

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 26
CRITICAL INCIDENTS

I. LEARNING NEED

As the first responders and state-designated Disaster Service Workers, peace officers must become familiar with the principles of emergency management.

- A. Recall the mission of emergency management
- B. Identify entities involved in emergency management
- C. Explain the role of a Disaster Service Worker

II. LEARNING NEED

To protect the public, peace officers must be able to identify critical incidents and, based on the situation, respond rapidly, safely, and efficiently.

LEARNING OBJECTIVES

- A. Recall the definition of critical incidents
- B. Identify the mission of law enforcement when responding to an critical incidents
- C. Discuss the responsibilities of the first officer on the scene of a critical incidents, including:
 - 1. Locating the threat or hazard
 - 2. Isolating the threat or hazard(i.e. set perimeter)
 - 3. Evacuating or sheltering persons in imminent peril
 - 4. Assuming/declaring incident command
- D. Discuss the information that should be communicated to dispatch from the scene of a critical incident, including:
 - 1. Specific location
 - 2. Safe entry/exit route
 - 3. The nature of the critical incident (what is happening)
 - 4. Size and perimeter of the involved area
 - 5. Resources as needed (e.g. EMS, fire, bomb squad)
 - 6. Location of command post and staging area

III. LEARNING NEED

Peace officers must be familiar with the command systems used both by the State of California and the Federal Government

- A. Identify law enforcement roles and responsibilities associated with responding to a critical incident
- B. Identify the features of the Incident Command System (ICS)

- C. Identify the five functions of ICS
- D. Identify the components of the State of California Standardized Emergency Management Systems (SEMS)
- E. Identify the components of the National Incident Management System (NIMS)

IV. LEARNING NEED

Peace officers need to know the risks presented by hazardous materials and their role in responding to hazardous materials incidents

- A. Identify a hazardous materials incident
- B. Identify the specific challenges that are presented by incidents involving hazardous materials
- C. Recognize the roles and responsibilities of a first responder at a hazardous materials incident
- D. Identify the primary pathways in which hazardous materials can enter the human body, including:
 - 1. Inhalation
 - 2. Absorption
 - 3. Ingestion
 - 4. Injection
- E. Identify precautions peace officers can take to protect themselves from hazardous materials

V. LEARNING NEED

Peace officers must become familiar with the indicators and warning systems that identify specific dangers of hazardous materials in order to respond safely and effectively to hazardous materials incidents.

- A. Recognize the indicators of a hazardous materials incident including:
 - 1. National Fire Protection Association (NFPA)
 - 2. Placards/labels
 - 3. Physical indicators
 - 4. Witnesses or involved parties
 - 5. Container(s)
 - 6. Victim/injuries
- B. Recognize standardized sources of information for materials present at a hazardous incident, including:
 - 1. Emergency Response Guide (ERG)
 - 2. Material Safety Data Sheets (MSDS)
 - 3. Shipping papers
 - 4. Other documents

VI. LEARNING NEED

Peace officers must have a clear understanding of the need for safety when acting as first responders at the scene of a hazardous materials incident.

LEARNING OBJECTIVES

- A. Recognize the guidelines for safely assessing and approaching the scene of a hazardous materials incident
- B. Identify the components of the R.A.I.N. concept
 - 1. Recognize
 - 2. Avoid
 - 3. Isolate
 - 4. Notify
- C. Identify factors to consider when establishing a perimeter at a hazardous materials incident
- D. Identify the types of control zones at a hazardous materials incident, including:
 - 1. Exclusion zone (hot)
 - 2. Contamination reduction zone (warm)
 - 3. Support zone (cold)
- E. Identify the information that should be communicated to dispatch from the scene of an incident, including:
 - 1. Weather conditions
 - 2. Name of hazardous material involved, if known
 - 3. Information about placards, ID numbers, warning signs, etc.
- F. Identify the procedures to be followed before leaving the scene, (i.e., decontamination, personal exposure reporting)

VII. LEARNING NEED

Peace officers should recognize the dangers of an effective response to events involving Weapons of Mass Destruction (WMD)

