

SIMULATION OVERVIEW

Course Expanded Dispatch Support Dispatcher, D-310

Simulation	Time
1: Flynn Creek Fire, Expanded/Type 2 Incident Support	3½ hours
2: Flynn Creek Fire, Type 1 IMT Transition and Support	3 hours
3: Flynn Creek Fire, Multiple Incident Support	3 hours
4: Multiple Incident Support/Demobilization	3 hours

Objectives

1. Identify procedures for the simulation exercises.
2. Demonstrate ESDS tasks including documentation and form utilization.
3. Demonstrate the ability to communicate with supervisors and other functional areas.

Strategy

Introduce students to the simulations and exercise procedures. Discuss and explain common ESDS tasks, roles, and responsibilities. Provide hands-on training with IROC and dispatching procedures.

Instructional Method(s)

- Lecture
- Small group facilitated exercise

Instructional Aids

- Personal computer with projector and presentation software

SIMULATION OVERVIEW

- Simulation materials (located on NWCG Online Course Materials website: <http://onlinetraining.nwcg.gov/>)
 - Simulation 1 / 2 / 3 / 4 Materials (contains: Coaches Package, Simulation Inputs, and Students Initial Briefing Package)
 - D-310 Simulation Logistics Package (contains: printing instructions and logistics information)

Exercise(s)

- Simulation 1: Flynn Creek Fire, Expanded/Type 2 Incident Support
- Simulation 2: Flynn Creek Fire, Type 1 IMT Transition and Support
- Simulation 3: Flynn Creek Fire, Multiple Incident Support
- Simulation 4: Multiple Incident Support/Demobilization

Evaluation Method(s)

- Participation and documentation during simulation

Outline

- I. Simulation Introduction
- II. Students Roles and Responsibilities
- III. Course Scenarios in IROC
- IV. Documentation
- V. Student Evaluation
- VI. IROC Login Instructions

SIMULATION PRESENTATION

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IMPORTANT

- **Before beginning the simulations, ensure all materials have been prepared.**
- **The classroom should be set up accordingly and students should be seated at their functional desks.**
- **The instructor must review the following simulation instructions with students. Instructors may wish to use the D-310 Sim Overview PPT.**
- **Ensure students understand how the simulation will be conducted and explain that procedures may differ slightly than an actual expanded dispatch. (Example: in simulation , students will place cache items to GACC)**
- **The simulation begins at the end of this unit.**

Present Simulation Objectives.

I. SIMULATION INTRODUCTION

Each simulation is designed to represent a day shift in expanded dispatch – the atmosphere will be similar to an actual work environment.

Simulation timeframes are compressed to cover a 12-hour dispatch shift in three hours. Actual time will be used for the purpose of documentation.

At the beginning of each simulation, the coaches will give a briefing to establish ground rules, methods of operation, and limits of authority for their specific table.

After the briefing, coaches will deliver the simulation inputs to students:

- The coach hands out a new input to each student every **12** minutes.
- An input is provided for each functional area.
- The inputs have specific desired actions which are clearly stated.

- Some inputs contain “additional references” that also need to be given to students to process. These additional references are noted on their corresponding input page with an *.
- Coaches will use the “Input Reference Scoring Sheets” (included in the Coaches Package) to keep track of the inputs and expected results, and take notes on student accomplishments.
- After the last input, an additional 15 minutes are allowed to complete paperwork, shift brief, etc.
- Orders processed in IROC will be reviewed.

Each simulation will run continuously for approximately three hours, with no scheduled breaks. Students are expected to manage their time and workload, and take personal breaks accordingly.

II. STUDENTS ROLES AND RESPONSIBILITIES

During the simulation:

- Students are ESDs.
- Your table is an expanded dispatch office where you will work for the duration of the simulation.
- Follow the simulation time schedules.
- Follow your coaches' instructions. The coach is a supervisory dispatcher, and is in charge of you, the ESD. Direct all questions to your coach.
- Interact with the other ESDs at your table. This will include written and oral communication.
- Work as a team. The success of any expanded dispatch operation relies on teamwork.
- Manage your workload. There will be lulls in this activity as well as periods of intensity.
- Be aware of stress. Manage yours, and try to reduce the stress for your coworkers and supervisory dispatcher.
- Contribute to your table's housekeeping and management of materials.
- HAVE FUN! These simulations are another type of instructional method. Learn from your experience.

III. COURSE SCENARIOS IN ROSS

Simulations will be completed using IROC Training. Your coach will explain the scenarios in length and can answer any questions about the application.

You will have a IROC Wizard working behind the scenes processing appropriate requests that are placed up to the GACC or other dispatch offices.

When completing a simulation in IROC, the following rules apply:

A. Incidents

The initial Flynn Creek incident will already be in IROC Training, additional incidents may need to be generated during the simulation.

