



USING THIS GUIDE

This Participant's Guide is intended to assist individual viewers of the video material outside of a facilitated group or classroom setting. The scenarios presented do not necessarily depict a correct or incorrect way to handle a situation. The goal is to prepare participants to later engage in discussion of the scenarios and topic and how it relates to them and to their agency policy and procedures. See the explanation for "Informational/Individual Viewing" on next page.

VIEW THE VIDEO

To access this video online, visit the [POST Learning Portal](#).

ABOUT THIS VIDEO

This training program is designed to enhance California law enforcement personnel's natural disaster preparedness and on-scene actions with specific focus on the initial stages of an incident before standardized emergency management systems are fully operational.

Segments include common measures officers and their families can make ahead of an incident, actions taken by officers during disasters, a review of personal well-being and how critical incidents often affect those involved, and considerations in decision-making to provide for better and safer outcomes for first responders and the communities they serve.

The program progresses through pre-planning, awareness, initial response, evacuations, communications, security, and repopulation and self-care sections. Segments include expert commentary, which highlight the experiences of those who found themselves in the middle of emerging disasters, along with a special case-study providing first-hand experiences of officers directly involved with recent disasters.

GUIDE CONTENTS

Video Viewing Options and Features

Describes how the training video is formatted and organized on screen and provides navigation instructions for facilitators or individual viewers. The video may be viewed in a single training session or broken up into shorter segments.

Program Overview

Lists the main teaching points and provides general information that is examined in greater detail within each scenario.

Scenarios

Each scenario features a brief overview and *Key Learning Points* to assist with quick review of the material during the presentation.

Participant's Self-Assessment

A self-assessment is provided at the end of this guide and must be reviewed with the designated training manager or supervisor for the participant to receive training credit.



VIDEO VIEWING OPTIONS AND FEATURES

Two different viewing options are offered with this training video: FACILITATED GROUP COURSE or INFORMATIONAL/INDIVIDUAL VIEWING.

FACILITATED GROUP COURSE

The **Facilitated Group Course** option should be selected when the video is being used in a classroom or briefing setting. The material may be delivered in a single session or broken up over several days, such as delivery during briefing or roll call. The material is divided into tabbed sections that the facilitator may play in whatever order they feel best meets the training need (see Navigating the Video section below). Once the material has been covered in its entirety, the instructor, supervisor, or training manager (as designated by the department) may [submit a completed training roster](#) via POST EDI for CPT credit for participants.

INFORMATIONAL / INDIVIDUAL VIEWING

The **Informational/Individual Viewing** option should be selected when a participant is viewing the video alone or without an instructor or supervisor present to facilitate the delivery of the material. This option should not be used in a group training session. This option is intended for participants who work in a remote location, for a smaller agency that cannot readily access group training, or for an officer who is simply interested in viewing the video for informational purposes. The segment order is preset, and the viewer will be guided through the video without live facilitator interaction.

At the discretion of the department-designated training manager or supervisor, participants of the Informational/Individual Viewing mode may receive CPT credit for viewing this video. To receive credit, individual viewers must be provided with the Participant's Guide (pdf). The individual watches the video and reviews and completes the Participant's Guide assessment as they follow along. The training manager or supervisor then facilitates a discussion of the video and assesses the participant's responses using the Participant Assessment Answer Key provided at the end of this guide. If the facilitator is satisfied that the participant has demonstrated an understanding of the concepts of the video, they may [submit a completed POST Course Roster](#) via EDI for CPT credit.

Facilitators should contact POST's [Training Delivery and Compliance Bureau](#) at (916) 227-7748 or their POST [Regional Consultant](#) for questions about completing and submitting POST Course Rosters via POST EDI for training video completion.



PROGRAM OVERVIEW

- The concept of “incident preparedness”
- Hazard identification and area knowledge are critical for first responders
- Personal protection is safeguarded through advance actions
- Building interagency and interdisciplinary relationships invests in first responders' abilities to cooperatively manage emerging incidents
- Coordinated and consistent messaging through various media will have profound and positive effects on the results of officers' actions during critical events
- Preplanning involves many elements and relationships
- Standard personal preparation may include many tasks and resources
- Recognizing and communicating key information by those first on scene is critical during developing incidents
- Roles and responsibilities during a developing incident fall upon those on scene and are usually unaffected by rank or experience
- Substantial knowledge of available routes for traffic and responding resources is critical before and during significant incidents
- Maintaining self-control aids in clearer communication, recognition of key issues, and managing incidents with professionalism
- Evacuation procedures are affected by many factors
- Per PC 409.5, media representatives may enter areas closed due to calamity, including a flood, storm, fire, earthquake, explosion, accident, or other disasters
- Although regularly termed “mandatory,” evacuations from personal property cannot be required of citizens by officers
- The type of evacuation order issued represents the immediacy of threats to people and property, and the level of urgency involved
- It is often more effective and easier to advise the evacuating public of landmarks or well-known locations instead of street names and compass directions during the stress of an evacuation
- There are many methods for “documenting” evacuation efforts
- Field officers' methods of communicating evacuations to the public may vary greatly and depend on urgency, geography, and resources
- Fundamental officer safety principles should not be abandoned during evacuation duties

