



## National Fire Academy

**N0147 – Emergency Medical Services: Incident Operations**

**Version: 1st Edition, 7th Printing, October 2022**

**Quarter:**

**ACE Credit: In the upper division baccalaureate degree category, three semester hours in Emergency Medical Services (EMS), public administration, or fire science.**

**IACET Continuing Education Units: 3.6**

**Length of Course: 6 Days (47 hr., 5 min., Sunday – Friday)**

**Prerequisite: Yes**

**Curriculum: Emergency Medical Services**

**Training Specialist: Michael Stern**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

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### Course Description (Catalog)

N0147 – “Emergency Medical Services: Incident Operations.” In this six-day course, EMS personnel/officers/supervisors review the ICS and study proper incident command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within incident command, resource management, interagency and mutual aid, size-up and strategy, tactics and action plans, EMS company operations, preincident preparation, incident organization, and strategic command.

## **Student Qualifications (Primary and Secondary Audience)**

Emergency response personnel with responsibilities to implement the initial and early expanding EMS functions of an ICS at medium- or large-sized incidents.

## **Course Objectives (Course Learning Outcomes – TLOs)**

After successfully completing this course, you will be able to accomplish the following:

- Articulate the Incident Command System's (ICS's) features, functions and responsibilities.
- Create an Incident Command System (ICS) structure appropriate to the level of Emergency Medical Services (EMS) functions for an incident/event.
- Apply a sequential decision-making process to determine application of resources and actions.
- Facilitate appropriate resource management within Emergency Medical Services (EMS) functions at an incident or event.
- Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

## **Course Delivery Method**

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

## Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

DAY 1	DAY 2
Introduction Activity I.1: Student Introductions Unit 1: Incident Command System Review	Unit 2: Mass Casualty Incidents, Patient Generators, and EMS-specific ICS Overview Activity 2.1: Static and Dynamic Patient Generators
<i>Break</i>	<i>Break</i>
Unit 1: Incident Command System Review (cont'd)	Unit 2: Mass Casualty Incidents, Patient Generators, and EMS-specific ICS Overview (cont'd) Activity 2.2: Apartment Fire Incident Command System Structure
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 1: Incident Command System Review (cont'd)	Unit 3: Decision-making and the Command Sequence Activity 3.1: Planning Meeting Agenda Development
<i>Break</i>	<i>Break</i>
Unit 1: Incident Command System Review (cont'd) Activity 1.1: Completing Activity Log	Unit 3: Decision-making and the Command Sequence (cont'd) Activity 3.2: Application of Decision-making

Day 1: Complete Activity 1.2: Central City and Liberty County Orientations

Day 2: Complete Activity 3.3: U.S. Fire Administration/National Fire Academy Field Operations Guide Familiarization

<b>DAY 3</b>	<b>DAY 4</b>
Unit 4: Resource Management Activity 4.1: Resource Typing Activity 4.2: Assign Resources	Unit 5: Band Camp (cont'd)
<i>Break</i>	<i>Break</i>
Unit 4: Resource Management (cont'd) Activity 4.3: Lightning Strike	Unit 5: Band Camp (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 4: Resource Management (cont'd) Unit 5: Band Camp	Unit 5: Band Camp (cont'd)
<i>Break</i>	<i>Break</i>
Unit 5: Band Camp (cont'd)	Unit 5: Band Camp (cont'd) Activity 5.1: Band Camp

Day 3: Complete Activity 4.4:  
Hospitals

<b>DAY 5</b>	<b>DAY 6</b>
Unit 6: Tour Bus Activity 6.1: Tour Bus Unit 7: Commuter Plane Activity 7.1: Commuter Plane	Unit 12: Tornado
<i>Break</i>	<i>Break</i>
Unit 8: Rail/Subway Activity 8.1: Rail/Subway Unit 9: High-rise Activity 9.1: High-rise	Unit 12: Tornado (cont'd) Activity 12.1: Tornado
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 10: Stadium Activity 10.1: Stadium Bomb	Unit 13: Chemical Plant
<i>Break</i>	<i>Break</i>
Unit 11: Workplace Shooting Activity 11.1: Workplace Shooting — Palumbo Plastics Company	Unit 13: Chemical Plant Activity 13.1: Chemical Plant

## **Course Resources (Instructional Materials)**

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials on the first day of class.

