



Sports and Special Events Incident Management

MGT-404

Course Design Document

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Version 3.1



FEMA



Course Description

Overview

This 16-hour course develops athletic department staffs, facility management personnel, campus public safety personnel, emergency response supervisors, and others involved in sports and special event management to better prepare for, manage, and recover from incidents that could occur during a sporting event or other special event. The course provides participants the skills necessary to effectively identify risk and mitigation strategies; manage incidents by applying and implementing incident management planning and resource management principles through a multi-disciplinary management team approach as described in the National Incident Management System (NIMS); and identify techniques that can improve the resiliency of the event venue. The course has specific emphasis on the unique aspects of response to an incident occurring during a sports and special event, including considerations for business continuity and after action activities. The course concludes with a practical application, role-play exercise that is customized to the area in which the course is delivered.

Scope

The scope of this course addresses a number of priorities and capabilities that the U.S. Department of Homeland Security/Federal Emergency Management Agency (DHS/FEMA) is encouraging state and local jurisdictions to establish. This course also assists with establishing local and state priorities under the National Preparedness System, including the core capabilities contained in the National Preparedness Goal.

National Preparedness System

Presidential Policy Directive-8 (PPD-8): *National Preparedness* describes the nation's approach to preparing for the threats and hazards that pose the greatest risk to the security of the United States. National preparedness is the shared responsibility of the whole community. Every member contributes including individuals; communities; the private and nonprofit sectors; faith-based organizations; and federal, state, and local governments. Texas A&M Engineering Extension Service (TEEX) instructors will describe TEEX's security and resilience posture through the core capabilities that are necessary to deal with great risks and use an integrated, layered, and all-of-nation approach as our foundation. TEEX instructors define success as:

A secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk. (DHS, 2015, p. 1)

"Using the core capabilities, we achieve the National Preparedness Goal by:

- Preventing, avoiding, or stopping a threatened or actual act of terrorism.
- Protecting our citizens, residents, visitors, assets, systems, and networks against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.
- Mitigating the loss of life and property by lessening the impact of future disasters.



- Responding quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of an incident.
- Recovering through a focus on the timely restoration, strengthening, and revitalization of infrastructure, housing, and the economy, as well as the health, social, cultural, historic, and environmental fabric of communities affected by an incident” (DHS, 2015, p. 1).

Core Capabilities

“The core capabilities contained in the Goal are the distinct critical elements necessary for our success. They are highly interdependent and require us to use existing preparedness networks and activities, coordinate and unify efforts, improve training and exercise programs, promote innovation, leverage and enhance our science and technology capacity, and ensure that administrative, finance, and logistics systems are in place to support these capabilities” (DHS, 2015, p. 1). The capability targets (i.e., the performance threshold(s) for each core capability) will guide the allocation of resources in support of national preparedness. The course addresses many tasks under the following capabilities through facilitated discussion, application exercises, and a final capstone exercise:

Prevention

- Planning
- Public information and warning
- Operational coordination
- Screening, search, and detection

Protection

- Access control and identity verification
- Physical protective measures
- Risk management for protection programs and activities

Mitigation

- Threats and hazard identification
- Long-term vulnerability reduction

Response

- On-scene security and protection
- Situational assessment
- Public and private services and resources
- Fire management and suppression
- Public health and Emergency Medical Services (EMS)
- Operational communications



Recovery

- Economic recovery
- Infrastructure systems
- Health and social services
- Natural and cultural resources

Target Audience

To reinforce the multi-discipline team approach, the target audience for this course must include representation from the event management and operations staff, operators and/or managers of large arenas/venues, as well as the host community and emergency response managers and representatives from local government. Personnel who represent community public relations, risk management, business/finance, and business continuity functions are also essential to the course's success. When the course involves universities and colleges, the audience must also include stakeholders from athletic departments and/or event management staffs and representatives from campus public safety, emergency management, campus administration, campus environmental health and safety, the physical plant, and student life/affairs. The audience also includes stakeholders from communities that host, surround, or neighbor venues for sports/special events. These include fire services; EMS; law enforcement at the local, state, tribal, and federal levels; Non-Governmental Organizations (NGO); public health; public works; and other local, state, and federal agency representatives that would be involved in the planning and management of a sports/special event or large venue, as well as representatives from local and regional media services.

