EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 43
TERRORISM AWARENESS

I.   LEARNING NEED

Peace officers should be familiar with terrorism including; terrorism's elements, tactics, ideologies and potential targets.

LEARNING OBJECTIVES

A.   Recall the elements of terrorism

1.   Criminal actions
2.   To further political and/or social objectives
3.   Violence against civilian population
4.   Intended to coerce a government or its civilian population

B.   Discuss typical terrorist tactics, techniques and procedures (TTP)

1.   Conventional (bombings, kidnappings, assassinations, hijackings)
2.   Unconventional (nuclear, biological, chemical agents
3.   A desire to further political or social objectives

C.   Discuss domestic terrorist ideologies

1.   Right wing groups
2.   Left wing groups
3.   Special interest groups

D.   Discuss international terrorist ideologies

1.   Animal rights
2.   Environmental
3.   Abortion rights

E.   Discuss transnational terrorist ideologies

1.   State sponsored
2.   Formalized
3.   Loosely affiliated international groups
F.   Discuss other terrorist ideologies

II. LEARNING NEED

Peace officers should be familiar with their role in preventing/deterring terrorism

LEARNING OBJECTIVES

A.   Discuss the National Terrorism Advisory System

B.   Recognize terrorism indicators, tactics, techniques, and procedures (TTP)

C.   Identify law enforcement prevention/deterrence actions

1. Community oriented policing
2. Recognizing suspicious activity
3. Reporting suspicious activity
4. Conduct vulnerability assessments

III. LEARNING NEED

Peace officers must recognize the types and significance of critical infrastructure

LEARNING OBJECTIVES

A. Identify the concepts of a threat and vulnerability assessment

1. Identify potential targets
2. Accessing federal grant funds
3. Benefits

B. Identify local critical infrastructure sectors

1. Vital links
2. Essential services
3. Water
4. Food
5. Public health
6. Transportation
7. Energy
8. Postal/shipping
9. Information/telecommunications
10. Agriculture

C. Identify threat assessment rationale

1. Identification of weakness
2. Hardening of targets
3. Pre-plan tactical responses

IV. LEARNING NEED

Peace officers must have a basic understanding of the intelligence cycle, their role within the intelligence cycle, and the intelligence resources available to them.

LEARNING OBJECTIVES

A. Discuss the intelligence cycle

1. Collection
2. Processing
3. Analysis
4. Dissemination
5. Evaluation, use, feedback
6. Planning and direction

B. Discuss intelligence resources

1. Federal terrorism task force (TSC)

2. Regional joint terrorism task force (JTTF)
3. Regional terrorism assessment center (RTAC)
4. Terrorism liaison officer (TLO)
5. State terrorism threat assessment center (STTAC)

V.   LEARNING NEED

Peace officers must be familiar with, understand, identify and effectively respond to an event involving Weapons of Mass Destruction (WMD).

LEARNING OBJECTIVES

A.   Identify Weapons of Mass Destruction (WMD)

1. Biological
2. Nuclear
3. Incendiary
4. Chemical
5. Explosive

B.   Identify routes of exposure and the assessment of WMD exposure

1. Inhalation
2. Ingestion
3. Absorption
4. Injection

C.   Identify the components of the R.A.I.N. Concept:

1. Recognize
2. Avoid
3. Isolate
4. Notify

D.   Identify biological WMD agents

1. Anthrax
2. Botulium
3. Brucellosis
4. Cholera
5. Clostridium Perfringens
6. Hemorrhage fevers
7. Melidosis
8. Plague
9. Q-fever
10. Ricin
11. Rift Valley Fever
12. Saxitoxins
13. Small pox
14. Staphylococcal Enterotoxins B
15. Trichothecene Mycotoxins
16. Tularemia
17. Venezuelan Equine Encephalitis (VEE)

E.   Identify the characteristics of nuclear/radiological WMD agents

1. Traditional Fission Device
2. Radiological Dispersal Device (Dirty Bomb)
3. Conventional Explosive at a Nuclear Facility
4. Neutron – ray or wave – cannot be blocked by lead

