



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION**  
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**Date:** July 8, 2022

**To:** Statewide Training and Education Advisory Committee  
State Board of Fire Services

**From:** Chris Fowler, Deputy State Fire Marshal III, Supervisor, CAL FIRE  
Joe Bunn, Fire Service Training Specialist III, (Retired), CAL FIRE

**SUBJECT/AGENDA ACTION ITEM:**

Vehicle Extrication (2015) Update to Common Passenger Vehicle Rescue Technician (2021)

**Recommended Actions:**

Information/discussion

**Background Information:**

Update and correlate State Fire Training's Common Passenger Vehicle Rescue Technician curriculum with National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Personnel Professional Qualifications, 2021 edition. This curriculum allows students to recognize the general hazards associated with Common Passenger Vehicle rescue incidents, while implementing the techniques necessary to operate safely and effectively to extricate victims.

**Analysis/Summary of Issue Standard:**

**CTS Guide**

- SFT developed a CTS guide to document how training standards align with NFPA 1006 (2021).

**Course Plan**

- Overall
  - Course plan updated to the new template.
  - Title changed to align with NFPA 1006 (2021).

- This course incorporates awareness, operations, and technician training based on NFPA 1006 (2021).
- **Course Details**
  - Authority for the content changed from Office of the State Fire Marshal to NFPA 1006 (2021).
  - Fire Fighter 1 training removed as a prerequisite to make course accessible to wider audience.
  - IS-100, IS-200, IS-700, IS-800 (FEMA – online) added as a prerequisite to accommodate for removal of Fire Fighter 1 training.
  - Total course time remained the same (24 hours), but lecture time changed from 9 hours to 6.25 hours and activity/skills time changed from 15 hours to 17.75 hours.
  - Instructor-to-student ratios changed from 1:10 to 1:8 for skills and teaching demonstrations to increase student safety.
  - All instructors counted toward student ratios, including application components, must be SFT Registered Common Passenger Vehicle Rescue Technician Instructors.
- **Required Resources**
  - Textbooks updated to current editions
  - NFPA 1006 (2021) added as an instructor requirement
  - Responsibility for a Common Passenger Vehicle Rescue Technician Training Site with the NFPA 1006 required facilities, structures, work areas, materials, props, tools, and equipment of adequate size, type, and quantity to fully and safely support the cognitive and psychomotor training required to deliver the curriculum shifted to AHJ delivering course.
  - Equipment list updated to align with course delivery.
  - Individual Skills Exercises removed to give instructors more flexibility with available vehicles and equipment. A list of Skill Station Recommendations was added to the course plan.
- **Time Table**
  - Total course time remained the same (24 hours), but lecture and application times were adjusted to match updated content.
- **Course Content (Units/Topics)**
  - Content updated to align with NFPA 1006 (2021).

### **Instructor Task Book (Instructor Requirements)**

- **Overall**
  - SFT introduced an instructor task book.
  - Effective January 1, 2023, all Common Passenger Vehicle Rescue Technician (2021) Registered Instructors are required to complete and submit the Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book.
  - Candidates actively pursuing Vehicle Extrication instructor registration without an instructor task book must submit all documentation by December 31, 2022.
- **Prerequisites (must be completed by submission)**
  - SFT Registered Instructor
  - OSFM Fire Fighter 1 certification

- Education
  - SFT will accept Common Passenger Vehicle Rescue Technician (2021) **or** Vehicle Extrication (2015) **or** Auto Extrication (1996).
- Experience
  - Have a minimum of three (3) years' full-time or six (6) years' part-time/volunteer suppression/rescue experience within a recognized fire agency in California.
- Fire Chief Letter
  - Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Common Passenger Vehicle Rescue Technician (2021) training

### **Training Record**

- Created a Training Record for students to use as verification of skills practiced and completed during the course.



# COMMON PASSENGER VEHICLE RESCUE TECHNICIAN (2021) Implementation Plan

Issued: XXXX 2023

## OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the new Common Passenger Vehicle Rescue Technician (2021) curriculum. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Common Passenger Vehicle Rescue Technician (2021) curriculum will be phased in for the California Fire Service Training and Education Program (FSTEP). SFT updated the Vehicle Extrication (2015) course plan and created a certification training standard (CTS) guide, a student training record, and an instructor task book based on the current National Fire Protection Association (NFPA) Standard, NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021). The curriculum documents are now available on the SFT website.

## IMPLEMENTATION

SFT recognizes that some candidates are vested in the current Vehicle Extrication (2015) course and therefore, the existing curriculum will be available for those candidates during the transition period. New candidates entering the SFT system should enroll in the new Common Passenger Vehicle Rescue Technician (2021) courses and comply with the new requirements.

New Curriculum	Hours
Common Passenger Vehicle Rescue Technician (2021)	24 hours

**Common Passenger Vehicle Rescue Technician (2021) Curriculum.....January 1, 2023**

**Retirement of Vehicle Extrication (2015) Curriculum ..... June 30, 2023**

Effective June 30, 2023, SFT will retire FSTEP Vehicle Extrication (2015). On July 1, 2023, SFT will remove the curriculum from the SFT course catalog and it will no longer be available.

## INSTRUCTOR REQUIREMENTS

**Instructor Registration ..... January 1, 2023**

Instructors for the Common Passenger Vehicle Rescue Technician (2021) course must meet the SFT requirements for Registered Instructor and have appropriate education with practical experience relating to the specific course content.

### **Instructor Task Book and Application**

Instructor candidates shall complete a comprehensive instructor task book that covers all job performance requirements (JPRs) contained in the NFPA professional standard and CTS guide. The candidate's Fire Chief or authorized designee on file will verify the candidate's occupational experience by signing the task book upon completion.

**Existing Vehicle Extrication (2015) Registered Instructors .....Available January 1, 2023**  
SFT will authorize Vehicle Extrication (2015) Registered Instructors to teach the Common Passenger Vehicle Rescue Technician (2021) course. Current Registered Instructors do not need to take any action. SFT will update Acadis.

**In Process Vehicle Extrication (2015) Instructor Candidates .....Deadline December 31, 2022**  
Candidates actively pursuing Vehicle Extrication instructor registration without an instructor task book must submit all documentation postmarked on or before December 31, 2022. Anyone who applies to teach Common Passenger Vehicle Technician (2021) on or after January 1, 2023, will be required to complete the Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book.

### **New Common Passenger Vehicle Technician (2021) Registered Instructors shall:**

- Be an SFT Registered Instructor
- Be an OSFM certified Fire Fighter 1
- Complete Common Passenger Rescue Vehicle Technician (2021) **or** Vehicle Extrication (2015) **or** Auto Extrication (1996)
- Complete the Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book
- Have a minimum of three (3) years' full-time or six (6) years' part-time/volunteer suppression/rescue experience within a recognized fire agency in California
- Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver Common Passenger Vehicle Rescue Technician (2021) training

### **POTENTIAL AGENCY IMPACTS**

Fire agencies desiring to use Common Passenger Vehicle Rescue Technician (2021) curriculum as a requirement for their recruitment/promotion activities need to review the curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new course requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Common Passenger Vehicle Rescue (2021) curriculum and discuss potential impacts with their advisory committees.

# Common Passenger Vehicle Rescue (NFPA 1006: Common Passenger Vehicle Rescue Awareness/Operations/Technician)

## Certification Training Standards Guide (2021)



California Department of Forestry and Fire Protection  
Office of the State Fire Marshal  
State Fire Training

# Common Passenger Vehicle Rescue

## Certification Training Standards Guide (2021)

**Publication Date:** Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Common Passenger Vehicle Rescue (2021) certification:

- NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Aide Barbat, San Diego Fire-Rescue Department.

Published by State Fire Training.

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- (Vacant), Chief of State Fire Training
- John Binaski, Chair, Statewide Training and Education Advisory Committee (STEAC); Chief, Clovis Fire Department

### Cadre – 2022 Curriculum Development

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- Brook Mancinelli, Lieutenant, San Francisco Fire Department
- John Smith, Captain, Los Angeles City Fire Department
- Robert Stine, Training Manager, San Bernardino County Fire Department

## How to Read a CTS Guide

### Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

### Format

Each certification training standard is comprised of eight sections.

#### Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

#### Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

#### Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information in *italics*.

#### Job Performance Requirements

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

**Requisite Knowledge**

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

**Requisite Skills**

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

**Content Modification**

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

**Cross Reference**

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

# Common Passenger Vehicle Rescue

## Section 1: Awareness

### 1-1: Establishing Scene Safety Zones

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.1.1

#### Job Performance Requirement

Establish scene safety zones, given a common passenger vehicle incident, scene security barriers, incident location, incident information, and personal protective equipment (PPE), so that the scene and responders are visible to approaching common passenger vehicles, safety zones are designated, zone perimeters are consistent with incident requirements, perimeter markings can be recognized and understood by others, zone boundaries are communicated to incident command, and traffic flow is controlled.

#### Requisite Knowledge

1. *Identify* use and selection of PPE
2. *Describe* zone or area control flow and concepts
3. *Identify* types of control devices and tools
4. *Identify* types of existing and potential hazards
5. *Describe* methods of hazard mitigation
6. *Describe* organizational standard operating procedure
7. *Describe* staffing requirements

#### Requisite Skills

1. Select and use PPE
2. Apply crowd control concepts
3. Position zone control devices
4. Identify and mitigate existing or potential hazards
5. Maintain personal safety techniques

#### Content Modification

Block	Modification	Justification

**Cross Reference**

<b>Course Plan</b>	<b>Training Record</b>	<b>Task Book</b>
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 2-1 (RK 1, RS 1)</li><li>• Topic 3-5 (RK 2 – RK 7, RS 2 – RS 5)</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 6</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 1-2: Sizing Up an Incident

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.1.2

### Job Performance Requirement

Size up an incident, given an incident, background information and applicable reference materials, so that the operational mode is defined, resource availability and response time *are determined*, types of rescues are determined, the number of victims are identified, the last reported location of all victims are established, witnesses and reporting parties are identified and interviewed, resource needs are assessed, search parameters are identified, and information required to develop an incident action plan is obtained.

### Requisite Knowledge

1. *Identify* types of reference materials and their uses
2. *Describe* risk benefit assessment
3. *Identify* availability and capability of the resources
4. *Describe* elements of an action plan and related information
5. *Describe* relationship of size-up to the incident management system
6. *Describe* information gathering techniques and how that information is used in the size-up process

### Requisite Skills

1. Read specific rescue reference materials
2. Interview and gather information
3. Relay information
4. Manage witnesses
5. Use information sources

### Content Modification

Block	Modification	Justification
JPR	Added "are determined".	NFPA didn't provide a verb for the clause.

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 2</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

### 1-3: Recognizing Incident Hazards and Initiating Isolation Procedures

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.1.3

#### Job Performance Requirement

Recognize incident hazards and initiate isolation procedures, given scene control barriers, personal protective equipment (PPE), requisite equipment, and available specialized resources, so that all hazards are identified; resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and victims are minimized; and rescue time constraints are taken into account.

#### Requisite Knowledge

1. *Identify* resource capabilities and limitations
2. *Identify* types and nature of incident hazards
3. *Describe* equipment types and their use
4. *Describe* isolation terminology, methods, equipment, and implementation
5. *Identify* operational requirement concerns
6. *Identify* common types of rescuer and victim risks
7. *Describe* risk/benefit analysis methods and practices
8. *Describe* hazard recognition, isolation methods, and terminology
9. *Describe* methods for controlling access to the scene
10. *Identify* and types of technical references

#### Requisite Skills

1. Identify resource capabilities and limitations
2. Identify incident hazards
3. Assess potential hazards to rescuers and bystanders
4. Place scene control barriers
5. Operate control and mitigation equipment

#### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-1 (RK 7)</li><li>• Topic 3-6 (RK 1 – RK 6, RK 7 – RK 10, RS 1 – RS 5)</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 7</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 1-4: Recognizing the Need for Technical Rescue Resources

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.1.4

### Job Performance Requirement

Recognize the need for technical rescue resources at an operations- or technician-level incident, given AHJ guidelines, so that the need for additional resources is identified, the response system is initiated, the scene is secured and rendered safe until additional resources arrive, and awareness-level personnel are incorporated into the operational plan.

### Requisite Knowledge

1. *Describe* operational protocols
2. *Identify* specific planning forms
3. *Identify* types of incidents common to the AHJ
4. *Identify* hazards
5. *Describe* incident support operations and resources
6. *Describe* safety measures

### Requisite Skills

1. Apply operational protocols
2. Select specific planning forms based on the types of incidents
3. Identify and evaluate various types of hazards within the AHJ
4. Request support and resources
5. Determine the required safety measures

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-3</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 4</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 1-5: Supporting an Operations- or Technician-level Incident

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.1.5

### Job Performance Requirement

Support an operations- or technician-level incident, given an incident, an assignment, an incident action plan, and resources from the tool kit, so that the assignment is carried out, progress is reported to command, environmental concerns are managed, personnel rehabilitation is facilitated, and the incident action plan is supported.

### Requisite Knowledge

1. *Describe* AHJ operational protocols
2. *Identify* hazard recognition
3. *Describe* incident management
4. *Identify* PPE selection
5. *Describe* resource selection and use
6. *Identify* scene support requirements

### Requisite Skills

1. Apply operational protocols
2. Function within an incident management system
3. Follow and implement an incident action plan
4. Report the task progress status to a supervisor or incident command

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 2-1 (RK 4)</li><li>• Topic 3-4 (RK 1, RK 3, RK 5, RK 6, RS 1 – RS 4)</li><li>• Topic 3-6 (RK 2)</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 5</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## Section 2: Operations

### 2-1: Creating an Incident Action Plan

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.1

#### Job Performance Requirement

Create an incident action plan for a common passenger vehicle incident, given agency guidelines, planning forms, and an operations-level common passenger vehicle incident or simulation, so that a standard approach is used during training and operational scenarios, emergency situation hazards are identified, isolation methods and scene security measures are considered, fire suppression and safety measures are identified, common passenger vehicle stabilization needs are evaluated, and resource needs are identified and documented for future use.

