

# Office of the State Fire Commissioner



## Hazardous Materials Curriculum Policy No. 2016 - 01

June 1, 2016

# Table of Contents

<b><u>Topic</u></b>	<b>Page</b>
I. Purpose: Hazardous Materials Training Curriculum	3
II. Policies	5
III. Procedures	7
IV. Delegation of Program Management	7
V. Instructors	7
VI. Authority	8
VII. Supersedes	8
VIII. Duration of Instructor Policy	8
Attachment A: General Plan of Instruction	9
Attachment B: HMAJB and HMARJB Skill Sheets	13
Attachment C: HMOJB Skill Sheets	15
Attachment D: HMORJB Mission Specific Skill Sheets and HazMat Identification Worksheet	31

## I. Purpose:

This document establishes the policies and procedures to be used by the Pennsylvania State Fire Academy (PSFA) and Educational Training Agencies (ETAs) in the delivery of the Hazardous Materials Training Curriculum released in 2016 (HM16) to emergency first responders (fire, rescue, emergency medical, police, etc.) in Pennsylvania.

- A. **There is no requirement (law) in the Commonwealth mandating Hazardous Materials training for fire service personnel.** The requirement for training is enforced by two U.S. federal agencies, the Occupational Safety and Health Administration (OSHA); CFR Title 29, 1910.120; and the Environmental Protection Agency (EPA); 40 CFR Part 311.
- B. To be compliant with the federal regulations, the Authority Having Jurisdiction (AHJ - Fire Department/Company/ Municipality) needs to determine how first responders will meet the intent of these regulations by demonstrating some initial level of training/competency. Once the initial training has been completed, some level of training/proof of competency is required on an annual basis. The training of personnel must be appropriate with their assigned/expected duties. Again, the final decision on the level of training always remains with the AHJ not the Commonwealth.
- C. This policy provides direction for the following levels of training:

Awareness Level: First Responders (individuals) who in the course of their normal duties, could encounter (witness or discover) an emergency involving hazardous materials/WMD. Individuals have been trained to initiate an emergency response sequence by notifying the authorities of the release. They shall have sufficient training or have had sufficient experience to objectively demonstrate competency to understand what hazardous substances are, the risks, potential outcomes, the ability to recognize and identify their presence, their role including site security and control and how to use the U.S. Department of Transportation (US DOT) Emergency Response Guidebook during a Hazardous Materials/WMD emergency.

Operations Level: First Responders (individuals) who respond to releases or potential releases of hazardous substances as part of the initial response to the site for the purpose of protecting nearby persons, property and the environment. They are trained to respond in a defensive fashion to contain the release from a safe distance, keep it from spreading and prevent exposures. They must understand basic hazard and risk assessment, how to select and use proper personnel protective equipment, basic hazardous materials terms, basic control, containment and/or confinement operations within the capabilities of the resources and PPE available, know basic decontamination procedures and understand relevant standard operating and termination procedures.

- D. The Pennsylvania Hazardous Materials Training Curriculum (HM16) consists of four (4) courses of instruction for the two levels identified within. The General Plan of Instruction for each course is included in Attachment A. The courses are:

*Hazardous Materials Awareness – HMAJB*

*Hazardous Materials Awareness Refresher – HMARJB*

*Hazardous Materials Operations – HMOJB*

*Hazardous Materials Operations Refresher – HMORJB*

- E. This training curriculum is based on voluntary consensus-based standards; produced by the National Fire Protection Association (NFPA) and referenced as NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*. This standard provides guidance on the competencies associated with the various levels of training.
- F. As a voluntary standard, unless adopted by the AHJ, the PSFA used the NFPA standard to assist in the development of this training curriculum for first responders. The NFPA currently has under development the NFPA 1072: *Standard for Hazardous Materials/WMD Emergency Response Personnel Professional Qualifications*.
- G. These courses provide a combination of initial and annual refresher training. The PSFA recommends the AHJ accept the course certificates from these training courses as proof of annual training/competency.
- H. All new first responders with no previous training are recommended to enroll in Awareness (HMAJB) or Operations Level (HMOJB) courses as applicable to their role/assigned duties by the AHJ.
- I. First responders with previous training, Awareness or Operations Level courses, can utilize the Awareness Refresher (HMARJB) or Operations Refresher (HMORJB) as appropriate, depending on their assigned role/duties by the AHJ.
- J. Since the curriculum is based on a national standard, the courses within the Hazardous Materials Training Program should prepare students with the knowledge and skill competencies to voluntarily participate in the PSFA Hazardous Materials certification process.
- K. This Hazardous Materials Training Program will be conducted in accordance with this document, PSFA and ETA administrative policies, and the course Minimum Standards of Accreditation (MSA) for both the initial and annual refresher training. Individual course MSAs can be located on the PSFA website ([www.osfc.pa.gov](http://www.osfc.pa.gov)) under State Fire Academy Documents.

## II. Policies

- A. The minimum age for each course is as follows. Instructors will verify the age of each student before a course starts. Students not meeting the age requirements will not be permitted to participate in that level of training.

*Hazardous Materials Awareness (HMAJB)* – 14 years old at start of course

*Hazardous Materials Operations (HMOJB)* – 16 years old at start of course

- B. The following prerequisites are required:

*Hazardous Materials Awareness (HMAJB)* – none

*Hazardous Materials Awareness Refresher (HMARJB)* – HMAJB or DHMAR

*Hazardous Materials Operations (HMOJB)* – none

*Hazardous Materials Operations Refresher (HMORJB)* – HMOJB or DHMO

- C. Attendance requires 100% of the course hours in order to complete each course in the Hazardous Materials curriculum.
- D. Course certificates are issued per course if all course requirements (attendance, skills, testing, etc.) are satisfied.
- E. Students attending initial (HMOJB) or refresher (HMORJB) training must be trained in the use of Personal Protective Equipment (PPE) and Respiratory Protective Equipment (RPE) as issued/assigned by the AHJ. This program is not intended to teach students how to don/use their respective PPE and RPE (SCBA, etc.).
- F. If the AHJ does not issue RPE to the students, the students can still attend, participate and successfully complete the course. All personnel must provide the following minimum level of PPE as issued by the AHJ/sponsoring organization (i.e., turnout gear, coveralls, jump suit, etc.; plus foot, head, hand and eye protection).
- G. Students wearing RPE must follow the facial hair policy and be clean shaven before using such equipment within the class.
- H. All course materials referenced in this document come from the student textbook, *Hazardous Materials Awareness and Operations, First or Second Edition* by Jones and Bartlett Learning (J&B). The 1<sup>st</sup> edition of the student textbook will be allowed for use during the implementation of this curriculum change. Students should be notified that a newer version of the manual is available. Departments, counties, ETAs, etc. can library books for repeated reuse by students attending these classes.

