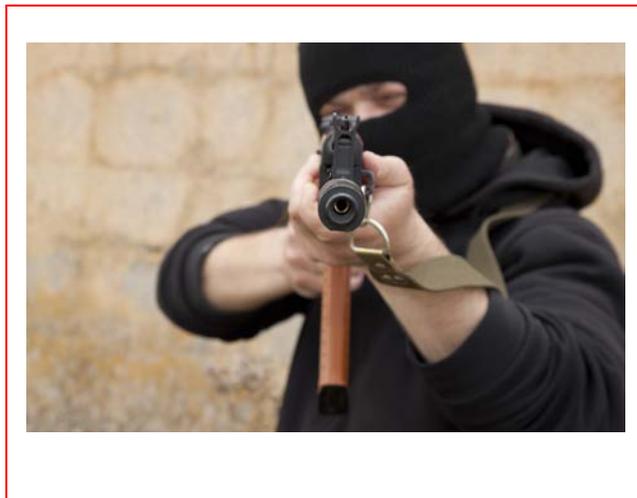


The “Simulation and Training Exercise Collaboratory” (SIMTEC)

Target Red Exercise

CONTROLLER GUIDE



January 2015
JIBC

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ABOUT THE CONTROLLER GUIDE

The Controller Guide contains the instructions on how to successfully deliver SIMTEC's Mass Casualty Exercise, Exercise Target Red. The exercise makes use of both online and print content. Consisting of a variety of functional activities, Players will be challenged to explore and apply fundamental Incident Command Post (ICP) processes and activities. By conducting these exercises, personnel should be able to confirm the capabilities of the first responders to manage some of the psychosocial impacts related to an active shooter event, as well as identify areas where additional training, planning or resources are required. Subsequent exercises can then validate the efficiency of any "corrective actions" that are put into place.

It is important to note that this material is designed for **experienced Exercise Controllers** to deliver an exercise to experienced command and control personnel proficient in **ICP response processes and protocols**. Additional training may be appropriate for both controllers and Players prior to delivery of the exercise in order for success.

Please ensure you have reviewed this entire document prior to running your exercise.

BACKGROUND INFORMATION

SIMTEC is a multi-year project, based at the Justice Institute of British Columbia (JIBC), which will assist Emergency Operations Centre (EOC) personnel to consider the psychosocial dimensions of chemical, biological, radiological, nuclear, and explosives (CBRNE) and other hazardous events. The term **“psychosocial” refers to the mental well-being of an individual and the role of relationships and community in impacting that person’s mental health.** The project involves designing and conducting simulation exercises with complex disaster scenarios and injects specifically to elicit psychosocial responses from senior decision-makers in the EOC.

“Psychosocial” refers to the mental well-being of an individual and the role of relationships and community in impacting that person’s mental health.

Information collected from the exercises, focus groups, and Subject Matter Expert interviews throughout the research process will assist in the development of training materials and guidelines for psychosocial interventions by senior EOC personnel. Training EOC personnel to respond to the psychosocial consequences of disasters will reduce stress levels and enhance strategic and tactical decision-making. The exercises and training protocols will be publicly-available through an online collaboratory for use by any English-speaking jurisdiction with access to high-speed internet and emergency management protocols that include an EOC.

Target Red is the third in a series of simulation exercises which includes winter storms, decontamination, diseases, and earthquake events. This exercise focused on the responses of an Incident Command Post (ICP) to assist in the development of EOC protocols and procedures to manage a Mass Casualty Incident (MCI) and provide support to the ICP.

This Controller Exercise Guidebook provides details on the administration of the SIMTEC Target Red training exercise including background information, how to run the exercise, key training points to be emphasized and a list of frequently asked questions for Controllers.

PURPOSE AND DEVELOPMENT OF EXERCISE TARGET RED

Exercise Target Red was designed with two purposes in mind:

1. To serve as an opportunity to exercise a potentially real scenario involving an active shooter and mass casualties.
2. To deliberately include inputs of psychosocial stressors.

This simulation exercise and training video can assist emergency management leaders in understanding and enhancing the decision-making processes and psychosocial interventions of ICP personnel during disasters.

DEVELOPMENT OF THE EXERCISE AND TRAINING PROTOCOLS

The simulation exercise and training points were developed with information from the Expert Working Group, interviews with a network of Subject Matter Experts, literature reviews, and the combined expertise of the simulation specialists and researchers. Training and support materials were also reviewed by the Expert Working Group members and Subject Matter Experts.

EXERCISE – JUNE 11, 2014

Prior to the start of the final exercise, players viewed the training video.

- A tabletop exercise was conducted in the Dr. Donald B. Rix Public Safety Simulation Building at JIBC. Three rooms were set up as three separate ICPs (“pods”). Data collected in this exercise were analyzed and used to create the final web based exercise.
- An introduction was provided to players about the simulation exercise and the supplies and resources available in each pod
- A three-hour simulation exercise was conducted – each pod was audio- and video-recorded
- Researchers and Subject Matter Experts (SME) observed the exercise in real-time from the control room
- A psychosocial debrief of the simulation exercise was held with all present
- Players and SME focus groups participated in post-exercise researcher guided sessions

Again, researchers and Subject Matter Experts observed the exercise in real time. Following the exercise, focus group interviews were held with each pod. In addition to addressing the realism

of the exercise and the decision-making processes in the pods, questions concentrated on the Players' perceptions of the training video, including its effectiveness, its potential influence on decision making and actions taken in the pods, and its usefulness for future training.

