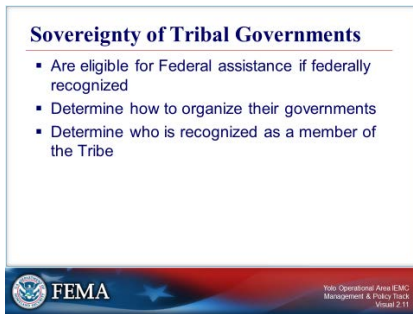
Visual 2.9 Photo Caption: *Department heads at a meeting.*

Student Notes:



Visual 2.10

VISUAL 2.10 - UNIT 2.B: TRIBAL ROLES & RESPONSIBILITIES



Visual 2.11

VISUAL 2.11 – SOVEREIGNTY OF TRIBAL GOVERNMENTS

- Are eligible for Federal assistance if federally recognized
- Determine how to organize their governments
- Determine who is recognized as a member of the Tribe

A basic tenet of sovereignty is the power of a people to govern themselves. An important aspect of working with Tribal governments is a thorough understanding of their sovereignty.

The FEMA Tribal Policy addresses the sovereignty of Tribal governments:

- FEMA recognizes the sovereign rights, authority, and unique status of Tribal governments and is committed to working in partnership with Indian Tribes on a nation-to-nation basis.
- FEMA recognizes that the Tribal right of self-government flows from the inherent sovereignty of American Indian and Alaska Native Tribes as nations and that federally recognized Tribes have a unique and direct relationship with the Federal Government.
- FEMA recognizes that, as a sovereign government, each Tribal government sets its own priorities and goals for the welfare of its membership, which include the considerations Tribal governments make to fulfill their responsibilities to their nontribal residents, relatives, employees, and neighboring jurisdictions. FEMA will involve Tribal governments in consultations to seek their input on policies,

programs, and issues so that they may evaluate the potential impacts for their communities.

Note: If a Tribal government is not federally recognized, it is treated like a local government.

Tribes determine how to organize their governments and they also determine who is Indian. Do not assume someone is or is not an Indian based on appearance. An Indian is someone who:

- Has a quantum, or percentage, of Indian blood set by an individual Tribe as the criterion for membership
- Is recognized by that Tribe as a member

Student Notes:

Visual 2.12

VISUAL 2.12 – TRIBAL GOVERNMENTS

- Are responsible for the health, welfare, and safety of their members
- Carry out their mandates using authorities enumerated in their laws and codes

The responsibilities of Tribal governments in emergency management are similar to those of State and Local governments:

- To respond to the same range of emergencies and disasters that other jurisdictions face and to be responsible for the public safety and welfare of the members of their Tribe
- To carry out their mandates using authorities enumerated in their laws and codes—Tribes may request and provide assistance from neighboring jurisdictions under mutual aid and assistance agreements

The Sandy Recovery Improvement Act of 2013 (SRIA) amended the Stafford Act to authorize Tribal governments to request a declaration of an emergency

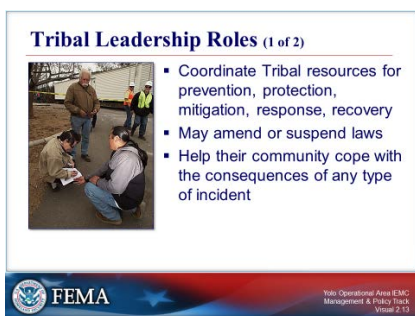
or major disaster. Previously Tribal groups were treated as local governments and thus not permitted to directly request disaster declarations from the Federal Government. They were dependent on a request being made by the Governor of the State where their territory was located.

The SRIA also authorizes the President to establish criteria to adjust the non-Federal cost share for an Indian Tribal government consistent with the extent allowed by current authorities. Federal departments and agencies can work directly with Tribes within existing agency authorities and resources in the absence of such a declaration.

Federal departments and agencies comply with existing laws and Executive Orders mandating that the Federal Government deal with Indian Tribes on a government-to-government basis, reflecting the federally recognized Tribes' right of self-government as sovereign domestic dependent nations. **A Tribe may, however, opt to deal directly with State and Local officials.**

For more information, refer to the [Tribal Relations Support Annex](https://www.fema.gov/pdf/emergency/nrf/nrf-support-tribal.pdf) (https://www.fema.gov/pdf/emergency/nrf/nrf-support-tribal.pdf) on the NRF Resource Center site and the [Sandy Recovery Improvement Act](https://www.fema.gov/sandy-recovery-improvement-act-2013) (https://www.fema.gov/sandy-recovery-improvement-act-2013).

Visual 2.12 Photo Caption: Images of Tribal firefighters.



Visual 2.13

VISUAL 2.13 –TRIBAL LEADERSHIP ROLES (1 OF 2)

- Coordinate Tribal resources for prevention, protection, mitigation, response, recovery
- May amend or suspend laws
- Help their community cope with the consequences of any type of incident

As authorized by the Tribal government, the Tribal leader:

- Is responsible for coordinating Tribal resources needed to prevent, protect against, respond to, and recover from incidents of all types. This also includes preparedness and mitigation activities

- May have powers to amend or suspend certain Tribal laws or ordinances associated with response
- Communicates with the Tribal community and helps people, businesses, and organizations cope with the consequences of any type of incident

Visual 2.13 Photo Caption: Tribal leaders in the community.

Student Notes:



Visual 2.14

VISUAL 2.14 –TRIBAL LEADERSHIP ROLES (2 OF 2)

- Negotiate mutual aid and assistance agreements
- Request State and/or Federal assistance

Can elect to deal directly with the Federal Government

As authorized by the Tribal government, the Tribal leader also:

- Negotiates mutual aid and assistance agreements with other Tribes or jurisdictions
- Can request Federal assistance under the Stafford Act through the Governor of the State when it becomes clear that the Tribe's capabilities will be insufficient or have been exceeded
- Can elect to deal directly with the Federal Government. The Indian Tribal government Chief Executive can request a Presidential declaration under the SRIA or the Tribal nation can submit under the State's request for a Presidential declaration. Federal departments or agencies can work directly with the Tribe within existing authorities and resources.

Tribal lawyers may attend most Council meetings and can advise on resolutions and other legal matters.

Visual 2.14 Photo Caption: Chairwoman of the Tohono O'odham Nation.

Student Notes:



Visual 2.15

VISUAL 2.15 – BUILDING TRIBAL RELATIONSHIPS

- Develop relationships with Tribal governments before doing business
- Each Tribe is uniquely different; learn about the Tribe in advance
- Respect Tribal protocols and processes —initiate contact with the Tribal Emergency Manager first
- Make your intentions clear regarding partnering
- Respect Tribal sovereignty

Understanding the Tribal roles in the emergency management process is important, but you also must realize the importance of establishing relationships prior to an incident.

- Develop relationships with the Tribal governments before doing business.
 - Don't wait until an emergency is imminent to start contacting the Tribal government.
 - Expect the relationship-building process to take time. Tribal cultures tend to emphasize taking time to get to know people.
 - Understand that the current relationship with the Tribal government has a history that may be long and complex. There may be longstanding conflict or mistrust that must be overcome in order to build a successful relationship.

Each Tribe is uniquely different; learn about the Tribe in advance.

- Tribal cultures are unique, complex, and based on relationships rather than tasks or “the bottom line,” as is most common in the American business model. Face-to-face meetings are usually preferred. Be prepared to follow through on what you say – the spoken word is as good as a contract in many Tribal cultures.
- Conduct research about the Tribe prior to contacting them if possible – the Internet may be helpful here.
- Respect Tribal protocol and processes — initiate contact with the Tribal Emergency Manager first.
 - It is best to initiate contact with the Tribe’s Emergency Manager by telephone and then set up a subsequent meeting. Ask where the Emergency Manager would like to meet and be willing to travel to the Tribal office for the initial meeting as a courtesy.
 - If the Tribe does not have an “Emergency Manager,” ask if there is a Fire Chief or Chief of Police. First responders are often tasked with emergency management functions in the absence of an actual Emergency Manager.

Student Notes:



Visual 2.16

VISUAL 2.16 – PUBLIC POLICY ISSUES IN EMERGENCY MANAGEMENT

Student Notes

Objectives

- Describe the benefits of written public policies in the decision-making process before, during, and after an emergency/disaster incident.
- Describe the importance policy making process.
- Describe who needs to be involved the process.
- Identify key policy issues associated with response and recovery to an incident.
- Describe the barriers to formulating public policy.
- Determine the critical actions needed to develop public policy.

FEMA

Yolo Operational Area EMAC
Management & Policy Track
Visual 2.17

Visual 2.17

VISUAL 2.17 – OBJECTIVES

- Describe the benefits of written public policies in the decision-making process before, during, and after an emergency/disaster incident.
- Describe the importance policy making process.
- Describe who needs to be involved the process.
- Identify key policy issues associated with response and recovery to an incident.
- Describe the barriers to formulating public policy.
- Determine the critical actions needed to develop public policy.

What are the public safety policy issues?



FEMA

Yolo Operational Area EMAC
Management & Policy Track
Visual 2.18

Visual 2.18

VISUAL 2.18 – WHAT ARE THE PUBLIC SAFETY POLICY ISSUES?

What are some of the Public Safety Policy issues that your community may face?

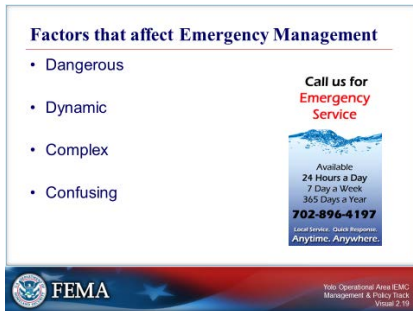
Public Safety Policy issues can include but are not limited to:

- Response and Recovery Emergency Legislation
- Utility Restoration
- Infrastructure Impacts
- Debris Management

Visual 2.18 Photo Caption: Collage of natural and manmade disasters and issues including missing persons, forest and structure fires, flooding, utility outages, pipeline spills, storm water outfall pollution, trail

derailments, hazardous material transportation incidents, mass causality incidents, infrastructure damages, hazardous material incidents, and landslides.

Student Notes:



Visual 2.19

VISUAL 2.19 – FACTORS THAT AFFECT EMERGENCY MANAGEMENT

- Dangerous
- Dynamic
- Complex
- Confusing

Visual 2.19 Photo Caption: Call us for Emergency Service flyer – Available 24 hours a Day, 7 days a week, 365 days a year. 702-896-4197. Local Service, Quick response.

Student Notes

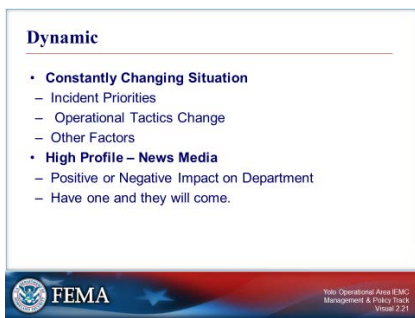


Visual 2.20

VISUAL 2.20 – DANGEROUS

- Emergency First Responders
 - Life safety
 - Benefit vs. risk
- Civilian Population
 - Mass casualty/fatality
- Property Conservation
 - Environmental issues

Student Notes:

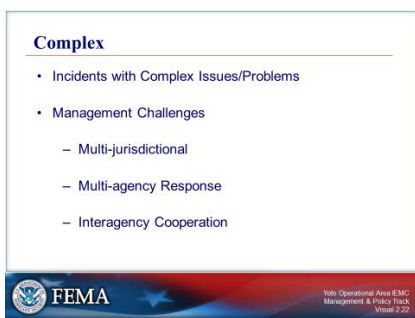


Visual 2.21

VISUAL 2.21 – DYNAMIC

- Constantly changing situation
 - Incident priorities
 - Operational tactics change
 - Other factors
- High profile – News media
 - Positive or negative impact on department
 - Have one and they will come

Student Notes:

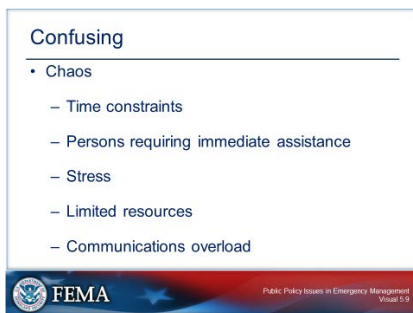


Visual 2.22

VISUAL 2.22 – COMPLEX

- Incidents with complex issues/problems
- Management challenges
 - Multi-jurisdictional
 - Multi-agency response
 - Interagency cooperation

Student Notes:



Visual 2.23

VISUAL 2.23– CONFUSING

- Chaos
 - Time constraints
 - Persons requiring immediate assistance
 - Stress
 - Limited resources
 - Communications overload

Student Notes:



Visual 2.24


VISUAL 2.24 – PUBLIC EXPECTATIONS –NGA REPORT

- Citizens alerted in advance
- Magnitude assessed quickly
- Citizens kept properly informed
- Dangerous areas safely evacuated
- Citizens relocated to safe place
- Services rapidly restored
- Recovery assistance provided
- Impact of recurrence mitigated

Student Notes:

Defining Public Policy

- A course of action (or inaction) chosen by public authorities to address a given problem or potential problem created by a risk and/or threat to your community.
- An action based on community values regarding public goals and objectives about the best way to achieve success



FEMA

Yolo Operational Area (EMC) Management & Policy Task Visual 2.25

Visual 2.25

VISUAL 2.25 – DEFINING PUBLIC POLICY

- A course of action (or inaction) chosen by public authorities to address a given problem or potential problem created by a risk and/or threat to your community.
- An action based on community values regarding public goals and objectives about the best way to achieve success

Policy is usually not codified into a single document, but is a collection of memos, phone calls, and other directives from higher-ups. It is important to codify these policies (written and unwritten) into the emergency plan.

Public policy provides authority through (wherever possible “codify” agreements):

- Executive orders
- Laws (Federal and/or State mandates)
- Codes
- Acts and Ordinances
- Statutes
- Memos
- Decision Directives


It is important to involve those affected by the policy in its formation. Policies created in a vacuum run the risk of being ignored by those required to implement them.

Discussion Questions: How is public policy formed within your community? What are some policy issues that are commonly found during disaster events?

Student Notes:

Policy Statement

- Address specific regulations, requirements, or modifications to organizational behavior.
- Addresses preparedness issues before, during, and after an emergency/disaster incident.
- Provides reasonable flexibility for those implementing response and recovery operations.
- Policy statements are extremely diverse depending on the organization and intent, and may take almost any form.
- Some policies may contain additional sections.