- I. Hazardous Materials Operations (HMOJB) course, students will be required to have one copy of the current edition of the Student Text (J&B manual) and copies of the required Skill Sheets per student (must remain in possession of the student throughout the entire course).
- J. Skill sheets are consistent with the objectives of the training programs as well as the Job Performance Requirements ("JPR's") contained in NFPA 472: *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.
- K. Skill sheets will be distributed by the sponsoring ETA. Lost or damaged skill sheets will be handled by the instructor and the ETA in conjunction with the PSFA.
  - a. HazMat Awareness (HMAJB) and Refresher (HMARJB) Skill Sheet: One (1) skill sheet will be distributed (See Appendix B) and required for students during the course.
  - b. HazMat Operations (HMOJB) Skill Sheets: Seven (7) skill sheets will be distributed (See Appendix C) and required for students in the course. The Hazardous Materials Identification (ERG and SDS) worksheet must be completed (See Appendix C) for students in this course.
  - c. HazMat Operations Refresher (HMORJB) Skill Sheets: Only one (1) of the Mission Specific skill sheets for the option(s) selected is required. The Hazardous Materials Identification (ERG and SDS) worksheet must be completed (See Appendix D) for students in this course.
    - 1) If using Product Control as the Mission Specific Option in the HMORJB course, only one (1) of the skill sheets that completes two or more Product Control skills is required (for example: vapor dispersion and vapor suppression using foam; or Overflow and Underflow; or diversion, diking or retention, etc.).
- L. Course Instructors of Record will only sign-off a Student's Skills Sheets if the student participates/observes the skills. Any skills missed during the Operations (HMOJB or HMORJB) class absence(s) requires the student to arrange with the instructor(s) to make-up those skills for documentation on his/her skill sheet.
- M. Some skill sheets include a column for "Performed" or "Observed". Instructors should "check off" the skill by indicating how the student performed the skill. Students must have "Performed" satisfactorily on 50% of the skills to successfully complete the course. The remaining can be observed as a member of a team. If the student has not performed the skill satisfactorily please indicate on the individual skill sheet. Remediation should occur with the student.

### **III. Procedures**

- A. The Hazardous Materials Awareness, Operations and Refresher course certificates may be used to satisfy the prerequisites for Certification Testing.
- B. All Delmar Hazardous Materials Refresher certificates will be honored within one year of the date issued. The Delmar Hazardous Materials curriculum will be removed from the local-level fire training system effective January 1, 2017.
- C. For junior members (Age 14-15), HMAJB should be taken between the 1<sup>st</sup> level (ELIS) and the 2<sup>nd</sup> level (ELFG) of the Entry Level Fire Training Curriculum.
- D. For junior members (Age 16-17) or personnel joining over 18 years of age, HMOJB can be taken between the 3<sup>rd</sup> level (ELEF) and the 4<sup>th</sup> level (ELIF) of the Entry Level Fire Training Curriculum. This ensures personnel are trained in the proper use of PPE and RPE as issued by the AHJ.

### **IV. Delegation of Program Management**

- A. The Pennsylvania State Fire Commissioner delegates ongoing management and implementation of this policy to authorized staff of the program involved unless or until withdrawn. Specific responsibilities are placed upon the Fire Academy Administrator, Assistant Administrator, the Field Supervisors, and the staff of the PA State Fire Academy.

### **V. Instructors**

- A. Suppression and Non-Suppression instructor(s) can serve as "Lead Instructor" for the Hazardous Materials Training Curriculum if they have attended the Hazardous Materials 2016 (HM16) rollout and submitted Local-level Instructor Upgrade Forms.
- B. Instructors wishing to teach in the Hazardous Materials Training Curriculum must meet the following criteria:
  - a. Be a Suppression/Non-suppression local-level instructor.
  - b. Be nationally certified as a Hazardous Materials Operations level or higher; by either National Board on Fire Service Professional Qualifications (NBFSPO) or International Fire Service Accreditation Congress (IFSAC).
  - c. Attend specific instructor development courses (train-the-trainer) or course upgrades prior to instructing.

## **VI. Authority**

Title 35 Health and Safety as amended.

## **VII. Supersedes**

This OSFC Hazardous Materials Training Curriculum Policy #2016 - 01 revised June 1, 2016 supersedes and rescinds any and all other policies and memorandums related to the Hazardous Materials (previously Delmar) Curriculum of the OSFC.

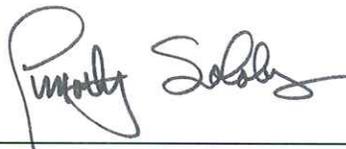
## **VIII. Duration of Instructor Policy**

This Curriculum Policy shall remain in effect until superseded or suspended.



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George M. Stapleton, Administrator  
State Fire Academy  
Office of the State Fire Commissioner



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Tim Solobay,  
State Fire Commissioner  
Office of the State Fire Commissioner

# Attachment A

# General Plan of Instruction

## General Plan of Instruction Hazardous Materials 2016 (HM16)

All courses in the Hazardous Materials Training Program prepare the student for the skill competencies required for national certification and can also be used, in whole or part, as initial and refresher training to meet federal requirements. The levels (courses) are based on the textbook *Hazardous Materials Awareness and Operations, First or Second Edition* by the Jones and Bartlett Learning (J&B).

The MSA for these programs lists the prerequisites and describes the student equipment/supplies needed for all of the sessions: Pen/pencil, Notebook, the Student textbook (if applicable) and the student skill sheets. Personal Protective Equipment (PPE) and Respiratory Protective Equipment (RPE) as issued by the Authority Having Jurisdiction (AHJ) to students will be required for some classes. A minimum level of PPE is required for all students (see Section II: Policies, subsection E, F and G). All classes will be held with a recommended class maximum of thirty students unless approved by the PSFA in conjunction with an ETA.

Hazardous Materials Course Codes	Course Title	Existing Delmar Hours	New J&B (HM16) Hours	Lecture Hours	Lab Hours
HMAJB	Hazardous Materials Awareness	4	4	3	1
HMARJB	Hazardous Materials Awareness Refresher	2	2	1	1
HMOJB	Hazardous Materials Operations	24	24	12	12
HMORJB	Hazardous Materials Operations Refresher	6	6	4	2

### General Plan of Instruction (HM16)

"Hazardous Materials Awareness" (HMAJB), is designed to provide new emergency responders (fire, rescue, emergency medical, police, etc.) with the basic knowledge, skills, and abilities to function during a hazardous materials/weapons of mass destruction (WMD) emergency. One (1) skill sheet is required. A twenty-five (25) question exam containing multiple choice questions will be administered at the conclusion of the program. These exams will be generated by the Educational Training Agency (ETA) conducting the course with the student being required to have a minimum passing score of 70% for Certificate issuance.