During the data analysis process, the SIMTEC research team identified relevant key common themes that emerged from the exercises.

- The need to have Victim Assistance Workers on callout as soon as an MCI is identified.
- A Family Assistance Centre needs to be set up as quickly as possible for the family and friends of those affected by the MCI
- The need to develop a strong communications link between the ICP and the Family Assistance Centre to share information from hostages and/or trapped persons who were able to share information with family and friends via phone or social networks.
- Reunifications between family members and casualties need psychosocial supports in place, especially if casualties are injured
- Evidence Contamination was a big concern of the police in regards to getting information from witnesses who were directly involved in the MCI and viewing of the awareness video prior to the exercise and having the opportunity to have discussions with local Crown Counsel are important
- The importance of what First Responders say and do has a major impact on casualties & witnesses
- There needs to be consideration of providing opportunities for the reunification of casualties in a Group Support session
- First Response Organizations need to provide support to their personnel after an MCI

Members of the Expert Working Group met with the SIMTEC research team the next day and provided feedback after viewing the training video. Adaptations were made to the training video and exercise following the analysis of all interviews with exercise Players, Subject Matter Experts, and the Expert Working Group.

All audio recordings were transcribed and analyzed, and video footage was analyzed for non-verbal behaviours. In response to feedback from exercise Players, further adjustments were made to the MCI protocols.

SUPPORTING MATERIALS

Along with this Guidebook, the exercise, training video, training protocols, and supporting materials are available on the online SIMTEC Collaboratory. Materials are organized into sections based on how they are used in the exercise. These sections are titled:

- Materials for Controllers
- Materials for the ICP Pod
- Videos

ABOUT EXERCISE TARGET RED

Exercise Target Red is an immersive tabletop exercise, intended to validate the players' ability to complete common tasks at an Incident Command Post. Additionally, the exercise prompts Players to consider the psychosocial impacts on first responders and the community as the ICP is faced with managing a number of challenging and traumatic events.

The exercise makes use of the fictional City of Denton. Denton is modelled on a number of medium sized communities found in Canada. With a population of 50,000 residents, Denton has many of the services and amenities one would find in any small city. It maintains a Police Service, Fire & Rescue Services, Emergency Medical Services (e.g., paramedics), and Emergency Social Services. Denton also maintains a variety of governmental departments, such as Public Works.

“Emergency Social Services” is the name given for the services that provide for the care of community residents. This can include providing shelter, food, clothing, and family reunification, as well as personal services including emotional support, first aid, pet care, child care and transportation.

The exercise scenario focuses on an active shooter incident impacting Denton. At the start of the exercise Players are informed they are now employees of the City of Denton, representing whichever agency they work for in the “real world.” For example, a “real” police officer would be acting in the role of a Denton police officer. As the exercise begins, Players receive notification that shots have been fired at one of the city-owned sports centres. They are informed that an Incident Command Post is being established, the Denton EOC is activating in anticipation of providing support to first responders, and that the local hospital is receiving information about the event. As the exercise unfolds, Players are confronted with a number of situations that they must decide how to deal with, e.g., management of victims emerging from the arena. In each case, Players rely on their training, experience, and plans to decide the most appropriate course of action.

It is important to keep in mind that there are no “right” or “wrong” answers to the problems faced by Players. Rather, Players will attempt to demonstrate appropriate site response and site-support activities while considering the psychosocial impacts of the events on first responders and the community.

EXERCISE AGENDA

A sample agenda for the day, including timings, is as follows:

Time Required	Activity	Comments
45 minutes	WELCOME & BRIEFING	<ul style="list-style-type: none"> • Introductions • Opening Remarks • Briefing
18 minutes	TRAINING VIDEO	<ul style="list-style-type: none"> • Review of Training Video by players
2:30 minutes	DENTON VIDEO	<ul style="list-style-type: none"> • Review of City of Denton video by players
45 minutes	PLAYER FAMILIARIZATION	<ul style="list-style-type: none"> • Players enter exercise room • Review of Denton documents and maps
180 minutes (3 hours)	Exercise	<ul style="list-style-type: none"> • Start • End
45 minutes	DEBRIEFING	<ul style="list-style-type: none"> • Player feedback gathered • Exercise Evaluation Guides gathered
335 minutes (5 hours 35 min)	TOTAL	

GETTING STARTED – OPERATIONAL CONSIDERATIONS

As a Controller, you are responsible for making sure the exercise is planned, organized and delivered effectively. The information provided in this section will assist in making sure your exercise is a success.