Visual 2.26

VISUAL 2.26 – POLICY STATEMENT

- Addresses specific regulations, requirements, or modifications to organizational behavior.
- Addresses preparedness issues before, during, and after an emergency/disaster incident.
- Provides reasonable flexibility for those implementing response and recovery operations.
- Policy statements are extremely diverse depending on the organization and intent, and may take almost any form.
- Some policies may contain additional sections.

Student Notes:

Policy Implications

- Political
- Economic
- Social
- Financial
- Legal
- Organizational




Visual 2.27

VISUAL 2.27– POLICY IMPLICATIONS

- Political
- Economic
- Social
- Financial
- Legal
- Organizational

Visual 2.27 Photo Caption: Image of Article “How a Tokyo Earthquake Could Devastate Wall Street and the World Economy.”

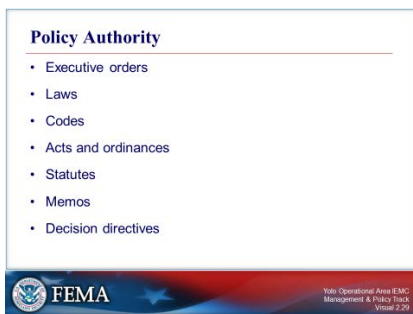
Student Notes:

Visual 2.28

VISUAL 2.28 – POLICY GROUP

- Elected officials
- Appointed officials
- Nongovernmental agency heads
- Legal counsel
- Public Information Officer
- Advisors

Visual 2.28 Photo Caption: Federal Representatives conducting a press briefing with State and Local representatives during a disaster

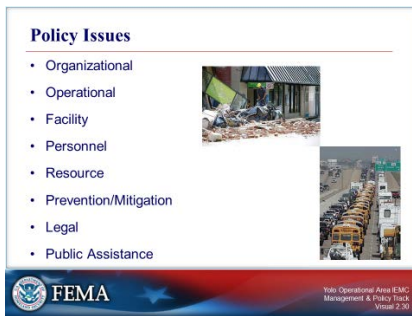
Student Notes:

Visual 2.29

VISUAL 2.29 – POLICY AUTHORITY

- Executive orders
- Laws
- Codes
- Acts and ordinances
- Statutes
- Memos
- Decision directives

Student Notes:



Visual 2.30

VISUAL 2.30 – POLICY ISSUES

- Organizational
- Operational
- Facility
- Personnel
- Resource
- Prevention/Mitigation
- Response/Recovery

Organizational challenges may include:

- Continuity of Operations (COOP)
- Continuity of Government (COG)
- Emergency Operation Center (EOC)/Incident Command Interface
- Training
- Emergency Support Functions (ESFs)
- Levels of decision-making
- Public Information
- Security of Critical Infrastructure

Operational challenges may include:

- Situational Awareness
- Common Operating Picture
- Evacuation and Re-entry
- Sheltering
- Debris management

- Mass casualties
- Prioritization of restoration efforts

Facility challenges may include:

- Local disaster recovery location(s)
- Temporary debris storage sites
- Animal control/protection/treatments
- Protection of critical facilities

Personnel challenges may include:

- Worker safety
- Compensation
- Family members
- Volunteers
- Union issues

Resource challenges may include:

- Contingency funds for disasters
- Mutual aid
- Pre-arranged contracts
- Donations
- Documentation

Mitigation challenges may include:

- Thorough hazard and risk vulnerability analysis
- Local mitigation strategy

Legal challenges may include:

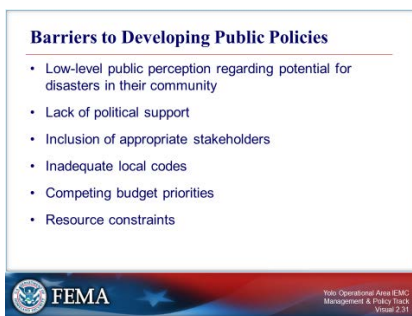
- Emergency declarations (local & State)
- Existing laws
- Private property operations
- Quarantine and immunizations
- Litigation

Public Assistance challenges may include:

- Small vs. large projects
- Documentation
- Categories of work
- Impact of Federal, State, and local procurement rules

Visual 2.30 Photo Caption: Top Photo – Damage to businesses after a natural disaster. Bottom Photo: Image of evacuation routes during a mandatory evacuation for a hurricane.

Student Notes:



Visual 2.31

VISUAL 2.31 – BARRIERS TO DEVELOPING PUBLIC POLICIES

- Low-level public perception regarding threat
- Lack of political support
- Inclusion of appropriate stakeholders
- Inadequate local codes
- Competing budget priorities
- Resource constraints

Student Notes:

Barriers to Developing Public Policies (cont.)

- Lack of comprehensive emergency/disaster plans
- Lack of emergency/disaster training programs
- Lack of evaluation measures
- Environmental concerns
- Single interest advocacy groups
- Turf issues
- Lack of relationships



Visual 2.32


VISUAL 2.32 – BARRIERS TO DEVELOPING PUBLIC POLICIES (CONT.)

- Lack of comprehensive emergency/disaster plans
- Lack of emergency/disaster training programs
- Lack of evaluation measures
- Environmental concerns
- Single interest advocacy groups

Student Notes:

Developing Public Policy - Motivating Factors

- Comprehensive hazard/risk analysis
- Capability Assessment
- After-action reports - Lessons learned
- Input from staff and response and recovery personnel
- The people we serve!!!!

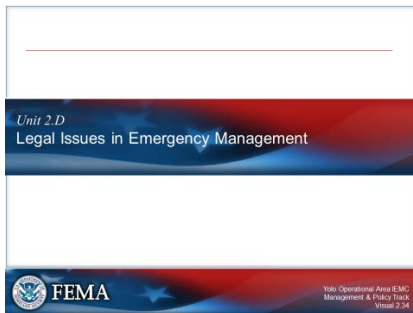


Visual 2.33

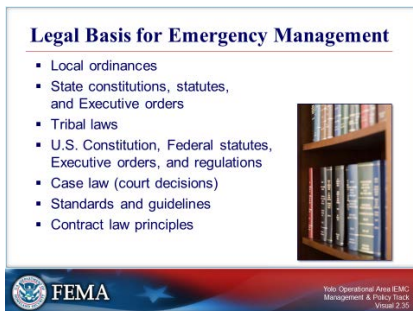
VISUAL 2.33 – DEVELOPING PUBLIC POLICY – MOTIVATING FACTORS

- Comprehensive hazard/risk analysis
- Capability assessment
- After-action reports - lessons learned
- Input from staff and response and recovery personnel
- The people we serve!!!!

Student Notes:



Visual 2.34

VISUAL 2.34 – UNIT 2.D**LEGAL ISSUES IN EMERGENCY MANAGEMENT****Student Notes**

Visual 2.35


VISUAL 2.35 – LEGAL BASIS FOR EMERGENCY MANAGEMENT

- Local ordinances
- State constitutions, statutes, and Executive orders
- Tribal laws
- U.S. Constitution, Federal statutes, Executive orders, and regulations
- Case law (court decisions)
- Standards and guidelines
- Contract law principles

Student Notes

Legal Issues

- EPM – Basic Plan
- Continuity of government
- Disaster declaration process
- Mutual aid agreements
- NFPA 1600
- NRF/CPG 101
- NIMS/ICS
- Local laws & regulations



FEMA Yolo Operational Area (EMC) Management & Policy Team Visual 2.36

Visual 2.36

VISUAL 2.36 – LEGAL ISSUES

- EPM – Basic Plan
- Continuity of government
- Disaster declaration process
- Mutual aid agreements
- NFPA 1600
- NRF/CPG 101
- NIMS/ICS
- Local laws & regulation

Visual 2.36 Photo Caption: Photo of Henderson City Hall.

Student Notes:

Protecting Civil Rights

Protecting civil rights means ensuring that one's decisions and actions afford equal opportunity and access to everyone—regardless of disability, limited English proficiency, age, economic status, or other protected status.

What are some examples of situations in which your decisions and actions could impact someone's civil rights?

FEMA Yolo Operational Area (EMC) Management & Policy Team Visual 2.37

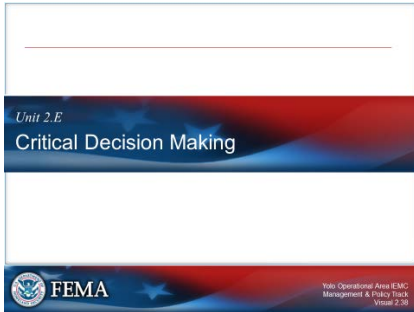
Visual 2.37

VISUAL 2.37 – PROTECTING CIVIL RIGHTS

Protecting civil rights means ensuring that one's decisions and actions afford equal opportunity and access to everyone—regardless of disability, limited English proficiency, age, economic status, or other protected status.

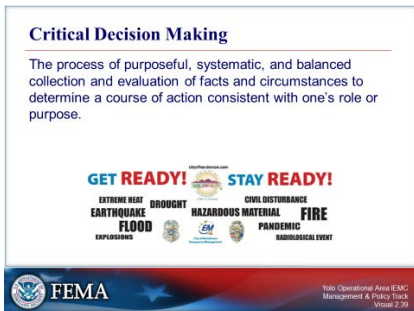
What are some examples of situations in which your decisions and actions could impact someone's civil rights?

Student Notes



Visual 2.38

**VISUAL 2.38 – UNIT 2.E
CRITICAL DECISION MAKING**



Visual 2.39

VISUAL 2.39 – CRITICAL DECISION MAKING

- The process of purposeful, systematic, and balanced collection and evaluation of facts and circumstances to determine a course of action consistent with one’s role or purpose.

Student Notes:



Visual 2.40

VISUAL 2.40 – CHALLENGES TO CRITICAL DECISION MAKING

- Fast-paced environment
- High-risk decisions
- High uncertainty level
- Incomplete data

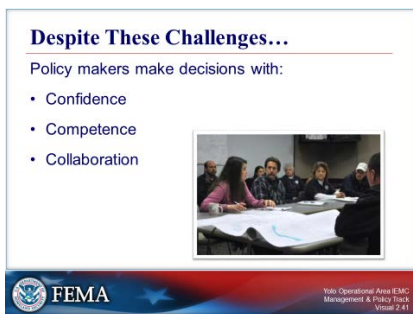
- Varying paradigms among disciplines
- Urgent/emergent decisions
- Narrow windows
- Varying level of training
- Multiple disciplines
- Politics

A key challenge of critical decision-making during an incident is the timeframe and urgency of the decisions to be made.

Despite these challenges, EOC and response personnel have the responsibility to make critical decisions in an ethical manner.

Jurisdiction plans guide critical decision-making. Review your Emergency Operations Plans (EOPs) to verify that they are written in such a way as to serve as a guide.

Student Notes:



Visual 2.41

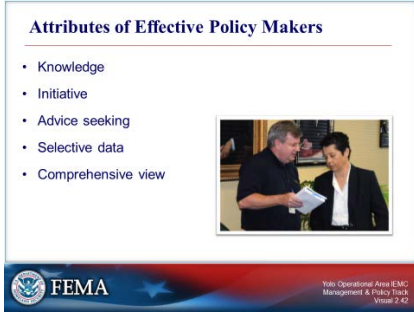
VISUAL 2.41 – DESPITE THESE CHALLENGES....

Policy makers make decisions with:

- Confidence
- Competence
- Collaboration

Visual 2.41 Photo Caption – Individuals sitting around a table reviewing documents and an incident map.

Student Notes:



Visual 2.42

VISUAL 2.42– ATTRIBUTES OF EFFECTIVE POLICY MAKERS

- Knowledge
- Initiative
- Advice seeking
- Selective data
- Comprehensive view

Visual 2.42 Photo Caption – One individual showing something from a manual to another individual.

Student Notes:



Visual 2.43


VISUAL 2.43 – ATTRIBUTES OF EFFECTIVE POLICY MAKERS (CONT.)

- Currency
- Flexibility
- Judgment
- Calculated risk taking
- Self-knowledge

Student Notes:

Characteristics of Ethical Dilemmas

- Rule Book Does not apply – Flying without a net
- No Good Options – Lesser of Evils
- Uncertainty About the Consequences – Someone Could Get Hurt
- Disagreement – Not Time for Consequences Building



Yolo Operational Area (EMC) Management & Policy Team Visual 2.44

Visual 2.44


VISUAL 2.44 KEY CONSIDERATIONS FOR PLANNING

- Rule Book Does not apply – Flying without a net
- No Good Options – Lesser of Evils
- Uncertainty About the Consequences – Someone Could Get Hurt
- Disagreement – Not Time for Consequences Building

Student Notes:

Ethical Decision—Making Steps

1. Identify the situation, who's affected, and what's at stake.
2. Collect all the facts, consult experts, and consider stakeholders' needs/values.
3. Evaluate alternative actions from various ethical perspectives.
4. Make a decision and test it.
5. Act, assess, and learn for the future.



Yolo Operational Area (EMC) Management & Policy Team Visual 2.45

Visual 2.45

VISUAL 2.45– ETHICAL DECISION – MAKING STEPS

1. Identify the situation, who's affected, and what's at stake.
2. Collect all the facts, consult experts, and consider stakeholders' needs/values.
3. Evaluate alternative actions from various ethical perspectives.
4. Make a decision and test it.
5. Act, assess, and learn for the future.

Student Notes:

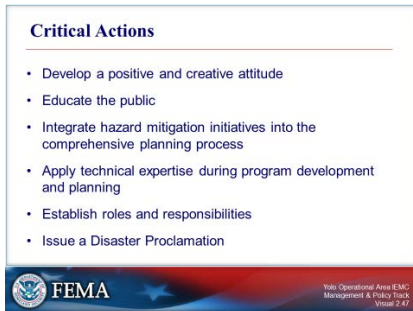


Visual 2.46

VISUAL 2.46 – ETHICAL DECISION MAKING: KNOW THY SELF

Do my decisions withstand...	S crutiny?	By: <ul style="list-style-type: none"> • Whole community • Media
Do my decisions....	E nsure compliance?	With: <ul style="list-style-type: none"> • Laws • Policies
Do my decisions show..	L eadership?	Through: <ul style="list-style-type: none"> • Integrity • Accountability • Consistency
Are my decisions...	F air?	To: <ul style="list-style-type: none"> • Those we serve • Staff and stakeholders • Myself

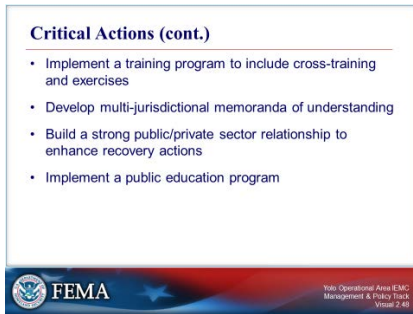
Student Notes:



Visual 2.47

VISUAL 2.47 – CRITICAL ACTIONS

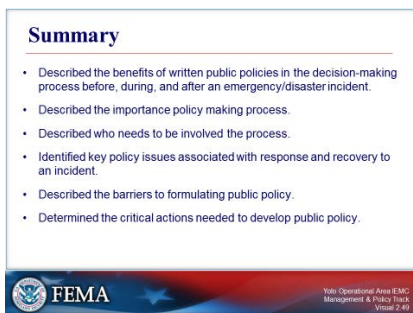
- Develop a positive and creative attitude
- Educate the public
- Integrate hazard mitigation initiatives into the comprehensive planning process
- Apply technical expertise during program development and planning
- Establish roles and responsibilities
- Issue a Disaster Proclamation

Student Notes:

Visual 2.48

VISUAL 2.48 – CRITICAL ACTIONS (CONT.)

