



# Command 1C: WUI Command Operations for the Company Officer

## Course Plan

### Course Details

<b>Certification:</b>	Company Officer
<b>CTS Guide:</b>	Fire Officer, January 2010
<b>Description:</b>	This course provides information to bring the structural Company Officer out of the city and into the wildland urban interface; in other words, from his or her comfort zone into an area that could very well be quite unfamiliar.
<b>Designed For:</b>	First-in incident commander and company officers
<b>Prerequisites:</b>	Fire Fighter I training Fire Command 1A: Command Principles for the Company Officer OR Command 1A: Structure Fire Command Operations for the Company Officer I 200: Basic ICS S-290: Intermediate Wildland Fire Behavior (NWCG online is acceptable)
<b>Standard:</b>	Complete all activities and formative tests Complete all summative tests with a minimum score of 80%
<b>Hours:</b>	Lecture: 20:00 Activities: 16:00 Testing: 4:00
<b>Hours (Total):</b>	40:00
<b>Class Size:</b>	32
<b>Instructor Level:</b>	None
<b>Instructor/Student Ratio:</b>	1:32
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

## Command 1C

---

### Required Resources

#### Instructor Resources

To teach this course, instructors need:

- *Command 1C Student Manual*  
SFT, 2013 Edition
- *Fireline Handbook*  
NWCG, (NFES 0065), Current Edition
- *ICS 420-1 Field Operations Guide (Pocket)*  
FIRESCOPE, Current Edition
- *Incident Response Pocket Guide*  
NWCG, (NFES 1077), Current Edition

#### Online Instructor Resources

The following instructor resources are available online at <http://osfm.fire.ca.gov/training/instructorscorner.php>:

- Command 1C Course Plan
- Activity 5-1: Thunder Mountain Incident
- Activity 6-3: Santiago Fire Shelter Deployment
- Activity 6-7: ICS Review
- Final Activity: Wildland Urban Interface Tactical Deployment

#### Student Resources

To participate in this course, students need:

- *Command 1C Student Manual*  
SFT, 2013 Edition
- *Fireline Handbook*  
NWCG, (NFES 0065), Current Edition
- *ICS 420-1 Field Operations Guide (Pocket)*  
FIRESCOPE, Current Edition
- *Incident Response Pocket Guide*  
NWCG, (NFES 1077), Current Edition

### Unit 1: Introduction

#### Topic 1-1: Orientation and Administration

##### Terminal Learning Objective

At the end of this topic, a student given information on the requirements for attendance, prerequisites, textbooks, and the evaluation process, will be able to define course

## Command 1C

---

requirements and evaluation process so that are completed in accordance with the SFT course guidelines.

### Enabling Learning Objectives

1. Identify facility requirements.
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements.
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus.
  - Course objectives
  - Calendar of events
  - Class attendance
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

### Discussion Questions

1. What is a formative test?
2. What is a summative test?

### Activities

1. Activity 1-1: Complete all required registration and enrollment forms.

## Topic 1-2: Fire Officer Certification Process

### Terminal Learning Objective

At the end of this topic, a student given information on the certification requirements for Fire Officer will be able to identify the levels within the Fire Officer track, describe required courses and the evaluation process, needed to meet the requirements for certification.

### Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Officer Certification track.
  - Company Officer
  - Chief Fire Officer
  - Executive Fire Officer

## Command 1C

---

2. Identify the courses required for Company Officer.
  - Command 1A: Structure Fire Command Operations for the Company Officer
  - Command 1B: All-risk Command Operations for the Company Officer
  - Command 1C: WUI Command Operations for the Company Officer
  - Fire Investigation 1A: Origin and Cause Determination
  - Management 1: Management Skills for the Company Officer
  - Prevention 1: Fire and Life Safety Inspections for the Company Officer
  - Training Instructor 1A: Cognitive Lesson Delivery
  - Training Instructor 1B: Psychomotor Less Delivery
  - I-300: Intermediate ICS
3. Identify any other requirements for Company Officer.
  - Complete experience requirements
4. Describe the Capstone Task Book process.
  - Complete all prerequisites and course work
  - Submit fees and request Capstone Task Book
  - Complete all job performance requirements included in the task book
  - Must have identified evaluator verify individual task completion via signature
  - Must have Fire Chief or authorized representative verify task book completion via signature
  - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training

