

WellCAP Plus Exercise Submittal Template

Form WCP-05

Outline No.	Case Exercise Topic	Reference to Exercise Materials	Guidance or Comments
I.	IADC Exercise Number		<i>(IADC Use Only)</i>
A.	Distribution... Public or Proprietary / Private	<input type="checkbox"/> Public – for public distribution Becomes a part of the IADC public library. <input type="checkbox"/> Proprietary / Private - not for public distribution	<i>All cases marked “Public” become the property of the IADC for distribution to all approved WellCAP Plus Schools.</i>
II.	Unique Name for Exercise		<i>Name should not include the type of problem or solution in it.</i>
III.	Developer (Organization)		
A.	Date Developed (MM/DD/YY)		
B.	Person(s) that Developed		
IV.	Class of Problem / Well Classification	<input type="checkbox"/> Drilling <input type="checkbox"/> Well Servicing <input type="checkbox"/> Workover-Completion <input type="checkbox"/> Underbalanced <input type="checkbox"/> Other	
V.	Well Characteristics (Check all that apply)	<input type="checkbox"/> Deep Water <input type="checkbox"/> Water Base Mud <input type="checkbox"/> HTHP <input type="checkbox"/> Brine <input type="checkbox"/> Oil Base Mud <input type="checkbox"/> Other	<i>If other then explain.</i>

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VI.	Rig Type	<input type="checkbox"/> Semi-Submersible <input type="checkbox"/> Barge <input type="checkbox"/> Jack-Up <input type="checkbox"/> Platform <input type="checkbox"/> Dynamic Position <input type="checkbox"/> Land <input type="checkbox"/> <input type="checkbox"/> Other	<i>If other then explain.</i>
VII.	Blow Out Preventer Type	<input type="checkbox"/> Subsea <input type="checkbox"/> Diverter <input type="checkbox"/> Surface <input type="checkbox"/> No BOP <input type="checkbox"/> Semi w/ Surface <input type="checkbox"/> Other	<i>If other then explain.</i>
VIII.	Event Description (Check all that apply)	<input type="checkbox"/> Surface Blowout <input type="checkbox"/> Off Bottom Kick <input type="checkbox"/> Swabbed in Kick <input type="checkbox"/> Shallow Gas Kick <input type="checkbox"/> Abnormal Pressure Kick <input type="checkbox"/> UGBO <input type="checkbox"/> Lost Circulation <input type="checkbox"/> Other	<i>If other then explain.</i>
IX.	Operations (Check all that apply)	<input type="checkbox"/> Drilling Ahead <input type="checkbox"/> Cementing <input type="checkbox"/> POOH <input type="checkbox"/> Waiting on Cement <input type="checkbox"/> TIH <input type="checkbox"/> Running Casing / <input type="checkbox"/> Circulating Liner <input type="checkbox"/> Logging <input type="checkbox"/> Other	<i>If other then explain.</i>

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X.	Level of Difficulty / Complexity	<input type="checkbox"/> Easy <input type="checkbox"/> Easy / Moderate <input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate / Difficult <input type="checkbox"/> Difficult	<i>1. Easy – Requires standard well control methods</i> <i>2. Moderate – requires a combination of standard procedures.</i> <i>3. Difficult – Requires novel concepts and possible hybrid processes to kill the well.</i>
XI.	Recommended Participant Experience Mix			<i>Examples</i> <i>1. Rig Supt, Company Man, Mud Eng.</i> <i>2. Company Man, Drlg Eng, Coil Tubing Operator</i>
XII.	Facilitator overview information (Check all that apply)	<input type="checkbox"/> Exercise is Potentially Successful <input type="checkbox"/> Conclusion is Inevitable Due to Inadequate Design		
A.	Number of Decision Points	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<i>How many decision points have been developed for this case exercise?</i>

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B.	Anticipated Exercise Duration in Hours		
XIII.	Learning Objectives	<ul style="list-style-type: none"> ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ 	<p><i>What are the intended learning objectives for this case exercise?</i></p> <p><i>By the end of this case exercise the participants should be able to...</i></p>

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XIV.	Anticipated Best Practices from the Exercise (If applicable)	◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆	<i>List what you believe to be the best practices that were used or will be derived out of this case exercise.</i>
XV.	Anticipated Worst or Bad Practices from the Exercise (If applicable)	◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆	<i>List what you believe to be the worst practices that were used or will be derived out of this case exercise.</i>

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Decision Point # 1

A decision point begins when the facilitator has given the students enough information about an exercise which enables them to thoroughly assess the situation. The students can then begin taking all the facts given them determining the cause and formulating what they believe to be a solution(s). In summary, each team may be asked to present their conclusions and forward looking plan(s).