- Implement a training program to include cross-training and exercises
- Develop multi-jurisdictional memoranda of understanding
- Build a strong public/private sector relationship to enhance recovery actions
- Implement a public education program

Student Notes:

Visual 2.49

VISUAL 2.49 –SUMMARY (CONT.)

- Described the benefits of written public policies in the decision-making process before, during, and after an emergency/disaster incident.
- Described the importance policy making process.
- Described who needs to be involved the process.
- Identified key policy issues associated with response and recovery to an incident.
- Described the barriers to formulating public policy.
- Determined the critical actions needed to develop public policy.

Student Notes:



VISUAL 2.50 – QUESTIONS, COMMENTS, OR CONCERNS?

Visual 2.50

UNIT FE: FUNCTIONAL EXERCISE

May 18, 2017

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Refer to the exercise player handbook supplied for this class.

UNIT 5
ALL SECTION TRAINING

May 19, 2017

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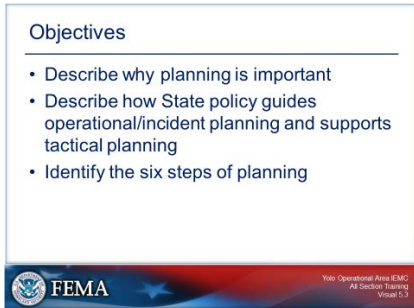
Visual 5.1

VISUAL 5.1 – UNIT 5
ALL SECTION TRAINING



Visual 5.2

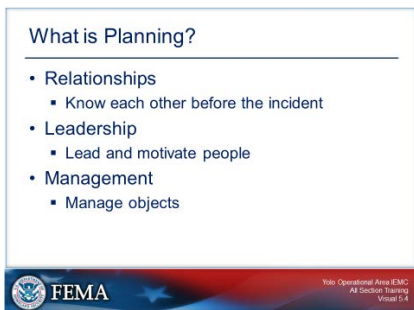
VISUAL 5.2 - UNIT 5.A
ALL HAZARDS PLANNING



Visual 5.3

VISUAL 5.3 – OBJECTIVES

- Describe why planning is important
- Describe how State policy guides operational/ incident planning and supports tactical planning
- Identify the six steps of planning

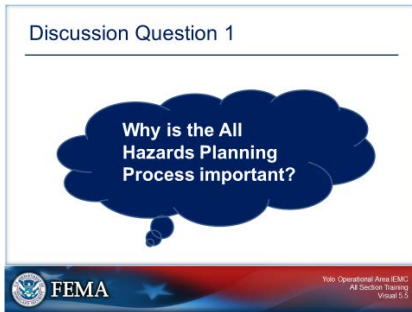


Visual 5.4

VISUAL 5.4 – WHAT IS PLANNING?

- Relationships
Know each other before the incident
- Leadership
Lead and motivate people
- Management
Manage objects

Student Notes:

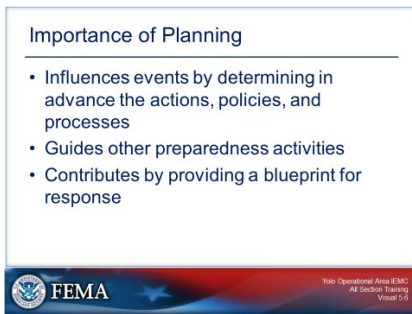


Visual 5.5

VISUAL 5.5 - DISCUSSION QUESTION 1

Why is the All Hazards Planning Process important?

Student Notes:

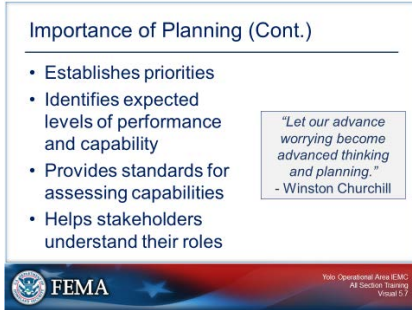


Visual 5.6

VISUAL 5.6 – IMPORTANCE OF PLANNING

- Influences the course of events in an emergency by determining in advance the actions, policies, and process that will be followed
- Guides other preparedness activities
- Contributes to unity of effort by providing a common blueprint for response in the event of an emergency

Student Notes:



Visual 5.7

VISUAL 5.7 – IMPORTANCE OF PLANNING (CONT.)

- Establishes priorities
- Identifies expected levels of performance and capability
- Provides standards for assessing capabilities
- Helps stakeholders understand their roles

“Let our advance worrying become advanced thinking and planning.” – Winston Churchill

Planning makes it possible to manage the entire life cycle of a potential crisis. Strategic and operational planning establishes priorities, identifies expected levels of performance and capability requirements, provides the standard for assessing capabilities and helps stakeholders learn their roles.

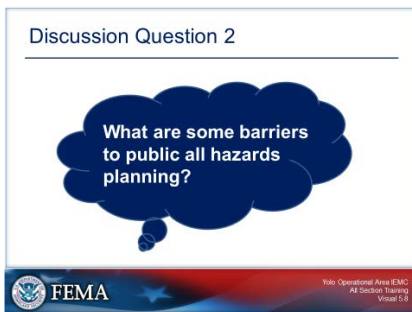
- Resources for planning are:

NRF

Comprehensive Preparedness Guide (CPG 101) v2

CPG 502 (fusion center and EOC coordination)

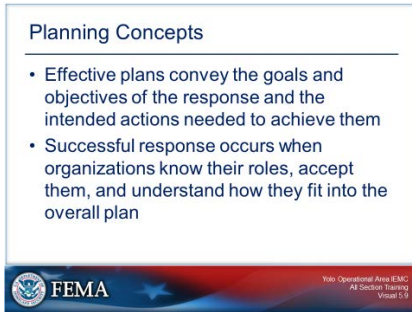
Student Notes:



Visual 5.8

VISUAL 5.8 – DISCUSSION QUESTION 2

What are some barriers to public all hazards planning?

Student Notes:

Visual 5.9

VISUAL 5.9 – PLANNING CONCEPTS

- Effective plans convey the goals and objectives of the response and the intended actions needed to achieve them
- Successful response occurs when organizations know their roles, accept them, and understand how they fit into the overall plan

Goals and objectives must be carefully crafted to ensure they support accomplishing the plan mission and operational priorities. They must also clearly indicate the desired result or end-state they are designed to yield. This approach enables unity of effort and consistency of purpose among the multiple organizations and activities involved in executing the plan.

Using a team or group approach helps organizations define their perception of the role they will play during an operation.

Student Notes:

Planning Concepts (cont.)

The process of planning is as important than as a plan. Plans are not scripts followed to the letter; they are flexible and adaptable to the situation

"...better to have a plan and not need it, than to need a plan and not have it" - Lt. Col Eisenhower

Visual 5.10

VISUAL 5.10 – PLANNING CONCEPTS (CONT.)

The process of planning is as important as a plan. Plans are not scripts followed to the letter; they are flexible and adaptable to the situation.

The most realistic and complete plans are prepared by a diverse planning team, including representatives from the jurisdiction's departments and agencies, civic leaders, businesses, and organizations (e.g., civic, social, faith-based, humanitarian, educational, advocacy, professional) who are able to contribute critical perspectives and/or have a role in executing the plan.

"...better to have a plan and not need it, than to need a plan and not have it" – Lt. Col Eisenhower

Student Notes:

Jurisdictional Planning Structure

- Develop all hazards plans and hazard/incident specific annexes
- State, territorial, tribal, and local planning is supported by Federal assistance
- Federal plans are implemented when jurisdiction's resources are insufficient
- Planning is described in the new Comprehensive Preparedness Guide (CPG)

Visual 5.11

VISUAL 5.11 – JURISDICTIONAL PLANNING STRUCTURE

- Develop all-hazards plans and hazard/incident specific annexes
- State, territorial, tribal, and local planning is supported by Federal assistance
- Federal plans are implemented when a jurisdiction's resources are insufficient
- Planning is described in the new Comprehensive Preparedness Guide (CPG)

State, territorial, tribal, and local governments have responsibility to develop detailed, robust all-hazards plans and hazard- or incident-specific annexes with supporting procedures and protocols to address their locally identified hazards and risks. Hazard identification and risk assessment (HIRA) serves as a foundation for planning, resource management, capability

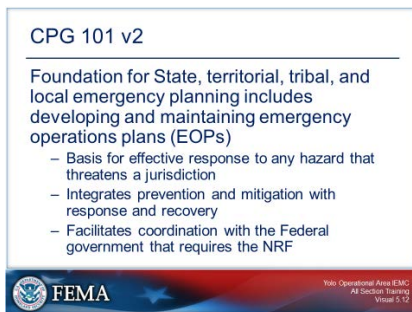
development, public education, and training and exercises.

State, territorial, tribal, and local planning is supported by Federal preparedness assistance, which supports the Framework and the Federal planning structure by building capabilities that contribute to National response capacity.

In most instances, Federal plans are implemented when a State/territorial/tribal resources are not sufficient to cope with an incident and the Governor has requested Federal assistance.

The intersection of the Federal and State, territorial, tribal, and local plans and planning is described in the CPG 101, “Developing and Maintaining Emergency Operations Plans”

Student Notes:



Visual 5.12

VISUAL 5.12 – CPG 101 V2

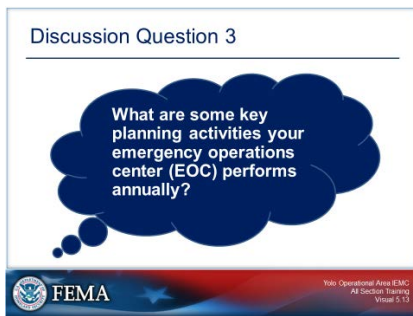
Foundation for State, territorial, tribal, and local emergency planning includes developing and maintaining emergency operations plans (EOPs)

- Basis for effective response to any hazard that threatens a jurisdiction
- Integrates prevention and mitigation with response and recovery
- Facilitates coordination with the Federal government that requires the NRF

CPG 101 provides guidelines on developing emergency operations plans (EOP). It promotes an understanding of the fundamentals of risk-informed planning and decision making to help planners examine a hazard or threat and produce integrated, coordinated, and synchronized plans. The goal of CPG 101 is to make the planning

process routine across all phases of emergency management and for all homeland security mission areas. It also helps planners at all levels of government to develop and maintain viable all hazards and threats EOPs. Accomplished properly, planning provides a methodical way to engage the whole community in thinking through the life cycle of a potential crisis, determining required capabilities, and establishing a framework for roles and responsibilities.

Student Notes:

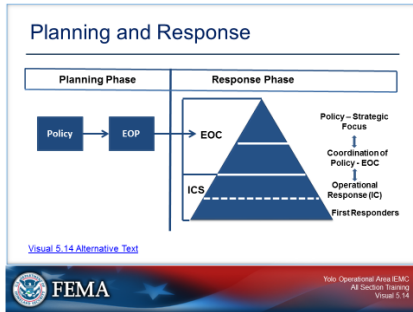


Visual 5.13

VISUAL 5.13 - DISCUSSION QUESTION 3

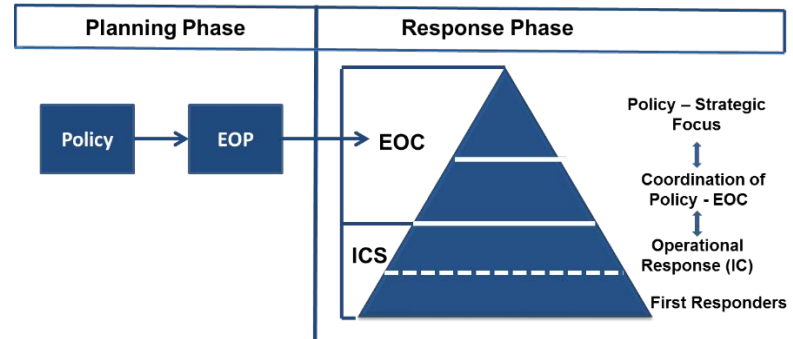
What are some key planning activities your emergency operations center (EOC) performs annually?

Student Notes:



Visual 5.14

VISUAL 5.14 – PLANNING AND RESPONSE



The left side of the graphic shows how policy incorporates into the EOP during the planning phase.

EOC Level: (Top two lines of the triangle)

The planning process guides policy development, which becomes part of the EOP. Policy in the EOP contains pre-determined decisions that are necessary to implement during a disaster or emergency. When a response is necessary, the EOC will coordinate policy level actions using the EOP as well as implement the incident support plan (ISP). To ensure policy level decisions made in the EOC are implemented, information sharing must occur between the EOC and ICS/Field levels. The Incident Command System (ICS)/field level must also share information with the EOC to coordinate policy decisions. The EOC must also inform the ICS/field level what policy level decisions were implemented.

ICS/Field Level: (Bottom two lines of the triangle)

At the ICS/field level, they are implementing the operational and tactical plans, which we discuss later in the module. Policy in the EOP will impact/guide operational and tactical plans at the ICS/field level.

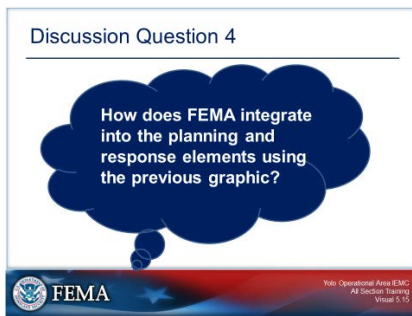
Visual 5.14 Alternative Text:

The left side of the graphic shows how policy incorporates into the EOP during the Planning Phase. After the incident occurs the EOP is implemented in the Response Phase by the EOC. On the right side of the graphic is a pyramid. The top two levels of the pyramid is the EOC. Policy within the EOC consists of the pre-determined decisions that are necessary to implement

during the disaster/emergency which come from the EOP which was developed during the Planning Phase. During the response phase, the incident planning consists of Policy – Strategic Focus. Coordination of policy is conducted by the EOC. The EOC, however, must share information with the Policy Group (delineated by the double arrow connection) in order to help ensure that the strategic focus is in line with the needs for the incident. The EOC will also inform the Incident Command/First Responders of the EOP and Policy.