Continued



PROGRAM OVERVIEW

CONTINUED

- Personnel involved with disaster events must provide clear and varied types of communication
- Disasters can have tremendous negative effects on the most common means of interpersonal and mass communication, including the loss of cellular, landline, and radio services
- In preparing for disasters, emergency workers must consider additional methods of communication for themselves and for informing the public
- Wireless emergency alerts provide rapid, widespread distribution of information
- Common event-related communication tools include many types and platforms
- The use of social and other large-scale information platforms may be very beneficial
- Employing “tactical empathy” allows peace officers to better understand the motivations behind peoples’ actions during stressful incidents while enabling care for individuals to whom it is due under the circumstances
- The public’s re-entry into closed areas occurs only under very limited circumstances and is at the discretion of those maintaining the area’s security and control
- Self-care challenges facing law enforcement are being positively addressed in many ways
- Common wellness resources are readily available to law enforcement
- Formal and informal debriefings through peers, family, counseling, and incident debriefs have significant and positive effects in both the short and long terms
- The results of the unhealthy practice of “normalizing the abnormal” may be alleviated through good preparation and an understanding of what options exist
- The decision to repopulate an evacuated area takes many things into consideration
- Officers involved with repopulation efforts must be prepared to deal with varied and sometimes extreme emotions from the returning public



SCENARIO 1 – PRE-INCIDENT PLANNING AND AWARENESS

As this start-of-shift scenario shows, common everyday experiences that officers encounter provide opportunities to be better prepared for significant events through advance preparations for themselves, as well as with peers, other disciplines, and family.

KEY LEARNING POINTS

The concept of “incident preparedness”

- Applies both professionally and personally
- Involves individual officers, peers, other first responders, and families
- Often includes daily observations and simple planning

Hazard identification and area knowledge are critical for first responders

- Enhance preplanning
- Provide alternative solutions within rapidly changing situations
- Reveal area expertise
- Result in greater personal and public safety

Personal protection is safeguarded through advance actions

- Maintaining a proper “go bag”
- Planning family actions for response to events

Building interagency and interdisciplinary relationships invests in first responders' abilities to cooperatively manage emerging incidents.

Coordinated and consistent messaging through various media will have profound and positive effects on the results of officers' actions during critical events.

Preplanning involves many elements and relationships including:

- Identifying and acquiring equipment, supplies, and resources
- Safekeeping of important items
- Planning with peers, other professionals, and family members
- Recognizing potential risks and taking proactive steps

Standard personal preparation may include:

- Routes, destinations, contact means, work expectations/timelines established with family
 - Home and work “go bags” with food/water, clothes, medicine, cash, batteries, radio, etc.
 - Alternative communication means
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SCENARIO 2 – INITIAL RESPONSE

An officer is first on the scene at an emerging wildland fire and provides examples of the information and knowledge needed from those initially directing ever-evolving and potentially large-scale incidents, as well as the need for personal preparation and self-control.

KEY LEARNING POINTS

Recognizing and communicating key information by those first on scene is critical during developing incidents.

Roles and responsibilities during a developing incident fall upon those on scene and are usually unaffected by rank or experience.

Building interagency and interdisciplinary relationships invests in first responders' abilities to cooperatively manage emerging incidents.

Substantial knowledge of available routes for traffic and responding resources is critical before and during significant incidents.

Maintaining self-control aids in clearer communication, recognition of key issues, and managing incidents with professionalism.

Per PC 409.5, media representatives may enter areas closed due to calamity including a flood, storm, fire, earthquake, explosion, accident, or other disasters.



SCENARIO 3 – EVACUATIONS

Officers are sent to evacuate residents living in the path of a growing fire. The officers' actions will aid in documenting their efforts while also revealing common prioritizations often needed to gain the greatest benefit for the greatest number of people.