XVI.	Information you will provide to the students during set-up, including guidance to decision point problem and all intended deliverables. (handout/fax, telephone call, video lead-in, etc)		<i>List and include all scripts for phone calls, documents for faxing, and handouts that the student will hear or see.</i>
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A.	Timeline for control/channeling intervention		<i>Estimate the length of time a group should work on a solution before the facilitator needs to intervene and steer them back to the learning objectives.</i>
XIX.	Recommended control/channeling methodology (Check all that apply)	<input type="checkbox"/> Directive from town <input type="checkbox"/> Telephone call from on-site specialist <input type="checkbox"/> Introduction of “Current” gauge reading / behavior <input type="checkbox"/> Acceleration of decision point deadline / timeline	<i>Intervention method proposed.</i>
A.	Documents / scripts that will be used for “XIX” above.	◆ ◆ ◆ ◆	<i>List all documents that can be used at the control point.</i>
XX.	Instructional materials available to illustrate, review, and fulfill specific learning objective for this control point.	◆ ◆ ◆ ◆ ◆ ◆	

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Decision Point # 2

A decision point begins when the facilitator has given the students enough information about an exercise which enables them to thoroughly assess the situation. The students can then begin taking all the facts given them determining the cause and formulating what they believe to be a solution(s). In summary, each team may be asked to present their conclusions and forward looking plan(s).

XXI.	Information you will provide to the students during set-up, including guidance to decision point problem and all intended deliverables. (handout/fax, telephone call, video lead-in, etc)		<i>List and include all scripts for phone calls, documents for faxing, and handouts that the student will hear or see.</i>
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A.	Timeline for control/channeling intervention		<i>Estimate the length of time a group should work on a solution before the facilitator needs to intervene and steer them back to the learning objectives.</i>
XXIV.	Recommended control/channeling methodology (Check all that apply)	<input type="checkbox"/> Directive from town <input type="checkbox"/> Telephone call from on-site specialist <input type="checkbox"/> Introduction of “Current” gauge reading / behavior <input type="checkbox"/> Acceleration of decision point deadline / timeline	<i>Intervention method proposed.</i>
A.	Documents / scripts that will be used for “XXIV” above.	◆ ◆ ◆ ◆	<i>List all documents that can be used at the control point.</i>
XXV.	Instructional materials available to illustrate, review, and fulfill specific learning objective for this control point.	◆ ◆ ◆ ◆ ◆ ◆ ◆	

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Decision Point # 3

A decision point begins when the facilitator has given the students enough information about an exercise which enables them to thoroughly assess the situation. The students can then begin taking all the facts given them determining the cause and formulating what they believe to be a solution(s). In summary, each team may be asked to present their conclusions and forward looking plan(s).

XXVI.	Information you will provide to the students during set-up, including guidance to decision point problem and all intended deliverables. (handout/fax, telephone call, video lead-in, etc)		<i>List and include all scripts for phone calls, documents for faxing, and handouts that the student will hear or see.</i>
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<p>XXVII.</p>	<p>Case details/information available to students by request only during exercise. (include delivery details and how information may be accessed):</p>	<p>◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆</p>	<p><i>This Information will be given to a student only upon request. Geological information available? (hand out/fax available) Previously recorded information available (hand out/fax available) Mud report or just hand written notes. Any Information that might clarify an exercise. (specific details by “telephone”)</i></p>
<p>XXVIII.</p>	<p>Control points to observe/channel during this decision point</p>		<p><i>List what the specific calculations & process details likely needed at this point. (I.e. Pump Schedule)</i></p>

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A.	Timeline for control/channeling intervention		<i>Estimate the length of time a group should work on a solution before the facilitator needs to intervene and steer them back to the learning objectives.</i>
XXIX.	Recommended control/channeling methodology (Check all that apply)	<input type="checkbox"/> Directive from town <input type="checkbox"/> Telephone call from on-site specialist <input type="checkbox"/> Introduction of “Current” gauge reading / behavior <input type="checkbox"/> Acceleration of decision point deadline / timeline	<i>Intervention method proposed.</i>
A.	Documents / scripts that will be used for “XXIX” above.	◆ ◆ ◆ ◆	<i>List all documents that can be used at the control point.</i>
XXX.	Instructional materials available to illustrate, review, and fulfill specific learning objective for this control point.	◆ ◆ ◆ ◆ ◆ ◆	

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Decision Point # 4

A decision point begins when the facilitator has given the students enough information about an exercise which enables them to thoroughly assess the situation. The students can then begin taking all the facts given them determining the cause and formulating what they believe to be a solution(s). In summary, each team may be asked to present their conclusions and forward looking plan(s).

XXXI.

**Information you will provide to the students during set-up, including guidance to decision point problem and all intended deliverables.
(handout/fax, telephone call, video lead-in, etc)**

List and include all scripts for phone calls, documents for faxing, and handouts that the student will hear or see.

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A.	Timeline for control/channeling intervention		<i>Estimate the length of time a group should work on a solution before the facilitator needs to intervene and steer them back to the learning objectives.</i>
XXXIV.	Recommended control/channeling methodology (Check all that apply)	<input type="checkbox"/> Directive from town <input type="checkbox"/> Telephone call from on-site specialist <input type="checkbox"/> Introduction of “Current” gauge reading / behavior <input type="checkbox"/> Acceleration of decision point deadline / timeline	
A.	Documents / scripts that will be used for “XXXIV” above.	◆ ◆ ◆ ◆ ◆ ◆	<i>List all documents that can be used at the control point.</i>

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XXXV.	Instructional materials available to illustrate, review, and fulfill specific learning objective for this control point.	◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆	
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