The Bottom two levels of the pyramid make up the ICS. The ICS consists of the Incident Command (top section) and First Responders (bottom section). Operational Response (IC) received Policy information from both the EOP and the EOC and in turn, must share information back to the EOC and Policy.

Student Notes:



Visual 5.15

VISUAL 5.15 – DISCUSSION QUESTION 4

How does FEMA integrate into the planning and response elements using the previous graphic?

Student Notes:



Visual 5.16

VISUAL 5.16 – TYPES OF PLANNING



- Strategic
Based on policy
- Operational
Describes roles and responsibilities
- Tactical
Manages personnel, equipment, and resources

Strategic Planning

Strategic plans describe how a jurisdiction wants to meet its emergency management or homeland security responsibilities over the long-term. A strategic plan aligns the organization and budget structure with Federal priorities, missions, and objectives. These plans are driven by policy from senior officials (e.g. EOP) and establish planning priorities.

Catastrophic planning is also part of strategic planning. The focus is on life-saving, sustainment, and stabilizing catastrophic effects for up to 72 hours after an incident. Catastrophic plans differ from traditional plans and address no-notice or short-notice incidents of catastrophic magnitude, where the need for Federal assistance is obvious and immediate, where anticipatory planning and resource pre-positioning were precluded,

and where the exact nature of needed resources and assets is not known.

Just as coordinated operations depend on teamwork, good planning requires a team effort. The most realistic and complete plans are prepared by a team that includes representatives of the government; the private sector; and NGOs that will participate in executing the plan.

In the event of a catastrophic event, the State must generate a request to FEMA for resources.

Operational Planning

Operational plans provide a description of roles and responsibilities, tasks, integration, and actions required by a jurisdiction or its departments and agencies during emergencies. Jurisdictions use plans to provide the goals, roles, and responsibilities that a jurisdiction's departments and agencies are assigned, and to focus on coordinating and integrating the activities of the many response and support organizations within a jurisdiction. An example of an operational plan is a CEMP.

They also consider private sector planning efforts as an integral part of community-based planning, and to ensure efficient allocation of resources. Department and agency plans do the same for the internal elements of those organizations.

Operational plans tend to focus more on the broader physical, spatial, and time-related dimensions of an operation; thus, they tend to be more complex and comprehensive than a strategic plan, yet less defined, than tactical plans. Operational plans also provide a framework for tactical planning.

Tactical Planning

Tactical planning focuses on managing personnel, equipment, and resources that play a direct role in the incident response. Pre-incident tactical planning, based upon existing operational plans, provides the opportunity to pre-identify personnel, equipment, exercise, and training requirements. Any gaps identified during tactical planning can be filled through various means including

mutual aid, technical assistance, updates to policy, procurement, and contingency leasing. Tactical planning results in the development of a tactical plan. An example of a tactical plan is an Incident Action Plan (IAP). An IAP provides a single, unified roadmap for responders and decision makers to follow during an operational period and helps guide priorities for the next operational period. The combined efforts of all agencies are optimized as they perform their respective assignments under a single IAP.

When an incident or potential incident occurs, responders assess the situation, identify and prioritize requirements, and activate available resources and capabilities and develop an IAP. The IAP is developed to work within the parameters of existing plans, personnel, and resources outlined in a jurisdiction's operational plan which supports the overall strategic plan. A clear, concise IAP is essential to guide the initial incident management decision process and the continuing collective planning activities. An IAP provides concise, coherent means of capturing and communicating the overall incident priorities, objectives, strategies, and tactics in the context of both operational and support activities.

Planning also involves plan integration. Plan integration means that planning must be vertically integrated to ensure that all response levels have a common operational focus. Below are types of plan integration.


Visual 5.16 Alternative Text:

Three tiered pyramid that delineates the three types of planning and how they related to each other. At the top of the pyramid is Strategic Planning which is the policy objectives and overall guidance. The middle section of the pyramid is Operational Planning. Operational Planning consists of the Roles and responsibilities, tasks, integration, and actions. The bottom of the period (largest section) is Tactical Planning. Tactical Planning consists of the personnel, equipment, and resource management.

Student Notes:

Discussion Question 5

- How does policy guide strategic, operational, and tactical planning?
- How does recovery integrate into your planning?



Visual 5.17


VISUAL 5.17– DISCUSSION QUESTION 5

- How does policy guide strategic, operational, and tactical planning?
- How does recovery integrate into your planning?

Student Notes:

Six Steps of Planning

1. Form the planning team
2. Understand the situation
3. Determine priorities, goals, and objectives
4. Develop the plan
5. Write, review, and plan approval
6. Implement and maintain the plan



Visual 5.18

VISUAL 5.18 – SIX STEPS OF PLANNING

1. Form the planning team
2. Understand the situation
3. Determine priorities, goals, and objectives
4. Develop the plan
5. Write, review, and plan approval
6. Implement and maintain the plan

Emergency planning is not a one-time event. Rather, it is a continual cycle of planning, training, exercising, and revision that takes place throughout the five phases of the emergency management cycle (preparedness, prevention, mitigation, response, and recovery).

The planning process does have one purpose—the development and maintenance of an up-to-date emergency operations plan (EOP). An EOP can be defined as a document maintained by various jurisdictional levels describing the plan for responding to a wide variety of potential hazards.

Although the emergency planning process is cyclic, EOP development has a definite starting point.

There are six steps in the emergency planning process:

1. **Form a collaborative planning team.** Using a team or group approach helps organizations define their perception of the role they will play during an operation. One goal of using a planning team is to build and expand relationships that help bring creativity and innovation to planning during an event. This approach helps establish a planning routine so that processes followed before an event occurs are the same as those used during an event.
2. **Understand the situation.** Hazards and threats are the general problems that jurisdictions face. Researching and analyzing information about potential hazards and threats a jurisdiction may face brings specificity to the planning process. If hazards and threats are viewed as problems and operational plans are the solution, then hazard and threat identification and analysis are key steps in the planning process.
3. **Determine goals and objectives.** By using information from the hazard profile developed as part of the analysis process, the planning team thinks about how the hazard or threat would evolve in the jurisdiction and what defines a successful operation. Starting with a given intensity for the hazard or threat, the team imagines an event's development from prevention and protection efforts, through initial warning (if available), to its impact on the jurisdiction (as identified through analysis) and its generation of specific consequences (e.g., collapsed buildings, loss of critical services or infrastructure, death, injury, or displacement).

4. **Develop the plan.** The same scenarios used during problem identification are used to develop potential courses of action. For example, some prevention and protection courses of action can be developed that may require a significant initial action (such as hardening a facility) or creation of an ongoing procedure (such as checking identity cards.). Planners consider the needs and demands, goals, and objectives to develop several response alternatives.
5. **Prepare, review, and approve the plan.** The planning team develops a rough draft of the base plan, functional or hazard annexes, or other parts of the plan as appropriate. As the planning team works through successive drafts, the members add necessary tables, charts, and other graphics. A final draft is prepared and circulated to organizations that have responsibilities for implementing the plan to obtain their comments.
6. **Implement and maintain the plan.** Exercising the plan and evaluating its effectiveness involve using training and exercises and evaluation of actual events to determine whether the goals, objectives, decisions, actions, and timing outlined in the plan led to a successful response. Similarly, planners need to be aware of lessons and practices from other communities. The planning process is all about stakeholders bringing their resources and strengths to the table to develop and reinforce a jurisdiction's emergency management and homeland security programs. Properly developed, supported, and executed operational plans are a direct result of an active and evolving program.

Student Notes:

Discussion Question 6

How do you apply the six steps of planning?

FEMA
Yolo Operational Area/EMC
All Section Training
Visual 5.19

Visual 5.19

VISUAL 5.19 – DISCUSSION QUESTION 6

How do you apply the six steps of planning?

Visual 5.19 Alternative Text: Identifies the six steps of planning: Step 1 - Form a Collaborative Planning Team, Step 2 - Understand the Situation, Step 3 - Determine Goals & Objectives, Step 4 - Plan Development, Step 5- Plan Preparation, Review & Approval, Step 6 - Plan Implementation & Maintenance

Student Notes:

Participant Activity

As a class, use the tabletop (TTX) scenario to respond to the following discussion questions:

- What are your planning considerations (from the ESF perspective)?
- What drove your planning considerations?
- What could change your planning considerations?

FEMA
Yolo Operational Area/EMC
All Section Training
Visual 5.20

Visual 5.20

VISUAL 5.20 – PARTICIPANT ACTIVITY


As a class, use the tabletop (TTX) scenario to respond to the following discussion questions:

- What are your planning considerations (from the ESF perspective)?
- What drove your planning considerations?
- What could change your planning considerations?

Student Notes:

Participant Activity (cont.)

- How do you know what policy makers want?
- What roles will Federal agencies play during your incident planning?



Visual 5.21

VISUAL 5.21 – PARTICIPANT ACTIVITY (CONT.)


- How do you know what policy makers want?
- What roles will Federal agencies play during your incident planning?

Student Notes:

Unit Summary

You should be able to:

- Describe why planning is important
- Describe how State policy guides operational/incident planning and supports tactical planning
- Identify the six steps of planning



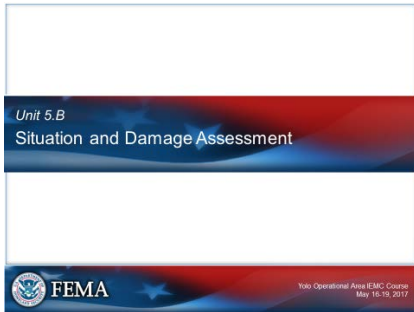
Visual 5.22

VISUAL 5.22 – UNIT SUMMARY:

You should now be able to:

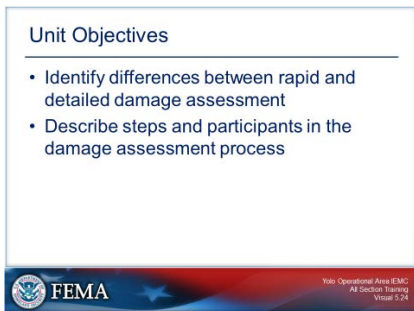
- Describe why planning is important
- Describe how State policy guides operational/incident planning and supports tactical planning
- Identify the six steps of planning

Student Notes:



Visual 5.23

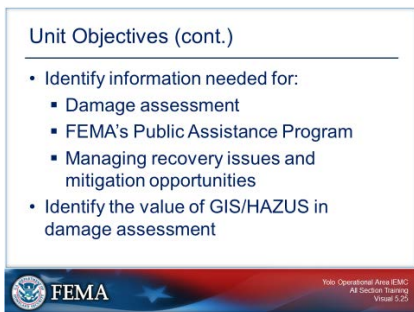
**VISUAL 5.23 – UNIT 5.B
SITUATION AND DAMAGE ASSESSMENT**



Visual 5.24

VISUAL 5.24 – UNIT OBJECTIVES

- Identify differences between rapid and detailed damage assessment
- Describe steps and participants in the damage assessment process



Visual 5.25

VISUAL 5.25 – UNIT OBJECTIVES (CONT.)

- Identify information needed for:
Damage assessment
FEMA's Public Assistance Program
Managing recovery issues and mitigation opportunities
- Identify the value of GIS/HAZUS in damage assessment



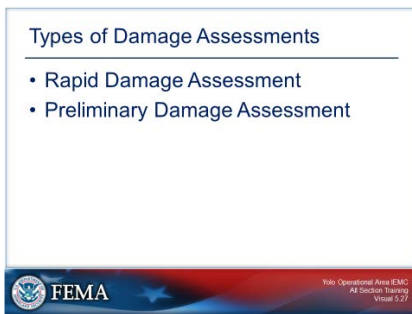
Visual 5.26

VISUAL 5.26 – DAMAGE ASSESSMENTS

Purpose of Data Collected:

- Response/S&R operations
- Recovery/mitigation planning
- Applications for assistance
- Public information and media relations
- Information for decision-makers

Student Notes:

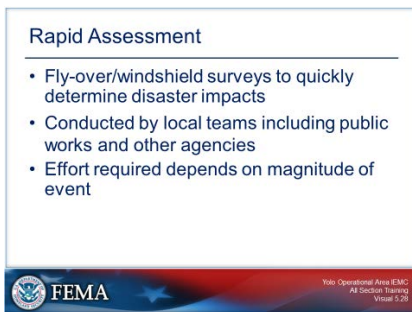


Visual 5.27

VISUAL 5.27 – TYPES OF DAMAGE ASSESSMENTS

- Rapid Damage Assessment
- Preliminary Damage Assessment

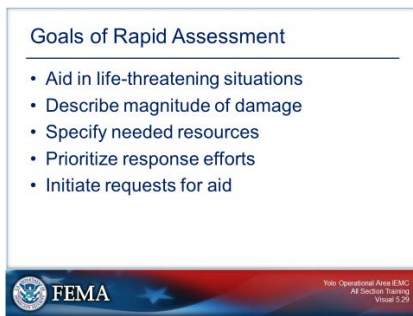
Student Notes:



Visual 5.28

VISUAL 5.28 – RAPID ASSESSMENT

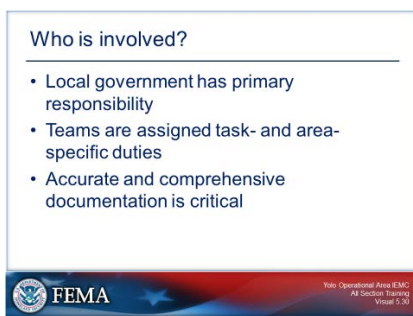
- Fly-over/windshield surveys to quickly determine disaster impacts
- Conducted by local teams including public works and other agencies
- Effort required depends on magnitude of event

Student Notes:

Visual 5.29

VISUAL 5.29 – GOALS OF RAPID ASSESSMENT

- Aid in life-threatening situations
- Describe magnitude of damage
- Specify needed resources
- Prioritize response efforts
- Initiate requests for aid

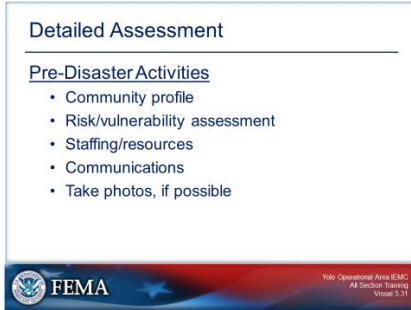
Student Notes:

Visual 5.30

VISUAL 5.30 – WHO IS INVOLVED?