#### Requisite Knowledge

1. *Describe* operational protocols
2. *Identify* specific planning forms
3. *Identify* types of common passenger vehicles within the AHJ boundaries
4. *Identify* common passenger vehicle hazards
5. *Describe* incident support operations and resources
6. *Describe* common passenger vehicle anatomy
7. *Describe* fire suppression and safety measures

#### Requisite Skills

1. Apply operational protocols
2. Select specific planning forms based on the types of common passenger vehicles
3. Identify and evaluate various types of common passenger vehicles within the AHJ boundaries
4. Request support and resources
5. Identify common passenger vehicle anatomy
6. Determine the required fire suppression and safety measures

#### Content Modification

Block	Modification	Justification

**Cross Reference**

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 3</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 2-2: Establishing Fire Protection

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.2

### Job Performance Requirement

Establish fire protection, given an extrication incident and fire control support, so that fire and explosion potential is managed, and fire hazards and rescue objectives are communicated to the fire support team.

### Requisite Knowledge

1. *Identify* types of fire and explosion hazards
2. *Describe* incident management system
3. *Describe* types of extinguishing devices
4. *Describe* agency policies and procedures
5. *Identify* types of flammable and combustible substances and types of ignition sources
6. *Describe* extinguishment or control options

### Requisite Skills

1. Identify fire and explosion hazards
2. Operate within the incident management system
3. Use extinguishing devices
4. Apply fire control strategies
5. Manage ignition potential

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-4 (RK 2)</li><li>• Topic 3-7 (RK 1, RK 3 – RK 6, RS 1 – RS 5)</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 8</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 2-3: Stabilizing a Common Passenger Vehicle Resting on its Wheels in a Flat Stable Environment

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.3

### Job Performance Requirement

Stabilize a common passenger vehicle that has come to rest on its wheels on the road surface or similar flat stable environment, given a common passenger vehicle tool kit and PPE, so that the common passenger vehicle is prevented from moving during the rescue operations; entry, exit, and tool placement points are not compromised; anticipated rescue activities will not compromise common passenger vehicle stability; selected stabilization points are structurally sound; stabilization equipment can be monitored; and the risk to rescuers is minimized.

### Requisite Knowledge

1. *Describe* types and rated capacities of stabilization devices
2. *Describe* mechanism of common passenger vehicle movement
3. *Identify* types of stabilization points
4. *Identify* types of stabilization surfaces
5. *Describe* AHJ policies and procedures
6. *Describe* types of vehicle construction components as they apply to stabilization

### Requisite Skills

1. Select, operate, and monitor stabilization devices

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 4-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 11</li><li>• Skill 12</li><li>• Skill 13</li><li>• Skill 14</li><li>• Skill 15</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 2</li></ul>

## 2-4: Managing Potentially Harmful Energy Sources

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.4

### Job Performance Requirement

Manage potentially harmful energy sources, including propulsion power, restraint systems, and construction materials, given a common passenger vehicle, common passenger vehicle tool kit, and PPE, so that all hazards are identified and isolated, systems are managed, beneficial system use is evaluated, and hazards to rescue personnel and victims are minimized.

### Requisite Knowledge

1. *Identify* types and uses of PPE
2. *Identify* types of energy sources
3. *Describe* system isolation methods
4. *Describe* specialized system features
5. *Describe* tools for disabling hazards
6. *Describe* policies and procedures of the AHJ

### Requisite Skills

1. Select and use hazard-specific PPE
2. Identify hazard
3. Operate beneficial systems in support of tactical objectives
4. Operate tools and devices for securing and disabling hazards

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 2-1 (RK 1, RS 1)</li><li>• Topic 3-8 (RK 2 – RK 6, RS 2 – RS 4)</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 9</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 2-5: Mitigating Hazards Associated with Alternative Fuel Vehicles

### Authority

1. Office of the State Fire Marshal

### Job Performance Requirement

*Identify and mitigate hazards associated with alternative fuel vehicles, given an alternative fuel common passenger vehicle, common passenger vehicle tool kit, and PPE, so that all hazards are identified and isolated, systems are managed, beneficial system use is evaluated, and hazards to rescue personnel and victims are minimized.*

### Requisite Knowledge

1. Identify an “alternative” fuel vehicle
2. Identify alternative fuel sources
3. Identify types of alternative fuel common passenger vehicles in the AHJ
4. Identify hazards associated with alternative fuel vehicles
5. Describe how to isolate hazards
6. Describe policies and procedures of the AHJ

### Requisite Skills

1. Select and use hazard-specific PPE
2. Identify hazard
3. Operate beneficial systems in support of tactical objectives
4. Operate tools and devices for securing and disabling hazards

### Content Modification

Block	Modification	Justification
CTS	Added new standard.	NFPA does not address alternative fuel vehicles, but they are common in California and require specialized knowledge and skills in a rescue environment.

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-9</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 10</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

## 2-6: Determining Common Passenger Vehicle Access and Egress Points

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.5

### Job Performance Requirement

Determine the common passenger vehicle access and egress points, given the structural and damage characteristics and potential victim location(s), so that the victim location(s) is identified; access and egress points for victims, rescuers, and equipment are designated; flows of personnel, victim, and equipment are identified; existing entry points are used; time constraints are factored; selected entry and egress points do not compromise vehicle stability; chosen points can be protected; equipment and victim stabilization are initiated; and AHJ safety and emergency procedures are enforced.

### Requisite Knowledge

1. *Describe* common passenger vehicle construction/features
2. *Identify* access and egress points
3. *Identify* routes and hazards operating systems
4. *Describe* AHJ standard operating procedure
5. *Describe* emergency evacuation and safety signals

### Requisite Skills

1. Identify access and egress points and probable victim locations
2. Assess and evaluate impact of vehicle stability on the victim

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 5-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 16</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 3</li></ul>

## 2-7: Creating Access and Egress Openings for Rescue from a Common Passenger Vehicle Resting on its Wheels

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.6

### Job Performance Requirement

Create access and egress openings for rescue from a common passenger vehicle on its wheels, given a vehicle tool kit, specialized tools and equipment, PPE, and an assignment, so that the movement of rescuers and equipment complements victim care and removal, an emergency escape route is provided, the technique chosen is expedient, victim and rescuer protection is afforded, and vehicle stability is maintained.

### Requisite Knowledge

1. *Describe* common passenger vehicle construction and features
2. *Describe* electrical, mechanical, hydraulic, pneumatic, and alternative access and egress equipment
3. *Identify* points and routes of ingress and egress
4. *Describe* techniques and hazards
5. *Describe* agency policies and procedures
6. *Describe* emergency evacuation and safety signals

### Requisite Skills

1. Identify common passenger vehicle construction features
2. Select and operate tools and equipment
3. Apply tactics and strategy based on assignment
4. Apply victim care and stabilization devices
5. Perform hazard control based on techniques selected
6. Demonstrate safety procedures and emergency evacuation signals

### Content Modification

Block	Modification	Justification

**Cross Reference**

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"> <li>• Topic 5-1 (RK 1, RK 6, RS 1, RS 6)</li> <li>• Topic 5-2 (RK 2 – RK 5, RS 2, RS 3, RS 5)</li> <li>• Topic 6-1 (RS 4)</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) R = required O = optional <ul style="list-style-type: none"> <li>• Skill 18 (R)</li> <li>• Skill 19 (R)</li> <li>• Skill 20 (R)</li> <li>• Skill 21 (R)</li> <li>• Skill 22 (R)</li> <li>• Skill 33 (O)</li> <li>• Skill 34 (O)</li> <li>• Skill 35 (O)</li> <li>• Skill 36 (O)</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"> <li>• JPR 3</li> </ul>

## 2-8: Disentangle Victim(s)

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.7

### Job Performance Requirement

Disentangle victim(s), given an operations-level extrication incident, a vehicle tool kit, PPE, and specialized equipment, so that undue victim injury is prevented; victim protection is provided; and stabilization is maintained.

### Requisite Knowledge

1. *Describe* tool selection and application
2. *Describe* stabilization systems
3. *Describe* protection methods
4. *Describe* disentanglement points and techniques
5. *Describe* dynamics of disentanglement

### Requisite Skills

1. Operate disentanglement tools
2. Initiate protective measures
3. Identify and eliminate points of entrapment
4. Maintain incident stability and scene safety

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 6-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 28</li><li>• Skill 29</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 4</li></ul>

## 2-9: Removing a Packaged Victim to a Designated Safe Area

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.8

### Job Performance Requirement

Remove a packaged victim to a designated safe area, as a member of a team, given a victim transfer device, a designated egress route, and PPE, so that the team effort is coordinated, the designated egress route is used, the victim is removed without compromising victim packaging, undue injury is prevented, and stabilization is maintained.

### Requisite Knowledge

1. *Describe* patient handling techniques
2. *Describe* types of immobilization, packaging, and transfer devices
3. *Describe* types of immobilization techniques
4. *Identify* signs and symptoms of compartment syndrome as a result of crush injuries
5. *Describe* uses of immobilization devices

### Requisite Skills

1. Use immobilization, packaging, and transfer devices for specific situations
2. Use immobilization techniques
3. Apply medical protocols and safety features to immobilize, package, and transfer
4. Use all techniques for lifting the patient

### Content Modification

Block	Modification	Justification

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 6-2</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 30</li><li>• Skill 31</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 4</li></ul>

## 2-10: Terminating a Common Passenger Vehicle Incident

### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.2.9

### Job Performance Requirement

Terminate a vehicle incident, given PPE specific to the incident, isolation barriers, and an extrication tool kit, so that rescuers and bystanders are protected during termination operations; the party responsible for the operation, maintenance, or removal of the affected vehicle is notified of any modification or damage created during the extrication process; scene control is transferred to a responsible party; potential or existing hazards are communicated to that responsible party; and command is terminated.

### Requisite Knowledge

1. *Describe* PPE characteristics
2. *Identify* hazards and risks
3. *Describe* isolation techniques
4. *Identify* statutory requirements identifying responsible parties
5. *Describe* accountability system use
6. *Describe* reporting methods
7. *Describe* post incident analysis techniques

### Requisite Skills

1. Select and use hazard-specific PPE
2. *Perform* decontamination
3. Use barrier protection techniques
4. Collect data and *implement* record keeping/reporting protocols
5. *Conduct* post incident analysis activities

### Content Modification

Block	Modification	Justification
RS2	Added "perform".	NFPA did not provide a verb.
RS4	Added "implement".	NFPA did not provide a verb.
RS5	Added "conduct".	NFPA did not provide a verb.

### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 7-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 32</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 5</li></ul>

## Section 3: Technician

### 3-1: Creating an Incident Action Plan for a Common Passenger Vehicle Resting on its Roof

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.1

#### Job Performance Requirement

Create an incident action plan for an incident where a common passenger vehicle has come to rest on its roof, given agency guidelines, planning forms, and a technician-level vehicle incident or simulation, so that a standard approach is used during training and operational scenarios, emergency situation hazards are identified, isolation methods and scene security measures are considered, fire suppression and safety measures are identified, vehicle stabilization needs are evaluated, and resource needs are identified and documented for future use.

#### Requisite Knowledge

1. *Describe* operational protocols
2. *Identify* specific planning forms
3. *Identify* types of common passenger vehicles within the AHJ boundaries
4. *Describe* vehicle hazards
5. *Describe* incident support operations and resources
6. *Identify* vehicle anatomy
7. *Describe* fire suppression and safety measures

#### Requisite Skills

1. Apply operational protocols
2. Select specific planning forms based on the position of the common passenger vehicle
3. Identify and evaluate various types of vehicles within the AHJ boundaries
4. Request support and resources
5. Identify common passenger vehicles anatomy
6. Determine the required fire suppression and safety measures

#### Content Modification

Block	Modification	Justification

**Cross Reference**

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 3</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

### 3-2: Stabilizing a Common Passenger Vehicle Resting on its Roof

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.2

#### Job Performance Requirement

Stabilize a common passenger vehicle that has come to rest on its roof, given a common passenger vehicle, a technician-level common passenger vehicle incident or simulation, given a common passenger vehicle tool kit and PPE, so that the common passenger vehicle is prevented from moving during the rescue operations; entry, exit, and tool placement points are not compromised; anticipated rescue activities will not compromise common passenger vehicle stability; selected stabilization points are structurally sound; stabilization equipment can be monitored; and the risk to rescuers is minimized.

#### Requisite Knowledge

1. *Describe* types and rated capacities of stabilization devices
2. *Describe* mechanism of common passenger vehicle movement
3. *Identify* types of stabilization points
4. *Identify* types of stabilization surfaces
5. *Describe* AHJ policies and procedures
6. *Identify* types of common passenger vehicle construction components as they apply to stabilization

#### Requisite Skills

1. Select, operate, and monitor stabilization devices

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"> <li>• Topic 4-1</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"> <li>• Skill 11</li> <li>• Skill 12</li> <li>• Skill 13</li> <li>• Skill 14</li> <li>• Skill 15</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"> <li>• JPR 2</li> </ul>

### 3-3: Creating Access and Egress Openings for Rescue from a Common Passenger Vehicle Resting on its Roof

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.3

#### Job Performance Requirement

Create access and egress openings for rescue from a common passenger vehicle that has come to rest on its roof, given a technician-level common passenger vehicle incident or simulation, a common passenger vehicle tool kit, specialized tools and equipment, PPE, and an assignment, so that the movement of rescuers and equipment complements victim care and removal, an emergency escape route is provided, the technique chosen is expedient, victim and rescuer protection is afforded, and common passenger vehicle stability is maintained.

