



**Emergency  
Management  
Exercises  
&  
Training  
2005**

EMERGENCY MANAGEMENT ALBERTA

# Emergency Management Exercises & Training

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This is the 2005 edition of the Emergency Management Exercises and Training manual, which provides the requirements for conducting exercises and training in Alberta. It is issued on authority of the Executive Director, Emergency Management Alberta, Alberta Municipal Affairs. A copy of the manual is available in electronic format by contacting EMA at 780-422-9000.

The adult education methodology in this manual is influenced by material from the Diploma in Adult Education Program, St. Francis Xavier University, Antigonish, Nova Scotia. The assessment tools for course materials, lesson plans, training delivery and evaluation are adapted from the National Training Strategy developed by the Canadian Emergency Preparedness College, in conjunction with provincial and territorial emergency measures organizations.

Thanks are due to the many emergency planners, elected officials, training consultants and others who have provided input for this document. We look forward to receiving your ongoing feedback and suggestions.

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## Foreword

Emergency Management Alberta (EMA), a branch of Alberta Municipal Affairs, is responsible for an emergency management program that enables effective preparation for, response to and recovery from major emergencies and disasters. Responsibilities include:

- Developing and co-coordinating an overall program so the Alberta government is prepared for major emergencies and disasters.
- Assisting municipalities, industry and First Nation communities to develop and maintain a high level of emergency preparedness
- Co-ordinating the provincial response activities during a major emergency or disaster
- Managing a program that mitigates against the potential consequences of terrorist activities involving both the public and private sectors
- Working with federal and provincial government departments and non-governmental organizations to develop and maintain a wide range of provincial emergency response plans
- Managing disaster recovery programs that help Albertans recover from the adverse affects of a disastrous event
- Assisting departments of the Government of Alberta in the development, exercise, evaluation and validation of their business continuity plans

See the EMA website at <http://www.municipalaffairs.gov.ab.ca/ema> for more information.

Training and education are essential elements of an emergency management program. Training individuals who have a role in emergency planning or response to become more effective and organized or more skilled will enhance the level of emergency preparedness within Alberta.

This manual provides the requirements for emergency management exercises and training throughout Alberta. Municipal officials, trainers and others conducting emergency management exercises and training are expected to use this manual as their primary resource document.

This manual is based on recognized principles of adult learning. The training concentrates on what the learner will be able to do at the conclusion of the course and the best methods of training to meet those specific learning objectives.

*(Original Signed)*

Marion Boon  
Manager of Training  
Community Programs  
Emergency Management Alberta  
May 6, 2005

Dave Redman  
Executive Director  
Emergency Management Alberta  
May 6, 2005

## **Distribution**

### **INTERNAL**

1. Emergency Management Alberta staff

### **EXTERNAL**

1. Alberta Urban Municipalities Association
2. Alberta Association of Municipal Districts & Counties
3. Local Government Administration Association of Alberta
4. Alberta Rural Municipal Administrators Association
5. Training consultants who have advised EMA of their interest in providing emergency management training in Alberta
6. Canadian Emergency Preparedness College
7. National Training Committee

## Table of Contents

<i>Distribution</i>	<i>iv</i>
<i>Table of Contents</i>	<i>v</i>
<b>Chapter 1. Emergency Management Training in Alberta</b>	<b>1-1</b>
Section 1. Why Emergency Management training	1-1
Section 2. Purpose of this Manual	1-1
Section 3. The Training Process	1-2
Section 4. Roles and Responsibilities Matrix	1-3
Section 5. Amendment and Review of this Manual	1-3
<b>Chapter 2. Training Needs Analysis</b>	<b>2-1</b>
Section 1. Needs Assessment Strategy Matrix	2-1
<b>Chapter 3. Training Design</b>	<b>3-1</b>
Section 1. Course Content Requirements	3-1
Section 2. Experiential Design Model	3-2
<b>Chapter 4. Conduct of Training</b>	<b>4-1</b>
Section 1. Training Funded by Emergency Management Alberta	4-1
Section 2. EMA Approved Trainers	4-2
Section 3. Training Conducted by Emergency Management Alberta	4-2
Section 4. Video Collections	4-3
<b>Chapter 5. Training Evaluation</b>	<b>5-1</b>
Section 1. Evaluation of Training	5-1
Section 2. Evaluation Matrix <sup>1</sup>	5-2
<b>Chapter 6. Training Validation</b>	<b>6-1</b>
Section 1. Training Validation Matrix	6-1
<b>Chapter 7. Municipal Elected Officials Course</b>	<b>7-1</b>
Section 1. Course Overview	7-1
Section 2. Course Content Requirements	7-3
Municipal Elected Officials Course Information Sheet	7-24
<b>Chapter 8. Basic Emergency Preparedness Course</b>	<b>8-1</b>
Section 1. Course Overview	8-1
Section 2. Course Content Requirements	8-3
Basic Emergency Preparedness Course Information Sheet	8-20
<b>Chapter 9. Emergency Operations Centre Course</b>	<b>9-1</b>
Section 1. Course Overview	9-1
Section 2. Course Content Requirements	9-3
Emergency Operations Centre Course Information Sheet	9-32
<b>Chapter 10. Emergency Public Information Course</b>	<b>10-1</b>
Section 1. Course Overview	10-1
Section 2. Course Content Requirements	10-3
Emergency Public Information Course Information Sheet	10-30
<b>Chapter 11. Emergency Management Course</b>	<b>11-1</b>
Section 1. Course Overview	11-1
Section 2. Course Content Requirements	11-3
Emergency Management Course Information Sheet	11-33

## EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

<i>Chapter 12. Disaster Social Services Planning Course</i>	12-1
<i>Section 1. Course Overview</i>	12-1
<i>Section 2. Course Content Requirements</i>	12-3
Disaster Social Services Planning Course Information Sheet	12-30
<i>Chapter 13. Emergency Management Exercises</i>	13-1
<i>Section 1. Purpose of Exercises</i>	13-1
<i>Section 2. The Exercise Schedule</i>	13-2
<i>Section 3. When to Exercise</i>	13-2
<i>Section 4. Planning and Conducting the Exercise</i>	13-2
<i>Section 5: Types of Exercises</i>	13-3
<i>Appendix A. Forms</i>	1
Sample Fee for Service AGREEMENT	3
CLASS LIST	4
LEARNER EVALUATION	7
TRAINER'S REPORT	8
CONDUCT OF TRAINING: OBSERVATION REPORT	9
Observation of COURSE Topic worksheet	12
Observation of COURSE Topic worksheet	13
2005 STATEMENT OF INTEREST IN CONDUCTING TRAINING	14
LEARNER MANUAL ASSESSMENT TOOL	15
LESSON PLAN ASSESSMENT TOOL	16
SAMPLE LESSON PLAN <sup>1</sup>	17
EXERCISE PLANNING WORKSHEET	19
MASTER SEQUENCE OF EVENTS LISTS (MSEL)	21
EXERCISE - Inputs	22
PARENTAL PERMISSION FORM	23
Casualty Simulation Volunteer Registration Form for a Mass Casualty Disaster Exercise	24
EMERGENCY OPERATIONS CENTRE	25
Exercise Evaluation Form	25
LIVE EXERCISE – SITE EVALUATION FORM	29
LIVE EXERCISE - SITE EVALUATION FORM	30
EXERCISE REPORT	31
TRAINING VALIDATION	33
<i>Appendix B. Glossary</i>	34
<i>Appendix C. Adult Education</i>	40
<i>Section 1. Principles of Adult Learning</i>	40
<i>Appendix D. Fact Sheets</i>	41
<i>EMA (Emergency Management Alberta)</i>	42
<i>Alberta's Emergency Management Framework</i>	44
<i>Role of EMA (Emergency Management Alberta) District Officer</i>	45
<i>Disaster Social Services Planning in Alberta</i>	46
<i>Alberta's Disaster Recovery Programs</i>	47
<i>Joint Emergency Preparedness Program</i>	48
<i>Evacuation or Shelter-in-Place</i>	49
<i>Myths and Realities of Disasters</i>	51
<i>Alberta Counter-Terrorism Crisis Management Plan</i>	52
<i>Coordination and Information Centre (CIC)</i>	53
<i>Role of Provincial Social Services (Alberta Human Resources and Employment) in Municipal Emergency Planning and Response in Alberta</i>	54
<i>Appendix E. Planning and Conducting an Exercise</i>	55
<i>Appendix F. References</i>	60
<i>Appendix G. Index</i>	62

# Chapter 1. Emergency Management Training in Alberta

## Section 1. Why Emergency Management training

The *Disaster Services Act* states that the local authority is responsible for the direction and control of the municipality's emergency response. The *Act* requires local authorities to prepare and maintain emergency plans and programs. Training and education are essential elements of an emergency management program. Providing individuals who have a role in emergency planning or response with the necessary knowledge and skills will enable a more coordinated and effective municipal response and will enhance the overall level of emergency preparedness within Alberta. See *Lessons Learned or Lessons Forgotten – the Canadian Disaster Experience* by Joe Scanlon.

Emergency management training in Alberta is seen as occurring at two levels - individual and collective:

- Individual training involves personal study and participation in workshops, seminars and courses.
- Collective training involves disaster exercises and mock disasters, which provide individuals and teams with experiential learning opportunities as well as testing and evaluating a municipal or an agency's emergency plan.

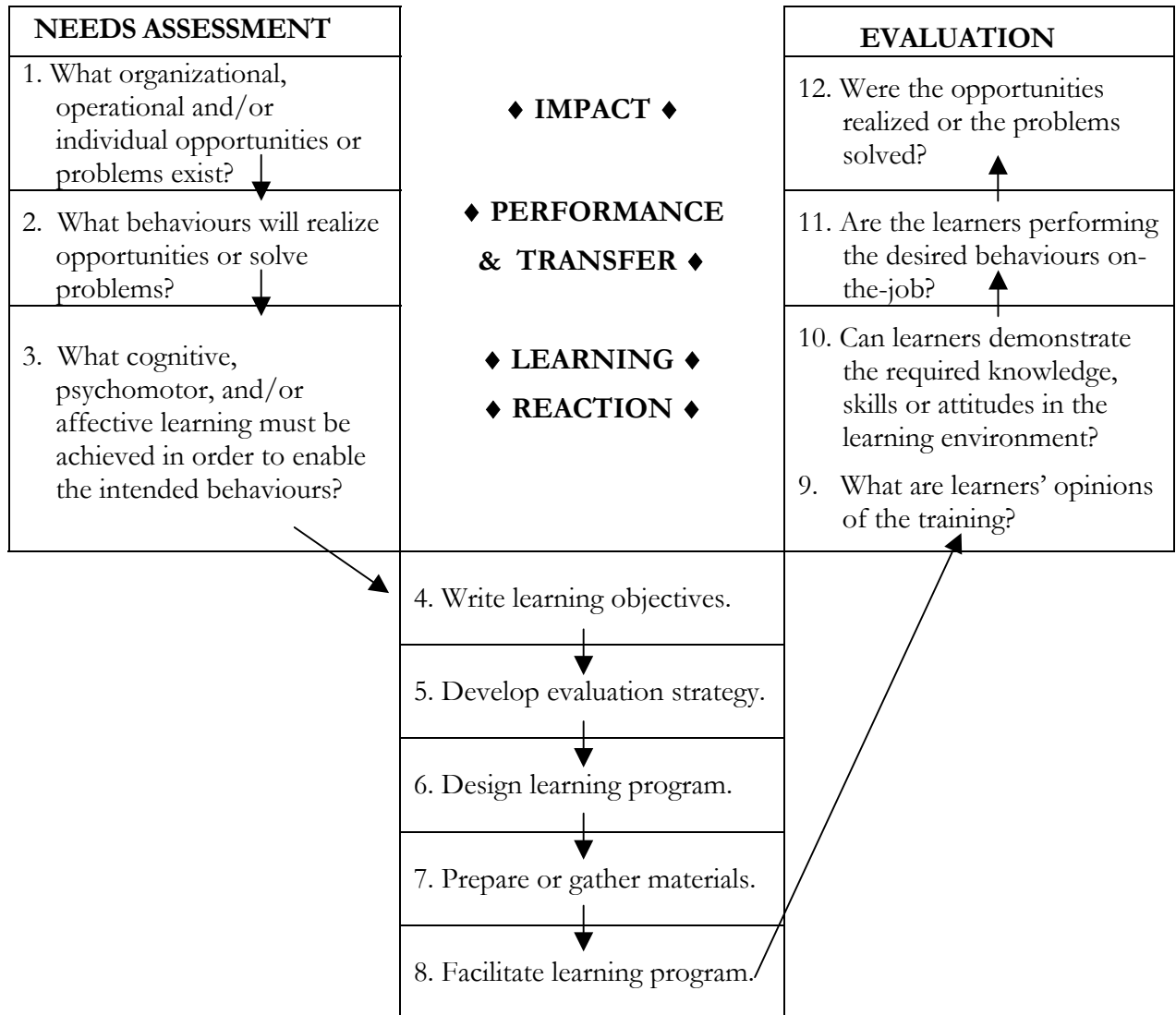
The learning objectives for each course in this manual have been designed to provide learners with knowledge and skills that will assist them in carrying out their emergency management functions. This includes information on legislation requirements, Alberta's emergency management framework and the disaster environment. Training should incorporate lessons learned during responses to actual emergencies and disasters so that actions or activities that worked well can be repeated and those that did not are not repeated. The challenge will always be to capture the lessons learned and to share them with others who may face a similar situation.

## Section 2. Purpose of this Manual

This manual defines roles and responsibilities and provides the standards for Emergency Management Exercises and Training throughout Alberta. Municipal officials, trainers and others planning, conducting, evaluating and validating exercises and training are expected to use this manual as their primary resource document. Emergency management exercises and training that is funded by the Government of Alberta must comply with the standards described in this manual.

Chapters 1 to 6 provide information on the analysis, design, conduct, evaluation and validation of training. Chapters 7 to 12 provide the learning objectives and specific requirements for training courses. Chapter 13 provides the requirements for emergency management exercises. A suggested process for planning and conducting exercises is found in Appendix E.

### Section 3. The Training Process





## Section 4. Roles and Responsibilities Matrix

	ACTIVITY	LEAD AGENCY	SUPPORTING AGENCY	SUPPORTING DOCUMENTATION
<b>ANALYSIS</b>	Needs Assessment Analysis of needs Course training standards	EMA Training Programs	EMA: o Community Programs o Industrial Programs o Provincial Programs	<i>Emergency Management Exercises &amp; Training Manual, Chapter 2</i>
<b>DESIGN</b>	Course training plan Lesson Plan Participant manual	EMA Training Programs Trainer Trainer	EMA: o Community Programs o Industrial Programs o Provincial Programs	<i>Emergency Management Exercises &amp; Training Manual, Chapter 3</i>
<b>CONDUCT</b>	Scheduling training session Conducting training session	Municipality Trainer	EMA, Training Programs	<i>Emergency Management Exercises &amp; Training Manual, Chapter 4</i>
<b>EVALUATION</b>	Of training Of trainer Of facilities Of documentation	Municipality, Trainer and EMA District Officer	EMA, Training Programs	<i>Emergency Management Exercises &amp; Training Manual, Chapter 5</i>
<b>VALIDATION</b>	Impact of training Training methodology	EMA, Training Programs	EMA: o Community Programs o Industrial Programs o Provincial Programs	<i>Emergency Management Exercises &amp; Training Manual, Chapter 6</i>
Legend: EMA – Emergency Management Alberta				

## Section 5. Amendment and Review of this Manual

This manual will be reviewed on an annual basis to ensure that it is kept current and reflects the needs of Alberta municipalities.

Suggestions are welcomed and should be sent to:

Manager of Training  
Community Programs  
Emergency Management Alberta  
14515 - 122 Avenue  
Edmonton, Alberta T5L 2W4  
Telephone: 780-422-9000 or fax: 780-422-1549

## 2

## Chapter 2. Training Needs Analysis

Emergency Management Alberta, in consultation with municipalities, may periodically conduct an assessment of training needs. Needs assessment data may be used to:

- Help define training problems or opportunities
- Set training priorities
- Develop short and long range training plans
- Provide background for accountability for funding and support of training programs

### Section 1. Needs Assessment Strategy Matrix

ASSESSMENT LEVEL	SOURCES	INFORMATION REQUIRED	METHODS
<p><b>Impact Level</b></p> <p>Is disaster training supporting and promoting municipal emergency planning efforts?</p>	<p>Municipal officials and members of the municipal disaster services committee and agency.</p> <p>Observations from disaster exercises.</p> <p>Lessons learned from responses to an actual event.</p>	<p>Identify the gap between the present state of affairs and what is optimal or desired.</p>	<p>Reports on responses to actual disaster events.</p> <p>Reports on disaster exercises.</p> <p>Interviews</p> <p>Observations (formal or informal)</p>
<p><b>Performance Level</b></p> <p>Are municipal planners and responders (disaster service agency groups) prepared to respond to a major emergency or disaster?</p>	<p>Municipal officials and members of the municipal disaster services committee and agency.</p> <p>Observations from disaster exercises.</p> <p>Lessons learned from responses to an actual event.</p>	<p>Identify the gap between the present state of affairs and what is optimal or desired.</p>	<p>Reports on responses to actual disaster events.</p> <p>Reports on disaster exercises.</p> <p>Interviews</p> <p>Observations (formal or informal)</p>
<p><b>Learning Level</b></p> <p>What do municipal planners and responders (disaster service agency groups) know about emergency management?</p>	<p>Prospective trainees.</p>	<p>Identify the gap between the present state of affairs and what is optimal or desired.</p>	<p>Surveys</p> <p>Interviews</p> <p>Observations (formal or informal)</p>

## 3

## Chapter 3. Training Design

### Section 1. Course Content Requirements

Course content requirements provide details on learning outcomes and topics for each course. Trainers must meet the course content requirements when developing lesson plans and learning activities for courses funded by Emergency Management Alberta. Course content requirements contain these elements:

SECTION	DESCRIPTION
<b>Course Objective</b>	There is a course objective stated for each course that clearly defines exactly what the learner will be able to do upon completion of the course.
<b>Learning Outcomes</b>	Refers to the performance objective for each lesson of a course. Learning outcomes are based on either skill, knowledge or attitude elements required to achieve the applicable performance objective.
<b>Topic Outline</b>	The topics that must be included in the lesson plan and covered during the conduct of a specific course.
<b>Learning Priorities</b>	Priority 1 Mandatory; learners must have an in-depth knowledge of this topic Priority 2 Mandatory; learners must have an understanding of this topic Priority 3 Mandatory; learners must have an awareness of this topic Priority 4 Topic is optional/value added; include as review as required
<b>Teaching Points</b>	Included in instances where the facilitator must present and emphasize essential messages or information to ensure that the learners have a clear understanding of the topic.
<b>Time</b>	The recommended amount of time in minutes that should be spent on the <b>Learning Outcome</b> for a lesson within a course. Trainers should include timings in their lesson plan.
<b>Reference(s)</b>	The knowledge that the learner requires to meet the performance requirements comes from a variety of documents, books and other publications. The facilitator can refer to the references when developing the lesson plan. Reference materials are listed in Appendix D.
<b>Evaluation Exercises</b>	Each course requires one or more evaluation exercises to assess the learner's achievement of the course objectives based on their performance. Learners should be given details on the purpose, direction and time allotted for the exercise. The exercise should provide sufficient time for learners to practice their knowledge and skills.

## Section 2. Experiential Design Model

The experiential learning design model describes seven steps or phases in the learning process of adults. The learning cycle – experience, reflection, generalization and application – is the centrepiece of the model.

**Orientation** – *Warm Up*. Climate setting and linkage of the learning session to the learners' real world.

**Clarification** – *The Business of the Session*. The schedule of events in the learning session, the learning objective(s), agenda, etc.

**Experience** – *Something Happens!* The experience activity must capture the learners' attention, and ensure that the other steps of the learning cycle will maintain the learners' attention.

**Reflection** – *What Happened?* Reflection follows the experience. It must prompt the learners to observe the experience and thereby collect the relevant data embedded in the experience.

**Generalization** - *Why did that Happen?* Generalization follows reflection. It must cause the learner to interpret the data gathered at reflection: to theorize, prioritize, or draw conclusions.

**Application** – *Do - or make a plan to – use the knowledge, skills and attitudes in the real world*. The application activity follows generalization. It must allow the learners to work with the knowledge, skills and attitudes derived from the generalizations – in the form of actual practice or the planning for use in the real world.

**Evaluation**. Learning is verified through the execution of the learning objective's performance statements and standards.

## 4

## Chapter 4. Conduct of Training

### Section 1. Training Funded by Emergency Management Alberta

Under the Municipal Sponsorship Program, a grant for emergency management training is currently available to municipalities with populations of 20,000 or less<sup>1</sup>. The funding is intended to enhance community disaster preparedness and response by providing training to those individuals and organizations who are members of the municipal disaster services committee or agency. This may include municipal officials and departments, health and social services organizations, schools, institutions, industry and business partners, provincial government departments and non-government organizations. District Officers work with municipalities to coordinate applications for the grants and to help ensure that the training has a regional focus and includes mutual aid partners. Emergency Management Alberta maintains a list of *Approved Trainers* and *Other Trainers* (See Page 4-2) to assist municipalities in arranging and delivering emergency management training.

1. Emergency management training and exercises that are funded by EMA must:
  - a. Comply with the standards described in this manual,
  - b. Meet the conditions of the grant agreement regarding the type of course conducted, the number of attendees, and documentation of compliance when training is completed.
2. Responsibilities of the Trainer:
  - a. When contracted by a municipality, in consultation with the EMA District Officer, conduct emergency management training in accordance with the standards described in this manual.
  - b. Provide a photocopy of the **Class List** or an electronic copy, and the **Trainer's Report** to the municipality and the EMA District Officer for each course conducted, within two weeks of the course.
  - c. Provide the original Class List, an electronic copy of the Class List, the **Learner Evaluation** forms and the **Trainer's Report** to the Manager of Training, Community Programs, EMA for each course conducted, within two weeks of the course. Contact Manager of Training, EMA for the electronic Class List template.
  - d. Advise EMA of issues, concerns, or ways to improve the standards.
3. EMA will issue certificates to participants following successful completion of a course. Please ensure that participant names and mailing addresses are correct on the Class List.
4. EMA will periodically conduct evaluations of the delivery of training funded under the emergency management training grant initiative.

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<sup>1</sup> AR 123/2000. Municipal Affairs Grant Regulation, Schedule 5, Municipal Sponsorship Program

## Section 2. EMA Approved Trainers

Trainers who are interested in conducting emergency management training within Alberta may apply to be added to the list of **EMA Approved Trainers**. The List will be reviewed annually and made available to municipal disaster services officials. Individual trainers (not an organization or institution) will be entered on the List if they meet the following criteria:

1. Have previous experience in adult education and facilitation of groups. Formal education and training in adult education is encouraged.
2. Provide confirmation of having received valid comprehensive all-hazards emergency planning and response training.
3. Have experience in practical application of skills/functions in subjects intending to teach.
4. Have submitted lesson plans for the course(s) they intend to conduct within Alberta. The lesson plan(s) must meet the Course Content Requirements as defined in this manual and must be in the format shown in the sample lesson plan in Appendix A - Forms. Lesson plans will be reviewed by Training Programs and returned to the trainers **without** copies being made. The privacy and confidentiality of information is protected under the provincial *Freedom of Information and Protection of Privacy Act*.
5. Have successfully completed the Basic Emergency Preparedness course. Trainers are to make arrangements with Training Programs, EMA to write the BEP exam. EMA will issue a BEP certificate to the trainer.
6. Have demonstrated an acceptable level of competence in conduct of training as observed by a staff member of EMA on at least two occasions. See Conduct of Training Observation Report in Appendix A – Forms. After a trainer has achieved Approved Trainer status, EMA reserves the right to observe trainers on an ad hoc basis.
7. Have notified the Director of Training Programs, EMA by December 31 each year, of their continued interest in conducting training using the *Statement of Interest in Conducting Training* – See Appendix A – Forms. Training Programs will advise the trainer if they have met the EMA Approved Trainer criteria.

### Notes:

1. Training Programs will work with trainers to assist them in achieving Approved Trainer status as outlined above. When a trainer achieves Approved Trainer status, the listing of trainers will be updated accordingly.
2. Examples of valid courses are those conducted by the Canadian Emergency Preparedness College, EMA, EMA Approved Trainers and other provincial and territorial Emergency Measures Organizations. Equivalencies will be considered on a case-by-case basis.
3. Handouts should be structured as a workbook that allows for participant interactivity (e.g., participants can enter the name of their EMA District Officer, list local hazards, enter the name of their Director of Disaster Services, etc.)

## Section 3. Training Conducted by Emergency Management Alberta

During 2005 Emergency Management Alberta (EMA) is conducting a project to evaluate the effectiveness of EMA staff delivering training locally. Two training officers will develop instructor guides, teaching and student materials and deliver training courses. The Training Officers will also support District Officers in conducting municipal exercises and during the response to a major emergency or disaster.

## Section 4. Video Collections

### 1. Emergency Management Alberta

Maintains a video collection that trainers may borrow for a period of up to two (2) weeks. To receive a listing or to make arrangements to borrow a video(s), contact EMA at 780-422-9000. Borrowers are responsible for arranging to pick up and return the video and for replacing a video if it is damaged or lost.

### 2. Public Safety & Emergency Preparedness Canada (PSEPC)

The Canadian Emergency Preparedness College maintains a collection of videos that may be borrowed. The College can be contacted at: Telephone (613) 949-5050 or Fax (613) 949-5046

### 3. Alberta Fire Commissioner's Office. See video listing at <http://www.municipalaffairs.gov.ab.ca/fco>



# Chapter 5. Training Evaluation

## Section 1. Evaluation of Training

**Evaluate – to find out the state or value of, to assess**

Emergency Management Alberta will evaluate the effectiveness of emergency management training funded by the province to determine to what extent:

1. The learners were satisfied.
2. The learners obtained new and/or improved knowledge, skills, and/or attitudes.
3. The course objectives were met.
4. New and/or improved levels of emergency planning were fostered within the municipality/community/organization.
5. The occurrence of the new and/or improved emergency planning activities/performance helped the municipality/organization achieve its overall goals, as related to emergency management and response. (See Chapter 6. Validation of Training)

Evaluation will focus on the outcomes or results achieved during and after a training course, using the four evaluation levels described in “Kirkpatrick’s Model”:

- Reaction - Level 1
- Learning - Level 2
- Transfer - Level 3
- Impact - Level 4 (See Chapter 6. Validation of Training)



Section 2. Evaluation Matrix<sup>1</sup>

LEVEL	SOURCES	METHODS	RESPONSIBILITY	TIMING
<p><b>Reaction</b></p> <p>“Did they like it?”</p> <ul style="list-style-type: none"> <li>o Materials</li> <li>o Activities</li> <li>o Pacing</li> <li>o Format</li> <li>o Facilities</li> <li>o Cost</li> <li>o Location</li> <li>o Trainer skills</li> </ul>	<p>Learners Trainers Municipal officials, EMA staff</p>	<p><i>Learner Evaluation</i> form</p> <p><i>Trainer’s Report</i> form</p> <p><i>Conduct of Training</i> <i>Observation Report</i></p> <p>(See Appendix A – Forms)</p>	<p>Trainer</p> <p>Trainer</p> <p>EMA</p>	<p>During the course</p> <p>At the end of the course</p>
<p><b>Learning</b></p> <p>“Did they learn it?”</p> <ul style="list-style-type: none"> <li>o Knowledge</li> <li>o Skills</li> <li>o Attitudes</li> </ul>	<p>Learners Municipal officials, EMA staff Trainers</p> <p><i>* Sources for this level of evaluation must have been present during the training.</i></p>	<p>Application:</p> <ul style="list-style-type: none"> <li>o Evaluation exercises</li> </ul> <p>Observation:</p> <ul style="list-style-type: none"> <li>o <i>Conduct of Training</i> <i>Observation Report</i></li> </ul> <p>Testing:</p> <ul style="list-style-type: none"> <li>o Written examination (BEP Course)</li> <li>o Course activities</li> </ul>	<p>Municipality EMA</p> <p>Trainer</p>	<p>Pre-course</p> <p>During the course</p> <p>Post course</p>
<p><b>Transfer</b></p> <p>“Did they use it?”</p> <ul style="list-style-type: none"> <li>o Usage of skills</li> <li>o Effectiveness of usage</li> <li>o Extent of usage</li> <li>o Confidence</li> <li>o Changed behaviours</li> </ul>	<p>Municipal officials, EMA staff Learners</p>	<p>Observation (informal, formal)</p> <p>Interview and feedback</p> <p>Questionnaires</p>	<p>Municipality EMA</p>	<p>2 - 6 months after training</p> <p>(Variables, i.e., disaster event, may increase or decrease timeframe)</p>
<p><b>Performance &amp; Impact</b></p> <p>“Did it make a difference?”</p> <ul style="list-style-type: none"> <li>o Changes in municipal/ community attitudes and perceptions</li> </ul> <p>See Chapter 6 – Training Validation.</p>	<p>Municipality and their Disaster Services Agency</p>	<p>Questionnaires</p> <p>Group discussion and report out of data</p> <p>Interview following response to major emergency or disaster</p>	<p>Municipality EMA</p>	<p>6 – 18 months after training</p> <p>(Variables, i.e., disaster event, may increase or decrease timeframe)</p>
<p>EMA – Emergency Management Alberta</p> <p><sup>1</sup>St. Francis Xavier University, Diploma in Adult Education</p>				

## 6

## Chapter 6. Training Validation

### Validate – to confirm

Training should ensure that those involved in emergency management are aware of their role and sufficiently prepared to respond to a major emergency or disaster. Validation of emergency management training is essential to determine if the training is supporting and enhancing municipal emergency preparedness and planning efforts, and is promoting a high level of emergency preparedness within Alberta.

### Section 1. Training Validation Matrix

SOURCES	DATA	METHOD	RESPONSIBILITY	TIMING
Agencies and organizations that have responded to a disaster or major emergency.	Lessons learned in response to a disaster event	Debriefings <i>Training Validation Data Collection</i> form (See Appendix A -. Forms)	Municipality assisted by the EMA District Officer	Within 6 months after any disaster event.
Agencies and organizations that have participated in a major disaster exercise.	Preparedness and response capability evaluated during disaster exercises	Disaster exercises <i>Training Validation Data Collection</i> form (See Appendix A -. Forms)	Municipality assisted by the EMA District Officer	Post-exercise
Municipal emergency planners and members of disaster services agencies	Experiences during a response to a disaster event or disaster exercise.	Disaster services workshops Reports Person-to-person reports <i>Training Validation Data Collection</i> form (See Appendix A -. Forms)	Municipality EMA o Community Programs o Training Programs	Reports and individual feedback 6 months after training or after a actual disaster or major emergency
EMA – Emergency Management Alberta				

## 7

# Chapter 7. Municipal Elected Officials Course

This chapter outlines the requirements for the Municipal Elected Officials Course. The trainer's lesson plan must be based on the information contained in this chapter.

## Section 1. Course Overview

### INTENT OF THE COURSE

**The intent of this course is to prepare elected municipal officials to carry out their responsibilities in a major emergency or disaster.**

### COURSE OBJECTIVE

At the end of the course, learners will have an understanding of:

1. the roles and responsibilities of elected officials in preparing for and responding to a major emergency or disaster,
2. Alberta's emergency management framework and legislation.

### EVALUATION

Learners will have an opportunity to assess their success in light of the information presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta, staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. (***Instructional note:** The role of the EMA District Officer should be emphasized throughout the course.*)

### TARGET AUDIENCE

Chief elected officials, councillors, chief administrative officers, and municipal directors of disaster services.

### COURSE PREREQUISITE

None. However, it is recommended that elected officials review their Municipal Emergency Plan prior to the course.

## EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

### COURSE LENGTH AND LOADING

A minimum of 5 hours is required to achieve the course objectives. A minimum of 20 participants is recommended.

### HANDOUTS

These documents must be included in the learner manual.

<u>Title</u>	<u>Source</u>
1. Disaster Services Act	<a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>
2. Sample Disaster Services By-law	Model Municipal Emergency Plan, Emergency Management Alberta
3. Sample Formats: <i>Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of a State of Local Emergency</i>	Model Municipal Emergency Plan, Emergency Management Alberta
4. Alberta Emergency Public Warning System	<a href="http://www.municipalaffairs.gov.ab.ca/mahome/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/mahome/ema/epws.cfm</a> <i>EPWS Pamphlet as a Single Sheet Handout - 2 sides</i>
5. <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>	Training Programs, EMA
6. Fact Sheets	Appendix D

### OTHER

To assist municipalities in recruiting participants, the trainer may wish to provide them with Municipal Elected Officials Course Information Sheet (*see last page of this chapter*).

## Section 2. Course Content Requirements

The learning outcomes and topics that follow describe the requirements for the Municipal Elected Officials Course. The trainer may re-order or combine topics and learning outcomes within their lesson plan as long as all topics are included and learning outcomes are achieved.

A **Learning Priority** is included for each topic:

- Priority 1** Mandatory; learners must have an in-depth knowledge of this topic
- Priority 2** Mandatory; learners must have an understanding of this topic
- Priority 3** Mandatory; learners must have an awareness of this topic
- Priority 4** Optional/value added; include as review as required

### Municipal Elected Officials Course

<b>Topic:</b>	<b>COURSE INTRODUCTION</b>
<b>Learning Outcome:</b>	<p>Learners are provided with details of the course to prepare them for the learning experience to follow.</p> <p>Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the facility, the course materials and feel motivated to participate. Learners have a clear picture of what is to be learned and how they can contribute to an effective learning experience.</p>
<b>Total Estimated Time:</b>	30 minutes

Topic Outline	Teaching Points
Welcome to the course	
Introduction of trainer(s) and EMA District Officer	
Learner self introductions (name, municipality, organization/agency, emergency experience/role)	
Course objective; course agenda; introduction to learner manual	
Administrative issues <ul style="list-style-type: none"> <li>• Facility (washrooms, layout, exits, etc.)</li> <li>• Breaks; lunch</li> <li>• Registration using <i>Class List</i></li> <li>• Recognize that some learners may be “on-call”</li> <li>• Explain that a Code word, such as “NO DUFF”, is to be used to indicate that info being given is for real and is not part of a course exercise</li> </ul>	<b>Handout:</b> Appendix A, <i>Class List</i>

## Municipal Elected Officials Course

**Topic:** THE CONTEXT OF DISASTERS

**Learning Outcome:** Learners are provided with information on the context of disasters to set the stage for topics and learning activities that follow.

**Total Estimated Time:** 20 minutes

**References:** Quarantelli, 2001; Appendix D, *Alberta's Emergency Management Framework*

Topic Outline	Learning Priority	Teaching Points
Categories of disasters	3	Include examples of recent events and typical reactions of public to: <ul style="list-style-type: none"> <li>• Natural disaster</li> <li>• Human induced disasters (intentional and non-intentional)</li> </ul>
Impact of disasters on <ul style="list-style-type: none"> <li>• Individuals and families</li> <li>• Organizations</li> <li>• Community/local authority</li> </ul>	3	
The disaster environment	3	<ul style="list-style-type: none"> <li>• Immediately following a sudden and unexpected event, there is likely to be <b>chaos and confusion</b>. Initial information and details are likely to be incomplete or inaccurate.</li> <li>• <b>Communication breakdowns</b> are common due to equipment failure (cell lines are likely to be over-loaded, the impacted area may be in a dead spot, response agencies may not be able to communicate with one another because of incompatible equipment/frequencies.</li> <li>• <b>Breakdown in information flow</b></li> <li>• <b>Convergence</b> (e.g. of emergency responders, volunteers, resources, equipment, etc.) from within and outside of the community can present major challenges, particularly when they are unsolicited and not part of emergency response procedures.</li> </ul> <p><i>Note: Volunteers must be registered in order to be eligible for Workers' Compensation benefits.</i></p>

Topic Outline	Learning Priority	Teaching Points
Myths and Realities	3	<b>Handout:</b> Appendix D, <i>Myths and Realities</i>
Priorities of emergency management	3	<ul style="list-style-type: none"> <li>• Save lives</li> <li>• Protect property and the environment</li> </ul>
Functions of emergency management	3	<ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> </ul>
Keys to success	3	<ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Co-operation</li> <li>• Communication</li> </ul>

## Municipal Elected Officials Course

**Subject:** PRINCIPLES OF AN EMERGENCY PREPAREDNESS PROGRAM

**Learning Outcome:** Learners are introduced to the principles of an emergency preparedness program to set the stage for topics and learning activities that follow.

**Total Estimated Time:** 20 minutes

**References:** Comfort, 1988; Drabek, 1991 and 1986; Auf der Heide, 1989; Quarantelli 1984; *BEP Self-Study Guide*

Topic	Learning Priority	Teaching Points
Principles of preparedness, for example: <ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Utilize existing structures/systems</li> <li>• Manage increased information flow</li> <li>• Process for intra and inter-organization co-ordination</li> <li>• Distinguish between disaster planning and disaster response</li> <li>• Focus on adaptive action</li> <li>• Planning must be adjusted to realistic expectations of citizens</li> <li>• Effective arrangements provide for the most appropriate response rather than the fastest</li> <li>• Educate the public                             <ul style="list-style-type: none"> <li>➤ Personal emergency preparedness</li> <li>➤ Awareness of municipal emergency planning efforts and initiatives</li> </ul> </li> <li>• Incorporate training and education into the planning process</li> <li>• Modest planning is reasonable</li> <li>• Plan must be known and accepted</li> </ul>	3	



## Municipal Elected Officials Course

<b>Topic:</b>	<b>ALBERTA'S EMERGENCY MANAGEMENT FRAMEWORK</b>
<b>Learning Outcome:</b>	Learners have an understanding of Alberta's graduated system of involvement and Alberta legislation.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Appendix D, <i>Alberta's Emergency Management Framework</i> ; Disaster Services Act; Municipal Government Act; <i>BEP Self-Study Guide</i> .

Topic Outline	Learning Priority	Teaching Points
Graduated system of involvement <ul style="list-style-type: none"> <li>• Individual and family</li> <li>• Municipality/First Nations community</li> <li>• Provincial Government</li> <li>• Federal Government</li> </ul> Community based approach	3	
<b>Municipal Government Act</b>	3	Include references to municipal emergency planning and response (Part 2, Sec. 7, Part 13-Sec. 55(1) which: <ul style="list-style-type: none"> <li>• Authorizes local authorities (councils) to pass bylaws for municipal purposes regarding the safety, health and welfare of people and the protection of people and property</li> <li>• States that in an emergency, a municipality may take whatever actions and measures are necessary to eliminate the emergency.</li> </ul>
<b>Disaster Services Act</b>		
Definitions: emergency and disaster	2	Explain/discuss differences between emergencies and disasters

Topic Outline	Learning Priority	Teaching Points
<p>Municipal responsibilities:</p> <ul style="list-style-type: none"> <li>• Pass a Municipal By-Law</li> <li>• Appoint members of Council to Disaster Services Committee <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Establish Disaster Services Agency <ul style="list-style-type: none"> <li>- Member organizations</li> <li>- Roles and responsibilities</li> </ul> </li> <li>• Appoint Director of Disaster Services (DDS) <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Develop and maintain the Disaster Services program <ul style="list-style-type: none"> <li>- Conduct municipal risk assessment</li> <li>- Develop Municipal Emergency Plan</li> <li>- Establish mutual aid agreements</li> <li>- Approve Plan</li> <li>- Education and training</li> <li>- Exercise the Plan</li> </ul> </li> <li>• Direct and control the emergency response</li> </ul>	2	<p><b>Handouts:</b>  <i>Sample Municipal By-Law</i>  <i>Disaster Services Act</i>  Fact Sheet: <i>Alberta's Emergency Management Framework</i></p> <p>Emphasize the importance of the Emergency Public Information component of the Municipal Emergency Plan. The EPI Manager should be a member of the Disaster Services Agency.</p>
<p>State of Local Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Powers</li> <li>• Liability</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> <li>• Public announcements</li> </ul>	1	<p>A copy of the official declaration must be forwarded to the Minister, Alberta Municipal Affairs, via Emergency Management Alberta. Fax: 780-422-1549 and 780-427-1044.</p> <p><b>Handouts:</b> <i>Sample Formats in Model MEP: Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of Declaration of a State of Local Emergency</i></p>
<p>State of Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	2	<p>There has never been a need for a provincially declared state of emergency in Alberta.</p>

## Municipal Elected Officials Course

**Topic:** RESPONSIBILITIES OF ELECTED OFFICIALS

**Learning Outcome:** Learners have an understanding of:

- The roles and responsibilities of elected officials prior to and during a major emergency or disaster

**Total Estimated Time:** 60 minutes

**References:** Model Municipal Emergency Plan (MEP)

Topic Outline	Learning Priority	Teaching Points
Pre-Incident	1	<ul style="list-style-type: none"> <li>• Understand legal responsibilities and authority regarding:               <ul style="list-style-type: none"> <li>○ Role in an emergency</li> <li>○ Declaring a state of local emergency</li> <li>○ Legal powers</li> </ul> </li> <li>• Be aware of Municipal Emergency Plan and vulnerability to an emergency (reference the purpose and value of the municipal risk assessment)</li> <li>• Establish a good working relationship with the Disaster Services Agency</li> <li>• Understand the procedures for notifying elected officials of a major emergency or disaster</li> </ul>

Topic Outline	Learning Priority	Teaching Points
During a major emergency or disaster	1	<ul style="list-style-type: none"> <li>• Obtain situation report from Director of Disaster Services or designate</li> <li>• If required, declare a state of local emergency</li> <li>• Terminate the state of local emergency when it is no longer required</li> <li>• Approve expenditures to meet requirements of emergency response activity</li> <li>• Take necessary actions to meet emergency response requirements</li> <li>• Identify policy needs and options to meet the unique needs of the situation</li> <li>• Brief other elected officials on the emergency situation and provide regular status reports</li> <li>• In conjunction with the Emergency Public Information Manager or designate, establish a schedule for news conferences, public service announcements, etc.</li> </ul> <p><i><b>Note:</b> In situations where the public perceives there is a threat, it is prudent to inform the public of what is being done to handle the event.</i></p>

## Municipal Elected Officials Course

**Topic:** MUNICIPAL EMERGENCY PLAN FOR THE HOST MUNICIPALITY

**Learning Outcome:** Learners are familiar with the local Municipal Emergency Plan

**Total Estimated Time:** 10 minutes

**References:** MEP for the host municipality

*Note: Arrange for the Director of Disaster Services for the host municipality to present this topic.*

Topic Outline	Learning Priority	Teaching Points
Review MEP for the host municipality	3	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Local organization and structure</li> <li>• Mutual aid arrangements</li> <li>• EOC location</li> <li>• Review of events</li> <li>• EOC activations</li> <li>• State of Local Emergency</li> <li>• Local initiatives</li> </ul>

## Municipal Elected Officials Course

**Topic:** OVERVIEW OF DISASTER SOCIAL SERVICES

**Learning Outcome:** Learners are familiar with the Disaster Social Services component of the MEP.

**Total Estimated Time:** 15 minutes

**References:** Emergency Management Exercises & Training Standards, Chapter 12, Disaster Social Services Planning Course

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Definitions: Disaster Social Services, Reception Centre</li> <li>• Receiving evacuees from another community</li> <li>• Receiving evacuees from within the community</li> <li>• Evacuee needs</li> <li>• The 5 services (lodging, clothing, food, registration and inquiry, personal services)</li> <li>• Role of DSS Manager (during planning and activation phases)</li> <li>• Role of Reception Centre Manager</li> <li>• Activating the DSS Response</li> </ul>	3	<p><b>Handout:</b> Appendix D, <i>Disaster Social Services Planning in Alberta</i></p> <p><i>Note: If possible, review/discuss recent events where DSS Response Plan was activated.</i></p>

## Municipal Elected Officials Course

<b>Subject:</b>	<b>SUPPORT FROM OTHER LEVELS OF GOVERNMENT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of: <ul style="list-style-type: none"> <li>• Government of Alberta support</li> <li>• Government of Canada support</li> </ul>
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	EMA website <a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a> ; Office of the Chief Medical Examiner website <a href="http://www4.gov.ab.ca/just/ocme/">http://www4.gov.ab.ca/just/ocme/</a> ; Emergencies Act; Emergency Preparedness Act, <a href="http://www.ocipep.gc.ca">http://www.ocipep.gc.ca</a>

Topic Outline	Learning Priority	Teaching Points
<b>GOVERNMENT OF ALBERTA</b>		
Role of Emergency Management Alberta District Officers - before, during and after	3	The role of the District Officer should be emphasized throughout the course. <b>Handout:</b> Appendix D, <i>Role of Emergency Management Alberta District Officers; Emergency Management Alberta</i>
EMA Operations Centre	3	Activated by EMA to co-ordinate provincial response efforts and to consult with local emergency responders, disaster services agencies and municipal officials.
Disaster Recovery Programs	2	<b>Handout:</b> Appendix D, <i>Alberta's Disaster Recovery Programs</i>
Joint Emergency Preparedness Program	3	<b>Handout:</b> Appendix D, <i>Joint Emergency Management Program</i>
Training Grants	3	Starting in 1999/2000 and every year thereafter, municipalities with a population of under 20,000 have been eligible to apply for training grants. These grants are an initiative under the Municipal Sponsorship Program. Emergency management training and ground search and rescue training is provided under this initiative.
Role of the Chief Medical Examiner	3	
Provincial Emergency Plans	3	<ul style="list-style-type: none"> <li>• Alberta Emergency Plan</li> <li>• Upstream Petroleum Incident Support Plan</li> <li>• Dangerous Goods Incident Support Plan</li> <li>• Alberta Counter-Terrorism Crisis Management Team. <b>Handout:</b> Appendix D, <i>Alberta Counter-Terrorism Crisis Management Plan</i></li> </ul> <a href="http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm">http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm</a>

GOVERNMENT OF CANADA		
Topic Outline	Learning Priority	Teaching Points
Federal Government assistance	2	<ul style="list-style-type: none"> <li>• Requested through EMA</li> <li>• Canadian Forces assistance may not be available or may not be immediate</li> <li>• There will be costs associated with Canadian Forces support</li> </ul>
Legislation <ul style="list-style-type: none"> <li>• Emergencies Act Describes types of national emergencies and exceptional powers that may be authorized.</li> <li>• Emergency Preparedness Act Defines the responsibilities of PSEPC; requires Federal departments to have emergency plans.</li> </ul>	3	



## Municipal Elected Officials Course

**Topic:** PLAN ACTIVATION

**Learning Outcome:** Learners will have an understanding of the municipal response framework.

**Total Estimated Time:** 30 minutes

**References:** Model Municipal Emergency Plan; *Emergency Site Management System, A Study Guide*, Canadian Emergency Preparedness College, 1998 & 2001; Scanlon 1999

Topic Outline	Learning Priority	Teaching Points
Activating the Municipal Emergency Plan <ul style="list-style-type: none"> <li>• Level 1 response</li> <li>• Level 2 response</li> <li>• Level 3 response</li> </ul>	2	The host community’s Municipal Emergency Plan could be used as the basis for a learning activity (e.g. small group discussion) on roles in a Level 3 response.  Explain the link to industrial emergency response plans.