IDENTIFYING PLAYERS

This exercise is intended primarily for first responders and first receivers. Participants will work out of a pod that represents an amalgamation of staff at the Incident Command Post and Police Command Post (hereafter referred to as the Incident Command Post or ICP). In a real-world active shooter event, these two command posts may be operated separately or may be co-located. For the purpose of this exercise, players should work on the assumption that they represent staff at both locations. During the exercise, player decisions will focus on the implementation of psychosocial measures that would reduce the impact of the event on responders and the community. Other agencies that may be supporting the event, such as the Local Authority EOC and the local hospital, are simulated.

Participants in the Incident Command Post should have experience dealing with active shooter incidents. Each participant should have a basic understanding of the incident command and Police Command structures. If there are some personnel participating that have not taken any formal training, it is best to partner them up with those who have been trained. While the Incident Command Post will rely heavily on law enforcement players, it is important to have a cross-section of personnel participating in the exercise (e.g., Fire, Paramedics, etc.).

During the exercise, one or more players should act as a Team Support Worker. This role is carried out by individuals trained in Disaster Psychosocial Services. Team Support Workers may be Disaster Psychosocial Volunteers, or especially trained psychologists, social workers or counsellors.

Further to this, one player should be from Victim Services, usually a volunteer or civilian auxiliary member working for the Police.

In all cases, players will play the role of Denton staff, drawing on their real world experience to fulfill the role. If you aren't able to find a player from each agency, you can still continue with

Team Support Workers are specially training psychologists, social workers or mental health workers to provide psychosocial support to EOC personnel and frontline staff as well as offer advice regarding psychosocial needs of the community residents.

the exercise; however, the Incident Commander will need to ensure all functions required of that group are being performed.

Throughout this document, the terms ‘players’ and ‘participants’ are used interchangeably.

IDEAL TEAM OF PARTICIPANTS

1. Police - Critical Incident Manager Level 1
2. Police – Negotiator or Senior Investigator
3. Police – NCO/Sgt. In charge of outer perimeter and/or Family Liaison Office
4. Fire – Senior Officer
5. Parks and Recreation or Facilities Representative – Senior Manager
6. EHS (Ambulance) – Senior Officer
7. Victim Services Volunteer
8. DPS Volunteer

PRE-TRAINING

In order to ensure the best success for players, it is strongly recommended that exercise players take part in training relevant to their specific pod. Ideally, all exercise players will also have some practical experience. For further information on Incident Command training, please contact the JIBC’s Emergency Management Division – www.jibc.ca/emergency.

Further to this, all participants should read through the accompanying ten SIMTEC Educational Pamphlets which explain various protocols and procedures including the establishment of a Family Assistance Centre.

DETERMINING EXERCISE NEEDS

The exercise was designed around three specific objectives. These are:

1. Develop tactical-level plans related to psychosocial support of victims and victim families, including: family reunification; management of parents/friends of hostages; planning for a negative outcome
2. Develop tactical-level plans related to the provisions of psychosocial support to victims and witnesses: transported to hospital; during interviews; transported to medical care facilities outside of the community
3. Develop tactical-level plans related to ongoing support of victims, including: post-event reunification of hostages

Each of the inputs delivered during the exercise will prompt players to perform tasks related to one of these objectives. Keep in mind that these actions are relatively broad; if there are

activities or practices specific to your agency that you would like to see validated, you are encouraged to develop additional objectives and expected actions.

Not all inputs are required for the exercise to successfully be completed. As the Controller, you may choose to omit or adjust some of the paper inputs to better meet the needs of your organization.

SETTING A DATE AND TIME

The exercise will take approximately five hours and 30 minutes to complete. The first 45 minutes will focus on briefing players; followed by the training video and the orientation to the fictional City of Denton. The following three hours will focus on exercise play. The final 45 minutes will be used to debrief players. When determining a date for your session it is always best to give players at least two weeks' notice.

The materials have been developed with a start time of 9:00 am. When delivering your own exercise, it is ideal to schedule it with a 9:00 am start time.

ARRANGING A LOCATION

Exercise Target Red will make use of a specific location known throughout this document as the "pod." The pod will represent an amalgamated Incident Command Post and Police Command Post.

The ideal location for this exercise would be at a command vehicle, fire hall, or other area that would typically be used as an Incident Command Post. However, if these facilities are not available, an alternate location may be chosen. These alternates may include boardrooms, classrooms, or other meeting areas. When arranging a location for your exercise, make sure it is away from office or other distractions. The meeting space should have room for the number of Players attending. Flip charts and paper or whiteboards should also be provided.

At a minimum, you will require:

- 1 room for participants
- 1 room for controllers
- A minimum of **1 computer with speakers** per room for playing the Input Video.

You should also ensure that players have pens, paper, and access to other supplies normally found at an Incident Command Post.

The Controller will also need to obtain either 2 phones or 2 walkie-talkie radios. One phone or radio should be kept with the Controller; the other should be placed in the Incident Command Post pod. The phone/radio can be used to send player questions to the Controllers.

No other communications equipment will be necessary. Players should not be in contact with actual agencies during the exercise – all communications are to be simulated between the players and the Controllers.

CATERING

Catering should be ordered for this exercise. The level of catering required is at the discretion of the Controller but should include refreshments for a coffee break and a lunch service. One of the key learning points of any exercise is the importance on taking breaks and the need to provide healthy, nutritional food for personnel, and that these resources are made available.

