

# This month's *Working Fire...*

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**Volume 02- 6: June 2002**  
**Approx. Program Length:**

## **FIRELINE**

**Palo Alto School Fire**  
**Palo Alto, CA**

**Approx. length: 8:45**

Responders were dispatched to a high school art building fire that was well involved upon arrival. This was due in part to late notification from neighbors owing to the school's somewhat obscured and hidden location. An aggressive interior attack was attempted but abandoned in favor of a defensive strategy. There were hazardous materials in the form of exploding paint cans. Roof ventilation was performed from the side of the raised roof as the rooftop was too dangerous to support firefighters. The possibility of arson, common to school fires, was considered during overhaul. For further information, contact former Palo Alto Battalion Chief Philip Constantino, Fire Chief, Hillsboro Fire Department, 1600 Floribunda Avenue, Hillsboro, CA 94010 or call him at 650-375-7422.

**Cement Mixer Extrication**  
**Jacksonville, FL**

**Approx. length: 10:26**

A concrete worker, using an unsafe practice of reaching into a cement mixer to test the consistency of the batch, was pulled into the machine by his arm which was pinned under a steel bar inside. Responders considered several options before using an air chisel to cut open the back panel of the mixer. This was approximately a 1/4"-thick steel panel. By gaining access that way, they were able to free the arm. EMS worked with the patient throughout, providing psychological support, taking vital signs, and administering some medications. The patient only sustained a hand laceration and no broken bones. For more information, contact Captain Davis Love, Jacksonville Fire-Rescue, 2700 Firefighter Memorial Drive, Jacksonville, FL 32246 or contact him at 904-398-1429.

## **HANDS-ON**

**Cold water Rescue:**  
**Part II**

**Approx. length: 8:00**

As the recreational season approaches, Working Fire presents the second of a two-part series on cold water rescue with the Washington Township (NJ) Fire Department; many of the techniques can be applied in ice rescues as well. In this segment we follow responders through a live training evolution at a local lake after dark using the techniques that were demonstrated last month. For more information, contact District Fire Chief John Hoffman, Washington Township Fire District, P.O. Box 653, Turnersville, NJ 08012 or contact him at 856-863-4011.

## **This month's *Working Fire*...**

### **EPTS Tracking System**

**Approx. length: 10:32**

Next month, *Working Fire* will be devoting the entire volume to a Weapons of Mass Destruction multi-agency disaster drill held at Washington University in St. Louis. During this drill, some products designed to track patient status and whereabouts from the scene to the hospital were tested. One of these was the EPTS from Raytheon which we demonstrate this month. This system could also be used for firefighter and evidence accountability so you might see it in your department in the near future. For more information, contact David Gellen, Director of Marketing or James Ressler, Sector Business Manager, Raytheon Information Systems, 1843 Sherman Drive, St. Charles, MO 63303 or call them at 636-449-3213/3214.

### **FIRE MEDICS**

#### **Pre-Term Infant Response**

**Approx. length: 11:29**

Treating or delivering a premature or pre-term baby is a real possibility for EMS, either responding in the field or to a home. A neonatal nurse practitioner provides instruction on what to do when encountering respiratory failure, trauma, a birth event and the necessary equipment that should be on your ambulance. For more information, contact *Working Fire's* Medical Correspondent Dianna Mack at 314-990-4624.

### **EVOLUTIONS 2000**

#### **Kramer vs. Kramer Media Access vs. Response Control**

**Approx. length: 3:05**

*Working Fire* and Professor/Chief Bill Kramer present our Continuing Education segment that's worth one credit from the University of Cincinnati. This month the Chief and Professor debate the balance between the news media's right to cover an incident and the fire department's need for scene safety and control. For more information, contact Professor Bill

## **This month's *Working Fire*...**

### ***From the Departments Involved...***

#### **DISCUSSION QUESTIONS FOR THIS MONTH'S INCIDENTS**

The departments involved in this month's incidents pose some discussion questions that you can use as discussion-starters in your own department's training sessions. Let's kick it around!

#### **School Fire/Palo Alto, CA**

#### **Former Battalion Chief Philip Constantino/Palo Alto Fire Department**

1. School fires are often reported late due to lack of occupancy in off-hours and the remote location of many schools. Be prepared to meet a fire that may be well on its way.
2. Beware of hazardous materials that might be stored in schools: paints and thinners in the Art Department (as was the case in this fire), janitorial cleaners and solvents, and petroleum products in school machinery and/or vehicles.
3. During overhaul and firefighting operations, keep in mind that school fires are often arson fires. Help out criminal investigation teams by maintaining scene integrity as much as possible.