### TEACHING POINTS

When a municipality receives information or notification of a major emergency or disaster, a decision must be made as to whether or not their MEP and EOC will be activated.

The following questions will assist in decision making:

1. Is there immediate or potential evacuation of the surrounding area?
2. Is there immediate or potential threat to life, health or property beyond the ability of first responders to handle?
3. Is there the potential for prolonged disruption of key services?
4. Is public information or media response required?
  - Is there likely to be intense media interest?
  - Is there/will there likely be a need to keep the public informed?
5. Does the situation have the potential to escalate?

If NO to all questions, use standard operating procedures and DO NOT activate the MEP and EOC. If YES to one or more questions, activate the MEP and EOC (do you need authorization from senior or elected officials?)

**Note:** *THE EMA District Officer can provide guidance and advice on the activation and operation of the municipal EOC.*

Topic Outline	Learning Priority	Teaching Points
<p>Municipal Emergency Operations Centre</p> <ul style="list-style-type: none"> <li>• Purpose/role</li> <li>• EOC team membership</li> <li>• Relationship to the emergency site</li> </ul>	<p>3</p>	<p>Functions of the EOC:</p> <ul style="list-style-type: none"> <li>• Manage overall municipal response</li> <li>• Mobilize the EOC team</li> <li>• Determine need for State of Local Emergency</li> <li>• Designate and/or confirm designation of Emergency Site Manager/Incident Commander</li> <li>• Operations management including:                             <ul style="list-style-type: none"> <li>○ Support to the emergency site team(s)</li> <li>○ Liaison with other operational sites (e.g. Reception Centre, health care facilities, schools, industry EOCs, EMAOC, etc.)</li> </ul> </li> <li>• Information management (internal and external)</li> <li>• Inter-government liaison</li> <li>• Ensure continued operations/services in unaffected areas of the municipality</li> <li>• Address policy issues</li> <li>• Track expenditures</li> <li>• Plan for recovery</li> </ul> <p>Emphasize the importance of regular meetings, maintaining accurate logs, records and situation reports (sitreps).</p> <p>Reference that there may be a need for security at the EOC to limit access.</p> <p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>
<p>Emergency Site Manager/Incident Commander</p> <ul style="list-style-type: none"> <li>• Role</li> <li>• Principal tasks</li> <li>• Link to the EOC</li> </ul>	<p>3</p>	<p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>
<p>Emergency Public Information Manager at site and EOC</p> <ul style="list-style-type: none"> <li>• Role</li> <li>• Components of an EPI Plan</li> </ul>	<p>3</p>	<p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>

Topic Outline	Learning Priority	Teaching Points
The media in disasters <ul style="list-style-type: none"><li>• Role of the media</li><li>• What the media can do for you</li><li>• Public expectations and perceptions</li><li>• Types of media (print, radio, TV)</li></ul>	3	<i>(Note: Refer to EPI course standard for additional information.)</i>

## Municipal Elected Officials Course

<b>Topic:</b>	<b>EVACUATION OR SHELTER-IN-PLACE</b>
<b>Learning Outcome:</b>	Learners understand the two courses of protection action (evacuation or shelter-in-place) regarding public safety in an event involving chemical materials.
<b>Total Estimated Time:</b>	15 minutes
<b>Suggested Videos:</b>	<i>Shelter-In-Place</i> , City of Brandon, 2000 <i>Shelter-In-Place, Know what to do</i> , Agrium
<b>References:</b>	<i>2004 Emergency Response Guidebook</i> , Transport Canada <i>Emergency Preparedness Handbook</i> , City of Brandon, 2000 <i>Alberta Support Plan for Upstream Petroleum Incidents</i>

Topic Outline	Learning Priority	Teaching Points
Definitions: <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Shelter-in-place</li> </ul>	3	Handout: Appendix D, <i>Evacuation or Shelter-in-Place</i>
Shelter-in-place instructions for the public	3	
Information to the public	3	Emphasize the need to provide information, instructions and regular updates to the public following any event and the role of the municipal Emergency Public Information Manager.

## Municipal Elected Officials Course

**Topic:** NOTIFYING THE PUBLIC OF A THREAT

**Learning Outcome:** Learners will have an understanding of the importance of notifying the public of a threat.

**Total Estimated Time:** 20 minutes

**References:** Auf der Heide, 1989  
<http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm>  
[http://www.msc.ec.gc.ca/weather/contents\\_e.html](http://www.msc.ec.gc.ca/weather/contents_e.html)  
<http://www3.gov.ab.ca/env/water/basins/basinform.cfm>  
<http://envweb.env.gov.ab.ca/env/forests/fpd/>

Topic Outline	Learning Priority	Teaching Points
Early notification objective <ul style="list-style-type: none"> <li>• to advise the maximum number of people as early as possible <b>before</b> impact in order to save lives and prevent injuries.</li> </ul>	3	Also include info re communicating with the public before, during, after (e.g. need for on-going communication to the public by a known reliable source).
Notification methods <ul style="list-style-type: none"> <li>• radio and/or television (e.g. Alberta Emergency Public Warning System)</li> <li>• telephone, sirens, megaphones (loudhailers), door-to-door</li> </ul>	3	Discuss notification systems and methods in place in the local community.
Notification content <ul style="list-style-type: none"> <li>• describe the threat and its potential severity</li> <li>• describe the area affected</li> <li>• provide suggested actions that citizens can take to protect themselves and their families</li> <li>• provide phone number(s) for additional information or assistance</li> <li>• include the authority with regards to the notification</li> </ul>	3	
Alberta's Emergency Public Warning System	3	Handout: <i>EPWS Pamphlet</i>
Environment Canada weather statements <ul style="list-style-type: none"> <li>• weather watch</li> <li>• weather warning</li> <li>• weather advisory</li> </ul>	3	Review definitions of weather statements.

Topic Outline	Learning Priority	Teaching Points
Alberta Environment	3	The Environmental Monitoring and Evaluation Branch provides timely information on high stream flows, floods and ice jams to municipalities and other client groups. Review definitions of forecasting statements.
Alberta Sustainable Resource Development	3	The Forest Protection Branch dialogues with municipalities adjacent to areas impacted by wildfire.

## Municipal Elected Officials Course

<b>Topic:</b>	<b>VICTIM ASSISTANCE CENTRE</b>
<b>Learning Outcome:</b>	Learners will be aware of the concept of operations for a Victim Assistance Centre to meet the short and mid-term needs of the victims following a disaster in which there has been widespread or catastrophic damage.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Auf der Heide, 1989

Topic Outline	Learning Priority	Teaching Points
Victim Assistance Centre	3	<b>Handout:</b> <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>

### Teaching Points:

- Following a disaster in which there has been widespread or catastrophic damage, there may be a need to draw together services from all orders of government, non-governmental organizations and the private sector to meet the short and mid-term needs of the victims.
- This “one-stop shopping centre” is called a Victim Assistance Centre.
- It is a municipal responsibility to establish and operate a VAC.
- In the event that the disaster is widespread, several municipalities may wish to establish a Victim Assistance Centre in a centralized location and arrange to co-manage the functions of the centre.
- If the municipality feels that they do not have the resources or capabilities to manage a VAC, EMA may be requested to assume responsibility for VAC management. Or the municipality may request that the EMA District Officer co-manage the VAC along with a municipal designate.
- At a minimum, EMA will maintain a presence at the VAC in a liaison capacity, provide advice and assistance to the VAC in a manner similar to that provided to a municipality during the response to a disaster.
- The municipality(s) establishing a VAC will be responsible for funding the resources required. All expenditures should be recorded.
- Organizations represented at a VAC will be dictated by the nature of the event and the needs of those affected. Generally, there is a need for two types of support: direct, immediate assistance and/or longer-term. They may be federal and provincial departments, municipal agencies, regional authorities (e.g. regional health authorities, school boards, etc.), non-government organizations (e.g. members of the Alberta NGO Council) and the private sector (e.g. insurance industry, utility companies, etc.).
- Should a Disaster Recovery Program be announced, it may be appropriate to establish a Disaster Registration facility within the VAC.

## Municipal Elected Officials Course

<b>Topic:</b>	<b>POST EVENT ACTIVITIES</b>
<b>Learning Outcome:</b>	Learners will be aware of post event activities that may be required.
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Model Municipal Emergency Plan; Auf der Heide, 1989; Appendix D, <i>Alberta's Disaster Recovery Program</i>

Topic Outline	Learning Priority	Teaching Points
<p>Examples of post-event activities:</p> <ul style="list-style-type: none"> <li>• Damage and loss assessment</li> <li>• Resumption of business operations</li> <li>• Restoration of services (utilities, transportation, community support services, schools, institutions, etc.)</li> <li>• Emergency assistance for residents (e.g. financial and temporary housing)</li> <li>• Clean-up, waste/debris removal and disposal</li> <li>• Housing/relocation, rebuilding</li> <li>• Donations management – funds and goods</li> <li>• Outreach programs for survivors</li> <li>• Operational debriefing(s)/documenting lessons learned</li> <li>• Plan review/updating</li> <li>• Recognition of staff/volunteers</li> <li>• Memorial events (e.g. commemorative, anniversary)</li> </ul>	3	<p>Disaster Recovery Programs (financial assistance) are administered under the Disaster Recovery Regulation and are designed to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.</p>



## Municipal Elected Officials Course

**Topic:** COURSE CONCLUSION

**Total Estimated Time:** 20 minutes

Topic Outline	Teaching Points
Evaluation of the course	<p><b>Handout:</b> Appendix A, <i>Learner Evaluation</i></p> <p>Learners complete <i>Learner Evaluation</i> form to provide feedback on the learning experience.</p>
Provide an opportunity for learners to ask questions and/or discuss topics or issues not covered in the course	
Administration and closing	<p>Course certificates will be mailed directly to students by Emergency Management Alberta. Ensure names and addresses are correct on Class List.</p>

## MUNICIPAL ELECTED OFFICIALS COURSE INFORMATION SHEET

Managing response activities following a major emergency or disaster extends beyond the scope of routine emergency practices and procedures. The event may cause death, injury and widespread property damage. Citizens may be forced from their homes and family members separated. There is likely to be intense media interest, convergence of responders and volunteers (solicited and unsolicited) and an outpouring of offers of assistance from outside of the community. The municipality is faced with the daunting task of managing and co-ordinating response efforts and must have a plan in place to handle the increased volume, urgency, scope and intensity of activities during this time. Emergency management training courses provide essential information on Alberta's emergency management framework and legislation. Each course has been designed so that participants are given opportunities to practice theories and concepts through individual and group activities during the training session. The following information pertains to the Municipal Elected Officials Course.

**The intent of this course is to prepare elected municipal officials to carry out their responsibilities in a major emergency or disaster.**

### COURSE OBJECTIVE

At the end of the course, participants will have an understanding of:

1. the roles and responsibilities of elected officials in preparing for and responding to a major emergency or disaster,
2. Alberta's emergency management framework and legislation.

### EVALUATION

Participants will have an opportunity to assess their success in light of the information presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, at least one discussion exercise will be included to provide participants with an opportunity to practice and apply their knowledge and skills.

### TARGET AUDIENCE

- Chief elected officials
- Councillors
- Chief administrative officers
- Municipal directors of disaster services

### COURSE PRE-REQUISITE

None. However, it is recommended that participants review their Municipal Emergency Plan prior to the course.

### COURSE LENGTH AND LOADING

A minimum of 5 hours (1 day) is required to achieve the course objectives. A minimum of 20 participants is recommended.

## Chapter 8. Basic Emergency Preparedness Course

This chapter outlines the requirements for the Basic Emergency Preparedness (BEP) course. Completion of the BEP course is strongly recommended prior to attending other Alberta courses. BEP is a prerequisite for courses at the Canadian Emergency Preparedness College. The trainer's lesson plan must be based on the information contained in this chapter.

### Section 1. Course Overview

#### INTENT OF THE COURSE

**The intent of this course is to introduce participants to the practices and concepts of emergency management.**

#### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will have an understanding of:

1. the roles and responsibilities of the municipality in preparing for and responding to a major emergency or disaster,
2. Alberta's emergency management framework and legislation.

#### EVALUATION

Learners will have an opportunity to assess their success in light of the criteria presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta staff, and peers. As well, learners will be given the opportunity to complete the Basic Emergency Preparedness Course Exam.

#### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, at least one exercise will be included to provide learners with an opportunity to practice and apply their knowledge and skills. (*Instructional note: The role of the EMA District Officer should be emphasized throughout the course.*)

## EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

### TARGET AUDIENCE

- Members of the Municipal Disaster Services Agency
- Municipal staff
- Emergency services personnel
- Municipal elected officials
- Health representatives (e.g. Regional Health Authority, Public Health, Mental Health, health facilities)
- Social services agencies (e.g. Family & Community Support Services/Community Services, Alberta Human Resources & Employment, Victim Services)
- School/school board representatives
- Industry and utility representatives
- Non-government agencies (e.g. Canadian Red Cross Society, Salvation Army, St. John Ambulance, etc.)
- Provincial government staff

### COURSE PRE-REQUISITE

None.

### COURSE LENGTH AND LOADING

A minimum of 7 hours (1 day) is required to achieve the learning objectives. A minimum of 20 participants from a cross-section of services and disciplines is recommended.

### HANDOUTS

THESE DOCUMENTS MUST BE INCLUDED IN THE LEARNER MANUAL.

<u>Title</u>	<u>Source</u>
1. Disaster Services Act	<a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>
2. Sample Disaster Services By-law	Model Municipal Emergency Plan, Emergency Management Alberta
3. Sample Formats: <i>Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of Declaration of a State of Local Emergency</i>	Model Municipal Emergency Plan, Emergency Management Alberta
4. Alberta Emergency Public Warning System	<a href="http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm</a> (EPWS Pamphlet as a Single Sheet Handout – 2 sides)
5. <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>	Training Programs, EMA
6. Fact Sheets	Appendix D

### OTHER

To assist municipalities in recruiting participants, the trainer may wish to provide them with Basic Emergency Preparedness Course Information Sheet (*see last page of this chapter*).

**NOTE:** *A self-study version of the Basic Emergency Preparedness Course is available from Emergency Management Alberta. While attendance at a course is the preferred option, the BEP Self-Study Guide provides essential information on Alberta's emergency management framework and prepares emergency planners/responders to challenge the Basic Emergency Preparedness Course exam. The self-study guide also serves as a useful resource for trainers. For further information, please contact Manager of Training at EMA.*

## Section 2. Course Content Requirements

The topics and learning outcomes that follow describe the required elements for the Basic Emergency Preparedness Course. The trainer may re-order or combine topics and learning outcomes within their lesson plan as long as all topics are included and learning outcomes are achieved.

A **Learning Priority** is included for each topic:

- Priority 1** Mandatory; learners must have an in-depth knowledge of this topic
- Priority 2** Mandatory; learners must have an understanding of this topic
- Priority 3** Mandatory; learners must have an awareness of this topic
- Priority 4** Optional/value added; include as review as required

### Basic Emergency Preparedness Course

**Topic:** COURSE INTRODUCTION

**Learning Outcome:** Learners are provided with details of the course to prepare them for the learning experience to follow.

Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the facility, the course materials and feel motivated to participate. Learners have a clear picture of what is to be learned and how they can contribute to an effective learning experience.

**Total Estimated Time:** 30 minutes

Topic Outline	Teaching Points
Welcome to the course	
Introduction of trainer(s) and EMA District Officer	
Learner self introductions (name, municipality, organization/agency, emergency experience/role)	
Course objective; course agenda; introduction to learner manual	
Administrative issues <ul style="list-style-type: none"> <li>• Facility (washrooms, layout, exits, etc.)</li> <li>• Breaks; lunch</li> <li>• Registration using <i>Class List</i></li> <li>• Recognize that some learners may be “on-call”</li> <li>• Explain that a Code word, such as “NO DUFF”, is to be used to indicate that info being given is for real and is not part of a course exercise</li> </ul>	<b>Handout:</b> Appendix A, <i>Class List</i>

## Basic Emergency Preparedness Course

<b>Topic:</b>	<b>PRINCIPLES OF AN EMERGENCY PREPAREDNESS PROGRAM</b>
<b>Learning Outcome:</b>	Learners are introduced to the principles of an emergency preparedness program to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Comfort, 1988; Drabek, 1991 and 1986; Auf der Heide, 1989; Quarantelli, 1984; <i>BEP Self-Study Guide</i>

Topic Outline	Learning Priority	Teaching Points
Principles of preparedness	3	<ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Utilize existing structures/systems</li> <li>• Manage increased information flow</li> <li>• Process for intra and inter-organization coordination</li> <li>• Distinguish between disaster planning and disaster management</li> <li>• Focus on adaptive action</li> <li>• Planning must be adjusted to realistic expectations of citizens</li> <li>• Effective arrangements provide for the most appropriate response rather than the fastest</li> <li>• Educate the public               <ul style="list-style-type: none"> <li>➤ Personal emergency preparedness</li> <li>➤ Awareness of municipal emergency planning efforts and initiatives</li> </ul> </li> <li>• Incorporate training and education into the planning process</li> <li>• Modest planning is reasonable</li> <li>• Plan must be known and accepted</li> </ul>

## Basic Emergency Preparedness Course

**Topic:** ALBERTA'S EMERGENCY MANAGEMENT FRAMEWORK

**Learning Outcome:** Learners have an understanding of Alberta's graduated system of involvement and Alberta legislation.

**Total Estimated Time:** 45 minutes

**References:** Appendix D, *Alberta's Emergency Management Framework*; Disaster Services Act; *BEP Self-Study Guide, Municipal Emergency Plan Model*

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Graduated system of involvement                             <ul style="list-style-type: none"> <li>- Individual and family</li> <li>- Municipality/First Nations community</li> <li>- Provincial Government</li> <li>- Federal Government</li> </ul> </li> <li>• Community based approach</li> </ul>	3	
<b>Disaster Services Act</b>		
Definitions: emergency and disaster	2	Explain/discuss differences between emergencies and disasters
Municipal responsibilities: <ul style="list-style-type: none"> <li>• Pass a Municipal By-Law</li> <li>• Appoint members of Council to Disaster Services Committee                             <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Establish Disaster Services Agency                             <ul style="list-style-type: none"> <li>- Member organizations</li> <li>- Roles and responsibilities</li> </ul> </li> <li>• Appoint Director of Disaster Services (DDS)                             <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Develop and maintain the Disaster Services program                             <ul style="list-style-type: none"> <li>- Conduct municipal risk assessment</li> <li>- Develop Municipal Emergency Plan</li> <li>- Establish mutual aid agreements</li> <li>- Approve Plan</li> <li>- Education and training</li> <li>- Exercise the Plan</li> </ul> </li> <li>• Direct and control the emergency response</li> </ul>	2	<p><b>Handouts:</b>  <i>Sample Municipal By-Law</i>  <i>Disaster Services Act</i>                      Fact Sheet: <i>Alberta's Emergency Management Framework</i></p> <p>Emphasize the importance of the Emergency Public Information component of the Municipal Emergency Plan. The EPI Manager should be a member of the Disaster Services Agency.</p>

Topic Outline	Learning Priority	Teaching Points
<p>State of Local Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Powers</li> <li>• Liability</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> <li>• Public announcements</li> </ul>	<p>2</p>	<p>A copy of the official declaration must be forwarded to the Minister, Alberta Municipal Affairs, via Emergency Management Alberta. Fax: 780-422-1549 and 780-427-1044.</p> <p><b>Handouts:</b> <i>Sample Formats in Model MEP: Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of Declaration of a State of Local Emergency</i></p>
<p>State of Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	<p>2</p>	<p>There has never been a need for a provincially declared state of emergency in Alberta.</p>



## Basic Emergency Preparedness Course

**Topic:** MUNICIPAL EMERGENCY PLAN FOR THE HOST MUNICIPALITY

**Learning Outcome:** Learners are familiar with the local Municipal Emergency Plan

**Total Estimated Time:** 10 minutes

**References:** MEP for the host municipality

*Note: Arrange for the Director of Disaster Services for the host municipality to present this topic.*

Topic Outline	Learning Priority	Teaching Points
Review MEP for the host municipality	3	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Local organization and structure</li> <li>• Mutual aid arrangements</li> <li>• EOC location</li> <li>• Review of events</li> <li>• EOC activations</li> <li>• State of Local Emergency</li> <li>• Local initiatives</li> </ul>

## Basic Emergency Preparedness Course

**Topic:** OVERVIEW OF DISASTER SOCIAL SERVICES

**Learning Outcome:** Learners are familiar with the Disaster Social Services component of the MEP

**Total Estimated Time:** 15 minutes

**References:** Emergency Management Exercises & Training Standards, Chapter 12, Disaster Social Services Planning Course

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Definitions: Disaster Social Services, Reception Centre</li> <li>• Receiving evacuees from another community</li> <li>• Receiving evacuees from within the community</li> <li>• Evacuee needs</li> <li>• The 5 services (lodging, clothing, food, registration and inquiry, personal services)</li> <li>• Role of DSS Manager (during planning and activation phases)</li> <li>• Role of Reception Centre Manager</li> <li>• DSS Response Planning Model</li> <li>• Reception Centre Kit</li> <li>• Activating the DSS Response Plan</li> </ul>	3	<p><b>Handout:</b> Appendix D, <i>Disaster Social Services Planning in Alberta</i></p> <p><i>Note: If possible, review/ discuss recent events where local DSS Response Plan was activated.</i></p>

## Basic Emergency Preparedness Course

<b>Subject:</b>	<b>SUPPORT FROM OTHER LEVELS OF GOVERNMENT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of: <ul style="list-style-type: none"> <li>• Government of Alberta support</li> <li>• Government of Canada support</li> </ul>
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	EMA website <a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a> ; Office of the Chief Medical Examiner website <a href="http://www4.gov.ab.ca/just/ocme/">http://www4.gov.ab.ca/just/ocme/</a> ; Emergencies Act; Emergency Preparedness Act, <a href="http://www.ocipep.gc.ca">http://www.ocipep.gc.ca</a>

Topic Outline	Learning Priority	Teaching Points
<b>GOVERNMENT OF ALBERTA</b>		
Role of Emergency Management Alberta District Officers – before, during and after	3	The role of the District Officer should be emphasized throughout the course. <b>Handout:</b> Appendix D, <i>Role of Emergency Management Alberta District Officers</i>
EMA Operations Centre	3	Activated by EMA to co-ordinate provincial response efforts and to consult with local emergency responders, disaster services agencies and municipal officials.
Disaster Recovery Programs	3	<b>Handout:</b> Appendix D, <i>Alberta's Disaster Recovery Programs</i>
Role of the Chief Medical Examiner	3	
Role of Public Health	3	Water, sanitation, food safety, communicable diseases, etc.
Provincial Emergency Plans	3	<ul style="list-style-type: none"> <li>• Alberta Emergency Plan</li> <li>• Upstream Petroleum Incident Support Plan</li> <li>• Dangerous Goods Incident Support Plan</li> <li>• Alberta Counter-Terrorism Crisis Management Plan. <b>Handout:</b> Appendix D, <i>Alberta Counter-Terrorism Crisis Management Plan</i> <a href="http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm">http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm</a></li> </ul>
<b>GOVERNMENT OF CANADA</b>		
Federal Government assistance	2	Requested through EMA Canadian Forces assistance may not be available or may not be immediate There will be costs associated with Canadian Forces support

Topic Outline	Learning Priority	Teaching Points
<p>Legislation</p> <ul style="list-style-type: none"> <li>• Emergencies Act Describes types of national emergencies and exceptional powers that may be authorized.</li> <li>• Emergency Preparedness Act Defines the responsibilities of PSEPC; requires Federal departments to have emergency plans.</li> </ul>	<p>3</p>	

## Basic Emergency Preparedness Course

**Topic:** PLAN ACTIVATION

**Learning Outcome:** Learners will have an understanding of the municipal response framework.

**Total Estimated Time:** 45 minutes

**References:** Model Municipal Emergency Plan; *Emergency Site Management System, A Study Guide*, Canadian Emergency Preparedness College, 1998 & 2001; Scanlon 1999

Topic Outline	Learning Priority	Teaching Points
Activating the Municipal Emergency Plan <ul style="list-style-type: none"> <li>• Level 1 response</li> <li>• Level 2 response</li> <li>• Level 3 response</li> </ul>	2	The host community's Municipal Emergency Plan could be used as the basis for a learning activity (e.g. small group discussion) on roles in a Level 3 response.  Explain the link to industrial emergency response plans.

### TEACHING POINTS

When a municipality receives information or notification of a major emergency or disaster, a decision must be made as to whether or not their MEP and EOC will be activated.

The following questions will assist in decision making:

1. Is there immediate or potential evacuation of the surrounding area?
2. Is there immediate or potential threat to life, health or property beyond the ability of first responders to handle?
3. Is there the potential for prolonged disruption of key services?
4. Is public information or media response required?
  - Is there likely to be intense media interest?
  - Is there/will there likely be a need to keep the public informed?
5. Does the situation have the potential to escalate?

If NO to all questions, use standard operating procedures and DO NOT activate the MEP and EOC. If YES to one or more questions, activate the MEP and EOC (do you need authorization from senior or elected officials?)

**Note:** *THE EMA District Officer can provide guidance and advice on the activation and operation of the municipal EOC.*

Topic Outline	Learning Priority	Teaching Points
<p>Municipal Emergency Operations Centre</p> <ul style="list-style-type: none"> <li>• Purpose/role</li> <li>• EOC team membership</li> <li>• Relationship to the emergency site</li> </ul>	<p>3</p>	<p>Functions of the EOC:</p> <ul style="list-style-type: none"> <li>• Manage overall municipal response</li> <li>• Mobilize the EOC team</li> <li>• Determine need for State of Local Emergency</li> <li>• Designate and/or confirm designation of Emergency Site Manager/Incident Commander</li> <li>• Operations management including:                             <ul style="list-style-type: none"> <li>○ Support to the emergency site team(s)</li> <li>○ Liaison with other operational sites (e.g. Reception Centre, health care facilities, industry EOCs, EMAOC, etc.)</li> </ul> </li> <li>• Information management (internal and external)</li> <li>• Inter-government liaison</li> <li>• Ensure continued operations/services in unaffected areas of the municipality</li> <li>• Address policy issues</li> <li>• Track expenditures</li> <li>• Plan for recovery</li> </ul> <p>Emphasize the importance of regular meetings, maintaining accurate logs, records and situation reports (sitreps).</p> <p>Reference that there may be a need for security at the EOC to limit access.</p> <p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>
<p>Emergency Site Manager/Incident Commander</p> <ul style="list-style-type: none"> <li>• Role</li> <li>• Principal tasks</li> <li>• Link to the EOC</li> </ul>	<p>3</p>	<p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>
<p>Emergency Public Information Manager at site and EOC</p> <ul style="list-style-type: none"> <li>• Role</li> <li>• Components of an EPI Plan</li> </ul>	<p>3</p>	<p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>

Topic Outline	Learning Priority	Teaching Points
The media in disasters <ul style="list-style-type: none"><li>• Role of the media</li><li>• What the media can do for you</li><li>• Public expectations and perceptions</li><li>• Types of media (print, radio, TV)</li></ul>	3	<i>(Note: Refer to EPI course standard for additional information.)</i>

## Basic Emergency Preparedness Course

<b>Topic:</b>	<b>EVACUATION OR SHELTER-IN-PLACE</b>
<b>Learning Outcome:</b>	Learners understand the two courses of protection action (evacuation or shelter-in-place) regarding public safety in an event involving chemical materials.
<b>Total Estimated Time:</b>	15 minutes
<b>Suggested Videos:</b>	<i>Shelter-In-Place</i> , City of Brandon, 2000 <i>Shelter-In-Place, Know what to do</i> , Agrium
<b>References:</b>	<i>2004 Emergency Response Guidebook</i> , Transport Canada <i>Emergency Preparedness Handbook</i> , City of Brandon, 2000 <i>Alberta Support Plan for Upstream Petroleum Incidents</i>

Topic Outline	Learning Priority	Teaching Points
Definitions: <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Shelter-in-place</li> </ul>	3	Handout: Appendix D, <i>Evacuation or Shelter-in-Place</i>
Shelter-in-place instructions for the public	3	
Information to the public	3	Emphasize the need to provide information, instructions and regular updates to the public following any event and the role of the municipal Emergency Public Information Manager.



## Basic Emergency Preparedness Course

<b>Topic:</b>	<b>NOTIFYING THE PUBLIC OF A THREAT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of the importance of notifying the public of a threat.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	<p>Auf der Heide, 1989</p> <p><a href="http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm</a></p> <p><a href="http://www.msc.ec.gc.ca/weather/contents_e.html">http://www.msc.ec.gc.ca/weather/contents_e.html</a></p> <p><a href="http://www3.gov.ab.ca/env/water/basins/basinform.cfm">http://www3.gov.ab.ca/env/water/basins/basinform.cfm</a></p> <p><a href="http://envweb.env.gov.ab.ca/env/forests/fpd/">http://envweb.env.gov.ab.ca/env/forests/fpd/</a></p>

Topic Outline	Learning Priority	Teaching Points
Early notification objective <ul style="list-style-type: none"> <li>• to advise the maximum number of people as early as possible <b>before</b> impact in order to save lives and prevent injuries.</li> </ul>	3	Also include info re communicating with the public before, during, after (e.g. need for on-going communication to the public by a known reliable source).
Notification methods <ul style="list-style-type: none"> <li>• radio and/or television (e.g. Alberta Emergency Public Warning System)</li> <li>• telephone, sirens, megaphones (loudhailers), door-to-door</li> </ul>	3	Discuss notification systems and methods in place in the local community.
Notification content <ul style="list-style-type: none"> <li>• describe the threat and its potential severity</li> <li>• describe the area affected</li> <li>• provide suggested actions that citizens can take to protect themselves and their families</li> <li>• provide phone number(s) for additional information or assistance</li> <li>• include the authority with regards to the notification</li> </ul>	3	
Alberta's Emergency Public Warning System	3	Handout: <i>EPWS Pamphlet</i>
Environment Canada weather statements <ul style="list-style-type: none"> <li>• weather watch</li> <li>• weather warning</li> <li>• weather advisory</li> </ul>	3	Review definitions of weather statements.

Topic Outline	Learning Priority	Teaching Points
Alberta Environment	3	The Environmental Monitoring and Evaluation Branch provides timely information on high stream flows, floods and ice jams to municipalities and other client groups. Review definitions of forecasting statements.
Alberta Sustainable Resource Development	3	The Forest Protection Branch dialogues with municipalities adjacent to areas impacted by wildfire.

## Basic Emergency Preparedness Course

**Topic:** POST EVENT ACTIVITIES

**Learning Outcome:** Learners will be aware of post event activities that may be required.

**Total Estimated Time:** 20 minutes

**References:** Model Municipal Emergency Plan; Auf der Heide, 1989; Appendix D, *Alberta's Disaster Recovery Program*

Topic Outline	Learning Priority	Teaching Points
Victim Assistance Centre: Concept of Operations	3	<b>Handout:</b> <i>Edmonton's One-Stop Shopping for Disaster Assistance</i>
Examples of post-event activities: <ul style="list-style-type: none"> <li>• Damage and loss assessment</li> <li>• Resumption of business operations</li> <li>• Restoration of services (utilities, transportation, community support services, schools, institutions, etc.)</li> <li>• Emergency assistance for residents (e.g. financial and temporary housing)</li> <li>• Clean-up, waste/debris removal and disposal</li> <li>• Housing/relocation, rebuilding</li> <li>• Donations management – funds and goods</li> <li>• Outreach programs for survivors</li> <li>• Operational debriefing(s)/documenting lessons learned</li> <li>• Plan review/updating</li> <li>• Recognition of staff/volunteers</li> <li>• Memorial events (e.g. commemorative, anniversary)</li> </ul>	3	Disaster Recovery Programs (financial assistance) are administered under the Disaster Recovery Regulation and are designed to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.

## Basic Emergency Preparedness Course

**Topic:** EXERCISE

**Learning Outcome:** Learners are given the opportunity to practice and apply their knowledge and skills in at least one exercise during the course.

**Total Estimated Time:** 60 minutes

Topic Outline	Learning Priority	Teaching Points
About the exercise Assignment of roles Exercise conduct Debrief after the exercise	*	Include a discussion on the need for accurate record keeping and documentation during an emergency response.

\*The exercise provides an opportunity for learners to practice, apply and assess their learning and for the trainer to assess the level of learning that has occurred. Hence, no learning priority has been assigned.

## Basic Emergency Preparedness Course

**Topic:** BASIC EMERGENCY PREPAREDNESS EXAM

**Learning Outcome:** Learners are given the option to complete the Basic Emergency Preparedness Exam.

***Note:** Completion of the BEP exam is strongly recommended prior to attendance at other Alberta courses, and it is a pre-requisite for courses at the federal Canadian Emergency Preparedness College.*

**Total Estimated Time:** 45 minutes

**Instructional Note:** The instructor marks the exams and records student marks on the Class List.

Topic Outline	Teaching Points
	<p><b>Handout:</b> <i>BEP Examination</i></p> <ul style="list-style-type: none"> <li>• Open book examination</li> <li>• Pass mark is 80%</li> </ul>

## Basic Emergency Preparedness Course

**Topic:** COURSE CONCLUSION

**Total Estimated Time:** 20 minutes

Topic Outline	Teaching Points
Evaluation of the course	<p><b>Handout:</b> Appendix A, <i>Learner Evaluation</i></p> <p>Learners complete <i>Learner Evaluation</i> form to provide feedback on the learning experience.</p>
Provide an opportunity for learners to ask questions and/or discuss topics or issues not covered in the course	
Administration and closing	<p>Course certificates will be mailed directly to students by Emergency Management Alberta – ensure names and addresses are correct on Class List.</p>

## BASIC EMERGENCY PREPAREDNESS COURSE INFORMATION SHEET

Managing response activities following a major emergency or disaster extends beyond the scope of routine emergency practices and procedures. The event may cause death, injury and widespread property damage. Citizens may be forced from their homes and family members separated. There is likely to be intense media interest, convergence of responders and volunteers (solicited and unsolicited) and an outpouring of offers of assistance from outside of the community. The municipality is faced with the daunting task of managing and co-ordinating response efforts and must have a plan in place to handle the increased volume, urgency, scope and intensity of activities during this time. Emergency management training courses provide essential information on Alberta's emergency management framework and legislation. Each course has been designed so that learners are given opportunities to practice theories and concepts through individual and group activities during the training session. The following information pertains to the Basic Emergency Preparedness Course.

Completion of the BEP course is strongly recommended prior to attending other Alberta courses. BEP is a pre-requisite for courses at the Canadian Emergency Preparedness College.

**The intent of this course is to introduce participants to the practices and concepts of emergency management.**

### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will have an understanding of:

1. the roles and responsibilities of the municipality in preparing for and responding to a major emergency or disaster,
2. Alberta's emergency management framework and legislation.

### EVALUATION

Participants will have an opportunity to assess their success in light of the criteria presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta staff (EMA), and peers. As well, participants will be given the opportunity to complete the Basic Emergency Preparedness Course Exam.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, at least one discussion exercise will be included to provide participants with an opportunity to practice and apply their knowledge and skills.

### TARGET AUDIENCE

- Municipal elected officials, Members of the Municipal Disaster Services Agency
- Municipal staff, Emergency services personnel
- Health representatives (e.g. Regional Health Authority, Public Health, Mental Health, health facilities)
- Social services agencies (e.g. Family & Community Support Services/Community Services, Alberta Human Resources & Employment, Victim Services)
- School/school board representatives, industry and utility representatives
- Non-government agencies (e.g. Canadian Red Cross Society, Salvation Army, St. John Ambulance, etc.)
- Provincial government staff

### COURSE PRE-REQUISITE

None.

### COURSE LENGTH AND LOADING

A minimum of 7 hours (1 day) is required to achieve the course objectives. A minimum of 20 participants from a cross-section of services and disciplines is recommended.



## Chapter 9. Emergency Operations Centre Course

This chapter outlines the requirements for the Emergency Operations Centre (EOC) course. The trainer's lesson plan must be based on the information contained in this chapter.

### Section 1. Course Overview

#### INTENT OF THE COURSE

**The intent of this course is to provide participants with the knowledge and skills required to carry out their emergency responsibilities as a member of the municipal emergency operations centre team.**

#### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will have an understanding of:

1. the purpose, roles, responsibilities and functions of a municipal emergency operations centre
2. physical requirements of an emergency operations centre
3. how to activate an emergency operations centre
4. the link between the emergency operations centre, the emergency site(s), Reception Centre(s), and other emergency operations centres (industry, provincial government, other municipalities)

#### EVALUATION

Learners will have an opportunity to assess their success in light of the criteria presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta staff, and peers.

#### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, at least one exercise will be included to provide learners with an opportunity to practice and apply their knowledge and skills. The Municipal Emergency Plan for the host municipality must be used as a reference throughout the course and also in the exercises. (*Instructional note: The role of the EMA District Officer should be emphasized throughout the course.*)

## EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

### TARGET AUDIENCE\*

Representatives of agencies and organizations who have or could have a role in the municipal EOC:

- Members of the Municipal Disaster Services Agency
- Municipal staff, municipal elected officials, emergency services personnel
- Health representatives (e.g. Regional Health Authority, Public Health, Mental Health, health facilities)
- Disaster Social Services Manager
- School/school board representatives
- Industry and utility representatives
- Provincial government staff

\*If participants have a copy of the Municipal Emergency Plan for their community, they should bring it to the course.

### COURSE PRE-REQUISITE

Prior completion of the Basic Emergency Preparedness (BEP) Course is **strongly recommended**. A self-study version of the BEP course is available from EMA.

### COURSE LENGTH AND LOADING

A minimum of 6 hours (1 day) is required to achieve the learning objectives. A minimum of 20 participants from a cross-section of services and disciplines is recommended.

### HANDOUTS

These documents must be included in the learner manual.

<u>Title</u>	<u>Source</u>
1. Disaster Services Act	<a href="http://www.municipalaffairs.gov.ab.ca/ema">www.municipalaffairs.gov.ab.ca/ema</a>
2. Sample Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
3. Renewal of Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
4. Termination of Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
5. Sample public announcement following the Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
6. Checklists and forms	Host municipality's Municipal Emergency Plan <i><b>Instructional Note:</b> During exercises, trainers are expected to provide participants with the appropriate checklists and forms contained in the host community's <u>Municipal Emergency Plan</u>. Rationale: to assist participants in performing their role in the exercise and to familiarize participants with their MEP.</i>
7. Fact Sheets	Appendix D
8. Emergency Site Management System: A Study Guide, Canadian Emergency Preparedness College	EMA Training Programs
9. <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>	Training Programs, EMA

### OTHER

To assist municipalities in recruiting participants, the trainer may wish to provide them with *Emergency Operations Centre Course Information Sheet, Page 9-32*



## Section 2. Course Content Requirements

The topics and learning outcomes that follow describe the required elements for the Emergency Operations Centre Course. The trainer may re-order or combine topics and learning outcomes within their lesson plan as long as all topics are included and learning outcomes are achieved.

A **Learning Priority** is included for each topic:

- Priority 1** Mandatory; learners must have an in-depth knowledge of this topic
- Priority 2** Mandatory; learners must have an understanding of this topic
- Priority 3** Mandatory; learners must have an awareness of this topic
- Priority 4** Optional/value added; include as review as required

### Emergency Operations Centre Course

**Topic:** COURSE INTRODUCTION

**Learning Outcome:** Learners are provided with details of the course to prepare them for the learning experience to follow.

Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the facility, the course materials and feel motivated to participate. Learners have a clear picture of what is to be learned and how they can contribute to an effective learning experience.

**Total Estimated Time:** 30 minutes

Topic Outline	Teaching Points
Welcome to the course	
Introduction of trainer(s) and EMA District Officer	
Learner self introductions (name, municipality, organization/agency, emergency experience/role)	
Course objective; course agenda; introduction to learner manual	
Administrative issues <ul style="list-style-type: none"> <li>• Facility (washrooms, layout, exits, etc.)</li> <li>• Breaks; lunch</li> <li>• Registration using <i>Class List</i></li> <li>• Recognize that some learners may be “on-call”</li> <li>• Explain that a Code word, such as “NO DUFF”, is to be used to indicate that info being given is for real and is not part of a course exercise</li> </ul>	<b>Handout:</b> Appendix A, <i>Class List</i>

## Emergency Operations Centre Course

<b>Topic:</b>	<b>THE CONTEXT OF DISASTERS</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	<i>Organizational Behavior in Disaster and Implications for Disaster Planning</i> , Quarantelli; <i>Major Criteria for Judging Disaster Planning and Managing their Applicability in Developing Societies</i> , Quarantelli; <i>Disaster Response: Principles of Preparation and Coordination</i> , Auf der Heide, available on-line at <a href="http://www.coe-dmha.org/">http://www.coe-dmha.org/</a> ; Appendix D, <i>Alberta's Emergency Management Framework</i> .