Make available fresh fruit and vegetables, sandwiches, hot and cold beverages such as coffee, tea, juice, instant soup and water for break times. Make available decaffeinated beverage options as well to discourage the over-consumption of caffeine and its negative effects on the body.

Energy bars and bottles of water should be included in the pod itself for times when individuals need a quick snack while continuing to work.

IDENTIFYING EXERCISE STAFF

In order to run the exercise, you will require Controllers, Evaluators, and Simulators.

- **Controllers** will provide inputs to players, monitor the exercise, respond to player questions, and realign player activities as necessary.
- **Evaluators** will observe player actions and determine the degree to which these activities achieve the objectives of the exercise.
- **Simulators** will play two unique roles during the exercise. They will act as members of the media, seeking comment and incident information from the Players. They will also act as elected officials, seeking specific information on how the event is impacting the public.

It is advised that you have a minimum of two Controllers, two Evaluators, and two Simulators (one as a reporter and the second as an elected official). The person taking the lead on the delivery of the exercise is known as the Lead Controller.

PREPARING MATERIALS

You will require the following materials to run the exercise. All of these materials are available for download from the SIMTEC website. **It is recommended that you download all of the videos.** While you also have the option to stream them during the exercise, there is the potential for small interruptions in the feed that may impact upon your exercise timing.

MATERIALS FOR CONTROLLER

These materials are necessary to manage and evaluate the exercise.

Item	Number	Description
Exercise Target Red Exercise Controller Guidebook (this document)	1 copy per Controller	This document provides an overview of the exercise. This includes how to prepare for delivery of the exercise, how to control exercise play, and how to evaluate/follow-up on with players once the exercise has been completed.
Exercise Target Red Exercise Master Sequence of Events List	1 copy per Controller	The Master Sequence of Events List (MSEL) is a chronological timeline of player actions and scripted messages and events that will occur during the exercise. This document is used by the Controller to identify when inputs are to be sent to players.
Exercise Target Red Exercise Inputs	1 copy for the Lead Controller	<p>During the exercise, information is sent to players based on the timings listed in the MSEL. This information is provided in a series of vignettes found on the "Input Video..</p> <p>The bottom of each input includes a summary of the locations of various simulated personnel. This information can be provided to players if requested.</p>
Exercise Target Red Paper Inputs	1 copy per pod	<p>These documents contain the paper inputs that a Controller will hand to players during the exercise. These documents should be printed in colour on standard letter sized paper.</p> <ul style="list-style-type: none"> • #6 • #11 • #36 • #37 • #45 – Pos.

- #45 – Neg.

**Exercise Target Red
Exercise Evaluation
Guide**

1 copy per Evaluator

The Exercise Evaluation Guide provides a template for evaluators to record their observations of Player actions and recommendations for improvement planning. The guide becomes a record of the level and quality of player performance, and as such, is used to develop an After Action Report and Improvement Plan.

**Exercise Target Red
Player Cards**

1 copy

The Player Cards describe various characteristics of groups of people impacted by the event. The cards are broken into four unique groups – two card groups represent victims who escape from the arena, one card group represents the families of victims, and one card group represents hostages still trapped in the arena. The MSEL will prompt the Controller to provide these to the ICP.

For ease of use, the cards are colour-coded:

- Purple – Breakaway Group #1
- Blue – Breakaway Group #2
- Green – Family Members
- Red - Hostages

**Exercise Target Red
Deputy Controller
Activities During
Exercise**

1 copy per Controller

This document describes the specific times that documents should be delivered and/or retrieved from the pod and also when information posted in the pod should be photographed for post-exercise analysis.

These are the videos required to run the exercise.

Item	Number	Description
Welcome to Denton! Video	1 copy to play on Computer	This video provides Players with an introduction to the City of Denton. It is intended to be played prior to the exercise, in order for Players to familiarize themselves with the City of Denton.
Training Video	1 copy to play on Computer	This video provides Players with the key psychosocial training points in preparation for the exercise. It is intended to be played prior to the exercise. This guidebook provides additional information to assist Controllers to answer any questions regarding the training points.
Exercise Target Red – Inputs for ICP Pod	1 copy to play on Computer	These videos contain a series of vignettes that describe events going on in the City of Denton. It is to be played to Players during the exercise.

MATERIALS FOR THE ICP POD

The materials will be used by the ICP Players in the Exercise.