<b>Proposed Time</b>	<b>Content</b>	<b>Lec</b>	<b>Lab</b>
0.50	Introduction and Hazardous Materials Overview	0.50	0.00
0.75	Hazardous Materials Properties and Effects	0.75	0.00
1.50	Recognizing and Identifying the Hazards	0.50	1.00
0.50	Estimating Potential Harm and Planning a Response	0.50	0.00
0.25	Implementing the Planned Response	0.25	0.00
0.50	Summary Review and Evaluation	0.50	0.00
<b>4.00</b>		<b>3.00</b>	<b>1.00</b>

*"Hazardous Materials Awareness Refresher" (HMARJB)*, is designed as a review/ refresher for emergency responders (fire, rescue, emergency medical, police, etc.) with duties appropriate to the Awareness Level. This course will briefly review the basic knowledge, skills, and abilities to recognize and identify hazardous materials utilizing various reference sources (ERG, SDS, etc.). Test questions are optional; one (1) skill sheet is required using a hazardous materials/WMD scenario.

<b>Proposed Time</b>	<b>Content</b>	<b>Lec</b>	<b>Lab</b>
0.50	Introduction and Hazardous Materials Overview	0.50	0.00
1.00	ERG and SDS Exercise	0.00	1.00
0.50	Summary Review and Evaluation	0.50	0.00
<b>2.00</b>		<b>1.00</b>	<b>1.00</b>

*"Hazardous Materials Operations" (HMOJB)*, is designed to provide the emergency responder with the training needed to comply with the NFPA 472 Core Competencies at the Operational level. In addition, this program provides the skills for two mission specific; Personal Protective Equipment and Product Control. Seven (7) skill sheets are required. The combined Hazardous Materials Identification (ERG and SDS) worksheet is required to be completed for this Operations course. A fifty (50) question exam containing multiple-choice questions will be administered at the conclusion of the program. These questions will be generated by the Educational Training Agency conducting the course with the student being required to have a minimum passing score of 70% for the Certificate issuance.

<b>Proposed Time</b>	<b>Content</b>	<b>Lec</b>	<b>Lab</b>
1.50	Introduction and Hazardous Materials Overview	1.00	0.50
3.00	Hazardous Materials Properties and Effects	3.00	0.00
5.00	Recognizing and Identifying the Hazards	2.00	3.00
2.00	Estimating Potential Harm and Planning a Response	2.00	0.00
2.50	Implementing the Planned Response	1.00	1.50
2.00	Personal Protective Equipment	1.00	1.00
6.00	Product Control	1.00	5.00
2.00	Summary Review and Evaluation	1.00	1.00
<b>24.00</b>		<b>12.00</b>	<b>12.00</b>

*“Hazardous Materials Operations Refresher” (HMORJB)*, This program is designed as annual core refresher training for students who have taken the Hazardous Materials Operations (HMO) Level 472 course and to provide hands on opportunities to exhibit the practical skills learned as part of that program. The HMOR class will consist of a HMO Core Refresher review. The remaining hours of the class will be made up of a **minimum** of **one** of the Hazardous Materials Mission Specific competencies listed below.

These options are provided as a la carte menu selection to refresh/introduce on one of the following mission specific subject areas: (1) Air Monitoring, (2) Product Control, (3) Mass Decontamination, (4) Technical Decontamination, and (5) Victim Rescue and Recovery. Test questions are optional; one (1) skill sheet for the chosen Mission Specific Option is required. The combined Hazardous Materials Identification (ERG and SDS) worksheet is required to be completed for this refresher course. Instructors should coordinate with the requesting organization to determine which mission specific content will be instructed.

<b>Proposed Time</b>	<b>Content</b>	<b>Lec</b>	<b>Lab</b>
0.25	Registration	0.25	0.00
0.25	Introduction Review	0.25	0.00
0.50	Hazardous Materials Properties and Effects	0.50	0.00
1.00	Recognizing and Identifying Hazardous Materials	1.00	0.00
0.50	PPE and Planned Response	0.50	0.00
3.50	Choose one menu Mission Specific Option (1 thru 5) as listed above in HMORJB narrative	1.50	2.00
<b>6.00</b>		<b>4.00</b>	<b>2.00</b>

# Attachment B

PA SKILL SHEETS	NFPA JPR REFERENCE	J&B CHAPTER REFERENCE
HMA – Hazmat Awareness	<i>4.2.3, 4.4.1, 5.2.3</i>	3

## HMAJB and HMARJB Skill Sheets

	<b>Hazardous Materials Awareness</b>				
	Chapter 3 Practical Skill Drill		<b>OBJECTIVE:</b> Use the Emergency Response Guidebook (ERG)		
	Hazmat Awareness Recognizing & Identifying Hazards		<i>NFPA 472, Chapter 4 2013 Edition 4.2.3, 4.4.1, 5.2.3</i>		
Student Name:		Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario the student shall use the Department of Transportation’s Emergency Response Guidebook (ERG) to properly identify a chemical, the health and fire hazards, and actions by using the appropriate sections of the ERG to protect and isolate the scene.

**MATERIALS NEEDED:** Emergency Response Guidebook (ERG)

**Performance outcome: Students must participate in this skill**

Criteria:	Performed	
	Yes	No
1. Identifies the chemical name and/or the chemical ID number for the suspect material		
2. Look up the materials name in the appropriate section. <ul style="list-style-type: none"> <li>a. Use the yellow section to obtain information based on the chemical ID number</li> <li>b. Use the blue section to obtain information based on the alphabetical chemical name.</li> <li>c. Notes any highlights.</li> </ul>		
3. Determines the correct emergency action guide to use for the chemical identified		
4. Identifies the potential fire and explosion and /or health hazards of the chemical identified.		
5. Identifies the isolation distance and the protective actions required for the chemical identified.		
6. Identifies the emergency response actions of the chemical identified.		

Instructor Notes:	Student Notes:

# Attachment C

PA SKILL SHEETS	NFPA JPR REFERENCE	J&B CHAPTER REFERENCE
HMO - Hazardous Materials Identification Worksheet	4.2.3, 4.4.1, 5.2.3	3
HMO – Core Implement a Planned Response	5.1.2.2, 5.2.3, 5.5.2, 6.2.4.1, 6.5.4.1	4 AND 5
ICS 201 Incident Briefing Form	5.4.3	5
HMO – PPE & Respiratory Protection	6.2.1.1.1, 6.2.3.1, 6.2.4.1, 6.2.5.1	8
HMO – Absorption/Adsorption	6.6.4.1 (3)(A)(B), 6.2.4.1(3), 6.2.5.1	12
HMO –Damming Overflow & Underflow	6.6.4.1(3)(C), 6.2.4.1(3), 6.2.5.1	12
HMO – Vapor Suppression & Dispersion	6.6.4.1(1)(3)(H)(I)(J), 6.2.4.1(3), 6.2.5.1	12
HMO – Diversion, Diking & Retention	6.6.4.1(1)(3)(D)(F)(G), 6.2.4.1(3), 6.2.5.1	12
HMO – Dilution	6.6.4.1(1)(3)(E), 6.2.4.1(3), 6.2.5.1	12