Topic Outline	Learning Priority	Teaching Points
Categories of disasters	4	Include examples of recent events and typical reactions of public to: <ul style="list-style-type: none"> <li>• Natural disaster</li> <li>• Human induced disasters (intentional and non-intentional)</li> </ul>
Impact of disasters on <ul style="list-style-type: none"> <li>• Individuals and families</li> <li>• Organizations</li> <li>• Community/local authority</li> </ul>	4	
The disaster environment	4	<ul style="list-style-type: none"> <li>• Immediately following a sudden and unexpected event, there is likely to be <b>chaos and confusion</b>. Initial information and details are likely to be incomplete or inaccurate.</li> <li>• <b>Communication breakdowns</b> are common due to equipment failure (cell lines are likely to be over-loaded, the impacted area may be in a dead spot, response agencies may not be able to communicate with one another because of incompatible equipment/frequencies.</li> <li>• <b>Breakdown in information flow</b></li> <li>• <b>Convergence</b> (e.g. of emergency responders, volunteers, resources, equipment, etc.) from within and outside of the community can present major challenges, particularly when they are unsolicited and not part of emergency response procedures.</li> </ul> <p><i>Note: Volunteers must be registered in order to be eligible for Workers' Compensation benefits.</i></p>

Topic Outline	Learning Priority	Teaching Points
Myths and Realities	4	<b>Handout:</b> Appendix D, <i>Myths and Realities</i>
Priorities of emergency management	4	<ul style="list-style-type: none"> <li>• Save lives</li> <li>• Protect property and the environment</li> </ul>
Functions of emergency management	4	<ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> </ul>
Keys to success	1	<ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Co-operation</li> <li>• Communication</li> </ul>
The media in disasters <ul style="list-style-type: none"> <li>• Role of the media</li> <li>• What the media can do for you</li> <li>• Public expectations and perceptions</li> <li>• Types of media (print, radio, TV)</li> </ul>	4	<i>(Note: Refer to EPI course standard for additional information.)</i>

## Emergency Operations Centre Course

**Topic:** PRINCIPLES OF AN EMERGENCY PREPAREDNESS PROGRAM

**Learning Outcome:** Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.

**Total Estimated Time:** 20 minutes

**References:** Comfort, 1988; Drabek, 1991 and 1986; Auf der Heide, 1989; Quarantelli, 1984; *BEP Self-Study Guide*

Topic Outline	Learning Priority	Teaching Points
Principles of preparedness	4	<ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Utilize existing structures/systems</li> <li>• Manage increased information flow</li> <li>• Process for intra and inter-organization co-ordination</li> <li>• Distinguish between disaster planning and disaster management</li> <li>• Focus on adaptive action</li> <li>• Planning must be adjusted to realistic expectations of citizens</li> <li>• Effective arrangements provide for the most appropriate response rather than the fastest</li> <li>• Educate the public                             <ul style="list-style-type: none"> <li>➤ Personal emergency preparedness</li> <li>➤ Awareness of municipal emergency planning efforts and initiatives</li> </ul> </li> <li>• Incorporate training and education into the planning process</li> <li>• Modest planning is reasonable</li> <li>• Plan must be known and accepted</li> </ul>

## Emergency Operations Centre Course

<b>Topic:</b>	<b>ALBERTA'S EMERGENCY MANAGEMENT FRAMEWORK</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Appendix D, <i>Alberta's Emergency Management Framework</i> ; Disaster Services Act; <i>BEP Self-Study Guide, Municipal Emergency Plan Model</i>

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Graduated system of involvement               <ul style="list-style-type: none"> <li>- Individual and family</li> <li>- Municipality/First Nations community</li> <li>- Provincial Government</li> <li>- Federal Government</li> </ul> </li> <li>• Community based approach</li> </ul>	4	
<b>Municipal Government Act</b>	4	Include references to municipal emergency planning and response (Part 2, Sec. 7, Part 13-Sec. 55(1) which: <ul style="list-style-type: none"> <li>• Authorizes local authorities (councils) to pass bylaws for municipal purposes regarding the safety, health and welfare of people and the protection of people and property</li> <li>• States that in an emergency, a municipality may take whatever actions and measures are necessary to eliminate the emergency.</li> </ul>
<b>Disaster Services Act</b>		
Definitions: emergency and disaster	4	Explain/discuss differences between emergencies and disasters

Topic Outline	Learning Priority	Teaching Points
<p>State of Local Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Powers</li> <li>• Liability</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> <li>• Public announcements</li> </ul>	<p>1</p>	<p>A copy of the official declaration must be forwarded to the Minister, Alberta Municipal Affairs, via Emergency Management Alberta. Fax: 780-422-1549 and 780-427-1044.</p> <p><b>Handouts:</b> <i>Sample Formats in Model MEP: Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of Declaration of a State of Local Emergency</i></p>
<p>State of Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	<p>2</p>	<p>There has never been a need for a provincially declared state of emergency in Alberta.</p>

## Emergency Operations Centre Course

<b>Topic:</b>	<b>RESPONSIBILITIES OF LOCAL AUTHORITIES</b>
<b>Learning Outcome:</b>	Learners have an in-depth knowledge and understanding of local authority requirements and responsibilities as defined in the Disaster Services Act.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Appendix D, <i>Alberta's Emergency Management Framework</i> ; Disaster Services Act; <i>BEP Self-Study Guide, Municipal Emergency Plan Model</i>

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Pass a Municipal By-Law</li> <li>• Appoint members of Council to Disaster Services Committee               <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Establish Disaster Services Agency               <ul style="list-style-type: none"> <li>- Member organizations</li> <li>- Roles and responsibilities</li> </ul> </li> <li>• Appoint Director of Disaster Services (DDS)               <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Develop and maintain the Disaster Services program               <ul style="list-style-type: none"> <li>- Conduct municipal risk assessment</li> <li>- Develop Municipal Emergency Plan</li> <li>- Establish mutual aid agreements</li> <li>- Approve Plan</li> <li>- Education and training</li> <li>- Exercise the Plan</li> </ul> </li> <li>• Direct and control the emergency response</li> </ul>	1	<p><b>Handouts:</b> <i>Disaster Services Act</i></p> <p>Emphasize the importance of the Emergency Public Information component of the Municipal Emergency Plan. The EPI Manager should be a member of the Disaster Services Agency.</p>

## Emergency Operations Centre Course

**Topic:** MUNICIPAL EMERGENCY PLAN FOR THE HOST MUNICIPALITY

**Learning Outcome:** Learners are familiar with the local Municipal Emergency Plan

**Total Estimated Time:** 10 minutes

**References:** MEP for the host municipality

*Note: Arrange for the Director of Disaster Services for the host municipality to present this topic.*

Topic Outline	Learning Priority	Teaching Points
Review MEP for the host municipality	1	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Local organization and structure</li> <li>• Mutual aid arrangements</li> <li>• EOC location</li> <li>• Review of events</li> <li>• EOC activations</li> <li>• State of Local Emergency</li> <li>• Local initiatives</li> </ul>



## Emergency Operations Centre Course

<b>Topic:</b>	<b>OVERVIEW OF DISASTER SOCIAL SERVICES</b>
<b>Learning Outcome:</b>	Learners are familiar with the Disaster Social Services component of the MEP
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Emergency Management Exercises & Training Standards, Chapter 12, Disaster Social Services Planning Course

*Note: If possible, review/discuss recent events where local DSS Response Plan was activated.*

Topic Outline	Learning Priority	Teaching Points
Definitions <ul style="list-style-type: none"> <li>• Disaster Social Services</li> <li>• Reception Centre</li> </ul>	4	<b>Handout:</b> Appendix D, <i>Disaster Social Services Planning in Alberta</i>
<ul style="list-style-type: none"> <li>• Evacuee needs</li> </ul>	4	
<ul style="list-style-type: none"> <li>• Typical evacuee reactions/behavior</li> </ul>	4	
DSS Response Plan is a specialized component of the Municipal Emergency Plan	3	<ul style="list-style-type: none"> <li>• DSS Manager is a member of the Municipal Disaster Services Agency</li> <li>• DSS Manager establishes DSS Committee to develop and maintain the DSS Plan which includes:               <ul style="list-style-type: none"> <li>○ Identifying and arranging for Reception Centre sites</li> <li>○ Developing capability to provide services (lodging, clothing, food, registration and inquiry, personal services)</li> </ul> </li> <li>• Making arrangements with local organizations/agencies to provide support and services</li> </ul>
<ul style="list-style-type: none"> <li>• Activating the DSS Plan               <ul style="list-style-type: none"> <li>○ Role of the DSS Manager at the EOC</li> <li>○ Role of the Reception Centre Manager and link to the DSS Manager at the EOC</li> </ul> </li> </ul>	3	
<ul style="list-style-type: none"> <li>• DSS Response Planning Model</li> </ul>	4	Contact is EMA District Officer
<ul style="list-style-type: none"> <li>• Reception Centre Kit</li> </ul>	4	Contact is EMA District Officer

Role of Alberta Human Resources & Employment (provincial social services) in supporting municipalities with DSS planning and response	4	<b>Handout:</b> Appendix D, <i>Role of Provincial Social Services (Alberta Human Resources &amp; Employment) in Municipal Emergency Planning and Response in Alberta</i>
Role of Public Health at a Reception Centre and/or Congregate Lodging Facility	4	<ul style="list-style-type: none"> <li>• Medical/first aid advice and support (Personal Services function)</li> <li>• Advice and support to vulnerable groups (e.g. nursing mothers, elderly (Personal Services function)</li> <li>• Psychological support in conjunction with Mental Health (Personal Services function)</li> <li>• Monitor sanitary conditions (e.g. food preparation, handling, storage and distribution, potable water, sewage and waste disposal)</li> <li>• Communicable disease control</li> </ul>
Role of Mental Health after a disaster	4	<ul style="list-style-type: none"> <li>• Psychological support at Reception Centre for staff and evacuees (Personal Services function)</li> <li>• Support to emergency responders and workers</li> <li>• Outreach Programs: <ul style="list-style-type: none"> <li>○ Participate in Outreach Committee</li> <li>○ Counseling support for disaster victims (referred from Public Health, AB Human Resources &amp; Employment and other agencies)</li> </ul> </li> </ul>

## Emergency Operations Centre Course

<b>Subject:</b>	Emergency Management Alberta
<b>Learning Outcome:</b>	Learners will have an understanding of: <ul style="list-style-type: none"> <li>• EMA's role</li> <li>• EMA programs and initiatives</li> </ul>
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	EMA website <a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>

Topic Outline	Learning Priority	Teaching Points
Role of EMA District Officers – before, during and after	2	The role of the District Officer should be emphasized throughout the course. <b>Handout:</b> <ul style="list-style-type: none"> <li>• Appendix D, <i>Role of Emergency Management Alberta District Officers</i></li> <li>• Appendix D, <i>Emergency Management Alberta</i></li> </ul>
EMA Operations Centre	2	Activated by EMA to co-ordinate provincial response efforts and to consult with local emergency responders, disaster services agencies and municipal officials.
Provincial Emergency Plans	4	<ul style="list-style-type: none"> <li>• Alberta Emergency Plan</li> <li>• Upstream Petroleum Incident Support Plan</li> <li>• Dangerous Goods Incident Support Plan</li> <li>• Alberta Counter-Terrorism Crisis Management Plan</li> <li>• Critical Pest Infestation Response Plan</li> <li>• Foreign Animal Disease Eradication Support Plan</li> </ul> <a href="http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm">http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm</a>
Disaster Recovery Programs	2	<b>Handout:</b> Appendix D, <i>Alberta's Disaster Recovery Programs</i>
Joint Emergency Preparedness Program	4	<b>Handout:</b> Appendix D, <i>Joint Emergency Preparedness Program</i>
Training Grants	4	Starting in 1999/2000 and every year thereafter, municipalities with a population of under 20,000 have been eligible to apply for training grants. These grants are an initiative under the Municipal Sponsorship Program. Emergency management training and ground search and rescue training is provided under this initiative.

<p>EMA Planning Models:</p> <ul style="list-style-type: none"> <li>• Municipal Emergency Plan Model</li> <li>• Mass Casualty Response Planning Model (for Healthcare Facilities)</li> <li>• External Evacuation Planning Model (for Healthcare Facilities)</li> <li>• Disaster Social Services Response Planning Model</li> <li>• School Board Disaster Planning Model</li> <li>• School Disaster Planning Model</li> <li>• Dam Breach Emergency Response Plan</li> </ul>	<p>4</p>	<p>Available on EMA website:</p>
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## Emergency Operations Centre Course

<b>Subject:</b>	<b>OTHER PROVINCIAL DEPARTMENTS AND AGENCIES</b>
<b>Learning Outcome:</b>	Learners will have an understanding of other provincial departments and agencies who have a role in emergencies and/or disasters
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Ministry websites

Topic Outline	Learning Priority	Teaching Points
Chief Medical Examiner	2	See Office of the Chief Medical Examiner website: <a href="http://www4.gov.ab.ca/just/ocme/">http://www4.gov.ab.ca/just/ocme/</a>
Alberta Human Resources & Employment	4	<ul style="list-style-type: none"> <li>• Support municipalities with Disaster Social Services planning and response (see chapter on Disaster Social Services)</li> <li>• Workplace Health &amp; Safety</li> </ul>
Alberta Health & Wellness	2	<p>Public Health Emergencies:</p> <ul style="list-style-type: none"> <li>• In a public health emergency such as SARS or pandemic influenza, Alberta Health &amp; Wellness is the lead provincial agency. EMA is the provincial co-ordinating agency and the link to non-health resources and supporting agencies.</li> <li>• The RHA Medical Officers of Health (MOH) and municipalities are currently working together on planning for pandemic influenza, with the MOH have responsibility for health issues and the municipality having responsibility for providing assistance to the RHA and for continuity of essential services in the municipality.</li> <li>• The Public Health Act was amended in 2002 to enhance the ability of Alberta Health &amp; Wellness to determine the existence of a public health emergency and to declare a public health emergency. The Public Health Act and the Disaster Services Act are complementary.</li> </ul>
Regional Health Authorities	3	
Public Health	4	
Mental Health	4	

Support from the Public Affairs Bureau	4	See chapter on Emergency Public Information
Alberta Infrastructure & Transportation	3	<ul style="list-style-type: none"> <li>• Road closures Only Alberta Transportation Regional Engineers have authority to close provincial roads/highways. However, the RCMP can close a road for a short period of time to deal with an immediate situation.</li> <li>• Coordination &amp; Information Centre (CIC) <b>Handout:</b> Appendix D, <i>Coordination &amp; Information Centre</i></li> </ul>
Energy & Utilities Board (EUB)	3	<i>Note: Video on the role of the EUB is available from EMA Training Programs. Video is 5 minutes.</i>

## Emergency Operations Centre Course

<b>Subject:</b>	<b>ROLE OF THE FEDERAL GOVERNMENT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of Federal Government roles and responsibilities
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Emergencies Act; Emergency Preparedness Act; <a href="http://www.ocipep.gc.ca">http://www.ocipep.gc.ca</a> ; <a href="http://www.tsb.gc.ca/en/index.asp">http://www.tsb.gc.ca/en/index.asp</a>

Topic Outline	Learning Priority	Teaching Points
Federal government assistance	4	<ul style="list-style-type: none"> <li>• Requested through EMA</li> <li>• Canadian Forces assistance may not be available or may not be immediate</li> <li>• There will be costs associated with Canadian Forces support</li> </ul>
Legislation	3	<ul style="list-style-type: none"> <li>• <b>Emergencies Act</b> Describes types of national emergencies and exception powers that may be authorized</li> <li>• <b>Emergency Preparedness Act</b> Defines the responsibilities of PSEPC; requires Federal departments to have emergency plans</li> </ul>
Role of the Transportation Safety Board	3	Investigate occurrences of marine, pipeline, rail and air modes of transportation. See website for more information.

## Emergency Operations Centre Course

<b>Subject:</b>	<b>THE EMERGENCY OPERATIONS CENTRE (EOC)</b>
<b>Learning Outcome:</b>	Learners will understand EOC concepts, principles, roles, responsibilities, its link to other operational sites, when and how to activate an EOC.
<b>Total Estimated Time:</b>	60 minutes
<b>References:</b>	Model Municipal Emergency Plan; <i>Emergency Site Management System</i> , Canadian Emergency Preparedness College, 2001; <i>National Standards for NTWG-Recognised Incident Command System (ICS)</i> ; Canadian Interagency Forest Fire Centre; <i>Widely Recommended, Increasingly Used: The Role of the EOC</i> , Joseph Scanlon
<b>Instructional Note:</b>	Include at least one participant activity (30-45 minutes) based on the local MEP.

Topic Outline	Learning Priority	Teaching Points
Purpose and role of EOC	1	<p><b>Handout:</b> <i>Emergency Site Management System: A Study Guide</i>, Canadian Emergency Preparedness College</p> <ul style="list-style-type: none"> <li>• Manage overall municipal response</li> <li>• Operations management including:               <ul style="list-style-type: none"> <li>○ Support to the emergency site team(s)</li> <li>○ Liaison with other operational sites (e.g. Reception Centre(s), health care facilities, industry EOCs, EMAOC, etc.)</li> </ul> </li> <li>• Information management (internal and external)</li> <li>• Inter-government liaison</li> <li>• Continuation of services to the rest of the municipality</li> <li>• Policy issues</li> <li>• Plan for recovery</li> </ul>
Relationship of the EOC to the emergency site and other operational sites (e.g. Reception Centres, hospitals, industry EOCs)	1	



<p>EOC Team</p> <ul style="list-style-type: none"> <li>• EOC Co-ordinator (usually the Director of Disaster Services)</li> <li>• Emergency services (fire, police, ambulance)</li> <li>• Regional Health Authority</li> <li>• Health Care Facilities</li> <li>• Public Health</li> <li>• Municipal departments</li> <li>• Emergency Public Information Manager or designate</li> <li>• Disaster Social Services (link to Reception Centre)</li> <li>• Other agencies and/or industries as required</li> <li>• District Officer as EMA liaison</li> </ul>	<p>1</p>	<p><i>Note: Refer to the municipal emergency plan for a list of duties for the EOC team.</i></p> <ul style="list-style-type: none"> <li>• In small to medium sized municipalities with limited staff and resources, it may not be feasible to fully staff an EOC (for example, first responders and public works are likely to be fully engaged at site). However, it is important that these <u>agencies establish and maintain communication</u> with the EOC so that the EOC is informed and current.</li> <li>• There may be a need for security at the EOC to limit access.</li> </ul>
<p>Principal tasks</p> <ul style="list-style-type: none"> <li>• Mobilize the EOC team</li> <li>• Determine need for State of Local Emergency</li> <li>• Designate and/or confirm designation of Emergency Site Manager/Incident Commander</li> <li>• Maintain log of events and manage information about the emergency response</li> <li>• Establish mechanism for tracking expenditures</li> <li>• Respond to requests from the Emergency Site Manager/Incident Commander and other sites (e.g. for additional resources and/or equipment, information, media relations, coordination with external agencies)</li> <li>• Establish links with other operational sites (e.g. Reception Centres, schools, industry, utilities)</li> <li>• Provide information to the public and media</li> <li>• Inter-government liaison</li> <li>• Ensure continued operations/services in unaffected areas of the municipality</li> <li>• Address policy issues</li> <li>• Plan for recovery</li> </ul>	<p>1</p>	

<b>THE EMERGENCY OPERATIONS CENTRE (EOC) (continued)</b>		
<b>Topic Outline</b>	<b>Learning Priority</b>	<b>Teaching Points</b>
Emergency Public Information <ul style="list-style-type: none"> <li>• Role of the Emergency Public Information Manager at the site and the EOC</li> </ul>	2	Refer to chapter on EPI  Emphasize the need to communicate with the public and elected officials
Physical requirements, layout and set-up: <ul style="list-style-type: none"> <li>• Primary EOC</li> <li>• Alternate EOC</li> </ul>	1	
EOC finance and administration <ul style="list-style-type: none"> <li>• Logs</li> <li>• Record-keeping, including key decisions and costs</li> <li>• Situation reports (sitreps)</li> <li>• Timing of briefings</li> <li>• Display board</li> <li>• Shift schedules, shift changes</li> <li>• Staff care (regular breaks, quiet area)</li> <li>• Use of radios</li> </ul>	1	<ul style="list-style-type: none"> <li>• Emphasize the importance of regular meetings, maintaining accurate logs, records and situation reports (sitreps).</li> <li>• EOC Coordinator needs to establish a process/schedule to coordinate EOC activities (regular sitreps and updates).</li> <li>• Emphasize the importance of record-keeping and the reasons why, e.g.:               <ul style="list-style-type: none"> <li>• Payment of emergency operations costs</li> <li>• Obtaining provincial financial assistance</li> <li>• Municipal and agency response reviews and lessons learned</li> <li>• Provincial and federal reviews and inquiries, e.g., Walkerton (2000), SARS (2003), British Columbia Wildfires (2003)</li> </ul> </li> </ul>

## Emergency Operations Centre Course

<b>Topic:</b>	<b>PLAN AND EOC ACTIVATION</b>
<b>Learning Outcome:</b>	Learners will have an in-depth understanding of the decision-making process and triggers for activating the MEP and EOC.
<b>Total Estimated Time:</b>	45 minutes
<b>References:</b>	Model Municipal Emergency Plan; <i>Emergency Site Management System, A Study Guide</i> , Canadian Emergency Preparedness College, 1998 & 2001; Scanlon 1999
<b>Instructional Note:</b>	Introduce a scenario (based on the local community's risk assessment), review the 3 activation levels and have participants work through the triggers and decision-making process with regards to activating the MEP and EOC.

Topic Outline	Learning Priority	Teaching Points
Activating the Municipal Emergency Plan <ul style="list-style-type: none"> <li>• Level 1 response</li> <li>• Level 2 response</li> <li>• Level 3 response</li> </ul>	1	

### TEACHING POINTS

When a municipality receives information or notification of a major emergency or disaster, a decision must be made as to whether or not their MEP and EOC will be activated.

The following questions will assist in decision making:

1. Is there immediate or potential evacuation of the surrounding area?
2. Is there or potential threat to life, health or property beyond the ability of first responders to handle?
3. Is there the potential for prolonged disruption of key services?
4. Is public information or media response required:
  - Is there likely to be intense media interest?
  - Is there/will there likely be a need to keep the public informed?
5. Does the situation have the potential to escalate?

If NO to all questions, use standard operating procedures and DO NOT activate the MEP and EOC.

If YES to one or more questions, activate the MEP and EOC (do you need authorization from senior or elected officials?)

***NOTE: The EMA District Officer can provide guidance and advice on the activation and operation of the municipal EOC.***

## Emergency Operations Centre Course

**Topic:** THE EMERGENCY SITE

**Learning Outcome:** Learners will understand the role of the emergency site and its relationship to the emergency operations centre.

**Total Estimated Time:** 30 minutes

**References:** Model Municipal Emergency Plan; *Emergency Site Management System*, Canadian Emergency Preparedness College, 2001; *An Overview of Incident Management Systems*, Perspectives on Preparedness, September 2001, Nov. 4, Harvard University ([www.esdp.org](http://www.esdp.org))

Topic Outline	Learning Priority	Teaching Points
Role of the emergency site	2	
The emergency site team <ul style="list-style-type: none"> <li>• Emergency Site Manager/Incident Commander</li> <li>• Fire</li> <li>• Police</li> <li>• Emergency medical services</li> <li>• Public works and utilities</li> <li>• Public Information Officer</li> </ul>	2	Dependent on the event, other positions/agencies may be added: <ul style="list-style-type: none"> <li>• provincial government departments, such as Alberta Environment, Alberta Sustainable Resource Development, Alberta Transportation</li> <li>• federal government departments such as Transport Canada, National Transportation Safety Board, Environment Canada</li> <li>• industry</li> </ul>
Role of the emergency operations centre in support of the emergency site(s)	2	For example, accessing additional resources such as equipment, manpower, providing EPI support

<p>Principal operational tasks of Emergency Site Manager/Incident Commander</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Establish site command post</li> <li>• Assess situation and resources</li> <li>• Determine management strategy: proactive or reactive</li> <li>• Establish priorities and assign tasks</li> <li>• Establish information management mechanisms</li> <li>• Determine communication requirements</li> <li>• Liaise with the site team and EOC Co-ordinator (e.g. Director of Disaster Services)</li> <li>• Ensure health, safety and well being of responders on site</li> <li>• Organize site tours or access, e.g. for media, dignitaries</li> </ul>
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## Emergency Operations Centre Course

<b>Topic:</b>	<b>ACTIVATING AND OPERATING AN EMERGENCY OPERATIONS CENTRE</b>
<b>Learning Outcome:</b>	Learners are given the opportunity to practice and apply their knowledge and skills in activating and operating an Emergency Operations Centre.
<b>Total Estimated Time:</b>	60 minutes
<b>Instructional Notes:</b>	<p>In order to focus the exercise specifically on the EOC, emergency site activities are to be simulated via inputs from the instructor.</p> <p>Checklists and forms from the host community's Municipal Emergency Plan are to be used during the exercise(s).</p> <p>The scenario used earlier in the course (decision to activate) could be used for the exercise.</p> <p>The <i>EOC Exercise Evaluation Form</i> in Appendix A could be used to evaluate the exercise.</p>

Topic Outline	Teaching Points
Explain conduct of the exercise	
Introduce the exercise scenario	The scenario must be based on the host municipality's risk assessment.
Assign EOC roles	
Conduct the exercise	
Debrief after the exercise	Include a discussion on the need for accurate record keeping and documentation during an emergency response.

## Emergency Operations Centre Course

<b>Topic:</b>	<b>EVACUATION OR SHELTER-IN-PLACE</b>
<b>Learning Outcome:</b>	Learners review and reinforce their understanding of the two courses of protection action (evacuation or shelter-in-place) regarding public safety in an event involving chemical materials.
<b>Total Estimated Time:</b>	15 minutes
<b>Suggested Videos:</b>	<i>Shelter-In-Place</i> , City of Brandon, 2000 <i>Shelter-In-Place, Know what to do</i> , Agrium
<b>References:</b>	<i>2004 Emergency Response Guidebook</i> , Transport Canada <i>Emergency Preparedness Handbook</i> , City of Brandon, 2000 <i>Alberta Support Plan for Upstream Petroleum Incidents</i>

Topic Outline	Learning Priority	Teaching Points
Definitions: <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Shelter-in-place</li> </ul>	4	<b>Handout:</b> Appendix D, <i>Evacuation or Shelter-in-Place</i>
Shelter-in-place instructions for the public	4	
Information to the public	4	Emphasize the need to provide information, instructions and regular updates to the public following any event and the role of the municipal Emergency Public Information Manager.

## Emergency Operations Centre Course

<b>Topic:</b>	<b>NOTIFYING THE PUBLIC OF A THREAT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of the importance of notifying the public of a threat.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	<p>Auf der Heide, 1989</p> <p><a href="http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm</a></p> <p><a href="http://www.msc.ec.gc.ca/weather/contents_e.html">http://www.msc.ec.gc.ca/weather/contents_e.html</a></p> <p><a href="http://www3.gov.ab.ca/env/water/basins/basinform.cfm">http://www3.gov.ab.ca/env/water/basins/basinform.cfm</a></p> <p><a href="http://envweb.env.gov.ab.ca/env/forests/fpd/">http://envweb.env.gov.ab.ca/env/forests/fpd/</a></p>

Topic Outline	Learning Priority	Teaching Points
Early notification objective <ul style="list-style-type: none"> <li>• to advise the maximum number of people as early as possible <b>before</b> impact in order to save lives and prevent injuries.</li> </ul>	4	Also include info re communicating with the public before, during, after (e.g. need for on-going communication to the public by a known reliable source).
Notification methods <ul style="list-style-type: none"> <li>• radio and/or television (e.g. Alberta Emergency Public Warning System)</li> <li>• telephone, sirens, megaphones (loudhailers), door-to-door</li> </ul>	4	Discuss notification systems and methods in place in the local community.
Notification content <ul style="list-style-type: none"> <li>• describe the threat and its potential severity</li> <li>• describe the area affected</li> <li>• provide suggested actions that citizens can take to protect themselves and their families</li> <li>• provide phone number(s) for additional information or assistance</li> <li>• include the authority with regards to the notification</li> </ul>	4	
Alberta's Emergency Public Warning System	4	<b>Handout:</b> <i>EPWS Pamphlet</i>
Environment Canada weather statements <ul style="list-style-type: none"> <li>• weather watch</li> <li>• weather warning</li> <li>• weather advisory</li> </ul>	4	Review definitions of weather statements.



Alberta Environment	4	The Environmental Monitoring and Evaluation Branch provides timely information on high stream flows, floods and ice jams to municipalities and other client groups. (Review definitions of forecasting statements.)
Alberta Sustainable Resource Development	4	The Forest Protection Division dialogues with municipalities adjacent to areas impacted by wildfire.

## Emergency Operations Centre Course

**Subject:** ALBERTA'S NGO (Non-Government Organization) COUNCIL

**Learning Outcome:** Learners will have an understanding of:

- Member agencies
- The guidelines under which they operate
- How to access support from Alberta's NGO Council

**Total Estimated Time:** 10 minutes

**References:** *The Disaster HELP! Book for Alberta*  
[www.ngocouncil.com](http://www.ngocouncil.com)

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Purpose of the NGO Council</li> <li>• NGO Council Guidelines</li> <li>• Member agencies</li> <li>• Accessing support</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct learners to <a href="http://www.ngocouncil.com">www.ngocouncil.com</a></li> <li>• Call 780-441-6320 (24 hrs) to access support from NGO Council</li> </ul>

## Emergency Operations Centre Course

<b>Topic:</b>	<b>VICTIM ASSISTANCE CENTRE</b>
<b>Learning Outcome:</b>	Learners will be aware of the concept of operations for a Victim Assistance Centre to meet the short and mid-term needs of the victims following a disaster in which there has been widespread or catastrophic damage.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Auf der Heide, 1989

Topic Outline	Learning Priority	Teaching Points
Victim Assistance Centre	4	<b>Handout:</b> <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>

### Teaching Points:

- Following a disaster in which there has been widespread or catastrophic damage, there may be a need to draw together services from all orders of government, non-governmental organizations and the private sector to meet the short and mid-term needs of the victims.
- This “one-stop shopping centre” is called a Victim Assistance Centre.
- It is a municipal responsibility to establish and operate a VAC.
- In the event that the disaster is widespread, several municipalities may wish to establish a Victim Assistance Centre in a centralized location and arrange to co-manage the functions of the centre.
- If the municipality feels that they do not have the resources or capabilities to manage a VAC, EMA may be requested to assume responsibility for VAC management. Or the municipality may request that the EMA District Officer co-manage the VAC along with a municipal designate.
- At a minimum, EMA will maintain a presence at the VAC in a liaison capacity, provide advice and assistance to the VAC in a manner similar to that provided to a municipality during the response to a disaster.
- The municipality(s) establishing a VAC will be responsible for funding the resources required. All expenditures should be recorded.
- Organizations represented at a VAC will be dictated by the nature of the event and the needs of those affected. Generally, there is a need for two types of support: direct, immediate assistance and/or longer-term. They may be federal and provincial departments, municipal agencies, regional authorities (e.g. regional health authorities, school boards, etc.), non-government organizations (e.g. members of the Alberta NGO Council) and the private sector (e.g. insurance industry, utility companies, etc.).
- Should a Disaster Recovery Program be announced, it may be appropriate to establish a Disaster Registration facility within the VAC.

## Emergency Operations Centre Course

<b>Topic:</b>	<b>POST EVENT ACTIVITIES</b>
<b>Learning Outcome:</b>	Learners will be aware of post event activities that may be required.
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Model Municipal Emergency Plan; Auf der Heide, 1989; Appendix D, <i>Alberta's Disaster Recovery Program</i>

Topic Outline	Learning Priority	Teaching Points
<p>Examples of post-event activities:</p> <ul style="list-style-type: none"> <li>• Damage and loss assessment</li> <li>• Resumption of business operations</li> <li>• Restoration of services (utilities, transportation, community support services, schools, institutions, etc.)</li> <li>• Emergency assistance for residents (e.g. financial and temporary housing)</li> <li>• Clean-up, waste/debris removal and disposal</li> <li>• Housing/relocation, rebuilding</li> <li>• Donations management – funds and goods</li> <li>• Outreach programs for survivors</li> <li>• Operational debriefing(s)/documenting lessons learned</li> <li>• Plan review/updating</li> <li>• Recognition of staff/volunteers</li> <li>• Memorial events (e.g. commemorative, anniversary)</li> </ul>	4	<p>Disaster Recovery Programs (financial assistance) are administered under the Disaster Recovery Regulation and are designed to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.</p>

## Emergency Operations Centre Course

**Topic:** COURSE CONCLUSION

**Total Estimated Time:** 20 minutes

Topic Outline	Teaching Points
Evaluation of the course	<p><b>Handout:</b> Appendix A, <i>Learner Evaluation</i></p> <p>Learners complete <i>Learner Evaluation</i> form to provide feedback on the learning experience.</p>
Provide an opportunity for learners to ask questions and/or discuss topics or issues not covered in the course	
Administration and closing	<p>Course certificates will be mailed directly to students by Emergency Management Alberta. Ensure names and addresses are correct on the Class List.</p>

## EMERGENCY OPERATIONS CENTRE COURSE INFORMATION SHEET

Managing response activities following a major emergency or disaster extends beyond the scope of routine emergency practices and procedures. The event may cause death, injury and widespread property damage. Citizens may be forced from their homes and family members separated. There is likely to be intense media interest, convergence of responders and volunteers (solicited and unsolicited) and an outpouring of offers of assistance from outside of the community. The municipality is faced with the daunting task of managing and co-ordinating response efforts and must have a plan in place to handle the increased volume, urgency, scope and intensity of activities during this time. Emergency management training courses provide essential information on Alberta's emergency management framework and legislation. Each course has been designed so that learners are given opportunities to practice theories and concepts through individual and group activities during the training session. The following information pertains to the Emergency Operations Centre Course.

**The intent of this course is to provide participants with the knowledge and skills required to carry out their emergency responsibilities as a member of the municipal emergency operations centre team.**

### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will have an understanding of:

1. the purpose, roles, responsibilities and functions of a municipal emergency operations centre
2. physical requirements of an emergency operations centre
3. how to activate an emergency operations centre
4. the link between the municipal emergency operations centre, the emergency site(s) and other operational sites (e.g. Reception Centre(s), other EOCs such as industry, EMA Operations Centre)

### EVALUATION

Participants will have an opportunity to assess their success in light of the criteria presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, at least one exercise will be included to provide participants with an opportunity to practice and apply their knowledge and skills.

### TARGET AUDIENCE\*

- Municipal elected officials, Members of the Municipal Disaster Services Agency
- Municipal staff, Emergency services personnel
- Health representatives (e.g. Regional Health Authority, Public Health, health facilities)
- Disaster Social Services Manager
- School/school board representatives, industry and utility representatives
- Provincial government staff

*\* If you have a copy of the Municipal Emergency Plan for your community, please bring it to the course.*

### COURSE PRE-REQUISITE

Prior completion of the Basic Emergency Preparedness (BEP) Course is **strongly recommended**. A self-study version of the BEP course is available from EMA.

### COURSE LENGTH AND LOADING

A minimum of 6 hours (1 day) is required to achieve the course objectives. A minimum of 20 participants from a cross-section of services and disciplines is recommended.

# Chapter 10. Emergency Public Information Course

This chapter outlines the requirements for the Emergency Public Information training course. The trainer's lesson plan must be based on the information contained in this chapter.

## Section 1. Course Overview

### INTENT OF THE COURSE

**The intent of this course is to prepare participants to carry out their agency spokesperson role and/or their Emergency Public Information role in a major emergency or disaster.**

### COURSE OBJECTIVE

At the end of the course, participants will:

1. Understand the role of the media in a major emergency or disaster,
2. Understand the various types of media,
3. Understand the principles of crisis communications in a major emergency or disaster,
4. Understand the roles and responsibilities of an Emergency Public Information Manager or designate,
5. Know how to develop, maintain and activate an Emergency Public Information plan, which is a specialized component of the Municipal Emergency Plan,
6. Understand Alberta's emergency management legislation and framework,
7. Know how to implement best practices for disseminating information to the public and the media in a major emergency or disaster.

### EVALUATION

Learners will have an opportunity to assess their success in light of the information presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions, hands-on practice) to achieve the desired learning outcomes. As well, at least one discussion exercise will be included to provide learners with an opportunity to practice and apply their knowledge and skills. (*Instructional Note: The role of the EMA District Officer should be emphasized throughout the course.*)

**TARGET AUDIENCE**

- Individuals who have been or may be assigned an emergency public information role in their community
- Directors of Disaster Services
- Municipal elected officials
- Senior members of emergency response agencies (e.g. fire, police, etc.) who would be interacting with the media in an emergency situation.

**COURSE PREREQUISITE**

Successful completion of the Basic Emergency Preparedness (BEP) Course (classroom or self-study) within the last three (3) years is **required**.

**COURSE LENGTH AND LOADING**

A minimum of 12 hours is required to achieve the course objectives. A minimum of 15 participants is required.

**HANDOUTS**

These documents must be included in the learner manual.

<u>Title</u>	<u>Source</u>
1. Disaster Services Act	<a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>
2. Sample Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
3. Sample public announcement following the Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
4. Termination of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
5. Renewal of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta
6. Fact Sheets: EMA; Role of EMA District Officers; Alberta's Disaster Recovery Programs; Myths and Realities; Disaster Social Services Planning in Alberta; Coordination & Information Centre; Evacuation or Shelter-in-Place	Appendix D
7. Emergency Public Information	Part 2.5 of Model Municipal Emergency Plan
8. Alberta Emergency Public Warning System	<a href="http://www.municipalaffairs.gov.ab.ca/mahome/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/mahome/ema/epws.cfm</a> (EPWS Pamphlet as a Single Sheet Handout - 2 sides)
9. <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>	Training Programs, EMA

**OTHER**

To assist municipalities in recruiting participants, the trainer may wish to provide them with *Emergency Public Information Course Information Sheet, Page 10-30*.



## Section 2. Course Content Requirements

The topics and learning outcomes that follow describe the required elements for the Emergency Public Information Course. The trainer may re-order or combine topics and learning outcomes within their lesson plan as long as all topics are included and learning outcomes are achieved.

A **Learning Priority** is included for each topic:

- Priority 1** Mandatory; learners must have an in-depth knowledge of this topic
- Priority 2** Mandatory; learners must have an understanding of this topic
- Priority 3** Mandatory; learners must have an awareness of this topic
- Priority 4** Optional/value added; include as review as required

### Emergency Public Information Course

**Topic:** COURSE INTRODUCTION

**Learning Outcome:** Learners are provided with details of the course to prepare them for the learning experience to follow.

Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the facility, the course materials and feel motivated to participate. Learners have a clear picture of what is to be learned and how they can contribute to an effective learning experience.

**Total Estimated Time:** 30 minutes

Topic Outline	Teaching Points
Welcome to the course	
Introduction of trainer(s) and EMA District Officer	
Learner self introductions (name, municipality, organization/agency, emergency experience/role)	
Course objective; course agenda; introduction to learner manual	
Administrative issues <ul style="list-style-type: none"> <li>• Facility (washrooms, layout, exits, etc.)</li> <li>• Breaks; lunch</li> <li>• Registration using <i>Class List</i></li> <li>• Recognize that some learners may be “on-call”</li> <li>• Explain that a Code word, such as “NO DUFF”, is to be used to indicate that info being given is for real and is not part of a course exercise</li> </ul>	<b>Handout:</b> Appendix A, <i>Class List</i>

## Emergency Public Information Course

<b>Topic:</b>	<b>THE CONTEXT OF DISASTERS</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	<i>Organizational Behavior in Disaster and Implications for Disaster Planning</i> , Quarantelli; <i>Major Criteria for Judging Disaster Planning and Managing their Applicability in Developing Societies</i> , Quarantelli; <i>Disaster Response: Principles of Preparation and Coordination</i> , Auf der Heide, available on-line at <a href="http://www.coe-dmha.org/">http://www.coe-dmha.org/</a> .

Topic Outline	Learning Priority	Teaching Points
Categories of disasters	4	Include examples of recent events and typical reactions of public to: <ul style="list-style-type: none"> <li>• Natural disaster</li> <li>• Human induced disasters (intentional and non-intentional)</li> </ul>
Impact of disasters on <ul style="list-style-type: none"> <li>• Individuals and families</li> <li>• Organizations</li> <li>• Community/local authority</li> </ul>	4	
The disaster environment	4	<ul style="list-style-type: none"> <li>• Immediately following a sudden and unexpected event, there is likely to be <b>chaos and confusion</b>. Initial information and details are likely to be incomplete or inaccurate.</li> <li>• <b>Communication breakdowns</b> are common due to equipment failure (cell lines are likely to be over-loaded, the impacted area may be in a dead spot, response agencies may not be able to communicate with one another because of incompatible equipment/frequencies.</li> <li>• <b>Breakdown in information flow</b></li> <li>• <b>Convergence</b> (e.g. of emergency responders, volunteers, resources, equipment, etc.) from within and outside of the community can present major challenges, particularly when they are unsolicited and not part of emergency response procedures.</li> </ul> <p><i>Note: Volunteers must be registered in order to be eligible for Workers' Compensation benefits.</i></p>

Topic Outline	Learning Priority	Teaching Points
Myths and Realities	4	<b>Handout:</b> Appendix D, <i>Myths and Realities</i>
Priorities of emergency management	4	<ul style="list-style-type: none"> <li>• Save lives</li> <li>• Protect property and the environment</li> </ul>
Functions of emergency management	4	<ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> </ul>
Keys to success	1	<ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Co-operation</li> <li>• Communication</li> </ul>

## Emergency Public Information Course

<b>Topic:</b>	<b>PRINCIPLES OF AN EMERGENCY PREPAREDNESS PROGRAM</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Comfort, 1988; Drabek, 1991 and 1986; Auf der Heide, 1989; Quarantelli, 1984; <i>BEP Self-Study Guide</i>

Topic Outline	Learning Priority	Teaching Points
Principles of preparedness	4	<ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Utilize existing structures/systems</li> <li>• Manage increased information flow</li> <li>• Process for intra and inter-organization coordination</li> <li>• Distinguish between disaster planning and disaster management</li> <li>• Focus on adaptive action</li> <li>• Planning must be adjusted to realistic expectations of citizens</li> <li>• Effective arrangements provide for the most appropriate response rather than the fastest</li> <li>• Educate the public               <ul style="list-style-type: none"> <li>➤ Personal emergency preparedness</li> <li>➤ Awareness of municipal emergency planning efforts and initiatives</li> </ul> </li> <li>• Incorporate training and education into the planning process</li> <li>• Modest planning is reasonable</li> <li>• Plan must be known and accepted</li> </ul>

## Emergency Public Information Course

**Topic:** ALBERTA'S EMERGENCY MANAGEMENT FRAMEWORK

**Learning Outcome:** Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.

**Total Estimated Time:** 30 minutes

**References:** Appendix D, *Alberta's Emergency Management Framework*; Disaster Services Act; *BEP Self-Study Guide, Municipal Emergency Plan Model*

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Graduated system of involvement               <ul style="list-style-type: none"> <li>- Individual and family</li> <li>- Municipality/First Nations community</li> <li>- Provincial Government</li> <li>- Federal Government</li> </ul> </li> <li>• Community based approach</li> </ul>	4	
<b>Municipal Government Act</b>	4	Include references to municipal emergency planning and response (Part 2, Sec. 7, Part 13-Sec. 55(1) which: <ul style="list-style-type: none"> <li>• Authorizes local authorities (councils) to pass bylaws for municipal purposes regarding the safety, health and welfare of people and the protection of people and property</li> <li>• States that in an emergency, a municipality may take whatever actions and measures are necessary to eliminate the emergency.</li> </ul>
<b>Disaster Services Act</b>		
Definitions: emergency and disaster	4	Explain/discuss differences between emergencies and disasters

Topic Outline	Learning Priority	Teaching Points
State of Local Emergency <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Powers</li> <li>• Liability</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> <li>• Public announcements</li> </ul>	1	A copy of the official declaration must be forwarded to the Minister, Alberta Municipal Affairs, via Emergency Management Alberta. Fax: 780-422-1549 and 780-427-1044.  <b>Handouts:</b> <i>Sample Formats in Model MEP: Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of Declaration of a State of Local Emergency</i>
State of Emergency <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	3	There has never been a need for a provincially declared state of emergency in Alberta.

## Emergency Public Information Course

**Topic:** **RESPONSIBILITIES OF LOCAL AUTHORITIES**

**Learning Outcome:** Learners understand local authority requirements and responsibilities as defined in the Disaster Services Act.

