

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 43
EMERGENCY MANAGEMENT

Effective date of outline: July 1, 2018

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. Law enforcement uses three definitions of terrorism, they are found in USC title 22, Section 2656 (d), the U.S. Department of justice and the Federal Bureau of Investigation (FBI). Law enforcement generally uses the definition provided by the FBI.

B. Identify typical terrorist methods, motivations and tactics

1. Methods to accomplish goals, some methods are specific to the terrorist group.
2. Motivations can vary depending on the terrorist group's goals.
3. Tactics can vary and are generally specific to the terrorist group. International Terrorists have a preference for high profile bombings while some domestic groups use arson or sniper attacks.

C. Identify domestic terrorist groups

1. Domestic Terrorists are defined by their political or personal views; they can include religious, hate groups and separatist movements.

D. Identify international terrorist groups

1. International terrorist s can be state sponsored or formalized groups such as Al Qaeda or Hezbollah. International groups almost all have purely political motivations for their acts and they use tactics that create mass destruction and large casualty counts.

E. Identify special interest terrorist groups

1. Special Interest Groups have interest in changing or bringing public attention to their cause through acts of terrorism. Examples of special interests groups are abortion group, religious, and environmental organizations

II. LEARNING NEED

Peace officers must become familiar with and understand anti-terrorism concepts.

LEARNING OBJECTIVES

- A. Identify the Department of Homeland Security threat levels
 - 1. Severe
 - 2. High
 - 3. Elevated
 - 4. Guarded
 - 5. Low

- B. Recognize terrorism indicators and counterterrorism measures
 - 1. Group membership
 - 2. Recruitment
 - 3. Fundraising
 - 4. Weapon Selection
 - 5. Target Selection
 - 6. Reconnaissance activities
 - 7. Terrorist egress
 - 8. Movement of weapons

- C. Identify law enforcement prevention/deterrence actions
 - 1. Adopting a new mindset
 - 2. Changing the patrol mindset
 - 3. Recognizing suspicious activity
 - 4. Reporting suspicious activity

- D. Identify public safety information sharing resources
 - 1. Terrorism Liaison Officer
 - 2. Terrorism Early Warning
 - 3. Department of homeland Security (DHS)-Federal
 - 4. Local Police and Sheriff Homeland Security

III. LEARNING NEED

Peace officers must understand what 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. Threat and vulnerability assessment center on the ability to identify, Why, Where and how communities are vulnerable to terrorist attack and the rationale behind target selection.

- B. Identify local critical infrastructures sectors
 - 1. Are those systems and asset, whether physical or virtual, so vital to the United States that the incapacity of destruction of such systems and assets would have a debilitating impact on security, national economy security national public health or safety, or combination of those matters.
- C. Identify threat assessment rationale
 - 1. Treat assessment include potential targets, assessment team composition and tools used to manage threat assessment.

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. Definitions for information
 - 2. Intelligence
 - 3. Open source information
 - 4. Classified information
- B. Identify intelligence resources
 - 1. Joint Terrorism Task force (JTTF) located in Fresno, Riverside, Los Angeles, Sacramento, Orange, San Diego, Redding and San Francisco.
 - 2. State Terrorism Threat Assessment Center (STTAC)
 - 3. California State Warning Center (CSWC)

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. Bomb
 - 2. Grenade
 - 3. Rocket having propellant charge greater than 4oz
 - 4. Missile having explosive/incendiary charge of greater than $\frac{3}{4}$ oz.
 - 5. Mines
 - 6. Devices Similar to any of the device describe in preceding clauses.

- 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. Disease-causing organisms
 2. Toxins produced by living organisms
- E. Identify the characteristics of nuclear/radiological WMD agents
1. Alpha
 2. Beta
 3. Gamma
 4. Neutron radiation
- F. Identify the characteristics of incendiary devices
1. Chemical activation
 2. Electronic activation
 3. Mechanical activation
- G. Identify the types of chemical WMD and toxic industrial chemicals/materials
1. CS
 2. CN
 3. CR
 4. OC
- H. Identify the effects of toxic industrial chemicals/materials
1. Nerve agents
 2. Blister agents
 3. Chocking agents
 4. Blood agents
- I. Identify types and characteristics explosive and improvised explosive devices
1. Vehicle Bombs
 2. Pipe Bombs
 3. Satchel Charge
 4. Suicide Bombers

- 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. Provide clear picture to dispatch and other responding units
 - 2. Gross decontamination-Brushing of visible contaminants
 - 3. Removal of outer garments
 - 4. Flushing with large quantities of water-Water is the most commonly used decontamination agent. Large quantities should be use to ensure complete removal of the contaminant. Individuals should be concerned about decontamination run off.

- L. Identify the phases of a WMD incident
 - 1. Prevention and deterrence phase
 - 2. Notification Phase
 - 3. Response Phase
 - 4. Restoration Phase
 - 5. Recovery Phase

- M. Identify the categories of basic on-scene actions at a WMD incident
 - 1. Recognize
 - 2. Avoid
 - 3. Isolate
 - 4. Notify

- N. Identify incident responses priorities
 - 1. Life versus property
 - 2. Crime scene protection
 - 3. Preservation of evidence
 - 4. Preservation of environment

- O. Identify types of levels of Personal Protection Equipment (PPE) and decontamination considerations
 - 1. Personal Protection Equipment levels
 - a. Level D
 - b. Level C
 - c. Level B
 - d. Level A
 - 2. Decontamination is the process of removing gross contaminants from a person, object, or area by either destroying, making harmless, neutralizing or removing the hazard

VI. LEARNING NEED

Peace officers must have a basic understanding of the emergency management 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. First responder must provide a clear picture to dispatch and other responding personnel so that appropriate resource can be called upon to assist.
- B. Recall the history of the Incident Command System (ICS)
 - 1. ICS was developed in California in the late 1970's as a result of a huge wild fire in Southern California, which burned out of control for weeks and destroyed thousands of acres of land and property. FIRESCOPE was created to devise ways to implement command system, which would accommodate multi-jurisdictional agencies when responding to an emergency event.
- C. Identify the features of ICS
 - 1. Common Terminology
 - 2. Modular organization
 - 3. Integrated communications
 - 4. Unity of command
 - 5. Consolidated action plans
 - 6. Manageable span of control
 - 7. Comprehensively manage resources
- D. Identify the five functional components of ICS:
 - 1. Incident Command System (ICS)
 - 2. Operational area concept
 - 3. Planning and 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 Concept
 - 3. Mutual Aid
 - 4. Multi Agency Coordination
- F. Identify the components of the National Incident Management System (NIMS)
 - 1. Command and management
 - 2. Preparedness
 - 3. Resource management
 - 4. Communications and information management
 - 5. Supporting technologies
 - 6. Ongoing management and maintenance

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

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