### Discussion Questions

1. How many levels are there in the Fire Officer Certification track? What are they?

### Activities

1. To be determined by the instructor.

## Unit 2: The Wildland Urban Interface Environment

### Topic 2-1: Fire Suppression in the Wildland Urban Interface Environment

#### Terminal Learning Objective

At the end of this topic, a student given WUI hazards, firefighting limitations, key points from historic fires, the challenges of local conditions and public expectations, will be able to describe the wildland urban interface environment and its impacts on firefighting challenges, so that incident mitigation is in accordance with agency policies and procedures.

#### Enabling Learning Objectives

1. Define the terms interface and intermix, and describe the differences.
2. Describe WUI hazards and the limitations they impose on firefighters and their equipment.
3. Identify and evaluate the key points from historical fires.
  - Tunnel
  - Calabasas

## Command 1C

---

- Cedar
- Esperanza
- Jesusita
- Station
- Including modifications and enhancements
  - Training standards
  - Qualifications
  - Tactical changes
  - Philosophical changes
  - Fire behavior forecasting
  - Equipment
- 4. Describe firefighting challenges.
  - Local conditions
  - Defending infrastructure
  - Public expectations
- 5. Describe the common denominators of tragic and near miss fires

### Discussion Questions

1. What are the major issues in California's wildland urban interface?
2. What are the common denominators of tragic and near miss fires?

### Activities

1. Using the incident reports from the historical fires (Appendix B in the student manual) and the Incident Response Pocket Guide, determine if any of the four common denominators of tragic and near miss fires were present.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 2-2: Community Partnership Initiatives

### Terminal Learning Objective

At the end of this topic, a student given a mix of strategies that focus on hazardous fuel reduction, fire safe structural enhancements, and evacuation considerations will be able to develop and monitor a plan to empower homeowners to reduce their homes to the vulnerability of wildfire, so that the hazards and risks associated with a WUI fire are reduced.

### Enabling Learning Objectives

1. Describe the purpose of a Fire Safe Council.
2. Describe the purpose of a Firewise Communities program.
3. Describe the purpose of a Ready, Set, Go program.
4. Describe property and structure preparation to make the outside of a home ready in case of a fire.
5. Describe building construction features for the WUI environment including the Firewise guide to construction.

## Command 1C

---

6. Describe the defensible space and its relationship to structure survivability and firefighter safety.
  - Firewise Guide to Landscaping
  - Public Resources Code 4291
7. Describe public evacuation preplanning.

### Discussion Questions

1. What community partnerships exist in your first-due area?
2. By law, how many feet of defensible space clearance must be around homes and structures?

### Activities

1. To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Unit 3: Authority and Responsibility

### Topic 3-1: Jurisdictional Authority and Responsibility

#### Terminal Learning Objective

At the end of this topic, a student given definitions of protection areas, descriptions of assisting/cooperating agencies, and various agreements will be able to determine the jurisdictional responsibility areas in California and the relationship between the authority having jurisdiction and the assisting/cooperating agencies, so that the policies and procedures are in accordance with the requirements of the AHJ.

#### Enabling Learning Objectives

1. Define federal, state, local responsibility areas.
2. Define a direction protection area.
3. Describe state and federal mutual aid resource agreements.
  - California Master Mutual Aid Agreement
  - California Fire Assistance Agreement
  - California Fire Management Agreement
4. Describe local agreements.
  - Automatic aid
  - Mutual aid
  - Mutual threat zone
  - Assistance by hire contract for services
5. Describe working with assisting/cooperating agencies.
  - Law enforcement
  - Animal control
  - Utility companies
6. Describe team building with assisting/cooperating agencies.
7. Describe working with the media.

## Command 1C

---

8. Describe private industry fire response including FIRESCOPE's private resource utilization guidelines.

### Discussion Questions

1. What is the difference between the California Master Mutual Aid Agreement and the California Fire Assistance Agreement?
2. Are there any Mutual Threat Zones in your jurisdiction?