**Total Estimated Time:** 30 minutes

**References:** Appendix D, *Alberta's Emergency Management Framework*; Disaster Services Act; *BEP Self-Study Guide, Municipal Emergency Plan Model*

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Pass a Municipal By-Law</li> <li>• Appoint members of Council to Disaster Services Committee                             <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Establish Disaster Services Agency                             <ul style="list-style-type: none"> <li>- Member organizations</li> <li>- Roles and responsibilities</li> </ul> </li> <li>• Appoint Director of Disaster Services (DDS)                             <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Develop and maintain the Disaster Services program                             <ul style="list-style-type: none"> <li>- Conduct municipal risk assessment</li> <li>- Develop Municipal Emergency Plan</li> <li>- Establish mutual aid agreements</li> <li>- Approve Plan</li> <li>- Education and training</li> <li>- Exercise the Plan</li> </ul> </li> <li>• Direct and control the emergency response</li> </ul>	2	<p><b>Handouts:</b> <i>Disaster Services Act</i></p> <p>Emphasize the importance of the Emergency Public Information component of the Municipal Emergency Plan. The EPI Manager should be a member of the Disaster Services Agency.</p>

## Emergency Public Information Course

**Topic:** MUNICIPAL EMERGENCY PLAN FOR THE HOST MUNICIPALITY

**Learning Outcome:** Learners are familiar with the local Municipal Emergency Plan

**Total Estimated Time:** 10 minutes

**References:** MEP for the host municipality

*Note: Arrange for the Director of Disaster Services for the host municipality to present this topic.*

Topic Outline	Learning Priority	Teaching Points
Review MEP for the host municipality	3	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Local organization and structure</li> <li>• Mutual aid arrangements</li> <li>• EOC location</li> <li>• Review of events</li> <li>• EOC activations</li> <li>• State of Local Emergency</li> <li>• Local initiatives</li> </ul>



## Emergency Public Information Course

<b>Topic:</b>	<b>OVERVIEW OF DISASTER SOCIAL SERVICES</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge of the Disaster Social Services component of the MEP
<b>Total Estimated Time:</b>	15 minutes
<b>References:</b>	Emergency Management Exercises & Training Standards, Chapter 12, Disaster Social Services Planning Course

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Definitions: Disaster Social Services, Reception Centre</li> <li>• Receiving evacuees from another community</li> <li>• Receiving evacuees from within the community</li> <li>• Evacuee needs</li> <li>• Typical evacuee reactions/behavior</li> <li>• Reception Centre Services: lodging, clothing, food, registration and inquiry, personal services</li> </ul>	4	<p><b>Handout:</b> Appendix D, <i>Disaster Social Services Planning in Alberta</i></p> <p><i>Note: If possible, review/ discuss recent events where local DSS Response Plan was activated.</i></p>
Responsibilities of DSS management team (e.g. DSS Manager, Reception Centre Manager, Supervisor of each service area) team during: <ul style="list-style-type: none"> <li>• planning phase</li> <li>• activation phase</li> </ul>	4	
Activating the DSS Response Plan	4	<ul style="list-style-type: none"> <li>• Describe notification process (e.g. Director of Disaster Services notifies DSS Manager; DSS Manager initiates DSS team fan-out)</li> <li>• DSS Manager reports to the EOC, if activated, and establishes communication with the Reception Centre Manager(s)</li> <li>• Reception Centre Manager oversees set up and operation of Reception Centre</li> </ul>

## Emergency Public Information Course

<b>Subject:</b>	Emergency Management Alberta (EMA)
<b>Learning Outcome:</b>	Learners will have an understanding of: <ul style="list-style-type: none"> <li>• EMA's role</li> <li>• EMA programs and initiatives</li> </ul>
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	EMA website <a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>

Topic Outline	Learning Priority	Teaching Points
Role of EMA District Officers – before, during and after	3	The role of the District Officer should be emphasized throughout the course. <b>Handout:</b> <ul style="list-style-type: none"> <li>• Appendix D, <i>Role of Emergency Management Alberta (EMA) District Officers</i></li> <li>• Appendix D, <i>Emergency Management Alberta (EMA)</i></li> </ul>
EMA Operations Centre	3	Activated by EMA to co-ordinate provincial response efforts and to consult with local emergency responders, disaster services agencies and municipal officials.
Provincial Emergency Plans	4	<ul style="list-style-type: none"> <li>• Alberta Emergency Plan</li> <li>• Upstream Petroleum Incident Support Plan</li> <li>• Dangerous Goods Incident Support Plan</li> <li>• Alberta Counter-Terrorism Crisis Management Plan</li> <li>• Critical Pest Infestation Response Plan</li> <li>• Foreign Animal Disease Eradication Support Plan</li> </ul> <a href="http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm">http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm</a>
Disaster Recovery Programs	3	<b>Handout:</b> Appendix D, <i>Alberta's Disaster Recovery Programs</i>

<p>EMA Planning Models:</p> <ul style="list-style-type: none"><li>• Municipal Emergency Plan Model</li><li>• Mass Casualty Response Planning Model (for Healthcare Facilities)</li><li>• External Evacuation Planning Model (for Healthcare Facilities)</li><li>• Disaster Social Services Response Planning Model</li><li>• School Board Disaster Planning Model</li><li>• School Disaster Planning Model</li><li>• Dam Breach Emergency Response Plan</li></ul>	<p>4</p>	<p>Available on EMA website:</p>
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## Emergency Public Information Course

<b>Subject:</b>	<b>OTHER PROVINCIAL DEPARTMENTS AND AGENCIES</b>
<b>Learning Outcome:</b>	Learners will have an understanding of other provincial departments and agencies who have a role in emergencies and/or disasters
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Ministry websites

Topic Outline	Learning Priority	Teaching Points
Chief Medical Examiner	3	See Office of the Chief Medical Examiner website: <a href="http://www4.gov.ab.ca/just/ocme/">http://www4.gov.ab.ca/just/ocme/</a>
Alberta Human Resources & Employment	4	<ul style="list-style-type: none"> <li>• Support municipalities with Disaster Social Services planning and response (see chapter on Disaster Social Services)</li> <li>• Workplace Health &amp; Safety</li> </ul>
Alberta Health & Wellness	4	<p>Public Health Emergencies:</p> <ul style="list-style-type: none"> <li>• In a public health emergency such as SARS or pandemic influenza, Alberta Health &amp; Wellness is the lead provincial agency. EMA is the provincial co-ordinating agency and the link to non-health resources and supporting agencies.</li> <li>• The RHA Medical Officers of Health (MOH) and municipalities are currently working together on planning for pandemic influenza, with the MOH have responsibility for health issues and the municipality having responsibility for providing assistance to the RHA and for continuity of essential services in the municipality.</li> <li>• The Public Health Act was amended in 2002 to enhance the ability of Alberta Health &amp; Wellness to determine the existence of a public health emergency and to declare a public health emergency. The Public Health Act and the Disaster Services Act are complementary.</li> </ul>
Regional Health Authorities/Public Health/ Mental Health	4	

Support from the Public Affairs Bureau	2	<ul style="list-style-type: none"> <li>• Provide Public Affairs support to the EMA Operations Centre</li> <li>• Activate the Government Public &amp; Media Inquiry Room, as required</li> <li>• Provide information/updates on the Government of Alberta home page (<a href="http://www.gov.ab.ca">www.gov.ab.ca</a>)</li> <li>• Assist municipalities in handling media and public information. Municipalities can request Public Affairs Bureau assistance through EMA.</li> </ul>
Alberta Infrastructure & Transportation	4	<ul style="list-style-type: none"> <li>• Road closures Only Alberta Transportation Regional Engineers have authority to close provincial roads/highways. However, the RCMP can close a road for a short period of time to deal with an immediate situation.</li> <li>• Coordination &amp; Information Centre (CIC) <b>Handout:</b> Appendix D, <i>Coordination &amp; Information Centre</i></li> </ul>
Energy & Utilities Board (EUB)	3	<p><i>Note: Video on the role of the EUB is available from EMA Training Programs. Video is 5 minutes.</i></p>

## Emergency Public Information Course

<b>Subject:</b>	<b>ROLE OF THE FEDERAL GOVERNMENT</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge of Federal Government roles and responsibilities
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Emergencies Act; Emergency Preparedness Act; <a href="http://www.ocipep.gc.ca">http://www.ocipep.gc.ca</a> ; <a href="http://www.tsb.gc.ca/en/index.asp">http://www.tsb.gc.ca/en/index.asp</a>

Topic Outline	Learning Priority	Teaching Points
Federal government assistance	4	<ul style="list-style-type: none"> <li>• Requested through EMA</li> <li>• Canadian Forces assistance may not be available or may not be immediate</li> <li>• There will be costs associated with Canadian Forces support</li> </ul>
Legislation	4	<ul style="list-style-type: none"> <li>• <b>Emergencies Act</b> Describes types of national emergencies and exception powers that may be authorized</li> <li>• <b>Emergency Preparedness Act</b> Defines the responsibilities of PSEPC; requires Federal departments to have emergency plans</li> </ul>
Role of the Transportation Safety Board	4	Investigate occurrences of marine, pipeline, rail and air modes of transportation. See website for more information.

## Emergency Public Information Course

**Subject:** ALBERTA'S NGO (Non-Government Organization) COUNCIL

**Learning Outcome:** Learners will have an awareness of:

- Member agencies
- The guidelines under which they operate
- How to access support from Alberta's NGO Council

**Total Estimated Time:** 10 minutes

**References:** *The Disaster HELP! Book for Alberta*

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Purpose of the NGO Council</li> <li>• NGO Council Guidelines</li> <li>• Member agencies</li> <li>• Accessing support</li> </ul>	3	<i>Note: Direct learners to the website when it has been restored</i>

## Emergency Public Information Course

<b>Topic:</b>	<b>EVACUATION OR SHELTER-IN-PLACE</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge of the two courses of protection action (evacuation or shelter-in-place) regarding public safety in an event involving chemical materials.
<b>Total Estimated Time:</b>	15 minutes
<b>Suggested Videos:</b>	<i>Shelter-In-Place</i> , City of Brandon, 2000 <i>Shelter-In-Place, Know what to do</i> , Agrium
<b>References:</b>	<i>2004 Emergency Response Guide</i> , Transport Canada <i>Emergency Preparedness Handbook</i> , City of Brandon, 2000 <i>Alberta Support Plan for Upstream Petroleum Incidents</i>

Topic Outline	Learning Priority	Teaching Points
Definitions: <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Shelter-in-place</li> </ul>	4	<b>Handout:</b> Appendix D, <i>Evacuation or Shelter-in-Place</i>
Shelter-in-place instructions for the public	4	
Information to the public	4	Emphasize the need to provide information, instructions and regular updates to the public following any event and the role of the municipal Emergency Public Information Manager.



## Emergency Public Information Course

**Topic:** PLAN ACTIVATION

**Learning Outcome:** Learners will have an understanding of the municipal response framework.

**Total Estimated Time:** 45 minutes

**References:** Model Municipal Emergency Plan; *Emergency Site Management System, A Study Guide*, Canadian Emergency Preparedness College, 1998 & 2001; Scanlon 1999

Topic Outline	Learning Priority	Teaching Points
Activating the Municipal Emergency Plan <ul style="list-style-type: none"> <li>• Level 1 response</li> <li>• Level 2 response</li> <li>• Level 3 response</li> </ul>	4	

### TEACHING POINTS

When a municipality receives information or notification of a major emergency or disaster, a decision must be made as to whether or not their MEP and EOC will be activated.

The following questions will assist in decision making:

1. Is there immediate or potential evacuation of the surrounding area?
2. Is there immediate or potential threat to life, health or property beyond the ability of first responders to handle?
3. Is there the potential for prolonged disruption of key services?
4. Is public information or media response required?
  - Is there likely to be intense media interest?
  - Is there/will there likely be a need to keep the public informed?
5. Does the situation have the potential to escalate?

If NO to all questions, use standard operating procedures and DO NOT activate the MEP and EOC. If YES to one or more questions, activate the MEP and EOC (do you need authorization from senior or elected officials?)

**Note:** *THE EMA District Officer can provide guidance and advice on the activation and operation of the municipal EOC.*

Topic Outline	Learning Priority	Teaching Points
<p>Municipal Emergency Operations Centre</p> <ul style="list-style-type: none"> <li>• Purpose/role</li> <li>• EOC team membership</li> <li>• Relationship to the emergency site</li> </ul>	<p>2</p>	<p>Functions of the EOC:</p> <ul style="list-style-type: none"> <li>• Manage overall municipal response</li> <li>• Mobilize the EOC team</li> <li>• Determine need for State of Local Emergency</li> <li>• Designate and/or confirm designation of Emergency Site Manager/Incident Commander</li> <li>• Operations management including:                             <ul style="list-style-type: none"> <li>○ Support to the emergency site team(s)</li> <li>○ Liaison with other operational sites (e.g. Reception Centre, health care facilities, industry EOCs, EMAOC, etc.)</li> </ul> </li> <li>• Information to the public and media</li> <li>• Inter-government liaison</li> <li>• Ensure continued operations/services in unaffected areas of the municipality</li> <li>• Address policy issues</li> <li>• Track expenditures</li> <li>• Plan for recovery</li> </ul> <p>Emphasize the importance of regular meetings, maintaining accurate logs, records and situation reports (sitreps).</p> <p>Reference that there may be a need for security at the EOC to limit access.</p> <p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>
<p>Emergency Site Manager/Incident Commander</p> <ul style="list-style-type: none"> <li>• Role</li> <li>• Principal tasks</li> <li>• Link to the EOC</li> </ul>	<p>2</p>	<p><i>(Note: Refer to the EOC course standard for additional information.)</i></p>
<p>Role of the Emergency Public Information Manager at site and EOC</p>	<p>1</p>	<p>Emphasize the need to communicate with the public and elected officials.</p>

## Emergency Public Information Course

<b>Topic:</b>	<b>NOTIFYING THE PUBLIC OF A THREAT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of the importance of notifying the public of a threat.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	<p>Auf der Heide, 1989</p> <p><a href="http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm</a></p> <p><a href="http://www.msc.ec.gc.ca/weather/contents_e.html">http://www.msc.ec.gc.ca/weather/contents_e.html</a></p> <p><a href="http://www3.gov.ab.ca/env/water/basins/basinform.cfm">http://www3.gov.ab.ca/env/water/basins/basinform.cfm</a></p> <p><a href="http://envweb.env.gov.ab.ca/env/forests/fpd/">http://envweb.env.gov.ab.ca/env/forests/fpd/</a></p>

Topic Outline	Learning Priority	Teaching Points
Early notification objective <ul style="list-style-type: none"> <li>• to advise the maximum number of people as early as possible <b>before</b> impact in order to save lives and prevent injuries.</li> </ul>	2	Also include info re communicating with the public before, during, after (e.g. need for on-going communication to the public by a known reliable source).
Notification methods <ul style="list-style-type: none"> <li>• radio and/or television (e.g. Alberta Emergency Public Warning System)</li> <li>• telephone, sirens, megaphones (loudhailers), door-to-door</li> </ul>	2	Discuss notification systems and methods in place in the local community.
Notification content <ul style="list-style-type: none"> <li>• describe the threat and its potential severity</li> <li>• describe the area affected</li> <li>• provide suggested actions that citizens can take to protect themselves and their families</li> <li>• provide phone number(s) for additional information or assistance</li> <li>• include the authority with regards to the notification</li> </ul>	1	
Alberta's Emergency Public Warning System	3	Handout: <i>EPWS Pamphlet</i>
Environment Canada weather statements <ul style="list-style-type: none"> <li>• weather watch</li> <li>• weather warning</li> <li>• weather advisory</li> </ul>	3	Review definitions of weather statements.

Topic Outline	Learning Priority	Teaching Points
Alberta Environment	3	The Environmental Monitoring and Evaluation Branch provides timely information on high stream flows, floods and ice jams to municipalities and other client groups. Review definitions of forecasting statements.
Alberta Sustainable Resource Development	3	The Forest Protection Branch dialogues with municipalities adjacent to areas impacted by wildfire.



Topic Outline	Learning Priority	Teaching Points
<p><b>Activating</b> the EPI component of the Municipal Emergency Plan:</p> <ul style="list-style-type: none"> <li>• Have ready access to decision makers</li> <li>• Establish EPI work area</li> <li>• Issue public alert/warning announcements</li> <li>• Keep the public and media informed</li> <li>• Coordinate media information activities at the site(s), including arrangements for media tours</li> <li>• Establish a media information room</li> <li>• Establish a public inquiry room</li> <li>• Prepare news releases</li> <li>• Arrange for news conferences</li> <li>• Arrange for media pooling</li> <li>• Activate notification procedure when State of Local Emergency declared</li> <li>• Media monitoring</li> <li>• Assess long range needs</li> </ul>	<p>1</p>	<p>Refer to EPI component of Municipal Emergency Plan for host municipality.</p>

## Emergency Public Information Course

**Topic:** THE MEDIA IN DISASTERS

**Learning Outcome:** Learners understand the role of the media.

Learners are able to identify the types of media and how they can assist in meeting the emergency information needs of the municipality, first responders and the public.

Learners practice the skills required for effective TV, radio, news conference and print media interviews.

**Suggested Video:** *Gleaming in the Public Eye*

**Total Estimated Time:** 240 minutes

Topic Outline	Learning Priority	Teaching Points
Role of the media and what they can do for you	1	
Public expectations and perceptions	1	
Types of media: print, radio, TV	1	
Principles of crisis communications in a major emergency or disaster	1	
Preparing for media interviews, news conferences, telephone interviews	1	
Media scrums	1	
Media pools	1	
Public service announcements	1	
Media advisories	1	
Hands-on practice: <ul style="list-style-type: none"> <li>• TV</li> <li>• Radio</li> <li>• Print</li> <li>• News conference</li> </ul>	1	In situations where the course loading is high, priority should be given to the EPI manager and others who would do media interviews.

## Emergency Public Information Course

**Topic:** NEWS RELEASES

**Learning Outcome:** Learners understand key concepts about issuing news releases to the public in an emergency situation.

Learners practice by preparing a news release.

**Total Estimated Time:** 120 minutes

**References:** Model Municipal Emergency Plan

Topic Outline	Learning Priority	Teaching Points
Purpose of news releases	1	
Formats	1	
Types of information that should be included	1	
Managing/coordinating news releases	1	
Pre-prepared (generic) news releases	1	
Notifying the public following a Declaration of a State of Local Emergency	1	
Hands-on practice	1	



## Emergency Public Information Course

<b>Topic:</b>	<b>VICTIM ASSISTANCE CENTRE</b>
<b>Learning Outcome:</b>	Learners will be aware of the concept of operations for a Victim Assistance Centre to meet the short and mid-term needs of the victims following a disaster in which there has been widespread or catastrophic damage.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Auf der Heide, 1989

Topic Outline	Learning Priority	Teaching Points
Victim Assistance Centre	4	<b>Handout:</b> <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>

**Teaching Points:**

- Following a disaster in which there has been widespread or catastrophic damage, there may be a need to draw together services from all orders of government, non-governmental organizations and the private sector to meet the short and mid-term needs of the victims.
- This “one-stop shopping centre” is called a Victim Assistance Centre.
- It is a municipal responsibility to establish and operate a VAC.
- In the event that the disaster is widespread, several municipalities may wish to establish a Victim Assistance Centre in a centralized location and arrange to co-manage the functions of the centre.
- If the municipality feels that they do not have the resources or capabilities to manage a VAC, EMA may be requested to assume responsibility for VAC management. Or the municipality may request that the EMA District Officer co-manage the VAC along with a municipal designate.
- At a minimum, EMA will maintain a presence at the VAC in a liaison capacity, provide advice and assistance to the VAC in a manner similar to that provided to a municipality during the response to a disaster.
- The municipality(s) establishing a VAC will be responsible for funding the resources required. All expenditures should be recorded.
- Organizations represented at a VAC will be dictated by the nature of the event and the needs of those affected. Generally, there is a need for two types of support: direct, immediate assistance and/or longer-term. They may be federal and provincial departments, municipal agencies, regional authorities (e.g. regional health authorities, school boards, etc.), non-government organizations (e.g. members of the Alberta NGO Council) and the private sector (e.g. insurance industry, utility companies, etc.).
- Should a Disaster Recovery Program be announced, it may be appropriate to establish a Disaster Registration facility within the VAC.

## Emergency Public Information Course

<b>Topic:</b>	<b>POST EVENT ACTIVITIES</b>
<b>Learning Outcome:</b>	Learners will be aware of post event activities that may be required.
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Model Municipal Emergency Plan; Auf der Heide, 1989; Appendix D, <i>Alberta's Disaster Recovery Program</i>

Topic Outline	Learning Priority	Teaching Points
<p>Examples of post-event activities:</p> <ul style="list-style-type: none"> <li>• Damage and loss assessment</li> <li>• Resumption of business operations</li> <li>• Restoration of services (utilities, transportation, community support services, schools, institutions, etc.)</li> <li>• Emergency assistance for residents (e.g. financial and temporary housing)</li> <li>• Clean-up, waste/debris removal and disposal</li> <li>• Housing/relocation, rebuilding</li> <li>• Donations management – funds and goods</li> <li>• Outreach programs for survivors</li> <li>• Operational debriefing(s)/documenting lessons learned</li> <li>• Plan review/updating</li> <li>• Recognition of staff/volunteers</li> <li>• Memorial events (e.g. commemorative, anniversary)</li> </ul>	4	<p>Disaster Recovery Programs (financial assistance) are administered under the Disaster Recovery Regulation and are designed to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.</p>

## Emergency Public Information Course

**Topic:** COURSE CONCLUSION

**Learning Outcome:**

**Total Estimated Time:** 20 minutes

Topic Outline	Teaching Points
Emergency Management Course	Recommend that learners attend the Emergency Management Course. The Emergency Management Course will provide an opportunity for learners to practice their EPI role as a member of an emergency site or emergency operations centre team.
Evaluation of the course	<b>Handout:</b> Appendix A, <i>Learner Evaluation</i>  Learners complete the <i>Learner Evaluation</i> form to provide feedback on the learning experience.
Administration and closing	Course certificates will be mailed directly to students by Emergency Management Alberta (EMA) - ensure names and addresses are correct on the Class List.

## EMERGENCY PUBLIC INFORMATION COURSE INFORMATION SHEET

Managing response activities following a major emergency or disaster extends beyond the scope of routine emergency practices and procedures. The event may cause death, injury and widespread property damage. Citizens may be forced from their homes and family members separated. There is likely to be intense media interest, convergence of responders and volunteers (solicited and unsolicited) and an outpouring of offers of assistance from outside of the community. The municipality is faced with the daunting task of managing and co-ordinating response efforts and must have a plan in place to handle the increased volume, urgency, scope and intensity of activities during this time. Emergency management training courses provide essential information on Alberta's emergency management framework and legislation. Each course has been designed so that learners are given opportunities to practice theories and concepts through individual and group activities during the training session. The following information pertains to the Emergency Public Information Course.

**The intent of this course is to prepare participants to carry out their agency spokesperson role and/or their Emergency Public Information role in a major emergency or disaster.**

### COURSE OBJECTIVE

At the end of the course, participants will:

1. Understand the role of the media in a major emergency or disaster,
2. Understand the various types of media,
3. Understand the principles of crisis communications in a major emergency or disaster,
4. Understand the roles and responsibilities of an Emergency Public Information Manager or designate,
5. Know how to develop and maintain an Emergency Public Information plan, which is a specialized component of the Municipal Emergency Plan,
6. Understand Alberta's emergency management legislation and framework,
7. Know how to implement best practices for disseminating information to the public and the media in a major emergency or disaster.

### EVALUATION

Participants will have an opportunity to assess their success in light of the information presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta (EMA) staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions, hands-on practice) to achieve the desired learning outcomes. As well, at least one discussion exercise will be included to provide participants with an opportunity to practice and apply their knowledge and skills.

### TARGET AUDIENCE

- Individuals who have been or may be assigned an emergency public information role in their community
- Directors of Disaster Services
- Municipal elected officials
- Senior members of emergency response agencies (e.g. fire, police, etc.) who would be interacting with the media in an emergency situation.

### COURSE PRE-REQUISITE

Prior completion of the Basic Emergency Preparedness (BEP) Course is **strongly recommended**. A self-study version of the BEP course is available from EMA.

### COURSE LENGTH AND LOADING

A minimum of 12 hours (2 days) is required to achieve the course objectives. A minimum of 15 participants is required.



# Chapter 11. Emergency Management Course

This chapter outlines the requirements for the Emergency Management course. The trainer's lesson plan must be based on the information contained in this chapter.

## Section 1. Course Overview

### INTENT OF THE COURSE

**The intent of this advanced level course is to provide participants with the knowledge and skills required to carry out their emergency responsibilities as a member of an emergency site or emergency operations centre team.**

### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will be able to:

1. Apply the principles of the Emergency Site Management System to provide a coordinated multi-service/jurisdictional response at an emergency site,
2. Apply emergency operations centre management principles and concepts,
3. Demonstrate teamwork in emergency site and emergency operations centre situations,
4. Contribute to the decisions required for site management and emergency operations centre actions,
5. Implement best practices for the management of information and its communication (e.g. collecting, evaluating, documenting and disseminating information to the emergency site and emergency operations centre teams and informing the public via the media).

**NOTE:** *The Emergency Site Management System is the emergency management system of choice for the majority of Alberta municipalities. Trainers requested to teach ICS/Unified Command must consult with the EMA District Officer in advance of conducting the course. ICS must be taught according to the Canadian Interagency Forest Fire Centre standards.*

### EVALUATION

Learners will have an opportunity to assess their success in light of the information presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta (EMA) staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, exercises are an essential element of the Emergency Management Course and at least three exercises will be included to provide learners with an opportunity to practice and apply their knowledge and skills. (*Instructional Note: The role of the EMA District Officer should be emphasized throughout the course.*)

## EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

### TARGET AUDIENCE

Members of the Disaster Services Agency and other individuals who are assigned a role at the municipal emergency operations centre or the emergency site. Emergency Public Information Managers or designates should also attend.

### COURSE PREREQUISITE

Prior completion of the Basic Emergency Preparedness (BEP) Course is **strongly recommended** to prepare participants for this advanced level course. A self-study version of the BEP course is available from EMA.

### COURSE LENGTH AND LOADING

A minimum of 18 hours is required to achieve the course objectives. A minimum of 25 participants from a cross-section of services and disciplines is required so that evaluation exercises will be as realistic as possible. Efforts should be made to include a minimum of 3 participants from police, 3 from fire and 3 from emergency medical services. As well, there should be representatives from public works and transportation, municipal administration, disaster social services, health care, public health, school(s), utility companies and industry.

### HANDOUTS

These documents are to be included in the learner manual. As well, the trainer may want to provide the host/sponsoring municipality with pre-course reading material for distribution to participants prior to the course.

<u>Title</u>	<u>Source</u>
1) Disaster Services Act	<a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>
2) Sample Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta (EMA)
3) Sample public announcement following the Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta (EMA)
4) Termination of Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta (EMA)
5) Renewal of Declaration of a State of Local Emergency	Model Municipal Emergency Plan, Emergency Management Alberta (EMA)
6) Alberta Emergency Public Warning System	<a href="http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm</a> (EPWS Pamphlet as a Single Sheet Handout - 2 sides)
7) Emergency Site Management System: A Study Guide, CEPC	EMA Training
8) Checklists and forms	Model Municipal Emergency Plan <b>Instructional Note:</b> During exercises, trainers are expected to provide participants with the appropriate checklists and forms contained in the host community's <u>Municipal Emergency Plan</u> . Rationale: to assist participants in performing their role in the exercise and to familiarize participants with their Municipal Emergency Plan.
9) Planning and Conducting Exercises	Appendix E
10) Fact Sheets	Appendix D
11) <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>	Training Programs, EMA

### OTHER

To assist municipalities in recruiting participants, the trainer may wish to provide them with *Emergency Management Course Information Sheet, Page 11-33*.

## Section 2. Course Content Requirements

The topics and learning outcomes that follow describe the required elements for the Emergency Management Course. The trainer may re-order or combine topics and learning outcomes within their lesson plan as long as all topics are included and learning outcomes are achieved.

A **Learning Priority** is included for each topic:

- Priority 1** Mandatory; learners must have an in-depth knowledge of this topic
- Priority 2** Mandatory; learners must have an understanding of this topic
- Priority 3** Mandatory; learners must have an awareness of this topic
- Priority 4** Optional/value added; include as review as required

### Emergency Management Course

**Topic:** COURSE INTRODUCTION

**Learning Outcome:** Learners are provided with details of the course to prepare them for the learning experience to follow.

Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the facility, the course materials and feel motivated to participate. Learners have a clear picture of what is to be learned and how they can contribute to an effective learning experience.

**Total Estimated Time:** 40 minutes

Topic Outline	Teaching Points
Welcome to the course	
Introduction of trainer(s) and EMA District Officer	
Learner self introductions (name, municipality, organization/agency, emergency experience/role)	
Course objective; course agenda; introduction to learner manual	
Course themes <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Decision making</li> <li>• Management of information</li> <li>• Communication</li> </ul>	
Administrative issues <ul style="list-style-type: none"> <li>• Facility (washrooms, layout, exits, etc.)</li> <li>• Breaks; lunch</li> <li>• Registration using <i>Class List</i></li> <li>• Recognize that some learners may be “on-call”</li> <li>• Explain that a Code word, such as “NO DUFF”, is to be used to indicate that info being given is for real and is not part of a course exercise</li> </ul>	<b>Handout:</b> Appendix A, <i>Class List</i>

## Emergency Management Course

<b>Topic:</b>	<b>THE CONTEXT OF DISASTERS</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	<i>Organizational Behavior in Disaster and Implications for Disaster Planning</i> , Quarantelli; <i>Major Criteria for Judging Disaster Planning and Managing their Applicability in Developing Societies</i> , Quarantelli; <i>Disaster Response: Principles of Preparation and Coordination</i> , Auf der Heide, available on-line at <a href="http://www.coe-dmha.org/">http://www.coe-dmha.org/</a> .

Topic Outline	Learning Priority	Teaching Points
Categories of disasters	4	Include examples of recent events and typical reactions of public to: <ul style="list-style-type: none"> <li>• Natural disaster</li> <li>• Human induced disasters (intentional and non-intentional)</li> </ul>
Impact of disasters on <ul style="list-style-type: none"> <li>• Individuals and families</li> <li>• Organizations</li> <li>• Community/local authority</li> </ul>	4	
The disaster environment	2	<ul style="list-style-type: none"> <li>• Immediately following a sudden and unexpected event, there is likely to be <b>chaos and confusion</b>. Initial information and details are likely to be incomplete or inaccurate.</li> <li>• <b>Communication breakdowns</b> are common due to equipment failure (cell lines are likely to be over-loaded, the impacted area may be in a dead spot, response agencies may not be able to communicate with one another because of incompatible equipment/frequencies.</li> <li>• <b>Breakdown in information flow</b></li> <li>• <b>Convergence</b> (e.g. of emergency responders, volunteers, resources, equipment, etc.) from within and outside of the community can present major challenges, particularly when they are unsolicited and not part of emergency response procedures.</li> </ul> <p><i>Note: Volunteers must be registered in order to be eligible for Workers' Compensation benefits.</i></p>



Topic Outline	Learning Priority	Teaching Points
Myths and Realities	4	<b>Handout:</b> Appendix D, <i>Myths and Realities</i>
Priorities of emergency management	4	<ul style="list-style-type: none"> <li>• Save lives</li> <li>• Protect property and the environment</li> </ul>
Functions of emergency management	4	<ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> </ul>
Keys to success	1	<ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Co-operation</li> <li>• Communication</li> </ul>

## Emergency Management Course

**Topic:** PRINCIPLES OF AN EMERGENCY PREPAREDNESS PROGRAM

**Learning Outcome:** Learners review and reinforce their knowledge.

**Total Estimated Time:** 20 minutes

**References:** Comfort, 1988; Drabek, 1991 and 1986; Auf der Heide, 1989; Quarantelli, 1984; *BEP Self-Study Guide*

Topic Outline	Learning Priority	Teaching Points
Principles of preparedness	2	<ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Utilize existing structures/systems</li> <li>• Manage increased information flow</li> <li>• Process for intra and inter-organization coordination</li> <li>• Distinguish between disaster planning and disaster management</li> <li>• Focus on adaptive action</li> <li>• Planning must be adjusted to realistic expectations of citizens</li> <li>• Effective arrangements provide for the most appropriate response rather than the fastest</li> <li>• Educate the public                             <ul style="list-style-type: none"> <li>➤ Personal emergency preparedness</li> <li>➤ Awareness of municipal emergency planning efforts and initiatives</li> </ul> </li> <li>• Incorporate training and education into the planning process</li> <li>• Modest planning is reasonable</li> <li>• Plan must be known and accepted</li> </ul>

## Emergency Management Course

<b>Topic:</b>	<b>ALBERTA'S EMERGENCY MANAGEMENT FRAMEWORK</b>
<b>Learning Outcome:</b>	Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Appendix D, <i>Alberta's Emergency Management Framework</i> ; Disaster Services Act; <i>BEP Self-Study Guide, Municipal Emergency Plan Model</i>

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Graduated system of involvement               <ul style="list-style-type: none"> <li>- Individual and family</li> <li>- Municipality/First Nations community</li> <li>- Provincial Government</li> <li>- Federal Government</li> </ul> </li> <li>• Community based approach</li> </ul>	2	
<b>Municipal Government Act</b>	4	Include references to municipal emergency planning and response (Part 2, Sec. 7, Part 13-Sec. 55(1) which: <ul style="list-style-type: none"> <li>• Authorizes local authorities (councils) to pass bylaws for municipal purposes regarding the safety, health and welfare of people and the protection of people and property</li> <li>• States that in an emergency, a municipality may take whatever actions and measures are necessary to eliminate the emergency.</li> </ul>
<b>Disaster Services Act</b>		
Definitions: emergency and disaster	4	Explain/discuss differences between emergencies and disasters

Topic Outline	Learning Priority	Teaching Points
State of Local Emergency <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Powers</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	1	A copy of the official declaration must be forwarded to the Minister, Alberta Municipal Affairs, via Emergency Management Alberta. Fax: 780-422-1549 and 780-427-1044.  <b>Handouts:</b> <i>Sample Formats in Model MEP: Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency; Termination of Declaration of a State of Local Emergency; Renewal of Declaration of a State of Local Emergency</i>
State of Emergency <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	2	There has never been a need for a provincially declared state of emergency in Alberta.

## Emergency Management Course

<b>Topic:</b>	<b>RESPONSIBILITIES OF LOCAL AUTHORITIES</b>
<b>Learning Outcome:</b>	Learners have an in-depth knowledge and understanding of local authority requirements and responsibilities as defined in the Disaster Services Act.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Appendix D, <i>Alberta's Emergency Management Framework</i> ; Disaster Services Act; <i>BEP Self-Study Guide, Municipal Emergency Plan Model</i>

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Pass a Municipal By-Law</li> <li>• Appoint members of Council to Disaster Services Committee               <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Establish Disaster Services Agency               <ul style="list-style-type: none"> <li>- Member organizations</li> <li>- Roles and responsibilities</li> </ul> </li> <li>• Appoint Director of Disaster Services (DDS)               <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Develop and maintain the Disaster Services program               <ul style="list-style-type: none"> <li>- Conduct municipal risk assessment</li> <li>- Develop Municipal Emergency Plan</li> <li>- Establish mutual aid agreements</li> <li>- Approve Plan</li> <li>- Education and training</li> <li>- Exercise the Plan</li> </ul> </li> <li>• Direct and control the emergency response</li> </ul>	1	<p><b>Handout:</b> <i>Disaster Services Act</i></p> <p>Emphasize the importance of the Emergency Public Information component of the Municipal Emergency Plan. The EPI Manager should be a member of the Disaster Services Agency.</p>

## Emergency Management Course

**Topic:** MUNICIPAL EMERGENCY PLAN FOR THE HOST MUNICIPALITY

**Learning Outcome:** Learners are familiar with the local Municipal Emergency Plan

**Total Estimated Time:** 10 minutes

**References:** MEP for the host municipality

*Note: Arrange for the Director of Disaster Services for the host municipality to present this topic.*

Topic Outline	Learning Priority	Teaching Points
Review MEP for the host municipality	1	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Local organization and structure</li> <li>• Mutual aid arrangements</li> <li>• EOC location</li> <li>• Review of events</li> <li>• EOC activations</li> <li>• State of Local Emergency</li> <li>• Local initiatives</li> </ul>

## Emergency Management Course

<b>Topic:</b>	<b>OVERVIEW OF DISASTER SOCIAL SERVICES</b>
<b>Learning Outcome:</b>	Learners are familiar with the Disaster Social Services component of the MEP
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Emergency Management Exercises & Training Standards, Chapter 12, Disaster Social Services Planning Course

*Note: If possible, review/discuss recent events where local DSS Response Plan was activated.*

Topic Outline	Learning Priority	Teaching Points
Definitions <ul style="list-style-type: none"> <li>• Disaster Social Services</li> <li>• Reception Centre</li> </ul>	2	<b>Handout:</b> Appendix D, <i>Disaster Social Services Planning in Alberta</i>
Evacuee needs	4	
Typical evacuee reactions/behavior	4	
DSS Response Plan is a specialized component of the Municipal Emergency Plan	2	<ul style="list-style-type: none"> <li>• DSS Manager is a member of the Municipal Disaster Services Agency</li> <li>• DSS Manager establishes DSS Committee to develop and maintain the DSS Plan which includes:               <ul style="list-style-type: none"> <li>○ Identifying and arranging for Reception Centre sites</li> <li>○ Developing capability to provide services (lodging, clothing, food, registration and inquiry, personal services)</li> </ul> </li> <li>• Making arrangements with local organizations/agencies to provide support and services</li> </ul>
Activating the DSS Plan <ul style="list-style-type: none"> <li>• Role of the DSS Manager at the EOC</li> <li>• Role of the Reception Centre Manager and link to the DSS Manager at the EOC</li> </ul>	2	
DSS Response Planning Model	3	Contact is EMA District Officer
Reception Centre Kit	4	Contact is EMA District Officer

<p>Role of Alberta Human Resources &amp; Employment (provincial social services) in supporting municipalities with DSS planning and response</p>	<p>3</p>	<p><b>Handout:</b> Appendix D, <i>Role of Provincial Social Services (Alberta Human Resources &amp; Employment) in Municipal Emergency Planning and Response in Alberta</i></p>
<p>Role of Public Health at a Reception Centre and/or Congregate Lodging Facility</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Medical/first aid advice and support (Personal Services function)</li> <li>• Advice and support to vulnerable groups (e.g. nursing mothers, elderly (Personal Services function)</li> <li>• Psychological support in conjunction with Mental Health (Personal Services function)</li> <li>• Monitor sanitary conditions (e.g. food preparation, handling, storage and distribution, potable water, sewage and waste disposal)</li> <li>• Communicable disease control</li> </ul>
<p>Role of Mental Health after a disaster</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Psychological support at Reception Centre for staff and evacuees (Personal Services function)</li> <li>• Support to emergency responders and workers</li> <li>• Outreach Programs:             <ul style="list-style-type: none"> <li>○ Participate in Outreach Committee</li> <li>○ Counseling support for disaster victims (referred from Public Health, AB Human Resources &amp; Employment and other agencies)</li> </ul> </li> </ul>



## Emergency Management Course

<b>Subject:</b>	EMA (Emergency Management Alberta)
<b>Learning Outcome:</b>	Learners will have an understanding of: <ul style="list-style-type: none"> <li>• EMA's role</li> <li>• EMA programs and initiatives</li> </ul>
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	EMA website <a href="http://www.municipalaffairs.gov.ab.ca/ema/">http://www.municipalaffairs.gov.ab.ca/ema/</a>

Topic Outline	Learning Priority	Teaching Points
Role of EMA District Officers – before, during and after	2	The role of the District Officer should be emphasized throughout the course. <b>Handout:</b> <ul style="list-style-type: none"> <li>• Appendix D, <i>Role of EMA (Emergency Management Alberta) District Officers</i></li> <li>• Appendix D, <i>EMA (Emergency Management Alberta)</i></li> </ul>
EMA Operations Centre	2	Activated by EMA to co-ordinate provincial response efforts and to consult with local emergency responders, disaster services agencies and municipal officials.
Provincial Emergency Plans	4	<ul style="list-style-type: none"> <li>• Alberta Emergency Plan</li> <li>• Upstream Petroleum Incident Support Plan</li> <li>• Dangerous Goods Incident Support Plan</li> <li>• Alberta Counter-Terrorism Crisis Management Plan (Handout: Appendix D, <i>Alberta Counter-Terrorism Crisis Management Plan</i>)</li> <li>• Critical Pest Infestation Response Plan</li> <li>• Foreign Animal Disease Eradication Support Plan</li> </ul> <a href="http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm">http://www.municipalaffairs.gov.ab.ca/ema/emerg_plans.cfm</a>
Disaster Recovery Programs	2	<b>Handout:</b> Appendix D, <i>Alberta's Disaster Recovery Programs</i>
Joint Emergency Preparedness Program	4	<b>Handout:</b> Appendix D, <i>Joint Emergency Preparedness Program</i>

EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

<p>Training Grants</p>	<p>4</p>	<p>Starting in 1999/2000 and every year thereafter, municipalities with a population of under 20,000 have been eligible to apply for training grants. These grants are an initiative under the Municipal Sponsorship Program. Emergency management training and ground search and rescue training is provided under this initiative.</p>
<p>EMA Planning Models:</p> <ul style="list-style-type: none"> <li>• Municipal Emergency Plan Model</li> <li>• Mass Casualty Response Planning Model (for Healthcare Facilities)</li> <li>• External Evacuation Planning Model (for Healthcare Facilities)</li> <li>• Disaster Social Services Response Planning Model</li> <li>• School Board Disaster Planning Model</li> <li>• School Disaster Planning Model</li> <li>• Dam Breach Emergency Response Plan</li> </ul>	<p>4</p>	<p>Available on EMA website</p>

## Emergency Management Course

<b>Subject:</b>	<b>OTHER PROVINCIAL DEPARTMENTS AND AGENCIES</b>
<b>Learning Outcome:</b>	Learners will have an understanding of other provincial departments and agencies who have a role in emergencies and/or disasters
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Ministry websites

Topic Outline	Learning Priority	Teaching Points
Chief Medical Examiner	2	See Office of the Chief Medical Examiner website: <a href="http://www4.gov.ab.ca/just/ocme/">http://www4.gov.ab.ca/just/ocme/</a>
Alberta Human Resources & Employment	3	<ul style="list-style-type: none"> <li>• Support municipalities with Disaster Social Services planning and response (see chapter on Disaster Social Services)</li> <li>• Workplace Health &amp; Safety</li> </ul>
Alberta Health & Wellness	2	<p>Public Health Emergencies:</p> <ul style="list-style-type: none"> <li>• In a public health emergency such as SARS or pandemic influenza, Alberta Health &amp; Wellness is the lead provincial agency. EMA is the provincial co-ordinating agency and the link to non-health resources and supporting agencies.</li> <li>• The RHA Medical Officers of Health (MOH) and municipalities are currently working together on planning for pandemic influenza, with the MOH have responsibility for health issues and the municipality having responsibility for providing assistance to the RHA and for continuity of essential services in the municipality.</li> <li>• The Public Health Act was amended in 2002 to enhance the ability of Alberta Health &amp; Wellness to determine the existence of a public health emergency and to declare a public health emergency. The Public Health Act and the Disaster Services Act are complementary.</li> </ul>

EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

Regional Health Authorities\Public Health\Mental Health	3	
Support from the Public Affairs Bureau	3	See chapter on Emergency Public Information
Alberta Infrastructure & Transportation	3	<ul style="list-style-type: none"> <li>• Road closures Only Alberta Transportation Operations Managers have authority to close provincial roads/highways. However, the RCMP can close a road for a short period of time to deal with an immediate situation.</li> <li>• Coordination &amp; Information Centre (CIC) <b>Handout:</b> Appendix D, <i>Coordination &amp; Information Centre</i></li> </ul>
Energy & Utilities Board (EUB)	3	<i>Note: Video M-059 explains the role of the EUB. Video is 5 minutes.</i>

## Emergency Management Course

<b>Subject:</b>	<b>ROLE OF THE FEDERAL GOVERNMENT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of Federal Government roles and responsibilities
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Emergencies Act; Emergency Preparedness Act; <a href="http://www.ocipep.gc.ca">http://www.ocipep.gc.ca</a> ; <a href="http://www.tsb.gc.ca/en/index.asp">http://www.tsb.gc.ca/en/index.asp</a>

Topic Outline	Learning Priority	Teaching Points
Federal government assistance	1	<ul style="list-style-type: none"> <li>• Requested through EMA</li> <li>• Canadian Forces assistance may not be available or may not be immediate</li> <li>• There will be costs associated with Canadian Forces support</li> </ul>
Legislation	4	<ul style="list-style-type: none"> <li>• <b>Emergencies Act</b> Describes types of national emergencies and exception powers that may be authorized</li> <li>• <b>Emergency Preparedness Act</b> Defines the responsibilities of PSEPC; requires Federal departments to have emergency plans</li> </ul>
Role of the Transportation Safety Board	3	Investigate occurrences of marine, pipeline, rail and air modes of transportation. See website for more information.

