

# ASRC course proposal – AR training

Author: Carl Werntz

Date 7/6/08

NOTICE: This course outline, and any course developed based upon this outline, is the property of the ASRC, and shall not be credited, owned, or exclusively taught by any individual or other organization

**Purpose:** To develop a brief (2-day) course that will provide enough background for an ASRC FTM to serve as AR at a search, including organizing the first 8 hours of a mission using methods compatible with the potential for escalation of the mission.

## Course competencies:

**At the completion of this course, a student should be able to:**

- A. Serve as conference AR for a mission with effective outside SAR management
  - a. Coordinating ASRC personnel on-scene
  - b. Tracking ASRC personnel to and from a mission
  - c. Coordinating deployment of ASRC personnel with the SAR management team
- B. Serve as conference AR for a mission without effective SAR management
  - a. Effective tracking of resources, field teams, tasks, and clues
  - b. Task SAR and non-SAR resources for hasty tasks
  - c. Appropriate tasking of field resources
  - d. Appropriate and rapid hasty tasking
- C. Utilize telephonic ACA and IC backup
- D. Initiate mission management using ASRC methodology and forms

## Prerequisites

- A. ASRC FTM certification or higher
- B. 40 Hour Basic Search management class (one of the following or equivalent)
  - a. Managing Search Operations
  - b. Managing the Search Function
  - c. Managing the Lost Person Incident
  - d. USAF Inland SAR school
- C. ICS/NIMS training
  - a. Required: IS-100, IS-200, IS-700
  - b. Recommended: IS-300

## Learning Objectives

At the conclusion of this course, the student should be able to:

- A. Define the role of the AR, compared with that of a search manager and IC
- B. Describe the role and mission of the ASRC at a search
  - a. In states with state dispatch of resources
  - b. In states without state dispatch of resources
- C. Role and responsibility of an AR at a mission (if outside management in place)
- D. Role and responsibility of an AR if there is no effective SAR management
- E. Operate as part of a Incident Command System
- F. Define Hasty tasks and rapid methods for their development

- G. Using your team's equipment, prepare maps of an area on-scene
- H. Starting with a map, develop hasty tasks
- I. Register mission personnel
- J. Track Clues (On paper)
- K. Track Teams (On paper)
- L. Use TAF with ease
- M. Brief teams
- N. Debrief teams
- O. Establish a basic communications system
  - a. On-scene
  - b. With conference dispatch and ACA/Search Manager backup
  - c. Log Communications
- P. Request additional resources
  - a. Obtaining Permission from the RA
  - b. In a state with a state coordination of resources
  - c. In a state without state coordination of resources

## **Basic Course Outline**

### **Day 1 (Usually Saturday)**

#### Managing a mission – The ASRC Way

- A. Brief overview of SAR management, focusing on cumulative POD and POS
- B. Introduction to ASRC forms and resource tracking
  - a. The Logs
    - i. Task
    - ii. Clue
    - iii. Personnel Sign in/out
  - b. The Maps
    - i. Overview
    - ii. Task tracking
    - iii. Clue
  - c. The Folders
    - i. General
    - ii. Tasks to be done
    - iii. Tasks in Progress
    - iv. Tasks Complete
    - v. Investigation
    - vi. Masters
  - d. The duties
    - i. Search Manager
    - ii. Plans
      - 1. Next Operational period
      - 2. Requesting resources
      - 3. Tracking resources
    - iii. Ops – this operational period
  - e. The TAF
    - i. Generation

- ii. Briefing – Audience specific (trained vs untrained)
    - iii. Debriefing – Audience specific (trained vs untrained)
  - f. When and how to accelerate the ASRC system (for initial tasking)
- C. Group exercise during the day to organize mission paperwork
- D. What to do about tasks completed prior to our arrival
- E. After Dinner:**
  - a. Individual practical exercise for organizing mission paperwork after dinner

## **Day2 (Usually Sunday)**

- A. Overview of NIMS, focusing on the role of the AR
- B. Review of Roles
  - a. Responsible Agency (RA)
  - b. Incident Commander
  - c. Agency Representative (AR)
  - d. Search Manager
  - e. Operations Section Chief
  - f. Plans Section Chief
  - g. Ground Search Operations Section Chief
  - h. Ground Search Plans Section Chief
- C. The AR Role
  - a. ASRC expectations of on-scene AR
  - b. RA expectations of the on-scene AR
- D. The first 4 hours – what do WE need to make sure gets done
  - a. Info on missing person (part 1)
    - i. Briefing Sheet
  - b. Initial “reflex” hasty tasks
    - i. Tasking SAR personnel
    - ii. Tasking non-SAR personnel
  - c. Effective Commo
    - i. On scene
    - ii. With outside world
  - d. Info on the missing person (part 2)
    - i. LPQ
  - e. Plan for likely outcomes (who responds and how if there is a find?)
- E. Requesting SAR Resources
  - a. Virginia (VDEM)
  - b. Pennsylvania (PEMA & PSARC)
  - c. Maryland (MD NRCP)
  - d. Rest of the World
- F. Securing Non-SAR resources
  - a. Food
  - b. Sleep
  - c. Potties
- G. The art of schmoozing on-scene
  - a. Introducing yourself
  - b. Humility of the AR
  - c. Determining our role

- i. What the RA thinks they want
    - ii. What they really need
    - iii. How to progress the RA between these two
    - iv. Not offering anything beyond our capabilities
    - v. How to ensure that we have enough resources to fulfill our commitments
  - d. Transition to other individuals in the AR role
  - e. Ground rules for searchers
    - i. Civilians
    - ii. Youthful searchers
    - iii. Firearms
- H. Practical exercises in on-scene schmoozing
  - a. Restricted spaces
  - b. IC doesn't want help
  - c. Restricted information (i.e. police information)
  - d. Being asked to pull out of a mission
  - e. Asking permission to call for additional resources

Note: This class outline and learning objectives are lists of content areas, NOT teaching methodologies. Since two days of PowerPoint lectures can be less pleasant than colonoscopy, I would hope that as the didactic methodology for the class is developed there will be a variety of other teaching techniques employed.