### Activities

1. To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 3-2: WUI Company Officer Responsibilities and Leadership Fundamentals

### Terminal Learning Objective

At the end of this topic, a student given the basic principles of leadership, the value of crew cohesion, safety, and conduct, and the principles of leader's intent, will be able to initiate actions to maximize firefighter performance, so that firefighter performance meets the requirements of the AHJ.

### Enabling Learning Objectives

1. Describe leadership expectations including motivation and levels of leadership.
2. Define situational leadership.
3. Describe the leadership environment.
4. Identify the sources of power.
  - Position
  - Reward
  - Discipline
  - Respect
  - Expert power
5. Define the different leadership styles.
  - Directing
  - Delegating
  - Participating
6. Evaluate the three guiding leadership values.
  - Duty
  - Respect
  - Integrity
7. Describe command presence.
8. Describe the three phases for crew cohesion.
  - Formation
  - Development
  - Sustainment
9. Evaluate the issues found between intracrew and intercrew cohesion.
10. Define the common cohesion problems on fires.

## Command 1C

---

11. Describe how to build crew cohesion.
12. Describe crew safety.
  - Firefighter's right to know
  - Federal government's Thirtymile hazard abatement plan
13. Describe the code of conduct for behavior on a fire in the WUI.
14. Describe leader's intent and taking appropriate action.

### Discussion Questions

1. Describe your experience of working with an individual with good leadership traits.
2. Describe your experience of working with an individual with bad leadership traits.
3. Which is more important: Loyalty or Integrity?
4. Which is more important: Obedience or Competence?
5. How does Appropriate Action relate to leaders intent?

### Activities

1. Using the eight common cohesion problems on fires, formulate mitigation strategies when faced with these challenges.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Unit 4: Fire Behavior Forecasting

### Topic 4-1: Fire Behavior in California's Fire Environment

#### Terminal Learning Objective

At the end of this topic, a student given environmental influences and predicted fire behavior will be able to assess the actual and potential risks, hazards, and values at risk for a WUI fire, so that all risks, hazards, and values at risk are identified for planned mitigation efforts.

#### Enabling Learning Objectives

1. Describe the impact California's geographic locations have on fire behavior.
2. Describe significant winds and their influence on fire behavior.
  - Whirlwinds
  - Fire whirls
  - Frontal winds
  - Foehn winds
  - Santa Ana winds
  - North winds
  - Sundowner winds
3. Describe thunderstorm winds and downdrafts.
4. Describe fuel characteristics that affect wildland fire behavior.
  - Fuel loading
  - Live-to-dead fuel ratios
  - Continuity
  - Arrangement

## Command 1C

---

- Moisture content
  - Chemical content
5. Describe topography how these features affect fire behavior.
    - Slope
    - Ridges
    - Narrow canyons
    - Intersecting drainages
    - Forked or bent drainages
  6. Describe what microclimates are and how they can change fire danger.
  7. Describe seasonal variability and its effect on fuel.
  8. Describe special considerations.
    - Inversions
    - Atmospheric stability
    - Clouds
  9. Identify extreme fire behavior including area ignition, crown fire, plume dominated and describe their visual indicators.
  10. Describe the significance of the color and column of smoke.
  11. Describe WUI specific fire behavior and how it can affect tactical options.

### Discussion Questions

1. Using a historic fire you reviewed previously, what fire behavior forecasting cues and clues were missed by incident personnel?
2. What types of significant wind events occur in your jurisdiction and how are you notified?
3. What is your definition of extreme fire behavior?

### Activities

1. Using the information from a historical fire you reviewed in Topic 2-1, identify the decision points for disengagement based on observed and forecasted fire behavior.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 4-2: Collecting and Using Wildland Fire Weather, Fuels, and Topographic Information

### Terminal Learning Objective

At the end of this topic, a student given a list of forecasting systems, tools and equipment used in the Western United States, will be able to obtain fire behavior forecasting information so that the systems and tools are used to make a fire behavior forecast.