## HMOJB Skill Sheets and HazMat Identification Worksheet



# HAZARDOUS MATERIALS OPERATIONS REFRESHER IDENTIFICATION WORKSHEET

## EMERGENCY RESPONSE GUIDEBOOK (ERG)

PRODUCT NAME: \_\_\_\_\_

UN ID#: \_\_\_\_\_

ERG GUIDE NUMBER: \_\_\_\_\_

PRIMARY HAZARD: \_\_\_\_\_

SECONDARY HAZARD: \_\_\_\_\_

PROTECTIVE ACTION DISTANCE: \_\_\_\_\_

EVACUATION DISTANCE: \_\_\_\_\_

PPE RECOMMENDATIONS: \_\_\_\_\_

## SAFETY DATA SHEETS (SDS)

SYNONYMS: \_\_\_\_\_

CAS No.: \_\_\_\_\_

PRIMARY HAZARD: \_\_\_\_\_

SECONDARY HAZARD: \_\_\_\_\_

ROUTE OF EXPOSURE HAZARDS: \_\_\_\_\_

DECONTAMINATION METHODS: \_\_\_\_\_

FLASH POINT: \_\_\_\_\_ LEL: \_\_\_\_\_ UEL: \_\_\_\_\_ IGNITION TEMPERATURE: \_\_\_\_\_

EXTINGUISHMENT METHODS: \_\_\_\_\_

SPILL CONTROL METHODS: \_\_\_\_\_

PPE RECOMMENDATIONS: \_\_\_\_\_

COLOR: \_\_\_\_\_ ODOR: \_\_\_\_\_ pH: \_\_\_\_\_

SPECIFIC GRAVITY: \_\_\_\_\_ VAPOR DENSITY: \_\_\_\_\_

BOILING POINT: \_\_\_\_\_ VAPOR PRESSURE: \_\_\_\_\_ SOLUBILITY: \_\_\_\_\_

CHEMICAL REACTIVITY: \_\_\_\_\_

UN HAZARD CLASS: \_\_\_\_\_ UN ID#: \_\_\_\_\_

NFPA 704 DIAMOND SYSTEM RATINGS: HEALTH \_\_\_\_\_ FIRE \_\_\_\_\_ REACTIVITY \_\_\_\_\_

SPECIAL HAZARDS/SPECIAL INFORMATION: \_\_\_\_\_

	<b>Hazardous Materials Operations</b>			
	Chapter 4 and 5 Planning a Response	<b>OBJECTIVE:</b> Implement Planned Response		
	Hazmat Operations: Core	<i>NFPA 472 Chapter 5 and 6 2013 Edition 5.1.2.2, 5.2.3, 5.5.2, 6.2.4.1, 6.5.4.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario and incident action plan involving a hazardous materials and/or WMD materials, the student will establish ICS, interpret information and implement a response to include the following tasks: scene control, emergency decontamination and evidence preservation.

**MATERIALS NEEDED:** ICS 201 Form, PPE, Emergency Decontamination Equipment

**Performance outcome: Students must participate in this skill to receive credit for this course**

Criteria:	Performed	
	Yes	No
1. Establishes Control Zone a. physically secures site b. denies entry through use of barrier tape, barricades or posting of personnel c. control efforts: considers wind direction, water spray and run off		
2. Implements and communicates at all levels of the established ICS		
3. Establishes Emergency Decontamination a. properly instruct victim to the proper location b. instructs victim to position themselves properly in order to complete emergency decon. c. student set nozzle to a low flow and narrow fog d. holds nozzle above victims head		
4. Student records data on document provided; a. identifies evidence/possible evidence b. was evidence moved, if moved how, why and where c. was evidence disturbed, if so how? d. document personnel/activities associated with incident		

Instructor Notes:	Student Notes:

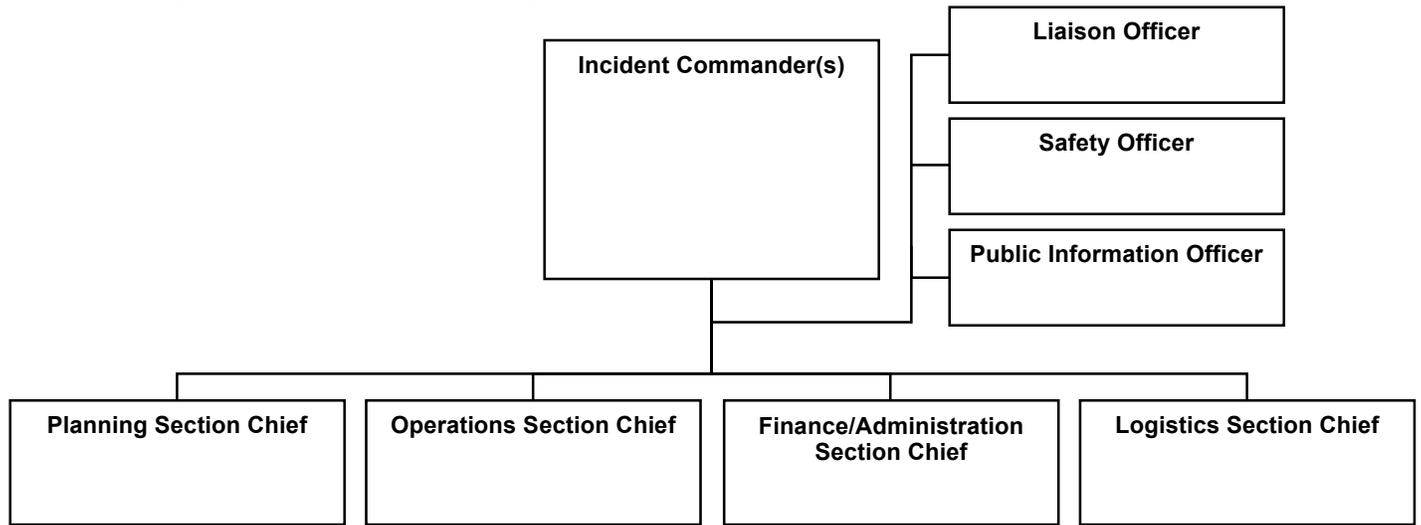




# INCIDENT BRIEFING (ICS 201)

<b>1. Incident Name:</b>	<b>2. Incident Number:</b>	<b>3. Date/Time Initiated:</b> Date: _____ Time: _____
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**9. Current Organization** (fill in additional organization as appropriate):



<b>6. Prepared by: Name:</b> _____	<b>Position/Title:</b> _____	<b>Signature:</b> _____
<b>ICS 201, Page 3</b>	<b>Date/Time:</b> _____	



## ICS 201 Incident Briefing

**Purpose.** The Incident Briefing (ICS 201) provides the Incident Commander (and the Command and General Staffs) with basic information regarding the incident situation and the resources allocated to the incident. In addition to a briefing document, the ICS 201 also serves as an initial action worksheet. It serves as a permanent record of the initial response to the incident.