Item	Number	Description
Arena Floor Plan	1 copy	The blueprint provides a visual overview of the arena layout.
Denton-Map-Large	1 copy	This map provides a high level view of Denton and surrounding cities.
Denton Emergency Management Plan	1 copy	This plan describes the management structures and agreements created by the City in order to support the management of emergency events.
Denton Demographics	1 copy	This document describes the demographics for the City of Denton.
Agency Resource List	1 copy	This document describes the current resources maintained by the various first

		response agencies of Denton.
Mutual Aid Agreements with: <ul style="list-style-type: none"> • Murrayville • Ashbury 	1 copy of each	These agreements describe the mechanisms for obtaining mutual aid from the City of Murrayville and the City of Ashbury.
Exercise Target Red Written Response Template	As many as needed by ICP	This document is a template used by Players to structure their responses and decisions. Players should use this template to record their responses to each task and question provided during the exercise.
SIMTEC Training Video Brochure	1 copy	The brochure describes important highlights from the training video.
Stress Tip Cards	1 copy for each participant	These cards should be printed on 10.16 cm. (4 in.) X 7.62 cm. (3 in.) cards and made available in the EOC. They can be ordered free of charge from the Emergency Social Services Office at Emergency Management BC at http://www.ess.bc.ca/pubs/workercare.htm
SIMTEC Educational Pamphlets	1 copy of each pamphlet for each participant	<p>These Educational Pamphlets should be printed double sided. The pamphlets cover a variety of topics relevant to the exercise. These include:</p> <ol style="list-style-type: none"> 1. Family Assistance Centres 2. Frequently Asked Questions After a MCI 3. When a Family Member or Friend Experiences a MCI 4. DPS & Victim Services in a MCI 5. Tips for Paramedics at a MCI 6. Tips for Questioning & Interviewing Casualties & Witnesses After a MCI 7. Where Can I Get Help After a MCI 8. Did I Do the Right Thing? 9. Tips for Firefighters 10. Organizational Supports

CONTROLLER PREPARATION

When controlling the exercise, it is important to provide clear directions to all those involved. Review your materials in advance so that you are clear and confident during the exercise. When introducing the exercise it is always good to reinforce the applicable exercise objectives. This provides players with a clear understanding of the outcomes. Have your room set-up and all materials prepared in advance so that you can focus on welcoming players at the start of the session.

When the exercise is underway, the Controllers monitor the exercise and attempt to align player activities to the objectives. This may involve clarifying any information provided in inputs (as necessary), providing mentoring, and helping resolve conflict. Controllers should not dominate conversations or turn to an instructing format. The intent of the exercise is for players to work through the materials on their own. The scenario, inputs and tasks should prompt players in addressing the outcome. During the exercise, if there is significant need to explain processes and practices, then this likely identifies a need for further training prior to subsequent exercising.

All of the information needed by players to successfully complete the objectives has been included in videos and documents. However, players may still have questions that the materials do not fully address. One Controller should be identified to simulate all agencies not taking part in the exercise. Players wishing to gain more information about a specific aspect of the event may speak directly with this Controller. This individual will attempt to provide answer and feedback based on how agencies would most likely respond to each request. There may be times when this Controller needs to provide information or details that are not provided in these materials. In this event, the Controller should draw from his or her own experiences to provide realistic answers to Player questions. The Controller needs to be very familiar with the exercise materials so that she or he can provide appropriate feedback.

GETTING STARTED – PSYCHOSOCIAL CONSIDERATIONS

As the Lead Controller, you are responsible for the administration of the exercise, and organization of all of the necessary resources and supplies for the day. You should not be participating directly in the exercise; even though in your day-to-day job you may act in a supervisory, management, or command role. This section provides information on what to keep in mind when preparing to conduct the Exercise Target Red Exercise with your team, including:

- The presence of strong, positive leadership and advanced planning to maximize training benefits
- The importance of the physical and emotional well-being of ICP team members
- Awareness of potential psychosocial stressors and reactions during the exercise
- Availability of appropriate psychosocial supports for ICP members
- Supporting food and fluid needs

Note that these principles remain the same, regardless of activities at the ICP and the number of people within it.

WHAT YOU CAN EXPECT

Several common reactions were identified among exercise Players, based on observations from the pilot, test, and final simulation exercises, including:

- Reluctance to take breaks
- Tension between first responder (uniformed) and non-first responder (non-uniformed) Players
- The importance of clear leaders in the decision-making process
- Individuals being excluded from the decision-making process, not being heard by other team members, and missing an opportunity to articulate their views on a specific issue
- Non-verbal signs of stress, fatigue, frustration such as sweating; face in hands; rapid clicking of pens; getting distracted and/or separating oneself from the rest of the team by turning chair away from the group and no longer providing input in the decision-making process

A strong leader first considers the physical and emotional well-being of each team member, as this is the first priority in any organized emergency response. Your ability to take into account the **different needs** of all members of your ICP, and assess in advance the **psychosocial issues**

that may come up during the exercise and how these can impact each ICP member are valuable in planning appropriate supports before, during, and after the exercise.

PHYSICAL WELL-BEING

To ensure that your team's physical needs are met throughout the duration of the exercise, advanced planning is required. Be sure to make available **beverages** such as water and juice, and **healthy food options** such as fruit, sandwiches, and energy bars. It is important to include decaffeinated beverage options. While many team members will be accustomed to choose caffeinated coffee and soft drinks in an effort to remain alert, discouraging excess consumption of caffeine will help to reduce over-stimulation of workers' internal systems and the "crash" effect that follows.