## Emergency Management Course

<b>Subject:</b>	<b>THE EMERGENCY OPERATIONS CENTRE (EOC)</b>
<b>Learning Outcome:</b>	Learners will understand EOC concepts, principles, roles, responsibilities, its link to other operational sites, when and how to activate an EOC.
<b>Total Estimated Time:</b>	120 minutes
<b>References:</b>	Model Municipal Emergency Plan; <i>Emergency Site Management System</i> , Canadian Emergency Preparedness College, 2001; <i>National Standards for NTWG-Recognised Incident Command System (ICS)</i> ; Canadian Interagency Forest Fire Centre; <i>Widely Recommended, Increasingly Used: The Role of the EOC</i> , Joseph Scanlon
<b>Instructional Note:</b>	<b>Instructional Note:</b> <i>EOC operations must be covered in-depth, as it is a critical component of municipal emergency response. Coordination and communication linkages between the site(s) and the EOC must be included; also the role of the EOC in supporting site operations and addressing issues beyond the scope of the site.</i>

Topic Outline	Learning Priority	Teaching Points
Purpose and role of EOC	1	<p><b>Handout:</b> <i>Emergency Site Management System: A Study Guide</i>, Canadian Emergency Preparedness College</p> <ul style="list-style-type: none"> <li>• Manage overall municipal response</li> <li>• Operations management including:               <ul style="list-style-type: none"> <li>○ Support to the emergency site team(s)</li> <li>○ Liaison with other operational sites (e.g. Reception Centre(s), health care facilities, industry EOCs, EMAOC, etc.)</li> </ul> </li> <li>• Information management (internal and external)</li> <li>• Inter-government liaison</li> <li>• Continuation of services to the rest of the municipality</li> <li>• Policy issues</li> <li>• Plan for recovery</li> </ul>
Relationship of the EOC to the emergency site and other operational sites (e.g. Reception Centres, hospitals, industry EOCs)	1	

<p>EOC Team</p> <ul style="list-style-type: none"> <li>• EOC Co-ordinator (usually the Director of Disaster Services)</li> <li>• Emergency services (fire, police, ambulance)</li> <li>• Regional Health Authority</li> <li>• Health Care Facilities</li> <li>• Public Health</li> <li>• Municipal departments</li> <li>• Emergency Public Information Manager or designate</li> <li>• Disaster Social Services (link to Reception Centre)</li> <li>• Other agencies and/or industries as required</li> <li>• District Officer as EMA liaison</li> </ul>	<p>1</p>	<p><i>Note: Refer to the municipal emergency plan for a list of duties for the EOC team.</i></p> <ul style="list-style-type: none"> <li>• In small to medium sized municipalities with limited staff and resources, it may not be feasible to fully staff an EOC (for example, first responders and public works are likely to be fully engaged at site). However, it is important that these <u>agencies establish and maintain communication</u> with the EOC so that the EOC is informed and current.</li> <li>• There may be a need for security at the EOC to limit access.</li> </ul>
<p>Principal tasks</p> <ul style="list-style-type: none"> <li>• Mobilize the EOC team</li> <li>• Determine need for State of Local Emergency</li> <li>• Designate and/or confirm designation of Emergency Site Manager/Incident Commander</li> <li>• Maintain log of events and manage information about the emergency response</li> <li>• Establish mechanism for tracking expenditures</li> <li>• Respond to requests from the Emergency Site Manager/Incident Commander and other sites (e.g. for additional resources and/or equipment, information, media relations, coordination with external agencies)</li> <li>• Establish links with other operational sites (e.g. Reception Centres, schools, industry, utilities)</li> <li>• Provide information to the public and media</li> <li>• Inter-government liaison</li> <li>• Ensure continued operations/services in unaffected areas of the municipality</li> <li>• Address policy issues</li> <li>• Plan for recovery</li> </ul>	<p>1</p>	

<b>THE EMERGENCY OPERATIONS CENTRE (EOC) (continued)</b>		
<b>Topic Outline</b>	<b>Learning Priority</b>	<b>Teaching Points</b>
Emergency Public Information <ul style="list-style-type: none"> <li>• Role of the Emergency Public Information Manager at the site and the EOC</li> </ul>	2	Refer to chapter on EPI  Emphasize the need to communicate with the public and elected officials
Physical requirements, layout and set-up: <ul style="list-style-type: none"> <li>• Primary EOC</li> <li>• Alternate EOC</li> </ul>	1	
EOC finance and administration <ul style="list-style-type: none"> <li>• Logs</li> <li>• Record-keeping, including key decisions and costs</li> <li>• Situation reports (sitreps)</li> <li>• Timing of briefings</li> <li>• Display board</li> <li>• Shift schedules, shift changes</li> <li>• Staff care (regular breaks, quiet area)</li> <li>• Use of radios</li> </ul>	1	<ul style="list-style-type: none"> <li>• Emphasize the importance of regular meetings, maintaining accurate logs, records and situation reports (sitreps).</li> <li>• EOC Coordinator needs to establish a process/schedule to coordinate EOC activities (regular sitreps and updates).</li> <li>• Emphasize the importance of record-keeping and the reasons why, e.g.:               <ul style="list-style-type: none"> <li>• Payment of emergency operations costs</li> <li>• Obtaining provincial financial assistance</li> <li>• Municipal and agency response reviews and lessons learned</li> <li>• Provincial and federal reviews and inquiries, e.g., Walkerton (2000), SARS (2003), British Columbia Wildfires (2003)</li> </ul> </li> </ul>



## Emergency Management Course

<b>Topic:</b>	<b>PLAN AND EOC ACTIVATION</b>
<b>Learning Outcome:</b>	Learners will have an in-depth understanding of the decision-making process and triggers for activating the MEP and EOC.
<b>Total Estimated Time:</b>	45 minutes
<b>References:</b>	Model Municipal Emergency Plan; <i>Emergency Site Management System, A Study Guide</i> , Canadian Emergency Preparedness College, 1998 & 2001; Scanlon 1999
<b>Instructional Note:</b>	Introduce a scenario (based on the local community's risk assessment), review the 3 activation levels and have participants work through the triggers and decision-making process with regards to activating the MEP and EOC.

Topic Outline	Learning Priority	Teaching Points
Activating the Municipal Emergency Plan <ul style="list-style-type: none"> <li>• Level 1 response</li> <li>• Level 2 response</li> <li>• Level 3 response</li> </ul>	1	

### TEACHING POINTS

When a municipality receives information or notification of a major emergency or disaster, a decision must be made as to whether or not their MEP and EOC will be activated.

The following questions will assist in decision making:

1. Is there immediate or potential evacuation of the surrounding area?
2. Is there or potential threat to life, health or property beyond the ability of first responders to handle?
3. Is there the potential for prolonged disruption of key services?
4. Is public information or media response required?
5. Is there likely to be intense media interest?
6. Is there/will there likely be a need to keep the public informed?
7. Does the situation have the potential to escalate?

If NO to all questions, use standard operating procedures and DO NOT activate the MEP and EOC.

If YES to one or more questions, activate the MEP and EOC (do you need authorization from senior or elected officials?)

***NOTE: The EMA District Officer can provide guidance and advice on the activation and operation of the municipal EOC.***

## Emergency Management Course

**Topic:** THE EMERGENCY SITE MANAGEMENT (ESM) SYSTEM\*

**Learning Outcome:** Learners understand key concepts regarding the ESM system.

**Total Estimated Time:** 120 minutes

**References:** *Emergency Site Management System, A Study Guide*, Canadian Emergency Preparedness College, 2001; *Model Municipal Emergency Plan, An Overview of Incident Management Systems*, Perspectives on Preparedness, September 2001, Nov. 4, Harvard University (www.esdp.org)

*\*The Emergency Site Management System is the emergency management system of choice for the majority of Alberta municipalities. Trainers requested to teach ICS/Unified Command must consult with the EMA District Officer in advance of conducting the course. ICS must be taught according to Canadian Interagency Forest Fire Centre standards.*

Topic Outline	Learning Priority	Teaching Points
Emergency Site Management (ESM) system: <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Key principles</li> <li>• Features</li> <li>• Concept of operations</li> </ul>	1	
ESM team roles and responsibilities: <ul style="list-style-type: none"> <li>• Emergency Site Manager/Assistant Emergency Site Mgr.</li> <li>• Fire Services</li> <li>• Police Services</li> <li>• Emergency Medical Services</li> <li>• Public Works &amp; Utilities</li> <li>• Staging Area</li> <li>• Public Information Manager or designate</li> </ul>	1	Emphasize importance of keeping logs, record-keeping, establishing shift schedules, and regular meetings.  Dependent on the event, other positions/agencies may be added (e.g. provincial government departments, such as Alberta Environment, Alberta Sustainable Resource Development, and Alberta Transportation; industry).
Other command structures within the ESM system and how they work together	1	e.g. fire ground command, incident command, unified command
Emergency site layout: <ul style="list-style-type: none"> <li>• Perimeter (inner and outer)</li> <li>• Site Command Post</li> <li>• Casualty Collection area/triage</li> <li>• Logistics/staging area</li> <li>• Site security</li> <li>• Multiple sites</li> </ul>	1	

<b>THE EMERGENCY SITE MANAGEMENT (ESM) SYSTEM (continued)</b>		
<b>Topic Outline</b>	<b>Learning Priority</b>	<b>Teaching Points</b>
Principal ESM operational tasks: <ul style="list-style-type: none"> <li>• Establish site command post</li> <li>• Assess situation and resources</li> <li>• Determine management strategy: proactive or reactive</li> <li>• Establish priorities and assign tasks</li> <li>• Establish information management mechanisms</li> <li>• Determine communication requirements</li> <li>• Liaise with site team and EOC Co-ordinator</li> <li>• Ensure health, safety and well being of responders on site</li> <li>• Organize site tours or access, e.g. for media, dignitaries</li> </ul>	1	Review information requirements and information sharing mechanisms (e.g. briefings with site team, documentation requirements, closing the loop, maps)  EOC Co-ordinator is usually the Director of Disaster Services
Link to the EOC	1	<i>(Note: Refer to the EOC course standard for additional information.)</i>

## Emergency Management Course

<b>Topic:</b>	<b>EMERGENCY PUBLIC INFORMATION</b>
<b>Learning Outcome:</b>	Learners understand the key concepts and strategies for managing emergency public information.
<b>Total Estimated Time:</b>	90 minutes
<b>Suggested Video:</b>	<i>Gleaming in the Public Eye</i> (available from EMA)
<b>References:</b>	EPI course standard EPI section of Municipal Emergency Plan (e.g. from host municipality's MEP)

Topic Outline	Learning Priority	Teaching Points
The media in disasters <ul style="list-style-type: none"> <li>• Role of the media</li> <li>• What the media can do for you</li> <li>• Public expectations and perceptions</li> <li>• Types of media (print, radio, TV)</li> </ul>	2	
Role of the Emergency Public Information Manager or designate at the site and at the EOC	2	Emphasize the importance of communicating with the media, the public and elected officials
Principles of crisis communication in a major emergency or disaster	4	
Structuring your message	2	
Media interviews, news conferences, news releases, media advisories, telephone interviews, media scrums, media pools, public service announcements	4	

## Emergency Management Course

<b>Topic:</b>	<b>EVACUATION OR SHELTER-IN-PLACE</b>
<b>Learning Outcome:</b>	Learners understand the two courses of protection action (evacuation or shelter-in-place) regarding public safety in an event involving chemical materials.
<b>Total Estimated Time:</b>	15 minutes
<b>Suggested Videos:</b>	<i>Shelter-In-Place</i> , City of Brandon, 2000 <i>Shelter-In-Place, Know what to do</i> , Agrium
<b>References:</b>	<i>2004 Emergency Response Guidebook</i> , Transport Canada <i>Emergency Preparedness Handbook</i> , City of Brandon, 2000 <i>Alberta Support Plan for Upstream Petroleum Incidents</i>

Topic Outline	Learning Priority	Teaching Points
Definitions: <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Shelter-in-place</li> </ul>	2	<b>Handout:</b> Appendix D, <i>Evacuation or Shelter-in-Place</i>
Shelter-in-place instructions for the public	2	
Information to the public	2	Emphasize the need to provide information, instructions and regular updates to the public following any event and the role of the municipal Emergency Public Information Manager.

## Emergency Management Course

<b>Topic:</b>	<b>NOTIFYING THE PUBLIC OF A THREAT</b>
<b>Learning Outcome:</b>	Learners will have an understanding of the importance of notifying the public of a threat.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	<p>Auf der Heide, 1989</p> <p><a href="http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm">http://www.municipalaffairs.gov.ab.ca/ema/epws.cfm</a></p> <p><a href="http://www.msc.ec.gc.ca/weather/contents_e.html">http://www.msc.ec.gc.ca/weather/contents_e.html</a></p> <p><a href="http://www3.gov.ab.ca/env/water/basins/basinform.cfm">http://www3.gov.ab.ca/env/water/basins/basinform.cfm</a></p> <p><a href="http://envweb.env.gov.ab.ca/env/forests/fpd/">http://envweb.env.gov.ab.ca/env/forests/fpd/</a></p>

Topic Outline	Learning Priority	Teaching Points
Early notification objective <ul style="list-style-type: none"> <li>• to advise the maximum number of people as early as possible <b>before</b> impact in order to save lives and prevent injuries.</li> </ul>	2	Also include info re communicating with the public before, during, after (e.g. need for on-going communication to the public by a known reliable source).
Notification methods <ul style="list-style-type: none"> <li>• radio and/or television (e.g. Alberta Emergency Public Warning System)</li> <li>• telephone, sirens, megaphones (loudhailers), door-to-door</li> </ul>	2	Discuss notification systems and methods in place in the local community.
Notification content <ul style="list-style-type: none"> <li>• describe the threat and its potential severity</li> <li>• describe the area affected</li> <li>• provide suggested actions that citizens can take to protect themselves and their families</li> <li>• provide phone number(s) for additional information or assistance</li> <li>• include the authority with regards to the notification</li> </ul>	2	
Alberta's Emergency Public Warning System	2	<b>Handout:</b> <i>EPWS Pamphlet</i>
Environment Canada weather statements <ul style="list-style-type: none"> <li>• weather watch</li> <li>• weather warning</li> <li>• weather advisory</li> </ul>	4	Review definitions of weather statements.

EMERGENCY MANAGEMENT EXERCISES & TRAINING - 2005

Alberta Environment	4	The Environmental Monitoring and Evaluation Branch provides timely information on high stream flows, floods and ice jams to municipalities and other client groups. (Review definitions of forecasting statements.)
Alberta Sustainable Resource Development	4	The Forest Protection Division dialogues with municipalities adjacent to areas impacted by wildfire.

## Emergency Management Course

**Topic:** ALBERTA'S NGO (Non-Government Organization) COUNCIL

**Learning Outcome:** Learners will have an understanding of:

- Member agencies
- The guidelines under which the NGO Council operates
- How to access support from the NGO Council

**Total Estimated Time:** 10 minutes

**References:** *The Disaster HELP! Book for Alberta*  
[www.ngocouncil.com](http://www.ngocouncil.com)

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Purpose of the NGO Council</li> <li>• NGO Council Guidelines</li> <li>• Member agencies</li> <li>• Accessing support</li> </ul>	2	<ul style="list-style-type: none"> <li>• Direct learners to <a href="http://www.ngocouncil.com">www.ngocouncil.com</a></li> <li>• Call 780-441-6320 (24 hrs) to access support from NGO Council</li> </ul>



## Emergency Management Course

<b>Topic:</b>	VICTIM ASSISTANCE CENTRE
<b>Learning Outcome:</b>	Learners will understand the concept of operations for a Victim Assistance Centre to meet the short and mid-term needs of the victims following a disaster in which there has been widespread or catastrophic damage.
<b>Total Estimated Time:</b>	20 minutes
<b>References:</b>	Auf der Heide, 1989

Topic Outline	Learning Priority	Teaching Points
Victim Assistance Centre	2	<b>Handout:</b> <i>Edmonton's One-Stop Shopping for Disaster Assistance, August 2-10, 1987</i>

### Teaching Points:

- Following a disaster in which there has been widespread or catastrophic damage, there may be a need to draw together services from all orders of government, non-governmental organizations and the private sector to meet the short and mid-term needs of the victims.
- This “one-stop shopping centre” is called a Victim Assistance Centre.
- It is a municipal responsibility to establish and operate a VAC.
- In the event that the disaster is widespread, several municipalities may wish to establish a Victim Assistance Centre in a centralized location and arrange to co-manage the functions of the centre.
- If the municipality feels that they do not have the resources or capabilities to manage a VAC, EMA may be requested to assume responsibility for VAC management. Or the municipality may request that the EMA District Officer co-manage the VAC along with a municipal designate.
- At a minimum, EMA will maintain a presence at the VAC in a liaison capacity, provide advice and assistance to the VAC in a manner similar to that provided to a municipality during the response to a disaster.
- The municipality(s) establishing a VAC will be responsible for funding the resources required. All expenditures should be recorded.
- Organizations represented at a VAC will be dictated by the nature of the event and the needs of those affected. Generally, there is a need for two types of support: direct, immediate assistance and/or longer-term. They may be federal and provincial departments, municipal agencies, regional authorities (e.g. regional health authorities, school boards, etc.), non-government organizations (e.g. members of the Alberta NGO Council) and the private sector (e.g. insurance industry, utility companies, etc.).
- Should a Disaster Recovery Program be announced, it may be appropriate to establish a Disaster Registration facility within the VAC.

## Emergency Management Course

<b>Topic:</b>	<b>POST EVENT ACTIVITIES</b>
<b>Learning Outcome:</b>	Learners will be aware of post event activities that may be required.
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	Model Municipal Emergency Plan; Auf der Heide, 1989; Appendix D, <i>Alberta's Disaster Recovery Program</i>

Topic Outline	Learning Priority	Teaching Points
<p>Examples of post-event activities:</p> <ul style="list-style-type: none"> <li>• Damage and loss assessment</li> <li>• Resumption of business operations</li> <li>• Restoration of services (utilities, transportation, community support services, schools, institutions, etc.)</li> <li>• Emergency assistance for residents (e.g. financial and temporary housing)</li> <li>• Clean-up, waste/debris removal and disposal</li> <li>• Housing/relocation, rebuilding</li> <li>• Donations management – funds and goods</li> <li>• Outreach programs for survivors</li> <li>• Operational debriefing(s)/documenting lessons learned</li> <li>• Plan review/updating</li> <li>• Recognition of staff/volunteers</li> <li>• Memorial events (e.g. commemorative, anniversary)</li> </ul>	3	<p>It is recommended that a group activity be included on post-event activities. This could be a stand-alone activity or incorporated into a course exercise.</p> <p>Disaster Recovery Programs (financial assistance) are administered under the Disaster Recovery Regulation and are designed to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.</p>

## Emergency Management Course

**Topic:** EVALUATION EXERCISES

**Learning Outcome:** Learners are given the opportunity to practice their knowledge and skills in at least 3 exercises during the course.

**Total Estimated Time:** 90-120 minutes per exercise

**Instructional Notes:** **Exercises are an essential element of this course and at least 3 exercises are to be included:**

1. The first exercise should be scheduled for early in the course in order to:
  - highlight problems and issues related to managing a major event, and
  - familiarize participants with the format and conduct of exercises (sets the stage for future exercise play)
2. Exercises must increase in complexity throughout the course to give learners an opportunity to practice their skills, apply learning and to provide the trainer with information on their level of performance.
3. Checklists and forms from the Municipal Emergency Plan (e.g. host community's plan) are to be used during exercises.

Topic Outline	Teaching Points
About the exercise	
Assignment of roles	
Running the exercise	
Debriefing after the exercise	Include a discussion on the importance of accurate record keeping and documentation during an emergency response.

## Emergency Management Course

**Topic:** DISASTER RESPONSE IN REAL LIFE (OPTIONAL) –  
PRESENTATION BY A GUEST SPEAKER

**Learning Outcome:** Learners gain insights into how the emergency management system worked in a real life situation.

**Total Estimated Time:** 60 minutes

Topic Outline	Teaching Points
Event background and details	
Lessons learned	
Q & A/Discussion	

## Emergency Management Course

**Topic:** COURSE CONCLUSION

**Total Estimated Time:** 30 minutes

Topic Outline	Teaching Points
Evaluation of the course	<b>Handout:</b> Appendix A, <i>Learner Evaluation</i> Learners complete <i>Learner Evaluation</i> form to provide feedback on the learning experience.
Provide an opportunity for learners to ask questions and/or discuss topics or issues not covered in the course	
Administration and closing	Course certificates will be mailed directly to students by Emergency Management Alberta (EMA) - ensure names and addresses are correct on the Class List.

## EMERGENCY MANAGEMENT COURSE INFORMATION SHEET

Managing response activities following a major emergency or disaster extends beyond the scope of routine emergency practices and procedures. The event may cause death, injury and widespread property damage. Citizens may be forced from their homes and family members separated. There is likely to be intense media interest, convergence of responders and volunteers (solicited and unsolicited) and an outpouring of offers of assistance from outside of the community. The municipality is faced with the daunting task of managing and co-ordinating response efforts and must have a plan in place to handle the increased volume, urgency, scope and intensity of activities during this time. Emergency management training courses provide essential information on Alberta's emergency management framework and legislation. Each course has been designed so that learners are given opportunities to practice theories and concepts through individual and group activities during the training session. The following information pertains to the Emergency Management Course.

**The intent of this advanced level course is to provide participants with the knowledge and skills required to carry out their emergency responsibilities as a member of an emergency site or emergency operations centre team.**

### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will be able to:

1. Apply the principles of the Emergency Site Management System to provide a coordinated multi-service/jurisdictional response at an emergency site,
2. Apply emergency operations centre management principles and concepts,
3. Demonstrate teamwork in emergency site and emergency operations centre situations,
4. Contribute to the decisions required for site management and emergency operations centre actions,
5. Implement best practices for the management of information and its communication (e.g. collecting, evaluating, documenting and disseminating information to the emergency site and emergency operations centre teams and informing the public via the media).

### EVALUATION

Participants will be able to evaluate their achievement of the course objectives based on their performance throughout the course. Exercises and other learning activities provide an opportunity for participants to assess their success in light of the criteria presented to them, and the feedback they receive from the course trainer(s), EMA (Emergency Management Alberta staff), and peers.

### TRAINING METHOD

Participants will use simulation of emergencies as a means of both practicing and discovering the knowledge and skills required for performance. This hands-on approach will be supported by content presentations, class discussions, and the opportunity to reflect on the simulated performance.

### TARGET AUDIENCE

- Members of the Disaster Services Agency
- Individuals who are assigned a role at the municipal emergency operations centre or the emergency site
- Emergency Public Information Managers or designates

### COURSE PRE-REQUISITE

Completion of the Basic Emergency Preparedness (BEP) Course is **strongly recommended** to prepare participants for this advanced level course. A self-study version of the BEP course is available from EMA.

### COURSE LENGTH AND LOADING

A minimum of 18 hours is required to achieve the course learning objectives. A minimum of 25 participants from a cross-section of services and disciplines is recommended so that exercises will be as realistic as possible. All efforts should be made to include a minimum of 3 participants from police, 3 from fire and 3 from emergency medical services. As well, there should be representatives from public works, municipal administration, disaster social services, health care and public health.

# Chapter 12. Disaster Social Services Planning Course

This chapter outlines the requirements for the Disaster Social Services Planning course. The trainer's lesson plan must be based on the information contained in this chapter.

## Section 1. Course Overview

### INTENT OF THE COURSE

**The intent of this course is to provide participants with the knowledge, skills and tools required to develop and activate the Disaster Social Services Response Plan for their community.**

### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will have an understanding of:

1. Alberta's emergency management framework and how Disaster Social Services fits within the framework,
2. Problems and situations likely to be encountered in a disaster situation where a large number of people have been displaced from their homes,
3. The process for developing a Disaster Social Services Response Plan, which is a specialized component of the Municipal Emergency Plan,
4. How the Disaster Social Services Response Plan is activated.

### EVALUATION

Learners will have an opportunity to assess their success in light of the criteria presented to them, discussions, learning activities and the feedback they receive from the course trainer(s), Emergency Management Alberta (EMA) staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussions) to achieve the desired learning outcomes. As well, an exercise will be included to provide learners with an opportunity to practice and apply their skills and knowledge. (*Instructional Note: The role of the EMA District Officer should be emphasized throughout the course.*)

**TARGET AUDIENCE**

- Social services agencies (e.g. Family & Community Support Services/Community Services, Alberta Human Resources & Employment, Children’s Services)
- Key municipal officials (e.g. Director of Disaster Services, Deputy Director of Disaster Services, elected officials, Emergency Public Information Manager or designate, emergency services personnel such as Fire and Police)
- Health representatives (e.g. Public Health, community mental health services)
- Representatives from local organizations and groups (e.g. Police Victim Services, clergy)
- Representatives from non-government agencies (e.g. Canadian Red Cross Society, Salvation Army, St. John Ambulance, etc.)

**COURSE PRE-REQUISITE**

None. However, it is recommended that those with key Disaster Social Services roles complete the Basic Emergency Preparedness (BEP) Course. A self-study version of the BEP Course is available from EMA.

**COURSE LENGTH AND LOADING**

A minimum of 7 hours (1 day) is required to achieve the learning objectives. A minimum of 20 participants is recommended.

**HANDOUTS**

These documents are to be included in the learner manual.

<u>Title</u>	<u>Source</u>
1. Myths and Realities	Appendix D, Fact Sheets
2. Alberta’s Emergency Management Framework	Appendix D, Fact Sheets
3. Sample Formats for Declaration of a State of Local Emergency; Public Announcement Following a State of Local Emergency	Model Municipal Emergency Plan, EMA
4. Role of Emergency Management Alberta District Officers	Appendix D, Fact Sheets
5. Emergency Management Alberta	Appendix D, Fact Sheets
6. Alberta’s Disaster Recovery Programs	Appendix D, Fact Sheets
7. Evacuation or Shelter-in-Place	Appendix D, Fact Sheets
8. Role of Provincial Social Services (Alberta Human Resources & Employment) in Municipal Emergency Planning and Response	Appendix D, Fact Sheets
9. Guidelines for Selecting Sites as Reception Centres	Titles #9-18 are available from Training Programs, EMA
10. Disaster Social Services – A Planned Emergency Response	
11. Role of Public Health at the Reception Centre/ Congregate Lodging Facility	
12. Role of Community Mental Health After a Disaster	
13. Reception Centre Kit – List of Contents	
14. Registration Card (copy)	
15. Inquiry Card (copy)	
16. Registration Card Instructions	
17. Inquiry Card Instructions	
18. Disaster Social Services Response Planning Model (1 copy per DSS Manager)	

**OTHER**

To assist municipalities in recruiting participants, the trainer may wish to provide them with *Disaster Social Services Planning Course Information Sheet, Page 12-30*.

## Section 2. Course Content Requirements

The topics and learning outcomes that follow describe the required elements for the Disaster Social Services Planning Course. The trainer may re-order or combine topics and learning outcomes within their lesson plan as long as all topics are included and learning outcomes are achieved.

A **Learning Priority** is included for each topic:

- Priority 1** Mandatory; learners must have an in-depth knowledge of this topic
- Priority 2** Mandatory; learners must have an understanding of this topic
- Priority 3** Mandatory; learners must have an awareness of this topic
- Priority 4** Optional/value added; include as review as required

### Disaster Social Services Planning Course

**Topic:** COURSE INTRODUCTION

**Learning Outcome:** Learners are provided with details of the course to prepare them for the learning experience to follow.

Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the facility, the course materials and feel motivated to participate. Learners have a clear picture of what is to be learned and how they can contribute to an effective learning experience.

**Total Estimated Time:** 30 minutes

Topic Outline	Teaching Points
Welcome to the course	
Introduction of trainer(s) and EMA District Officer	
Learner self introductions (name, municipality, organization/agency, emergency experience/role)	
Course objective; course agenda; introduction to learner manual	
Administrative issues <ul style="list-style-type: none"> <li>• Facility (washrooms, layout, exits, etc.)</li> <li>• Breaks; lunch</li> <li>• Registration using <i>Class List</i></li> <li>• Recognize that some learners may be “on-call”</li> <li>• Explain that a Code word, such as “NO DUFF”, is to be used to indicate that info being given is for real and is not part of a course exercise</li> </ul>	<b>Handout:</b> Appendix A, <i>Class List</i>
Definitions: <ul style="list-style-type: none"> <li>• Disaster Social Services</li> <li>• Reception Centre</li> </ul>	See Appendix B, <i>Glossary</i>



## Disaster Social Services Planning Course

**Topic:** THE CONTEXT OF DISASTERS

**Learning Outcome:** Learners review and reinforce their knowledge to set the stage for topics and learning activities that follow.

**Total Estimated Time:** 15 minutes

**References:** *Organizational Behavior in Disaster and Implications for Disaster Planning*, Quarantelli; *Major Criteria for Judging Disaster Planning and Managing their Applicability in Developing Societies*, Quarantelli; *Disaster Response: Principles of Preparation and Coordination*, Auf der Heide, available on-line at <http://www.coe-dmha.org/>.

Topic Outline	Learning Priority	Teaching Points
Natural disasters	3	<ul style="list-style-type: none"> <li>• Include examples and typical reaction of the public (e.g. tend to view natural disasters as an “Act of God”, no one’s fault, and adopt the attitude “let’s work together and help each other”).</li> </ul>
Human induced or technological disasters (also known as “man made” or “human caused”)	3	<ul style="list-style-type: none"> <li>• Include examples and typical reaction of the public (e.g. tendency to attach blame - whose fault is it? We knew this would happen – it was only a matter of time. Who is going to pay?)</li> <li>• Evacuees may be angry when they arrive at the Reception Centre.</li> </ul>
Impact of disasters on <ul style="list-style-type: none"> <li>• Individuals and families</li> <li>• Organizations</li> <li>• Community/local authority</li> </ul>	4	

The disaster environment	3	<ul style="list-style-type: none"> <li>• Immediately following a sudden and unexpected event, there is likely to be <b>chaos and confusion</b>. Initial information and details are likely to be incomplete or inaccurate.</li> <li>• <b>Communication breakdowns</b> are common due to equipment failure (cell lines are likely to be over-loaded, the impacted area may be in a dead spot, response agencies may not be able to communicate with one another because of incompatible equipment/frequencies.</li> <li>• <b>Breakdown in information flow</b></li> <li>• <b>Convergence</b> (e.g. of emergency responders, volunteers, resources, equipment, etc.) from within and outside of the community can present major challenges, particularly when they are unsolicited and not part of emergency response procedures.</li> </ul> <p><i>Note: Volunteers must be registered in order to be eligible for Workers' Compensation benefits.</i></p>
Myths and Realities	4	<b>Handout:</b> Appendix D, <i>Myths and Realities</i>
Priorities of emergency management	3	<ul style="list-style-type: none"> <li>• Save lives</li> <li>• Protect property and the environment</li> </ul>
Functions of emergency management	4	<ul style="list-style-type: none"> <li>• Mitigation</li> <li>• Preparedness</li> <li>• Response</li> <li>• Recovery</li> </ul>
Keys to success	1	<ul style="list-style-type: none"> <li>• Co-ordination</li> <li>• Co-operation</li> <li>• Communication</li> </ul>

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>PRINCIPLES OF AN EMERGENCY PREPAREDNESS PROGRAM</b>
<b>Learning Outcome:</b>	Learners are introduced to the principles of an emergency preparedness program to set the stage for topics and learning activities that follow.
<b>Total Estimated Time:</b>	15 minutes
<b>References:</b>	Comfort, 1988; Drabek, 1991 and 1986; Auf der Heide, 1989; Quarantelli, 1984; <i>BEP Self-Study Guide</i>

Topic Outline	Learning Priority	Teaching Points
Principles of preparedness	3	<ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Utilize existing structures/systems</li> <li>• Manage increased information flow</li> <li>• Process for intra and inter-organization co-ordination</li> <li>• Distinguish between disaster planning and disaster management</li> <li>• Focus on adaptive action</li> <li>• Planning must be adjusted to realistic expectations of citizens</li> <li>• Effective arrangements provide for the most appropriate response rather than the fastest</li> <li>• Educate the public               <ul style="list-style-type: none"> <li>➤ Personal emergency preparedness</li> <li>➤ Awareness of municipal emergency planning efforts and initiatives</li> </ul> </li> <li>• Incorporate training and education into the planning process</li> <li>• Modest planning is reasonable</li> <li>• Plan must be known and accepted</li> </ul>

## Disaster Social Services Planning Course

**Topic:** ALBERTA'S EMERGENCY MANAGEMENT FRAMEWORK

**Learning Outcome:** Learners have an understanding of:

- Alberta's graduated system of involvement
- Responsibilities of local authorities as defined in the Disaster Services Act
- State of Local Emergency/State of Emergency

**Total Estimated Time:** 30 minutes

**References:** Appendix D, *Alberta's Emergency Preparedness Framework*; Disaster Services Act; *BEP Self-Study Guide, Municipal Emergency Plan Model*

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Graduated system of involvement                             <ul style="list-style-type: none"> <li>- Individual and family</li> <li>- Municipality/First Nations community</li> <li>- Provincial Government</li> <li>- Federal Government</li> </ul> </li> <li>• Community based approach</li> </ul>	3	<p><b>Handout:</b> Appendix D, <i>Alberta's Emergency Management Framework</i></p>
<b>Disaster Services Act</b>		
Definitions: emergency and disaster	4	Explain/discuss differences between emergencies and disasters
Responsibilities of local authorities: <ul style="list-style-type: none"> <li>• Pass a Municipal By-Law</li> <li>• Appoint members of Council to Disaster Services Committee                             <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Establish Disaster Services Agency                             <ul style="list-style-type: none"> <li>- Member organizations</li> <li>- Roles and responsibilities</li> </ul> </li> <li>• Appoint Director of Disaster Services (DDS)                             <ul style="list-style-type: none"> <li>- Roles and responsibilities</li> </ul> </li> <li>• Develop and maintain the Disaster Services program                             <ul style="list-style-type: none"> <li>- Conduct municipal risk assessment</li> <li>- Develop Municipal Emergency Plan</li> <li>- Establish mutual aid agreements</li> <li>- Approve Plan</li> <li>- Education and training</li> <li>- Exercise the Plan</li> </ul> </li> <li>• Direct and control the emergency response</li> </ul>	3	<p>The Director of Disaster Services appoints the DSS Manager. The DSS Manager should be a member of the Disaster Services Agency.</p>

<p>State of Local Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Powers</li> <li>• Liability</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> <li>• Public announcements</li> </ul>	<p>3</p>	<p>A copy of the official declaration must be forwarded to the Minister, Alberta Municipal Affairs, via Emergency Management Alberta. Fax: 780-422-1549 and 780-427-1044.</p> <p><b>Handouts:</b> <i>Sample Formats in Model MEP: Declaration of a State of Local Emergency; Public Announcement following the Declaration of a State of Local Emergency</i></p>
<p>State of Emergency</p> <ul style="list-style-type: none"> <li>• Declaration</li> <li>• Duration</li> <li>• Cancellation</li> <li>• Termination</li> </ul>	<p>3</p>	<p>There has never been a need for a provincially declared state of emergency in Alberta.</p>

## Disaster Social Services Planning Course

**Topic:** ACTIVATION OF THE MUNICIPAL EMERGENCY PLAN

**Learning Outcome:** Learners will have an understanding of the municipal response framework.

**Total Estimated Time:** 20 minutes

**References:** Model Municipal Emergency Plan; *Emergency Site Management System, A Study Guide*, Canadian Emergency Preparedness College, 1998 & 2001; Scanlon 1999

Topic Outline	Learning Priority	Teaching Points
Municipal Emergency Operations Centre <ul style="list-style-type: none"> <li>• Purpose/role</li> <li>• EOC team membership (include role of EMA District Officer)</li> <li>• Relationship to the emergency site</li> </ul>	3	Functions of the EOC: <ul style="list-style-type: none"> <li>• Manage overall municipal response</li> <li>• Operations management including:               <ul style="list-style-type: none"> <li>○ Support to the emergency site team(s)</li> <li>○ Liaison with other operational sites (e.g. Reception Centre, health care facilities, industry EOCs, EMAOC, etc.)</li> </ul> </li> <li>• Provide information to the public and media</li> <li>• Inter-government liaison</li> <li>• Ensure continued operations/services in unaffected areas of the municipality</li> <li>• Address policy issues</li> <li>• Track expenditures</li> <li>• Plan for recovery</li> </ul> <i>(Note: Refer to the EOC course standard for additional information.)</i>
Emergency Site Manager/Incident Commander <ul style="list-style-type: none"> <li>• Role</li> <li>• Principal tasks</li> <li>• Link to the EOC</li> </ul>	3	<i>(Note: Refer to the EOC course standard for additional information.)</i>
Role of the Emergency Public Information Manager at site, EOC and in support of DSS activities	3	<i>(Note: Refer to the EOC course standard for additional information.)</i>

<p>Triggers for activating the MEP and EOC</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Immediate or potential evacuation of the surrounding area</li> <li>• Potential threat to life, health or property beyond the ability of first responders to handle</li> <li>• Potential for prolonged disruption of key services</li> <li>• Intense media interest</li> <li>• Need to keep the public informed</li> <li>• Situation has the potential to escalate</li> </ul>
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## Disaster Social Services Planning Course

**Topic:** MUNICIPAL EMERGENCY PLAN FOR THE HOST MUNICIPALITY

**Learning Outcome:** Learners are familiar with the local Municipal Emergency Plan

**Total Estimated Time:** 10 minutes

**References:** MEP for the host municipality

*Note: Arrange for the Director of Disaster Services for the host municipality to present this topic.*

Topic Outline	Learning Priority	Teaching Points
Review MEP for the host municipality	3	<ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Local organization and structure</li> <li>• Mutual aid arrangements</li> <li>• EOC location</li> <li>• Review of events</li> <li>• EOC activations</li> <li>• State of Local Emergency</li> <li>• Local initiatives</li> </ul>



## Disaster Social Services Planning Course

**Subject:** EMERGENCY MANAGEMENT ALBERTA

**Learning Outcome:** Learners will have an understanding of EMA's role.

**Total Estimated Time:** 5 minutes

**References:** EMA website <http://www.municipalaffairs.gov.ab.ca/ema/>

Topic Outline	Learning Priority	Teaching Points
Role of EMA District Officers – before, during and after	3	The role of the District Officer should be emphasized throughout the course. <b>Handout:</b> <ul style="list-style-type: none"> <li>• Appendix D, <i>Role of Emergency Management Alberta District Officers</i></li> <li>• Appendix D, <i>Emergency Management Alberta</i></li> </ul>
EMA Operations Centre	3	Activated by EMA to co-ordinate provincial response efforts and to consult with local emergency responders, disaster services agencies and municipal officials.
Disaster Recovery Programs	4	<b>Handout:</b> Appendix D, <i>Alberta's Disaster Recovery Programs</i>
Federal government assistance and support (including the Canadian Forces) are requested through EMA	4	

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>EVACUATION OR SHELTER-IN-PLACE</b>
<b>Learning Outcome:</b>	Learners review the two courses of protection action (evacuation or shelter-in-place) regarding public safety in an event involving chemical materials.
<b>Total Estimated Time:</b>	15 minutes
<b>Suggested Videos:</b>	<i>Shelter-In-Place</i> , City of Brandon, 2000 <i>Shelter-In-Place, Know what to do</i> , Agrium
<b>References:</b>	<i>2004 Emergency Response Guidebook</i> , Transport Canada <i>Emergency Preparedness Handbook</i> , City of Brandon, 2000 <i>Alberta Support Plan for Upstream Petroleum Incidents</i>

Topic Outline	Learning Priority	Teaching Points
Definitions: <ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Shelter-in-place</li> </ul>	4	Handout: Appendix D, <i>Evacuation or Shelter-in-Place</i>
Shelter-in-place instructions for the public	4	
Information to the public	4	Emphasize the need to provide information, instructions and regular updates to the public following any event and the role of the municipal Emergency Public Information Manager.

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>REVIEW OF EVENTS</b>
<b>Learning Outcome:</b>	Learners understand issues faced by communities when a large number of people are evacuated.
<b>Total Estimated Time:</b>	30 minutes
<b>Instructional Note:</b>	<i>The events listed below are included as examples; trainers are expected to provide information on more recent events, particularly events that have occurred in the local area.</i>  <i>Discuss each event, evacuee behaviour and needs, what worked/didn't work, lessons learned.</i>
<b>Suggested videos:</b>	Swan Hills to Barrhead Evacuations; Hub Oil Explosion; Pine Lake Tornado

Topic Outline	Learning Priority	Teaching Points
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### RECEIVING EVACUEES FROM ANOTHER COMMUNITY

<p>Evacuation of the town of Swan Hills to Barrhead in May 1998 due to forest fires</p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	2	<ul style="list-style-type: none"> <li>• Evacuees returned home, only to be evacuated a 2<sup>nd</sup> time. During the first evacuation, they were co-operative and helpful; during the 2<sup>nd</sup> evacuation, they were less co-operative and more worried and anxious (many were losing income and were concerned about personal property).</li> <li>• There is a high level of volunteerism following a disaster. It is important that someone within the DSS Response Plan be assigned responsibility for recruiting, registering, and assigning volunteers.</li> <li>• Volunteers engaged in emergency services work must be registered in order to be eligible for Workers' Compensation Board benefits.</li> <li>• When developing the plan, it is important to consult with the Public health Inspector/Environmental Health Officer regarding the handling of food.</li> <li>• The Reception Centre should be maintained as a safe haven for evacuees and the public. When the media arrives at the Reception Centre, the Reception Centre Manager should refer them to the Public Information Officer for the community.</li> </ul>
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<p>Diverted air passengers as a result of the terrorist attacks in the U.S.A. (September 11/01)</p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	<p>2</p>	<p>The City and County of Leduc and the City of Calgary received diverted passengers and used the DSS component of their Municipal Emergency Plan to provide support and accommodation.</p>
<p><b>EVACUATION TO A SAFE AREA WITHIN THE COMMUNITY</b></p>		
<p>Red Deer bomb threat (1993)</p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	<p>2</p>	<ul style="list-style-type: none"> <li>• Emphasize that personal information collected at the Reception Centre is for disaster related use only and is not to be used for other purposes.</li> <li>• Explain the Restriction Box on the Registration Card.</li> </ul>
<p>Viking – DG Incident (Jan.1, 1999)</p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	<p>2</p>	
<p>Calgary – Hub Oil Explosion and Fire (Aug.9/99)</p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	<p>2</p>	<ul style="list-style-type: none"> <li>• During the planning phase, it is important that the DSS Manager determine arrangements for paying DSS costs following an emergency or disaster (normally this is a municipal responsibility). A detailed record of expenses should be maintained.</li> <li>• Evacuees bring their pets – this needs to be addressed during planning.</li> <li>• Provide ID for staff.</li> </ul>
<p><u>Pine Lake Tornado – July 14, 2000 (optional and if time permits)</u></p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	<p>2</p>	<ul style="list-style-type: none"> <li>• Registration and Inquiry was critical. People were desperate for information on family members and friends.</li> <li>• It is important to clarify roles and responsibilities of volunteer agencies</li> <li>• Volunteer management is necessary</li> </ul>
<p>Red Deer train derailment (Feb.2/01) <u>(optional and if time permits)</u></p> <ul style="list-style-type: none"> <li>• Overview of event</li> <li>• Summary of DSS response and lessons learned</li> </ul>	<p>2</p>	

## Disaster Social Services Planning Course

**Topic:** KEY COMPONENTS OF A DSS RESPONSE PLAN

**Learning Outcome:** Learners identify possible Reception Centre sites, services and support and local groups and agencies that could provide assistance.