Prerequisites

In order to be prepared for this advanced level course, all attendees must complete the National Incident Management System/incident command system training, *Basic Incident Command System for Initial Response, ICS 200* (IS-0200.c), or equivalent basic incident command system training prior to attending this course. Attendees are also encouraged, but not required, to have completed *Sport Event Risk Management* (AWR-167) or equivalent training/experience.

Recommended Training

Attendees are also encouraged, but not required, to have completed *Sport Event Risk Management* (AWR-167) or an equivalent training/experience.

Course Length

This course is 16 hours, delivered over two days, 8 hours per day.

Instructor-to-Participant Ratio

The instructor to participant ratio is 1:18.



Required Materials/Facilities

Two experienced instructors with emergency preparedness and/or event/game-day operations experience will facilitate the open-style seminar.

The following items are provided by the sponsoring jurisdiction for the delivery of this course:

- Facility suitable to accommodate thirty to forty participants
- Projection screen
- Easels with paper and/or white board

The following items are provided for the delivery of this course:

- *Sports and Special Events Incident Management Participant Guide*
- Microsoft PowerPoint presentation slides
- Computer and projector

Testing/Certification

Participants are given a pretest and a post-test to measure participants' understanding of the material. Participants are required to score a 70 percent or better on the post-test and attend 80 percent of the course hours in order to receive a course certificate of completion.

Reference List

- Federal Emergency Management Agency (FEMA). (2011, October). *Local Mitigation Plan Review Guide*. Retrieved September 6, 2018, from https://www.fema.gov/media-library-data/20130726-1809-25045-7498/plan_review_guide_final_9_30_11.pdf
- FEMA/Emergency Management Institute (EMI). (2010, November). *EOC Management and Operations (IS-775)*. Retrieved September 6, 2018, from <https://training.fema.gov/is/courseoverview.aspx?code=IS-775>
- Texas A&M Engineering Extension Service (TEEX)/National Center for Spectator Sports Safety and Security (NCS⁴). (2018). Module 3: Risk Model and Management Framework. In *Sport Event Risk Management (AWR-167)*. College Station, TX: TEEX.
- TEEX/U.S. Department of Homeland Security (DHS). (2016, October). *Critical Asset Risk Management (MGT-315)*. College Station, TX: TEEX.
- TEEX/DHS. (2016, October). *Jurisdictional Threat and Hazard Identification and Risk Assessment (MGT-310)*. College Station, TX: TEEX.
- DHS. (2008). *Protective Measures Guide for U.S. Sports Leagues (FOUO)*. Washington, D.C.: DHS.
- DHS. (2011, September). Appendix B: NIMS Core Curriculum Course Summaries. In *National Incident Management System Training Program*. Retrieved September 6, 2018, from https://www.fema.gov/pdf/emergency/nims/nims_training_program.pdf



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- DHS/FEMA. (2003, April). *Developing the Mitigation Plan: Identifying Mitigation Actions and Implementation Strategies* (FEMA 386-3). Retrieved September 6, 2018, from <https://www.fema.gov/media-library-data/20130726-1521-20490-5373/howto3.pdf>
- DHS/FEMA. (2013, October). *G0191: ICS/EOC Interface Workshop*. Washington, D.C.: FEMA.
- DHS/FEMA. (2013, October). *ICS-300: Intermediate ICS for Expanding Incidents*. Washington, D.C.: FEMA.
- DHS/FEMA. (2017, October). *National Incident Management System (Third Edition)*. Retrieved September 6, 2018, from https://www.fema.gov/media-library-data/1508151197225-ced8c60378c3936adb92c1a3ee6f6564/FINAL_NIMS_2017.pdf
- DHS/FEMA. (2018). *Core Capabilities*. Retrieved September 6, 2018, from <https://www.fema.gov/core-capabilities>

Evaluation Strategy

This course concludes with a survey of individual participants using the DHS/FEMA National Preparedness Directorate/National Training and Education Division (NPD/NTED) (Kirkpatrick) Level I assessment form that utilizes a 5-point Likert-type scale to evaluate the course, instructor performance, and course benefit. Kirkpatrick Level II evaluations are conducted through instructor observations of the participants' interactions and outputs during the end-of-module activities and the two exercises. These outputs are defined in accordance with the agendas for the planning-related meetings and resource management processes.

Course Structure/Content Outline

The course includes five distinct modules incorporating facilitated discussion and group activities. Each module includes activities that are designed to allow participants to apply the information



covered during the module. The final module consists of a summative post-test assessment and a concluding capstone exercise.