Observations from previous exercises showed that very few workers took breaks, and signs of stress and fatigue were exhibited by many of the individuals. As the intensity of the exercise increased, the pod's ability to make clear decisions appeared to decrease. Taking breaks is a key training point in this exercise. When workers do not look after themselves, consequences such as worker burnout, an increased risk of errors in judgment, and hostility among team members can occur. Strong leadership and modeling by the Incident Commander/Police Commander is required to ensure that members are **taking appropriate breaks** in order to manage their stress levels and complete their operational tasks effectively.

EMOTIONAL WELL-BEING

The simulation exercise incorporates various **stressors** that can be experienced during an active shooter event, including:

- Serious injury or death - news and images of the serious injury and death of children and other civilians; sounds of people screaming
- Information – too much or too little information about an incident, and inaccurate information received via social media
- Political – pressure related to status, power, and disclosure of information
- ICP environment – high noise levels; extreme work load; safety issues; time pressures
- Media – Increased and/or negative media scrutiny of emergency operations

Given the range of experiences that various first responders bring to the group, there are also a **range of reactions** to typical stressors. Positive leadership is crucial for assessing the variety of psychosocial needs at the ICP, and ensuring appropriate support to all team members.

DELIVERING THE EXERCISE

Once you are ready to begin the exercise, there are a number of tasks to perform.

SETTING UP THE ROOM

Prior to the exercise, you will need to setup each room for use by players. While each room represents a different location, they will be setup in relatively the same way. To setup the room, you will need to perform the following tasks:

1. Confirm the facility is available for the entire length of the exercise (approximately 5.5 hours)
2. Print out the Player Resources identified earlier and lay these materials out in each pod
3. Gather office supplies for use by players (pens, pencils, paper, laptops, etc.)
4. Gather copies of forms and templates
5. Bring in adequate water and healthy snacks for players during the exercise
6. Locate the computers so that they can be seen by all the Players. The computer playing the Inputs file should be placed prominently in the room.

PLAYER BRIEFING

Prior to the exercise, Players should be given a briefing about the rules and format of the exercise. During this briefing, the Lead Controller should provide an overview of the SIMTEC project; describe the structure of the exercise; review the types of communications that will be used during the exercise; and review the materials and resources available in each pod. Additionally, the Controller should tell the Players that they will be prompted to answer specific questions during the exercise. Each of the questions must be answered within a given timeframe. These answers should be recorded and handed to the Controller as the exercise progresses. At the end of the briefing, you should play the Denton Community video for the players. The entire briefing will take approximately 30-45 minutes. Once the briefing is complete, you may send the Players into their respective pods and allow them to review the Denton materials that have been provided. Players should be encouraged to read the Denton Demographics, and Mutual Aid Documents.

As a final note, players should be encouraged to alter their pod as they feel is appropriate. This includes:

- Maintaining, altering, and removing information displays
- Assigning Players different roles
- Writing on (marking up) materials that are provided in their pod.

STARTEX

Once the players are ready to begin the exercise, you will start the Input Video. The Inputs will then play a series of vignettes that setup the exercise scenario. Following along on the MSEL, you will notice that some inputs have specific task or questions to be addressed to the pods. These questions should be presented to pods at the time indicated on the MSEL. Players should be instructed to record their Written Response Template to turn into the Controller. The Controller should monitor the timeframe allotted for each question, returning once the time has expired to collect and/or review the pods response.

It should be noted that the times on the MSEL are approximates. Actual times may vary depending on when each video was started.

CONTINUITY

If the Controllers decide to pause the exercise (e.g. Players are becoming overwhelmed), they will need to pause the Inputs video. Restarting streaming videos may be difficult; it is recommended that you only pause videos that have been downloaded and which are playing off the computer's hard drive.

MASTER SEQUENCE OF EVENTS (MSEL) AND PAPER INPUTS

During the exercise, the Master Sequence of Events List will detail the approximate timings and lengths of the various inputs Players will receive. The Inputs document provides a detailed script of what is being said. As the Controllers follow the MSEL, they should pay close attention as to when a document appears, as this indicates the Controllers are to provide a print copy of this document to the Players.

COMMUNICATION

As mentioned earlier, one Controller will play an active role in communicating with the exercise Players throughout the exercise. This Controller will:

- Provide printed copies of documents to the pod. This is to be done at the timings indicated on the Master Sequence of Events List
- If needed, simulate outside agencies and answer player questions
- Gather the documents created by the players.

This Controller has some leeway in the types of answers provided to players depending on how well the exercise is proceeding. If players appear to have the exercise well in hand, the

Controller can indicate that certain inputs are urgent and require an answer within the next few minutes. If players are struggling and appear overwhelmed, the Controller can indicate the request is not urgent and can be dealt with as time allows.

ENDEX

The exercise, aside from briefings, set-up and debriefings, will last 3 hours. The first 45 minutes of the exercise is for Players to setup and review the materials in each pod; the subsequent 180 minutes are for the exercise play. At the 180 minute mark, the Input Video will stop providing inputs. At this time, Controllers should inform Players that the exercise has concluded and that debriefings will now be held.

EVALUATION, DEBRIEFING AND CONCLUSION

UTILIZING EVALUATORS

Exercise evaluators, using the Exercise Evaluation Guide, will observe, analyze and record player actions to assess whether the exercise objectives are being met. Evaluators must take care not to skew the results of the exercise by intruding on the exercise. Interactions with players should be avoided. Evaluators will work with the Lead Controller to produce an evaluation report that identifies any issues and or gaps observed during the exercise.

