



**Department of Homeland Security
Federal Emergency Management Agency
United States Fire Administration
National Urban Search and Rescue Response System
Weapons of Mass Destruction**

FOREWORD

The Federal Emergency Management Agency (FEMA), established in 1979, now in the Department of Homeland Security (DHS), focuses federal efforts on preparedness for, mitigation of, response to, and recovery from emergencies encompassing the full range of natural and man-made disasters.

Under the Federal Response Plan (FRP), the Federal Emergency Management Agency (FEMA) is responsible for providing federal urban search and rescue assistance to state and local governments during federally declared emergencies or disasters. The FEMA Urban Search and Rescue (US&R) mission is to assist local governments in locating, stabilizing, and extricating victims of structural collapse incidents. To perform this mission, a large number of functional specialty skills are required and are integrated into a National US&R Task Force organization.

Under the auspices of the United States Fire Administration (USFA) and FEMA, the National US&R System is developing a program of preparedness that will enable all US&R Task Forces to conduct collapsed structure rescues in an environment contaminated by a Weapon of Mass Destruction (WMD). This preparedness program includes training, specialized equipment, and procedures for responding to a WMD incident.

Three training courses of this nature were delivered in 2001. Now, in the aftermath of the events of September 11, 2001, and the experience from the 2002 Winter Olympic Games, the US&R WMD Enhanced Operations Course has been revised.



ACKNOWLEDGEMENT

This course was prepared with the help, advice, and assistance of personnel from many local, state, and federal agencies. Materials were drawn from previously published documents. Most of the course materials were extracted from both the Federal Emergency Management Agency, United States Fire Administration's Emergency Response to Terrorism courses and the personal experiences of many task force members.

Many experts willingly gave of their expertise to make this course a success. Special thanks go to Mark Piland, Virginia TF2, and Jim Sowder, Texas TF1.

Additional assistance came from Chris Hawley, Gregory G. Noll, and Michael S. Hildebrand, authors of the Interagency OPSEC Support Staff monograph *Operations Security for Public Safety Agencies* as extracted from their textbook, *Special Operations for Terrorism and HazMat Crimes*®, Oklahoma State University Fire Protection Publications.



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USING THIS MANUAL

You should instruct the course materials to the students as it appears in the text. Please do not alter the content, as this course is a nationally taught program. You, however, may add a few Task Force (TF) specific slides such as the names of the TF Leaders, points-of-contact, and TF telephone numbers. You may even replace photographs with photos of your TF as long as the content remains the same.

This course calls for 16 hours, or two days of training. The course consists of four modules and many hands-on activities, and an examination at the conclusion of each module. The time line is designed to allow training within a two-day period. However, each module may be taught separately. Modules 1 and 2 may be taught at any time. We suggest Module 3 be taught prior to Module 4. Module 4 is the most time-consuming activity because it necessitates setting up the decontamination corridor. All students should attend instruction for each module before taking the examination. The hands-on training and written examinations are critical elements of the course.

The Testing Checklist is provided for use in this course by the task forces. Give each TF member a checklist at the beginning of training. This is a ready reference with which to track each student's completion of critical training tasks. The Testing Checklist contains a list of all four modules' examinations, equipment with which that TF members must be trained in the hands-on activities, and the hands-on activities of setting up and operating a decon corridor. The TF should maintain a copy of the Testing Checklist in the training files.

If the instruction for this course is spread out over several weeks, you can collect the Testing Checklists from the TF members so as to keep track of each student's training.

The Instructor Guide (IG) is formatted in two columns. The smaller column on the right includes thumbnails of the slide that should be displayed on the screen at any given point during instruction. Below the slide or somewhere in the right column (without a slide), in *Italic* type, is a Student Manual page reference. Examples are *SM 0-1*, *SM 2-3*, and *SM 4-43*.

The SM contains a set of the instructional slides at the beginning of each module for student note taking purposes. Additionally, the SM provides as well an extra wide outside margin on each page also for note taking. The students have a choice of following along the instruction with either the slides or the text in the SM.

The schedule noted at the beginning of each module is for reference purposes only. It allows the instructor to get a feel for the amount of material presented and acts as an aid to managing time in the course.



The balance of the material consists of presentation narrative and boxed material. The boxed material serves two purposes. Materials that contain directive statements should be regarded as instructions for the instructor to follow at that point in the course.

Example:

INSTRUCTOR NOTE:

Ask students to suggest appropriate shielding from this type of agent.