- Local government has primary responsibility
- Teams are assigned task- and area-specific duties
- Accurate and comprehensive documentation is critical

Student Notes:



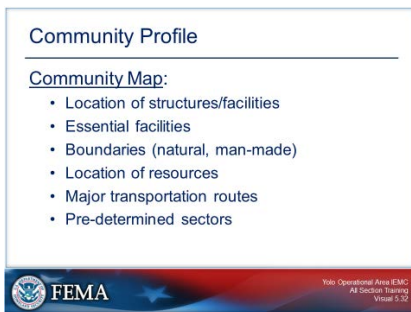
Visual 5.31

VISUAL 5.31 – DETAILED ASSESSMENT

Pre-Disaster Activities

- Community profile
- Risk/vulnerability assessment
- Staffing/resources
- Communications
- Take photos, if possible

Student Notes:



Visual 5.32

VISUAL 5.32 – COMMUNITY PROFILE

Community Map:

- Location of structures/facilities
- Essential facilities
- Boundaries (natural, man-made)
- Location of resources
- Major transportation routes
- Pre-determined sectors

Student Notes:

Community Profile (cont.)

- Population Information:
 - General demographic data
 - Special needs (schools, hospitals, prisons, etc.)
 - Time-of-day changes
 - Time-of-year changes



Visual 5.33

VISUAL 5.33 – COMMUNITY PROFILE (CONT.)


Population Information:

- General demographic data
- Special needs (schools, hospitals, prisons, etc.)
- Time-of-day changes
- Time-of-year changes

Student Notes:

Risk/Vulnerability Assessment

- Hazard (type, probability, location, magnitude, warning)
- Hazardous facilities
- Location of resources
- High-risk populations
- Lifelines/infrastructure
- Community specific vulnerabilities



Visual 5.34


VISUAL 5.34 – RISK/VULNERABILITY ASSESSMENT

- Hazard (type, probability, location, magnitude, warning)
- Hazardous facilities
- Location of resources
- High-risk populations
- Lifelines/infrastructure
- Community specific vulnerabilities

Student Notes:

Staffing and Resources

- Responders vs. non-responders
- Use of community groups
- Assignments/positioning of staff
- Call-up roster
- Equipment needs



Visual 5.35

VISUAL 5.35 – STAFFING AND RESOURCES

- Responders vs. non-responders
- Use of community groups
- Assignments/positioning of staff
- Call-up roster
- Equipment needs

Student Notes:

Communications

- Damage data must be collected, processed and reported to State
- Personnel must be trained in:
 - Communications flow
 - Methods: radio, cell phone, etc.
 - Roles and procedures
 - Urgency/accuracy of information

FEMA Yolo Operational Area IEMC All Section Training Visual 5.36

Visual 5.36

VISUAL 5.36 – COMMUNICATIONS

- Damage data must be collected, processed and reported to State
- Personnel must be trained in:
 - Communications flow
 - Methods: radio, cell phone, etc.
 - Roles and procedures
 - Urgency/accuracy of information

Student Notes:

Communications (cont.)

- Many groups play a part
 - Dispatch center/911
 - Command post
 - EOC
- Coordination is critical
- State must be kept informed

FEMA Yolo Operational Area IEMC All Section Training Visual 5.37

Visual 5.37


VISUAL 5.37 – COMMUNICATIONS (CONT.)

- Many groups play a part
 - Dispatch center/911
 - Command post
 - EOC
- Coordination is critical
- State must be kept informed

Student Notes:

Information Systems Requirements

- Clear flow of information
 - Collection & Receiving assignment
- Established data processing and reporting procedures
- Systematic, consistent forms



Visual 5.38


VISUAL 5.38 – INFORMATION SYSTEMS REQUIREMENTS

- Clear flow of information
 - Collection & Receiving assignment
- Established data processing and reporting procedures
- Systematic, consistent forms

Student Notes:

HAZUS-MH (Multiple Hazard)

- Uses GIS and Census data
 - Generate reports
- Can be used in hurricanes, floods, earthquakes
- FEMA will accept as initial damage assessment
- Free software from FEMA

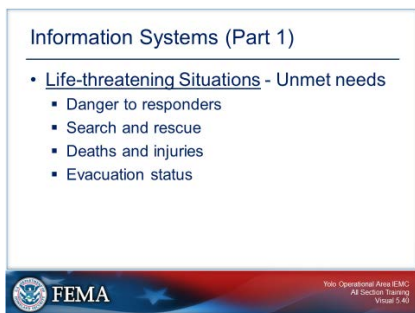


Visual 5.39

VISUAL 5.39 – HAZUS-MH (MULTIPLE HAZARD)

- Uses GIS and Census data
 - Generate reports
- Can be used in hurricanes, floods, earthquakes
- FEMA will accept as initial damage assessment
- Free software from FEMA

Student Notes:

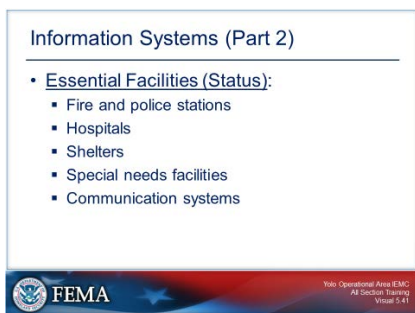


Visual 5.40

VISUAL 5.40 – INFORMATION SYSTEMS (PART 1)

- Life-threatening Situations - Unmet needs
 - Danger to responders
 - Search and rescue
 - Deaths and injuries
 - Evacuation status

Student Notes:

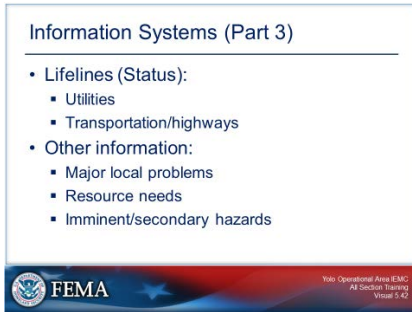


Visual 5.41

VISUAL 5.41 – INFORMATION SYSTEMS (PART 2)

- Essential Facilities (Status):
 - Fire and police stations
 - Hospitals
 - Shelters
 - Special needs facilities
 - Communication systems

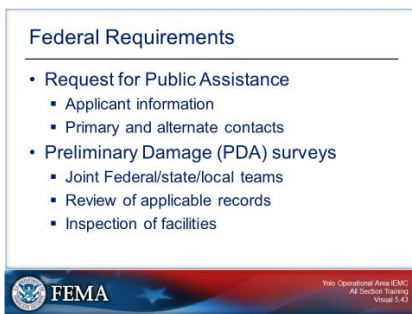
Student Notes:



Visual 5.42

VISUAL 5.42 – INFORMATION SYSTEMS (PART 3)

- Lifelines (Status):
 - Utilities
 - Transportation/highways
- Other information:
 - Major local problems
 - Resource needs
 - Imminent/secondary hazard

Student Notes:

Visual 5.43


VISUAL 5.43 – FEDERAL REQUIREMENTS

- Request for Public Assistance
 - Applicant information
 - Primary and alternate contacts
- Preliminary Damage (PDA) surveys
 - Joint Federal/state/local teams
 - Review of applicable records
 - Inspection of facilities

Student Notes:

Federal Requirements (cont.)

- Project Formulation Worksheet:
 - General project information
 - Damage and proposed repairs
 - Estimated costs/unit prices
- Large and small projects



Visual 5.44


VISUAL 5.44 – FEDERAL REQUIREMENTS (CONT.)

- Project Formulation Worksheet:
 - General project information
 - Damage and proposed repairs
 - Estimated costs/unit prices
- Large and small projects

Student Notes:

Training/Exercising

- Orientation/training
- Tabletop exercise
- Full exercise
- Exercise evaluation/ debriefing
- Plan/procedure revision

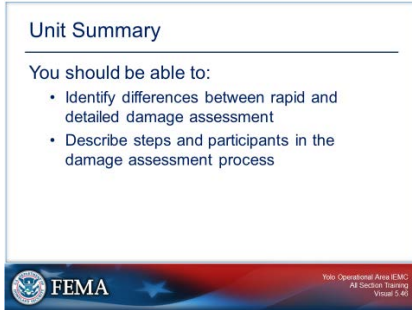


Visual 5.45

VISUAL 5.45 – TRAINING/EXERCISING

- Orientation/training
- Tabletop exercise
- Full exercise
- Exercise evaluation/ debriefing
- Plan/procedure revision

Student Notes:



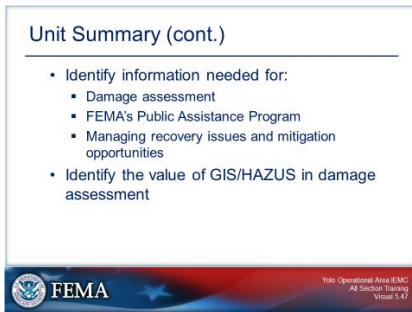
Visual 5.46

VISUAL 5.46 – UNIT SUMMARY

You should be able to:

- Identify differences between rapid and detailed damage assessment
- Describe steps and participants in the damage assessment process

Student Notes:



Visual 5.47

VISUAL 5.47 – UNIT SUMMARY (CONT.)

- Identify information needed for:
 - Damage assessment
 - FEMA's Public Assistance Program
 - Managing recovery issues and mitigation opportunities
- Identify the value of GIS/HAZUS in damage assessment

Student Notes:



Visual 5.48

VISUAL 5.48 – UNIT 5.C

CRITICAL INFRASTRUCTURE / KEY RESOURCES

Objectives

- Describe the relationship between the National Response Framework (NRF) and critical infrastructure and key resources (CIKR) prevention, protection, response, and recovery activities.
- Describe how the NRF promotes engaged partnerships to enhance our Nation's incident management capabilities.



Visual 5.49


VISUAL 5.49 – OBJECTIVES

- Describe the relationship between the National Response Framework (NRF) and critical infrastructure and key resources (CIKR) prevention, protection, response, and recovery activities.
- Describe how the NRF promotes engaged partnerships to enhance our Nation's incident management capabilities.

Student Notes:

Objectives (cont.)

- Identify the processes defined in the NRF for ensuring that CIKR considerations are integrated into incident response efforts.
- Define the role of the Infrastructure Liaison in supporting coordination with the CIKR sectors and all levels of partners.
- Identify actions that you can take to build capabilities for implementing the NRF CIKR Support Annex.

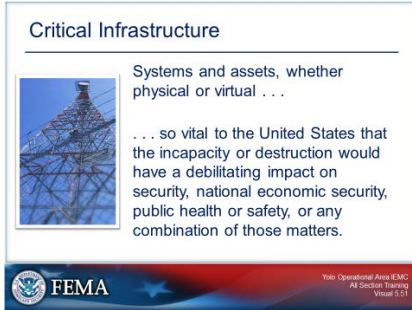


Visual 5.50

VISUAL 5.50 – OBJECTIVES (CONT.)

- Identify the processes defined in the NRF for ensuring that CIKR considerations are integrated into incident response efforts.
- Define the role of the Infrastructure Liaison in supporting coordination with the CIKR sectors and all levels of partners.
- Identify actions that you can take to build capabilities for implementing the NRF CIKR Support Annex.

Student Notes:



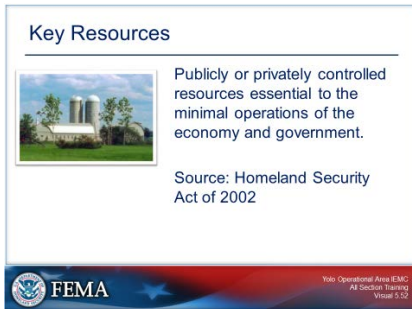
Visual 5.51

VISUAL 5.51 – CRITICAL INFRASTRUCTURE

Systems and assets, whether physical or virtual . . .

. . . so vital to the United States that the incapacity or destruction would have a debilitating impact on security, national economic security, public health or safety, or any combination of those matters.

Visual 5.51 Photo Caption: Photo of a communication tower.

Student Notes:

Visual 5.52

VISUAL 5.52 – KEY RESOURCES

Publicly or privately controlled resources essential to the minimal operations of the economy and government.

Source: Homeland Security Act of 2002

The National Infrastructure Protection Plan (NIPP), 2009, Glossary of Key Terms, is the source for the definitions of critical infrastructure and key resources. These definitions are derived from the provisions of the Homeland Security Act of 2002 and Homeland Security Presidential Directive 7 (HSPD-7).

Visual 5.52 Photo Caption: Photo of a farm.

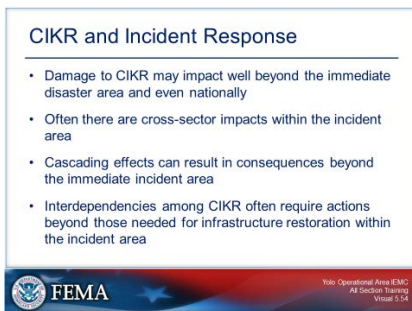
Student Notes:

Visual 5.53

VISUAL 5.53 – THREATS TO CIKR

- The Terrorist Threat
- All-Hazards Approach

Visual 5.53 Photo Caption: Photo on the left shows an image of a collapsed building with an American Flag placed in the rubble. The photo on the right shows an image of first responders climbing on a roof of a flooded house.

Student Notes:

Visual 5.54

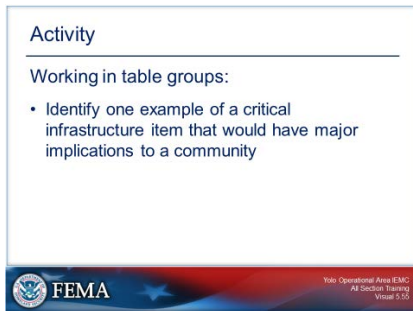
VISUAL 5.54 – CIKR AND INCIDENT RESPONSE

- Damage to CIKR may impact well beyond the immediate disaster area and even nationally
- Often there are cross-sector impacts within the incident area
- Cascading effects can result in consequences beyond the immediate incident area
- Interdependencies among CIKR often require actions beyond those needed for infrastructure restoration within the incident area

The vast majority of CIKR is owned and operated by the private sector.

Owners and operators are responsible for the protection, response, and restoration of their facilities and services.

Student Notes:



The slide is titled "Activity" and is set against a background of the American flag. It contains the following text:

Activity

Working in table groups:

- Identify one example of a critical infrastructure item that would have major implications to a community

At the bottom left is the FEMA logo. At the bottom right, in small text, it reads: "Yolo Operational Area (EMC) All Section Training Visual 5.55"

Visual 5.55

VISUAL 5.55 – ACTIVITY

Working in table groups:

- Identify one example of a critical infrastructure item that would have major implications to a community

Instructor Notes:

Identifying one example of critical infrastructure in your jurisdiction.