#### **Cement Mixer Extrication/Jacksonville, FL**

#### **Captain Davis Love/Jacksonville Fire Rescue**

1. Industrial equipment may be difficult to gain access to because of the strengthened materials used in manufacture. Be ready with various cutters, spreaders, and torches.
2. Be concerned about the patient's position and proximity to rescue work. This almost certainly will impact your decision on how to extricate. EMS should treat the patient during the operation if assessment reveals it is necessary.
3. Sometimes industrial machinery can be disassembled rather than cut open. Consult the Farm Medics segments in *Working Fire* volumes 98-5 & 6. Those are the May and June 1998 editions.

# Enhanced Training

## Cold Water Rescue, Part II

### Objectives

After watching this program, the student shall have reinforced his knowledge of:

1. the basic equipment necessary for cold water rescues
2. procedures necessary for rescuing a patient.

### Standards & Regulations

This training is consistent with NFPA 1500 and appropriate OSHA regulations. Maintain land lines on rescuers at all times.

### Training Outline

#### I. EQUIPMENT REVIEW

##### A. Rescue Suit

1. Used for ice and cold water rescues.
2. Will allow rescuer to float in the water.
3. It has O-rings to allow tethering to shore.
3. A whistle is attached to it, used for communication with shore.
4. There should be a communications guide on the forearm for communicating using the whistle or hand signals.

##### B. Life Vest

1. Worn by all rescuers in the Hot Zone on shore as a safety precaution.
2. These also have whistles for communication.

##### C. Noodle

1. To be worn around the rescuer's body as he attempts the rescue.
2. A hook hangs underneath the noodle and is tethered to shore.
3. The noodle is eventually placed over the head of and secured to the patient with velcro straps. The patient can then be hauled to shore.

##### D. Shepherd's Hook

1. A long foam hook attached to a pole used in the "reach" part of the "reach-throw-go" progression of ice/water rescue.
2. Used to safely reach a person in the water close to shore.

## Cold Water Rescue, Part II

### E. Rope Bag

1. A rope with a weighted ball and a carabiner on the end, packed into a bag.
2. Used for the “throw” part of “reach-throw-go.”
3. For use where a person is within throwing distance of shore.

### F. Rescue Sled

1. For ice or cold water rescue where there is an excessive distance between the patient and shore. It makes sense to keep rescuers out of the water if possible, especially over a long distance.
2. Used for the “go” part of “reach-throw-go” and is tethered to shore.
3. It is paddled like a surfboard in water or used with sharp pegs for digging into ice.
4. The patient is placed on board; the rescuer then positions himself behind the patient.
5. The sled is then hauled in by shore crew.

### G. Rope

1. Stays on shore with the shore crew.
2. Used to tether the rescuer with a hook.
3. A loop in the rope is then attached to the hook on the noodle when used.

## II. EVOLUTION RESCUE PROCEDURES/POST-EVOLUTION CRITIQUE

### A. Size-Up

1. Upon reaching the scene, do an initial size-up.
2. Incident Command should be established; decide whether to “reach, throw, or go.”
3. Place a spotter in a location where he/she can establish voice contact with the patient, if possible, and relay information back to Operations and/or I. C.

### B. Equipment Acquisition

1. Acquire the necessary equipment to achieve the result determined in A. 2.
2. In this case, the noodle, rescue sled, and all appropriate ropes and rigging were gathered at the edge of the shore.
3. PRACTICE IN ADVANCE how to rig the equipment and rescuers depending upon the rescue strategy selected. A rescue is not the time or place to learn what you DON'T know.

### C. Operation in the Water

1. The rescuer in the water paddles out to the victim, establishing psychological support as he approaches. A calm patient will be much easier to deal with.
2. The rescuer passes the noodle to the patient and secures it.
3. The rescuer positions the patient on the rescue sled and himself/herself behind it.

## Cold Water Rescue, Part II

### **D. Operation on Shore**

1. The shore crew maintains the land lines and keeps them from tangling as the rescuer paddles out.
2. The crew waits for commands to take out slack and begin hauling.
3. The spotter should be relaying information to the shore crew.
4. A Rapid Intervention Team (RIT, FAST team, GO Team) should be standing by in case our rescuer gets into trouble.

### **E. EMS Involvement**

1. EMS should be on hand and always assume there will be a C-spine injury. Have appropriate immobilization equipment ready to go.
2. Based on the severity of injuries, make a determination as to the most efficient method of transport. If necessary, consider the most appropriate receiving hospital.