F. Identify the characteristics of incendiary devices

1. Ignition source
2. Combustible Filler
3. Housing or container

G. Identify the types of chemical WMD and toxic industrial chemicals/materials

1. Blister agents
2. Blood agents
3. Choking agents
4. Toxic industrial agents
5. Nerve agents

H. Identify the effects of toxic industrial chemicals/materials

1. Indicators and effects
2. Factors impacting the effectiveness of these materials
3. Chemical persistency
4. Acute effects
5. Chronic effects

I. Identify the types and characteristics of explosives and improvised explosive devices

1. Low explosives
2. High explosives (VNIED & IED)
3. C4
4. TNT
5. Nitroglycerin
6. Vehicle bombs
7. Pipe bombs

J. Identify the importance of WMD job aids for First Responders:

1. Louisiana State University (LSU) WMD Response Guide
2. Emergency Response Guide (ERG)

K. Identify response strategies and decontamination issues

1. Gross decontainment
2. Removal of outer garments
3. Flushing with large amounts of water

L. Identify the phases of a WMD incident

1. Prevention and deterrence
2. Notification
3. Response
4. Restoration
5. Recovery

M. Identify the basic on-scene actions at a WMD incident

1. Isolation

        2.   Identification
        3.   Notification
        4.   Protection/mitigation
        5.   Documentation
        6.   Transition

N.   Identify incident response priorities

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

O.   Identify types and levels of Personal Protection Equipment (PPE) and decontamination considerations

        1.   Level D
        2.   Level C
        3.   Level B
        4.   Level A

VI.   LEARNING NEED

Peace officers must have a basic understanding of the command systems used both by the State of California and the Federal government.

LEARNING OBJECTIVES

A.   Identify law enforcement, First Responder roles and responsibilities associated with responding to a critical incident

        1.   Take command-officer safety
        2.   Attend to casualties
        3.   Set up perimeter
        4.   Establish a command post

B.   Recall the history of the Incident Command System (ICS)

        1.   1970's – Fire resources of California organized for potential emergencies
        2.   1980's – Law enforcement incident command systems (ICS)
        3.   1990's – national curriculum developed; standardized emergency management system (SEMS) adopted in California

C.   Identify the features of ICS

        1.   Common terminology
        2.   Modular organization
        3.   Integrated communications
        4.   Incident action plan (IAP)
        5.   Unity of command
        6.   Span of control
        7.   Designated incident facilities
        8.   Comprehensive resource management

D.   Identify the five functional components of ICS

        1.   Command

2. Operations
3. Planning/intelligence
4. Logistics
5. Finance

E. Identify the components of the State of California Standardized Emergency Management System (SEMS)

1. Incident command system
2. Operational area concepts
3. Mutual aid agreements/plans
4. Multi agency coordination

F. Identify the components of the National Incident Management System (NIMS)

1. Command and management
2. Preparedness components
3. Resource management
4. Communications and information management
5. Supporting technologies
6. Ongoing management and maintenance

VII. REQUIRED TESTS

NONE

VIII. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated discussion, which defines terrorism by its individual elements and identifies by name specific ideologies, including:

1. Domestic

2. International

3. Transnational

4. Other terrorist ideologies

B. Given a POST-developed video or equivalent presenter-developed video/audio clip/handout, the student   will participate in the facilitated activity or simulation that minimally requires:

1. Recognizing suspicious activity that could potentially be related to terrorism
2. Writing a Suspicious Activity Report (SAR)

3. Explaining how to introduce the SAR into the intelligence cycle

C. The Student will participate in a group discussion designed to enhance their recognition of pre-incident indicators associated with potential terrorist activities and critical infrastructure protection including:

1. Counter-surveillance
2. Increase security on key dates
3. Increased awareness of suspicious behavior

4. Threats and vulnerabilities

Description	Hours
POST Minimum Required Hours	__4__
Agency Specific Hours	__4__
Total Instructional Hours	__8__