**Preparation.** The briefing form is prepared by the Incident Commander for presentation to the incoming Incident Commander along with a more detailed oral briefing.

**Distribution.** Ideally, the ICS 201 is duplicated and distributed before the initial briefing of the Command and General Staffs or other responders as appropriate. The “Map/Sketch” and “Current and Planned Actions, Strategies, and Tactics” sections (pages 1–2) of the briefing form are given to the Situation Unit, while the “Current Organization” and “Resource Summary” sections (pages 3–4) are given to the Resources Unit.

### Notes:

- The ICS 201 can serve as part of the initial Incident Action Plan (IAP).
- If additional pages are needed for any form page, use a blank ICS 201 and repaginate as needed.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Incident Number</b>	Enter the number assigned to the incident.
3	<b>Date/Time Initiated</b> <ul style="list-style-type: none"> <li>• Date, Time</li> </ul>	Enter date initiated (month/day/year) and time initiated (using the 24-hour clock).
4	<b>Map/Sketch</b> (include sketch showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment)	Show perimeter and other graphics depicting situational status, resource assignments, incident facilities, and other special information on a map/sketch or with attached maps. Utilize commonly accepted ICS map symbology.  If specific geospatial reference points are needed about the incident’s location or area outside the ICS organization at the incident, that information should be submitted on the Incident Status Summary (ICS 209).  North should be at the top of page unless noted otherwise.
5	<b>Situation Summary and Health and Safety Briefing</b> (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.	Self-explanatory.
6	<b>Prepared by</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Position/Title</li> <li>• Signature</li> <li>• Date/Time</li> </ul>	Enter the name, ICS position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).
7	<b>Current and Planned Objectives</b>	Enter the objectives used on the incident and note any specific problem areas.

Block Number	Block Title	Instructions
8	<b>Current and Planned Actions, Strategies, and Tactics</b> <ul style="list-style-type: none"> <li>• Time</li> <li>• Actions</li> </ul>	Enter the current and planned actions, strategies and tactics, and time they may or did occur to attain the objectives. If additional pages are needed, use a blank sheet or another ICS 201 (Page 2), and adjust page numbers accordingly.
9	<b>Current Organization</b> (fill in additional organization as appropriate) <ul style="list-style-type: none"> <li>• Incident Commander(s)</li> <li>• Liaison Officer</li> <li>• Safety Officer</li> <li>• Public Information Officer</li> <li>• Planning Section Chief</li> <li>• Operations Section Chief</li> <li>• Finance/Administration Section Chief</li> <li>• Logistics Section Chief</li> </ul>	<ul style="list-style-type: none"> <li>• Enter on the organization chart the names of the individuals assigned to each position.</li> <li>• Modify the chart as necessary, and add any lines/spaces needed for Command Staff Assistants, Agency Representatives, and the organization of each of the General Staff Sections.</li> <li>• If Unified Command is being used, split the Incident Commander box.</li> <li>• Indicate agency for each of the Incident Commanders listed if Unified Command is being used.</li> </ul>
10	<b>Resource Summary</b>	Enter the following information about the resources allocated to the incident. If additional pages are needed, use a blank sheet or another ICS 201 (Page 4), and adjust page numbers accordingly.
	<ul style="list-style-type: none"> <li>• Resource</li> </ul>	Enter the number and appropriate category, kind, or type of resource ordered.
	<ul style="list-style-type: none"> <li>• Resource Identifier</li> </ul>	Enter the relevant agency designator and/or resource designator (if any).
	<ul style="list-style-type: none"> <li>• Date/Time Ordered</li> </ul>	Enter the date (month/day/year) and time (24-hour clock) the resource was ordered.
	<ul style="list-style-type: none"> <li>• ETA</li> </ul>	Enter the estimated time of arrival (ETA) to the incident (use 24-hour clock).
	<ul style="list-style-type: none"> <li>• Arrived</li> </ul>	Enter an "X" or a checkmark upon arrival to the incident.
	<ul style="list-style-type: none"> <li>• Notes (location/assignment/status)</li> </ul>	Enter notes such as the assigned location of the resource and/or the actual assignment and status.

	<b>Hazardous Materials Operations</b>			
	Chapter 8 PPE Practical Skill	<b>OBJECTIVE:</b> Select, don, work in and doff PPE including respiratory protection		
	Hazmat Operations: PPE & Respiratory Protection	<i>NFPA 472 Chapter 6 2013 Edition 6.2.1.1.1, 6.2.3.1, 6.2.4.1, 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario involving hazardous materials and/or WMD, the student will demonstrate the ability to select, don, work in and doff Personal Protective Equipment (PPE) including Respiratory Protection Equipment (RPE) as provided by the AHJ.

**MATERIALS NEEDED:** Complete Set of PPE required as issued by the AHJ, and RPE (if applicable).

**SAFETY:** Always ensure student safety while conducting practical exercises.

**Performance outcome: Students must participate in this skill**

Criteria:	Performed	
	Yes	No
1. Student selects and dons PPE: If no PPE, document in Instructor notes below <input type="checkbox"/> Level A <input type="checkbox"/> Level B <input type="checkbox"/> Level C <input type="checkbox"/> Level D a. all closures and straps are secured b. hand, eye and foot protection in place c. helmet with chin strap in place/hard hat secured		
2. Student selects/dons RPE: <b>NOTE:</b> If no RPE, document in Instructor Notes below <input type="checkbox"/> SCBA <input type="checkbox"/> SAR <input type="checkbox"/> PAPR <input type="checkbox"/> APR <input type="checkbox"/> Other _____ a. face piece secured (if applicable) b. check for seal, confirms exhalation valve operations (if applicable) c. connects to regulator/air source/power source (if applicable)		
3. Student Doffs PPE/RPE a. respiratory protection equipment b. opens all closures and straps c. removes hand and foot protection and PPE e. disconnects respiratory protection properly		
4. Student completes inspection of PPE/RPE prior to storage (returning to service)		
5. Student documents abnormal findings during inspection utilizing appropriate forms/reporting procedures.		

<b>Instructor Notes:</b>	<b>Student Notes:</b>

	<b>Hazardous Materials Operations</b>			
	Chapter 12 Product Control	<b>OBJECTIVE:</b> Demonstrate proper control activities of Absorption & Adsorption		
	Hazmat Operations: Adsorption & Adsorption	<i>NFPA 472 Chapter 6 2013 Edition, 6.6.4.1(3)(a)(b), 6.2.4.1(3), 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario involving hazardous materials and/or WMD the student, while wearing PPE and RPE provided by the AJH will demonstrate the proper use of absorbent and adsorbent materials.