*See last month's training equipment for the quiz on Cold Water Rescue.*

# Enhanced Training

## EPTS Tracking System

### Objectives

After watching this program, the student shall understand:

1. the need for and development of the technology
2. a general idea of how it operates in the field
3. other uses.

### Standards & Regulations

This training is consistent with NFPA 1500 and appropriate OSHA regulations.

### Training Outline

#### I. RAYTHEON EMERGENCY PATIENT TRACKING SYSTEM (EPTS)

##### A. Main Function

1. To track persons and objects at emergency scenes.
2. Primary use is for tracking EMS patients from the scene to the hospital.
3. May also be used for firefighter accountability.
4. May also be used for accounting for and tracking evidence at a scene.

##### B. Construction/Development

1. The product uses barcode, wireless, and internet technology.
2. It also makes use of laptop/desktop computers and hand-held Personal Digital Assistant (PDA) devices.

##### C. Patient Tracking

1. During an emergency, EMS triage is set up.
2. Wristbands with barcodes are affixed to patients as they are dealt with in triage.
3. The wrist bands are scanned by the PDA as well as additional basic patient information being inputted: patient name, personal information, and triage level.
4. The barcode is scanned again at the receiving hospital, updating the patient's record with name of the receiving hospital and possibly the method of transport. The patient condition can be upgraded and ultimate patient disposition is recorded.

Answers to the questions on Page 9:

1. True
2. False
3. True
4. e.
5. a.

## EPTS Tracking System

### D. Reporting

1. Through wireless technology, information and reports can automatically appear on preformatted web pages, available for viewing by appropriate personnel, agencies, and family members who have the proper permissions.
2. Statistics and appropriate reports can be produced, tracking system efficiency and effectiveness.

## II. OTHER USES

### A. Evidence Accountability

1. Evidence can be bagged, barcode-tagged and scanned at a crime scene, thereby establishing a digital chain of evidence that can be tracked.
2. The evidence bag would be scanned again at the police station, establishing its arrival and disposition.
3. The system could provide inventory storage records for evidence.

### B. Firefighter Accountability

1. Instead of using metal rings and tags, firefighters would wear barcoded bracelets that would be scanned upon entry to the Hot Zone.
2. The firefighter would be rescanned upon exiting, providing instant accountability information.

## EPTS Tracking System: Quiz

Date \_\_\_\_\_

Chief/T.O. \_\_\_\_\_

Firefighter (print) \_\_\_\_\_

Education Credits/  
Hours/Units \_\_\_\_\_

Signature \_\_\_\_\_

### Select the best answer:

1. True or False      If wireless connections cannot be established, this system will still work.
2. True or False      “PDA” stands for “Possible-Doable-Actionable.”
3. True or False      This technology works with people or objects.
4. Which of the following facts **(is)(are)** correct?
  - a. A laptop is needed for scanning patients.
  - b. Only a laptop is essential for producing statistics.
  - c. The system won't work at all without an internet connection.
  - d. All of the above
  - e. None of the above
5. What are some other possible uses for this technology?
  - a. Tracking automobile inventory at a car dealership.
  - b. Tracking fish in the ocean.
  - c. Establishing the exact location of some object or person.
  - d. Two of the above
  - e. All of the above

*(See answers at the top of page 8)*

# **Evolutions 2000**

## **University of Cincinnati Continuing Education Program**

### **Media Access vs. Response Control**

If you're enrolled in the **Open Learning Fire Service Program** at the **University of Cincinnati**, here's your opportunity this month to earn one college credit hour for watching *Working Fire*.

#### **VOLUME 02-6**

#### **Kramer vs. Kramer: Media Access vs. Response Control**

**Complete written responses to the following three essay questions:**

1. How do you balance the public's "right to know" with the requirement for emergency scene safety and security?
2. Specifically, how should media coverage be restricted or controlled at an emergency scene? Provide a few guidelines.
3. What suggestions do you have for maintaining good media relations on a continuing basis between events?

**Send your responses to:**

**Mr. Bill Kramer  
University of Cincinnati  
College of Applied Science  
2220 Victory Parkway, ML #103  
Cincinnati, OH 45206**

#### **ENROLLMENT INFORMATION:**

For more information on enrolling in the Open Learning program to gain college credit, call *Working Fire* at 800-516-3473 for a brochure or, to register directly, call the University of Cincinnati at 513-556-6583. Associates and Bachelors programs are available. Call to have your transcripts evaluated.