- Module 0: Introduction
- Module 1: Stakeholders and Partnerships: Building the Planning Team for Sports and Special Events Management
- Module 2: Risk Identification and Mitigation Strategy Development for Sports and Special Events
- Module 3: The Event Planning Process
- Module 4: Transitioning from Event to Incident
- Module 5: Creating Resiliency for Sports and Special Events
- Module 6: Capstone Exercise and Post-Test



Course Design Matrix

Module 0: Introduction

Scope Statement

This module provides participants an overview of the course and time to address the administrative needs of the course (e.g., registration forms, safety concerns, etc.). Finally, a course pretest will be administered at the end of this module.

Terminal Learning Objective (TLO)

As this module is administrative in nature, there is no terminal learning objective.

Enabling Learning Objectives (ELO)

As this module is administrative in nature, there are no enabling learning objectives.

Lesson Topics

This module includes the following topics:

- Completion of the registration process
- Participant and instructor introductions
- Overview of the course
- Safety briefing
- Introductory activity
- Pretest

Instructional Strategy

This module begins with instructors facilitating the completion of course registration forms and issuance and explanation of Level I feedback forms. The module has an activity covering the overarching issues involved with an incident that occurs during a sports and special event and concludes with a pretest to establish a baseline of the participants' knowledge on course topics.

Assessment Strategy

The assessment strategy is instructor observation of the participant discussion and interaction based on the discussions. A summative knowledge assessment will be provided at the conclusion of the course.

Practical Exercise (PE) Statement

Not applicable



Module 1: Stakeholders and Partnerships: Building the Planning Team for Sports and Special Events Management

Scope Statement

With supporting activities, this module will provide participants with opportunities to identify event management stakeholders and partner relationships and the impact these relationships may have in the management of sports and special events. It will also provide the vehicle that participants can use to identify those members who would become the core individuals brought together to begin the development of the event action plan.

Terminal Learning Objective (TLO)

Participants will identify event management stakeholders and partner relationships as they relate to sports and special events management. They will also begin to identify those persons who would become the core individuals to be included in developing the event action plan.

Enabling Learning Objectives (ELO)

1. Participants, acting as part of a group, will identify participating stakeholders, including public and private partners, and applicable relationships as they pertain to the normal operations of sports and special event management.
2. Participants, acting as part of a group, will discuss the impact that statutory authorities and local, regional, and institutional governance have on game day/special event operations.
3. Participants, acting as a part of a group, will discuss how to build cooperative relationships to enhance the capabilities and capacities for partners and stakeholders in sports and special events.
4. Participants, acting as part of a group, will identify specific sports or special events within their jurisdictions and begin to develop the list of core individuals needed to begin the process of developing the event action plan.

Lesson Topics

This module includes the following topics:

- Relationships of stakeholders in sports and special events management
- Roles and responsibilities of stakeholders
- The impact of statutory authorities and institutional governance on sports and special events management
- Identification of the core list of partners and stakeholders responsible for the development of the event action plan



Instructional Strategy

Participants will accomplish the objectives through interactive, small group activities and facilitated discussions that address the topics and tasks outlined by the objectives.

Assessment Strategy

The assessment strategy is instructor observation of the participant discussion and interaction based on the discussions and activities. A summative knowledge assessment will be provided at the conclusion of the course.

Practical Exercise (PE) Statement

The practical exercise is to allow the trainer to demonstrate mastery of the content and facilitation of the activities.



Module 2: Risk Identification and Mitigation Strategy Development for Sports and Special Events

Scope Statement

With supporting activities, this module will explore the core concepts of risk identification and mitigation strategy development by introducing the participants to a hazard and vulnerability assessment model for sports and special events.

Terminal Learning Objective (TLO)

Participants will identify potential risks to sports and special events, as well as develop mitigation strategies that could lessen or alleviate the impacts of the risks identified.

Enabling Learning Objectives (ELO)

1. Participants, acting as part of a group and utilizing a hazard and vulnerability assessment model, will identify how to evaluate risks to sports and special events planning and response, whether natural, technological, or human-caused.
2. Participants, acting alone, will identify the challenges of conducting a hazard vulnerability assessment.
3. Participants, acting alone, will identify the role of the U.S. Department of Homeland Security's Protective Security Advisors in conducting site assistance visits at sports and special events venues.
4. Participants, acting as part of a group, will identify consequence management issues as they pertain to sports and special event management.
5. Participants, acting as part of a group, will develop and determine how to implement mitigation strategies for the hazards and vulnerabilities they identified within their chosen special event.
6. Participants, acting as part of a group, will discuss and determine the impact the hazard vulnerability assessment will have on collaboration.