**Total Estimated Time:** 45 minutes

Topic Outline	Teaching Points
<p><u>Suggested group activity:</u></p> <ol style="list-style-type: none"> <li>1. Distribute a scenario that results in evacuation to a safe area within the community or receiving evacuees from a neighbouring community.</li> <li>2. Lead a large group discussion on the scenario:           <ul style="list-style-type: none"> <li>• <i>Approximately how many people live in the evacuation area?</i></li> <li>• <i>Who lives/works in the evacuation area?</i></li> <li>• <i>What would be happening in the evacuation area at this time of day?</i></li> <li>• <i>Where might you (the learners) be?</i></li> </ul> </li> <li>3. Divide into small groups (e.g. 5-6 per group) and ask each group to respond to the following questions:           <ul style="list-style-type: none"> <li>• Where would you establish the Reception Centre? Why did you select this site? Does it have any limitations?</li> <li>• What initial steps would you take to get the Reception Centre open and ready to receive evacuees?</li> <li>• What services and support will you likely need to plan for/provide at the Reception Centre?</li> <li>• Which local groups and agencies would you contact to assist?</li> </ul> </li> <li>4. Ask each group to present decisions.</li> </ol>	<p>Include the following points in the wrap up at the end of this session:</p> <ul style="list-style-type: none"> <li>• Following an event, it's quite possible that the Reception Centre location would have been decided <b>prior to</b> the DSS Manager being contacted. Therefore, during the planning phase, it is important for the DSS Manager to inform other members of the Disaster Services Agency which buildings have been identified for use as Reception Centres.</li> <li>• Emphasize the importance of requesting assistance from a facility rep at the Reception Centre, as this person will be familiar with the building heating and lighting systems, office areas, telephones, etc. As well, they will know who provides cleaning/janitorial services.</li> </ul> <p><b>Handout:</b> <i>Guidelines for Selecting Reception Centre Sites</i></p>

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>DEVELOPING A MUNICIPAL DISASTER SOCIAL SERVICES RESPONSE ORGANIZATION</b>
<b>Learning Outcome:</b>	Learners understand the structure and roles and responsibilities of the DSS management team.
<b>Total Estimated Time:</b>	50 minutes

Topic Outline	Learning Priority	Teaching Points
<b>ESTABLISHING A DSS MANAGEMENT TEAM</b>		
<p>The Director of Disaster Services/Disaster Services Agency appoints the Manager of Disaster Social Services:</p> <ul style="list-style-type: none"> <li>• The DSS Manager should be a senior member of a social services agency in the municipality.</li> <li>• In many communities, the Director of Family &amp; Community Support Services (FCSS) is given this appointment.</li> </ul>	1	<p><b>Handout:</b> <i>Disaster Social Services – A Planned Emergency Response</i></p>
<p><b>DSS Manager</b> Key responsibilities include:</p> <ul style="list-style-type: none"> <li>• Recruits individuals and alternates to each key position (e.g. Reception Centre Manager, supervisors for each of the service areas – Registration &amp; Inquiry, Clothing, Food Services, Lodging, Personal Services, Volunteer Services). This group is the DSS management team.</li> <li>• Chairs DSS management team meetings</li> <li>• Ensures that DSS Plan is developed, regularly updated and validated (e.g. through plan reviews and exercises)</li> <li>• Maintains contact with the Director of Disaster Services concerning the status of the DSS Response Plan and its integration into the Municipal Emergency Plan</li> <li>• Ensures that training is provided to DSS team members</li> <li>• As a member of the municipal Disaster Services Agency, participates in municipal emergency planning activities</li> </ul>	1	<p>Emphasize the importance of</p> <ul style="list-style-type: none"> <li>▪ establishing a local DSS team as they will be familiar with the community, resources, and already have networks established</li> <li>▪ assigning DSS roles and responsibilities during the planning phase rather than in the midst of a response.</li> </ul>

Topic Outline	Learning Priority	Teaching Points
<p><b>Reception Centre Manager</b> Key responsibilities include:</p> <ul style="list-style-type: none"> <li>• Ensures that designated Reception Centres are appropriate and that arrangements are in place for use of the facility</li> <li>• Recruits individuals to the following functions: Administration, Meet &amp; Greet, Security, Traffic Control</li> </ul>	1	During activation, the Reception Centre Manager is responsible for opening the Reception Centre, overseeing Reception Centre operations and maintaining liaison with the DSS Manager and/or other municipal officials.
<p><b>Registration &amp; Inquiry (R &amp; I) Supervisor</b></p> <ul style="list-style-type: none"> <li>• Recruits R &amp; I workers</li> <li>• Arranges for training</li> </ul>	1	
<p><b>Central Registry &amp; Inquiry Bureau (CRIB) Supervisor</b></p> <ul style="list-style-type: none"> <li>• Recruits CRIB workers</li> <li>• Arranges for training</li> </ul>	1	
<p><b>Clothing Supervisor</b></p> <ul style="list-style-type: none"> <li>• Makes arrangements with local suppliers and agencies to provide clothing and blankets for evacuees</li> </ul>	1	
<p><b>Food Services Supervisor</b></p> <ul style="list-style-type: none"> <li>• Makes arrangements with local caterers and food suppliers to provide food services for evacuees, Reception Centre workers and other emergency response groups, as required.</li> <li>• Establishes liaison with Environmental Health Officer (Public Health) to ensure that food service procedures will meet health standards.</li> </ul>	1	Members of the public may bring donations of home-prepared food to the Reception Centre. Because the food was prepared in the home rather than a licensed commercial kitchen, there may be a risk of food poisoning. Public Health regulations may not allow donated food to be served. During the planning phase, consult with Public Health on this issue.
<p><b>Lodging Supervisor</b></p> <ul style="list-style-type: none"> <li>• Makes arrangements for lodging of evacuees, which may include commercial facilities, congregate facilities, &amp; billeting in private homes.</li> </ul>	1	In most cases, the majority of evacuees will make arrangements to stay with friends and relatives. As a general rule, 10-20% of evacuees will require lodging.

Topic Outline	Learning Priority	Teaching Points
<p><b>Personal Services Supervisor</b></p> <ul style="list-style-type: none"> <li>• Makes arrangements with local groups and agencies to meet the personal needs of evacuees, which may include care for unaccompanied children, dependant adults, the elderly, health support and emotional support, financial assistance, and other special needs.</li> </ul>	1	It is recommended that arrangements be made with the local Public Health office to have nursing support at the Reception Centre.
<p><b>Volunteer Services Supervisor</b></p> <ul style="list-style-type: none"> <li>• Develops a system to recruit, register, and assign volunteers, solicited or otherwise.</li> </ul>	1	Volunteers engaged in emergency services work must be registered in order to be eligible for Workers' Compensation Board benefits.
<p><b>Donations</b></p> <ul style="list-style-type: none"> <li>• DSS are often tasked with managing donated goods</li> </ul>	1	Following a disaster, communities are often overwhelmed with donated goods which were not requested and are not needed, particularly if the event is receiving a great deal of media attention. This issue should be addressed during the planning phase. A way to avoid/reduce unsolicited donations is to have the Emergency Public Information Manager issue a news release.
<p><b>Planning Phase Activities</b></p> <ul style="list-style-type: none"> <li>• Recruit people to your team</li> <li>• Determine supplies/equipment needed to deliver your service</li> <li>• Identify resources/suppliers for your service</li> <li>• Make arrangements with resources/suppliers</li> <li>• Gather supplies, equipment, forms, ID, instruction packages in a central location</li> </ul>	1	Recruit members to the DSS team who have related expertise and experience (e.g. for food services, arrange for professional food services providers, such as caterers; for volunteer services, involve people with experience with volunteer recruitment and co-ordination.)



## Disaster Social Services Planning Course

**Topic:** GOVERNMENT OF ALBERTA SUPPORT

**Learning Outcome:** Learners are aware of support available from the Government of Alberta.

**Total Estimated Time:** 10 minutes

**References:** Alberta Mental Health Board website [www.amhb.ab.ca](http://www.amhb.ab.ca)

Topic Outline	Teaching Points	Teaching Points
Role of Alberta Human Resources & Employment (provincial social services)	2	<b>Handout:</b> Appendix D, <i>Role of Provincial Social Services (Alberta Human Resources &amp; Employment) in Municipal Emergency Planning and Response in Alberta</i>
Role of Public Health at a Reception Centre/Congregate Lodging Facility	2	<b>Handout:</b> Role of Public Health at Reception Centre/Congregate Lodging Facility
Role of Mental Health after a disaster	3	<b>Handout:</b> Role of Community Mental Health Services After a Disaster
Role of the Chief Medical Examiner	3	See Office of the Chief Medical Examiner website: <a href="http://www.gov.ab.ca/just/ocme">http://www.gov.ab.ca/just/ocme</a>

## Disaster Social Services Planning Course

<b>Topic:</b>	DSS RESPONSE PLANNING MODEL
<b>Learning Outcome:</b>	Learners are aware of the DSS Planning Model and its intended use.
<b>Total Estimated Time:</b>	10 minutes
<b>References:</b>	DSS Response Planning Model

Topic Outline	Learning Priority	Teaching Points
Explain the DSS Response Planning Model: <ul style="list-style-type: none"> <li>• Indicate that portions of the model will be used during the exercise</li> </ul>	1	The DSS Response Planning Model is divided into 4 sections: <ol style="list-style-type: none"> <li>1. General section</li> <li>2. Check sheets for each key DSS function when the plan is activated</li> <li>3. Appendices – forms and supplementary information</li> <li>4. Suggested package for each DSS function.</li> </ol> <p><b>Instructional Note:</b> Give the DSS Manager for each community in attendance:</p> <ul style="list-style-type: none"> <li>▪ One copy of the DSS Response Planning Model. State that an electronic version is available from the EMA District Officer for their area.</li> </ul>

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>HEALTH CANADA SUPPORT</b>
<b>Learning Outcome:</b>	Learners are aware of Reception Centre Kits and manuals provided by Health Canada.
<b>Total Estimated Time:</b>	10 minutes

Topic Outline	Learning Priorities	Teaching Points
Reception Centre Kit: <ul style="list-style-type: none"> <li>• Size</li> <li>• Contents</li> <li>• Storage</li> <li>• Regionally based</li> </ul>	1	<p><b>Instructional Note:</b> <i>If the community has a Reception Centre Kit, have it on display.</i></p> <ul style="list-style-type: none"> <li>• The kit is large and weighs approx. 150 lbs. The wooden box it comes in was intended as a shipping crate. The Kit can be re-packed into 2-3 smaller containers (i.e. Rubbermaid) so it is easier to handle.</li> <li>• The Kits contain basic items and supplies (first aid kit, signs, portable megaphone, vests, armbands, etc.). Communities can add items to the kit to tailor it to their needs (i.e. Check Sheets for each function, contact and resource lists, current phone book, agency listing).</li> <li>• The Kit should be stored in a secure storage area that can be easily accessed on short notice.</li> <li>• Kits are based regionally and are intended for sharing with surrounding communities.</li> <li>• If participants want more details on Reception Centre Kits, refer them to their EMA District Officer.</li> </ul> <p><b>Handout:</b> <i>Reception Centre Kit – List of Contents</i></p>
Manuals are available on-line at: <a href="http://www.phac-aspc.gc.ca/emergency-urgence/index_e.html">http://www.phac-aspc.gc.ca/emergency-urgence/index_e.html</a> <ul style="list-style-type: none"> <li>• Reception Centre Service</li> <li>• Registration &amp; Inquiry</li> <li>• Lodging</li> <li>• Clothing</li> <li>• Food Services</li> <li>• Personal Services</li> </ul>	1	<p>These manuals are excellent reference documents.</p> <p><b>Note:</b> <i>Health Canada no longer provide copies; must be downloaded from their website.</i></p>

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>REGISTRATION AND INQUIRY</b>
<b>Learning Outcome:</b>	Learners understand the purpose of the Registration and Inquiry (R & I) service and know how to complete Registration and Inquiry forms.
<b>Total Estimated Time:</b>	30 minutes
<b>References:</b>	Registration & Inquiry Manual (Health Canada)

Topic Outline	Learning Priority	Teaching Points
<p>The purpose of the Registration and Inquiry service is to collect information on the condition and whereabouts of disaster victims in order to:</p> <ul style="list-style-type: none"> <li>• Account for people residing in the affected area</li> <li>• Reunite families</li> <li>• Respond to the inquiries regarding the condition and whereabouts of missing persons</li> <li>• Provide information to other agencies involved in emergency response</li> </ul>	1	<p>Client information on the R &amp; I forms is confidential and is collected so that families can be reunited and so that information can be provided to people inquiring about the condition and whereabouts of family and friends. In some circumstances, emergency response workers (e.g. police) may have a requirement for this information. The municipal Freedom of Information &amp; Protection of Privacy (FOIP) Co-ordinator can provide advice in this regard.</p>
Notification of Next-Of-Kin	1	<p>Notification of next-of-kin and other decisions regarding the release of the names of people who have been killed or seriously injured is the responsibility of official authorities, such as the Medical Examiner's Office, Police or Health officials.</p> <p>Under no circumstances should Registration &amp; Inquiry workers/volunteers advise a caller that the person they are inquiring about is deceased since this information is not to be released until next-of-kin have been notified by the authorities (see R &amp; I Manual, Health Canada for additional information).</p>

<p><b>Suggested activity:</b> <i>Lead participants through the process of completing a Registration card and an Inquiry card. Explain use/distribution of the 3 copies. Emphasize use of the "Restriction Box" on the Registration card.</i></p>	<ul style="list-style-type: none"> <li>• R &amp; I cards are packed in separate self-contained kits. Registration cards are packed in lots of 500; Inquiry cards in lots of 750. Each R &amp; I Kit includes indexes, a blow up of each card (can be used to lead a group of people through the Registration process), pencils and a pencil sharpener. The cardboard boxes and lids can serve as file boxes.</li> <li>• R &amp; I workers are seated at a table and clients should be offered a seat. Workers interview clients and complete R &amp; I cards. Having workers complete the cards ensures that R &amp; I cards are filled in accurately and legibly.</li> </ul> <p><b>Handouts:</b> Registration card (copy), Inquiry card (copy), Registration Card Instructions, Inquiry Card Instructions</p>	
<p>Central Registry &amp; Inquiry Bureau (CRIB)</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• CRIB is a central collection and processing site for the R &amp; I service. Reception Centres and other R &amp; I sites forward copies of completed R &amp; I cards to CRIB for filing, searching, matching and replying to inquiries</li> <li>• CRIB functions are typically done by phone. The phone # and purpose of CRIB should be publicized through the Emergency Public Information Manager.</li> </ul>

## Disaster Social Services Planning Course

**Topic:** ACTIVATING THE DISASTER SOCIAL SERVICES RESPONSE PLAN

**Learning Outcome:** Learners understand how to activate the DSS Response Plan.

**Total Estimated Time:** 10 minutes

**Reference:** DSS Response Planning Model

Topic Outline	Learning Priority	Teaching Points
Sequence of activities to activate the DSS Response Plan: <ul style="list-style-type: none"> <li>• Director of Disaster Services notifies DSS Manager</li> <li>• DSS Manager initiates notification of DSS team</li> </ul>	1	The DSS Manager, in most instances, reports to the Municipal Emergency Operations Centre. Responsibilities include: <ul style="list-style-type: none"> <li>• maintaining liaison with the Reception Centre Manager(s)</li> <li>• providing advice, information updates, accessing resources to support Reception Centre operations</li> <li>• providing updates to the EOC team on Reception Centre activities</li> </ul>
Reception Centre layout: <ul style="list-style-type: none"> <li>• Meeters &amp; Greeters are stationed at the door</li> <li>• Waiting area set up with chairs and refreshments</li> <li>• Registration and Inquiry should be located near the waiting area. In addition to R &amp; I workers/volunteers stationed at one or more desks, there could be a few roving R &amp; I workers.</li> <li>• Locations for other service areas would be determined.</li> <li>• A few Personal Services staff should circulate through the Reception Centre to provide assistance to evacuees. As well, the Personal Services desk should be manned at all times.</li> </ul>	1	

## Disaster Social Services Planning Course

<b>Topic:</b>	<b>RECEPTION CENTRE EXERCISE</b>
<b>Learning Outcome:</b>	Learners are given the opportunity to practice their knowledge and skills in an evaluation exercise of a simulated event.
<b>Total Estimated Time:</b>	60 minutes
<b>Instructional Note:</b>	<i>A hands-on exercise is highly recommended. The scenario could be the same as was used in the topic Identifying the Key Components of the DSS Response Plan. Learners are divided into 2 groups: Reception Centre team; evacuee role players. The Reception Centre team is provided with packages as described in the DSS Response Planning Model. Evacuee role players are provided with scripts. Training Programs, Emergency Management Alberta can provide additional information.</i>

Topic Outline	Teaching Points
<p>Functions and services to be included in the Reception Centre exercise:</p> <ul style="list-style-type: none"> <li>• DSS Manager</li> <li>• Reception Centre Manager</li> <li>• Meeters &amp; Greeters</li> <li>• R &amp; I Supervisor + R &amp; I workers</li> <li>• Lodging Supervisor</li> <li>• Food Services Supervisor</li> <li>• Clothing Supervisor</li> <li>• Personal Services Supervisor</li> <li>• Volunteer Services Supervisor</li> </ul> <p><i>Note: Use above as a guide. Make adjustments as the situation dictates.</i></p>	
Conduct of the exercise	
Assignment of roles	
Exercise play (approximately 30 minutes is recommended)	
<p>Exercise debriefing</p> <ul style="list-style-type: none"> <li>• Ask each Reception Centre function to give feedback</li> <li>• Ask evacuee role players to give feedback</li> </ul>	<p>There will likely be many organizations, agencies, and volunteers involved in providing services and support following a disaster. Emphasize that these groups must respond at the request of the municipality and under the direction of the municipality. See the Disaster Services Act, Section 11 “The local authority of each municipality shall, at all times, be responsible for the direction and control of the local authority’s emergency response unless the Government assumes direction and control under Section 18.”</p>

## Disaster Social Services Planning Course

**Topic:** POST EVENT ACTIVITIES

**Learning Outcome:** Learners will be aware of post event activities that may be required.

**Total Estimated Time:** 10 minutes

**References:** Model Municipal Emergency Plan; Auf der Heide, 1989; Appendix D, *Alberta's Disaster Recovery Program*

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Damage and loss assessment</li> <li>• Resumption of business operations</li> <li>• Restoration of services (utilities, transportation, community support services, schools, institutions, etc.)</li> <li>• Emergency assistance for residents (e.g. financial and temporary housing)</li> <li>• Clean-up, waste/debris removal and disposal</li> <li>• Housing/relocation, rebuilding</li> <li>• Memorial events (e.g. commemorative, anniversary)</li> </ul>	4	<p>Disaster Recovery Programs (financial assistance) are administered under the Disaster Recovery Regulation and are designed to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.</p>
<ul style="list-style-type: none"> <li>• Donations management – funds and goods</li> <li>• Outreach programs for survivors</li> <li>• Operational debriefing(s)/documenting lessons learned</li> <li>• Plan review/updating</li> <li>• Recognition of staff/volunteers</li> </ul>	3	



## Disaster Social Services Planning Course

**Subject:** ALBERTA'S NGO (Non-Government Organization) COUNCIL

**Learning Outcome:** Learners will have an understanding of:

- Member agencies
- The guidelines under which they operate
- How to access support from Alberta's NGO Council

**Total Estimated Time:** 10 minutes

**References:** *The Disaster HELP! Book for Alberta*  
[www.ngocouncil.com](http://www.ngocouncil.com)

Topic Outline	Learning Priority	Teaching Points
<ul style="list-style-type: none"> <li>• Purpose of the NGO Council</li> <li>• NGO Council Guidelines</li> <li>• Member agencies</li> <li>• Accessing support</li> </ul>	2	<ul style="list-style-type: none"> <li>• Direct learners to <a href="http://www.ngocouncil.com">www.ngocouncil.com</a></li> <li>• Call 780-441-6320 (24 hrs) to access support from NGO Council</li> </ul>

## Disaster Social Services Planning Course

**Topic:** COURSE CONCLUSION

**Total Estimated Time:** 15 minutes

Topic Outline	Teaching Points
Provide an opportunity for learners to ask questions and/or discuss topics or issues not covered in the course	
Next steps to be taken by DSS team	
Evaluation of the course	<b>Handout:</b> Appendix A, <i>Learner Evaluation</i> Learners complete <i>Learner Evaluation</i> form to provide feedback on the learning experience.
Administration and closing	Course certificates will be mailed directly to students by Emergency Management Alberta (EMA) - ensure names and addresses are correct on the Class List.

## DISASTER SOCIAL SERVICES PLANNING COURSE INFORMATION SHEET

In a large-scale disaster, the volume, urgency, and intensity of human needs and the degree of social disorganization are such that regular community resources are unable to cope. The situation requires the activation of the community's Disaster Social Services Response Plan to meet the urgent physical and personal needs until regular social services or special recovery programs are in operation. The community's Disaster Social Services Response Plan is a specialized component of the Municipal Emergency Plan.

**The intent of this Disaster Social Services Planning Course is to provide participants with the knowledge, skills, and tools required to develop and activate the Disaster Social Services Response Plan for their Community.**

### COURSE OBJECTIVE

This course provides an opportunity for people who would work together in a disaster situation to learn and practice together. At the end of the course, participants will have an understanding of:

1. Alberta's emergency management framework and how Disaster Social Services fits within that framework,
2. Problems and situations likely to be encountered in a disaster situation where a large number of people have been displaced from their homes,
3. The process for developing a Disaster Social Services Response Plan, which is a specialized component of the Municipal Emergency Plan,
4. How the Disaster Social Services Response Plan is activated.

### EVALUATION

Participants will have an opportunity to assess their success in the light of the criteria presented to them, and the feedback they receive from the course trainer(s), Emergency Management Alberta (EMA) staff, and peers.

### TRAINING METHOD

A variety of instructional methods will be incorporated (e.g. content presentations, class discussion) to achieve the desired learning outcomes. As well, an exercise will be included to provide participants with an opportunity to practice and apply their skills and knowledge.

### TARGET AUDIENCE

This course is intended for individuals who have a key role in the Disaster Social Services Response Plan. This could include representatives from:

- Social services agencies (e.g. Family & Community Support Services/Community Services, Alberta Human Resources & Employment)
- The municipality (e.g. Director of Disaster Services, Deputy Director of Disaster Services, elected officials, Emergency Public Information Manager or designate, emergency services personnel such as Fire and Police)
- Health representatives (e.g. Public Health, Community Mental Health Services)
- Representatives from local organizations and groups (e.g. Police Victim Services, clergy)
- Non-government agencies (e.g. Canadian Red Cross Society, Salvation Army, St. John Ambulance)

### COURSE PRE-REQUISITE

None. However, it is **strongly recommended** that those with key Disaster Social Services roles complete the Basic Emergency Preparedness Course. A self-study version of the Basic Emergency Preparedness Course is available from EMA.

### COURSE LENGTH AND LOADING

A minimum of 7 hours (1 day) is required to achieve the learning objectives. A minimum of 20 participants from a cross-section of services and disciplines is recommended.

# Chapter 13. Emergency Management Exercises

This Chapter outlines the standards for planning, conducting and evaluating emergency management exercises in Alberta.

“An exercise is a substitute for actual experience. It enables you to learn by practicing. During an exercise, a monumental mistake does not, generally, translate into a disaster.” (*Canadian Emergency Preparedness College, 1999*)

“An exercise is a controlled scenario-driven simulated experience designed to demonstrate and evaluate an organization’s capability to execute one or more assigned or implied operational tasks or procedures in an emergency plan.” (*US Federal Emergency Management Agency, 2002*)

## Section 1. Purpose of Exercises

Exercises are an integral part of emergency management and are used to test and evaluate emergency response plans developed to respond to and recover from the effects of a major emergency or disaster.

Exercises are also a collective training event, and are an important management tool for informing and motivating personnel and giving confidence to those who may be required to respond in a crisis.

An exercise can bring together organizations and personnel who may have to respond to a major emergency or disaster, and allows observation of the response under controlled conditions. Exercises can establish and reinforce relationships between those taking part, bringing people from different areas together to work as a team to realize clear goals and to get to know and respect each other's strengths and weaknesses. Those who have worked together and know each other will provide a much more effective response than those who come together for the first time when a disaster occurs.

In summary, exercises are an effective mechanism for ensuring that the emergency plan is known and understood by those who will need to use it in a major emergency or disaster. After any exercise, the municipal emergency plan should be reviewed for possible amendments before starting the exercise process again.

By conducting regular exercises, municipalities and organizations demonstrate due diligence and emergency preparedness willingness.

## Section 2. The Exercise Schedule

Experience and research (*Peterson & Perry 1999*) shows the value of establishing a schedule for exercising the municipal emergency plan and its annexes.

Developing a multi-year exercise schedule allows the disaster services agency to increase participation, reduce the duplication of exercises, and foster teamwork and partnerships within the municipality and their mutual aid partners. The exercise schedule should be based on municipal needs and include training to make sure that participants know and understand the municipal emergency plan.

## Section 3. When to Exercise

- Elements and/or functions have been added to or deleted in the municipal emergency plan.
- Elements of the municipal emergency plan have been revised.
- There have been changes in the key personnel responsible for implementing the municipal emergency plan.
- There have been changes of the physical resources (facility(s), equipment, etc) identified in the municipal emergency plan.
- There have been changes in the nature or type of community risks that may have an effect on the response to a disaster.

**Emergency Management Alberta feels it is essential that municipal emergency plans be exercised a minimum of once every four years. A real event, provided the EOC was activated, negates the requirement for an exercise.**

## Section 4. Planning and Conducting the Exercise

Exercises should reflect reality as far as is practicable. For example:

- The scenario should be based on the community's risk assessment
- Key stakeholders should participate
- Real resources should be deployed or simulated
- The EOC should be activated
- Equipment and procedures as identified in the emergency plan should be used
- Linkages with other agencies, organizations and municipalities should be included

Key stakeholders should be involved in planning for the exercise, as the process will greatly increase their understanding of the overall plan, in particular, roles and responsibilities. When the exercise planning process is done well, the exercise is often anti-climatic to the planning process.

The Emergency Management Alberta (EMA) District Officer is an **ex officio** member of the Exercise Planning Committee. See *Appendix E. Planning and Conducting an Exercise* for a suggested process for conducting an exercise.

### MUNICIPAL EXERCISE

The exercise must be designed to test and evaluate key functions of the municipal emergency plan:

- Notification and alert procedures and activation of the Municipal Emergency Plan
- Activation and management of the municipal Emergency Operations Centre
- Declaration of a State of Local Emergency
- Evacuation of residents/shelter-in-place and/or a mass casualty incident
- Emergency public information /public & media inquiry centre

## REGIONAL EXERCISE

A regional exercise involves more than one municipality and may include its mutual aid partners (e.g. neighbouring municipality, industry, dam sites, Alberta Sustainable Resource Development, Alberta Energy and Utilities Board, railway companies, etc.).

Key functions (as described above) of each participating municipality emergency plan is tested and evaluated. This will require evaluators in the EOC of each participating municipality.

## Section 5: Types of Exercises

There are basically three types of exercise, although there are variations on the theme of each of them.

- **TABLETOP EXERCISE.** A tabletop exercise will usually involve internal and/or external key staff with emergency management responsibilities gathering in a round-table setting to discuss simulated emergency situations.
  - This type of exercise is conducted in a non-threatening, low stress environment to maximize learning and sharing of knowledge and skills
  - Tabletop exercises are a very cost-effective and efficient method of testing plans and procedures.
  - Participants have the opportunity to interact with and understand the roles and responsibilities of the other agencies taking part, and to get to know the people with whom they may be working in an emergency response.
  - Participants discuss and walk through the actions and decisions they would make in response to a scenario, inputs and situation reports/updates. Generally, participants will consider such issues as coordination, assignment of responsibilities and communication. It is an excellent format to use in familiarizing newly assigned/appointed emergency management personnel and senior officials with established or emerging emergency management concepts and/or plans, policies, procedures, systems and facilities.
- **FUNCTIONAL EXERCISE.** The functional exercise is more complex than a tabletop exercise.
  - Unlike the usual conference room setting typical of a tabletop exercise, the functional exercise will take place in an emergency operations centre (EOC), simulated field environment, or a combination of the two. For example the exercise location could be an EOC with simulated sites and resources. For exercise purposes, the EOC and simulated site are often in close proximity.
  - Inputs, in the form of messages to simulate emergency events and activities, are provided from personnel in a simulation room. The messages (inputs) may be in written format or via telephone, radio, fax or computer (email, intranet, internet). The simulation room may also respond to requests, reports, etc. from the EOC and the simulated site(s).
  - Visualization of the event is achieved by using maps, charts, video clips or models.
  - Exercise activities are usually speeded-up (not in ‘real time’) and there is likely to be a time constraint.
  - Several functions of the municipal emergency plan, the plans of mutual aid partners, as well as supporting provincial government emergency plan(s), may be tested and evaluated.

- A typical functional exercise might be designed to test or evaluate individual and organizational capabilities, multiple functions, or activities within a function or interdependent groups of functions. For example, the EOC, emergency site management and telecommunications could be tested and evaluated. Annexes of the municipal emergency plan, i.e., disaster health or disaster social services (mass casualty response and/or evacuation of residents), school or industry plans could be included.
- No resources are deployed and no actual disaster site is established.
- Debriefing sessions are held at the end of the exercise.
- **LIVE (FIELD) EXERCISE.** The live exercise (sometimes called a *mock disaster*) is the largest and most complex of the three types of municipal exercises and may involve participation by provincial and federal government as well as industry, the health care system and other organizations. It creates an environment as close to an actual event as possible.
  - The live exercise can be used to evaluate the operational capabilities of emergency management systems, interactively, over a period of time in a realistic environment. Live exercises range from a test of one component of the emergency plan, such as mass casualty incident response, through to a test of the whole plan.
  - Live exercises may provide the best means of confirming the satisfactory operation of emergency communications systems and equipment as well as arrangements for public information and media relations.
  - An actual disaster site is setup and perimeters established. Roads may be blocked and there may be simulated casualties with triage and transportation of the casualties to a hospital. Actual mobilization and deployment of personnel, equipment and resources are required to demonstrate coordination, response and recovery capability.
  - Normally the EOC is activated, an Emergency Site Manager is appointed and communication and co-ordination are practiced and tested.
  - Exercise activities are usually under a time constraint and debriefing sessions are held at the end of the exercise.

**NOTE:** An **Orientation/discussion seminar** is generally considered to be an individual training activity rather than an exercise. A **drill** develops, maintains and tests skills in a single emergency response procedure, i.e., building evacuation.



## Appendix A. Forms

Forms referenced and included in this manual:

1. **SAMPLE FEE FOR SERVICE AGREEMENT.** Provided to assist municipalities with arrangements for training that is to be conducted under the Municipal Sponsorship Training Grant Program.
2. **CLASS LIST.** The list of learners who have attended a training course. Information is collected from the learners at the commencement of the course.
3. **LEARNER EVALUATION.** Completed by learners at conclusion of the training course.
4. **TRAINER'S REPORT.** A report completed by the trainer to provide feedback to the host municipality and Emergency Management Alberta on the administration and the effectiveness of the course.
5. **CONDUCT OF TRAINING: OBSERVATION REPORT.** Completed by an Emergency Management Alberta staff member or municipal official who has observed a training course for compliance with the relevant course standard. This form is also used in assessment and approval of Emergency Management Alberta Approved Trainers.
6. **STATEMENT OF INTEREST IN CONDUCTING TRAINING.** Trainers should complete and submit this form by December 31 of each year to indicate their interest in conducting training in Alberta.
7. **BASIC EMERGENCY PREPAREDNESS COURSE EXAMINATION.** An examination that learners have the option to complete at the conclusion of the course. Successful completion is a prerequisite for most other emergency management courses and to attend the Canadian Emergency Preparedness College, Ottawa, Ontario. **Provided under separate cover to trainers.**
8. **TRAINER MATERIALS ASSESSMENT TOOL.** Trainers can use this tool as a reference check during the development of training materials and lessons plans.
9. **LEARNER MANUAL ASSESSMENT TOOL.** Trainers can use this tool as a reference check during the development of course materials.
10. **LESSON PLAN ASSESSMENT TOOL.** Trainers can use this tool as a reference check during the development of lessons plans.
11. **SAMPLE LESSON PLAN.** Suggested format for a lesson plan.



**12. EXERCISE FORMS:**

Note: These forms are available in electronic format from the EMA District Officer or Community Programs Training at 780-427-8633.

- a.* **Exercise Planning Worksheet**
- b.* **Master Sequence of Events List (MSEL)**
- c.* **Exercise Input Form**
- d.* **Parental Permission Form for Casualty Simulation Volunteers**
- e.* **Casualty Volunteer Consent Form**
- f.* **EOC – Exercise Evaluation Form**
- g.* **Live/Field Exercise Site Evaluation Forms**
- h.* **Exercise Report**

**13. TRAINING VALIDATION DATA COLLECTION.** Used by EMA and municipalities to validate training courses.

## SAMPLE FEE FOR SERVICE AGREEMENT

*This sample agreement is being provided to assist municipalities with arrangements for training that is to be conducted under the Municipal Sponsorship Training Grant Initiative.*

The \_\_\_\_\_ (name of municipality) and \_\_\_\_\_ (herein called the Contractor) agree as follows:

1. The Contractor undertakes to conduct the following Disaster Services course:

\_\_\_\_\_ Name of course \_\_\_\_\_ Course date(s)  
for a minimum of \_\_\_\_\_ students to a maximum of \_\_\_\_\_ students. This course will be held at \_\_\_\_\_ starting at \_\_\_\_\_ and ending at \_\_\_\_\_. The name(s) of the instructor(s) is/are \_\_\_\_\_.

2. The Contractor agrees that the above course, which is funded under the Municipal Sponsorship Training Grant Program, will comply with the requirements of Emergency Management Alberta's training standards and specifically in the following areas:

- (a) Intent of the course
- (b) Course objective
- (c) Evaluation
- (d) Training method
- (e) Course length
- (f) Handouts
- (g) Learning outcomes
- (h) Topics
- (i) Responsibilities of the Trainer

3. The Contractor will be paid \$\_\_\_\_\_ to instruct the course, provide handouts and student material, teaching aids, Contractor travel and subsistence and student certificates.

4. The \_\_\_\_\_ (name of municipality) will provide a classroom for the training and \_\_\_\_\_ break-out areas.

5. The \_\_\_\_\_ (name of municipality) will provide refreshments and will make arrangements for lunch.

6. Emergency Management Alberta (EMA) may observe and evaluate the training.

7. Mailing addresses:

Municipality: \_\_\_\_\_  
\_\_\_\_\_

Contractor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. The parties have signed this agreement on \_\_\_\_\_ (date).

\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
Signature of Municipal Representative



	Name	Mailing Address	Business Telephone	Emergency Role / Function	Municipality / Organization	Student Mark
13		Street Address	( )			
		City Postal Code				
14		Street Address	( )			
		City Postal Code				
15		Street Address	( )			
		City Postal Code				
16		Street Address	( )			
		City Postal Code				
17		Street Address	( )			
		City Postal Code				
18		Street Address	( )			
		City Postal Code				
19		Street Address	( )			
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27		Street Address	( )			
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28		Street Address	( )			
		City Postal Code				
29		Street Address	( )			
		City Postal Code				
30		Street Address	( )			
		City Postal Code				

	Name	Mailing Address	Business Telephone	Emergency Role / Function	Municipality / Organization	Student Mark
		Street Address	( )			
		City Postal Code				
		Street Address	( )			
		City Postal Code				
		Street Address	( )			
		City Postal Code				
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## Emergency Management Training Course LEARNER EVALUATION

*(To be completed by the learners at conclusion of course)*

Course Name: \_\_\_\_\_ Course Date: \_\_\_\_\_

Course Location: \_\_\_\_\_

Name of Trainer: \_\_\_\_\_

1. How much experience do you have in the subject matter covered in this course?    \_\_\_ years    \_\_\_ months
- |  | Low |   |   |   | High |
|--|-----|---|---|---|------|
| 2. Rate your knowledge and skill level in the subject matter BEFORE the course.  | 1   | 2 | 3 | 4 | 5    |
| 3. Rate your knowledge and skill level in subject matter AFTER the course.   | 1   | 2 | 3 | 4 | 5    |
| 4. Rate the relevance of the course content to your role in emergency planning.  | 1   | 2 | 3 | 4 | 5    |
| 5. Rate the quality of instruction (how well organized the instructor was, his/her level of knowledge, ability to respond to questions, instruction paced to suit learners' needs) | 1   | 2 | 3 | 4 | 5    |
| 6. To what extent did the handout materials contribute to your learning?   | 1   | 2 | 3 | 4 | 5    |
| 7. To what extent did the audiovisual materials contribute to your learning?   | 1   | 2 | 3 | 4 | 5    |
| 8. Overall, what is your satisfaction with this course?  | 1   | 2 | 3 | 4 | 5    |
| 9. Which portion of the course was most valuable?  |     |   |   |   |      |

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10. Which portion of the course was least valuable?

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11. Is there anything else that would have assisted your learning in this course? If so, please describe.

---

---

\_\_\_\_\_  
Name and phone number (optional)

If you have additional comments or suggestions on how the course could be improved, please use the back of the form. Thank you.

## Emergency Management Training Course TRAINER'S REPORT

*(To be completed by the Trainer at conclusion of course)*

This report is intended to provide feedback to the sponsoring municipality/agency and Emergency Management Alberta, on the administration and the effectiveness of the course.

1. Course name: \_\_\_\_\_
2. Course date and time: \_\_\_\_\_
3. Host municipality: \_\_\_\_\_
4. Trainer's name: \_\_\_\_\_ Phone Number  
\_\_\_\_\_
5. Company: \_\_\_\_\_
6. Issues or concerns raised during the course were: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Course planning or administration issues: \_\_\_\_\_  
\_\_\_\_\_
8. Did the appropriate learners attend the course?     Yes             No             Maybe
9. If **no** or **maybe** please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Is there any follow-up required by Emergency Management Alberta (EMA)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Trainer's Signature

\_\_\_\_\_  
Date

Please forward this Report, with the Learners' Evaluation forms and the original Class List within 14 days to:

**Original:**

Manager of Training, Community Programs  
Emergency Management Alberta  
Alberta Municipal Affairs  
14515 – 122 Avenue  
Edmonton, AB T5L 2W4

**Copies:**

- EMA District Officer
- Municipal Director of Disaster Services

## Emergency Management Training CONDUCT OF TRAINING: OBSERVATION REPORT

To be completed by Emergency Management Alberta or municipal staff. Not to be completed by the Course Trainer.)  
*Adapted from the National Training Strategy draft standards*

**PURPOSE**

1. To provide feedback to the trainer on the extent to which they are conducting training in accordance with the Emergency Management Exercises and Training standards.
2. To assist the Manager of Training, Community Programs to determine if a trainer meets the Emergency Management Alberta (EMA) Approved Trainer criteria. A grade of 4 or better in each of the 7 areas that follow is an acceptable level of competence in meeting the criteria.

**PROCEDURES FOR COMPLETION OF THIS REPORT**

- Contact trainer beforehand and advise of date and place of observation.
- Ensure you have a copy of the trainer’s lesson plan for the course.
- Advise course learners of the observation. Do not intervene during the training.
- Objectively assess the conduct of training; make clear, exact, meaningful notes that can be used to explain assessment.
- Meet with trainer to discuss observations (within 24 hours if possible). Ask the trainer to prepare by identifying areas of the training that went well and areas they would like to change.

Course Name		Host Municipality	
Course Location		Course Date	
Lead Trainer’s Name		Company	
Name of additional presenter(s)			

<b>A. INTRODUCTIONS</b>	Yes	No					
The trainer:							
1. Introduced himself/herself and included name, organization, and experience in emergency management							
2. Outlined his/her role in the course							
3. Included learner self-introductions and specified time allotment							
4. Outlined content for learner’s self introduction, e.g. name, municipality/location, employer, experience, emergency role							
5. Presented the course objectives orally and in writing (e.g. in the learner manual)							
6. Emphasized the benefits of the course to learners							
7. Presented the course outline and timetable							
8. Provided an opportunity for learners to provide input into the agenda							
9. Identified the location of washrooms							
10. Indicated break schedule							
11. Indicated meal arrangements							
12. Recognized that some learners may be “on call”							
13. Identified the location of emergency procedures, emergency exits, and assembly points							
14. Provided a code word, such as “NO DUFF”, to indicate that information being given in an actual emergency situation is “for real” and not part of a course exercise							
<b>Rating Based on % of Occurrence</b>							
Calculate % and circle rating:	$\frac{\quad}{14} \times 100 =$						
		<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">1. (0% - 19%)</td> <td style="width: 20%; text-align: center;">2. (20% - 39%)</td> <td style="width: 20%; text-align: center;">3. (40% - 59%)</td> <td style="width: 20%; text-align: center;">4. (60% - 79%)</td> <td style="width: 20%; text-align: center;">5. (80% - 100%)</td> </tr> </table>	1. (0% - 19%)	2. (20% - 39%)	3. (40% - 59%)	4. (60% - 79%)	5. (80% - 100%)
1. (0% - 19%)	2. (20% - 39%)	3. (40% - 59%)	4. (60% - 79%)	5. (80% - 100%)			
Comments:							



<b>B. ADMINISTRATION</b>						Yes	No
The trainer:							
1. Provided student name tags							
2. Used the Class List for registration							
3. Provided sufficient support personnel to meet the requirements of the lesson plan							
4. Ensured that safety was a primary concern during all practical work							
<b>Rating Based on % of Occurrence</b>							
<b>Calculate % and circle rating:</b>	$\frac{\quad}{4} \times 100 =$	<b>1.</b> (0% - 19%)	<b>2.</b> (20% - 39%)	<b>3.</b> (40% - 59%)	<b>4.</b> (60% - 79%)	<b>5.</b> (80% - 100%)	
Comments:							

<b>C. TRAINER SKILLS</b> (at least 50% of the lessons must be observed)						
Degree of quality to which topics were covered:						<b>Rating</b>
	1 Not Covered	2 Poorly Covered	3 Somewhat Covered	4 Well Covered	5 Very well Covered	
The trainer:						
1. Provided concise verbal explanations						
2. Used questions to stimulate thinking and to confirm learning						
3. Acknowledged learners' answers and contributions to the learning process						
4. Coached learners during exercises and learning activities						
5. Provided feedback to learners on learning activities and evaluation exercises						
6. Adapted the pace of instruction to the learners' needs						
7. Handled sensitive situations appropriately						
8. When necessary, adapted the learning activities to meet the learners' needs						
9. Recognized and addressed learner difficulties						
10. Presented the objective(s) at the beginning of each component of the lesson plan						
11. Followed the lesson plan						
12. Managed the overall time in accordance with the lesson plan						
13. Linked lesson plan topics to the learners' roles and/or to previously presented material						
14. Concluded the lessons by reviewing the objective, recapping the teaching points and linking to the next lesson						
15. Linked the course content with the local municipal emergency plan and local circumstances						
16. Provided and/or requested examples related to the topics and teaching points to facilitate learning						
Score: $\frac{\quad}{80} \times 100 =$ _____ %						
<b>Rating</b>	<b>1.</b> (0% - 19%)	<b>2.</b> (20% - 39%)	<b>3.</b> (40% - 59%)	<b>4.</b> (60% - 79%)	<b>5.</b> (80% - 100%)	
Comments:						

<b>D. TRAINER-LEARNER RELATIONSHIP</b>						<b>Rating</b>
Degree of quality to which topics were covered:						
	1 Not Covered	2 Poorly Covered	3 Somewhat Covered	4 Well Covered	5 Very well Covered	
The trainer:						
1. Was available to learners during breaks and at the end of the course						
2. Established a respectful relationship with the learners						
3. Established rapport with the learners						
4. Encouraged learners to share opinions and ideas						
<b>Score:</b> _____ <b>x 100 =</b> _____ <b>%</b>						
<b>20</b>						
<b>Rating</b>	<b>1.</b> (0% - 19%)	<b>2.</b> (20% - 39%)	<b>3.</b> (40% - 59%)	<b>4.</b> (60% - 79%)	<b>5.</b> (80% - 100%)	
Comments:						

<b>E. DELIVERY OF TOPICS</b>						<b>Rating</b>
Degree of quality to which topics were covered:						
	1 Not Covered	2 Poorly Covered	3 Somewhat Covered	4 Well Covered	5 Very well Covered	
1. Name of topic:						
2. Name of topic:						
3. Name of topic:						
4. Name of topic:						
5. Name of topic:						
6. Name of topic:						
7. Name of topic:						
8. Name of topic:						
9. Name of topic:						
10. Name of topic:						
Comments:						

<b>F. TRAINING AIDS</b>						<b>Rating</b>
Degree of quality to which topics were covered:	1 Not Covered	2 Poorly Covered	3 Somewhat Covered	4 Well Covered	5 Very well Covered	
The trainer:						
1. Used a variety of visual aids to facilitate learning						
2. Used visual aids which were easy to read and well designed						
3. Used videos, which were of good quality and of appropriate length						
4. Emphasized key messages in the video(s)						
5. Linked the video(s) to the lesson						
6. Provided handouts as listed in the Alberta Emergency Management Training Course Standard						
7. Augmented visual aids with timely and/or pertinent handouts.						
Score: _____ x 100 = _____ %						
<b>35</b>						
<b>Rating</b>	<b>1.</b> (0% - 19%)	<b>2.</b> (20% - 39%)	<b>3.</b> (40% - 59%)	<b>4.</b> (60% - 79%)	<b>5.</b> (80% - 100%)	
Comments:						

<b>G. CONCLUSION</b>						<b>Rating</b>
Degree of quality to which topics were covered:	1 Not Covered	2 Poorly Covered	3 Somewhat Covered	4 Well Covered	5 Very well Covered	
The trainer:						
1. Provided an opportunity for learners to ask questions on issues/topics not covered in the course						
2. Responded appropriately to item #1 above						
3. Provided opportunity for learners to give verbal feedback on the course						
4. Requested learners complete and return the Learner Evaluation form						
5. Presented certificates or made it clear that certificates would be mailed to learners						
6. Addressed administrative issues						
7. Encouraged 'back home' involvement in agency/organizational emergency management						
8. Provided contact information for host municipality and local EMA District Officer						
Score: _____ x 100 = _____ %						
<b>40</b>						
<b>Rating</b>	<b>1.</b> (0% - 19%)	<b>2.</b> (20% - 39%)	<b>3.</b> (40% - 59%)	<b>4.</b> (60% - 79%)	<b>5.</b> (80% - 100%)	
Comments:						

Course observation was conducted from \_\_\_\_\_ (AM/PM) on \_\_\_\_\_ (date) to \_\_\_\_\_ (AM/PM) \_\_\_\_\_ (date)

Did the trainer meet the criteria for Approved Trainer status?