**MATERIALS NEEDED** PPE, absorbent & adsorbent materials, pads and booms, shovel, broom and containment container/bucket.

**SAFETY:** Always ensure student safety while conducting practical exercises.

**Performance outcome: Students must participate in one of the skills to receive credit for the course.**

Criteria:	Performed	
Absorption: <input type="checkbox"/> Performed <input type="checkbox"/> Observed	Yes	No
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper <i>absorption</i> material for the identified hazardous material. Check material used: ___ sand ___ soil ___ spill pads ___ vermiculite		
3. Properly places the <i>absorbent</i> materials on the spill with minimal disruption to the spill.		
4. Waits for the <i>absorbent</i> material to absorb as much as practical		
5. Removes absorbent material and places in a container provided		
Adsorption: <input type="checkbox"/> Performed <input type="checkbox"/> Observed	Yes	No
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper <i>adsorption</i> material for the identified hazardous material. Check material used: ___ sand ___ soil ___ spill pads ___ vermiculite		
3. Properly places the <i>adsorbent</i> materials on the spill with minimal disruption to the spill.		
4. Waits for the <i>adsorbent</i> material to absorb as much as practical		
5. Removes <i>adsorbent</i> material and places in a container provided		

Instructor Notes:	Student Notes:

	<b>Hazardous Materials Operations</b>			
	Chapter 12 Product Control	<b>OBJECTIVE:</b> Demonstrate the Construction of an Overflow and Underflow Dam		
	Hazmat Operations: Overflow & Underflow Dam	<i>NFPA 472 Chapter 6 2013 Edition 6.6.4.1(3)(c), 6.2.4.1(3), 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario, involving hazardous materials and/or WMD appropriate tools and equipment the student while wearing PPE provided by the AJH will construct an Underflow and/or Overflow dam.

**MATERIALS NEEDED:** PPE, damming tools and equipment such as plastic pipe, sand, sandbags, booms, and shovels.

**SAFETY:** Always ensure student safety while conducting practical exercises.

**Performance outcome: Students must participate in one of the skills to receive credit for the course.**

<b>Criteria:</b>	<b>Performed</b>	
	<b>Yes</b>	<b>No</b>
<b>Overflow Dam:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper size and amount of pipe and places pipe(s) in proper location (horizontally on top of the dam).		
3. Size and amount of pipe adequately handles amount of water flow without allowing the heavier than water material to pass through the pipes.		
<b>Underflow Dam:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper size and amount of pipe, places pipe(s) in proper location (20 to 30 degree angle on top of the dam).		
3. Size and amount of pipe adequately handles amount of water flow underneath the lighter than water liquid		

<b>Instructor Notes:</b>	<b>Student Notes:</b>

	<b>Hazardous Materials Operations</b>			
	Chapter 12 Product Control	<b>OBJECTIVE:</b> Demonstrate proper control activities of Diversion, Diking and Retention		
Hazmat Operations: Diversion, Diking & Retention	<i>NFPA 472 Chapter 6 2013 Edition 6.6.4.1(1), (3)(d)(f)(g), 6.2.4.1(3), 6.2.5.1</i>			
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario involving hazardous materials and/or WMD the student while wearing PPE and RPE provided by the AJH, will demonstrate the following (students will change positions and repeat the evolution): 1. Divert the flow of materials to a safe location. 2. Construct a dike around a leaking container. 3. Construct a retention device to keep hazardous material from flowing into a storm sewer drain.

**MATERIALS NEEDED:** PPE, shovels, containment container, retention, diverting and diking materials (such as sand, sandbags and plastic sheeting).

**SAFETY:** Always ensure student safety while conducting practical exercises.

**Performance outcome: Students must participate in one of the skills to receive credit for the course.**

Criteria:	Performed	
	Yes	No
<b>Diversion:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper diverting material and constructs a diversion device with materials provided		
3. Stay out of product flow.		
4. Monitor diversion channel to ensure integrity and the flow of material is properly diverted to a safe location. The size and angle adequately handles flow.		
<b>Diking:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper diking material and with the materials provided constructs a dike or series of dikes depending on the product.		
3. Places dike in proper location and stays out of product flow		
4. Monitor dike to ensure the size and amount of diking material adequately handles amount of hazardous material flow.		
<b>Retention:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Selects proper retention material with the materials provided		
3. Constructs a retention device with materials provided <ul style="list-style-type: none"> <li>a. material is stopped from flowing into the storm sewer drain</li> <li>b. stays out of product flow</li> </ul>		
4. Monitor retention system to ensure the size and amount of retention material adequately handles amount of hazardous material flow.		

	<b>Hazardous Materials Operations</b>			
	Chapter 12 Product Control	<b>OBJECTIVE:</b> Demonstrate proper control activities of Diversion, Diking and Retention		
	Hazmat Operations: Diversion, Diking & Retention	<i>NFPA 472 Chapter 6 2013 Edition 6.6.4.1(1), (3)(d)(f)(g), 6.2.4.1(3), 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

Instructor Notes:	Student Notes:

	<b>Hazardous Materials Operations</b>			
	Chapter 12 Product Control	<b>OBJECTIVE:</b> Demonstrate proper control activities of Vapor Dispersion & Suppression		
	Hazmat Operations: Vapor Dispersion & Suppression	<i>NFPA 472 Chapter 6 2013 Edition 6.6.4.1(1), (3)(h)(i)(j), 6.2.4.1(3), 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario involving hazardous materials and/or WMD the student, while wearing PPE and RPE as provided by the AJH will demonstrate the following (students will change positions and repeat the evolution): 1. Proper application of vapor suppressing agent/foam on a hazardous materials spill. 2. Proper control activities of vapor dispersion using a hose line and shut off remote valve of a leaking cylinder.

**MATERIALS NEEDED:** PPE, foam agent, foam application equipment, hose line & nozzles, and cylinder prop.

**SAFETY:** Students operating hoseline and nozzle must have appropriate PPE and RPE.

**Performance outcome: Students must participate in one of the skills to receive credit for the course.**

<b>Criteria:</b>	<b>Performed</b>	
	<b>Yes</b>	<b>No</b>
<b>Vapor Suppression:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Team properly assembles a foam delivery system (verify is properly proportioned)		
3. Applies appropriate type of foam and utilizes appropriate application technique to apply foam from a safe distance to suppress vapors. <input type="checkbox"/> Rain Down method <input type="checkbox"/> Roll In method <input type="checkbox"/> Bounce Off method		
4. Monitor the environment until the vapors have been adequately suppressed.		
<b>Vapor Dispersion:</b> <input type="checkbox"/> Performed <input type="checkbox"/> Observed		
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Student selects appropriate hose line and nozzle.		
3. Advancement of hose line utilizing a fog pattern to disperse vapors to a safe area.		
4. Team maintains control of hose line at all times		
5. Monitor the dispersion for changes in conditions		

<b>Instructor Notes:</b>	<b>Student Notes:</b>

	<b>Hazardous Materials Operations</b>			
	Chapter 12 Product Control	<b>OBJECTIVE:</b> Demonstrate proper control activities of Dilution		
	Hazmat Operations: Dilution	<i>NFPA 472 Chapter 6 2013 Edition 6.6.4.1(1)(3)(e), 6.2.4.1(3), 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**INSTRUCTIONS:** Given a scenario involving hazardous materials and/or WMD the student, while wearing PPE and RPE provided by the AJH will demonstrate dilution of a spill.