Other material will simply provide you with additional information and background data that may be presented or utilized so as to answer student questions at the instructor's option.

Example:

INSTRUCTOR NOTE:

During the operation, personnel collected samples to determine if the explosive was used as a method of disseminating biological, chemical or radiological materials. None were discovered in either field or laboratory analysis.

The instruction includes several student activities. Some of the activities in this course are configured for small groups. It is recommended that groups be assigned by the instructor either at the opening of the course or at the first small group activity (Module 2 Activity). It is also recommended that groups be as diverse as possible, with representation from multiple agencies and specialties.

Module 3 involves mostly hands-on training with the respiratory equipment and chemical protective equipment found within the WMD equipment cache. All TF members need to become familiar with this equipment. Also, all personnel need to become familiar with helping the Haz Mat Specialist dress in Level A Personal Protective Equipment (PPE). Fit testing of all respiratory equipment on all TF members is NOT part of this training. Fit testing must be accomplished in accordance with each task force requirements. Make sure the students know fit testing must be done prior to deployment.

Part of Module 3 requires students to operate in their appropriate PPE. While many students know what it is like to work in PPE, there will be those who have not worked in the TF's equipment. All students need to practice. This activity, operating while in PPE, can be something as simple as walking around the training area for 30 minutes, building shoring, moving shoring from one location to another, washing any and all fire apparatuses found on site, or taking the written examination. You need to select which activity is best for the TF.



The final module involves establishing a decon corridor. The round-robin method of instruction allows for all US&R members to practice with each piece of equipment before establishing the decon corridor. You have the option having all students pass through the decon corridor. In that case, ensure there are plastic bags to protect clothing and personnel effects. You may want to tell the students to bring a second set of clothing.

Each module has a written examination for the your use. The instructions ask the students to write their names, the date, and their agencies in the blanks provided. The instructions ask them to circle the correct answers on the examination itself. The TF is responsible for making copies of the examination.





COURSE GOALS

The overall goal of this training program is to assist Urban Search and Rescue Task Force members who may respond to a possible terrorist incident scene to:

- Protect themselves effectively from potential dangers in all categories of B-NICE;
- Perform US&R tasks effectively in a situation which combines the elements of a hazardous materials incident and a crime scene;
- Apply special security procedures within the organization and communities;
- Learn how to properly identify possible hazards;
- Learn how to select and wear appropriate personal protective equipment and implement personal protective measures;
- Familiarize themselves with detection and monitoring equipment assigned to the Task Force; and
- Establish and operate a decontamination corridor with equipment assigned to the Task Force equipment cache.





TARGET AUDIENCE

The primary target audience for this course includes all members assigned to a task force.

Members include:

- Fire personnel,
- EMS responders,
- Haz Mat responders,
- Engineers,
- Dog handlers, and
- Medical personnel.

In addition, this course may benefit other community members, FEMA personnel, and others involved in a potentially serious terrorist incident.





COURSE SCHEDULE (proposed)

<u>Module</u>	<u>TIME</u>
DAY 1	
Module 0	0800 - 0830
Module 1	0830 - 0930
Break	0930 - 0940
Module 1 (continued)	0940 - 1040
Module 2	1040 - 1240
Lunch.....	1240 - 1340
Module 2(continued)	1340 - 1440
Break	1440 - 1450
Module 3	1450 - 1720
DAY 2	
Module 3(continued)	0800 - 1030
Break	1030 - 1040
Module 4	1040 - 1150
Lunch.....	1150 - 1250
Module 4(continued)	1250 - 1450
Break	1450 - 1500
Module 4(continued)	1500 - 1745

You may need to schedule breaks as you and the students deem necessary.





INSTRUCTIONAL AIDS

Slides

<u>Module</u>	<u>Slide Numbers</u>
Module 0:	Slides 0-1 to 0-7
Module 1:	Slides 1-1 to 1-41
Module 2:	Slides 2-1 to 2-42
Module 3:	Slides 3-1 to 3-41
Module 4:	Slides 4-1 to 4-47

Supplies Needed

- This Instructor Guide
- One Student Manual per student
- One examination per student
- Color slides for each module
- Computer with speakers and image projector
- One easel pad with paper for each four to six person group
- Markers for easel paper
- US&R WMD Equipment Cache

Helpful Supplies

- Current Emergency Response Guidebook (Department of Transportation)
- Emergency Response to Terrorism Job Aid





Module Examinations

To be published





Answer Key to Module Examinations

To be published