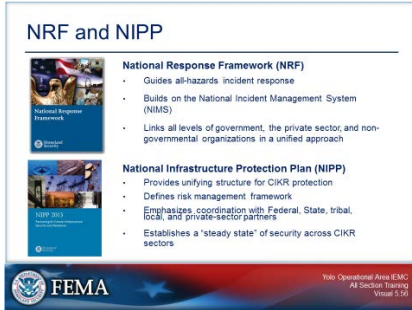
Describing:

- Potential threats or risks.
- Likely consequences of a terrorist attack, natural disaster, or other emergency.

Be prepared to present your team's answers in 5 minutes.

Remember that damage to critical infrastructure often has a wider impact than just within the incident area. Therefore, protection of CIKR, as well as well-planned and integrated CIKR-related response activities when incidents do occur, are essential to the Nation's security, public health and safety, economic vitality, and way of life.

Student Notes:



Visual 5.56

VISUAL 5.56 – NRF AND NIPP

National Response Framework (NFR)

- Guides all-hazards incident response
- Builds on the National Incident Management System (NIMS)
- Links all levels of government, the private sector, and non-governmental organizations in a unified approach

National Infrastructure Protection Plan (NIPP)

- Provides unifying structure for CIKR protection
- Defines risk management framework
- Emphasizes coordination with Federal, State, tribal, local, and private-sector partners
- Establishes a “steady state” of security across CIKR sectors

National Response Framework (NRF): Guides how the Nation conducts all-hazards response. The Framework documents the key response principles, roles, and structures that organize national response. It describes how communities, States, the Federal Government, and private-sector and nongovernmental partners apply these principles for a coordinated, effective national response. And it describes special circumstances where the Federal Government exercises a larger role, including incidents where Federal interests are involved and catastrophic incidents where a State would require significant support. The NRF allows first responders, decision makers, and supporting entities to provide a unified national response.

National Infrastructure Protection Plan (NIPP): The overarching goal of the NIPP is to build a safer, more secure, and more resilient America by:

- Enhancing protection of the Nation’s CIKR to prevent, deter, neutralize, or mitigate the effects of deliberate efforts by terrorists to destroy, incapacitate, or exploit them; and

- Enabling national preparedness, timely response, and rapid recovery in the event of an attack, natural disaster, or other emergency.
- The NIPP and its associated CIKR Sector-Specific Plans (SSPs) work in conjunction with the NRF and its supporting annexes to provide a foundation for CIKR preparedness, protection, response, and recovery efforts in an all-hazards context.

In fact, day-to-day public-private coordination structures, information-sharing networks, and risk management frameworks used to implement NIPP steady-state CIKR protection efforts continue to function and enable coordination and support for CIKR protection and restoration for incident management activities under the NRF.

Visual 5.56 Photo Caption:

Top Photo: Image of the FEMA National Response Framework. Image Hyperlink to Document.

Bottom Photo: Image of Department of Homeland Security National Infrastructure Protection Plan, 2009. Image hyperlink linked to document.

Student Notes:

Federal CIKR Response Activities

- Identify, prioritize, and coordinate Federal action in support of the protection of CIKR
- Integrate CIKR protective programs with the all-hazards approach to domestic incident management described in HSPD-5
- Integrate national efforts for the protection and recovery of CIKR
- Document and share lessons learned

FEMA
Yolo Operational Area (EMC)
All Section Training
Visual 5.57

Visual 5.57

VISUAL 5.57 – FEDERAL CIKR RESPONSE ACTIVITIES

- Identify, prioritize, and coordinate Federal action in support of the protection of CIKR
- Integrate CIKR protective programs with the all-hazards approach to domestic incident management described in HSPD-5
- Integrate national efforts for the protection and recovery of CIKR

- Document and share lessons learned

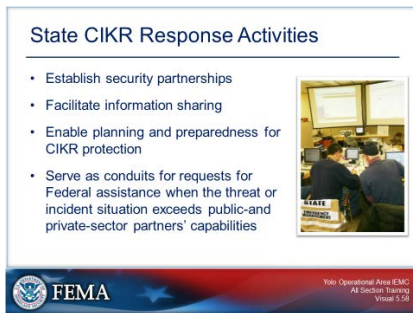
The Department of Homeland Security (DHS) responsibilities for CIKR support that are most applicable during incident response include:

- Identifying, prioritizing, and coordinating Federal action in support of the protection of nationally critical assets, systems, and networks, with a particular focus on CIKR that could be exploited to cause catastrophic health effects or mass casualties comparable to those produced by a weapon of mass destruction.
- Establishing and maintaining a comprehensive, multitiered, dynamic information-sharing network designed to provide timely and actionable threat information, assessments, and warnings to public- and private-sector CIKR partners. This responsibility includes protecting sensitive information voluntarily provided by the private sector and facilitating the development of sector-specific and cross-sector information-sharing and analysis systems, mechanisms, and processes.
- Coordinating, facilitating, and supporting comprehensive risk assessment programs for high-risk CIKR, identifying protection priorities across sectors and jurisdictions, and integrating CIKR protective programs with the all-hazards approach to domestic incident management described in HSPD-5.
- Identifying and implementing plans and processes for threat-based increases in protective measures that align to all-hazards warnings, specific threat vectors as appropriate, and each level of the Homeland Security Advisory System (HSAS).
- Conducting modeling and simulations to analyze sector, cross-sector, and regional dependencies and interdependencies, to include cyber-related issues, and sharing the results with CIKR partners as appropriate.
- Integrating national efforts for the protection and recovery of CIKR, including analysis, warning,

information sharing, vulnerability reduction, and mitigation activities and programs.

- Documenting and sharing lessons learned from exercises, actual incidents, and predisaster mitigation efforts and applying those lessons, where applicable, to CIKR protection efforts.
- Working with the Department of State, Sector-Specific Agencies (SSAs), and other NIPP partners to ensure that U.S. CIKR protection efforts are fully coordinated with international partners.

Student Notes:



Visual 5.58

VISUAL 5.58 – STATE CIKR RESPONSE ACTIVITIES

- Establish security partnerships
- Facilitate information sharing
- Enable planning and preparedness for CIKR protection
- Serve as conduits for requests for Federal assistance when the threat or incident situation exceeds public and private-sector partners' capabilities

State, tribal, and local government entities establish security partnerships, facilitate information sharing, and enable planning and preparedness for CIKR protection within their jurisdictions.

State governments are responsible for:

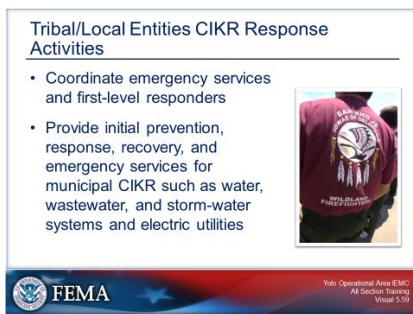
- Developing and implementing statewide or regional CIKR protection programs integrated into homeland security and incident management programs.
- Serving as crucial coordination hubs, bringing together prevention, preparedness, protection, response, and recovery authorities, capacities, and

resources among local jurisdictions, across sectors, and across regional entities.

- Acting as conduits for requests for Federal assistance when the threat or incident situation exceeds the capabilities of public- and private-sector CIKR partners in their jurisdictions.
- Coordinating with the State, Local, Tribal, and Territorial Government Coordinating Council (SLTTGCC) to ensure full integration with national- and regional-level CIKR prevention, protection, response, and restoration efforts.

Visual 5.58 Photo Caption: State emergency management personnel at an emergency operations center.

Student Notes:



Visual 5.59

VISUAL 5.59 – TRIBAL/LOCAL ENTITIES CIKR RESPONSE ACTIVITIES

- Coordinate emergency services and first-level responders
- Provide initial prevention, response, recovery, and emergency services for municipal CIKR such as water, wastewater, and storm-water systems and electric utilities

Tribal governments are responsible for public health, welfare, safety, CIKR protection, and continuity of essential services within their jurisdictions.


Local governments usually are responsible for emergency services and first-level responses to CIKR incidents. In some sectors, local governments own and operate CIKR such as water, wastewater, and stormwater systems and electric utilities, and are responsible for initial prevention, response, recovery, and emergency services provision.

Visual 5.59 Photo Caption: A picture of a Tribal firefighter.

Student Notes:

Other CIKR Response Partners

- Sector-Specific Agencies (SSAs)
- Emergency Support Functions (ESFs)
- Owners and Operators (private & public)



FEMA Yolo Operational Area IEMC
All Section Training
Visual 5.60

Visual 5.60

VISUAL 5.60 – OTHER CIKR RESPONSE PARTNERS

- Sector-Specific Agencies (SSAs)
- Emergency Support Functions (ESFs)
- Owners and Operators (private & public)

Visual 5.60 Photo Caption: Photo on left is an image of CDC EOC. Middle photo is image of US Army Corps of Engineer Staff inspecting damages. Right photo shows a power company basket lift truck.

Student Notes:

What Are Sector-Specific Agencies (SSAs)?

Federal agencies designated by HSPD-7 to:

- Form partnerships throughout the government and with the private sector to promote protection and response efforts
- Develop protective programs and related requirements
- Develop and submit Sector-Specific Plans (SSPs)
- Encourage the development of appropriate information-sharing and analysis mechanisms within the sector

FEMA Yolo Operational Area IEMC
All Section Training
Visual 5.61

Visual 5.61

VISUAL 5.61 – WHAT ARE SECTOR-SPECIFIC AGENCIES (SSAS)?

Federal agencies designated by HSPD-7 to:

- Form partnerships throughout the government and with the private sector to promote protection and response efforts
- Develop protective programs and related requirements
- Develop and submit Sector-Specific Plans (SSPs)
- Encourage the development of appropriate information-sharing and analysis mechanisms within the sector

HSPD-7 designated responsibility to various Federal Government departments and agencies to serve as Sector-Specific Agencies (SSAs) for each of the CIKR sectors.

SSAs are responsible for working with DHS to:

- Implement the NIPP sector partnership model and risk management framework.
- Develop protective programs and related requirements.
- Provide sector-level CIKR protection guidance.

In addition, SSAs collaborate with partners to:

- Develop and submit Sector-Specific Plans (SSPs) and sector-level performance feedback.
- Encourage the development of appropriate information-sharing and analysis mechanisms within the sector.

Student Notes:

Sector-Specific Agency	Critical Infrastructure Sector
Department of Agriculture	Food and Agriculture
Department of Health and Human Services	Defense Industrial Base
Department of Defense	Energy
Department of Energy	Healthcare and Public Health
Department of Health and Human Services	Financial Services
Department of Treasury	Water and Wastewater Services
Environmental Protection Agency	Chemical, Commercial Facilities, Communications, Critical Manufacturing, Dam, Emergency Services, Information Technology, Nuclear Reactors, Materials and Waste
Department of Homeland Security	Government Facilities
Department of Homeland Security, General Services Administration	Transportation Systems
Department of Homeland Security, Department of Transportation	

Visual 5.62

VISUAL 5.62 – SSAS & CRITICAL INFRASTRUCTURE SECTORS

Sector-Specific Agency

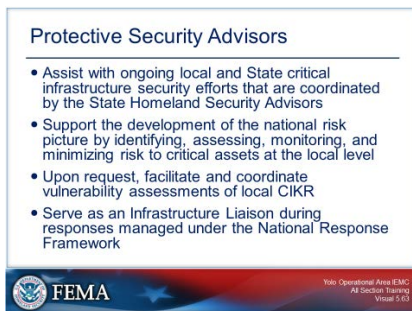
- Department of Agriculture
- Department of Health and Human Services
- Department of Defense
- Department of Energy
- Department of Treasury
- Environmental Protection Agency
- Department of Homeland Security
- Department of Homeland Security, General Services Administration

- Department of Homeland Security, Department of Transportation

Critical Infrastructure Sector

- Food and Agriculture
- Defense Industrial Base
- Energy
- Healthcare and Public Health
- Financial Services
- Water and Wastewater Services
- Chemical; Commercial Facilities; Communications; Critical Manufacturing; Dams; Emergency Services; Information Technology; Nuclear Reactors, Materials and Waste
- Government Facilities
- Transportation Systems

Student Notes:



Visual 5.63

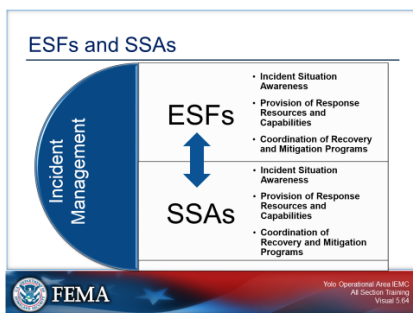
VISUAL 5.63 – PROTECTIVE SECURITY ADVISORS

- Assist with ongoing local and State critical infrastructure security efforts that are coordinated by the State Homeland Security Advisors
- Support the development of the national risk picture by identifying, assessing, monitoring, and minimizing risk to critical assets at the local level
- Upon request, facilitate and coordinate vulnerability assessments of local CIKR
- Serve as an Infrastructure Liaison during responses managed under the National Response Framework

Protective Security Advisors also:

- Provide reach-back capability to DHS and other Federal Government resources.
- Assist in verification of critical asset information for accurate inclusion into the National Asset Database.
- Provide local context and expertise to DHS to ensure that community resources are used effectively.
- Facilitate the flow of programmatic information between all parties with a vested interest in CIKR protection.
- Work in State and local emergency operations centers (EOCs) to provide expertise and serve as the DHS/Office of Infrastructure Protection's Infrastructure Liaison, who supports the Principal Federal Official and Federal Coordinating Officer responsible for domestic incident management.
- Support comprehensive risk analyses of local CIKR.
- Assist in the review and analysis of physical/technical security of local CIKR.
- Convey local concerns and sensitivities to DHS and other Federal agencies.
- Relay disconnects between local, regional, and national protection activities.
- Communicate requests for Federal training and exercises.

Student Notes:



Visual 5.64

VISUAL 5.64 – ESFS AND SSAS

Visual 5.64 Figure Caption: Depicts a chart demonstrating the linkage between Emergency Support Functions (ESFs) and Sector-Specific Agencies (SSAs) during Incident Management. Incident Management encompasses both ESFs and SSAs text boxes in this diagram.