**MATERIALS NEEDED:** PPE, water (or hoseline where applicable), and pH paper,

**SAFETY:** Always ensure student safety while conducting practical exercises.

**Performance outcome: Students must participate in this skill**

Criteria:	Performed	
	Yes	No
1. Establishes Control Zone (control efforts: considers wind direction, water spray and run off)		
2. Identifies the materials as one that can be diluted with water		
3. Determines if the amount of the spill can be effectively diluted		
4. Dilutes with an adequate amount of water to reduce the hazards as much as practical. <ul style="list-style-type: none"> <li>a. add small amounts of water from a distance to dilute the product</li> <li>b. ensure the water used will not overflow and affect other product control activities.</li> </ul>		
5. Check the pH periodically during operations <ul style="list-style-type: none"> <li>a. request the spill area be tested for adequate reduction of the hazardous material.</li> </ul>		

Instructor Notes:	Student Notes:

# Attachment D

PA SKILL SHEETS	NFPA JPR REFERENCE	J&B CHAPTER REFERENCE
HMOR – Mission Specific: Technical Decontamination	6.2.4.1(3)(4), 6.4.4.1, 6.4.4.2 (1)(2), 6.2.5.1, 6.4.6.1	9
HMOR – Mission Specific: Air Monitoring and Sampling	6.7.3.3, 6.7.4.1, 6.2.4.1(3), 6.7.3.1, 6.2.5.1	15
HMOR – Mission Specific: Mass Decontamination	6.3.3.2(4)(5), 6.3.4.1, 6.3.4.2, 6.2.4.1(3), 6.2.5.1, 6.3.6.1	10
HMOR – Mission Specific: Victim Rescue and Recovery	6.8.4.1	13
HMOR - Hazardous Materials Identification Worksheet	4.2.3, 4.4.1, 5.2.3	3
HMOR – Mission Specific: Product Control (complete one of the following skill sheets on Page 23, 24, 25, 26 or 28)	<i>(See HMOJB Skill Sheets for NFPA JPR Reference)</i>	12

# HMORJB Skill Sheets and HazMat Identification Worksheet

	<b>Hazardous Materials Operations</b>			
	Chapter 9 Technical Decontamination	<b>OBJECTIVE:</b> Perform Technical Decontamination as a Responder		
	Hazmat Operations: Mission Specific – Technical Decontamination	<i>NFPA 472 Chapter 6 2013 Edition</i> 6.2.4.1 (3)(4), 6.4.4.1, 6.4.4.2 (1)(2), 6.2.5.1, 6.4.6.1		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**Instructions:** Given a scenario involving hazardous materials and/or WMD and a contaminated person, the student will demonstrate the ability to select, don, work in and doff PPE including RPE provided by the AHJ to provide appropriate technical decontamination of the contaminated person.

**Materials Needed:** PPE as provided by the AHJ and decontamination equipment (collection basins, portable sprayers, hoselines, water source, sponges, buckets, long & short handled scrub brushes, and tarps).

**Safety:** Only students with proper PPE/RPE will assist with Gross Decon and Wash Station

<b>Criteria:</b>	<b>Performed</b>	
	<b>Yes</b>	<b>No</b>
1. Student establishes ICS and Control Zones (hot, warm, cold)		
2. Student selects appropriate PPE for decontamination team.		
3. Student assisted with preparation, layout and set up of decontamination line.		
4. Student functioned as a decon sector member and performed technical decon Appropriately. Instructs the contaminated person through the following steps: <ul style="list-style-type: none"> <li>a. Tool Drop</li> <li>b. Gross decon, to move to wash stations</li> <li>c. Wash Station</li> <li>d. Remove PPE (respiratory last)</li> <li>e. Remove personal clothing and decontamination</li> <li>f. Rehabilitation for medical monitoring</li> </ul>		
5. Students demonstrated the ability to perform decontamination role Check appropriate role: ___ Washer/Rinser ___ Assist with Doffing		
6. Student completes inspection of PPE prior to storage (returning to service)		
7. Student documents abnormal findings during inspection utilizing appropriate forms and reporting procedures.		

<b>Instructor Notes:</b>	<b>Student Notes:</b>

<b>Hazardous Materials Operations</b>				
	<b>Chapter 15</b> Air Monitoring and Sampling	<b>OBJECTIVE:</b> Perform Atmospheric Monitoring and Sampling Utilizing Appropriate Equipment and Procedures		
	Hazmat Operations: Mission Specific – Air Monitoring & Sampling	<i>NFPA 472 Chapter 6 2013 Edition</i> <i>6.7.3.3, 6.7.4.1, 6.2.4.1(3), 6.7.3.1, 6.2.5.1</i>		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**Instructions:** Given a scenario involving hazardous materials and/or WMD, the student will demonstrate the ability to perform air monitoring and sampling utilizing appropriate detecting or monitoring equipment for solid, liquid or gaseous materials, demonstrate the field test and operation of each device and interpret the readings based on local procedure

**Materials Needed:** PPE issued by the AHJ and a variety of meters/detectors (colormetric tubes, multi-gas meter, PID (photo-ionization detector), combustible gas indicator (CGI), carbon monoxide detector, pH paper, Chemical Test Strips, Specialized Detection Devices, Radiation Detection Devices, Personal Dosimeters).

<b>Criteria:</b>	<b>Performed</b>	
	<b>Yes</b>	<b>No</b>
<b>Use and Field Maintenance of Monitoring Device</b>		
1. Monitoring Device: _____ a. Student properly operated device b. Student demonstrated basic field maintenance of device c. demonstrated field calibration procedure of device d. demonstrated field testing of device e. properly interpret readings		
2. Monitoring Device: _____ a. Student properly operated device b. Student demonstrated basic field maintenance of device c. demonstrated field calibration procedure of device d. demonstrated field testing of device e. properly interpret readings		

<b>Instructor Notes:</b>	<b>Student Notes:</b>

	<b>Hazardous Materials Operations</b>			
	Chapter 10 Mass Decontamination	<b>OBJECTIVE:</b> Demonstrate the Setup & Use of Mass Decontamination for Ambulatory and Non-Ambulatory Victims		
	Hazmat Operations: Mission Specific – Mass Decontamination	<i>NFPA 472 Chapter 6 2013 Edition</i> 6.3.3.2(4)(5), 6.3.4.1, 6.3.4.2, 6.2.4.1(3), 6.2.5.1, 6.3.6.1		
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**Instructions:** Given a scenario involving hazardous materials and/or WMD, the student will demonstrate the ability to set up and implement mass decontamination operations for ambulatory and non-ambulatory victims and complete the appropriate documentation.