#### Requisite Knowledge

1. *Describe* common passenger vehicle construction and features
2. *Describe* electrical, mechanical, hydraulic, and pneumatic systems
3. *Describe* alternative access and egress equipment
4. *Identify* points and routes of ingress and egress
5. *Describe* techniques and hazards
6. *Describe* agency policies and procedures
7. *Describe* emergency evacuation and safety signals

#### Requisite Skills

1. Identify common passenger vehicle construction features
2. Select and operate tools and equipment
3. Apply tactics and strategy based on assignment
4. Apply victim care and stabilization devices
5. Perform hazard control based on techniques selected
6. Demonstrate safety procedures and emergency evacuation signals

#### Content Modification

Block	Modification	Justification

**Cross Reference**

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"> <li>• Topic 5-1 (RK 1, RK 7, RS 1, RS 6)</li> <li>• Topic 5-2 (RK 2 – RK 6, RS 2, RS 3, RS 5, RS 6)</li> <li>• Topic 6-1 (RS 4)</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) R = required O = optional <ul style="list-style-type: none"> <li>• Skill 18 (R)</li> <li>• Skill 19 (R)</li> <li>• Skill 20 (R)</li> <li>• Skill 21 (R)</li> <li>• Skill 22 (R)</li> <li>• Skill 33 (O)</li> <li>• Skill 34 (O)</li> <li>• Skill 35 (O)</li> <li>• Skill 36 (O)</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"> <li>• JPR 3</li> </ul>

### 3-4: Creating an Incident Action Plan for a Common Passenger Vehicle Resting on its Side

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.4

#### Job Performance Requirement

Create an incident action plan for an incident where a common passenger vehicle has come to rest on its side, given agency guidelines, planning forms, and a technician-level common passenger vehicle incident or simulation, so that a standard approach is used during training and operational scenarios, emergency situation hazards are identified, isolation methods and scene security measures are considered, fire suppression crew and safety measures are identified, common passenger vehicle stabilization needs are evaluated, and resource needs are identified and documented for future use.

#### Requisite Knowledge

1. *Describe* operational protocols
2. *Identify* specific planning forms
3. *Identify* common passenger vehicle to the AHJ boundaries
4. *Describe* common passenger vehicle hazards
5. *Describe* incident support operations and resources
6. *Identify* common passenger vehicle anatomy
7. *Describe* fire suppression crew and safety measures

#### Requisite Skills

1. Apply operational protocols
2. Select specific planning forms based on the position of the common passenger vehicle
3. Identify and evaluate various types of common passenger vehicle within the jurisdiction of the AHJ
4. Request support and resources
5. Determine the required fire suppression crew and safety measures

#### Content Modification

Block	Modification	Justification

**Cross Reference**

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 3</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

### 3-5: Stabilizing a Common Passenger Vehicle Resting on its Side

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.5

#### Job Performance Requirement

Stabilize a common passenger vehicle that has come to rest on its side, given a common passenger vehicle tool kit and PPE, so that the common passenger vehicle is prevented from moving during the rescue operations; entry, exit, and tool placement points are not compromised; anticipated rescue activities will not compromise common passenger vehicle stability; selected stabilization points are structurally sound; stabilization equipment can be monitored; and the risk to rescuers is minimized.

#### Requisite Knowledge

1. *Describe* types of stabilization devices
2. *Describe* mechanism of vehicle movement
3. *Identify* types of stabilization points
4. *Identify* types of stabilization surfaces
5. *Describe* AHJ policies and procedures
6. *Identify* types of vehicle construction components as they apply to stabilization

#### Requisite Skills

1. Select, operate, and monitor stabilization devices

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 4-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 11</li><li>• Skill 12</li><li>• Skill 13</li><li>• Skill 14</li><li>• Skill 15</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 2</li></ul>

### 3-6: Creating Access and Egress Openings for Rescue from a Common Passenger Vehicle Resting on its Side

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.6

#### Job Performance Requirement

Create access and egress openings for rescue from a common passenger vehicle that has come to rest on its side, given a common passenger vehicle tool kit, specialized tools and equipment, PPE, and an assignment, so that the movement of rescuers and equipment complements victim care and removal, an emergency escape route is provided, the technique chosen is expedient, victim and rescuer protection is afforded, and common passenger vehicle stability is maintained.

#### Requisite Knowledge

1. *Identify* common passenger vehicle construction and features
2. *Describe* electrical, mechanical, hydraulic, and pneumatic systems
3. *Describe* alternative access and egress equipment
4. *Identify* points and routes of ingress and egress
5. *Describe* techniques and hazards
6. *Describe* agency policies and procedures
7. *Describe* emergency evacuation and safety signals

#### Requisite Skills

1. Identify common passenger vehicle construction features
2. Select and operate tools and equipment
3. Apply tactics and strategy based on assignment
4. Apply victim care and stabilization devices
5. Perform hazard control based on techniques selected
6. Demonstrate safety procedures and emergency evacuation signals

#### Content Modification

Block	Modification	Justification

**Cross Reference**

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"> <li>• Topic 5-1 (RK 1, RK 7, RS 1, RS 6)</li> <li>• Topic 5-2 (RK 2 – RK 6, RS 2, RS 3, RS 5)</li> <li>• Topic 6-1 (RK 4)</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) R = required O = optional <ul style="list-style-type: none"> <li>• Skill 18 (R)</li> <li>• Skill 19 (R)</li> <li>• Skill 20 (R)</li> <li>• Skill 21 (R)</li> <li>• Skill 22 (R)</li> <li>• Skill 33 (O)</li> <li>• Skill 34 (O)</li> <li>• Skill 35 (O)</li> <li>• Skill 36 (O)</li> </ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"> <li>• JPR 3</li> </ul>

### 3-7: Creating an Incident Action Plan to Access or Remove Occupants from a Multi-hazard Configuration or Environment

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.7

#### Job Performance Requirement

Create an incident action plan for an incident where a common passenger vehicle has come to rest in a configuration or environment where multiple concurrent hazards must be managed to access or remove the occupants, given agency guidelines, planning forms, and a technician-level common passenger vehicle incident or simulation, so that a standard approach is used during training and operational scenarios, emergency situation hazards are identified, isolation methods and scene security measures are considered, fire suppression and safety measures are identified, common passenger vehicle stabilization needs are evaluated, and resource needs are identified and documented for future use.

#### Requisite Knowledge

1. *Describe* operational protocols
2. *Identify* specific planning forms
3. *Describe* common passenger vehicle hazards
4. *Describe* incident support operations and resources
5. *Identify* vehicle anatomy
6. *Describe* fire suppression and safety measures

#### Requisite Skills

1. Apply operational protocols
2. Select specific planning forms based on the position of the common passenger vehicle
3. Identify and evaluate various types of common passenger vehicles
4. Request support and resources
5. Identify anatomy
6. Determine the required fire suppression crew and safety measures

#### Content Modification

Block	Modification	Justification

**Cross Reference**

<b>Course Plan</b>	<b>Training Record</b>	<b>Task Book</b>
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 3-2</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 3</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 1</li></ul>

### 3-8: Stabilizing a Common Passenger Vehicle to Access or Remove Occupants from a Multi-hazard Configuration or Environment

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.8

#### Job Performance Requirement

Stabilize a common passenger vehicle that has come to rest in a configuration or environment where multiple concurrent hazards must be managed to access or remove the occupants, given a vehicle tool kit and PPE, so that the vehicle is prevented from moving during the rescue operations; entry, exit, and tool placement points are not compromised; anticipated rescue activities will not compromise vehicle stability; selected stabilization points are structurally sound; stabilization equipment can be monitored; and the risk to rescuers is minimized.

#### Requisite Knowledge

1. *Identify* types of stabilization devices
2. *Describe* mechanism of vehicle movement
3. *Identify* types of stabilization points
4. *Identify* types of stabilization surfaces
5. *Describe* AHJ policies and procedures
6. *Identify* types of vehicle construction components as they apply to stabilization

#### Requisite Skills

1. Select, operate, and monitor stabilization devices

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 4-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 11</li><li>• Skill 12</li><li>• Skill 13</li><li>• Skill 14</li><li>• Skill 15</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 2</li></ul>

### 3-9: Disentangling Victim(s)

#### Authority

1. NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)
  - Paragraph 8.3.9

#### Job Performance Requirement

Disentangle victim(s), given an extrication incident, a vehicle tool kit, PPE, and specialized equipment, so that undue victim injury is prevented, victim protection is provided, and stabilization is maintained.

#### Requisite Knowledge

1. Describe tool selection and application
2. Describe stabilization systems
3. Describe protection methods
4. Describe disentanglement points and techniques
5. Describe dynamics of disentanglement

#### Requisite Skills

1. Operate disentanglement tools
2. Initiate protective measures
3. Identify and eliminate points of entrapment
4. Maintain incident stability and scene safety

#### Content Modification

Block	Modification	Justification

#### Cross Reference

Course Plan	Training Record	Task Book
Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Topic 6-1</li></ul>	Common Passenger Vehicle Rescue Technician (2021) <ul style="list-style-type: none"><li>• Skill 28</li><li>• Skill 29</li></ul>	Common Passenger Vehicle Rescue Technician (2021) Instructor Task Book <ul style="list-style-type: none"><li>• JPR 4</li></ul>



# Common Passenger Vehicle Rescue Technician (2021)

## Course Plan

### Course Details

- Description:** This course provides the knowledge and skills to prepare an emergency responder to extricate victim(s) from a common passenger vehicle in a safe and effective manner in accordance with AHJ policies and procedures. Topics include sizing up an incident; creating an incident action plan; establishing safety zones; mitigating hazards; stabilizing and creating access and egress openings for rescue from a vehicle resting on its wheels, side, and roof or in a multi-hazard configuration or environment; disentangling and removing victims; and terminating an incident. This course incorporates awareness, operations, and technician training based on NFPA 1006 (2021).
- Designed For:** All emergency personnel who perform common passenger vehicle rescue.
- Prerequisites:** IS-100, IS-200, IS-700, IS-800 (FEMA – online)  
Public Safety First Aid (*CA Health and Safety Code 1979.182*)  
CPR (*CA Health and Safety Code 1979.182*)
- Standard:** Attend and participate in all course sections  
Successful completion of all skills identified on the Training Record
- Hours:** 24 hours  
(6.25 lecture / 17.75 application)
- Max Class Size:** 50
- Instructor Level:** SFT Registered Common Passenger Vehicle Rescue Technician Instructor
- Instructor/Student Ratio:** 1:50 (lecture)  
1:8 (skills/teaching demonstrations)
- Restrictions:** All instructors counted toward student ratios, including application components, must be SFT Registered Common Passenger Vehicle Rescue Technician Instructors.
- SFT Designation:** FSTEP

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One (or both) of the following texts:
  - *Vehicle Extrication Levels I and II: Principles and Practice* (and instructor tool kit) David A. Sweet, Jones & Bartlett Learning, revised 2<sup>nd</sup> edition (or newer)
  - *Principles of Vehicle Extrication* Fire Protection Publications, International Fire Service Training Association (IFSTA), 5<sup>th</sup> edition (or newer)
- NFPA 1006: Standard for Technical Rescue Personnel (2021) (physical or digital access to current edition)
- Full structural personal protective equipment (including hand, eye, and respiratory protection)

### Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/fstep-curriculum/>

- None

### Student Resources

To participate in this course, students need:

- Course text selected by instructor
  - *Vehicle Extrication Levels I and II: Principles and Practice* (and instructor tool kit) David A. Sweet, Jones & Bartlett Learning, revised 2<sup>nd</sup> edition (or newer)
  - *Principles of Vehicle Extrication* Fire Protection Publications, International Fire Service Training Association (IFSTA), 5<sup>th</sup> edition (or newer)
- Full structural personal protective equipment (including hand, eye, and respiratory protection)

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

- A Common Passenger Vehicle Rescue Technician Training Site with the NFPA 1006 required facilities, structures, work areas, materials, props, tools, and equipment of adequate size, type, and quantity to fully and safely support the cognitive and psychomotor training required to deliver the curriculum

### Equipment

Student safety is of paramount importance when conducting the type of high-risk training associated with this Common Passenger Vehicle Rescue Technician (2021) course.

- The equipment listed below is the minimum for the delivery of this course.
- The student is responsible for providing all PPE and ensuring that all PPE meets AHJ and site requirements.

The following equipment is required to deliver this course:

Category	Equipment
Incident action plan (IAP)	One for each skills day (tactical worksheets and ICS 201)
Hand tools	Bolt cutters, crowbar/pry bar, flat head axe, Halligan tool, hack saw and spare blades, pick-head axe, pike pole (or equivalent), flashlight, sledgehammer, spring-loaded center punch, cable cutters, seatbelt cutter (or equivalent), webbing, utility rope, duct tape, basic mechanic's tool kit
Power tools	Circular saw, reciprocating saw
Fire extinguishers	One per skills station
Extrication tools	Cutters, spreaders, rams
Stabilization	Cable/chains/rope/sling (determined by AHJ), manufactured strut systems, cribbing, wedges, step chocks, wheel chocks
Vehicles	See skills sheets for minimum requirements per station
Victim Immobilization and Protection	Determined by AHJ
Victims	Live, manufactured, or improvised rescue mannequins (determined by number of vehicles used)
Lifting equipment	Air bag sets, struts, hydraulic and mechanical jacks
Other supplies as needed	Salvage covers, straight or folding ladder, hearing protection (one/student minimum), brooms, shovels, absorbent
For all equipment, ensure that you have the power source, operating supplies (blades, fuel, etc.), and cleaning supplies.	

