

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 43**  
EMERGENCY MANAGEMENT

I. LEARNING NEED

Peace officers must become familiar with what terrorist threats are; the definitions, tactics, groups and potential targets.

LEARNING OBJECTIVES

A. Recall the definition 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. Identify typical terrorist methods, motivations and tactics

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

C. Identify domestic terrorist groups

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

D. Identify special interest terrorist groups

1. Animal Rights
2. Environmental
3. Abortion Rights

E. Identify international terrorist groups

1. State sponsored
2. Formalized
3. Loosely affiliated international groups

II. LEARNING NEED

Peace officers must become familiar with and understand counterterrorism concepts.

## LEARNING OBJECTIVES

### A. Identify the Department of Homeland Security threat levels

1. Imminent Alert
2. Imminent alert would expire after no more than 7 days
3. Elevated alert
4. Elevated Alert would expire after no more than 30 days

### B. Recognize terrorism indicators and counterterrorism measures

1. Decrease desirability of a potential target.
2. Identify terrorist activity
3. Decrease the effectiveness of a terrorist attack.

### C. Identify law enforcement prevention/deterrence actions

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

### D. Identify public safety information sharing resources

1. Federal agencies
2. State agencies
3. Local agencies

## III. LEARNING NEED

Peace officers must understand what a threat and vulnerability assessment is and the rationale associated with threat assessment.

## 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 comprehensive understanding of the intelligence cycle and the intelligence resources available to them.

LEARNING OBJECTIVES

A. Identify the intelligence cycle

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

B. Identify 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. Meliodosis
8. Plague
9. Q-fever
10. Ricin
11. Rift Valley Fever
12. Saxitoxins
13. Small Pox
14. Stahylococcal Enterotixins 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
  - a. VBIED
  - b. 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 decontamination
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

- A. The POST-Constructed Comprehensive RBC Test 3.

VII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated discussion which defines terrorism and identifies by name specific international, domestic, and special interest terrorist organizations.
- B. 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). The discussion will minimally address the following topics:
  1. Identification of the component parts of ICS
  2. Identification of the component parts of SEMS
  3. Identification of the component parts of NIMS
  4. Legal authority for ICS, SEMS, and NIMS

Description	Hours
POST Minimum Required Hours	<u>16</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>16</u>