

This Month's *Working Fire*...

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Volume 98-11: November 1998
Approx. Program Length 57:54

FIRELINE

Church Fire Beaumont, TX

Approx. length: 5:03

A fire started in a tool shed adjacent to a Baptist church and quickly spread to the main sanctuary. The fire reached the attic and ran the full length of it as it had no fire stops. Beaumont firefighters tried to make an interior attack to get ahead of the blaze but soon had to fall back and go defensive due to the speed of the fire. This included deck guns and aerial towers in a "surround and drown." The response was complicated by limited access to the church because of its location and extremely hot and humid weather with heat indices well over 100. Firefighters were rehabbed early and often. For more information, contact Captain Brad Penisson, Beaumont Fire/Rescue Services, P.O. Box 3827, Beaumont, TX 77704 or call him at 409-880-3905.

Petroleum Tank Fire Devers, TX

Approx. length: 13:52

A maintenance crew preparing to service a crude oil pipeline was injecting nitrogen into a C4-grade light crude oil line to purge it when an apparent loose seal allowed the environment to become flammable. When one of the workers started his pickup truck, the area exploded and a flash-fire occurred, severely burning one of the workers, neither of whom wore protective clothing or were using a vapor monitor. Pipeline valve components were consumed, making complete shut-off of the pipelines impossible. As firefighters attempted to fill pipeline "frac tanks" with foam, a secondary flash-fire occurred, catching the local environment (grass and woods) on fire and igniting a secondary isobutane line that had been cooling via a stationary monitor. After the remaining petroleum product had been exhausted from the lines, responders made a second successful assault the following day using foam and dry chemical in combination. For more information, contact Clay Kennelly, Texas Department of Public Safety, 7200 Eastex Frwy, Beaumont, TX 77708 or call him at 409-898-0770 ext. 227.

HANDS-ON

Wildland Drill

Approx. length: 9:23

As wildland fire season approaches, this Northern California canyon neighborhood approached its local fire department for information on what would happen in the event of a wildland firestorm which had occurred in their community in past years. San Mateo South County Fire Protection District with the California Department of Forestry conducted a proactive wildland drill on behalf of residents and held informational meetings to inform citizens of everyone's role in the event of a fire. This took advantage of citizen mobilization groups which had been previously established and covered topics such as fire-safe roofing materials and

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HANDS-ON (cont.)

ornamental vegetation, evacuation and "sheltering-in-place" procedures, rendezvous locations, and similar information. For more information contact Doug Fry, Battalion Chief, Training, South County Fire Prot. Dist., 600 Elm St., San Carlos, CA 94070 or call him at 650-802-4364.

Emergency Vehicle Driver Training Part I

Approx. length: 11:15

Trooper Richard Vasser of the Texas Department of Public Safety conducts the first of a two-part segment on safe driving techniques for the emergency responder. Part One takes place in the classroom covering such issues as the role of physics in driving, the options available to drivers on the road, various braking and steering techniques, and related topics. Next month, these techniques are illustrated behind the wheel of emergency vehicles. For more information contact Trooper Richard Vasser, Texas Department of Public Safety, 7200 Eastex Frwy, Beaumont, TX 77708 or call him at 409-898-0770 ext. 253.

FIRE MEDICS

Soft Tissue Wound Management

Approx. length: 8:27

Using dramatization, a simulated household accident is staged to demonstrate the issues involved and procedures that should be followed by EMS personnel in the event of a soft tissue wound injury. These include pressure bandaging, cleaning of the wound, what to remove and what to leave, and preparation of the wound in the field to effect a smooth transition to hospital care. Following proper procedures can have a great impact on subsequent functional and cosmetic outcomes of the wound. For more information, contact Richard Coin, MD or Barbara Ellzey, MD at Missouri Baptist Medical Center, 3015 N. Ballas Rd., St. Louis, MO 63131 or call them at 314-996-5000.

EVOLUTIONS 2000

Kramer vs. Kramer: Experience vs. Education

Approx. length: 4:12

Working Fire and Professor/Chief Bill Kramer presents our Continuing Education segment that's worth one credit from the University of Cincinnati. This month Bill investigates the age-old argument of which is more important: experience or education? He makes a convincing case for both. For more information, contact the Open Learning Fire Service Program, College of Applied Science, 2220 Victory Parkway, ML #103, Cincinnati, Ohio 45206 or call 513-556-6583.

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!