### **Required Readings**

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

### **Suggested Reading/Resources**

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

### **Required Resources (Course Textbook)**

Student Manual.

### **Supplemental Resources (Supplemental Course Textbook)**

Exercise Simulation System Document

## **Grading Methodology (Evaluation Procedures)**

A minimum, total score of 70 is required for successful completion of this course. The grades are assigned as follows:

<b>Evaluation Method</b>	<b>Percent of Final Grade</b>
Pre-course ICS Forms	5%
Homework	5%
Response Exercise Performance — General Skills	30%
Response Exercise Performance — Key Positions	60%

## Course Grading

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

**Pre-course ICS Forms Assignment:** Ensures that students are prepared for instruction and discussion upon entering the classroom. Students who complete the assignment receive full credit of 5 points, students who fail to complete the assignments receive no points.

**Homework:** Ensures that students are familiar with the demographics and composition of the area they will be serving during the response exercise. Students who complete the assignment receive full credit of 5 points, students who fail to complete the assignments receive no points.

**Response Exercise Performance — General Skills:** Students are assigned a general staff position during a simulation exercise. General Staff is assigned functional authority for Operations, Planning, Logistics, Finance/Administration and Intelligence when this section is activated as required by the incident. The following rubric is utilized to determine the assignment score of up to 30 points.

Area	5 Points	7 Points	10 Points
<p>Management:</p> <p>Manage position responsibilities in coordination with related position personnel.</p>	<p>Requires correction or guidance to perform 50% or more of position responsible tasks.</p>	<p>Performs position responsible tasks with 3 or less prompts from faculty.</p> <p>Requires at least 3 prompts from other students.</p>	<p>Performs position responsible tasks with 1 or less prompts from faculty and/or other students.</p>
<p>Communication:</p> <p>Receive and direct information and communications appropriate to assigned role.</p>	<p>Requires more than 3 faculty prompts to effectively receive and communicate directives.</p>	<p>Requires 3 or less faculty prompts to effectively receive and communicate directives.</p> <p>Requires 3 or less student/peer prompts to effectively receive and communicate directives.</p>	<p>Requires 1 or less prompt from faculty or peers to effectively receive and communicate directives.</p>
<p>Documentation:</p> <p>Complete position appropriate documentation.</p>	<p>Requires more than 3 faculty prompts to complete all position appropriate or required ICS/MCI forms.</p>	<p>Requires 3 or less faculty prompts to complete all position appropriate or required ICS/MCI forms accurately.</p> <p>Requires 3 or less student/peer prompts to complete all position appropriate or required ICS/MCI forms accurately.</p>	<p>Requires 1 or less prompt from faculty or peers to complete all position appropriate or required ICS/MCI forms accurately.</p>

**Response Exercise Performance — Key Positions:** Some staff positions play key roles depending upon the simulation exercise. Each student will have the opportunity to play a key role in 2 simulation exercises. The rubric below will be completed for each of these simulations. Note: the evaluation criteria of this rubric include those of the general staff with additional criteria that is expected of a key role. Each individual role can earn up to 30 points, with a total of up to 60 points for this evaluation component.



<b>Area</b>	<b>1 Point</b>	<b>3 Points</b>	<b>5 Points</b>
<b>Management:</b>  Manage position responsibilities in coordination with related position personnel.	Requires correction or guidance to perform 50% or more of position responsible tasks.	Performs position responsible tasks with 3 or less prompts from faculty.  Requires at least 3 prompts from other students.	Performs position responsible tasks with 1 or less prompts from faculty and/or other students.
<b>Communication:</b>  Receive information and provide appropriate briefings to perform position responsibilities.	Requires more than 3 faculty prompts to effectively receive and communicate directives.	Requires 3 or less faculty prompts to effectively receive and communicate directives.  Requires 3 or less student/fear prompts to effectively receive and communicate directives.	Requires 1 or less prompt from faculty or peers to effectively receive and communicate directives.
<b>Documentation:</b>  Complete position appropriate documentation.	Requires more than 3 faculty prompts to complete all position appropriate or required ICS/MCI forms.	Requires 3 or less faculty prompts to complete all position appropriate or required ICS/MCI forms accurately.  Requires 3 or less student/peer prompts to complete all position appropriate or required ICS/MCI forms accurately.	Requires 1 or less prompt from faculty or peers to complete all position appropriate or required ICS/MCI forms accurately.
<b>Decision Making:</b>  Demonstrate an effective decision-making process to perform position responsibilities.	Fails to logically defend all errors made in critical decision.  OR  Requires more than 3 faculty prompts to make effective decisions.	Requires 3 or less faculty prompts to make effective decisions.  Requires 3 or less student/peer prompts to make effective decisions.  Can logically defend all errors made in critical decisions.	Requires 1 or less faculty or student prompts to make effective decisions.  Can logically defend any error made in critical decisions.