LEARNING OBJECTIVES

- A. Recognize the effects of Weapons of Mass Destruction (WMD)
- B. Recognize routes of exposure of WMD
- C. Recognize the response categories to B.N.I.C.E. indicators
 - 1. Biological
 - 2. Nuclear/radiological
 - 3. Incendiary
 - 4. Chemical
 - 5. Explosives
- D. Recognize the importance of WMD job aids for First Responders (e.g., Emergency Response Guide (EGR) and Louisiana State University (LSU) WMD Response Guide)
- E. Identify the basic on-scene actions at a WMD incident

F. Identify incident response priorities

1. Life versus property
2. Crime scene protection
3. Preservation of evidence

G. Identify types and levels of Personal Protection Equipment (PPE) and contamination issues and considerations

VIII. LEARNING NEED

Responding to critical incidents, peace officers may be called upon to act quickly in situations involving fires or explosives. Officers must become familiar with the risks presented by these calls in order to respond safely and effectively.

LEARNING OBJECTIVES

A. Recognize the appropriate methods for extinguishing each class of fire

1. **A**-Common combustibles-cool with water, smother with nonflammable material, removal of fuel (clear the brush), pressurized water extinguisher, and/or all-purpose extinguisher
2. **B**-Flammable liquids/petroleum based-smothering (remove source of oxygen), carbon dioxide (CO₂) extinguisher, dry chemical extinguisher, and/or all-purpose extinguisher
3. **C**-Energized electrical equipment-carbon dioxide (CO₂) extinguisher, dry chemical extinguisher, and/or all-purpose extinguisher
4. **D**-Combustible metals

B. Identify risk versus benefits/gains of entering a burning structure or fire area

2. Structure itself
3. Trapped individual(s)
4. Nature of the fire
5. Estimated time of arrival of fire personnel

C. Recognize appropriate actions for responding to incidents involving bombs/explosive threats

1. Make contact with person who received the threat
2. Assist in evacuation, if requested
3. Assis in search, if requested
4. Document all actions

D. Recognize safety precautions peace officers should follow at the scene where a suspected bomb/explosive device (e.g., Improvised Explosive Device (IED), Vehicle Borne Improvised Devise (VBIED), secondary devices) has been located

1. DO NOT touch or handle any suspicious device
2. DO NOT touch any switches or wires associated with the device
3. DO NOT permit any radio, cellular, or computer transmissions

E. Recognize appropriate actions for securing a scene where an explosive device has been located

1. Ensure safety
2. Secure the area
3. Assume command
4. Gather additional information

5. Document the incident
- F. Identify the inherent dangers in a post-blast explosion scene
 1. Secondary devices/explosives
 2. Booby traps
 3. Structural weakness
 4. Broken gas mains
 5. Downed power lines and/or
 6. Released hazardous materials
 - G. Recognize appropriate peace officer actions for securing a post-blast explosion scene
 1. Ensure safety
 2. Assume command
 3. Secure the area
 - H. Recognize appropriate peace officer actions specific to the types of critical incidents, including:
 1. Electrical power emergencies
 2. Hazardous road conditions
 3. Traffic device malfunctions
 4. Gas leaks
 5. Floods
 6. Animal control problems
 7. Earthquakes
 8. Aircraft or transportation anomalies

IX. REQUIRED TESTS

NONE

X. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated small group activity and evaluate how to minimize injuries, loss of life, and property damage in a critical incident from one or more of the following categories:
 1. Transportation accidents (e.g., aircraft, trains, regional transit)
 2. Natural Disasters (e.g., floods, earthquakes, wildfires)
 3. Criminal mass casualty incidents (e.g., acts of terrorism, bombings, active shooters)
- B. Give POST-provided or presenter developed materials, the student will participate in a facilitated small group activity and apply the concepts of assuming/declaring incident command to minimally include a simulated on-scene radio transmission
- C. The student will participate in a facilitated discussion on how to implement the Incident Command System (ICS) and its relationship to the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS)
- D. The student will participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident, including:

1. Identification of the event as a hazardous materials incident
 2. Application of recommended safety precautions
 3. Use of the ERG to determine the initial isolation and protective action distance
 4. Assess the need to isolate the scene
 5. Make appropriate notifications
- E. The student will participate in a learning activity designed to reinforce an understanding of the indicators determining the hazard potential of the suspected material, including:
1. Placards
 2. Signs
 3. Warning labels
 4. Any other indications

Description	Hours
POST Minimum Required Hours	<u>8</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>8</u>