### Personnel

The following personnel are required to deliver this course:

- Any instructor counted toward student ratios must be an SFT Registered Common Passenger Vehicle Rescue Technician (2021) Instructor.

**Time Table**

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.5	0.0	
<b>Unit 1 Totals</b>	<b>0.5</b>	<b>0.0</b>	<b>0.5</b>
<b>Unit 2: PPE, Tools, and Equipment</b>			
Topic 2-1: Selecting and Using PPE	0.25	0.25	
Topic 2-2: Using Tools and Equipment	0.25	0.5	
<b>Unit 2 Totals</b>	<b>0.5</b>	<b>0.75</b>	<b>1.25</b>
<b>Unit 3: Incident Response</b>			
Topic 3-1: Sizing Up an Incident	0.25	0.25	
Topic 3-2: Creating an Incident Action Plan	0.25	0.25	
Topic 3-3: Recognizing the Need for Technical Rescue Resources	0.25	0.25	
Topic 3-4: Supporting an Operations- or Technician-level Incident	0.25	0.25	
Topic 3-5: Establishing Scene Safety Zones	0.25	0.5	
Topic 3-6: Recognizing Incident Hazards and Initiating Isolation Procedures	0.25	0.5	
Topic 3-7: Establishing Fire Protection	0.25	0.5	
Topic 3-8: Managing Potentially Harmful Energy Sources	0.25	0.5	
Topic 3-9: Mitigating Hazards Associated with Alternative Fuel Vehicles	0.25	0.0	
<b>Unit 3 Totals</b>	<b>2.25</b>	<b>3.0</b>	<b>5.25</b>
<b>Unit 4: Stabilizing a Common Passenger Vehicle</b>			
Topic 4-1: Stabilizing a Vehicle	1.5	5.75	
<b>Unit 4 Totals</b>	<b>1.5</b>	<b>5.75</b>	<b>7.25</b>
<b>Unit 5: Creating Access and Egress</b>			
Topic 5-1: Determining Vehicle Access and Egress Points	0.25	0.5	
Topic 5-2: Creating Access and Egress Openings for Rescue	1.0	5.75	
<b>Unit 5 Totals</b>	<b>1.25</b>	<b>6.25</b>	<b>7.5</b>
<b>Unit 6: Victim Rescue</b>			
Topic 6-1: Disentangling Victims	0.25	1.0	
Topic 6-2: Removing a Packaged Victim to a Designated Safe Area	0.25	0.25	
<b>Unit 6 Totals</b>	<b>0.5</b>	<b>1.25</b>	<b>1.75</b>
<b>Unit 7: Termination</b>			
Topic 7-1: Terminating a Vehicle Incident	0.25	0.25	
<b>Unit 7 Totals</b>	<b>0.25</b>	<b>0.25</b>	<b>0.5</b>
<b>Formative Assessments</b>			

Segment	Lecture	Application	Unit Total
Determined by AHJ or educational institution	0.0	0.0	0.0
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	0.0	0.0	0.0
<b>Course Totals</b>	<b>6.75</b>	<b>17.25</b>	<b>24.0</b>

### Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

## Unit 1: Introduction

### Topic 1-1: Orientation and Administration

#### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### Discussion Questions

1. Determined by instructor

#### Application

1. Have students complete all required registration forms.

## Unit 2: PPE, Tools, and Equipment

### Topic 2-1: Selecting and Using PPE

#### Terminal Learning Objective

At the end of this topic a student, given a common passenger vehicle incident and AHJ policies and procedures, will be able to select and use personal protective equipment (PPE), so that PPE is appropriate to incident response needs and donned and worn correctly.

#### Enabling Learning Objectives

1. Identify the protections provided by PPE during common passenger vehicle incidents
2. Identify the limitations of PPE
3. Identify when and how to don and doff PPE
  - Safety considerations
  - Manufacturer guidelines
  - AHJ policies and procedures
4. Don and doff PPE

#### Discussion Question

1. What types of PPE does your AHJ require for common passenger vehicle rescue?

#### Application

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation.

#### Instructor Notes

1. None

**CTS Guide Reference:** None

## Topic 2-2: Using Tools and Equipment

### Terminal Learning Objective

At the end of this topic a student, given various hand and power tools and equipment, will be able to select, and safely transport, operate, and use them in accordance with manufacturer specifications and AHJ policies and procedures.

### Enabling Learning Objectives

1. Identify basic common passenger vehicle rescue tools and equipment
2. Identify safety considerations for storing and transporting tools and equipment
3. Identify guidelines for cleaning, inspecting, and maintaining tools and equipment
  - Manufacturer guidelines
  - AHJ guidelines
  - Documentation and reporting requirements
4. Describe methods for cleaning tools and equipment
  - Equipment/tools to use
  - Solvents or solutions to use
5. Identify when and how to remove hand and power tools from service
  - Manufacturer guidelines
  - AHJ guidelines
  - Documentation and reporting requirements
6. Transport, operate, and maintain tools and equipment

### Discussion Question

1. What tools does your agency use for vehicle rescue?
2. What are maintenance procedures for these tools?
3. Which tools are carried on different apparatus types in your AHJ?

### Application

1. Students will practice this skill at multiple skill stations and must demonstrate using each of the following devices—cutters, spreaders, rams, strut systems, and air bag systems—on at least one vehicle placement or configuration.

### Instructor Notes

1. ELO 1 – Use the course equipment list as the minimum requirements and then include any other tools and equipment common to your AHJ.

**CTS Guide Reference:** None

## Unit 3: Incident Response

### Topic 3-1: Sizing Up an Incident

#### Terminal Learning Objective

At the end of this topic a student, given an incident, background information and applicable reference materials, will be able to size up an incident so that the operational mode is defined, resource availability and response time are determined, types of rescues are determined, the number of victims are identified, the last reported location of all victims are established, witnesses and reporting parties are identified and interviewed, resource needs are assessed, search parameters are identified, and information required to develop an incident action plan is obtained.

#### Enabling Learning Objectives

1. Identify types of reference materials and their uses
  - Emergency response guides
  - AHJ standard operating procedures and guidelines
2. Describe risk/benefit assessment
  - Rescue vs. recovery
3. Identify resource availability, capabilities, and limitations
4. Describe elements of an action plan and related information
  - Formal (ICS roles) vs. informal
  - Determined by incident complexity
5. Describe how size up relates to the incident management system
6. Describe information gathering techniques and how that information is used in the size-up process
  - Pre-incident
  - En route
  - On scene
  - Evolving
7. Read specific rescue reference materials
8. Interview and gather information
9. Relay information
10. Manage witnesses
11. Use information sources

#### Discussion Question

1. When does scene size up begin?
2. What specialty resources to support passenger vehicle rescue are available in your AHJ?
3. What are some ways to gather information for scene size up?

#### Application

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation.

#### Instructor Notes

1. For any content identified as “determined by AHJ”, adjust content to reflect the policies, procedures, guidelines, and best practices of the AHJ delivering or hosting the course.

This applies to all topics in this course plan.  
**CTS Guide Reference:** CTS 1-2

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## Topic 3-2: Creating an Incident Action Plan

### Terminal Learning Objective

At the end of this topic a student, given agency guidelines, planning forms, and an operations- or technician-level common passenger vehicle incident or simulation, will be able to create an incident action plan for a common passenger vehicle incident so that a standard approach is used during training and operational scenarios, emergency situation hazards are identified, isolation methods and scene security measures are considered, fire suppression and safety measures are identified, common passenger vehicle stabilization needs are evaluated, and resource needs are identified and documented for future use.

### Enabling Learning Objectives

1. Describe operational protocols
  - Determined by incident and AHJ
2. Identify activity-level rolls and responsibilities
  - Awareness
  - Operations
  - Technician
3. Identify specific planning forms
  - Determined by incident and AHJ
4. Identify types of common passenger vehicles within AHJ boundaries
  - Common passenger vehicles
  - Light commercial vehicles
5. Identify common passenger vehicle positioning at an incident
  - Wheel resting
  - Roof resting
  - Side resting
  - Multi-hazard configuration or environment (under, on, or in another thing)
    - Configuration = two or more independently unstable objects
      - Vehicle on vehicle
      - Object on vehicle
      - Vehicle on object
    - Environment
      - Cliffs or rocks
      - Water
      - Structures
6. Identify common passenger vehicle hazards
  - Wheel resting
    - Fluid leaks
    - Broken glass
    - Shredded/splintered metal and plastic
    - Exposed vehicle components
    - Vehicle contents
    - Safety devices
    - Airborne debris

- Bodily fluids
  - Fire
  - Traffic
  - Roof or side resting
    - Greater instability (high center of gravity with narrow base)
    - Potential for roll over (side)
    - Potential for collapse (roof)
    - Exposed components on bottom of vehicle
  - Multi-hazard configuration or environment
    - Multiple unstable objects
    - Weight
    - Access issues
    - Potential for roll over
    - Potential for collapse
7. Describe incident support operations and resources
    - Determined by incident and AHJ
  8. Identify common passenger vehicle anatomy as it relates to an incident action plan
  9. Describe fire suppression and safety measures
  10. Apply operational protocols
  11. Select specific planning forms based on the types of common passenger vehicles
  12. Identify and evaluate various types of common passenger vehicles within the AHJ
  13. Request support and resources
  14. Identify common passenger vehicle anatomy
  15. Determine the required fire suppression and safety measures

#### **Discussion Questions**

1. What types of passenger vehicles are common in your AHJ?
2. How does a vehicle's construction impact your incident action plan?
3. What hazards are unique to a vehicle resting on its roof?
4. What additional resources and equipment might be required for an incident involving a vehicle resting on its roof?
5. What hazards are unique to a vehicle resting on its side?
6. What additional resources and equipment might be required for an incident involving a vehicle resting on its side?
7. What hazards are unique to a multi-hazard configuration?
8. What additional resources and equipment might be required for an incident involving a multi-hazard configuration?

#### **Application**

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation for one vehicle placement or configuration.

#### **Instructor Notes**

1. ELO 6 – The hazards listed for “wheel resting” are common to all configurations. The hazards listed under other configuration are in addition to those listed for “wheel resting”.
2. ELO 6 is covered in more detail in Topics 3-5 and 3-6. Use this as an introduction.

3. ELO 9 is covered in more detail in Topic 3-7. Use this an introduction.

**CTS Guide Reference:** CTS 2-1, CTS 3-1, CTS 3-4, CTS 3-7

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### **Topic 3-3: Recognizing the Need for Technical Rescue Resources**

#### **Terminal Learning Objective**

At the end of this topic a student, given AHJ guidelines, will be able to recognize the need for technical rescue resources at an operations- or technician-level incident so that the need for additional resources is identified, the response system is initiated, the scene is secured and rendered safe until additional resources arrive, and awareness-level personnel are incorporated into the operational plan.

#### **Enabling Learning Objectives**

1. Describe operational protocols
  - Determined by incident and AHJ
2. Identify specific planning forms
3. Identify types of incidents common to the AHJ
4. Identify hazards
5. Describe incident support operations and resources
  - Determined by incident and AHJ
6. Describe safety measures
7. Apply operational protocols
8. Select specific planning forms based on the types of incidents
9. Identify and evaluate various types of hazards within the AHJ
10. Request support and resources
11. Determine the required safety measures

#### **Discussion Questions**

1. What factors determine when an incident requires additional or specialty resources?
2. What process does your AHJ use to request resources?

#### **Application**

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation.

#### **Instructor Notes**

1. ELO 4 is covered in more detail in Topics 3-5 and 3-6. Use this as an introduction.
2. This topic has a lot of overlap with Topic 3-2 and can be taught concurrently.

**CTS Guide Reference:** CTS 1-4

## **Topic 3-4: Supporting an Operations- or Technician-level Incident**

### **Terminal Learning Objective**

At the end of this topic a student, given an incident, an assignment, an incident action plan, and resources from the tool kit, will be able to support an operations- or technician-level incident so that the assignment is carried out, progress is reported to command, environmental concerns are managed, personnel rehabilitation is facilitated, and the incident action plan is supported.

### **Enabling Learning Objectives**

1. Identify support roles and responsibilities
  - Traffic control
  - Fire suppression
  - Establishing safety zones
  - Notifications
  - Resource requests
  - Logistical support
  - Emergency medical services
2. Describe AHJ operational protocols
3. Describe the incident management system
4. Describe how to select and use resources
5. Identify scene support requirements
6. Apply operational protocols
7. Function within an incident management system
8. Follow and implement an incident action plan
9. Report the task progress status to a supervisor or incident command

### **Discussion Questions**

1. What are some of the roles and responsibilities of an awareness level responder during an incident?

### **Application**

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 1-5

## Topic 3-5: Establishing Scene Safety Zones

### Terminal Learning Objective

At the end of this topic a student, given a common passenger vehicle incident, scene security barriers, incident location, incident information, and personal protective equipment (PPE), will be able to establish scene safety zones so that the scene and responders are visible to approaching common passenger vehicles, safety zones are designated, zone perimeters are consistent with incident requirements, perimeter markings can be recognized and understood by others, zone boundaries are communicated to incident command, and traffic flow is controlled.

### Enabling Learning Objectives

1. Describe (hazard) zone or area control flow and concepts
  - Hot
  - Warm
  - Cold
2. Identify types of control devices and tools
  - Road flares
  - Traffic cones
  - Directional lighting on apparatus
  - Personnel (crew, law enforcement, Department of Transportation, etc.)
  - Apparatus placement/blocking
  - Signs (stop/slow)
3. Identify types of existing and potential hazards
  - Situational
    - Traffic
    - Weather (rain, snow, fog, glare, etc.)
    - Terrain (rocks, trees, water, elevation, etc.)
    - Road construction
    - Hazardous materials
    - Location (train tracks, hairpin turns, wires, etc.)
  - Vehicle
    - Propulsion (fuel, hybrid, alternate)
    - Restraint systems
    - Electrical
    - Other (cargo contents, struts, exotic metals, etc.)
4. Describe methods of hazard mitigation
  - Avoid
  - Eliminate
  - Isolate
  - Mitigate
5. Describe organizational standard operating procedure
  - Determined by incident and AHJ
6. Describe staffing requirements

- Determined by incident and AHJ
7. Apply crowd control concepts
  8. Position zone control devices
  9. Identify and mitigate existing or potential hazards
  10. Maintain personal safety techniques

**Discussion Questions**

1. What determines whether an area is a hot, warm, or cold hazard zone?
2. What agencies in your AHJ can help with scene control?