<b>Area</b>	<b>1 Point</b>	<b>3 Points</b>	<b>5 Points</b>
Resource Allocation:  Identify resource needs and then order appropriate resources, via appropriate chain of command.	Requires more than 3 faculty prompts to identify and order appropriate resources via appropriate chain of command.	Requires 3 or less faculty prompts to identify and order appropriate resources via appropriate chain of command.	Requires 1 or less faculty or student prompts to identify and order appropriate resources via appropriate chain of command.
Accountability and Safety:  Ensure the accountability and of all assigned personnel/resources.	<p>Unsafe practices/activities are not identified and corrected.</p> <p>Personnel accountability is not maintained.</p> <p>Safety Officer is not assigned within first 3 responding resources.</p>	<p>Requires 3 or less faculty prompts to identify and correct unsafe practices/activities.</p> <p>Personnel accountability is maintained with prompts from the faculty or other personnel.</p> <p>Safety Officer is assigned within first 3 responding resources with prompts from the faculty or other personnel.</p>	<p>All unsafe practices/activities are identified and corrected immediately without prompt.</p> <p>Personnel accountability is maintained without prompt.</p> <p>Safety Officer is assigned within first 3 responding resources without prompt.</p>

### **EXAMINATION ADMINISTRATION PROCEDURES**

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation<sup>1</sup> prior to a retest. Students who do not pass the first exam will be allowed to take one

retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group. In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

## **Required Reading Assignments**

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

## **Suggested Readings**

Suggested readings are not evaluated, but may enhance the student’s understanding and promote discussion of course material.

## **Course Outline**

### **Introduction (Day 1)**

#### **Objectives**

None.

### **Unit 1: Incident Command System Review (Day 1)**

#### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 1.1 Articulate the Incident Command System’s (ICS’s) features, functions and responsibilities

#### **Enabling Objectives**

The students will be able to:

- 1.1 Describe the ICS structure.
- 1.2 Examine common ICS terms.

- 1.3 Differentiate between Groups, Divisions and Branches.
- 1.4 Employ the leadership titles for ICS organizational elements.
- 1.5 Illustrate the correct ICS structure for an incident.
- 1.6 Describe each of the relevant ICS forms.
- 1.7 Complete ICS Form 214.
- 1.8 Discuss ICS map symbols.

## **Unit 2: Mass Casualty Incidents, Patient Generators, and EMS-Specific ICS Overview (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 2.1 Create an Incident Command System (ICS) structure appropriate to the level of Emergency Medical Services (EMS) functions for an incident/event.

#### **Enabling Objectives**

The students will be able to:

- 2.1 Describe the role of EMS at various incident types.
- 2.2 Classify patient generators (PGs) (dynamic and static).
- 2.3 Discuss mass casualty incident (MCI) typing.
- 2.4 Describe the medical components within a fully implemented ICS structure.

## **Unit 3: Decision-Making and the Command Sequence (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 3.1 Apply a sequential decision-making process to determine application of resources and actions.

### **Enabling Objectives**

The students will be able to:

- 3.1 Describe classical decision-making.
- 3.2 Describe naturalistic decision-making (NDM).
- 3.3 Demonstrate classical decision-making process and action planning.
- 3.4 Differentiate the types of decision-making applicable to specific scenarios.
- 3.5 Prepare a brief initial report (BIR).
- 3.6 Survey a scene size-up.
- 3.7 Explain situational awareness and the indicators for losing situational awareness.
- 3.8 Illustrate the use of Lookouts, Communications, Escape routes and Safety zones (LCES) within Emergency Medical Services (EMS) functions at an incident or event.
- 3.9 Organize preincident planning.
- 3.10 Select objectives, strategies and management tactics within EMS functions at an incident or event.