ESFs text box consists of:

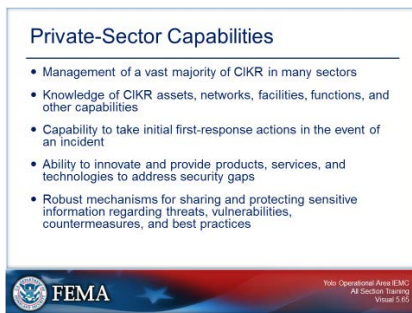
- *Incident Situation Awareness*
- *Provision of Response Resources and Capabilities*
- *Coordination of Recovery and Mitigation Programs*

SSAs text box consists of:

- *Incident Situation Awareness*
- *Provision of Response Resources and Capabilities*
- *Coordination of Recovery and Mitigation Programs*

The ESFs' and SSAs' text box are linked by a double arrow.

Student Notes:



Visual 5.65

VISUAL 5.65 – PRIVATE-SECTOR CAPABILITIES

- Management of a vast majority of CIKR in many sectors
- Knowledge of CIKR assets, networks, facilities, functions, and other capabilities
- Capability to take initial first-response actions in the event of an incident
- Ability to innovate and provide products, services, and technologies to address security gaps
- Robust mechanisms for sharing and protecting sensitive information regarding threats, vulnerabilities, countermeasures, and best practices

The vast majority of CIKR in many sectors is owned and operated by the private sector.

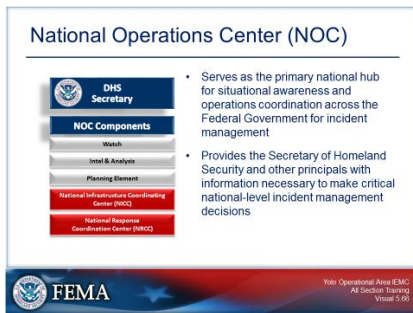
Private-sector owners and operators have a detailed knowledge of the CIKR assets they own and manage including the networks, facilities, functions, and other capabilities. That knowledge is not available to government agencies or other organizations that are not involved in the day-to-day management of these assets.

Private-sector owners and operators are there, on the ground, when an incident occurs and are thus able to take initial first-response actions.

Private-sector owners and operators are accustomed to using innovation to meet their business goals and these same abilities can be applied to provide products, services, and technologies to address security gaps.

Private-sector owners and operators have robust mechanisms in place for protecting sensitive business information while sharing best business practices. These same mechanisms can be used to share and protect sensitive information regarding threats, vulnerabilities, countermeasures, and security best practices.

Student Notes:



Visual 5.66

VISUAL 5.66 – NATIONAL OPERATIONS CENTER (NOC)

- Serves as the primary national hub for situational awareness and operations coordination across the Federal Government for incident management
- Provides the Secretary of Homeland Security and other principals with information necessary to make critical national-level incident management decisions

The National Operations Center (NOC) is the primary national hub for situational awareness and operations coordination across the Federal Government for incident management. The NOC includes the following components:

NOC – Interagency Watch (NOC-Watch): The NOC-Watch is a standing 24/7 interagency organization fusing law enforcement, national intelligence, emergency response, and private-sector reporting. The NOC-Watch facilitates homeland security information sharing and operational coordination with other Federal, State, tribal,

local, and nongovernmental emergency operations centers (EOCs).

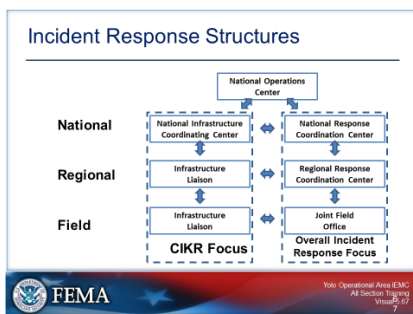
Intelligence and Analysis (NOC-I&A): NOC-I&A is responsible for interagency intelligence collection requirements, analysis, production, and product dissemination for DHS. The NOC-I&A provides threat information, analysis, and intelligence to all levels of government.

Interagency Planning Element (NOC-Planning): NOC-Planning conducts strategic-level operational incident management planning and coordination.

National Infrastructure Coordinating Center (NOC-NICC): The NOC-NICC monitors the Nation’s CIKR on an ongoing basis. The NOC-NICC supports government and private-sector partners to protect and restore CIKR.

National Response Coordination Center (NOC-NRCC): As a component of the NOC, the NRCC serves as the DHS/Federal Emergency Management Agency (FEMA) primary operations center responsible for national incident response and recovery as well as national resource coordination. As a 24/7 operations center, the NRCC monitors potential or developing incidents and supports the efforts of regional and field components.

Student Notes:



Visual 5.67

VISUAL 5.67 – INCIDENT RESPONSE STRUCTURES

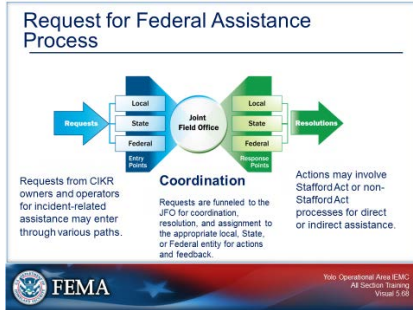
Visual 5.67 Organization Chart. At the top of the Organization Chart is the National Operations Center. Under the National Operations Center (NOC) are two columns a CIKR Focus and an Overall Incident Response Focus. The CIKR focus contains the National Infrastructure Coordinating Center (linked with double arrow to the NOC), the infrastructure liaison, and a second infrastructure liaison. All these entities are linked with a double-sided arrow to each other.

Under the Overall Incident Response Focus is the National Response Coordination Center (linked with a double arrow to the NOC), the Regional Response Coordination Center, and the Joint Field Office. All of these entities are also linked from National to Regional Response Coordination Center and the Joint Field Office by a double arrow.

The entities within the CIKR Focus column and the Overall Incident Response Focus column are also linked together by a double arrow. The National Infrastructure Coordinating Center is linked to the National Response Coordination Center. An Infrastructure Liaison is linked to the Regional Response Coordination Center. The second Infrastructure Liaison is also linked to the Joint Field Office.

- National organizational structures described in the NRF and NIPP provide formal and informal mechanisms for public- and private-sector coordination, situational awareness, impact assessments, and information sharing in regard to CIKR-related concerns on a sector-by-sector and/or a cross-sector basis.
- This coordination allows for broader engagement in one or more affected sectors. It also allows sectors to plan for and quickly react to far-reaching effects from an incident (or multiple incidents) and to alert individual owners and operators of the need to take specific actions to minimize impacts.

Student Notes:



Visual 5.68

VISUAL 5.68 – REQUEST FOR FEDERAL ASSISTANCE PROCESS

Coordination:

Requests from CIKR owners and operators for incident-related assistance may enter through various paths.

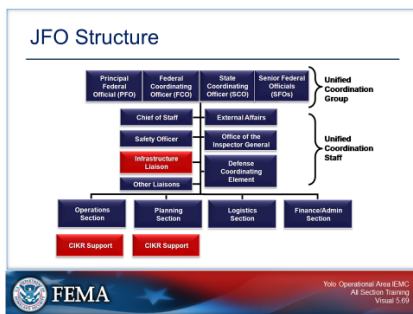
Requests are funneled to the JFO for coordination, resolution, and assignment to the appropriate local, State, or Federal entity for actions and feedback.

Actions may involve Stafford Act or non- Stafford Act processes for direct or indirect assistance.

Visual 5.68 Figure Caption - Flow Chart illustrating the flow of requests for Federal assistance.

Requests enter from the left and can enter the process through either the Local, State, or Federal Entry Points. (These entry points are linked together in this process). Requests then flow to the Joint Field Office in the center of the diagram. On the right of the Joint Field office are the response Points (Local, State, or Federal) that are also linked together. From the Response Points, Resolutions flow outside of the diagram.

Student Notes:



Visual 5.69

VISUAL 5.69 – JFO STRUCTURE

Visual 5.69 JFO Organization Chart. At the top of the chart is the Unified Coordination Group which consists of the Principal Federal Official (PFO), Federal Coordinating Officer (FCO), State Coordinating Officer (SCO), and the Senior Federal Officials (SFOs). The Unified Coordination Group is linked to the Unified Coordination Staff.

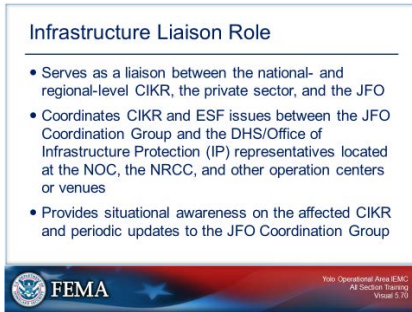
The Unified Coordination Staff consists of the Chief of Staff, Safety Officer, Infrastructure Liaison, Other Liaisons, External Affairs, Office of the Inspector General, and the Defense Coordinating Element.

The Unified Coordination Staff is linked to the Operations Section, Planning Section, Logistics Section, and the Finance/Admin Section. Under the Operations Section is CIKR Support. Under the Planning Section is CIKR Support.

The JFO is led by the Unified Coordination Group. The Unified Coordination Group typically consists of the Principal Federal Official (PFO) (if designated), Federal Coordinating Officer (FCO), State Coordinating Officer (SCO), and senior officials from other entities with primary statutory or jurisdictional responsibility and significant operational responsibility for an aspect of an incident (e.g., the Senior Health Official or Senior Federal Law Enforcement Official if assigned). Within the Unified Coordination Group, the FCO is the primary Federal official responsible for coordinating, integrating, and synchronizing Federal response activities.

Refer to the red boxes on the visual. Note that an Infrastructure Liaison may be assigned to the Unified Coordination Staff. CIKR support may also be provided to the Operations and Planning Sections. The Infrastructure Liaison function is task organized and task dependent on the needs of the incident and the requirements of the PFO, the Unified Coordination Group, and the Incident Management Team.

Student Notes:



Visual 5.70

VISUAL 5.70 – INFRASTRUCTURE LIAISON ROLE

- Serves as a liaison between the national- and regional-level CIKR, the private sector, and the JFO
- Coordinates CIKR and ESF issues between the JFO Coordination Group and the DHS/Office of Infrastructure Protection (IP) representatives located at the NOC, the NRCC, and other operation centers or venues
- Provides situational awareness on the affected CIKR and periodic updates to the JFO Coordination Group

The Infrastructure Liaison, in collaboration with SSAs and all activated ESFs, provides prioritized recommendations regarding CIKR concerns to the Unified Coordination Group and the PFO (if appointed).


The prioritized CIKR recommendations are developed using a collaborative process involving the cooperating agencies to this annex as well as CIKR owners and operators; State, tribal, and local entities; and others as appropriate. The prioritized recommendations are used by the Unified Coordination Group to support incident-related decision-making processes and the efficient application of limited resources within the affected area.

The Infrastructure Liaison provides knowledge and expertise regarding unique CIKR considerations, including: (a) impacts to nationally and regionally critical CIKR within the incident area; (b) cross-sector impacts within the incident area; (c) cascading effects that can result in consequences beyond the immediate incident area; (d) interdependencies that require actions beyond those needed for infrastructure restoration within the incident area; and (e) potential gaps or overlapping responsibilities among Federal departments and agencies that may function as SSAs, ESF primary or supporting agencies, or statutory or regulatory authorities.

Student Notes:

Infrastructure Liaison Role (cont.)

- Serves as the senior advocate within the JFO for CIKR issues within the JFO and to support the prioritization of response and restoration efforts
- Leverages private-sector relationships to support response and recovery efforts



Visual 5.71

VISUAL 5.71 – INFRASTRUCTURE LIAISON ROLE (CONT.)

- Serves as the senior advocate within the JFO for CIKR issues within the JFO and to support the prioritization of response and restoration efforts
- Leverages private-sector relationships to support response and recovery efforts

Student Notes:

Unit 5.D
Stress Management





Visual 5.72

**VISUAL 5.72 – UNIT 5.D
STRESS MANAGEMENT**

What Is Stress?

- Stress is a series of adaptive responses to threat, challenge, or change that are designed to improve the probability of survival
- There are two types of stress for humans:
 - Distress – Negative
 - Eustress – Positive

Visual 5.73

VISUAL 5.73 – WHAT IS STRESS?

- Stress is a series of adaptive responses to threat, challenge, or change that are designed to improve the probability of survival
- There are two types of stress for humans:
 - Distress - Negative
 - Eustress – Positive

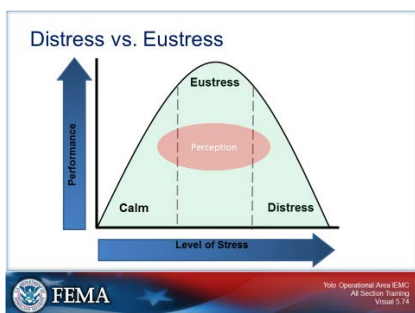
Stress isn't necessarily a bad thing. Stress is a series of adaptive responses (pumping adrenaline, quickened heartbeat, heightened senses, etc.) to threat, challenge, or change that are designed to improve the probability of survival. It is the basis of the "fight vs. flight" impulse.

There are two types of stress for humans—one negative and one positive.

Distress: Distress leaves you feeling under pressure, anxious, frustrated, and not at your best. It can sap your energy and leave you feeling unhealthy.

Eustress: There is a good form of stress called “eustress” (“eu” is from the Greek, meaning good or positive). This type of stress comes from embracing or seeking change or opportunity—a better outcome. Eustress is a form of stress that is taking you somewhere, the kind of pressure that gets you motivated to accomplish something or that leads you to an act of fulfillment. Eustress can result in peak performance.

Student Notes:



Visual 5.74

VISUAL 5.74 – DISTRESS VS. EUSTRESS

Visual 5.74 Figure Caption: This diagram represents one view of the relationship between level of stress and performance.

When there is a very low level of stress, there is a sense of calm and little impact on performance (unless the person is overtaken by sheer boredom, which could detract from performance).

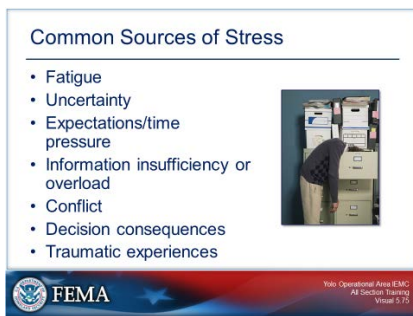
As the level of stress increases, it can be a positive force, pushing us to achieve and resulting in higher levels of performance. This is eustress. Some say that a “reasonable” amount of pressure, anxiety, or fear in the environment leads to higher performance among employees than if stress is not present.

At some point, if there is a high level of stress, it may become too much for the individual and have a negative impact on performance. This is distress. Distress occurs when the demands placed on the body (physical, emotional, and cognitive) exceed its capacity to expend energy in maintaining balance.