**Application**

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation.

**Instructor Resources**

1. None

**CTS Guide Reference:** CTS 1-1

## Topic 3-6: Recognizing Incident Hazards and Initiating Isolation Procedures

### Terminal Learning Objective

At the end of this topic a student, given scene control barriers, personal protective equipment (PPE), requisite equipment, and available specialized resources, will be able to recognize incident hazards and initiate isolation procedures so that all hazards are identified; resource application fits the operational requirements; hazard isolation is considered; risks to rescuers, bystanders, and victims are minimized; and rescue time constraints are taken into account.

### Enabling Learning Objectives

1. Identify types and nature of incident hazards
2. Identify common types of rescuer and victim hazards and risks
  - Moving vehicles
  - Vehicle stability
  - Cargo
  - Hazardous materials
  - Electrocution
  - Fire
  - Biohazards
  - Psychological impact
  - Injury
  - Death
3. Describe methods for controlling access to the scene
  - Flagging
  - Caution tape
  - Personnel (crew, law enforcement, DOT)
4. Describe isolation equipment types and their use
  - Absorbents
  - Tools
  - Equipment
  - Visual identifiers
5. Describe isolation methods and implementation
  - De-energize vehicle
  - Lock-out/tag-out
  - 5/10/30 rule
6. Identify operational requirement concerns
  - Responder safety
  - Patient safety
  - Public safety
7. Identify and types of technical references
  - NFPA 1006 (current edition)
  - Text identified by instructor
8. Identify incident hazards

9. Assess potential hazards to rescuers and bystanders
10. Place scene control barriers
11. Operate control and mitigation equipment

**Discussion Questions**

1. What vehicle features create hazards for rescuers?
2. What risks might rescuers encounter when isolating or mitigating hazards?
3. What is the 5/10/30 rule? Why is it important?
4. What is a simple way to reduce electrical hazards in a vehicle?

**Application**

1. Students will practice this skill at multiple skill stations and must describe it once for evaluation.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 1-3

## Topic 3-7: Establishing Fire Protection

### Terminal Learning Objective

At the end of this topic a student, given an extrication incident and fire control support, will be able to establish fire protection so that fire and explosion potential is managed, and fire hazards and rescue objectives are communicated to the fire support team.

### Enabling Learning Objectives

1. Identify types of fire and explosion hazards
  - Fuels
  - Fuel additives (ethanol, methanol)
  - Specialty metals
  - Batteries
  - Pressurized cylinders
  - Restraint devices
  - Ignition sources
2. Describe types of extinguishing devices
  - Water or foam (1½" diameter charged hoseline minimum)
  - Extinguishers
3. Describe agency policies and procedures
  - Determined by AHJ
    - Fire suppression
    - Rapid intervention personnel
4. Identify types of flammable and combustible substances and types of ignition sources
5. Describe extinguishment or control options
6. Identify fire and explosion hazards
7. Operate within the incident management system
8. Use extinguishing devices
9. Apply fire control strategies
10. Manage ignition potential

### Discussion Questions

1. What components of a vehicle are a potential fire or explosion hazard?
2. What is your agency's policy on protection lines during a vehicle rescue?

### Application

1. Students will practice this skill at multiple skill stations and must describe it once for evaluation.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-2

## Topic 3-8: Managing Potentially Harmful Energy Sources

### Terminal Learning Objective

At the end of this topic a student, given a common passenger vehicle, common passenger vehicle tool kit, and PPE, will be able to manage potentially harmful energy sources, including propulsion power, restraint systems, and construction materials, so that all hazards are identified and isolated, systems are managed, beneficial system use is evaluated, and hazards to rescue personnel and victims are minimized.

### Enabling Learning Objectives

1. Identify types of energy sources
  - Kinetic vs. potential
  - Electrical
  - Fuel
  - Chemical
  - Pneumatic systems
    - Fuel pumps
    - Air bags (passive restraint devices)
    - Alternative fuel systems
    - Air suspension systems
  - Gravity
  - Mechanical
  - Topographical
2. Describe specialized system features
3. Describe system isolation methods
  - Operate beneficial systems in support of tactical operations before isolating
4. Describe tools for disabling hazards
  - Determined by AHJ
  - Determined by incident
5. Describe policies and procedures of the AHJ
6. Identify hazard
7. Operate beneficial systems in support of tactical objectives
8. Operate tools and devices for securing and disabling hazards

### Discussion Questions

1. What are some common energy source locations in or on a vehicle?
2. What systems should you address before isolating power?
3. What tools or equipment does your agency use to manage energy sources?

### Application

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-4

## Topic 3-9: Mitigating Hazards Associated with Alternative Fuel Vehicles

### Terminal Learning Objective

At the end of this topic a student, given an alternative fuel common passenger vehicle, common passenger vehicle tool kit, and PPE, will be able to identify and mitigate hazards associated with alternative fuel vehicles so that all hazards are identified and isolated, systems are managed, beneficial system use is evaluated, and hazards to rescue personnel and victims are minimized.

### Enabling Learning Objectives

1. Identify an “alternative” fuel vehicle
  - A motorized vehicle propelled by anything other than gas or diesel alone
2. Identify alternative fuel sources
  - Electrical
  - Hybrid
  - Hydrogen
  - Biodiesel
  - Natural gas
    - Compressed (CNG)
    - Liquified (LNG)
  - Liquefied petroleum gas (LPG)
3. Identify types of alternative fuel common passenger vehicles in the AHJ
  - Personal vehicles (Tesla, Prius, etc.)
  - Light commercial (delivery vehicles)
  - Heavy commercial (busses, trash trucks, etc.)
4. Identify hazards associated with alternative fuel vehicles
  - Electrical/hybrid
    - Electrocutation
    - Exotic metal fires
    - Burns
    - Respiratory damage
    - Death
  - Gasses
    - Fire
    - Explosions
    - Compressed cylinders
    - Burns
    - Respiratory damage
    - Death
5. Describe how to isolate hazards
  - Determined by AHJ
  - Determined by manufacturer emergency response guides
6. Describe policies and procedures of the AHJ
7. Identify hazard
8. Operate beneficial systems in support of tactical objectives

9. Operate tools and devices for securing and disabling hazards

**Discussion Questions**

1. How do you identify an alternative fuel vehicle?
2. What type of alternative fuel vehicles operate in your AHJ?
3. What hazards are associated with alternative fuel vehicles?

**Application**

1. Students will practice this skill at multiple skill stations. It is embedded in other skills for evaluation.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-5

## Unit 4: Vehicle Stabilization

### Topic 4-1: Stabilizing a Common Passenger Vehicle

#### Terminal Learning Objective

At the end of this topic a student, given a common passenger vehicle, an operations- or technician-level incident or scenario, a common passenger vehicle tool kit, and PPE, will be able to stabilize a common passenger vehicle so that the vehicle is prevented from moving during the rescue operations; entry, exit, and tool placement points are not compromised; anticipated rescue activities will not compromise vehicle stability; selected stabilization points are structurally sound; stabilization equipment can be monitored; and the risk to rescuers is minimized.

#### Enabling Learning Objectives

1. Identify factors that impact stabilization
  - Vehicle resting on wheels, roof, or side
    - Vehicle size or type
    - Vehicle position
    - Ground surface (dirt, gravel, sand, mud)
    - Access needs
    - Contaminants
  - Additional considerations for multi-hazard configuration or environment
    - Multiple vehicles or objects
    - Topography (water, cliffs, rocks, embankments)
2. Describe mechanism of common passenger vehicle movement
  - Horizontal Movement
    - Vehicle moves forward or rearward on its longitudinal axis or moves horizontally along its lateral axis
  - Vertical Movement
    - Vehicle moves up and down in relation to the ground while moving along its vertical axis
  - Roll Movement
    - Vehicle rocks side to side while rotating about on its longitudinal axis and remaining horizontal in orientation
  - Pitch Movement
    - Vehicle moves up and down about its lateral axis, causing the vehicle 's front and rear portions to move left or right in relation to their original position
  - Yaw Movement
    - Vehicle twists or turns about its vertical axis, causing the vehicle's front and rear portions to move left or right in relation to their original position
  - Additional considerations for multiple objects with potential to move in multiple directions
3. Describe types and rated capacities of stabilization devices
  - Chocks (wheel and step)
  - Vehicle systems (ignition, brakes, etc.)

- Cribbing
  - Struts
  - Cables, chains, ropes, slings
    - Marrying or joining together a vehicle with another vehicle or object
  - Air bags
4. Identify types of stabilization points
    - Single point vs. multi-point (based on access needs)
    - Vehicle placement (may already provide stabilization)
    - May need to stabilize multiple objects (may not all be vehicles)
  5. Identify types of stabilization surfaces
    - Use what is available based on vehicle(s) resting position
    - Solid structural vehicle surfaces
      - Frame, jack points, trunk, hood, pillars, roof, undercarriage, platform, quarter panels
    - Non-vehicle surfaces
      - Rocks, structures, utility poles, etc.
  6. Describe how to stabilize a common passenger vehicle
    - Resting on its wheels on the road surface or similar flat stable environment
    - Resting on its roof
    - Resting on its side
    - Resting in a configuration or environment where multiple concurrent hazards must be managed to access or remove the occupants
  7. Describe AHJ policies and procedures
  8. Select, operate, and monitor stabilization devices

#### **Discussion Questions**

1. How does vehicle location or position impact stabilization needs?
2. What tools and equipment does your agency use to stabilize a common passenger vehicle?
3. How is stabilizing a pick-up truck different from stabilizing a small passenger vehicle?
4. How is stabilizing a vehicle resting on its roof different from a vehicle resting on wheels?
5. When is it possible to use the roof as a stabilization surface? Why?
6. How does a vehicle's center of gravity change when it's resting on its side?
7. How is stabilizing a vehicle resting on its side different from a vehicle resting on its wheels?
8. How is stabilizing a vehicle in a multi-hazard configuration different from a solo vehicle?
9. How does your agency marry or join together vehicles or objects?

#### **Application**

1. Students will practice this skill at multiple skill stations and must perform stabilization once for each of the following devices—chocks (or equivalent), cribbing (or equivalent), struts (or equivalent), and air bags—on at least one vehicle placement or configuration.

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-3, CTS 3-2, CTS 3-5, CTS 3-8

Draft

## Unit 5: Access and Egress

### Topic 5-1: Determining Vehicle Access and Egress Points

#### Terminal Learning Objective

At the end of this topic a student, given the structural and damage characteristics and potential victim location(s), will be able to determine the common passenger vehicle access and egress points so that the victim location(s) is identified; access and egress points for victims, rescuers, and equipment are designated; flows of personnel, victim, and equipment are identified; existing entry points are used; time constraints are factored; selected entry and egress points do not compromise vehicle stability; chosen points can be protected; equipment and victim stabilization are initiated; and AHJ safety and emergency procedures are enforced.

#### Enabling Learning Objectives

1. Describe common passenger vehicle anatomy and construction/features
  - 7 sides (top, bottom, four sides, inside)
  - Frame construction
    - Unibody
    - Solid frame
  - Suspension
  - Doors
  - Roof
  - Pillars/posts
  - Glass
  - Restraint systems
2. Identify access, egress, and purchase points
  - Primary - existing (doors, windows, sunroof, etc.)
  - Secondary - created (cutting)
3. Identify routes and associated hazards
  - Routes
    - Primary
    - Secondary
  - Hazards
    - Broken glass
    - Sharp objects
    - Leaking contaminants
    - Victim protection
4. Describe AHJ standard operating procedure
5. Describe emergency evacuation and safety signals
  - Determined by AHJ
6. Identify access and egress points and probable victim locations
7. Assess and evaluate impact of vehicle stability on the victim

**Discussion Questions**

1. What are some non-cutting access and egress points?
2. What emergency and evacuation signals do you use in your agency?

**Application**

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation on at least one vehicle placement or configuration.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-6

## Topic 5-2: Creating Access and Egress Openings for Rescue

### Terminal Learning Objective

At the end of this topic a student, given an operations- or technician-level incident or scenario, a common passenger vehicle tool kit, specialized tools and equipment, PPE, and an assignment, will be able to create access and egress openings for rescue from a common passenger vehicle so that the movement of rescuers and equipment complements victim care and removal, an emergency escape route is provided, the technique chosen is expedient, victim and rescuer protection is afforded, and vehicle stability is maintained.