Lesson Topics

This module includes the following topics:

- Hazard vulnerability assessment
- Consequence management issues
- Mitigation strategy development and implementation

Instructional Strategy

Participants will accomplish the objectives through interactive, small group activities and facilitated discussions that address the topics and tasks outlined by the objectives.



Assessment Strategy

The assessment strategy is instructor observation of the scenario-based activities and participant discussion and interaction. A summative knowledge assessment will be provided at the conclusion of the course.

Practical Exercise (PE) Statement

The practical exercise is to allow the trainer to demonstrate mastery of the content and facilitation of the activity.



Module 3: The Event Planning Process

Scope Statement

This module provides participants opportunities to identify the process and considerations that should be undertaken in planning sports and special events.

Terminal Learning Objective (TLO)

Participants will examine the event planning process and identify event planning considerations, including the importance of event planning and developing and implementing an event action plan.

Enabling Learning Objectives (ELO)

1. Participants, acting alone, will be able to discuss the differences between events and incidents.
2. Participants, acting as part of a group, will be able to discuss the considerations that have significant impact on event planning.
3. Participants, acting as part of a group, will be introduced to an event planning process, identifying the steps needed to accomplish the creation of an event action plan.
4. Participants, acting as part of a group, will develop an event action plan based on a previously identified event.

Lesson Topics

This module includes the following topics:

- Differences between events and incidents
- Event planning
- The planning process
- Event planning considerations
- Development of an event action plan

Instructional Strategy

Participants will accomplish the objectives through an interactive, small group activity and facilitated discussions that address the topics and tasks outlined by the objectives.

Assessment Strategy

The assessment strategy is instructor observation of the participant discussion and interaction based on the discussion and activity. A summative knowledge assessment will be provided at the conclusion of the course.



Practical Exercise (PE) Statement

The practical exercise is to allow the trainer to demonstrate mastery of the content and facilitation of the activity.



Module 4: Transitioning from Event to Incident

Scope Statement

This module will inform participants of the steps needed to transition from an event into an incident. Participants will examine the roles, responsibilities, and expectations of event staff in their transition to support emergency personnel in an incident. This module will also examine and address the role of multi-agency coordination.

Terminal Learning Objective (TLO)

Participants will identify the essential elements of and steps involved in transitioning from event operations to an incident.

Enabling Learning Objectives (ELO)

1. Participants, acting alone, will identify the response phases of an incident life cycle.
2. Participants, acting as part of a group, will describe the transition and expectations of event staff members when an event moves to an incident and identify the different roles and responsibilities they may take on in support of emergency response.
3. Participants, acting as part of a group, will describe how a venue may transition from an event to incident management and identify roles and responsibilities for communications, chain of command, and public information.
4. Participants, acting alone, will describe the role of the multi-agency coordination system in sports and special events.
5. Participants, acting as part of a group, will discuss how to leverage partnerships to transition from the normal event resource management process to incident resource management based on an earlier chosen event scenario.

Lesson Topics

This module includes the following topics:

- Incident life cycle
- Roles and responsibilities of event staff in support of emergency operations
- Situational awareness
- Transitioning a venue from an event to an incident
- The role of multi-agency coordination in support of on-site incident command operations
- Transitioning from sports and special events management operations to incident response operations



Instructional Strategy

Participants will accomplish the objectives through an interactive, small group activity and facilitated discussions that address the topics and tasks outlined by the objectives.

Assessment Strategy

The assessment strategy is instructor observation of the participant discussion and interaction based on the discussion and activity. A summative knowledge assessment will be provided at the conclusion of the course.

Practical Exercise (PE) Statement

The practical exercise is to allow the trainer to demonstrate mastery of the content and facilitation of the activity.



Module 5: Creating Resiliency for Sports and Special Events

Scope Statement

This module will provide participants an opportunity to examine the role and process of a business impact analysis and the demobilization process, including the steps in demobilization plan development. The module also addresses closeout, hot wash, and after action review processes as they relate to the termination of an incident and transition to recovery.

