

Pennsylvania State Fire Academy

1150 Riverside Drive

Lewistown, PA 17044-1979

(717) 248 1115

In PA: 1 800 459 4096

FAX (717) 248 3580

Minimum Standard for Accreditation (MSA)

Revised January 1996

Course Title: Hazardous Materials First Responder Awareness (NFA R&I) (RIHM)

Length of Course: 4 Hours

Lecture/Lab Breakdown: 4/0

Prerequisites: None

Referenced Texts: Instructor Guide supplied with course.

Course Goal: This course will provide the student with the knowledge to recognize and identify hazardous materials and take appropriate survival oriented actions.

Description of Course: Seven tasks have been identified as part of a process for analyzing the hazardous material problem. The course focuses on the first four tasks in this process:

1. Detecting the presence of hazardous materials;
2. Initiating command and control activities;
3. Surveying the hazardous material incident; and
4. Collecting and interpreting hazard and response information.

The tasks not addressed in this course are discussed in other courses. This course describes how each step is performed and then asks the participants to apply the concepts presented to a practical activity so that the participants can evaluate their mastery of the concept.

Description of Methodology to be used: (Brief) Lecture

Student Equipment/Supply Needs: Pen/pencil & notebook; student materials as listed.

Equipment/Audiovisual/Supply requirements: Classroom with sufficient seating capacity; chalkboard/flip chart; 35mm slide projector with screen; VCR and sufficient monitor(s) for class size; student manuals (1 copy per student); SFA course audiovisual kit. DOT Emergency Response Guides (1 copy per student) are recommended.

COURSE OUTLINE

<u>Time</u>	<u>Content</u>
:30	Welcome and Introduction
:30	Classifying Hazardous Materials
:35	Detecting Hazardous Materials Presence
:15	Initiating Command and Control

(continued)

MINIMUM STANDARDS FOR ACCREDITATION

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COURSE OUTLINE (continued)

:25	Surveying the Incident
:45	Collecting & Interpreting Hazard/Response Information
1:00	Video: "First On The Scene", Summary and Test

Competency Evaluation Mechanism (Brief description-attach copy): Direct questioning by instructor during lessons; 15 question examination supplied by SFA.

Course Objectives (specific): Upon completion of this course:

1. the participants will be aware of the need to understand the hazardous material problem; take a survival-oriented approach to hazardous material incident response; and use a general process to analyze a hazardous material incident.
2. the participants will be able to define hazardous materials, describe how they are classified, and explain the general hazards associated with them by class.
3. in response to questions, the participants will define a hazardous material using the DOT definition, describe the DOT classification system and the international classification system for hazardous materials, and explain, by class, the general hazards associated with their release.
4. the participants will be able to detect the presence of hazardous materials during an emergency.
5. given a series of simulated emergencies, some with hazardous materials, the participants will indicate those where hazardous materials are present.
6. the participants will understand the importance of initiating command and control activities during a hazardous materials incident.
7. given simulated hazardous materials incidents, the participants will describe the basic steps to be taken to initiate command and control activities.
8. the participants will be able to survey a hazardous material incident site identifying the containers and materials involved.
9. given a simulated hazardous material incident, the participants will survey the scene determining the containers and materials involved.
10. the participants will be able to collect hazard and response information using the DOT Emergency Response Guidebook.
11. given a hazardous material and the appropriate portions of the DOT Emergency Response Guidebook, the participants will determine the appropriate numbered guide of the material involved and collect hazard and response information from the guide, including initial isolation and protective actions distances.

**Questions/Comments: Rita Wessel, Curriculum Specialist: Extension 106
rwessel@state.pa.us**