### Enabling Learning Objectives

1. Describe common passenger vehicle construction and features
  - Rollover protection
  - Roof integrity and design
  - Floor pan
  - Undercarriage and suspension
2. Describe access and egress equipment
  - Electrical
  - Mechanical
  - Hydraulic
  - Pneumatic
  - Alternative
3. Identify points and routes of ingress and egress
  - Determined by incident and AHJ priorities
4. Describe techniques and hazards
  - "Try before you pry" (work from least invasive to most invasive)
  - Door access
    - Hinge side
    - Latch side
    - Full removal
    - Third door conversion
  - Dash displacement
    - Lift
    - Roll
  - Glass removal
    - Side windows
    - Rear window
    - Windshield
    - Sun/moon roof
  - Sidewall removal (B post blow out)
  - Roof access
    - Flap
    - Removal
  - Rear access

- Tunneling
  - Seat displacement
  - Pedal displacement
5. Describe how to create access and egress opening for rescue from a common passenger vehicle
    - Resting on its wheels on the road surface or similar flat stable environment
    - Resting on its roof
    - Resting on its side
    - Resting in a configuration or environment where multiple concurrent hazards must be managed to access or remove the occupants
  6. Describe agency policies and procedures
  7. Select and operate tools and equipment
  8. Apply tactics and strategy based on assignment
  9. Perform hazard control based on techniques selected
  10. Demonstrate safety procedures and emergency evacuation signals

#### **Discussion Questions**

1. How would you prioritize selecting access and egress points?
  - For a vehicle resting on its wheels?
  - For a vehicle resting on its roof?
  - For a vehicle resting on its side?
2. In which circumstances would tunneling be the best option?
3. In what situations would you use a third door conversion?
4. What technique is most often used to create access and egress points for a vehicle resting on its roof?
5. What hazards are associated with creating access and egress points for a vehicle resting on its roof?
6. What technique is most often used to create access and egress points for a vehicle resting on its side?
7. What hazards are associated with creating access and egress points for a vehicle resting on its side?
8. What hazards are associated with creating access and egress points for a vehicle resting in a multi-hazard configuration or environment?

#### **Application**

1. Students will practice this skill at multiple skill stations and must perform once for each of the following techniques—removing glass, removing a door, removing a roof, displacing a dash (lift), and displacing a dash (roll)—on at least one vehicle placement or configuration.

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-7, CTS 3-3, CTS 3-6

## Unit 6: Victim Rescue

### Topic 6-1: Disentangling Victims

#### Terminal Learning Objective

At the end of this topic a student, given an operations- or technician-level extrication incident, a vehicle tool kit, PPE, and specialized equipment, will be able to disentangle victim(s) so that undue victim injury is prevented; victim protection is provided; and stabilization is maintained.

#### Enabling Learning Objectives

1. Describe tool selection and application
  - Cutting tools
  - Spreading tools
  - Lifting tools
2. Describe stabilization systems
  - Determined by county (LEMSA) EMS policies and procedures
3. Describe protection methods
  - Eye protection
  - Respiratory protection
  - Exposure protection
  - Debris protection
4. Describe disentanglement points and techniques
  - Structural components (pedals, dash, steering wheel, etc.)
  - Safety systems (seat belts, air bag, etc.)
  - Foreign objects (trees, signposts, etc.)
  - Cargo (boxes, tools, ammunition, etc.)
5. Describe dynamics of disentanglement
  - Basic laws of physics
  - Change in victim condition
6. Operate disentanglement tools
7. Initiate protective measures
8. Identify and eliminate points of entrapment
9. Maintain incident stability and scene safety

#### Discussion Questions

1. What victim stabilization systems does your county use?
2. What type of victim protection equipment does your agency use?
3. What are common entanglement points that may trap victims?

#### Application

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation for one vehicle placement or configuration.

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-8 and CTS 3-9

Draft

## Topic 6-2: Removing a Packaged Victim to a Designated Safe Area

### Terminal Learning Objective

At the end of this topic a student, given a victim transfer device, a designated egress route, and PPE, will be able to remove a packaged victim to a designated safe area as a member of a team so that the team effort is coordinated, the designated egress route is used, the victim is removed without compromising victim packaging, undue injury is prevented, and stabilization is maintained.

### Enabling Learning Objectives

1. Describe patient handling techniques
  - Determined by county (LEMSA) EMS policies and procedures
  - Consider:
    - Mechanism of injury
    - Triage
    - Patient safety during extrication
    - Spinal precautions
    - Advanced EMS needs
    - Documentation
  - Goal is patient outcome (minimize harm to victim), not vehicle outcome
2. Describe types of immobilization, packaging, and transfer devices
  - Qualified medical personnel to address before victim removal
  - Determined by county (LEMSA) EMS policies and procedures
3. Describe types of immobilization techniques
  - Qualified medical personnel to address before victim removal
  - Determined by county (LEMSA) EMS policies and procedures
4. Identify signs and symptoms of compartment syndrome and crush injuries
  - Qualified medical personnel to address before victim removal
  - In accordance with (LEMSA) EMS policies and procedures
5. Describe uses of immobilization devices
6. Identify victim decontamination needs prior to transport
7. Use immobilization, packaging, and transfer devices for specific situations
8. Use immobilization techniques
9. Apply medical protocols and safety features to immobilize, package, and transfer
10. Use all techniques for lifting the patient

### Discussion Questions

1. What tools and equipment does your agency use to immobilize patients?
2. What rescuer actions could contribute to victim injuries?
3. Who is responsible for determining how a patient is handled, packaged, and transported?
4. Who is responsible for patient decontamination?

### Application

1. Students will practice this skill at multiple skill stations and must perform it once for evaluation for one vehicle placement or configuration.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-9

Draft

## Unit 7: Termination

### Topic 7-1: Terminating a Vehicle Incident

#### Terminal Learning Objective

At the end of this topic a student, given PPE specific to the incident, isolation barriers, and an extrication tool kit, will be able to terminate a vehicle incident so that rescuers and bystanders are protected during termination operations; the party responsible for the operation, maintenance, or removal of the affected vehicle is notified of any modification or damage created during the extrication process; scene control is transferred to a responsible party; potential or existing hazards are communicated to that responsible party; and command is terminated.

#### Enabling Learning Objectives

1. Describe PPE characteristics
  - PPE requirements change in IDLH vs non-IDLH
  - Decontamination requirements
2. Identify hazards and risks
  - Reevaluate mitigated and ongoing hazards
  - Complacency
  - Normalized deviance
  - Fatigue
3. Describe isolation techniques
4. Identify statutory requirements identifying responsible parties
  - Determined by AHJ
5. Describe accountability system use
  - PAR – personnel accountability report
6. Describe reporting methods
  - Determined by AHJ
7. Describe post incident analysis techniques
  - Determined by AHJ
  - Critical incident stress debriefing
8. Select and use hazard-specific PPE
9. Perform decontamination
10. Use barrier protection techniques
11. Collect data and implement record keeping/reporting protocols
12. Conduct post incident analysis activities

#### Discussion Questions

1. What hazards and risks can be present during incident termination?
2. Who are some responsible parties for the operation, maintenance, or removal of the affected vehicle?
3. What critical incident stress management resources are available to you?

#### Application

1. Students will practice this skill at multiple skill stations and must describe it once for evaluation.

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-10

Draft

## Skill Station Recommendations

### Safety / Engine

- PPE selection / donning
- Scene size up
  - Incident Action Plan (IAP)
  - Resources
- Scene safety
  - Zones
  - Traffic
  - Hazards / hazardous materials
- Apparatus
  - Spotting / warning devices (cones, flares, etc.)
- Extinguishment
  - Minimum 1½" hose line
  - Dry chemical
  - Other water source

### Stabilization

- Vehicle position
  - Wheel resting
  - Side resting
  - Roof resting
  - Other
- Vehicle disabling
  - In park, keys/fob removed, brake set, in gear, etc.
- Wheel chocks
- Cribbing
- Jacks
- Anchoring
  - Chains, level, slings, bindings
- Lifting

### EMS/Victim Rescue

- Mechanism of injury
- Triage
- Victim/patient safety during extrication
- Spinal precautions
- Victim/patient packaging
- Extricate/transfer
- Advanced EMS skills
- Documentation

### **Extrication/Disentanglement**

- Assess / egress
- Glass management
- Door removal
  - Hinge side
  - Latch side
  - Sidewall
  - Third-door conversion (optional)
  - Sliding door (optional)
- Roof
  - Roof removal
  - Roof flap
- Dash displacement
  - Lift
  - Roll
- Alternative extrication techniques
  - Truck tunneling (optional)
  - Floor pan drop (optional)
  - Seat displacement (optional)
  - Pedal displacement (optional)

### **Incident Termination**

- Post incident analysis
- Decontamination
- Notifications
- Documentation
- Tool and equipment rehabilitation

### **Tool Lab**

- Hydraulic/E-draulic
  - Power unit/batteries
  - Spreaders
  - Cutters
  - Rams
  - Combi tool
  - Accessories
- Hand/Power tools
  - Striking, prying, pulling, cutting
    - Engine / Truck company / AHJ compliment
  - Other AHJ tools
  - Pneumatics
    - Air bags
    - Air chisel (optional)

## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.



# Common Passenger Vehicle Rescue Technician (2021) Training Record

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

Unless otherwise specified by an asterisk (\*) indicating that each student must complete a skill individually, students will complete these skills as a member of a team.

	Required Skills	Course Plan Topic	Evaluator Initials
1.	Select and don appropriate PPE *	2-1	
2.	Size up an incident	3-1	
3.	Create and communicate an Incident Action Plan (IAP)	3-2	
4.	Recognize and communicate the need for additional resources	3-3	
5.	Support an operations- or technician-level incident	3-4	
6.	Establish scene safety zones	3-5	
7.	Recognize hazards and communicate isolation procedures	3-6	
8.	Describe how to establish fire protection	3-7	
9.	Manage potentially harmful energy sources	3-8	
10.	Mitigating hazards associated with alternative fuel vehicles	3-9	
11.	Stabilize a vehicle using chocks (or equivalent)	4-1	
12.	Stabilize a vehicle using cribbing (or equivalent)	4-1	
13.	Stabilize a vehicle using struts (or equivalent)	4-1	
14.	Stabilize a vehicle using air bags	4-1	
15.	Stabilize a vehicle by marrying/joining together a vehicle and another vehicle or object	4-1	
16.	Determine access and egress points for victim rescue	5-1	
17.	Perform "peel and peek" techniques	5-1 / 5-2	
18.	Create access and egress openings by removing glass	5-2	
19.	Create access and egress openings by removing a door (Each student must cut or spread at least one time)	5-2	

Common Passenger Vehicle Rescue Technician (2021) Training Record

20.	Create access and egress openings by removing a roof (Each student must cut or spread at least one time)	5-2	
21.	Create access and egress openings by displacing a dash using the lift technique	5-2	
22.	Create access and egress openings by displacing a dash using the roll technique	5-2	
23.	Operate a cutter *	2-2 / 4-1 / 5-2	
24.	Operate a spreader *	2-2 / 4-1 / 5-2	
25.	Operate a ram *	2-2 / 4-1 / 5-2	
26.	Operate a strut system *	2-2 / 4-1 / 5-2	
27.	Operate an air bag system *	2-2 / 4-1 / 5-2	
28.	Evaluate a victim's EMS needs	6-1	
29.	Disentangle a victim	6-1	
30.	Package a victim for removal	6-2	
31.	Remove a victim to a designated safe area	6-2	
32.	Describe how to terminate an incident	7-1	
<b>Optional Skills</b>		<b>Course Plan Topic</b>	<b>Evaluator Initials</b>
33.	Create access and egress openings by tunneling	5-2	
34.	Create access and egress openings through the floor pan	5-2	
35.	Create access and egress openings by displacing a seat	5-2	
36.	Create access and egress openings by displacing the pedals	5-2	

A candidate has successfully completed the skill when they perform it to the corresponding Terminal Learning Objective standard found in State Fire Training's Common Passenger Vehicle Rescue Technician (2021) course.

**SFT Course ID:** \_\_\_\_\_

**Course Delivery Date:** \_\_\_\_\_

**Instructor of Record:** \_\_\_\_\_

**Instructor SFT ID Number:** \_\_\_\_\_

# Common Passenger Vehicle Rescue Technician

(NFPA 1006: Common Passenger Vehicle Rescue  
Awareness/Operations/Technician)

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## Instructor Task Book (2021)



California Department of Forestry and Fire Protection  
Office of the State Fire Marshal  
State Fire Training

## Overview

### Authority

This instructor task book includes the training standards set forth in:

- NFPA 1006: Standard for Technical Rescue Personnel Professional Qualifications (2021)

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Aide Barbat, San Diego Fire-Rescue Department.

### Purpose

The State Fire Training instructor task book is a performance-based document. It lists the minimum requirements a candidate must meet in order to teach a specific State Fire Training course or course series.

### Assumptions

With the exception of Fire Fighter and Emergency Vehicle Technician (EVT) certifications, a candidate may begin the task book initiation process upon completion of all required education components (courses).

Each job performance requirement (JPR) shall be evaluated after the candidate initiates the task book.

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time as long as the candidate meets the initiation requirements for each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within three years of its initiation date. Otherwise, a candidate must initiate a new task book using the curriculum's current published version.

## Roles and Responsibilities

### Candidate

The candidate is the individual pursuing instructor registration.

#### Initiation

The candidate shall:

1. Complete the Initiation Requirements section.
  - Please print.
2. Complete a block on the Signature Verification page with a handwritten signature.

#### Completion

The candidate shall:

1. Complete all Job Performance Requirements.
  - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete the Completion Requirements section.
3. Sign and date the Candidate verification section on the Review and Approval page with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the Fire Chief verification section on the Review and Approval page.
5. Create and retain a physical or high-resolution digital copy of the completed task book.

#### Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
  - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

### Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

A qualified evaluator is a Registered Common Passenger Vehicle Rescue Technician Instructor designated by the candidate's fire chief (or authorized designee). If no such evaluator is present within the organization, the fire chief (or authorized designee) shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements. For instructor task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

An instructor task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the Signature Verification page with a handwritten signature.
2. Review and understand the candidate's instructor task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation.
  - Do not evaluate any job performance requirement (JPR) until after the candidate initiates the task book.
  - Sign all appropriate lines in the instructor task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign; a scanned copy of a signature is not acceptable) to record demonstrated performance of tasks.

## Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's instructor task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories)

## Initiation

The fire chief shall:

1. Review and understand the candidate's instructor task book requirements and responsibilities.
2. Complete a block on the Signature Verification page with a handwritten signature.
3. Designate qualified evaluators.

## Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
  - Ensure that all job performance requirements were evaluated after the initiation date.
2. Confirm that the candidate meets the Completion Requirements.
3. Sign and date the Fire Chief verification statement under Review and Approval with a handwritten signature.
  - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

## Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

1. A copy of the completed task book (candidate may retain the original)
2. All supporting documentation
3. Payment

State Fire Training

Attn: Instructor Registration

PO Box 944246

Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's career file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this instructor task book is one step in the instructor registration process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required to teach Common Passenger Vehicle Rescue Technician (2021).

## Initiation Requirements

The following requirements must be completed prior to initiating this task book.

### Candidate Information

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

Fire Agency: \_\_\_\_\_

Initiation Date: \_\_\_\_\_

### Prerequisites

The candidate meets the following prerequisites.

1. OSFM Instructor 1, Training Instructor I, or Fire Instructor I certification or an SFT Registered Instructor
2. OSFM Fire Fighter 1 certification

*Include documentation to verify prerequisite requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.*

### Education

That candidate has completed the following courses.

1. Common Passenger Vehicle Rescue Technician (2021) **or** Vehicle Extrication (2015) **or** Auto Extrication (1996)

*Include documentation to verify education requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.*

### Fire Chief Approval

State Fire Training confirms that a fire chief's approval is not required to initiate this task book.

## Signature Verification

The following individuals have the authority to verify portions of this instructor task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required. Add additional signature pages as needed.

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

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Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

## Job Performance Requirements

### Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal approved (OSFM) additions or revisions appear in italics.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Programs (ARTP).

Each JPR shall be evaluated after the candidate initiates the task book.

Each task must be performed twice.

- The two instances must occur during two different courses.
- The same evaluator cannot sign off on the same task twice.

Examples of correct and incorrect evaluation:

**Correct:** Task completed during two separate courses and evaluated by two separate individuals.

1. Assemble a comprehensive burn plan ("burn book") that contains all documentation necessary to conduct a live fire training evolution in accordance with NFPA standards and the policies and procedures of State Fire Training (SFT) and the authority having jurisdiction (AHJ).	1 <sup>st</sup> Evaluation			2 <sup>nd</sup> Evaluation		
	Course Code	Date	Initials	Course Code	Date	Initials
a. Describe purpose of a live fire burn plan	AAA123	2/8/18	JAS	BBB123	5/15/18	CWJ
b. Identify components of a live fire burn plan ("burn book")	AAA123	2/8/18	JAS	BBB123	5/15/18	CWJ
c. Identify records-retention requirements for burn plans	AAA123	2/8/18	JAS	BBB123	5/15/18	CWJ

**Incorrect:** Task completed twice during one course but evaluated by two separate individuals.

1. Assemble a comprehensive burn plan ("burn book") that contains all documentation necessary to conduct a live fire training evolution in accordance with NFPA standards and the policies and procedures of State Fire Training (SFT) and the authority having jurisdiction (AHJ).	1 <sup>st</sup> Evaluation			2 <sup>nd</sup> Evaluation		
	Course Code	Date	Initials	Course Code	Date	Initials
a. Describe purpose of a live fire burn plan	AAA123	2/8/18	JAS	AAA123	2/8/18	CWJ
b. Identify components of a live fire burn plan ("burn book")	AAA123	2/8/18	JAS	AAA123	2/8/18	CWJ
c. Identify records-retention requirements for burn plans	AAA123	2/8/18	JAS	AAA123	2/8/18	CWJ

**Incorrect:** Task completed during two separate courses but evaluated by the same individual.

1. Assemble a comprehensive burn plan ("burn book") that contains all documentation necessary to conduct a live fire training evolution in accordance with NFPA standards and the policies and procedures of State Fire Training (SFT) and the authority having jurisdiction (AHJ).	1 <sup>st</sup> Evaluation			2 <sup>nd</sup> Evaluation		
	Course Code	Date	Initials	Course Code	Date	Initials
a. Describe purpose of a live fire burn plan	AAA123	2/8/18	JAS	BBB123	5/15/18	JAS
b. Identify components of a live fire burn plan ("burn book")	AAA123	2/8/18	JAS	BBB123	5/15/18	JAS
c. Identify records-retention requirements for burn plans	AAA123	2/8/18	JAS	BBB123	5/15/18	JAS

## Common Passenger Vehicle Rescue Technician Instructor

<b>1. Incident Response</b>	1st Evaluation			2nd Evaluation		
	Course Code	Date	Initials	Course Code	Date	Initials
a. Demonstrate how to select and don appropriate PPE						
b. Demonstrate how to size up an incident						
c. Demonstrate how to create and communicate an Incident Action Plan (IAP)						
d. Describe how to recognize and communicate the need for additional resources						
e. Describe how to support an operations- or technician-level incident						
f. Demonstrate how to establish scene safety zones						
g. Describe how to recognize hazards and communicate isolations procedures						
h. Demonstrate how to establish fire protection						
i. Describe how to manage potentially harmful energy sources						
j. Describe how to mitigate hazards associated with alternative fuel vehicles						
<b>2. Vehicle Stabilization (Must have a vehicle to complete these tasks.)</b>	1st Evaluation			2nd Evaluation		
	Course Code	Date	Initials	Course Code	Date	Initials
a. Demonstrate how to stabilize a vehicle on its wheels						
b. Demonstrate how to stabilize a vehicle on its side						
c. Demonstrate how to stabilize a vehicle on its roof						

d. Demonstrate how to stabilize a vehicle in a multi-hazard configuration						
e. Demonstrate how to stabilize a vehicle using chocks						
f. Demonstrate how to stabilize a vehicle using cribbing						
g. Demonstrate how to stabilize a vehicle using struts						
h. Demonstrate how to stabilize a vehicle using air bags						
i. Demonstrate how to stabilize a vehicle by marrying/joining together a vehicle and another vehicle or object						
<b>3. Access and Egress</b>	<b>1<sup>st</sup> Evaluation</b>			<b>2<sup>nd</sup> Evaluation</b>		
	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>
a. Describe how to determine access and egress points for victim rescue						
b. Demonstrate glass management techniques						
c. Demonstrate a hinge side door removal						
d. Demonstrate a latch side door removal						
e. Demonstrate a full door removal						
f. Demonstrate a third door conversion						
g. Demonstrate how to create a roof flap						
h. Demonstrate a complete roof removal						
i. Demonstrate dash displacement using the roll technique						
j. Demonstrate dash displacement using the lift technique						

k. Demonstrate how to create access and egress openings through a floor pan						
l. Demonstrate how to create access and egress openings using seat displacement						
m. Demonstrate how to create access and egress openings using pedal displacement						
n. Demonstrate how to create access and egress openings by tunneling						
<b>4. Emergency Medical Services/Victim Rescue</b>	<b>1<sup>st</sup> Evaluation</b>			<b>2<sup>nd</sup> Evaluation</b>		
	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>
a. Demonstrate how to provide for victim safety						
b. Demonstrate how to evaluate a victim's EMS needs						
c. Demonstrate spinal precautions and patient packaging						
d. Demonstrate extrication, and transfer						
e. Demonstrate victim decontamination						
f. Describe how to complete required documentation						
<b>5. Incident Termination</b>	<b>1<sup>st</sup> Evaluation</b>			<b>2<sup>nd</sup> Evaluation</b>		
	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>
a. Demonstrate how to conduct a post-incident analysis						
b. Demonstrate decontamination procedures						
c. Demonstrate how to conduct required notifications						

d. Demonstrate how to complete required documentation <ul style="list-style-type: none"> <li>• NFIRS Report</li> <li>• Injury Report</li> <li>• Tool Log</li> </ul>						
e. Demonstrate tool and equipment rehabilitation						
<b>6. Tool Station</b>	<b>1<sup>st</sup> Evaluation</b>			<b>2<sup>nd</sup> Evaluation</b>		
	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>	<b>Course Code</b>	<b>Date</b>	<b>Initials</b>
a. Demonstrate the ability to manage and facilitate a tool station						
b. Demonstrate how to operate a cutter						
c. Demonstrate how to operate a spreader						
d. Demonstrate how to operate a ram						
e. Demonstrate how to operate an air bag system						

## Completion Requirements

The following requirements must be completed prior to submitting this task book.

### Experience

- Have a minimum of three years' full-time or six years' volunteer or part-time paid suppression/rescue experience in a recognized fire agency in California

Agency	Experience	Start Date	End Date

### Position

State Fire Training confirms that there are no position requirements for instructor registration.

### Updates

The candidate has completed and enclosed all updates to this instructor task book released by State Fire Training since its initial publication.

Number of enclosed updates: \_\_\_\_\_

### Completion Timeframe

A candidate must complete a task book within three years of its initiation date. Otherwise, a candidate must initiate a new task book using the curriculum's current published version.

Initiation Date (see Initiation Date under Initiation Requirements): \_\_\_\_\_

## Review and Approval

### Candidate

Candidate (please print): \_\_\_\_\_

I, the undersigned, am the person applying to teach Common Passenger Vehicle Rescue Technician. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection or revocation.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Fire Chief

Candidate's Fire Chief (please print): \_\_\_\_\_

I, the undersigned, am the person authorized to verify the candidate's qualifications to teach Common Passenger Vehicle Rescue Technician. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documents may be cause for rejection.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Common Passenger Vehicle Rescue Technician (2021) Interim Procedures

Issued: **Month** 2022

## Procedure Changes

<b>Edition:</b>	May 2022 edition of the <i>State Fire Training Procedures Manual</i>
<b>Effective Date:</b>	<b>Month</b> , <b>##</b> , 2022 (anticipated)
<b>Section Changes:</b>	Modify and update the following sections: <ul style="list-style-type: none"> <li><b>6.11.11: Fire Fighting and Rescue Instructor</b></li> </ul>
<b>Justification:</b>	Following approval by the State Board of Fire Services (SBFS), the existing Vehicle Extrication (2015) curriculum will retire on June 30, 2023, and the new Common Passenger Vehicle Rescue Technician (2021) curriculum will go into effect on January 1, 2023. The new curriculum provides directive for Instructor qualification that creates a single Registered Instructor level thereby repealing the existing Senior Instructor level. The new curriculum also adds an instructor task book completion requirement.
<b>SFT Contact:</b>	SFT Staff assigned to Instructor Registration.
<b>Note:</b>	Using the May 2022 edition of the State Fire Training Procedures Manual: <ul style="list-style-type: none"> <li>Update Section 6.11.11.</li> </ul>

### 6.11.11: FIRE FIGHTING AND RESCUE INSTRUCTOR

#### 6.11.11.1: Eligible Courses

**Table 6.11.11.1: Fire Fighting and Rescue Instructor Eligible Courses**

CFSTES Courses	FSTEP Courses
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Aircraft Rescue and Firefighting Awareness</li> <li>• Common Passenger Vehicle Rescue Technician (2021)</li> <li>• Confined Space Rescue Awareness</li> <li>• Fire Fighter Survival</li> <li>• Heavy Vehicle Rescue Technician (2021)</li> <li>• Incident Safety Awareness for Hired Vendors</li> <li>• Low Angle Rope Rescue Operational (LARRO)</li> <li>• Open Water Rescuer – Basic</li> <li>• Open Water Rescue Boat Operator – Small Vessel</li> <li>• Open Water Rescue Boat Operator – Large Vessel</li> <li>• Personal Watercraft Operations</li> <li>• Rapid Intervention Crew (RIC) Operations</li> <li>• Rescue Boat Operations</li> <li>• River and Flood Water Rescue</li> <li>• River/Flood Rescue Technician</li> <li>• River and Flood Rescue Boat Technician (2019)</li> <li>• Trench Rescue</li> </ul>

**6.711.911.2: General Qualifications**

- A. A Registered Primary Instructor for a Fire Service Training and Education Program (FSTEP) Fire Fighting and Rescue course shall meet the following the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
1. See **6.2.1: Qualifications.**

**6.711.911.3: Course Work**

- A. Attending and passing SFT’s Confined Space Rescue Technician course meets the requirement for attending and passing Confined Space Rescue Awareness.
- B. Registered Low Angle Rope Rescue Operational Instructors must have attended and passed ICS-200: Basic ICS.
- C. Attending and passing SFT’s Auto Extrication (1996) or Vehicle Extrication (2015) course meets the requirement for attending and passing Vehicle Extrication Common Passenger Vehicle Rescue (2021)

- D. Incident Safety Awareness for Hired Vendors instructors must have attended and passed Incident Safety Awareness for Hired Vendors (2018); Introduction to Incident Command System (ICS-100); Firefighter Training (S-130); Introduction to Wildland Fire Behavior (S-190); Intermediate Wildland Fire Behavior (S-290); Human Factors in the Wildland Fire Service (L-180); ICS for Single Resources and Initial Action Incidents (IS-200.B); and National Incident Management System - An Introduction (NIIMS 700.A).

**6.711.911.4: Teaching Experience**

- A. It is recommended that a new instructor for SFT’s Incident Safety Awareness for Hired Vendors co-teach with a primary instructor during their first course presentation.

**6.711.911.5: Professional Experience**

- A. A Registered Primary Instructor for an FSTEP Fire Fighting and Rescue course shall meet the professional experience qualifications listed below.
1. Performing in an “acting” capacity does not qualify.