Perception plays an important part in whether stress is experienced as distress or eustress. The individual determines whether the experience is eustress or distress. That is, eustress is primarily a result of positive

perception of stressors, and distress is primarily a result of negative perception of stressors. For example, one person might be energized by a large and complicated task while another might become rattled and less effective.

Student Notes:



Visual 5.75

VISUAL 5.75 – COMMON SOURCES OF STRESS

- Fatigue
- Uncertainty
- Expectations/time pressure
- Information insufficiency or overload
- Conflict
- Decision consequences
- Traumatic experiences

People involved in emergency management often experience stress in response to:

Fatigue resulting from strenuous work, long hours, heavy workload, high demands over a long period, lack of sleep.

Uncertainty about requirements, procedures, the situation, the future, or whether they will be able to succeed at the task.

High expectations (imposed by self or others) combined with time pressure (much to do in a short period of time). A related stressor is inadequate resources to get the job done.

Information insufficiency or overload. This can occur when there isn't enough information available on which to base important decisions, or there is conflicting or unclear information, or there is so much information that it is difficult to get a clear picture.

Conflict, which may include:

Interpersonal conflict (for example, between colleagues or between manager and staff member).

Conflict between the individual and the group. This type of conflict often presents itself as role conflict (for example, between your role as an emergency manager and your role in the family).

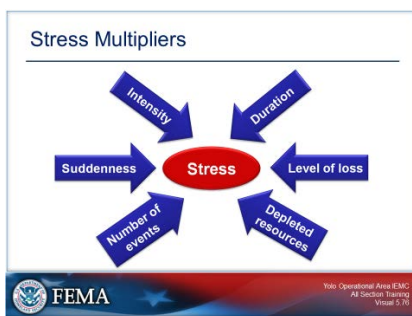
Conflict between one group and another (for example, between county and State or between a government entity and a nongovernmental organization).

Decision consequences—when there is a lot riding on the decisions you make, such as people's safety and welfare.

Traumatic experiences such as exposure to danger or witnessing widespread damage, injury, loss of life, and grief.

Visual 5.75 Image Caption: A man with his head in a filing cabinet.

Student Notes:



Visual 5.76

VISUAL 5.76 – STRESS MULTIPLIERS

Many things can multiply the impact of stress on an individual. The following are examples:

- Number of events: If you go through multiple stressful events in a row without a chance to recuperate, your ability to cope will be less than during the first event.
- Suddenness: Sudden onset of a stressful situation can increase the level of stress.
- Intensity or degree of stress (perceived or real): Deeper stress naturally has a greater impact than light stress.

- Duration: The longer stress is present, the greater harm it can do.
- Level of loss: Heavy losses (e.g., personal possessions, friends, family) can produce greater levels of grief, which add to the level of stress.
- Depleted coping skills/resources: If your coping skills and resources are depleted—or were at low levels to begin with—the stress you experience will appear greater.

Visual 5.76 Image Caption: Six arrows pointing to a central circle. The circle says Stress and the arrows say: Intensity, Duration, Level of loss, Depleted resources, Number of events, and Suddenness.

Student Notes:

Common Signs and Symptoms (1 of 3)

Physical

- Headache
- Stomach/intestinal problems
- Back pain, stiff neck
- Fatigue
- Difficulty sleeping
- Change in appetite



Visual 5.77

VISUAL 5.77 – COMMON SIGNS AND SYMPTOMS (1 OF 3)

Physical

- Headache
- Stomach/intestinal problems
- Back pain, stiff neck
- Fatigue
- Difficulty sleeping
- Change in appetite

Visual 5.77 Photo Caption: A woman with a headache.

Student Notes:



Visual 5.78

VISUAL 5.78 – COMMON SIGNS AND SYMPTOMS (2 OF 3)

Emotional

- Mood swings
- Anger, irritability
- Sadness, easy tearfulness
- Cynicism or negativity
- Self-criticism or self-doubt
- Guilt
- Tension or anxiety

Emotional signs of stress may not be as easy to recognize as physical symptoms.

Mood swings, anger, irritability: High stress can cause mood swings and increased episodes of anger. The purpose of anger is to give us psychic energy to change something. When someone around you has angry outbursts, it is important to acknowledge the emotion. For example, you can ask, “What needs to be changed? (As angry as you are, there must be something pretty important to change.)” Then listen—be silent, let them struggle if needed; growth comes from struggle.

Sadness, easy tearfulness: Another result of stress is sadness (anhedonia, meaning “without joy”). Anhedonia is like a bad case of the blahs over time. It’s sadness, not depression, and it’s a normal response to stress. (Sadness is normal; depression is not.)

Cynicism, negativity, distrust: Disasters can leave people feeling a lack of control over their lives and their surroundings, and a feeling of betrayal (nature failed them, material things failed them, government couldn’t protect them, etc.). These negative emotions can lower one’s level of trust and bring on feelings of cynicism.

Self-criticism, self-doubt, guilt: When things go wrong and stress builds up, many people respond with self-criticism, self-doubt, and guilt. “If only I had .

Tension or anxiety: High stress can leave a person feeling tense, anxious, jumpy, or in a prolonged worried state, which in turn can produce cognitive difficulties.

Visual 5.78 Photo Caption: Image of 2 people displaying different forms of stress - depression and someone yelling.

Student Notes:

Common Signs and Symptoms (3 of 3)

Cognitive

- Forgetfulness
- Difficulty concentrating
- Decreased learning speed
- "Flashbulb memories" and memory gaps
- Repetitious thoughts



FEMA
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Visual 5.79

Visual 5.79

VISUAL 5.79 – COMMON SIGNS AND SYMPTOMS (3 OF 3)

Cognitive

- Forgetfulness
- Difficulty concentrating
- Decreased learning speed
- "Flashbulb memories" and memory gaps
- Repetitious thoughts

Visual 5.79 Photo Caption: A woman who looks like she is thinking.

Student Notes:

Stress Response

Acute	Delayed	Cumulative
Quick Response	Sets in after about 3 days	Builds up over several incidents
Relates to the Incident	Incident Specific	Usually more problematic than stress from one incident

FEMA
Yolo Operational Area (EMC)
All Section Training
Visual 5.80

Visual 5.80

VISUAL 5.80 – STRESS RESPONSE

- Acute
 - Quick Response
 - Relates to the Incident
- Delayed
 - Sets in after about 3 days
 - Incident Specific

- Cumulative
 - Builds up over several incidents
 - Usually more problematic than stress from one incident

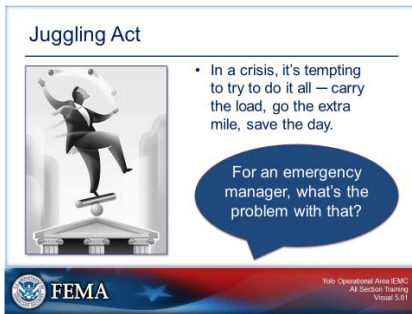
Stress can lead to cognitive difficulties. Examples include:

Forgetfulness and difficulty concentrating: High stress can be distracting and make you cognitively less efficient. This can show up as “losing” things, being unable to stay focused on what you are doing, and forgetting whether you have or haven’t done something (because your mind was elsewhere while you were doing it). It can also lead to mistakes, so the quality of work suffers.

Learning: Difficulty concentrating also affects the ability to learn. Under stress, learning speed slows down about 20 percent. Remember, local volunteers have been through the disaster themselves, and it will likely take them longer to absorb the training than it would under normal conditions.

Memory: When you’re highly stressed, your brain works differently. The brain creates “flashbulb memories.” Memories are actually compilations of fragments of memories—mostly thoughts or words that we put together as memories. Under stress, we create sensory memories that often contain very vivid imagery—deeper and more elaborate but occupying fewer memory units. The vivid imagery gets replayed as flashbulb memories, and there tend to be memory gaps. (While the brain was registering sensory memories, it was failing to register other types of memories.)

Repetitious thoughts: During stressful times there is a tendency to “replay mental tapes” repeatedly in order to process them. In the end, it helps us accept the experiences, but in the meantime it can interfere with concentration on other things.

Student Notes:

Visual 5.81

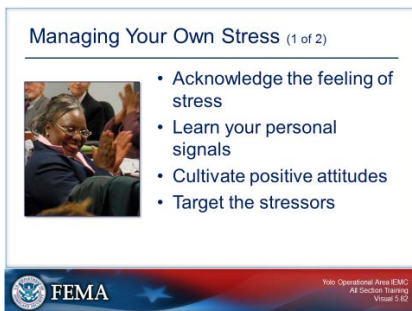
VISUAL 5.81 – JUGGLING ACT

- In a crisis, it's tempting to try to do it all — carry the load, go the extra mile, save the day.

Discussion Question:

For an emergency manager, what's the problem with that?

Visual 5.81 Image Caption: A graphic image of a man juggling.

Student Notes:

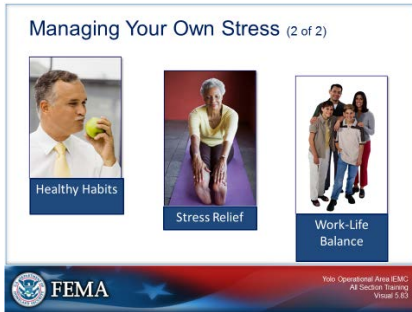
Visual 5.82

VISUAL 5.82 – MANAGING YOUR OWN STRESS (1 OF 2)

- Acknowledge the feeling of stress
- Learn your personal signals
- Cultivate positive attitudes
- Target the stressors

Visual 5.82 Image Caption: A woman smiling and clapping.

Student Notes:



Visual 5.83

VISUAL 5.83 – MANAGING YOUR OWN STRESS (2 OF 2)

- Healthy Habits
- Stress Relief
- Work-Life Balance

Visual 5.83 Photo Caption: Photo on the left labeled Healthy Habits shows a man eating an apples. Photo in the middle labeled Stress Relief shows a woman doing yoga. Photo on the right labeled Work-Life Balance shows a smiling family.

Student Notes:



Visual 5.84


VISUAL 5.84 – UNIT 5.E

THE FUTURE OF EMERGENCY MANAGEMENT

Drivers of Change

What are the drivers of change?

- Environment
- Social
- Technology



Visual 5.85

VISUAL 5.85 – DRIVERS OF CHANGE



What are the drivers of change?

- Environment
- Social
- Technology

Student Notes:

Changing Climate

- More severe storms and continued flooding threats
- Extreme drought
- Increased wildfire threat
- More people and structures at risk

Visual 5.86

VISUAL 5.86 – CHANGING CLIMATE

- More severe storms and continued flooding threats
- Extreme drought
- Increased wildfire threat
- More people and structures at risk

Visual 5.86 Photo Caption: A collage of images of hurricanes, forest fires, and crop failures as a result of a drought.

Student Notes:



Visual 5.87

VISUAL 5.87 – AGING INFRASTRUCTURE

- Nearing End of Life Cycle
- In Danger of Failing

What are the implications?

Visual 5.87 Photo Image: Collage of photos: Collapsed bridge with vehicles in water. Collapsed electric towers. Emergency Room entrance.

Student Notes:



Visual 5.88


VISUAL 5.88 – EVOLVING TERRORIST THREAT

- Increased self-radicalization
- Diffusion of scientific knowledge and technological innovation
- Potential increase in domestic terrorism
- Uncertainty following the “Arab Spring” and Osama bin Laden’s death

Student Notes:

Changing Role of the Individual

- Increased empowerment of the individual
- Changing definition of community
- Decreasing trust of official or governmental sources



Visual 5.89

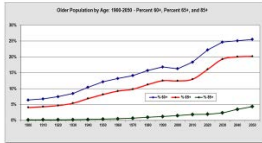

VISUAL 5.89 – CHANGING ROLE OF THE INDIVIDUAL

- Increased empowerment of the individual
- Changing definition of community
- Decreasing trust of official or governmental sources

Student Notes:

Shifting Demographics

- Populations in some States are projected to grow by 30% by 2030.
- 83% of Americans live within a metropolitan area.

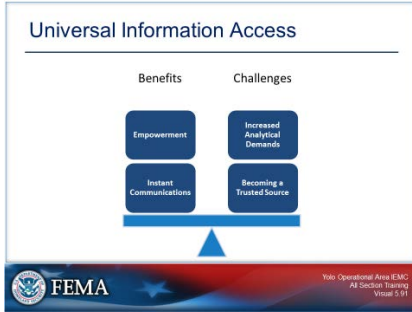
Visual 5.90

VISUAL 5.90 – SHIFTING DEMOGRAPHICS

- Populations in some States are projected to grow by 30% by 2030.
- 83% of Americans live within a metropolitan area.

Visual 5.90 Chart Caption: Chart shows the increase in the percent of the population 60 and older from 6 percent in 1900 to 16 percent in 2000, projected to 25 percent in 2030, to 26 percent in 2050. Shows the percent of the population 65 to 85, and the population 85 and older.

Student Notes:



Visual 5.91

VISUAL 5.91 – UNIVERSAL INFORMATION ACCESS

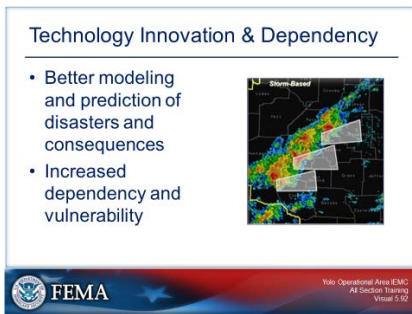
Benefits

- Empowerment
- Instant Communications

Challenges

- Increased Analytical Demands
- Becoming a Trusted Source

Student Notes:



Visual 5.92

VISUAL 5.92 – TECHNOLOGY INNOVATION & DEPENDENCY

- Better modeling and prediction of disasters and consequences
- Increased dependency and vulnerability

Visual 5.92 Photo Caption: Radar image of a storm system.

Student Notes:



Visual 5.93

VISUAL 5.93 – SHRINKING GOVERNMENT BUDGETS

In 2010 study, emergency management personnel found:

- 31% frozen budgets
- 59% reduced budgets
- 70.8% reduced training
- 71.3% reduced outreach

Source: Jessica Jensen, “2010 Impacts of the Economic Downturn Summary Report.” Center for Disaster Studies and Emergency Management, North Dakota State University.

Student Notes:



Visual 5.94

VISUAL 5.94 – QUESTIONS, COMMENTS, OR CONCERNS?

UNIT 6: EXERCISE HOTWASH

May 19, 2017

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This unit does not have any materials. Facilitated discussion.

UNIT 7: EMERGENCY MANAGEMENT PATH FORWARD

May 19, 2017

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This unit does not have any materials. Facilitated discussion.