KEY LEARNING POINTS

Evacuation procedures are affected by:

- Agency policy
- Urgency of the situation
- Responsiveness and needs of evacuees
- Notification methods available at the time
- Knowledge of, and preplanning by, the first responders

Although regularly termed “mandatory,” evacuations from personal property cannot be required of citizens by officers.

The type of evacuation order issued represents the immediacy of threats to people and property, and the level of urgency involved:

- Evacuation Order: Immediate threat/closes area
- Evacuation Warning: Potential threat to life/property
- Shelter in Place: Unsafe to evacuate (Go inside/stay inside until told otherwise)

It is often more effective and easier to advise the evacuating public of landmarks or well-known locations instead of street names and compass directions during the stress of an evacuation.

There are many methods for “documenting” evacuation efforts.

- Paint/barrier tape to mark contact status
- Field notes/reports detailing general and specific contact methods and results
- Brief radio traffic (e.g., of refusals)

Field officers' methods of communicating evacuations to the public may vary greatly and depend on urgency, geography, and resources.

- Teams of officers to designated area
- Door-to-door
- Enlisting help of neighbors and residents
- Using vehicle or air unit's P.A. systems
- Translator lines, non-English brochures, phone apps

Fundamental officer safety principles should not be abandoned during evacuation duties.

- When together, keep line of sight and advise partner when going into out-of-sight areas
 - Advise via radio or other means of location changes, etc.
 - Committing to risky tasks may remove the ability to help more people stay safe
-



SCENARIO 4 – COMMUNICATIONS AND SECURITY

As an officer transitions responsibilities to his supervisor, communication-related concerns are identified. Nearby, two officers managing a roadblock reveal common challenges involved with evacuation security and understanding the public's needs.

KEY LEARNING POINTS

Personnel involved with disaster events must:

- Provide others with emergency event-related communication, which occurs clearly and regularly
- Provide key information to replacements when changing positions of responsibility

Disasters may have tremendous negative effects on the most common means of interpersonal and mass communication, including the loss of cellular, landline, and radio services.

In preparing for disasters, emergency workers must consider additional methods of communication for themselves and for informing the public.

Wireless emergency alerts provide rapid, widespread distribution of information and often are:

- Conveyed to unified command/affected jurisdiction(s) in advance
- Initiated early in an event
- Corrected quickly whenever needed
- Used to deliver both initial and subsequent advisories
- Effective in targeting a specific area's population

Common event-related communication means include:

- Cellular-related devices/internet-based platforms
- Wireless Emergency Alerts
- Social media
- Reverse 9-1-1
- Two-way radio
- Vehicles' public address
- AM/FM radio, television, and local media

The use of social and other large-scale information platforms should:

- Be assessed in each event for their value to that event's needs
- Coordinated between involved PIOs and area media

Employing "tactical empathy" allows peace officers to better understand the motivations behind peoples' actions during stressful incidents while enabling care for individuals to whom it is due under the circumstances.

The public's re-entry into closed areas occurs only under very limited circumstances and is at the discretion of those maintaining security and control over the area.



SCENARIO 5 – REPOPULATION AND SELF-CARE

At the end of a lengthy shift, officers reveal some of the more personal after-event challenges they face when dealing with a disaster, methods used to mitigate the event's stressors, and recent cultural shifts in law enforcement allowing for better communication and healthier officers. Subject matter experts additionally comment on both self-care and repopulation considerations.

KEY LEARNING POINTS

Self-care challenges facing law enforcement are being positively addressed in many ways:

- The profession's cultural shifts
 - Dismissing unhealthy ego and stereotypes
 - Openness to address stress-related problems in self and others
 - Better communication with family/loved ones
 - Seeing the "human behind the badge"
 - Encouraging a "normal" life and doing outside endeavors
- Greater resource access and expansion of available services
- Focusing on successes and not failures

Common wellness resources available to law enforcement include:

- Peers
- Chaplaincy
- Professional services
- Department-provided services
 - Employee Assistance Programs (EAP)
 - Critical incident stress debriefings
 - Peer programs

Formal and informal debriefings through peers, family, counseling, and incident debriefs have significant and positive effects in both the short and long terms.

The results of the unhealthy practice of "normalizing the abnormal" can be alleviated through good preparation and an understanding of what options exist.

The decision to repopulate an evacuated area takes many things into consideration:

- Status of involved agencies/services
- Soft or hard reopening
- Personnel and other resources
- Media/news releases

Officers involved with repopulation efforts must be prepared to deal with varied and sometimes extreme emotions from the returning public.



CASE STUDY: THE THOMAS FIRE AND MUDSLIDES

SPECIAL SEGMENT

In the early evening of December 4th, 2017, a small fire was reported near Thomas Aquinas College, north of Santa Paula, CA, and it ignited what would later be known as the Thomas Fire, the largest wildfire in California's modern history.