Church Fire/Beaumont, TX

Captain Brad Penisson, Beaumont Fire/Rescue Services, Beaumont, TX

1. Are you aware of the procedure to contact the Bureau of ATF at 888-ATF-FIRE (888-283-3473) whenever you respond to a church fire? Additional information may be obtained at www.atf.treas.gov.
2. Do you always take the weather and environmental factors into account when responding to an incident and how those factors will impact the response?
3. Are you aware of buildings, especially ones which hold large public gatherings, in your jurisdiction which have building features such as a lack of fire stops in the attic? Have you preplanned those buildings?

Petroleum Tank Fire/Devers, TX

Clay Kennelly, Texas Department of Public Safety, Beaumont, TX

1. In an incident with the potential for a high impact on the surrounding community, do you immediately mobilize additional appropriate agencies and set up an interagency command?
2. Can your department, with the help of mutual aid if necessary, execute nonstandard maneuvers such as an extensive water-shuttle evolution?
3. Does your jurisdiction have any local regulations or ordinances calling for the notification of emergency services by contractors when local pipeline or petroleum facilities not protected by a dedicated firefighting force demand extensive attention or maneuvers such as pipeline cleaning or extensive product transfer? Would it be wise for apparatus to be present or for an inspector to check safety procedures before such maneuvers are executed?

Enhanced Training

Wildland Drill

Objectives

After watching this program the student shall:

1. understand the importance of proactive training with the community
2. be prepared to organize and execute such a simulation.

Standards and Regulations

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

Training Outline

NOTE: *This wildland drill came about from the request of citizens who had concerns about their role in an actual wildland emergency. They also had legitimate fears about their property and their own personal welfare, yet were willing to participate in the process by taking pre-fire precautions and by taking advice and direction from fire command during such an operation. Fire departments should take advantage of citizens' basic concern for their neighborhoods, develop the most useful citizen attitude and reaction possible, and then build it into firefighting strategy and plans.*

A. PRE-DRILL PUBLICITY

1. Provide advance publicity about the drill and explain how citizens can get involved.
2. Take advantage of existing citizen awareness/mobilization groups or offer to start them.
3. Hold pre-drill informational "town meetings" open to citizens.

B. PLANNING THE DRILL

1. Plan drill scenario(s) with appropriate response agencies.
2. Develop a plan for simulated fire activity.
3. Bring in appropriate wildland firefighting apparatus and other equipment (such as helicopters for water drops) to demonstrate how equipment would be deployed.
4. Include appropriate dispatching entities in the drill and work out tactical communications.

Answers to the quiz on page 6:

1. false 2. true 3. false 4. d. 5. b.

Wildland Drill

5. Develop real-time maps illustrating the progression of the fire(s) for use in citizen briefings.

C. DURING THE DRILL

1. At prearranged meeting points, brief citizens about the progression of the fire. These meeting points may not necessarily be the same as destinations after evacuations.
2. Describe evacuation procedures and the advantages of "sheltering-in-place" until being told to leave.
3. Explain the multi-jurisdictional command post and the kind of decisions made by command.
4. Discuss safety precautions which citizens can take in advance such as:
 - a. general fire safety at home
 - b. the clearance of flammable vegetation
 - c. fire-safe roofing materials and ornamental vegetation
 - d. limitations of water supplies and evacuation routes
 - e. where to meet during an actual event, if different than the meeting location during the drill.

This is an excellent opportunity for fire departments to be proactive with their citizens. Even more than the public service it provides, it communicates an attitude of caring and has far-reaching, favorable public relations implications. Generating favorable public opinion through exercises such as these can pay big dividends at the polls when issues relating to fire protection are on the ballot.

Wildland Drill: Quiz

Date _____

Chief/T.O. _____

Firefighter (print) _____

Education Credits/
Hours/Units _____

Signature _____

Select the best answer:

1. True or False Citizens don't want to know the worst before it happens.
2. True or False A demonstration of equipment deployment would be a good thing during a wildland exercise.
3. True or False Citizens already involved in fire awareness groups are a bunch of know-it-alls and won't take direction.
4. In their planning, wildland drill planners should include:
 - a. coordination with all responding agencies
 - b. dispatching and communications
 - c. updates for citizens during the evolution
 - d. all of the above.
5. Safety precautions that citizens can take include:
 - a. putting bars and locks on windows to keep looters out during an emergency
 - b. using fire-safe roofing materials
 - c. keeping extra gasoline on hand to help firefighters refuel their vehicles
 - d. all of the above.

(Correct answers can be found at the top of page 5.)

Enhanced Training

Emergency Vehicle Driver Training

Objectives

After watching this segment the student shall have a basic understanding of the techniques that are necessary for the safe operation of emergency vehicles.

Standards and Regulations

This training is consistent with NFPA 1500 and driving regulations for emergency vehicles in the State of Texas. Responders should check for specific differences with regulations in their areas.