Terminal Learning Objective (TLO)

Participants will be able to identify the importance of recovery issues after an incident and partnerships in event/incident closeout, hot washes, after action review and reporting, and corrective action planning and implementation.

Enabling Learning Objectives (ELO)

1. Participants, acting as part of a group, will apply a business impact analysis to identify essential functions needed for continuity of operations within a given scenario.
2. Participants, acting as part of a group, will identify the value of holding hot washes during and following events and incidents.
3. Participants, acting as part of a group, will discuss the value of the after action review process and the need for documentation for future continuity of operations.
4. Participants, acting as part of a group, will discuss the value of corrective action planning and reporting and implementing a corrective action plan for continuity of operations for sports and special events.
5. Participants, acting as part of a group, will identify recovery issues that may impact future continuity of operations for sports and/or special events.

Lesson Topics

This module includes the following topics:

- Continuity of operations/business impact analysis
- Conducting hot washes
- Conducting the after action review and documentation
- Developing the corrective action plan and implementation strategies

Instructional Strategy

Participants will accomplish the objectives through interactive, small group activities and facilitated discussions that address the topics and tasks outlined by the objectives.



Assessment Strategy

The assessment strategy is instructor observation of the participant discussion and interaction based on the discussions. A summative knowledge assessment will be provided at the conclusion of the course.

Practical Exercise (PE) Statement

The practical exercise is to allow the trainer to demonstrate mastery of the content and facilitation of the activities.



Module 6: Capstone Exercise and Post-Test

Scope Statement

This module includes the final assessment and verbal course debriefing. It is also intended to provide participants the opportunity and context to apply the concepts, principles, and procedures provided throughout the course by way of a functional role-playing, scenario-based exercise.

Terminal Learning Objective (TLO)

Participants will demonstrate knowledge of the course content.

Participants will be able to apply incident management, planning, and resource management techniques as they relate to an incident that occurs within a special event or in a sports venue within a multi-agency, multi-discipline response scenario.

Enabling Learning Objectives (ELO)

1. Participants, acting alone, will complete the final assessment with a grade of 70 percent or more correct.
2. Participants, acting alone, will complete and submit the U.S. Department of Homeland Security Participant Course Evaluation Form.
3. Participants, acting as part of a group, will conduct a situational assessment for a given incident.
4. Participants, acting as part of a group, will identify incident objectives for a given incident.
5. Participants, acting as part of a group, will identify response and partner agencies required to respond to and stabilize a given incident.
6. Participants, acting as part of a group, will identify critical issues in the coordination and cooperation between site command and the continuity of operations function.

Lesson Topics

This module includes the following topics:

- Summative assessment
- Course evaluation
- Personnel organization
- Incident response strategies

Instructional Strategy

This activity requires participants to perform specific tasks including specifying an incident organization and establishing and sustaining the planning and resource management processes within the incident organization.



Assessment Strategy

The assessment strategy is based on the outcome of the post-test and capstone exercise.

Practical Exercise (PE) Statement

This practical exercise provides participants with a scenario of an expanding incident involving a special event or sports venue based on the locale of the specific course. The exercise is designed based on the needs and constraints of the specific jurisdiction. Participants are directed to assume command of the simulated expanding incident at their venue and will work to identify actions and recommendations for resolving sets of questions and problems resulting from a simulated incident.



Course Agenda

Day 1 (8:00 a.m.–5:00 p.m.)

Module 0: Introduction	1 hour and 30 minutes
Module 1: Stakeholders and Partnerships: Building the Planning Team for Sports and Special Events Management	2 hours
Module 2: Risk Identification and Mitigation Strategy Development for Sports and Special Events	2 hours
Module 3: The Event Planning Process	2 hours and 30 minutes

Day 2 (8:00 a.m.–5:00 p.m.)

Module 4: Transitioning from Event to Incident	2 hours and 30 minutes
Module 5: Creating Resiliency for Sports and Special Events	2 hours
Module 6: Capstone Exercise and Post-Test	3 hours and 30 minutes



Works Cited

U.S. Department of Homeland Security (DHS). (2015, September). *National Preparedness Goal* (Second Edition). Retrieved September 6, 2018, from https://www.fema.gov/media-library-data/1443799615171-2aae90be55041740f97e8532fc680d40/National_Preparedness_Goal_2nd_Edition.pdf