

State Tactical EMS Advisory Subcommittee Report January 22, 2015

Subcommittee Members:

- Val Bilotti, RN, ACSO—Subcommittee Chair
- Jim Morrissey, LEMSA representative, ALCO, SF FBI Tactical Paramedic
- Kimberly Petersen, Captain, Fremont Police Department
- Tom Ronay, MD, EMDAC representative
- Patrick Lewis, Fire Captain, Paramedic, San Bernardino County
- Gerry Malais, Fire Representative, City of Los Angeles
- Dan Toomey, Law Enforcement Consultant, P.O.S.T.

Subcommittee Objective

On October 1st, 2014, the State Tactical EMS Advisory Committee tasked our subcommittee with researching existing active shooter and tactical first responder training programs across the various disciplines of EMS, law enforcement, and fire, and to research and report back on the curricula currently used in such courses.

Summary

There is quite a bit of diversity in terms of active shooter, violent threat response and tactical medicine training. There is significant variability in target audience, pre-requisites, class length, medical skills taught and methods of instruction. Our subcommittee studied 12 different courses: six of the courses targeted law enforcement first responders as students; four targeted both law enforcement and fire personnel; one targeted fire personnel only, and one targeted the triad of law enforcement, fire and emergency medical services (EMS) personnel. These courses were chosen based on personal knowledge and familiarity with the courses to the subcommittee members. This is not a scientific study.

The courses ranged in duration from four hours long (one program) to 24 hours in duration (one); five courses were 16 hours long.

These courses utilized a variety of teaching methods to present content. We categorized these teaching methods the following ways: lecture (L),

demonstration (D), hands-on or skills training (S), practical or scenario training (P), and competency testing (C).

Themes

Here are some of the themes we identified in reviewing the curricula:

- Course topics were generally weighted toward enhancing skills already possessed by the target audience (i.e. tactical movement for law enforcement; medical skills for fire/EMS)
- Only one of the reviewed courses invited students from the non-fire based EMS community
- The “hybrid” classes with a mix of students from differing vocations focused on a wider range of skill-sets
- Lecture was the most popular form of teach method
- Scenario based training was also a prominent teaching method
- Competency testing was the least-used form of training
- Some of the courses evaluated did not promote themselves as “active shooter” courses, but did place the students in active shooter scenarios
- Some programs are teaching ALS skills to non-ALS providers

Recommendations

Based on our research this subcommittee recommends the developers of any training course on response to active shooter/ violent large scale incidents and unified response pursuant to AB 1598 should consider including the following topics:

1. Multi-discipline (law, fire, EMS) integration, tactics, roles and responsibilities and common terminology
2. Life saving medical skills training and practice to address preventable causes of death including casualty movement
3. CCP coordination (internal/external) and integration w/ EMS

We also recommend the developers build in ongoing maintenance/refresher training.