Training Outline

A. EMERGENCY VEHICLES

1. An emergency vehicle is any vehicle used in the response to an emergency situation with appropriate lights and audible warning systems in operation.
2. The laws of physics govern what your vehicle can and can't do. Don't always assume you will operate your vehicle the same way in all situations.
3. A vehicle under driver control can do three things:
 - a. accelerate - a smooth take-off saves time and helps maintain vehicle control
 - b. decelerate - proper braking technique is paramount
 - c. change directions - a good way to avoid an accident

B. STOPPING/ACCIDENT AVOIDANCE

1. To stop, you have to:
 - a. see something
 - b. identify it as a problem
 - c. react.
2. A vehicle operator can do one of five things to avoid an accident:
 - a. stop
 - b. turn right
 - c. turn left
 - d. accelerate
 - e. do nothing

Emergency Vehicle Driver Training

C. STOPPING PROCEDURES

1. **Lock the brakes** and slide to a stop.
 - a. This takes about 73-75' feet under good conditions.
 - b. However, the vehicle will be out of control.
2. **Pump the brakes.**
 - a. The vehicle stops quicker but this is not the best method.
3. **Brake to incipient skid.**
 - a. Brake to the point that the vehicle begins to break traction with the road and begins to slide.
 - b. This takes about 43 feet under good conditions.
4. Sometimes it's better to **drive around an obstacle** under control than to stop uncontrollably.
 - a. An obvious choice when there is insufficient stopping distance.

D. STEERING

1. The "10 and 2" hand position usually taught in driver school is not sufficient for steering large emergency vehicles.
2. Use the Shuffle Technique instead.
 - a. Imagine a straight line down the middle of the steering wheel
 - b. Never let your hands cross over to the opposite side of the line
 - c. "Shuffle" the wheel from one hand to the other. In effect, you are handing off one side of the wheel to the other hand.
 - d. One hand should always be on the steering wheel at all times

E. DRIVER STRESS

1. The symptoms of stress can be identified:
 - a. A white-knuckle grip of the steering wheel.
 - i) Learn to relax your hands as you drive.
 - b. Staring straight ahead.
 - i) Develop good seeing techniques by taking in a full field of vision and by checking mirrors and gauges.

F. LIGHTS AND SIRENS

1. Warning devices don't give you the right to force your way through traffic. They only allow you to ask for permission.

Answers to the quiz on page 10:

1. false 2. false 3. true 4. d. 5. c.

Emergency Vehicle Driver Training

2. Make as big a visual impression on the road that you can. Have all lights on, occupy the far left part of the driving lane so you will appear large in a driver's side mirror and also be visible to oncoming traffic.
3. You have the responsibility to exercise due caution. You can be held responsible for forcing someone off the road or causing an accident.

G. TURNING

1. Turning an emergency vehicle can be frightening, especially if done at excessive speed.
2. Beginning to turn too close to the curb will force your vehicle into the oncoming lane.
3. Begin a turn as close to the center stripe as possible so you will end up in the proper lane.
4. Try to do any necessary braking before you begin your turn.
 - a. A 20-degree turn of the steering wheel applies the equivalent of 30 percent of the vehicle's braking ability.
 - b. You may have to release the brakes in a turn if you are reaching the point of incipient skid. **SKIDDING WHILE TURNING AN EMERGENCY VEHICLE IS EXTREMELY DANGEROUS!**

Emergency Vehicle Driver Training: Quiz

Date _____

Chief/T.O. _____

Firefighter (print) _____

Education Credits/
Hours/Units _____

Signature _____

Select the best answer:

1. True or False Lights and sirens give you the right to drive as fast as you want.
2. True or False Driving one-handed is permissible for emergency vehicles
3. True or False Stopping your braking just short of a skid is efficient.
4. To avoid an accident, a driver may:
 - a. stop
 - b. turn right
 - c. accelerate
 - d. all of the above.
5. Turning a vehicle is easy if you:
 - a. gun the engine first
 - b. accelerate through the turn
 - c. begin the turn close to the center stripe.
 - d. all of the above.

(Correct answers can be found at the top of page 9)

Evolutions 2000

University of Cincinnati Continuing Education Program

Experience vs. Education

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 98-11

EXPERIENCE OR EDUCATION: WHICH IS BETTER?

Complete written responses to the following three essay questions:

1. Describe how experience helped emergency responders handle one of the incidents viewed this month.
2. Describe how education helped emergency responders handle any other of the incidents viewed this month.
3. Explain how education and experience complement each other on the fireground.

Submit 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. Associate and Bachelors programs are available. Call to have your transcripts evaluated.