**Materials Needed:** Complete set of Personal Protective Equipment as issued by the AHJ, water source, fire apparatus, mass decontamination tent/equipment for non-ambulatory victims and documents for reporting.

Criteria:	Performed	
	Yes	No
1. Establishes ICS and Control Zones (physically secures site, denies entry through use of barrier tape, barricades or other means).		
2. Students sets up appropriate type of mass decontamination system based on the type of apparatus, equipment, and/or system available.		
Mass Decontamination of Ambulatory Victims		
3. Student/team establishes mass decontamination system for ambulatory victims ___ sets up the apparatus and/or available system appropriately ___ sets nozzle to appropriate pattern and pressure ___ properly instructs the victim out of the hot zone and into the mass decon area ___ flushes contaminates from victim ___ triages victim and directs to appropriate area for medical evaluation and/or treatment		
Mass Decontamination of Non-Ambulatory Victims		
4. Student/team establishes mass decontamination system for non-ambulatory victims ___ sets up the apparatus and/or available system appropriately ___ selects and uses specialized rescue equipment to evacuate victim from hot zone into the mass decontamination area ___ flushes contaminates from victim while moving victim through decontamination corridor ___ triages victim and transports to appropriate area for medical evaluation and/or treatment		
5. Students completes the appropriate reporting forms detailing all decontamination activities		

<b>Instructor Notes:</b>	<b>Student Notes:</b>

	<b>Hazardous Materials Operations</b>			
	Chapter 13 Victim Recovery	<b>OBJECTIVE:</b> Demonstrate Safe and Effective Methods for Victim Rescue and Recovery		
Hazmat Operations: Mission Specific – Victim Recovery	<i>NFPA 472 Chapter 6 2013 Edition 6.8.4.1</i>			
Student Name:	Date:	PASS (X)	FAIL (X)	Instructor Signature:

**Instructions:** Given a scenario involving hazardous materials and/or WMD, the student will select and use the following to safely and effectively perform the different methods of victim rescue and recovery.

**Materials Needed:** Complete Set of Personal Protective Equipment (rope/webbing, backboards, stretcher, rescue sled, wheeled victim litter and blankets).

Criteria:	Performed	
	Yes	No
<b>Walking Assist</b>		
1. <input type="checkbox"/> <b>One Person</b> <input type="checkbox"/> <b>Two Person</b> (Choose One) a. Student/Students help victim to standing position. b. Student/ slowly assist the victim to walk with coordinated movement to safe area.		
<b>Perform A Carry ((At minimum student must pick and perform two carries)</b>		
2. <input type="checkbox"/> <b>Cradle –in-Arms Carry</b> OR <input type="checkbox"/> <b>Two Person Extremity Carry</b> OR <input type="checkbox"/> <b>Two Person Seat Carry</b> <input type="checkbox"/> <b>Two Person Chair Carry</b> a. Students assist victim to sitting position. b. Students select and uses appropriate carry to safe area.		
<b>Perform a Drag ((At a minimum students must pick and perform two drags with and without equipment)</b>		
3. <input type="checkbox"/> <b>Blanket Drag</b> OR <input type="checkbox"/> <b>Webbing Sling Drag</b> <input type="checkbox"/> <b>One Person Emergency Drag</b> OR <input type="checkbox"/> <b>Clothes Drag</b> OR <input type="checkbox"/> <b>Standing Drag</b> OR <input type="checkbox"/> <b>Fire Fighter Drag</b> a. Student position themselves and victim appropriately. b. Student performs drag appropriately and removes victim to a safe area.		
<b>Performing a Long Backboard Rescue</b>		
4. Students will demonstrate a long backboard rescue a. stabilizes victim c-spine manually b. coordinates movement so victim body remains in alignment (in-line neutral position) c. selects and positions immobilization device appropriately d. properly positions and secures victim to a spinal stabilization device and/or transfer device		

<b>Instructor Notes:</b>	<b>Student Notes:</b>



# HAZARDOUS MATERIALS OPERATIONS REFRESHER IDENTIFICATION WORKSHEET

## EMERGENCY RESPONSE GUIDEBOOK (ERG)

PRODUCT NAME: \_\_\_\_\_

UN ID#: \_\_\_\_\_

ERG GUIDE NUMBER: \_\_\_\_\_

PRIMARY HAZARD: \_\_\_\_\_

SECONDARY HAZARD: \_\_\_\_\_

PROTECTIVE ACTION DISTANCE: \_\_\_\_\_

EVACUATION DISTANCE: \_\_\_\_\_

PPE RECOMMENDATIONS: \_\_\_\_\_

## SAFETY DATA SHEETS (SDS)

SYNONYMS: \_\_\_\_\_

CAS No.: \_\_\_\_\_

PRIMARY HAZARD: \_\_\_\_\_

SECONDARY HAZARD: \_\_\_\_\_

ROUTE OF EXPOSURE HAZARDS: \_\_\_\_\_

\_\_\_\_\_

DECONTAMINATION METHODS: \_\_\_\_\_

FLASH POINT: \_\_\_\_\_ LEL: \_\_\_\_\_ UEL: \_\_\_\_\_ IGNITION TEMPERATURE: \_\_\_\_\_

EXTINGUISHMENT METHODS: \_\_\_\_\_

SPILL CONTROL METHODS: \_\_\_\_\_

PPE RECOMMENDATIONS: \_\_\_\_\_

\_\_\_\_\_

COLOR: \_\_\_\_\_ ODOR: \_\_\_\_\_ pH: \_\_\_\_\_

SPECIFIC GRAVITY: \_\_\_\_\_ VAPOR DENSITY: \_\_\_\_\_

BOILING POINT: \_\_\_\_\_ VAPOR PRESSURE: \_\_\_\_\_ SOLUBILITY: \_\_\_\_\_

CHEMICAL REACTIVITY: \_\_\_\_\_

UN HAZARD CLASS: \_\_\_\_\_ UN ID#: \_\_\_\_\_

NFPA 704 DIAMOND SYSTEM RATINGS: HEALTH \_\_\_\_\_ FIRE \_\_\_\_\_ REACTIVITY \_\_\_\_\_

SPECIAL HAZARDS/SPECIAL INFORMATION: \_\_\_\_\_