Yes (scored a grade of 4 or better in each of the 7 areas)

No

Comments: \_\_\_\_\_  
(if additional space is required, please use the back of this page)

Name of Evaluator (Print) \_\_\_\_\_  
Organization (Print) \_\_\_\_\_

Signature \_\_\_\_\_  
Date \_\_\_\_\_

**Return this Form to:**  
Manager of Training, Community Programs  
Emergency Management Alberta  
Alberta Municipal Affairs  
14515 - 122 Avenue  
Edmonton, Alberta T5L 2W4

<p><b>Office Use Only</b>  <b>Training Course Documents Received</b>  <input type="checkbox"/> Class List (original)  <input type="checkbox"/> Learners Evaluation forms  <input type="checkbox"/> Trainer's Report</p>
---

## OBSERVATION OF COURSE TOPIC WORKSHEET

*Note to Observer: Prior to observing a course, make additional copies of this page so that you have 1 page for each course topic (other than Introduction and Course Conclusion) included in the course standard. Attach to the Conduct of Training: Observation Report.*

TOPIC : _____				
Name of Presenter: _____				
To what degree of quality was the topic covered as described in the course standard?				
<b>1</b> Not Covered	<b>2</b> Poorly Covered	<b>3</b> Somewhat Covered	<b>4</b> Well Covered	<b>5</b> Very Well Covered
Transfer Rating to Section E of Observation Report				
Recommendations:				

## Emergency Management Training 2005 STATEMENT OF INTEREST IN CONDUCTING TRAINING

Name of Trainer	Address						
Name of Company							
Telephone Number (        )	Fax Number (        )						
Email Address	Website						
Courses interested in conducting: <table style="width: 100%; margin-left: 20px;"> <tr> <td><input type="checkbox"/> Basic Emergency Preparedness</td> <td><input type="checkbox"/> Emergency Operations Centre</td> </tr> <tr> <td><input type="checkbox"/> Disaster Social Services Planning</td> <td><input type="checkbox"/> Emergency Public Information</td> </tr> <tr> <td><input type="checkbox"/> Emergency Management</td> <td><input type="checkbox"/> Municipal Elected Officials</td> </tr> </table>		<input type="checkbox"/> Basic Emergency Preparedness	<input type="checkbox"/> Emergency Operations Centre	<input type="checkbox"/> Disaster Social Services Planning	<input type="checkbox"/> Emergency Public Information	<input type="checkbox"/> Emergency Management	<input type="checkbox"/> Municipal Elected Officials
<input type="checkbox"/> Basic Emergency Preparedness	<input type="checkbox"/> Emergency Operations Centre						
<input type="checkbox"/> Disaster Social Services Planning	<input type="checkbox"/> Emergency Public Information						
<input type="checkbox"/> Emergency Management	<input type="checkbox"/> Municipal Elected Officials						
Formal adult education qualifications:							
1)							
2)							
Emergency management education and training							
1)							
2)							
Experience in emergency management:							
1)							
2)							
3)							
Experience in adult education:							
1)							
2)							
Other information relevant to training delivery:							

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Lesson Plans attached for courses interested in conducting?

**NOTE:** Trainers should complete and submit this form by December 31 each year to Manager of Training, Community Programs, Emergency Management Alberta, 14515 – 122 Avenue NW, Edmonton, AB T5L 2W4 to advise of their continued interest in conducting training.

## Emergency Management Training LEARNER MANUAL ASSESSMENT TOOL

*Adapted from the National Training Strategy draft standards*

CRITERIA STATEMENTS	Yes or No	Comments
<b>1. Course Organization</b>		
Material is presented in logical sequence.		
Format is consistent (titles, numbering, layout).		
Material is necessary/useful to achieve the training objective.		
Material has practical applications for the workplace.		
Course structure (Introduction, Lessons, Application Exercises and Conclusion) is clear.		
Introduction presents the training objective, outline for the course and benefits of the training.		
<b>2. Lesson Objectives</b>		
The objective of the lesson is presented in terms of performance, conditions, and standard.		
The method of evaluation of lesson objective is described.		
<b>3. Presentation Of Content</b>		
Explanations are clear and concise.		
Examples are presented where appropriate.		
Visual supports (diagrams, charts, etc.) are used where appropriate.		
Content is technically correct.		
<b>4. Learning Activities</b>		
The purpose is clearly defined.		
The time allotted for the activity is indicated and is adequate.		
The instructions to learners are clear.		
The activity is relevant to teaching points.		
The activity is at an appropriate level of difficulty.		
The activity reflects the importance of knowledge and skills presented during the lesson/unit.		
Suggested solutions and, where appropriate, rationales for solutions are included.		
<b>5. Exercises</b>		
The purpose is clearly defined.		
The time allotted for the exercise is indicated and is adequate.		
The instructions to learners are clear.		
The exercise(s) is relevant to teaching points.		
The exercise(s) is at an appropriate level of difficulty.		
The exercise(s) reflects the importance of knowledge and skills.		
Suggested solutions and, where appropriate, rationale for solutions are included.		
<b>6. Course Conclusion</b>		
Learners are asked to reflect upon learning and assess the achievement of the course objective.		
Learners are asked to link the presented material to job performance		
Learners are asked to consider an action plan for future activity where appropriate. (e.g., continuing learning, on the job application)		

## Emergency Management Training LESSON PLAN ASSESSMENT TOOL

*May be used as a reference during the development of lessons plans. Adapted from the National Training Strategy draft standards*

CRITERIA STATEMENTS	Yes/No	Comments
<b>1. STRUCTURE AND FORMAT</b>		
All lesson outlines are attached.		
Each outline clearly presents the objective, the evaluation of the objective, the content, methods and time required		
<b>2. Lesson Objective</b>		
The performance objective describes what learners will be able to do at the end of each lesson.		
The conditions of the performance objective are given.		
The standard for the evaluation of the achievement of each performance objective is stated.		
<b>3. Learning Activities</b>		
The learning activities for each lesson objective are described.		
The performance in the learning activities matches the stated lesson objective.		
<b>4. Evaluation Exercises</b>		
The evaluation exercise(s) for each lesson objective are described.		
The performance in the evaluation exercise(s) matches the stated lesson objective.		
<b>5. Teaching Points</b>		
The teaching points listed are meaningful.		
The teaching points necessary to attain lesson objective are included.		
The teaching points are limited to the "need to know" content.		
The sequence of the teaching points is logical.		
The teaching points are organized in accordance with the level of complexity and the time required for the topics.		
The sub-teaching points include an appropriate level of detail.		
<b>6. Methods/Visual Support</b>		
Methods are identified for each teaching point.		
Visual support is identified for each teaching point.		
Methods and visual support are appropriate to nature of content (e.g., Knowledge, Skill) and the training situation.		
Sufficient practice to allow learners to attain lesson objective is indicated.		
There is variety in the instructional methods and visual support.		
Reference materials are listed (Municipal Emergency Plan checklists, forms, other relevant documents, samples etc.).		
<b>7. Time</b>		
Times are detailed in minutes by topic		
Times reflect importance and complexity of teaching points.		
Total time required for learning activities is realistic.		
The ratio of practice to theory is appropriate.		

## Emergency Management Training SAMPLE LESSON PLAN<sup>1</sup>

*Adapted from the National Training Strategy draft standards*

<b>COURSE INTRODUCTION</b> Emergency Management Course		
<b>Estimated Time:</b> 40 minutes		
<b>Trainer:</b> (name)		
<b>Desired Outcome:</b> Learners are prepared to take advantage of what the course has to offer. They are aware of the course objective, the schedule for the learning activities, who the other participants are, the training facility, the course materials and feel motivated to participate as expected.		
Topic/Activity /Time	Teaching Points	Media
<b>Welcome</b>	<b>Welcome</b> learner to the course.	Slide #1
<b>(5 minutes)</b>	<p><b>Introduce</b> yourself as the trainer (brief background of emergency experience)</p> <p><b>Describe</b> your role as the trainer:</p> <ul style="list-style-type: none"> <li>○ To coordinate and manage the learning environment</li> <li>○ To present the course content</li> <li>○ To facilitate the exercises</li> <li>○ To answer questions</li> <li>○ Include introduction(s) of the assistant trainers</li> </ul> <p><b>Describe</b></p> <ul style="list-style-type: none"> <li>○ The opportunity to share experiences</li> <li>○ The course will offer them an opportunity to network with others</li> <li>○ That you hope they will find the course enjoyable, productive and profitable</li> </ul>	Slide #2
<b>Activity: Self Introductions</b> <b>(20 minutes)</b>	<p><b>Have participants introduce themselves</b>, asking them to identify their name, municipality, organization/agency, emergency experience and their likely emergency role.</p> <p>Acknowledge the expertise within the group and suggest that they will be able to take advantage of the variety of experience available to them.</p>	



Topic/Activity /Time	Teaching Points	Media
<b>Course Objective (2 minutes)</b>	<p><b>Present</b> the course objective and its evaluation, using OH or PPT <i>slide</i>.</p> <p><b>Emphasize</b> that participants will be able to:</p> <ul style="list-style-type: none"> <li>○ Assess the achievement of the objective based on their performance during the learning activities and evaluation exercises.</li> <li>○ Determine their strengths and areas in need of improvement as they apply emergency management principles in context</li> </ul>	Slide #3
<b>Course Themes (3 minutes)</b>	<p>Refer participants to the main themes that weave throughout the EM course.</p> <ul style="list-style-type: none"> <li>○ Teamwork in a multi-service response environment</li> <li>○ Decision-making and problem solving.</li> <li>○ Management of information via documentation, collection, analyzing, dissemination, displaying.</li> <li>○ Communication <ul style="list-style-type: none"> <li>○ Within their service</li> <li>○ Within their team</li> <li>○ Within the system</li> <li>○ Within the municipality</li> </ul> </li> </ul>	Slide #4
<b>Approach to Learning (5 minutes)</b>	<p>Refer to the course objective, page xx of learner's manual as the focus of the course</p> <p>Refer students to the course agenda in the learner's manual, highlighting the course structure and the major topics.</p> <p>Describe the approach to learning:</p> <ul style="list-style-type: none"> <li>○ Interactive learning environment; use their knowledge and experience; learn from others</li> <li>○ Key information will be presented on the ESM system</li> <li>○ There will be xxx evaluation exercises that allow learners to learn, practice and apply emergency management principles at both an emergency site and an emergency operations centre.</li> <li>○ Learners will discover how the ESM system complements existing incident management systems</li> <li>○ They will have the support of the trainer(s) throughout the course to help them. <ul style="list-style-type: none"> <li>○ Provide feedback by completing the <i>Learner Evaluation</i> form</li> </ul> </li> </ul>	Learner's Manual Page XX  Slide # 5
<b>Administration (5 minutes)</b>	<p>Refer learners to layout of the facility, washrooms and exits, and use of the XXX (code word) in the event of a emergency during an exercise</p> <p>Tell learners when breaks will be taken and what the arrangements are for lunch.</p> <p>Ask learners to add their name and details to the <i>Class List</i> being circulated. Advise that the <i>List</i> is sent to Training Programs, Emergency Management Alberta with a copy to the host municipality and their EMA District Officer.</p> <p>Ask if any questions or concerns.</p> <p>Use a bridging remark to next topic.</p>	Class List
<sup>1</sup> Adapted from <i>National Training Strategy Standards, Canadian Emergency Preparedness College</i> .		



**RESOURCE REQUIREMENTS:**

Exercise Coordinator:
Exercise Directing Staff
Exercise Evaluators
Volunteers, including casualty simulators.
Exercise Debriefing Co-ordinator(s)
Facilities
Equipment (Other Than Communications)
Communications:
Media Relations:
Location For Exercise Debriefings:
Time Of Exercise Debriefings:
Other



**EXERCISE \_\_\_\_\_ - INPUTS**

(Name of Exercise)

<b>Insert Time:</b>	<b>Method:</b> (E.g. phone, fax, radio, email)	<b>Serial:</b> 001
<b>Originator (From):</b>	(E.g. Agency, office/centre, position)	<b>Location:</b>
<b>Recipient (To):</b>	(E.g. Agency, office/centre, position)	<b>Location:</b>
<b>Input Title:</b>	(E.g. Report of Casualties/Damage, Request for support)	
<b>Input:</b>		
<b>Initial Response by Person taking the input:</b>		
<b>Follow-up Action Reported by Receiving Agency (if required)</b>		
<b>FOR EXERCISE DIRECTING STAFF ONLY (This information is collected to assist with the exercise evaluation)</b>		
<b>Purpose of Input:</b>		
<b>Expected Response:</b>		
<b>Was this input completed or handled satisfactorily?</b>		
<b>Simulation Room Operator:</b>		

**PARENTAL PERMISSION FORM**  
**For**  
**MASS CASUALTY DISASTER EXERCISE**

On \_\_\_\_\_, an exercise will be held to test the  
\_\_\_\_\_ Municipal Emergency Plan.  
(name of Municipality)

To provide realism for this exercise, a number of volunteers will be made up to look like casualties. These simulated casualties will be transported by vehicle (including ambulances) to the hospital for simulated medical attention.

Your permission to permit your son/daughter, who is willing to volunteer to take part in this exercise, is requested.

It is hoped that a disaster will never occur in your community. However, regardless of all precautions, disasters do happen. With your help, your community can be **prepared**.

**I HEREBY GIVE PERMISSION FOR MY SON/DAUGHTER**

\_\_\_\_\_  
(First Name) (Last Name)

**TO TAKE PART IN THIS EXERCISE**

**SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**NOTE:** Your child must bring old clothing to wear during the exercise that can be dirtied, torn or stained.

**THIS PERMISSION FORM MUST BE RETURNED TO THE SCHOOL PRINCIPAL BY**

\_\_\_\_\_  
(date)

## CASUALTY SIMULATION VOLUNTEER REGISTRATION FORM FOR A MASS CASUALTY DISASTER EXERCISE

On \_\_\_\_\_, an exercise will be held to test the  
\_\_\_\_\_ Municipal Emergency Plan.  
(name of Municipality)

In order to provide realism for this exercise, a number of volunteers will undergo casualty simulation. These simulated casualties will be transported by various modes of transportation to the hospital for simulated medical attention. Your participation in this exercise is greatly appreciated.

### I HEREBY AGREE TO TAKE PART IN THIS EXERCISE AND UNDERGO CASUALTY SIMULATION

_____ <i>(First Name)</i>	_____ <i>(Last Name)</i>
<i>(Please Print)</i>	
SIGNATURE _____ <i>(Signature of Volunteer)</i>	DATE _____
SIGNATURE _____ <i>(Signature of Casualty Simulator)</i>	DATE _____
SIGNATURE _____ <i>(Signature of Witness)</i>	DATE _____

**NOTE:** You are required to bring old clothing that can be soiled, torn or stained to wear during the exercise.

This Registration Form Must Be Signed By The Volunteer And Held  
By The Casualty Simulator Or Exercise Directing Staff

## EMERGENCY OPERATIONS CENTRE EXERCISE EVALUATION FORM

**EXERCISE** \_\_\_\_\_  
(Name of Exercise)

*Page* \_ of \_

<b>Evaluator:</b>		<b>Telephone:</b>	
<b>Date:</b>	<b>Location &amp; Agency:</b>		
1. Which service/agency was notified?	Time of notification?		
2. Action taken by person who received notification?			
		<b>Yes</b>	<b>No</b>
3. Was a call-down conducted?			
4. Did the person(s) conducting the call-down have adequate resources to complete the task in a timely manner?			
5. Was the call-down list up to date?			
6. Was the Municipal Emergency Plan used during the exercise?			
7. Which Disaster Services Agency members were alerted?			
8. Which Disaster Services Agencies were present in the EOC?			
9. How were EOC members briefed when they reported to the EOC?			
10. Approximately how many people were in the EOC?			
11. Who was appointed as the EOC Coordinator?			
12. Was the EOC Coordinator clearly identified?			
13. Did the EOC Coordinator appoint/confirm the Site Manager?			
<b>14. Is the EOC Coordinator:</b>			
a. Being kept informed?			
b. Sharing information?			
c. Exercising control?			
d. Holding discussions (time-out)?			
e. Requesting updates?			
f. Briefing the Mayor, CAO, Disaster Services Committee?			
g. Comments:			



<b>15. Communications:</b>		
a. Which Communication nets were operational?		
Fire ____ Police ____ EMS ____ Emergency site manager ____ Emergency Management Alberta ____		
b. Systems Used? Telephone ____ Fax ____ Internet ____ Amateur Radio ____ Other _____		
d. Was maximum use of communications made?		
e. Is the process for handling messages in the EOC working? If not, why?		
<b>16. Situation Map:</b>		
a. Is someone responsible for maintaining the situation map/board?		
b. Is the current operational data (maps, charts, phone numbers, etc.) suitably displayed for all to see?		
c. Is the situation map/board being used for: <ul style="list-style-type: none"> <li>• Planning?</li> <li>• Briefing?</li> <li>• Comments:</li> </ul>		
<b>17. Emergency Event Log</b>		
a. Was a Log of Events maintained?		
b. Was there a designated recorder (scribe)?		
c. Was the Log of Events available to all participants?		
d. Is the Log of Events being used for: <ul style="list-style-type: none"> <li>• Operational decisions?</li> <li>• Operational planning?</li> <li>• Other?</li> <li>• Comments:</li> </ul>		
<b>18. Was a State of Local Emergency Declared</b>		
a. Was the information made public?		
b. Was a copy of the Declaration forwarded to Emergency Management Alberta?		
c. Comments		

<b>19. Emergency Public Information</b>		
a. Is the Emergency Public Information Officer/Manager communicating frequently with the EOC Coordinator?		
b. Is the Emergency Public Information Officer/Manager communicating frequently with the Site Emergency Public Information Officer?		
c. Is the Emergency Public Information Officer /Manager communicating frequently with the Emergency Public Information Officers at other EOCs (hospital, public health, industry, schools, etc)?		
d. Is there is a planned program to keep the public informed?		
e. Are "News Releases" approved by the EOC Coordinator prior to dissemination?		
f. What arrangements have been made for media at the site?		
g. Has a "News Conference" been arranged?		
h. Comments:		
<b>20. EOC General</b>		
a. Are messages being handled properly?		
• Within the EOC?		
• Between the EOC and the Site Manager?		
• With other outside agencies/organizations/service groups?		
• Comments:		
b. Is Information being Shared:		
• Within the EOC?		
• With the Site Manager?		
• With other outside agencies/organizations/service groups?		
• Comments:		
c. Are Immediate Problems/Requests being dealt with:		
• In isolation?		
• Not at all?		

21. Was security maintained at the EOC		
22. Was it identified who would relieve the EOC staff for second shift operations?		
23. Is the EOC doing long term planning?		
<b>24. Did the exercise scenario adequately test the Municipal Emergency Plan:</b>		
a. EOC Functions?		
b. Disaster Services Agency roles and responsibilities?		
c. The role of Emergency Management Alberta in EOC functions?		
d. Comments?		
25.		
26.		
27.		
28.		
29.		

## LIVE EXERCISE – SITE EVALUATION FORM

**EXERCISE** \_\_\_\_\_  
(Name of Exercise)

<b>Evaluator</b>					<b>Telephone</b>
<b>Location of Site:</b>					<b>Time of Alert:</b>
<b>Agency(s) Notified:</b>					<b># Casualties:</b>
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	Command Vehicle
<b>Police</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	Command Vehicle
<b>Fire</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	Command Vehicle
<b>Ambulance</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	5 <sup>th</sup> Vehicle
<b>Auxiliary Ambulance</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	5 <sup>th</sup> Vehicle
<b>Emergency Medical Supplies</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	Command Vehicle
<b>HazMat</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	5 <sup>th</sup> Vehicle
<b>Utilities (specify which service)</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	5 <sup>th</sup> Vehicle
<b>Media</b>					
<b>ARRIVAL TIMES</b>					
	1 <sup>st</sup> Vehicle	2 <sup>nd</sup> Vehicle	3 <sup>rd</sup> Vehicle	4 <sup>th</sup> Vehicle	5 <sup>th</sup> Vehicle
<b>Other (specify)</b>					
Please write any additional observations and comments on the back of this page.					

**LIVE EXERCISE - SITE EVALUATION FORM****EXERCISE** \_\_\_\_\_

(Name of Exercise)

<b>EVALUATOR:</b>	<b>TELEPHONE #</b>	
<b>EMERGENCY SITE MANAGER:</b>		
Which service provided the Site Manager?		
What time was the ESM appointed/confirmed by the EOC?		
Was the Site Manager wearing identification apparel or clearly identifiable?		
Where perimeter controls established? Which agency controlled access to the site?		
<b>RESCUE:</b>	<b>Yes</b>	<b>No</b>
Was the site declared safe for rescue teams to enter?		
Was an initial site reconnaissance conducted for victims?		
Which agency declared the site safe?		
Was the rescue leader visibly identified?		
Did the rescue leader coordinate activities of rescue crews?		
Were victims taken to a designated casualty collecting area?		
Did rescue leaders establish communication with the Site Manager?		
<b>STAGING:</b>		
Which agency established the staging area?		
Was access to the staging area clear?		
Was a single entry route identified and used?		
Was a Staging Officer identified?		
Was there communications from Staging to the Site Manager?		
<b>TRIAGE</b>		
<b>Time triage commenced.</b>		
Was the Triage Officer visibly identified?		
Were treatment priorities established?		
Were priorities for casualty transportation established?		
Were triage tags used?		
Were triage tags visible on casualties?		
Time first casualty left site?		
Time last casualty left site?		
Was there communication between the triage team and the Site Manager?		
What was done to accommodate the media at the site?		
<b>Comments:</b>		

### EXERCISE REPORT

<b>Name of Exercise</b>	<b>Date of Exercise</b>
<b>Host Municipality</b>	<b>Location(s) of Exercise</b>
<b>Other Participating Municipalities</b>	
<b>Other Participating Agencies</b>	
<b>Planning Committee Members</b>	
<b>Exercise Coordinator</b>	
<b>Type of Exercise</b>	
<b>Exercise Aim</b>	
<b>Exercise Objectives</b>	
<b>Location of Exercise</b>	
<b>OBSERVATIONS (by Participating Agency)</b>	
<b>Agency: (Name)</b>	
What worked Well	
What Could be Improved	
<b>Agency: (Name)</b>	
What worked Well	
What Could be Improved	
<b>Agency: (Name)</b>	
What worked Well	
What Could be Improved	

*Exercise Report contd.*

<b>Agency: (Name)</b>	
What worked Well	
What Could be Improved	
<b>Agency: (Name)</b>	
What worked Well	
What Could be Improved	
<b>Agency: (Name)</b>	
What worked Well	
What Could be Improved	
<b>RECOMMENDATIONS</b>	
1. 2. 3. 4. 5. 6.	
<b>Recommendations for Training</b>	
<b>Date reviewed by Disaster Services Agency</b>	
<b>Signature of Director of Disaster Services</b>	
<b>Date presented to Disaster Services Committee</b>	
<b>Copies to:</b>	<input type="checkbox"/> Emergency Management Alberta District Officer <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>
<b>Date Follow-up Report is due</b>	

**Emergency Management Training  
TRAINING VALIDATION**

*This form is used by Emergency Management Alberta and municipalities to validate emergency management training*

*This form will be developed later.*



## B

## Appendix B. Glossary

This is a listing of some of the common terminology and definitions used within the Alberta emergency management and response framework, including provincial emergency plans and planning models.

**Act** - the *Disaster Services Act, RSA 2000, Chapter D-13 with amendments in force as of May 19, 2004*

**Alberta Counter-Terrorism Crisis Management Plan** – a provincial plan that coordinates and directs the cross government activities for threat level assessment, critical infrastructure identification, and maintenance and activation of an emergency notification system for notifying all orders of government.

**Alberta Emergency Plan** - The Government Emergency Planning Regulation requires Emergency Management Alberta to prepare and implement a plan for the provision of government resources, known as the Alberta Emergency Plan.

**Alberta Emergency Preparedness Partnership** - a voluntary coalition of essential service providers within Alberta who share a common interest in the prevention, planning, response, recovery and mitigation of disasters.

**Business Continuity Planning** - Planning to ensure the continued availability of essential services, programs and operations, including all the resources involved. Prepares an organization to respond to an interruption of essential business functions and provides the guidelines to fully recover operations, services and programs.

**CBRN** - Chemical, Biological, Radiological or Nuclear incidents

**Civil Protection** - Arrangements in place for dealing with disasters and other civilian type of societal and community crisis. (E.L. Quarantelli, 2001)

**Co-ordination and Information Centre** - 24-hour information centre operated by Alberta Infrastructure and Transportation that provides initial assessment, response action and clean-up information for dangerous goods incident responders. The Centre also serves as the after regular hours contact point for the Emergency Management Alberta. It can be reached by dialling 422-9600 in the Edmonton area or 1-800-272-9600 anywhere else in Alberta.

**Crisis Management Programs** – The Crisis Management Programs unit of Emergency Management Alberta is responsible for emergency planning and preparedness for counter-terrorism at the provincial order of government.

**Counter-Terrorism Crisis Management Plan** – The Alberta Counter-Terrorism Crisis Management Plan coordinates and directs the cross government activities for threat level assessment, critical infrastructure identification, warning systems, and protocol development for chemical, biological, radiological and nuclear response.

**Director of Disaster Services** – an individual appointed by the local authority to: prepare and coordinate emergency plans and programs for the municipality; act as the director of operations on behalf of the municipal disaster services agency; coordinate all emergency services and other resources used in an emergency; and, perform other related duties. (*Disaster Services Act*, Section 11)

**Disaster** - an event that results in serious harm to the safety, health, or welfare of people or in widespread damage to property. (*Disaster Services Act*)

**Disaster Planning** – (also referred to as the functions or pillars of emergency management) the differentiating of emergency management into phases - mitigation, preparedness, response and recovery (E.L. Quarantelli, 2001)

**Disaster Recovery Program** – a program approved by the Government of Alberta under the Disaster Recovery Regulation to help individuals, small businesses, farming operations and municipalities recover from the adverse effects of a disaster. Emergency Management Alberta administers programs.

**Disaster Services Act, Statutes of Alberta 2000 Chapter D-13 with amendments in force as of May 19, 2004.** – the legislation that defines the requirements for emergency measures at the provincial government and local authority level within Alberta.

**Disaster Services Agency** - an organization that acts as an agent of the local authority (Council) to carry out the Council's statutory powers and obligations under Section 11 of the *Disaster Services Act*.

**Disaster Services Committee** - a committee consisting of a member or members of the local authority (Council) appointed to advise and report to Council on the development of emergency plans and programs, under Section 11 of the *Disaster Services Act*.

**Disaster Social Services** – a planned emergency response organization designed to provide those basic services considered essential to the immediate well-being of persons affected by a disaster. Basic services are normally delivered at a Reception Centre and include lodging, clothing, food, registration and inquiry, and personal services. The Disaster Social Services Response Plan, which is a specialized component of the Municipal Emergency Plan, is designed to meet the urgent physical and personal needs of individuals and families until regular social services or special recovery plans are in place.

**Declaration of a State of Emergency** - an order of the Lieutenant Governor in Council under Section 18 of the Disaster Services Act.

**Declaration of a State of Local Emergency** – a resolution or order of a local authority under Section 18 of the Disaster Services Act.

**Emergency** – an event that requires prompt coordination of action or special regulation of persons or property to protect the safety, health or welfare of people or to limit damage to property. (*Disaster Services Act*)

**Emergency Management** - concerned with the preparedness and response phases of disasters (E.L. Quarantelli, 2001)

**Emergency Management Alberta (EMA)**- a branch of Alberta Municipal Affairs. EMA is responsible for the management of a province wide program to ensure that Alberta's public and private sectors are prepared for, and can respond effectively to, disasters and emergencies. EMA also designs and delivers disaster recovery programs that promote the timely recovery of Albertans from the impacts of disasters and emergencies.

**Emergency Management Alberta District Officer** – field staff of Emergency Management Alberta (EMA), a branch of Alberta Municipal Affairs, who support and assist Alberta's municipalities in the development and maintenance of their emergency plans and programs. The EMA District Officer will likely attend the response to a disaster or a major emergency as the liaison officer for EMA.

**Emergency Management Alberta Operations Centre (EMAOC)** – the Government of Alberta's emergency operations centre, which is activated by the Executive Director of the Emergency Management Alberta. The EMAOC coordinates the provincial government's response to a major emergency or disaster in Alberta.

**Emergency Operations Centre (EOC)** – an operations centre established in a suitable location to manage the larger aspects of the emergency. In a high impact emergency there may be a number of EOCs established to support the response. These may include corporate EOCs (regional, headquarters), municipal EOCs, a joint regional EOC and the provincial government EOC (see Emergency Management Alberta Operations Centre).

**Emergency Planning Officer (EPO)** - a senior member of a provincial government department, appointed by the department head, who in addition to other duties, coordinates the department's response to a major emergency or disaster. (Government Emergency Planning Regulation) *Note: the Regulation is under review*

**Emergency Preparedness** - the planning, exercising and education necessary to achieve a state of readiness for disasters and emergencies.

**Emergency Response Structure** – The local authority is the first level of government to respond to an emergency or disaster. The degree of response by other levels of government and the private sector should be tailored to the local authority's capabilities and needs. The establishment of an Emergency Operations Centre (EOC) by any of the responding organizations will be dictated by the magnitude of the incident, the nature and scope of the response, and the need for public and media communications activities. Local authorities plan for three levels of emergency response, in increasing order of magnitude:

- **Level I.** This response is for an incident of limited community impact that the local authority can manage within its emergency response capabilities. The incident may be of short or extended duration. Provincial departments may attend for regulatory requirements. A representative of Emergency Management Alberta may attend in a liaison officer capacity. The local authority, and industry if the incident occurs on an industrial site, may create on-site command posts to manage the immediate

response. The municipal Emergency Operations Centre (EOC) may be activated to some degree. Although Emergency Management Alberta will usually be informed of an incident, it is unlikely that the Branch would activate the Emergency Management Alberta Operations Centre (EMAOC).

- **Level II.** This response is for an incident of high community impact. In addition to normal emergency responders, the local authority will mobilize elements of its emergency response coordination capability, and may request some external assistance. The local authority and industry if relevant will establish on-site command posts, and may also activate EOCs. An Emergency Management Alberta District Officer will normally go to the municipal EOC as a liaison officer and to provide advice if required. Other levels of government may choose to activate EOCs. The EMAOC may be activated.
- **Level III.** This response is for an incident of extended duration and high community impact. The local authority will fully activate its Municipal Emergency Plan and can be expected to request assistance from government, non-governmental organizations, and the private sector. The local authority and industry if relevant would activate EOCs. An EMA District Officer would be in the municipal EOC as a liaison officer and to provide advice if required. The EMAOC may be activated. (*model Municipal Emergency Plan*)

**Emergency Site Command Post** – A command post complex at the site of an emergency. It comprises several command posts including those of the emergency site manager and services such as police, fire, ambulance and public works.

**Emergency Site Manager/Incident Commander** - The person responsible for ensuring a coordinated team response at an emergency site.

**Emergency Site Management (ESM)** - The ESM system is based on a multi-tiered framework for communications, joint (or coordinated) decision-making, and the coordination of activities or resources. The system facilitates the interaction among the various emergency response organizations at two primary locations: the emergency site and the municipal EOC. The ESM system builds on the presence of organization-specific disaster management processes (or systems) to provide a broad approach to the management of disasters at local authority level.

**Exercises** – an exercise completes the training and educational process in emergency management and enables an evaluation of emergency plans and organizational capability, as well as providing opportunity to promote and refine cooperation and coordination between operational teams, staff groups, officials and others involved in an organized response to an emergency. actual experience. See Chapter 12 Emergency Management Exercises

**Hazard** – a situation with a potential for human injury, damage to property, damage to the environment, or some combination of these. (*CAN/CSA-Z731-02*)

**Hazard Identification** – the process of recognizing that a hazard exists and defining its characteristics.

**Incident Command System (ICS)** – A standardized at-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents. ICS was originally developed as a fire response management system by various U.S. states. The Emergency Site Management system (ESM) is used in Alberta and is complementary to the ICS and is not intended to replace or interfere with the command and control structure of the various emergency response agencies. ESM provides a framework to integrate and coordinate all services at the site, including those agencies with an established ICS and those that do not use the ICS. The ESM system also includes linkages to the Emergency Operations Centre(s).

**Joint Emergency Preparedness Program** – A program that provides financial assistance to communities on a cost-shared basis to fund projects that will develop or enhance a regional emergency response capability. Funding assistance is provided by Emergency Management Alberta through the Federal Joint Emergency Preparedness Program, which is sponsored by The Public Safety and Emergency Preparedness Canada.

**Liaison Officer** - a person who is the point of contact for assisting or coordinating an organization's resources during a response. They are often located at the EOC or Emergency Site Command Post. An EMA District Officer, during the municipal response to a major emergency or disaster, would provide liaison with the Emergency Management Alberta Operations Centre to facilitate the provision of provincial resources and support.

**Local Authority** – as defined in the *Disaster Services Act* means the:

- the council of a city, town, village, or municipal district;
- in the case of an improvement district or special area, the Minister of Municipal Affairs;
- the settlement council of a settlement under the Métis Settlement Act;

- the park superintendent of a national park or his delegate where an agreement is entered into with the Government of Canada under section 9(b) [of the Act] in which it is agreed that the park superintendent is a local authority for the purposes of the Act; or
- the band council of an Indian band where an agreement is entered into with the Government of Canada under section 9(b) [of the Act] in which it is agreed that the band council is a local authority for the purposes of the Act.

**Mass Casualty Incident** – A mass casualty incident occurs during a disaster if the number and/or type of casualties in a given location **exceeds** the capability of the local emergency medical response systems thus mutual aid resources are required. (*Emergency Management Alberta 1992*)

**Mitigation** - see Functions of emergency management.

**Municipality** - as defined in the *Disaster Services Act* means the area comprising a city, town, village, municipal district, improvement district or special area and includes:

- the settlement area of a settlement under the Métis Settlement Act;
- the area comprising a national park where an agreement is entered into with the Government of Canada under section 9(b) [of the Act] in which it is agreed that the park superintendent is a local authority for the purposes of the Act; and
- the area comprising an Indian reserve where an agreement is entered into with the Government of Canada under section 9(b) [of the Act] in which it is agreed that the band council is a local authority for the purposes of the Act.

**Municipal Emergency Plan** - is a plan prepared by a local authority under Section 11 of the *Disaster Services Act*.

**National emergency** – means (federal planning document definition) an urgent and critical situation of a temporary nature that:

- seriously endangers the lives, health, or safety of Canadians and is of such proportions or nature as to exceed the capacity or authority of a province to deal with it, or
- seriously threatens the ability of the Government of Canada to preserve the sovereignty, security, and territorial integrity of Canada and that cannot be effectively dealt with under any other law of Canada.

**National emergency arrangements** - means arrangements between all orders of government and between government and the private sector to ensure cooperative and effective use of Canada's resources in time of national emergencies.

**Non Governmental Organization** - any agency apart from government that has the skills and resources to prepare for, respond to or provide assistance in the recovery from a disaster.

**NOTAM (notice to airmen)** - an order issued by Transport Canada to close a specific airspace to unauthorized commercial aviation. The dimension of the airspace described is issued by Transport Canada.

**Functions of emergency management – (sometimes known as the phases of disaster or the pillars of emergency management)** the differentiating of emergency management into four core components.

- **Mitigation** includes the measures taken to reduce or minimize the risks from the effects of a hazard(s) with the aim to prevent or reduce a disaster impact when it occurs. Examples are legislation including regulation and by-laws, safety codes, building codes, zoning, dykes, evacuation, warning systems.
- **Preparedness**, in recognition that perfect mitigation is not possible, is building capability to effectively and rapidly respond when items at risk are affected by a hazard(s). It includes the planning, exercising, education and training necessary to achieve a state of readiness for disasters and emergencies. Examples are crisis management, emergency response and business continuity plans, awareness and education, training – individual and collective, and insurance.
- **Response** is those actions taken to minimize the damage and loss to items at risk (with an emphasis to prevention of injury and loss of life) when they are affected by a hazard. Examples are search and rescue and the provision of emergency medical services.
- **Recovery** is the activities carried out to return the affected organization/community to a reasonable state of normal life after it has been affected by a hazard. Examples are the rebuilding of homes and business resumption. (*Emergency Management Alberta, 2004, Quarantelli, E. L. 2001*)

**Preparedness** - see Functions of emergency management.

**Public and Media Inquiry Room (PMIR)** - a room/facility located near the Emergency Operations Centre to receive and respond to inquiries from the public and the media. The Alberta PMIR is established on the request of the EMA Operations Centre and is managed by the Alberta Public Affairs Bureau.

**Reception Centre** – a one-stop service site or facility where, in a disaster or emergency, people evacuate to and their immediate needs are met by the Disaster Social Services Response Team. A Reception Centre can also serve as a gathering place and information centre for those who have been impacted or want to help.

**Recovery** – see Functions of emergency management.

**Response** – see Functions of emergency management.

**Risk** – a measure of the probability and severity of an adverse effect to health, property or the environment. Risk is often estimated by the mathematical expectation of the consequences of an adverse event occurring (i.e., the product of the “probability x consequence”). However, a more general interpretation of risk involves probability and consequences in a non-product form. This presentation is sometimes useful in that a spectrum of consequences, with each consequence having its own probability of occurrence, is outlined. (CAN/CSA-Z731-02)

**Risk Assessment** – a process or method for evaluating risk associated with a specific hazard and defined in terms of probability and frequency of occurrence, magnitude and severity, exposure and consequences. (FEMA 1997)

**Risk Reduction** – the process of reducing risks by either decreasing the chance and/or the consequences of a hazardous event. (CAN/CSA-Z731-02)

**State of Emergency** - See Declaration of a State of Emergency.

**State of Local Emergency** - See Declaration of a State of Local Emergency

### Upstream Petroleum Incident Support Plan

The *Alberta Upstream Petroleum Incident Support Plan* provides the framework for the coordination of the resources of Alberta Government departments and agencies in support of the industrial operator and the local authority in an upstream petroleum incident. Emergency Management Alberta and the Alberta Energy & Utilities Board (EUB) maintain the Plan. Emergency planning and response terminology relating to in the oil and gas industry includes:

- **Closure Order** - an order closing travel to an area to unauthorized personnel. The closure order area is that area within the boundaries described in an order issued by the Alberta Energy and Utilities Board under Section 97(1) of the *Oil and Gas Conservation Act*.
- **Company Emergency Response Plan (ERP)** - those plans prepared by an upstream operator under the *Oil and Gas Conservation Act*, *Pipeline Regulation* or any other statute, regulation or condition imposed by the Alberta Energy and Utilities Board. Companies outside the EUB jurisdiction may also prepare emergency response plans.
- **Critical Sour Gas Well** - a sour well from which the maximum potential release rate is:
  - 0.01 cubic metres per second (m<sup>3</sup>/s) or greater and less than 0.1 m<sup>3</sup>/s and which is located within 500 metres (m) of the corporate boundaries of an urban centre,
  - 0.1 m<sup>3</sup>/s or greater and less than 0.3 m<sup>3</sup>/s and which is located within 1.5 km of the corporate boundaries of an urban centre,
  - 0.3 m<sup>3</sup>/s or greater and is less than 2.0 m<sup>3</sup>/s and which is located within 5 km of the corporate boundaries of an urban centre, or 2.0 m<sup>3</sup>/s or greater.
- **Crude Oil, Sour** - a complex and highly variable viscous liquid mixture of naturally occurring hydrocarbons and containing hydrogen sulfide. The typical flammable limits in air by volume are: lower 1.0%, upper 7.0%.
- **Crude Oil, Sweet** - means a complex and highly variable viscous liquid mixture of naturally occurring hydrocarbons. The typical flammable limits in air are: lower 1.0%, upper 7.0%.
- **Emergency Planning Zone (EPZ)** - is an area surrounding a gas well, sour gas facility or high vapour pressure products pipeline where residents or other members of the public would be at risk in the event of an uncontrolled release of Hydrogen Sulphide (H<sub>2</sub>S)
- **Field Butane** - means a gas mixture under atmospheric conditions and a liquid when pressurized. It may contain N-Butane, isobutene and propane. The typical flammable limits in air by volume are: lower 1.8%, upper 8.4%.

- **High Vapour Pressure Products** - any product, which produces a vapour pressure in excess of 340 kilopascals absolute at 38°C. Examples include ethylene, propane and butanes.
- **Lead Agency** - the primary organizations that have regulated authority in relation to the upstream petroleum industry (EUB) and/or public safety and protection during an upstream petroleum industry incident.
- **Lean Oil** - a petroleum liquid which may contain small amounts of N-Hexane and other isomers, benzene, toluene, xylem, cyclopentanes and 1,2,4 Trimethylbenzene. The typical flammable limits in air by volume are: lower 1.0%, upper 7.0%.
- **Level 1 Low Impact Incident** - there is no danger outside the industrial operator's property. They will be in immediate control of the hazard and there is no threat to the public and minimal environmental impact. The situation can be handled entirely by the industrial operators personnel. There is little or no media interest.
- **Level 2 Moderate Impact Incident** - there is no immediate danger outside of company property or the right-of-way but where there is the potential for the emergency to extend beyond the operator's property. Outside and provincial agencies must be notified. Imminent control of the hazard is probable but there is moderate threat to the public and/or the environment. There may be local and regional media interest in the event.
- **Level 3 High Impact Incident** - the safety of the public is in jeopardy from a major uncontrolled hazard. There are likely significant and on-going environmental impacts. Immediate multi-agency municipal and provincial government involvement is required.
- **On-Site Command Post (OSCP)** - an operations centre established in the immediate vicinity of the incident to provide immediate and direct response to the emergency.
- **Protective Actions** - the actions directed or conducted by a person in authority in order to protect the life and health of the public. They include: evacuation, in-place sheltering or ignition.
- **Regional Emergency Operations Centre (REOC)** - an operations centre established in a suitable location off-site near the emergency to manage the larger aspects of the emergency response
- **Significant Moderate Level Impact Event** - means an upstream petroleum incident that will likely be raised to a High Level Impact Event because there is concern for public safety, the event is expected to be of long duration (over 7-days) and there will be the interruption of normal activities in a community.
- **Sour Gas** - in a pipeline it is natural gas containing more than 1% hydrogen Sulphide. Under Occupational Health and Safety legislation it is defined as a natural gas that contains more than 0.001% (10 PPM).
- **Upstream Operator** - the person who has the charge, management, or control of a site containing an upstream petroleum industry facility or a corporate person designated as responsible for corporate response activities in an incident.
- **Upstream Operator's Emergency Response Plan** - see Company Emergency Response Plan.
- **Upstream Petroleum Industry** – all facilities, equipment, substances, and operations used in the explorations, recovery, processing, and transporting petroleum within the Alberta Energy and Utilities Board (EUB) jurisdiction. Generally this would include oil and gas operations upstream of a refinery and the storage and transportation of unrefined products by the pipeline between oil and gas production facilities or other end points.
- **Upstream Petroleum Industry Incident** - any uncontrolled releases from wells, storage facilities, petroleum processing facilities, hydrocarbon pipelines and transport vehicles including saltwater spills or any emergency situation which has the potential to threaten the public, or to create a serious and negative environmental impact. In the Alberta Upstream Petroleum Incident Plan the word "event" means the same as "incident".
- **Urban Centre** - a city, town, new town, village, summer village, hamlet with not less than 50 separate buildings, each which must be an occupied dwelling, or other incorporated centre, or any similar development the EUB may designate as an urban centre.