B. Creating Requests

1. Always use the system generated request numbers.
2. Do not attach any features to requested items.
3. Do not add anything new* to the incident. Use the available locations, contacts, etc.
4. Do not select any inclusions or exclusions unless directed. Always use the default 'With Configuration' when creating a new request.

C. Processing Requests

1. Do not use the 'Fill With EFF/AD' option.
2. Always fill requests from the "Available" resources tab unless otherwise directed.
3. Do not place orders to 'External', 'Status Only', or local cache.

4. You may ‘Place Up’ requests to the GACC or place requests to the dispatch office in your selection area. **NFES items should be placed up to the GACC.** For the Simulations, the Wizards function as the cache, GACC and NIRSC so that supply orders may be filled and edited.
5. **When placing NFES cache items to the GACC, add documentation that states ‘local cache item’.**

IV. DOCUMENTATION

A. Materials

At the beginning of each simulation, students will receive a package containing materials for their functional area (overhead, crew, equipment, supply).

This package provides information from the previous functional areas shift in addition to any work done in IROC.

1. The materials for the functional area vary by function (crews, equipment, overhead and supply) and may include:
 - Resource orders (or IROC reports)
 - Supplemental dispatch forms
 - Attachments
 - Shift briefs or other documentation
2. Document contacts with remote dispatch offices and support functions.
 - Keep all documentation current.
 - **If it’s not documented it didn’t happen.**
 - Keep supervisor informed.

3. Documentation will be required for:

- Resource order forms
- Documentation sheets
- Shift briefs
- Supplemental dispatch forms

Examples:

- a. Use the time displayed on the classroom clocks, and pay attention to the days on the input sheets.
- b. Document all information that you pass verbally to other EDSs and your supervisory dispatcher.
- c. Document all other actions or decisions you would make in a real situation.
- d. Written shift briefs at a minimum should cover:
 - Outstanding orders
 - Significant events
 - Actions requiring follow-up in the next shift
- e. Supplemental dispatch forms will be completed as necessary on paper.

4. Students may be required to collect data such as:
 - The number of total committed resources.
 - The number of open requests by functional area.

B. Simulation Input Checklist

During the simulations, students will need to make decisions and follow through on all actions necessary to complete the input.

Some key questions and concerns are:

1. Are open requests checked regularly regarding their current status?
2. Is information received, accurately documented, then promptly and accurately relayed?
3. Are the right people being kept informed?
 - Other functional areas
 - Dispatch offices
 - Other peripheral support functions
 - The incident
 - Initial attack dispatch
 - The GACC
 - Cache
 - Staging areas
 - Buying team
 - Transportation unit
 - Ramp managers, etc.
4. When orders are received, is the information adequate to place the orders?

Give examples of the types of questions that may be asked to verify information.

5. Is information that already exists in the expanded dispatch office being utilized prior to asking outside entities for information? Check reference materials.
6. Is the workload on the desk prioritized in order to accomplish the most important work within the prescribed time frames?
7. Decision making and thoroughness is required when working on the simulation inputs. Thoroughly read inputs before taking action – some contain multiple tasks.

V. STUDENT EVALUATION

Students will be evaluated on their participation and written documentation during the simulation.

**INSTRUCTORS SHOULD USE THE EVALUATION KIT.XLSX FILE.
REFER TO EVALUATION KIT INSTRUCTIONS.**

A. Participation

During each simulation, the coach will:

- Observe student participation.
- Ensure students complete the primary requirements for each input.
- Complete an evaluation for each student at their table.

B. Documentation Management

At the end of each simulation, students will turn in their documentation. Resource orders will be reviewed in IROC.

- Documentation sheets and shift briefs should be taken from the desk and stapled together in that order.
- Students **MUST** put their name at the top of the first page of each print out (last name with student number).
- All other paperwork and forms associated with the simulation will be recycled.
- Documentation will be collected at the end of each simulation and reviewed by the coach.
- The coach will maintain a filing system for documentation submitted by each student.

VI. IROC STUDENT LOGIN INSTRUCTIONS

Be sure you are logged in to the correct version of IROC when instructed.

Answer any questions before beginning the simulation.

Begin Simulation:

Coaches:

1. Tell students they are ESDs who have been ordered to work in the expanded dispatch at Great Plains Interagency Dispatch Center (SD-GPC) in Rapid City, South Dakota.
2. Read the following initial briefing to the students at your table:
“The Flynn Creek incident is a wildland fire that started on the Black Hills National Forest in South Dakota. The fire has escaped initial attack and additional resources are being mobilized.”
3. Answer any questions.
4. Give students the Flynn Creek fire information (located in the Coaches Package).
5. Give each student a copy of the Student’s Initial Briefing Package for Simulation 1.
6. Begin simulation inputs.

Upon completion of simulation, review simulation objectives.