EVALUATION PROCESS

In order to successfully evaluate the exercise, evaluators need to perform the following actions:

- Position themselves so that they can view the players but not intrude on their conversations
- Observe the action related to the objectives identified in their Exercise Evaluation Guide
- Follow the framework provided in the Exercise Evaluation Guide for recording their observations (this may be in the form of written statements, completing checklists, recording the time it takes to complete specific tasks, etc.)
- If required, perform a preliminary analysis of their observations, offering insights into why conclusions were made or specific actions were performed
- Alert the Controller if any problematic situations develop
- Attend the player debrief, updating their Exercise Evaluation Guides as necessary
- Submit their completed Exercise Evaluation Guide(s) to the Controller following the exercise

CONDUCTING DEBRIEFS

There are two types of debriefings which should be held following the exercise. One is an operational debrief and the other is a psychosocial debriefing.

OPERATIONAL DEBRIEFINGS

A formal debrief should be held following the delivery of the exercise. The debrief provides an opportunity for the Players/groups to share and comment on the work they completed and for the evaluators and Controller to comment on the expected outcomes as referenced in the

applicable Exercise Evaluation Guide. All players should be given the opportunity to comment during the debrief. Conversations should focus on:

- Areas where players felt they performed well
- Areas where players feel they require additional training, exercising, and mentoring
- Any item that requires immediate changes (e.g., updating an emergency plan)
- Potential next steps for players

PSYCHOSOCIAL DEBRIEFINGS

A formal psychosocial debriefing should be held immediately following the delivery of the exercise. It is always possible that one of the inputs into the exercise, or an experience while participating in the exercise may trigger strong emotions in one or more of the players. This is especially true if a player has been diagnosed with Post-Traumatic Stress Disorder.

A psychosocial debriefing will not take long but should be led by a Team Support Worker or trained psychologist or counsellor. The psychosocial debriefing should review the key stressors inherent in the exercise; normalize any reactions that players may experience; provide some suggestions for coping or managing stress reactions; and provide contact information for referrals for any players needing support (e.g., accessing Employee Assistance Programs).

COLLECTING AND ACTING ON FEEDBACK

Following the exercise, the Controller or other designated personnel will be responsible for collecting and consolidating feedback from the exercise. This could include group responses to exercise questions, completed paper work and records of activities performed. As part of your next steps, this information should be analyzed and an After Action Report should be created which includes an Improvement Plan. An ultimate goal of exercising is to learn so that plans, procedures and related training can be improved resulting in subsequent exercises that are not identifying the same corrective actions as in past.

CONCLUDING THE EXERCISE

Following the debriefings, players should be told the exercise has been formally concluded. Controllers should gather the Evaluation Guides from the Evaluators, gather the materials used during the exercise, and return the room to its original state.

FREQUENTLY ASKED QUESTIONS

As the Lead Controller, the following questions may come to mind as you prepare for the day:

What are the qualifications of a Team Support Worker?

The Team Support Worker is a professional with specific training in disaster psychosocial services, including skills in providing immediate trauma intervention. They are attentive to both the physical and emotional needs of those impacted by the exercise and can advise leaders in the ICP on strategies for addressing the psychosocial needs of responders, casualties, witnesses and families and friends of casualties. The ICP Commander should introduce the Team Support Worker to the participants, and explain his or her role in order to promote the inclusion of this person and the recognition of psychosocial needs and supports.

What is the role of the Team Support Worker?

The role of the Team Support Worker includes:¹

- Coordinating with ICP personnel to ensure appropriate and timely psychosocial support to emergency responders in the field
- Consulting the ICP leader and assisting with strategies to encourage worker care and address psychosocial needs of ICP team members (organizing healthy food and beverage options; arranging for a calm, quiet space for breaks)
- Consulting and providing psychosocial supports to families and friends of those impacted by the event
- Consulting and providing Psychological First Aid to traumatized casualties and witnesses prior to and after police interviews
- Providing consultation and support to ICP leader in mediating conflicts and managing difficult decisions
- Conducting a demobilization or debriefing once the ICP is deactivated



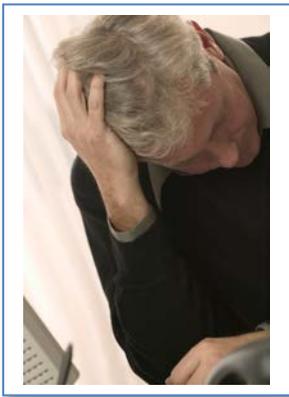
What if we don't have a Team Support Worker? If you do not have a Team Support Worker available, then any psychologist, social worker, counsellor or whoever is responsible for caring for traumatized persons and can recognize and consider strategies to address both **physical** and **emotional** safety among EOC personnel should be recruited.

¹ See Meyers & Hiley-Young (1994) for more information on the qualifications of mental health professionals and their role.

What if the exercise participants feel that the recommendations in the Training Video are not valid or supported?