## Appendix C. Adult Education

### Section 1. Principles of Adult Learning

This training manual was developed with the following adult education principles in mind:

- Adults have a variety of roles, priorities and responsibilities that may affect their learning. Don't waste their time. Be sure to meet their needs or they will resent the time they give you.
- Adults have clearly developed learning styles. Training activities should address a wide range of styles and present the same information using more than one method (Example: Handout *and* Discussion Group).
- Adults bring prior knowledge, values, attitudes, skills and experiences to the learning activity. Acknowledge what they know and help them build upon it.
- Adults may not be accustomed to a learning situation (classroom) and may have difficulty sitting for long periods. Break things up with a variety of activities.
- Adults may bring attitudes from their high school or elementary school experience to the learning activity. Encourage involvement and interaction.
- People learn best when what they are to learn is presented uniquely for them.
- Sight and hearing may not be optimal. Use large enough font on slides, overheads, handouts, etc.
- Adults learn best when they are responsible for their own learning.



## Appendix D. Fact Sheets

The Fact Sheets that follow are provided to assist trainers with the delivery of emergency management training and may be reproduced as a handout for course participants.

1. EMA (Emergency Management Alberta)
2. Alberta's Emergency Management Framework
3. Role of EMA (Emergency Management Alberta) District Officers
4. Disaster Social Services Planning in Alberta
5. Alberta's Disaster Recovery Programs
6. Joint Emergency Preparedness Program
7. Evacuation or Shelter in Place
8. Myths and Realities of Disasters
9. Alberta Counter-Terrorism Crisis Management Plan
10. Coordination and Information Centre, Alberta Infrastructure and Transportation
11. Role of Provincial Social Services (Alberta Human Resources and Employment) in Municipal Emergency Planning and Response in Alberta



## EMA (Emergency Management Alberta)

EMA (Emergency Management Alberta), a branch of Alberta Municipal Affairs, ensures Alberta's communities are prepared to respond effectively to disasters and emergencies by:

- Developing and coordinating an overall provincial program of preparedness for response to and recovery from major emergencies and disasters,
- Assisting municipalities, First Nation communities and industry to develop and maintain a high level of emergency preparedness,
- Co-ordinating the provincial response activities during a major emergency or disaster,
- Developing and maintaining standards for emergency management training, and administering the training grant program,
- Coordinating the development and maintenance of the province's Crisis Management Process,
- Working with federal and provincial government departments and non-governmental organizations to develop and maintain a wide range of provincial emergency response plans,
- Testing emergency plans by conducting exercises and workshops,
- Assisting and supporting provincial government departments in the development, review, evaluation and validation of their Business Continuity Plans and ensuring cross-departmental integration,
- Managing disaster recovery programs that help Albertans recover from the adverse affects of a disastrous event,
- Implementing a process to review lessons learned following a major emergency or disaster and implementing changes where required; and
- Tracking and preparing for new issues and trends that could pose a risk or impact Albertans.

**EMA (Emergency Management Alberta) has three operating sections:**

### 1. Community Programs

This unit, which has district offices in Grande Prairie, St. Paul, Edmonton, Camrose, Red Deer, Calgary, and Lethbridge, ensures that municipalities/First Nation communities have Municipal Emergency Plans/Emergency Operations Plans in place in order to respond effectively to disasters and major emergencies and that the plans are exercised on a regular basis. This unit also:

- administers and directs the delivery of the province's Disaster Recovery Programs
- develops and maintains training standards for use in the delivery of training to municipal emergency management officials,
- conducts training for municipal emergency management officials,

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- coordinates the administration of the emergency management training grant initiatives for municipal officials and ground search and rescue volunteers throughout the province; and coordinates the delivery of federal training initiatives.

## **2. Consequence Management Program**

This unit ensures that the province has appropriate legislation and provincial emergency plans in place to respond effectively to disasters and major emergencies, assists government departments with the development and maintenance of business continuity plans to ensure the continued availability of vital government services, operations and programs in the event of a business disruption and coordinates federal involvement in emergency preparedness functions, including planning and response initiatives. It also:

- coordinates the operation of Alberta's Government Consequence Management Operations Centre when activated and coordinates the activities of provincial, federal and private sector resources, if needed,
- coordinates the operation of Alberta's Continuity Management Centre for the Cross-Government Coordination Team in order to support Government of Alberta ministries in the event of a significant disruption or emergency,
- ensures that appropriate staff in ministries are capable, trained and available to be seconded for consequence and continuity management duties as required, and
- coordinates the activities of the Alberta Emergency Preparedness Partnership.

## **3. Crisis Management Program**

This unit ensures the province's Crisis Management Process is reviewed, implemented and managed. This includes the cross-ministry vital-point assessments of critical infrastructure, and security plans, including regular updates and exercises as well as the cross-ministry development of plans and preparedness for human induced hazards, both intentional and non-intentional. It also:

- coordinates the operation of Alberta's Government Crisis Management Operations Centre when activated and coordinates the activities of provincial, federal and private sector resources, if needed,
- development and management of the fan-out system for notifying appropriate authorities and industries (in the event of the perceived threat level for Alberta as determined by the Solicitor General)
- maintains the Alberta Emergency Public Warning System, and
- ensures that appropriate staff in ministries are capable, trained and available to be seconded for crisis management duties as required.
- This unit also ensures that industrial emergency plans for major industries are designed to complement Alberta's Municipal Emergency Plans, Emergency Operations Plans, and provincial plans.

Please visit the EMA website for more information: [www.municipalaffairs.gov.ab.ca/ema/](http://www.municipalaffairs.gov.ab.ca/ema/).

## Alberta's Emergency Management Framework

Emergency management in Alberta is a graduated system of involvement with a community based, all hazards approach to planning and response (standard response protocol), and a single point of authority at each level. The response to an emergency occurs at the lowest level and increases to the level of response based on need.

- Individual and family responsibilities include knowing what to do when a major emergency or disaster impacts their community, and preparedness measures such as emergency supplies
- First Responder Responsibilities
  - Immediate response by fire, police and emergency medical services
  - Control of the incident site and immediate protection of people and property
  - Municipal and industrial cooperation
- Local Authority Responsibilities
- Responsible at all times for the direction and control of the local authority's response under the Disaster Services Act, unless the Government of Alberta assumes direction and control
- Establish a Disaster Services Committee consisting of a member or members of the local authority
- Establish and maintain a municipal disaster services agency to carry out the municipality's obligations under the Disaster Services Act
- Appoint a Director of Disaster Services who is responsible for preparing and coordinating emergency plans and programs, directing operations and coordinating services and other resources used in an emergency or disaster response
- Prepare municipal emergency plans and programs
- Establish mutual aid agreements
- Authority to declare of a State of Local Emergency when required
- EMA (Emergency Management Alberta)
  - Alberta Emergency Plan (all hazards approach)
  - Alberta Counter-Terrorism Crisis Management Plan
  - Hazard specific plans as required such as Pandemic Influenza Support Plan, Dangerous Goods Incident Support Plan, and the Upstream Petroleum Incident Support Plan
  - Assist municipalities and first nations communities with emergency preparedness and planning
  - Coordinate provincial support to a municipal response to a major emergency or disaster
  - Coordinate provincial response to major emergencies and disasters
  - Develop and maintain training standards, administer training grant programs and conduct training for municipal emergency management officials
  - Manage a program that mitigates against the potential consequences of terrorist activities
  - Coordinate disaster recovery programs, e.g., disaster financial assistance programs
  - Oversee the operation of the Alberta Emergency Public Warning System
  - Coordinate response to and from other provincial and territorial governments
  - Authority to declare a provincial State of Emergency
- Federal government
  - Federal planning and response to major emergencies and disasters
  - Canadian Emergency Preparedness College
  - Coordinate Disaster Financial Assistance Arrangements
  - Coordinate response to and from other countries

## **Role of EMA (Emergency Management Alberta) District Officer**

Seven EMA (Emergency Management Alberta) District Officers work with municipalities to enhance the safety of Albertans through disaster and emergency mitigation, preparedness, response and recovery programs. Their responsibilities include:

- Ensure municipal councils understand their responsibilities and powers under the Disaster Service Act.
- Help municipalities prepare and maintain Municipal Disaster Services By-laws.
- Assist local Directors of Disaster Services in setting up and maintaining the Disaster Services Agency.
- Help draft, maintain and validate the Municipal Emergency Plans.
- Visit municipalities annually to conduct an all hazard risk assessment.
- With the communities, review and update the Municipal Emergency Plans, at a minimum every two years.
- Test Municipal Emergency Plans through regular exercises at least once every four years.
- Assist with the development and maintenance of health care facility plans, disaster social services plans, school plans and other specialized components of Municipal Emergency Plans.
- Help develop, maintain and coordinate Mutual Aid Agreements.
- Ensure provincial emergency plans are coordinated with the Municipal Emergency Plans.
- Promote and participate in regional planning and response initiatives.
- Coordinate municipal participation in provincial and federal grant initiatives and programs.
- Coordinate municipal participation in national emergency preparedness training programs.
- Assist municipalities in responding to a major emergency or disaster and provide liaison with the Emergency Management Alberta Operations Centre (EMAOC) to facilitate the provision of provincial support.
- Assist with the establishment and operation of a victim assistance centre, if required.
- Assist municipalities with disaster recovery operations.
- Assist municipalities when a Disaster Recovery Program (financial assistance) is announced.

## **Disaster Social Services Planning in Alberta**

In a large-scale disaster, the volume, urgency and intensity of human needs and the degree of social disorganization are such that regular community resources are unable to cope. The situation requires the implementation of a Disaster Social Services (DSS) response system to meet the urgent physical and personal needs until regular social services or special recovery programs are effectively in operation.

DSS is a specialized component of municipal emergency planning. Development of the community's DSS Response Plan begins with the municipal Director of Disaster Services appointing the DSS Manager. The DSS Manager should be a senior member of a social services agency in the community. The Director of Family & Community Support Services/Community Services (e.g. municipal social services) is usually given this appointment. In some instances, the municipality assigns DSS management responsibility to Alberta Human Resources & Employment (provincial social services).

The DSS Manager is responsible for developing and activating the DSS Response Plan, which will involve many local agencies, organizations and volunteers. The first step that the DSS Manager undertakes in developing the plan is to assign people (and alternates) to the following key positions:

- Reception Centre Manager
- Registration & Inquiry Supervisor
- Food Service Supervisor
- Lodging Supervisor
- Clothing Supervisor
- Personal Services Supervisor
- Volunteer Services Supervisor
- Central Registry & Inquiry Bureau Supervisor

This group forms the DSS Committee, which is chaired by the DSS Manager. The size of the committee will vary according to the size of the community. In large urban centres, the committee would be expanded; in smaller communities, the same individuals may fulfill several roles. Irrespective of the size of the community, the same planning and response events will typically occur but the scale will vary.

The functions of the DSS Committee are two-fold:

- To develop and maintain the DSS Response Plan
- To activate the DSS Response Plan following an emergency or disaster

EMA (Emergency Management Alberta) has developed a DSS Response Planning Model. To request a copy of the model, contact your EMA District Officer or call 780-422-9000 or 1-800-272-9600. District Officers can also provide information on DSS training.

## Alberta's Disaster Recovery Programs

Disaster recovery programs provide financial assistance for municipalities and their citizens who incur uninsurable loss and damage as a result of a disastrous event. These programs are an effective way of assisting municipalities by ensuring that the costs of disasters are shared by all Albertans, and whenever possible, by all Canadians through cost sharing arrangements with the federal government.

- Disaster financial assistance programs are administered under the Alberta Disaster Recovery Regulation, and are designed to serve as a safety net to assist with essential needs only for uninsurable loss and damage to homes, farms and small businesses, as well as municipal and provincial infrastructure damage and emergency operations costs. Most programs result from overland flooding.
- A state of local emergency does not have to be declared in order to receive financial assistance under a disaster recovery program.
- After a major emergency or disaster event, EMA (Emergency Management Alberta) in co-operation with municipalities, monitor the situation to determine if there is likely to be a need for financial assistance. The province's Disaster Recovery Committee reviews the circumstances of the event and makes recommendations regarding possible program approval.
- Compensation is not paid when the damages, loss or costs could have been reasonably prevented, could be recovered under another government program, or recovered through legal action.
- Once a program is announced, registration offices are opened the same or next day to receive applications for assistance. Offices are located in convenient locations for those impacted by the disaster.
- The applications are evaluated for eligibility.
- Accounting and financial procedures have been streamlined to ensure that compensation payments are made in the shortest time possible.
- These programs are based on the principle of shared risk. They assist municipalities and their citizens by ensuring that losses resulting from disasters are cost shared by all Albertans, and whenever possible by all Canadians. Programs may be cost shared with the federal government on a graduating scale. On programs that meet federal eligibility criteria, federal cost sharing starts after the province has paid the first dollar per capita (approximately \$3 million) of eligible damages.

## Joint Emergency Preparedness Program

The Alberta Joint Emergency Preparedness Program (JEPP) is designed to provide financial assistance to communities on a cost-shared basis to fund projects that will develop or enhance regional emergency response capability. The program is administered by EMA (Emergency Management Alberta) through the federal Joint Emergency Preparedness Program, sponsored and funded by Public Safety and Emergency Preparedness Canada.

Alberta municipalities may submit an application to cost-share the purchase of emergency response equipment provided that:

- The municipality has an established Disaster Services Agency.
- The municipality maintains and exercises a current municipal emergency plan.
- The municipality has appointed a Director of Disaster Services.
- The project has a clear objective and demonstrated need.
- The municipality agrees to make the equipment available regionally through mutual aid agreements.

The municipality must have the signed approval from the elected head of council or designated official, with a commitment to pay the total cost of the project and subsequently claim for reimbursement at the agreed funding ratio.

Eligible projects include Telecommunications Systems, Rescue Equipment, Emergency Power Equipment, Mobile Command Posts, Emergency Operations Centres, Rescue Vehicles and Prototypical Initiatives. Funding ratios on approved projects are normally based on a 50/50 sharing ratio.

The EMA District Officer serving the municipality facilitates application procedures. Municipalities obtain the application form from the EMA District Officer, who will assist them in ensuring that the project is eligible for funding and will assist them in completing and forwarding the form for consideration.

Projects must not start until receiving formal approval from EMA. If equipment or services are purchased prior to approval being granted, such action will render those purchases ineligible for cost sharing.

## Evacuation or Shelter-in-Place

*Note: The following information is being provided for general information only. It is important that first responders seek advice and support from appropriately qualified sources.*

In incidents involving the release of dangerous goods, local first responders (Fire and Police) are often faced with making decisions regarding the health and safety of the public. People in the threatened area can either be directed to evacuate to a safer place or shelter-in-place. Sometimes, these two actions may be used in combination.

### Definitions

**Evacuation:** the timely and effective relocation of exposed persons or persons having the potential of being exposed to a toxic or chemical agent, to an alternate location having no potential for exposure to the same toxic or chemical agent.

**Shelter-In-Place:** a protective action to protect persons from a public safety or an environmental emergency by staying in or going indoors and following appropriate protective action directives of the responders. It could include appropriate protection-in-place while out of doors, to avoid being placed in the path of the plume of the substance.

*(Source: Canadian Association of Fire Chiefs)*

### EVACUATION

- Evacuation means moving all people from a threatened area to a safer place outside of any potential hazard area.
- To perform an evacuation, there must be enough time for people to be warned, to get ready, and to leave an area.
- If there is enough time, evacuation is the best protective action.
- Begin evacuating people who are closest to the hazard source and downwind of the incident.
- When additional help arrives, expand the area to be evacuated downwind and crosswind to at least the extent recommended in Transport Canada's *Emergency Response Guide*. Even after people move to the distances recommended, they may not be completely safe from harm. They should not be permitted to congregate at such distances.
- Send evacuees to a definite place, by a specific route, far enough away so they will not have to be moved again if the wind shifts. If the municipality opens a Reception Centre (as outlined in their Municipal Emergency Plan) in a safe area, evacuees should be informed of or directed to the Reception Centre.

### SHELTER-IN-PLACE

- Sheltering-in-place is an option in some dangerous goods incidents when evacuating the public would cause greater risk than staying where they are, or when an evacuation cannot be performed safely and in a timely manner.
- Sheltering-in-place means people should seek shelter inside a building and remains inside until the danger passes. The principle of sheltering-in-place is based upon a building or residence being constructed to withstand weather conditions in the northern United States or Canada (e.g. buildings are constructed to withstand sub-zero temperatures and contain thermal insulation). Because of this, the internal air within the building takes up to six hours before it is fully exchanged. This means the contaminants will not reach high concentrations in the first few hours of an event. Always follow the directions of the local authority.



- When the openings of these buildings are closed and remain closed (e.g. windows, doors, any other fresh air intakes), the air within the building becomes a reservoir of relatively uncontaminated air. This air will sustain occupants during the emergency. Taping shut any openings or leakage around doors and windows can further reduce the amount of contamination.
- Direct the people inside to close all doors and windows and to shut off all ventilating, heating and cooling systems, except in extremely cold weather where there is risk of freezing.
- Persons sheltering-in-place should be warned to stay away from windows.
- Sheltering-in-place may not be the best option if:
  - The vapours are flammable;
  - It will take a long time for the gas to clear the area; or
  - Buildings do not provide the characteristics required for sheltering-in-place.
- A general rule of thumb for shelter-in-place for a Canadian home is between a 4-hour minimum and a 6-hour maximum.
- Vehicles can offer limited protection for a short period of time if the windows are closed and the ventilation systems are shut off. Vehicles should only be used for in-place protection when there is no other option.
- It is vital for the local authority to maintain contact with someone inside buildings where a large number of people are congregated (e.g. schools) to monitor their situation and to advise them about changing conditions.

NOTE: Sheltering-in-place is unlikely to be helpful during a biological or chemical terrorist attack.

### **SHELTER-IN-PLACE INSTRUCTIONS FOR THE PUBLIC**

- Go indoors and stay there (bring in pets).
- Immediately turn on a local television or radio for information and updates.
- Close all outside doors and every door inside the building.
- Close all windows.
- Tape openings around loose fitting doors and windows if the emergency includes a toxic cloud.
- Do not use bathroom vents or kitchen vents.
- Set thermostats so that air conditioners, furnaces and hot water heaters will not come on.
- Do not use fireplaces. Close all dampers.
- Do not operate clothes dryer.
- Shelter in an inside room away from windows and doors, if possible.
- Have flashlights and other emergency supplies readily available. Be sure to include a portable battery operated radio.
- Reduce or avoid smoking as it contaminates the air.
- Do not leave the building until told to do so.

Recommended videos: *Shelter-In-Place*, City of Brandon, 2000; *Shelter-in-Place-Know What To Do*, Agrium

#### *References:*

- *2004 Emergency Response Guidebook, Transport Canada*
- *Emergency Preparedness Handbook, City of Brandon, 2000*
- *Shelter-In-Place Video, City of Brandon, 2000*
- *Alberta Support Plan for Upstream Petroleum Incidents*
- *Canadian Association of Fire Chiefs*

## Myths and Realities of Disasters

### Myths

Improvisation should not be part of emergency management.

Warnings should be held until you are absolutely sure; otherwise you will panic people.

People are often immobilized by disaster and need help with basic tasks.

Outside help is essential because local agencies are severely limited in their ability to handle emergency demands.

Most citizens will not support expenditure of tax revenue on disaster preparedness.

Looting is a common occurrence in disasters.

Disaster planning should focus on creating strong authority, if necessary by senior levels of government, to overcome the subtle devastation of events.

Emergency management personnel will abandon their responsibilities and attend to their families.

The public will not respond to encouragement to be prepared.

Disaster planning should be separated from day-to-day processes because by their very nature, disasters require responses well beyond the needs of day-to-day activities.

Many citizens will not evacuate when ordered to.

Most evacuees will go the community shelters.

Many people panic in disaster situations.

The initial human behavioural response to disasters is mass chaos.

Most injured people will be directed or transported to medical centres by emergency medical services.

Help from within and outside of the impacted community will arrive only when requested.

There will be a shortage of donated items and goods.

### Realities

To improvise is to organize for emergency response during an event.

People generally will not panic. Information should be disseminated.

Residents of disaster affected areas respond actively. They are the rescuers of over 95% of those trapped and injured. They do not wait for government officials to tell them what to do.

Generally, there are enough resources in the area. The problem is finding, mobilizing and co-ordinating them. The principle problem in caring for victims is not the lack of resources. It is from vague responsibilities, conflicting organizations and lack of communications.

The public assumes that disaster preparedness programs are underway or are in place. Keep the public expectations in sight.

Looting in natural or man-made disasters is rare. In civil disorder, it is a common internal community behaviour.

Communities mobilize rapidly to meet disaster demands. Timely local coordination is more appropriate than para-military authority.

There is *no* evidence that those on duty will leave their posts. However, emergency personnel who are with their families when an event occurs will remain with them until they are looked after.

The majority of the public will prepare when they are encouraged by credible authorities to develop plans for threats that have a high probability of occurrence in a fairly short time. The focus must be on adaptive actions rather than danger.

This is a common mistake of disaster planners. An essential element of successful preparedness includes the use of traditional institutionalized sources of power in the community.

The likelihood of evacuation increases when the source is credible, the message is specific, and the message can be confirmed.

Evacuees prefer the homes of relatives or friends for shelter, even if they are further away than community shelters.

Panic is not a common response to disasters. Most people will attempt to do very logical, constructive things. It does occur in conditions of entrapment or where is a sense of powerlessness or isolation. People do not flee in panic; they flee from something.

Actions usually make sense, are directed at defining helpful activities and result in the most important care for victims.

Most will go, or be taken by local citizens, to the centre of their choice.

There will be a convergence of unsolicited responders, volunteers and resources, both from within and outside of the community.

Following a major disaster, large quantities of unwanted and unsolicited donated goods and items are likely to arrive unannounced.

## **Alberta Counter-Terrorism Crisis Management Plan**

The Government of Alberta Task Force on Security was formed on September 12, 2001, with an aim to review the implications of the events of September 11, 2001, and to develop a way ahead to address their impacts on the safety and security of Albertans. Following direction from the Task Force, the Alberta Counter-Terrorism Crisis Management Plan (ACTCMP) was approved by cabinet on March 18, 2003 and signed by the Premier on March 25, 2003.

The ACTCMP has four key components:

- a capability to establish a level of threat for Alberta;
- a cross-sector standardized capability to identify critical infrastructure in Alberta;
- an integrated process to assist both the private and public sectors to understand and establish appropriate levels of security precautions based on the level of threat; and
- an emergency notification system to advise all partners of changes in threat level to enhance preparation activities.

The Solicitor General of Alberta is responsible for the information/intelligence system coordination with the federal, provincial, municipal and industry partners. In addition they are responsible for establishing the level of threat for the province, based on the intelligence assessments received from our partners.

EMA (Emergency Management Alberta) is responsible for continued development and the ongoing maintenance of the ACTCMP, the cross ministry assessment of critical infrastructure, and the sectoral security plans, including regular updates and exercises. They are responsible to maintain and activate the Emergency Notification System, to notify all orders of government and the private sector in the event of a change in the threat level for Alberta as determined by the Solicitor General.

They assist the municipal order of government in developing their local crisis management plans. They manage cross ministry and cross government crisis management communication (threat level medium and above), including communications to support government and the public as well as managing the physical communication assets.

EMA co-ordinates the provincial cross ministry and cross government threat response, ensuring that appropriate staff in line ministries are capable, trained and available to be seconded for crisis management duties. They also ensure coordination of crisis management and consequence management initiatives and procedures.

## Coordination and Information Centre (CIC)

The Coordination and Information Centre (CIC) at Alberta Infrastructure and Transportation is set up to answer questions about dangerous goods from industry and enforcement personnel. It also serves as the Government of Alberta emergency response centre for all natural and human induced major emergencies and disasters. The CIC operates 24 hours a day and responds to an average of 350 chemical transportation incidents and 75 natural emergencies a year. Services provided by the CIC include:

- Assistance and technical information to emergency response personnel attending the scene of an accident in which dangerous goods are involved, or may become a matter for concern.
- Contacting personnel in related departments who are to be notified in the event of an emergency or safety-related incident.
- Coordinating the initial response to a natural disaster reported after regular working hours. The Duty Manager in EMA (Emergency Management Alberta) is contacted and assistance is given until such time that the Emergency Management Alberta Operations Centre becomes fully operational.
- Handling off-hour calls once a disaster response has been stabilized and the Emergency Management Alberta Emergency Operations Centre no longer maintains 24-hour coverage.
- Providing round-the-clock information to industry, and the general public on what steps to take to comply with dangerous goods legislation. An average of 11,000 calls requesting information are received each year.
- Information on provincial, federal and international requirements for the shipment of dangerous goods by air, road or marine modes of transportation.
- Interpretive information for the on-highway enforcement process as well as awareness material for inspectors, industry and the general public.

**CIC 24 hour Information Hotline: 1-800-272-9600 (Edmonton Area please call: 422-9600)**

## **Role of Provincial Social Services (Alberta Human Resources and Employment) in Municipal Emergency Planning and Response in Alberta**

### **Background Information**

Disaster Social Services planning and response is a municipal responsibility in the first instance. The Municipal Director of Disaster Services assigns responsibility to a local agency - in many instances, municipal social services (Family & Community Support Services); in other instances, provincial social services (Alberta Human Resources and Employment). In those communities where provincial social services are not assigned the lead DSS role, they provide back-up assistance and support as requested by the municipality. No matter who is assigned responsibility, the costs associated with the provision of Disaster Social Services are normally the responsibility of the municipality.

### **Role of Provincial Social Services (Alberta Human Resources and Employment)**

#### **When assigned the lead Disaster Social Services role in the community:**

- preparing and maintaining the community's Disaster Social Services Response Plan
- participating in local planning activities so that department resources can be efficiently and realistically tasked and coordinated
- activating the community's Disaster Social Services (Reception Centre) Plan as required in an emergency
- directing and controlling committed department resources under the overall direction of the municipal Director of Disaster Services in an emergency

#### **When not assigned the lead Disaster Social Services role in the community:**

- maintaining liaison with Directors of Disaster Services or Managers of Disaster Social Services for communities within District Office boundaries
- providing back-up assistance and support as requested by the municipality

In both instances outlined above, costs associated with the provision of Disaster Social Services are normally the responsibility of the municipality.

### **Issuing Emergency Relief Funding by Alberta Human Resources and Employment**

*This topic relates to the provision of assistance to disaster victims who are not current clients of Human Resources and Employment. Existing clients are assisted without the need for this process.*

Emergency relief funding will be issued to families and individuals in a disaster situation, provided that:

- a Provincial Disaster Recovery Program is announced
- the municipality and Emergency Management Alberta have requested the assistance of Alberta Human Resources and Employment
- issuance of emergency relief funding is approved by the Deputy Minister, Alberta Human Resources and Employment
- all associated incremental costs will be recovered through the Disaster Recovery Program.

Eligibility of individuals and families is based solely on the fact that they have been affected by a recent disaster and without regard for their usual eligibility requirements. Alberta Human Resources and Employment will issue a Directive and Guideline for each situation.

*Prepared by Emergency Management Alberta in consultation with Jack McKendry, Consequence Management Officer, Alberta Human Resources & Employment. Revision date: February 19, 2004.*



## Appendix E. Planning and Conducting an Exercise

Over the years, emergency planners have developed a well tested and tried process for planning and conducting exercises to ensure that they are conducted safely, goals and objectives are met, learning opportunities are maximized, and the exercise supports and enhances municipal emergency management.

### 1. Establish an Exercise Planning Committee.

- For a tabletop exercise, this may require no more than two or three people. For a live exercise, it is important to have representation of the major or key participating agencies on the committee.
- The Emergency Management Alberta (EMA) District Officer is an **ex officio** member.

### 2. Establish the exercise date

- Adequate lead time should be allowed when setting the date for a live exercise, to enable participating agencies to run tabletop and functional exercises beforehand.

### 3. Establish the exercise objectives and scope.

- The aim and objectives of the exercise, including clear outcomes, need to be established at the outset and should ideally be the first item on the Committee's agenda.
- The senior management of all participating agencies should agree on the overall aim of the exercise.
- Objectives should then be set by individual participating agencies as targets within and consistent with the overall aim of the exercise.
- It is important that each individual agency's objectives are submitted to the Committee to ensure they do not contradict or compromise those of another agency.
- See sample exercise planning form in *Appendix A Forms*.

### 4. Develop and review the exercise scenario.

- Develop a realistic scenario to ensure that participants will take the exercise seriously.
- The scenario narrative will set the stage for the simulated disaster. It should define the starting point for the exercise and briefly describe the status of agency(s) involved at the time of the occurrence. The following points could be included:
  - Date and/or day and time of exercise play
  - Progression of the event (e.g. different phases)
  - What event has occurred
  - How and who discovered the event
  - Date or time it occurred
  - Where it occurred
  - Which agency(s) have responded
  - People/communities involved (e.g. young, elderly, ethnic background, language etc.).
  - Number of casualties, damage and loss
  - Weather conditions including wind speed and direction, visibility as appropriate.

NOTE: A very detailed scenario may be too inflexible to adapt to the unforeseen. In most exercises the objective will be to test arrangements and procedures, as well as resources that can be brought into play if needed regardless of the cause.

#### 5. Assign exercise directing staff

- It is recommended that directing staff have experience in conducting exercises and, when necessary, be able to coach participants.
- An Exercise Coordinator needs to be appointed who coordinates, oversees and has the authority to alter the exercise, including early termination for safety reasons (e.g. adverse weather) or because the aim cannot be met due to outside influence (e.g. a major incident requiring real action by participants).
- Additional directing staff may be required, depending on the type and scale of the exercise.
- Directing staff have access to the exercise scenario and the master sequence of events list, so that they can ensure the exercise proceeds according to plan.
- They should intervene when there is confusion about the scenario or when an organizational problem occurs which is out of the control of the participants.
- They should also intervene if failure to do so will compromise the exercise objectives or when one person's action/inaction is jeopardizing the opportunities afforded by the exercise. However, intervention should be minimal and a last resort. The participants need time to correct problems. Directing staff should be clear on whether those taking part in the exercise usually work together or are coming together for the first time. Is the objective to build a team or to exercise an existing one in an unfamiliar role? This will help decide, for example, how much advice to give the participants.
- A safety officer should be appointed for functional and live exercises.

#### 6. Establish ground rules for exercise control and exercise safety

- The safety of personnel during an exercise is of paramount importance. In live exercises, all participants - including directing staff, evaluators, volunteers and observers - should be made aware of any hazards within the area and reminded of safety issues. Exercise participants may not be familiar with the location.
- The exercise must comply with occupational health and safety requirements.
- Procedures, including code words, for suspending or terminating the exercise in the event of an actual emergency should be developed and made known to all participants. A codeword, to identify that a real incident or injuries has occurred and is not part of the exercise, is recommended. An example of a commonly used codeword is "No duff".
- A safety officer(s) should be present at the site(s) in a live exercise, and wearing apparel that clearly identifies his/her role. The safety officer should have the authority to suspend or stop activities at the site that could endanger the safety of participants, including any simulated casualties. At complex exercises, or where conditions are particularly hazardous, each participating organization may need its own safety officer.
- The use of simulated casualties adds realism to a live exercise but their welfare needs to be taken into account. Exercise "casualties" should not be placed in unsuitable conditions e.g. cold, wet.
- First aid should be available if any health problems or injuries occur during the exercise.
- Volunteers, including simulated casualties, should complete appropriate consent forms.
- The use of the Exercise Name on all messages communicated will ensure that everyone involved is aware it is part of the exercise and not a real incident. Prior to the exercise, the emergency operations centres, exercise control rooms and communications offices of all participating organizations must be informed about the Exercise Name and any codeword being used.

#### 7. Assign appropriate exercise evaluators

- Evaluators watch and listen to an exercise with the purpose of measuring whether activities are happening in the right place, at the right time and involving the right people. Their role differs from exercise directing staff in that they have no responsibility for the mechanics of the exercise.
- It is preferable that persons assigned to this role have considerable experience in emergency management and are knowledgeable of the municipal emergency plan(s) being tested.
- The use of standard evaluation forms will ensure consistency and completeness of the information collected by evaluators during the exercise. See sample form in *Appendix A Forms*.

#### 8. Exercise logistics and support

Every exercise requires certain logistics and support. The degree will vary from municipality to municipality, the municipal emergency plan, and the type of exercise being conducted. Supplies, facilities, displays, equipment and probably refreshments and food, will be needed to enable the exercise to be conducted properly.

It is preferable that the exercise activities take place in the area where actual, corresponding emergency response operations would take place.

- ***For tabletop exercises.***  
The venue needs to be large enough to accommodate participants as well as any floor or table models. If the exercise is to be syndicated (participants are working in groups), then additional rooms will be required. Separate space for exercise directors is helpful. Wall space for maps and charts may be required. Ensure that the necessary audio/visual training aids, if required, can be used with ample space and viewing for participants.
  - ***For functional and live exercises.***
    - In addition to the EOC, a simulation room where exercise personnel send, receive and track message and other communications will be needed.
    - Sufficient workspace, parking, refreshments, restrooms, name cards/ID, extra stationery for the extra personnel (e.g. simulators, evaluators), will be needed.
    - Audiovisual displays and presentations can greatly enhance the level of realism in an exercise and should be considered.
    - Computers and special directories (e.g. personnel, other resources) may be needed.
    - A facility(s) for pre-exercise briefings and post-exercise debriefings will be required.
  - ***Communications*** - both equipment and process - play a key role in the success of exercises.
    - A means of communication (e.g. radios, cell phones) will be needed for directing staff so that they can be kept aware of any developments or changes during functional and live exercises. The communications used by directing staff should be separate to those being used by the exercise participants. However, having directing staff able on the same radio channel works well.
    - An element of the exercise may be to test inter-agency communications. Messages should be prefixed with an agreed code word or exercise name so that everyone involved is aware that they relate to the exercise and not to a real incident. All exercise participants need to be aware of the agreed code words.
    - Communications equipment will be required for functional and live exercises. Depending on the exercise and the degree to which the time requirements have been compressed, the flow of messages may overwhelm the communications systems, and extra radios and telephones may be required.
    - To ensure that the communications equipment (fax, radios, computers, land and cell telephones, email, etc) will work in the exercise environment, a test should be carried out beforehand.
    - Wherever possible, during the exercise use copies of the checklists, logs, reports and other forms from the municipal emergency plan which would be used in an actual event.
    - An important means of communication, particularly after a real incident, are records and logs. These can be particularly important at subsequent public enquiries. In an exercise, those taking part should understand the importance of keeping an accurate log of actions and decisions.
    - Inform the local media, emergency services switchboards/controls and any neighbours that might be alarmed or affected by the exercise. Position "Exercise in Progress" signs if appropriate. The local media may want to report on the exercise.
9. **Exercise observers** witness the exercise events either to assess the preparations of the organization or as a learning opportunity. The Planning Committee may wish to limit the number of observers that a participating agency can invite. Too many observers can cause confusion and hinder the exercise play. A briefing for them is essential prior to and during the exercise. Where possible, a directing staff member should be available to explain events and procedures as the exercise unfolds. Observers may not be invited or able to attend the debriefing after the exercise, but their views should always be sought. An evaluation form sent with the invitation would help in obtaining their feedback or they could be asked for written comments.
10. **Identification.** To avoid confusion in functional and live exercises, non-participating personnel such as directing staff, evaluator, observers etc. should be clearly identifiable from exercise participants. This could be done using clearly marked vests, armbands, reflective jackets or ID badges. If access to certain areas of the exercise is to be restricted to specific personnel, exercise-specific identification needs to be provided.
11. **Media.** Working with the media is a major part of responding to any emergency and should be included in an exercise where practical.



- Student journalists or reporters from the local media could be deployed to test the different agencies' response to the media. Exercise news conferences, interviews and news releases can be used to test the emergency public information element of the municipal emergency plan.
- The media may arrive without warning to cover the exercise and this must be addressed during the exercise planning.
- The Exercise Committee should agree whether there should be any prior publicity. It may be advisable to issue prior public information to members of the public in the vicinity of the exercise, especially live exercises, to prevent any undue alarm.

## 12. Develop master sequence of events (inputs) list (MSEL).

- This is a detailed list of events that are to occur during the exercise and are designed to trigger the actions necessary to respond to the emergency and to meet the exercise objectives. The MSEL should reference the detailed events (inputs) and also describe the expected response actions. See sample form in *Appendix A Forms*.
- The event that will start the exercise should identify who is responsible for doing so. If relevant, events that will move the exercise to different phases should be included, as well as the event that concludes the exercise.
- In a controlled exercise, the scenario and all events may be pre-scripted and the evolution of the exercise is tightly managed. This can be a very thorough way of testing specific aspects but may not evaluate whether a plan is sufficiently flexible to deal with the unexpected. A free play exercise is much more spontaneous. Once the opening scenario has been established, the participants' actions dictate subsequent events. This requires a large directing staff, a comprehensive scenario and access to more background information. Although these can be stimulating in terms of realism and having to cope with the unexpected, there is the potential that whole areas of an emergency plan that requires validation can be bypassed in the exercise. It is possible to combine some control and allow free play to test both the degree of flexibility of the plan and the validity of any pre-identified aspects.
- In tabletop exercises, information is provided to players to enable them to make management decisions in response. This can be done verbally or by written message. Sometimes this can be timed in advance with information fed to the players at pre-set intervals regardless of the previous responses.

## 13. Develop detailed events (inputs)

- These are simulated, written problems and messages provided to exercise participants that are realistic of the conditions that may occur in a disaster or major emergency. See sample form in *Appendix A Forms*.

## 14. Conduct pre-exercise briefing for evaluators

- Evaluators should be provided with the aims and objectives of the exercise, the exercise scenario and the master sequence of events list. They also should be provided an opportunity to review the municipal emergency plan(s) being exercised.
- Evaluators must be briefed on what they should look for in order to assess whether or not the objectives are being met. Their role in the subsequent exercise de-briefing is crucial.
- The use of the evaluation form(s) they will use should be reviewed. See sample form in *Appendix A Forms*.

## 15. Conduct pre-exercise briefing

- All participants need to be briefed on the logistics, procedures and processes that will be used during the exercise.
- The briefing must be reasonably near in time to the exercise (i.e. not more than two weeks beforehand). The degree to which participants are briefed will vary according to the type of exercise being held. It is unlikely that the same depth of briefing will be required for a tabletop exercise as for a live exercise.
- It is recommended that each agency's representative on the Planning Committee take responsibility for briefing his/her staff that is involved in the exercise. Further briefing may be required on arrival at the place of deployment. Particular attention needs to be paid to volunteers and observers. Emphasis the use of the exercise code words.

## 16. Document exercise performance for each organizational area

- To ensure the timely and accurate collection of information, it is recommended that participants be provided with suitable documents to record their actions and observations during the exercise. Copies of the forms, instructions and other documents in the municipal emergency plan should be used. These are the documents that would be used in the response to an actual event.

## 17. Conduct post exercise debriefings:

- A review of the responses by the participating agencies is essential. This provides an opportunity to evaluate capabilities and efficiency, to learn from experience gained and also offers a source of information to assist in future planning, training and exercising.
- Ensure that senior management, directing staff, evaluators and other key players are aware of the time and location for the debriefings.
- The process can be best achieved by a series of debriefings at all levels within all agencies involved and concluding with a multi-agency debrief. Hot de-briefs (those which take place immediately after the event) can be a useful way of capturing instant reaction, which may not be revealed by the cold de-brief (that which takes place after an interval).
- Facts emerging from the debriefings should be documented and problems identified with possible solutions. The actions recommended, after review by the appropriate agency(s), should be taken forward by a nominated person/agency and given a timeline for completion.
- Organizations may wish to consider appointing a neutral Co-coordinator to manage the debriefing process. It is important that a non-threatening atmosphere is created so that people are not afraid of being honest about their experiences and problems. However, the feedback should be constructive and serve to enhance municipal emergency planning. See sample form in *Appendix A Forms*.
- It is recommended that the debriefing be held as soon after the exercise as is practicable.

#### Individual agency debriefings

- The methods of debriefing may vary within each individual agency.
- Everyone involved, including personnel remote from the area of operations (e.g. control room staff) should be afforded the opportunity to contribute to the debriefing at some stage.
- Videos or photographs of the exercise, along with written reports will assist in debriefings.

#### Conduct multi-agency debriefing

- The debriefing process should culminate in a multi-agency forum, which includes the agencies that participated in the exercise. It is important that personnel actually involved in the exercise represent each agency, as it will be necessary to give first hand accounts of events.
- Lessons learned should be shared with all who may be required to respond to a major emergency or disaster even if they did not participate in the exercise.
- Training needs - individual, organizational and multi-agency - should be identified.

### **18. Documenting and implementing recommendations resulting from the exercise**

- The Exercise Report covers the aim, objectives, scenario, the planning process and both positive and negative observations, and any recommendations for changes to the emergency plans that were tested. See sample report in *Appendix A Forms*.
- Most organizations involved in emergency management will benefit from other people's experiences in an exercise if the report is open and honest, and agency sensitivity is genuinely respected.
- After review by the municipality's Disaster Services Agency, the Exercise Report is submitted to the Disaster Services Committee.
- Copies of the Exercise Report should be provided to the senior official of all participating agencies and the Emergency Management Alberta (EMA) District Officer.
- The Municipal Emergency Plan and its Annexes are amended and updated as appropriate and practical, based on the Report recommendations.
- A follow up report should be prepared no later than 6 months after the publication of the Exercise Report, noting what action has been taken and what is planned.

### **19. Recommend when the municipal emergency plan should be exercised again**

- The Exercise Report recommendations must identify when the municipal emergency plan should be exercised again. Any changes that occur in the plan and its resources may require that an exercise be conducted sooner than the Report recommended.

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## Appendix G. Index

### A

Appendix D, Fact Sheets, 44  
*Approved Trainers, 4-1, 4-2, 1*

### B

Basic Emergency Preparedness Course, 8-1, 9-1  
 BEP Course Information Sheet, 8-14, 9-15

### C

Class List, 4-1, 5, 7-3, 8-5, 10-3, 11-4, 12-4, 9  
 Conduct of Training, 4-1  
 Conduct of training observation report, 10, 16  
 Course Content Requirements, 3-1, 4-2, 7-3, 8-5, 9-4, 10-3, 11-3,  
 12-4

### D

*Disaster Services Act, 1-1, 7-2, 7-4, 7-6, 7-7, 8-3, 8-6, 8-8, 9-2, 9-5, 9-7, 10-2, 10-4, 11-2, 11-5, 11-6, 12-2, 12-5, 12-16, 5, 37, 38, 39, 40, 46*  
 Disaster Social Services Planning Course, 12-1,  
 Disaster Social Services Planning Course Information Sheet, 12-18  
 Distribution, iv

### E

Emergency Management Alberta, iii, iv, 4-1, 5-1, 1, 37, 38  
 EMA District Officer, 4-1  
 Emergency Management Course, 11-1  
 Emergency Management Course Information Sheet, 11-18  
 Emergency Management Exercises, 13-1  
 Emergency Operations Centre Course, 9-1  
 Emergency Operations Centre Course Information Sheet, 9-14  
 Emergency Public Information Officer Course, 10-1  
 Emergency Public Information Officer training course, 11-1  
 Evaluation Exercises, 3-1  
 Evaluation of Training, 5-1  
 Experiential Design Model, 3-2

### F

Fact Sheets, 44  
 Foreword, iii  
 Forms, Appendix A, 1

### G

Glossary, 37

### I

Impact Level, 2-1

### J

Joint Emergency Preparedness Program, 51, 52, 54

### L

LEARNER EVALUATION, 8  
 LEARNER MANUAL ASSESSMENT TOOL, 17  
 Learning Level, 2-1  
 Learning Outcomes, 3-1  
 LESSON PLAN ASSESSMENT TOOL, 18

### M

Municipal Elected Officials Course, 7-1

### N

Needs assessment, 2-1

### P

Performance Level, 2-1  
 Principles of Adult Learning, 43

### R

References, Appendix F, 57  
 Responsibilities of the Trainer, 4-1

### S

Sample lesson plan<sup>1</sup>, Appendix A, 19

### T

*Trainer's Report, 5-2*  
 Training Design, 3-1  
 Training Needs Analysis, 2-1  
 Training Roles and Responsibilities, 4-1  
 Training Validation Matrix, 6-1

### V

Video Collections, 4-2