### **Unit 4: Resource Management (Day 3)**

#### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 4.1 Facilitate appropriate resource management within Emergency Medical Services (EMS) functions at an incident or event.

#### **Enabling Objectives**

The students will be able to:

- 4.1 Explain basic principles of resource management.
- 4.2 Demonstrate the basic steps involved in managing incident resources.

- 4.3 Articulate key considerations associated with resource management and the reasons for each.
- 4.4 Choose resources for the action level.
- 4.5 Categorize resource typing.
- 4.6 Construct an Ambulance Strike Team.
- 4.7 Construct an EMS Task Force (TF).
- 4.8 Differentiate other National Incident Management System (NIMS) typed resources.
- 4.9 Summarize procedures for acquiring regional, state and federal resources using an Emergency Operations Plan (EOP) and Multiagency Coordination System (MACS).
- 4.10 Validate staging considerations for medical resources.
- 4.11 Employ the incident check-in process.
- 4.12 Employ the demobilization process.

## **Unit 5: Band Camp (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 5.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 5.1 Evaluate an excessive heat event.
- 5.2 Summarize an excessive heat event's effects on at-risk populations.
- 5.3 Develop excessive heat event mitigation.
- 5.4 Organize best practices in mitigating school medical emergencies.

- 5.5 Distinguish the methodology used in performing simulations.
- 5.6 Prepare transportation and accommodations for the noninjured to avoid environmental exposure and creating additional patient load.
- 5.7 Construct the treatment area and organize the applicable levels of treatment as required.
- 5.8 Construct patient distribution plans.
- 5.9 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.
- 5.10 Plan for demobilization with considerations for the uninjured.

## **Unit 6: Tour Bus (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 6.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 6.1 Construct an Incident Command organization.
- 6.2 Appraise the unique challenges of limited resources and long estimated times of arrival (ETAs) in a rural, remote setting.
- 6.3 Organize a Logistics Section to support the incident.
- 6.4 Organize the Operations Section to identify the strategies of extrication, evacuation, EMS and hazard mitigation.
- 6.5 Appraise the operational and logistical issues related to heavy metal extrication in a remote area.
- 6.6 Organize an Air Operations structure to address multiple aircraft utilization to include fixed wing and rotary aircraft.

- 6.7 Organize transportation and accommodations for the uninjured passengers to avoid environmental exposure and creating additional patient load.
- 6.8 Construct the treatment area and organize the applicable levels of treatment as required.
- 6.9 Construct patient distribution plans.
- 6.10 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.
- 6.11 Prepare for demobilization with considerations for the uninjured.

## **Unit 7: Commuter Plane (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 7.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 7.1 Construct the Morgue Manager within the EMS Branch.
- 7.2 Support the logistics of extrication and disentanglement from an aircraft.
- 7.3 Prepare for environmental challenges with weather and cold.
- 7.4 Collaborate with state and federal authorities with investigation.
- 7.5 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.
- 7.6 Prepare for an EMS operation in an area that has limited access or is off-road.



## **Unit 8: Rail/Subway (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 8.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 8.1 Construct a Unified Command (UC) organization.
- 8.2 Assemble both cooperating and supporting agencies (Liaison).
- 8.3 Construct a Logistics Section to support the incident response.
- 8.4 Construct the Operations Section to identify the strategies of rescue, evacuation, EMS and hazard mitigation.
- 8.5 Assess the operational and logistical issues related to underground and remote access/egress areas.
- 8.6 Construct an Air Operations structure to address multiple aircraft utilization.
- 8.7 Construct a Morgue Manager and Medical Supply Coordinator.
- 8.8 Construct Casualty Collection Points (CCPs) and accommodations.
- 8.9 Construct the Treatment Area and organize the applicable levels of treatment as required.
- 8.10 Construct patient distribution plans.
- 8.11 Construct the position of Treatment Dispatch Manager and manager positions within the Treatment Group.
- 8.12 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.
- 8.13 Prepare for demobilization as required.