Change can be difficult sometimes, and it is important to note that these are not the only solutions to consider when addressing psychosocial factors in emergency response. The exercise participants may have other solutions that work well, and what is most important is to recognize the psychosocial needs, and make sure to address them at the time.

What if an exercise Player gets really upset and quits the exercise?



The role of the Team Support Worker is to be attentive to both the verbal and non-verbal behaviours of Players in the exercise. If a player is visibly upset, the Team Support Worker can use their skills to approach the individual discreetly and check in with them to determine what resources they might need for support, such as a short break to rehydrate, or an opportunity to remove him- or herself from the exercise and get support in response to disturbing information. If the player quits the exercise, the Team Support Worker will make himself or herself available to speak with the player about their experience and provide a list of resources for further support if needed.

What kind of food should I have on-hand in the EOC?

The types of food that should be available have been addressed earlier in this document; however, while it is important to have water and healthy quick snacks for ICP members it is equally important not to serve meals or more substantial snacks in the ICP. Personnel should be encouraged to leave the ICP to take a break in order to have their meals. If the meals are served in the ICP, staff are more likely to eat at their desks and not take the required breaks.

What can I do to get organizational buy-in to participate?

Consider which agencies you would like to invite to participate in this simulation exercise, and approach senior-level personnel who are strong, positive leaders and well-respected by their peers in emergency management. This exercise provides an opportunity for realistic, hands-on, practical group training with accessible, no-cost training materials available for support via the SIMTEC online Collaboratory. Emphasizing the benefits of training, such as a greater consideration of psychosocial factors in decision-making and community response during emergencies, and the consequences of not engaging in proactive training, should help to secure organizational buy-in.

Is taking breaks really realistic when working in an ICP? How do I ensure this happens?

Yes, taking breaks while working in an ICP is both realistic and necessary for worker care. Often, individuals may feel as though they will miss something if they leave the EOC, and they are concerned about letting their team down. They might experience an adrenalin ICP rush, and the need to eat, rest, and rehydrate may be suppressed. Observations from the previous simulation exercises and background research in emergency management indicate that the cognitive decision-making ability of individuals and groups in stressful circumstances decreases over time, while the risk of decision-making errors increases. Concern for the safety and well-being of their own family members may also distract ICP members from performing the tasks required of them. Strong leadership is required to identify appropriate times for break-taking and direct members to do so, and to ensure that tasks are covered, and individuals are briefed upon their return to the ICP. As the Lead Controller, you can assist the Players in appointing the most suitable leader for this role.

How do I manage tension and conflict among players during the exercise?

Prior to the beginning of the exercise, the key training points for the day can be highlighted for exercise Players, including respecting gender and diversity in the ICP. Strong leadership in the ICP involves making sure that everyone has an opportunity to share their views and be heard by others. If tension and conflict occur among ICP members during the exercise and are not addressed, the demobilization process at the end of the day can provide an opportunity to discuss as a group what happened, and what can be learned from it.

Is it necessary to go through the psychosocial debriefing process at the end of the exercise?

Yes, the Team Support Worker will lead the group through a brief discussion to process their thoughts and experiences in the simulation exercise. This step is important to reduce the impact of any stress reactions from one's involvement in the exercise.

Where can I find a psychosocial tip sheet that I can make available to exercise players?

The two-sided stress tips card included as player resources can be ordered free of charge from the Emergency Social Services Office of British Columbia EMBC website. <http://www.ess.bc.ca/pubs/workercare.htm> and has been included as Player resources.

OPPORTUNITY TO PROVIDE FEEDBACK

The SIMTEC Project Team would like to know about your experience as the Lead Controller and hear your thoughts on the simulation exercise and training protocols. We are happy to receive your feedback on topics such as:

- The realism of the exercise
- Your experience in accessing and using the online Collaboratory
- The effectiveness of the training video component
- Reactions to the key training points
- Any challenges in implementing the training points
- Decision-making processes in the EOC during the exercise Focus Guide

We would appreciate those who have participated in the exercise responding to all or any of the following questions:

1. What is your first impression of the simulation exercise?
2. How did the exercise work AS A SIMULATION for you?
 - a) What was realistic about the simulation?
 - b) What would make it more realistic?
3. Was the exercise structured at the appropriate level for ICP?
 - a) What would make it more appropriate?
4. What would you say about the exercise injects?
5. What did you notice in terms of decision-making among participants in your pod?
 - a) What contributed to the decision-making
 - b) Who did you feel was most decisive during the exercise?
 - What contributed to that?
 - Who did you feel was excluded during the decision-making?
 - What contributed to that?
6. What do you consider the critical decision-making points during the exercise?
7. When in the exercise did you notice the possibility of including some psychosocial considerations?
 - a) What affected your decision to act on this psychosocial consideration?
 - b) What was it specifically that prompted your awareness of a psychosocial consideration?

c) What were the key opportunities for psychosocial considerations that you recognized in the exercise?

8. What suggestions would you make for improving the exercise?
9. Did you find the training video informative and useful?
 - a) When would this training be most effective?
10. Do you have any other comments you would like to add?

CONTACT US:

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