**Table 6.11.11.5: Fire Fighting and Rescue Instructor Professional Experience**

FSTEP Course	Experience
<ul style="list-style-type: none"> <li>• Aircraft Rescue and Firefighting Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of three (3) years; or worked in a volunteer position or paid call firefighter with a Recognized Fire Agency in California for a minimum of five (5) years.</li> <li>• Have a minimum of three years’ experience within a recognized fire agency in California in the field of aircraft rescue and fire fighting</li> </ul>
<ul style="list-style-type: none"> <li>• Confined Space Rescue Awareness</li> <li>• Low Angle Rope Rescue Operational</li> </ul>	<ul style="list-style-type: none"> <li>• Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of two (2) years</li> </ul>
<ul style="list-style-type: none"> <li>• Low Angle Rope Rescue Operational</li> <li>• Open Water Rescuer - Basic</li> <li>• Personal Watercraft Operations</li> <li>• Rescue Boat Operations</li> <li>• River and Flood Water Rescue</li> <li>• Trench Rescue</li> </ul>	<ul style="list-style-type: none"> <li>• Held the rank of Fire Fighter and/or performing suppression/rescue duties within a recognized fire agency in California for a minimum of two (2) years</li> </ul>

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<ul style="list-style-type: none"> <li>• Incident Safety Awareness for Hired Vendors</li> </ul>	<p>Letter verifying the following experience:</p> <ul style="list-style-type: none"> <li>• Minimum of five (5) years' full-time paid experience in a federal, state, local, or provincial fire agency and holds the rank of Company Officer</li> <li>• Has responded as a Single Resource or Overhead assignment which has gone through a check-in, briefing, and demobilization (completed a Shift Ticket) process on a campaign fire</li> <li>• Has working knowledge, skills, and abilities performing within Incident Command</li> <li>• Has been assigned to an incident within the last five (5) years (Red Card currency)</li> </ul>
<ul style="list-style-type: none"> <li>• Rapid Intervention Crew (RIC) Operations</li> <li>• Fire Fighter Survival</li> </ul>	<ul style="list-style-type: none"> <li>• Have five (5) years suppression/rescue experience, of which two (2) years must be while holding the rank of Fire Fighter performing suppression/rescue duties within a recognized fire agency in California</li> </ul>
<ul style="list-style-type: none"> <li>• Open Water Rescue Boat Operator – Small Vessel</li> <li>• Open Water Rescue Boat Operator – Large Vessel</li> <li>• River and Flood Rescue Boat Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of three (3) years; <b>or</b> worked in a volunteer position or paid call Fire Fighter with a Recognized Fire Agency in California for a minimum of five (5) years.</li> <li>• Specific expertise in Technical Rescue as it relates to Open Water Search and Rescue Boat Operations and Seamanship. Expertise must be relative to the size of the vessel and power configuration and qualify based on the scope required for the curriculum chosen to facilitate.</li> </ul>
<ul style="list-style-type: none"> <li>• River and Flood Rescue Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of two (2) years; <b>or</b> worked in a volunteer position or paid call Fire Fighter with a Recognized Fire Agency in California for a minimum of four (4) years.</li> </ul>
<ul style="list-style-type: none"> <li>• Common Passenger Vehicle Rescue Technician (2021)</li> <li>• Heavy Vehicle Rescue Technician (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Have a minimum of three (3) years' full-time or six (6) years' part-time/volunteer suppression/rescue experience within a recognized fire agency in California</li> </ul>

**6.711.911.6: Task Book**

- A. Common Passenger Vehicle Rescue Technician (2021)
    - 1. An Instructor applicant for Common Passenger Vehicle Rescue Technician (2021) shall complete the Common Passenger Vehicle Rescue Technician Instructor Task Book (2021).
  
  - B. Fire Fighter Survival
    - 1. An Instructor applicant for Fire Fighter Survival shall complete the appropriate instructor trainee task book.
    - 2. A Registered Fire Fighter Survival Primary Instructor must sign off on the applicant's task book within two (2) years of its initiation.
  
  - C. Heavy Vehicle Rescue Technician (2021)
    - 1. An Instructor applicant for Heavy Vehicle Rescue Technician (2021) shall complete the Heavy Vehicle Rescue Technician Instructor Task Book (2021).
  
  - D. Low Angle Rope Rescue Operational
    - 1. An Instructor applicant for Low Angle Rope Rescue Operational (LARRO) shall complete the appropriate Instructor Trainee Task Book.
    - 2. A Registered LARRO Primary Instructor must sign off on the applicant's Task Book within two (2) years of its initiation.
  
  - E. Rapid Intervention Crew Operations
    - 1. An Instructor applicant for Rapid Intervention Crew Operations shall complete the appropriate Instructor Trainee Task Book.
    - 2. A Registered Rapid Intervention Crew Operations Primary Instructor must sign off on the applicant's Task Book within two (2) years of its initiation.
-

**6.711.911: FIRE FIGHTING AND RESCUE INSTRUCTOR**

**6.711.911.1: Eligible Courses**

**Table 6.711.911.1: Fire Fighting and Rescue Instructor Eligible Courses**

CFSTES Courses	FSTEP Courses
<input type="checkbox"/> None	<input type="checkbox"/> Aircraft Rescue and Firefighting Awareness <input type="checkbox"/> Command and Control of the RIC Deployment <input checked="" type="checkbox"/> Common Passenger Vehicle Rescue Technician (2021) <input type="checkbox"/> Confined Space Rescue Awareness <input type="checkbox"/> Emergency Response to Alternative Fuels <input type="checkbox"/> Fire Fighter Survival <input type="checkbox"/> Fireline Safety for the Hired Vendor <input checked="" type="checkbox"/> Heavy Vehicle Rescue Technician (2021) <input type="checkbox"/> Incident Safety Awareness for Hired Vendors <input type="checkbox"/> Large Animal Rescue Operational <input type="checkbox"/> Low Angle Rope Rescue Operational (LARRO) <input type="checkbox"/> Open Water Rescuer – Basic <input type="checkbox"/> Open Water Rescue Boat Operator – Small Vessel <input type="checkbox"/> Open Water Rescue Boat Operator – Large Vessel <input type="checkbox"/> Personal Watercraft Operations <input type="checkbox"/> Rapid Intervention Crew (RIC) Operations <input type="checkbox"/> Rescue Boat Operations <input type="checkbox"/> River and Flood Water Rescue <input type="checkbox"/> River/Flood Rescue Technician <input type="checkbox"/> River and Flood Rescue Boat Technician (2019) <input type="checkbox"/> Tire Fire Prevention and Suppression <input type="checkbox"/> Trench Rescue <input type="checkbox"/> Vehicle Extrication

**6.711.911.2: General Qualifications**

- A. A Registered Primary Instructor for a Fire Service Training and Education Program (FSTEP) Fire Fighting and Rescue course shall meet the following the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
1. See **6.2.1: Qualifications**.

**6.711.911.3: Course Work**

- A. Attending and passing SFT's Confined Space Rescue Technician course meets the requirement for attending and passing Confined Space Rescue Awareness.
- B. Registered Low Angle Rope Rescue Operational Instructors must have attended and passed ICS-200: Basic ICS.
- C. Attending and passing SFT's Auto Extrication (1996) or **Vehicle Extrication (2015)** course meets the requirement for attending and passing **Vehicle Extrication Common Passenger Vehicle Rescue (2021)**.
- D. **Incident Safety Awareness for Hired Vendors instructors must have attended and passed Incident Safety Awareness for Hired Vendors (2018); Introduction to Incident Command System (ICS-100); Firefighter Training (S-130); Introduction to Wildland Fire Behavior (S-190); Intermediate Wildland Fire Behavior (S-290); Human Factors in the Wildland Fire Service (L-180); ICS for Single Resources and Initial Action Incidents (IS-200.B); and National Incident Management System - An Introduction (NIIMS 700.A).**

**6.711.911.4: Teaching Experience**

- A. **In order to teach Command and Control of the RIC Deployment, the Registered Instructor must have previously assisted another Registered Instructor in teaching the course at least once.**
  - 1. **The Registered Instructor applicant shall submit to SFT a letter from a Registered Instructor verifying this requirement.**
- A. **It is recommended that a new instructor for SFT's Incident Safety Awareness for Hired Vendors co-teach with a primary instructor during their first course presentation.**

**6.711.911.5: Professional Experience**

- A. A Registered Primary Instructor for an FSTEP Fire Fighting and Rescue course shall meet the professional experience qualifications listed below.
  - 1. Performing in an "acting" capacity does not qualify.

**Table 6.711.911.5: Fire Fighting and Rescue Instructor Professional Experience**

FSTEP Course	Experience
<input type="checkbox"/> <b>Aircraft Rescue and Firefighting Awareness</b>	<input type="checkbox"/> <b>Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of three (3) years; or worked in a volunteer position or paid call firefighter with a Recognized Fire Agency in California for a minimum of five (5) years.</b>

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STEP Course	Experience
<ul style="list-style-type: none"> <li><input type="checkbox"/> Confined Space Rescue Awareness</li> <li><input type="checkbox"/> Low Angle Rope Rescue Operational</li> <li><input type="checkbox"/> Personal Watercraft Operations</li> <li><input type="checkbox"/> Rescue Boat Operations</li> <li><input type="checkbox"/> River and Flood Water Rescue</li> <li><input type="checkbox"/> Trench Rescue</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a minimum of three years' experience within a recognized fire agency in California in the field of aircraft rescue and fire fighting</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency Response to Alternative Fuels</li> <li><input type="checkbox"/> Fireline Safety for the Hired Vendor</li> <li><input type="checkbox"/> Large Animal Rescue Operational</li> <li><input type="checkbox"/> Low Angle Rope Rescue Operational</li> <li><input type="checkbox"/> Open Water Rescuer - Basic</li> <li><input type="checkbox"/> Personal Watercraft Operations</li> <li><input type="checkbox"/> Rescue Boat Operations</li> <li><input type="checkbox"/> River and Flood Water Rescue</li> <li><input type="checkbox"/> Tire Fire Prevention and Suppression</li> <li><input type="checkbox"/> Trench Rescue</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of two (2) years</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Command and Control of RIC Deployment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Held the rank of Fire Fighter and/or performing suppression/rescue duties within a recognized fire agency in California for a minimum of two (2) years</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Incident Safety Awareness for Hired Vendors</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Held the rank of Suppression Officer within a recognized fire agency in California for a minimum of three years</li> <li><input type="checkbox"/> Worked as a volunteer Suppression Officer or paid Call Officer within a recognized fire agency in California for a minimum of five years</li> </ul>
	<p>Letter verifying the following experience:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimum of five (5) years' full-time paid experience in a federal, state, local, or provincial fire agency and holds the rank of Company Officer</li> <li><input type="checkbox"/> Has responded as a Single Resource or Overhead assignment which has gone through a check-in, briefing, and demobilization (completed a Shift Ticket) process on a campaign fire</li> <li><input type="checkbox"/> Has working knowledge, skills, and abilities performing within Incident Command</li> </ul>

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FSTEP Course	Experience
<input type="checkbox"/> Rapid Intervention Crew (RIC) Operations <input type="checkbox"/> Fire Fighter Survival	<input type="checkbox"/> Has been assigned to an incident within the last five (5) years (Red Card currency) <input type="checkbox"/> Have five (5) years suppression/rescue experience, of which two (2) years must be while holding the rank of Fire Fighter performing suppression/rescue duties within a recognized fire agency in California
<input type="checkbox"/> Open Water Rescue Boat Operator – Small Vessel <input type="checkbox"/> Open Water Rescue Boat Operator – Large Vessel <input type="checkbox"/> River and Flood Rescue Boat Technician	<input type="checkbox"/> Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of three (3) years; or worked in a volunteer position or paid call Fire Fighter with a Recognized Fire Agency in California for a minimum of five (5) years. <input type="checkbox"/> Specific expertise in Technical Rescue as it relates to Open Water Search and Rescue Boat Operations and Seamanship. Expertise must be relative to the size of the vessel and power configuration and qualify based on the scope required for the curriculum chosen to facilitate.
<input type="checkbox"/> River and Flood Rescue Technician	<input type="checkbox"/> Held the rank of Fire Fighter and/or performed rescue duties within a recognized fire agency in California for a minimum of two (2) years; or worked in a volunteer position or paid call Fire Fighter with a Recognized Fire Agency in California for a minimum of four (4) years.
<input type="checkbox"/> Vehicle Extrication <input type="checkbox"/> Common Passenger Vehicle Rescue Technician (2021) <input type="checkbox"/> Heavy Vehicle Rescue Technician (2021)	<input type="checkbox"/> Have a minimum of three (3) years' full-time or six (6) years' part-time/volunteer suppression/rescue experience performing suppression/rescue duties within a recognized fire agency in California

6.711.911.6: Task Book

A. Common Passenger Vehicle Rescue Technician (2021)

1. An Instructor applicant for Common Passenger Vehicle Rescue Technician (2021) shall complete the Common Passenger Vehicle Rescue Technician Instructor Task Book (2021).

B. Fire Fighter Survival

1. An Instructor applicant for Fire Fighter Survival shall complete the appropriate instructor trainee task book.
2. A Registered Fire Fighter Survival Primary Instructor must sign off on the applicant's task book within two (2) years of its initiation.

**C. Heavy Vehicle Rescue Technician (2021)**

1. An Instructor applicant for Heavy Vehicle Rescue Technician (2021) shall complete the Heavy Vehicle Rescue Technician Instructor Task Book (2021).

**D. Low Angle Rope Rescue Operational**

1. An Instructor applicant for Low Angle Rope Rescue Operational (LARRO) shall complete the appropriate Instructor Trainee Task Book.
2. A Registered LARRO Primary Instructor must sign off on the applicant's Task Book within two (2) years of its initiation.

**E. Rapid Intervention Crew Operations**

1. An Instructor applicant for Rapid Intervention Crew Operations shall complete the appropriate Instructor Trainee Task Book.
2. A Registered Rapid Intervention Crew Operations Primary Instructor must sign off on the applicant's Task Book within two (2) years of its initiation.