On the heels of that enormous fire was a significant rainstorm that triggered massive mudslides that devastated the town of Montecito, CA.

Senior Deputy Doug Jones of the Santa Barbara County Sheriff's Department was on hand for both tragedies, and his experiences in these disasters provide lessons for us all.



CONCLUSION

This facilitation guide provides information needed to assist the instructor in delivering an interactive and goal-oriented training session.

After completing this course, participants should better understand:

- How peace officers may prepare themselves and their families for the challenges to be faced when dealing with natural disasters.
- The relationship that local and regional knowledge have in disaster preparedness and one's ability to later recognize available options for on-scene actions during an emergency.
- The value of professional cross-discipline relationships in providing optimum public services during a disaster.
- Considerations used in peace officers' initial actions, evacuation decisions, maintenance of area security, and repopulation of areas caused by significant incidents.
- The need for emergency responders and the public to have clear, accurate, available, and consistent information prior to, during, and after disasters.
- The ability of peace officers to recognize specific stressors involved with significant events and what means exist to decrease their negative effects on the many involved.



ASSESS WHAT YOU LEARNED

The Participant's Guide Assessment is a separate document for individual viewers who wish to view the video outside a group or classroom setting and later work with the agency designated trainer or supervisor for POST CPT credit. This is not a formal testing tool. All answers should be evaluated by the trainer. The answers match the video content and are listed for general guidance.

NAME: _____ **DATE:** _____

As you watch the training video in the Informational/Individual Viewing mode, follow along and answer the questions below. You may pause the video and view a section again if needed. The goal is for you to complete this assessment and then discuss the material with your designated agency training manager or facilitator.

Which of the following concepts does not apply to incident preparedness? (circle one)

- A. Involves individual officers, peers, and family
- B. Relates only to one's professional life
- C. Involves daily observations
- D. Often does not involve complex planning
- E. None of the above

Which of the following actions is not common to the preplanning efforts for significant events? (circle one)

- A. Developing strategies with peers
- B. Securing personal valuables
- C. Postponing risk mitigation
- D. Determining and acquiring potentially needed supplies
- E. Both B and C

PC 409.5 allows a peace officer to prohibit media access to closed areas during a disaster when the media member's safety would be jeopardized. (circle one)

- A. True
- B. False

Once a mandatory evacuation order has been issued and a peace officer notifies a resident of the order, that resident must evacuate. (circle one)

- A. True
- B. False

Describe the level of urgency associated with the following types of evacuation orders:

- **Evacuation Warning:** _____
- **Evacuation Order:** _____
- **Shelter in Place:** _____



ASSESS WHAT YOU LEARNED
CONTINUED

Which of the following evacuation instructions is the most effective for the public? (circle one)

- A. Navigational directions (e.g., east, west, etc.)
- B. Major street names
- C. Landmarks, highly visible structures, well-known locations
- D. Estimated or specific distances to destinations/waypoints
- E. Pointing out other possible vehicles to follow

Which of the following actions does not reflect appropriate officer safety measures maintained during evacuation duties? (circle one)

- A. Keeping line-of-site with partners
- B. Advising others when changing locations
- C. Briefly entering hazardous structures to ensure they are clear
- D. Focusing "on the many," or those you can help under the circumstances
- E. Retreating when the risk becomes immediate

Which of the following is not an accurate description of communications during disaster events? (circle one)

- A. Wireless emergency alerts are an effective means to reach many people quickly
- B. Personal devices may be relied upon for communication and web access
- C. Consistent and unified messaging from all involved service agencies is critical
- D. AM/FM radio providers can provide stable platforms for information distribution
- E. Significant failures of cellular relays and other infrastructure occur

Describe how "tactical empathy" may assist an officer with both a better understanding of peoples' actions and reduction in personal stress.

Continued



**ASSESS WHAT
YOU LEARNED**
CONTINUED

Which of the following is not a reason that peace officer self-care is improving? (circle one)

- A. Lack of willingness to communicate with family, peers, or professionals
- B. Cultural shifts in the profession
- C. Dismissing of ego and stereotypes
- D. Seeing the "human behind the badge"
- E. Increased access to expanded resources

Factors affecting the decision to repopulate an area include all of the following except: (circle one)

- A. Available personnel/resources
 - B. Allied agencies'/departments' abilities to continue missions
 - C. Status of media access and messages
 - D. Ability to provide a soft vs. hard reopening
 - E. None of the above
-