## **Unit 9: High-Rise (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 9.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation

#### **Enabling Objectives**

The students will be able to:

- 9.1 Construct a Medical Branch.
- 9.2 Construct a Medical Unit within the Logistics Section.
- 9.3 Collaborate with a Search and Rescue Branch.
- 9.4 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.
- 9.5 Construct Casualty Collection Points (CCPs), Treatment Area and flow of transport resources.
- 9.6 Prepare for uninjured people and shelter operations.
- 9.7 Formulate incident organization and deployment of EMS resources appropriately.
- 9.8 Assess unique aspects of high-rise structures.
- 9.9 Integrate EMS components into overall ICS.
- 9.10 Prepare for demobilization of resources as incident de-escalates.

## **Unit 10: Stadium (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 10.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 10.1 Construct a Unified Command (UC) organization.
- 10.2 Request/Manage appropriate resources.
- 10.3 Construct a Logistics Section to support the incident.
- 10.4 Construct the Operations Section for the strategies of evacuation, EMS and hazard mitigation.
- 10.5 Consider the possibility of terrorism and the additional strategic considerations (decontamination (decon), secondary devices).
- 10.6 Assess evacuation considerations of a large stadium.
- 10.7 Construct transportation and accommodations for the uninjured passengers to avoid environmental exposure creating additional patients.
- 10.8 Construct the Treatment Area and organize the applicable levels of treatment as required by the incident.
- 10.9 Construct patient distribution plans.
- 10.10 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.
- 10.11 Prepare for demobilization as required during the incident with additional considerations for the uninjured.

## **Unit 11: Workplace Shooting (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 11.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 11.1 Predict the procedures for interfacing with a law enforcement operation with needs for medical support.
- 11.2 Construct an ICS structure to support an act of ultraviolence where maintaining crew safety and rescuing victims from the patient generator (PG) is necessary.
- 11.3 Construct a Unified Command (UC) structure supporting law enforcement operations in a tactical environment.
- 11.4 Develop a command and management structure to support a medical operation to treat and transport multiple patients from a large-scale act of violence.
- 11.5 Compose sequentially the benchmarks for EMS operations at an incident resulting from acts of violence or criminal events.
- 11.6 Manage the embedded EMS resources involved in a tactical EMS operation.
- 11.7 Summarize the lessons learned from historical acts of violence resulting in mass casualties.

## **Unit 12: Tornado (Day 6)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 12.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

## **Enabling Objectives**

The students will be able to:

- 12.1 Anticipate operations over a large area and where landmarks are removed.
- 12.2 Collect patient triage and final disposition with the appropriate mass casualty incident (MCI) forms.
- 12.3 Construct EMS Task Forces (TFs).
- 12.4 Organize operations to support the evacuation of a damaged nursing home.

## **Unit 13: Chemical Plant (Day 6)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 13.1 Through use of a verbal Incident Action Plan (IAP) and written Incident Command System (ICS) forms, formulate the appropriate Emergency Medical Services (EMS) functions and resource allocation.

#### **Enabling Objectives**

The students will be able to:

- 13.1 Manage an incident with a large volume of patients from a site that has incurred an explosion.
- 13.2 Manage accountability for all potential patients and victims within a fixed facility that has suffered a catastrophic technology failure.
- 13.3 Construct the Command structure for a major incident supporting the tactical objectives needed to mitigate multiple casualties, search and rescue, and hazardous material entry team medical monitoring.
- 13.4 Manage resources for the incident and ensure even distribution, tracking and management of casualties.
- 13.5 Collect patient triage and final disposition with appropriate mass casualty incident (MCI) forms.

## **Policies**

### **Class Attendance and Cancellation Policy**

#### **Attendance**

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

#### **Course Failure**

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

#### **Student Code of Conduct Policy**

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

#### **Writing Expectations**

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

#### **Citation and Reference Style**

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

#### **Late Assignments**

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

## **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

## **Grading**

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

[https://www.usfa.fema.gov/training/nfa/admissions/student\\_policies.html](https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html)

## **Academic Honesty**

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.