### Enabling Learning Objectives

1. Describe the Campbell Prediction System.
2. Summarize the information in Appendix B of the Fireline Handbook.
3. Identify computer applications that assist in preincident planning and control WUI fires.
  - BehavePlus
  - FARSITE Fire Area Simulator

## Command 1C

---

4. Describe collecting and using intelligence from the internet and radio broadcasts.
  - National Fire Danger Rating System (NFDRS)
  - Remote automated weather stations (RAWS)
  - Geographical Area Coordination Center (GACC)
5. Describe collecting and using field intelligence belt weather kit
6. Electronic pocket weather station
  - Global positioning system (GPS)
  - Pocket cards
  - Maps

### Discussion Questions

1. What are the advantages and disadvantages of a belt weather kit versus an electronic pocket weather station?
2. What is the significance of pocket cards and historical fires?
3. What Smart Phone applications are available and what is their reliability?

### Activities

1. Demonstrate the belt weather kit and/or electronic pocket weather station.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Unit 5: Managing Risk and Firefighter Safety

### Topic 5-1: Managing Risk at a WUI Fire

#### Terminal Learning Objective

At the end of this topic, a student given a WUI fire and standard safety policies and procedures, will be able to recognize hazards and unsafe situations, so that hazards and unsafe conditions are communicated and appropriate action is taken.

#### Enabling Learning Objectives

1. Describe situational awareness.
2. Identify the rules of engagement.
3. Describe the tactical engagement process known as PACE (primary, alternative, contingency, and emergency).
  - The primary plan
  - An alternate plan
  - A contingency plan
  - An emergency plan
4. Describe the levels of engagement known as DRAW-D (defend, reinforce, advance, withdraw, and delay).
5. Describe the LCES system approach to fireline safety.
6. Describe safety and survival.
  - Entrapment avoidance
  - Safety zones
  - Temporary refuge areas

## Command 1C

---

- Deployment zones
  - Safe refuge areas
7. Describe the safety assessment process known as S-FACTS (survival, fire environment, access, construction/clearance, time constraints, and stay or go).
  8. Describe the need for and use of decision points.
  9. Describe the need for responder rehabilitation.
  10. Describe the risk management process.
    - Situation awareness
    - Hazard assessment
    - Hazard control
    - Decision point
    - Evaluate
  11. Describe risk refusal (turndown).
  12. Describe decision-making.
    - Situational awareness
    - Situational recognition
    - Analyze and select a course of action
    - Decision point
    - Action
  13. Describe the two key decision-making errors that led to tragedies on wildland fires.
  14. Describe the seven barriers to situational awareness and decision-making.
    - Inexperience
    - False sense of security
    - Distraction from primary duty
    - Misplaced motivations and hazardous attitudes
    - Groupthink, social influence, and peer pressure
    - Stress reaction
    - Physical impairment
  15. Describe the five-step assertive statement process.

### Discussion Questions

1. How would you apply DRAW-D to a structure defense scenario?
2. How would you apply PACE to a WUI scenario?
3. Who has been in a situation where you turned down an assignment and why? What happened next?

### Activities

1. Activity 5-1: Thunder Mountain Incident (required).
2. Using the IRPG and FIRESCOPE Field Operations Guide, review a picture of a fire scene and determine whether the site is a Safety Zone or a TRA based on fire behavior.
3. Using an incident report from a historic fire reviewed in Topic 2-1, identify decisions made that directly affected firefighter safety or survival, and explain what you learned and what you would do differently.

## Command 1C

---

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Unit 6: WUI Incident Operations

### Topic 6-1: Preincident Considerations

#### Terminal Learning Objective

At the end of this topic, a student given potential risk mitigation actions for structures, weather alerts, and staffing augmentation plans, will be able to plan appropriate fire suppression action, so that structures are protected and the risk from fire is reduced.

#### Enabling Learning Objectives

1. Evaluate potential risks.
  - Fuel modification to provide defensible space
  - Flammability of the home
  - Access to the home
  - Location of the home on the property
  - Other hazards
2. Describe preincident planning.
  - Preincident plan map
  - Validation of the plan through training
3. Describe weather preparedness.
  - High-risk days
  - Fire weather watches
  - Red flag warnings
  - Cancellations
4. Describe staffing augmentation plans.

#### Discussion Questions

1. What is the value of a WUI preincident plan for a company officer?
2. Does your agency have a WUI preincident plan available to other agencies?
3. What impact does a Red Flag Warning have on your agency?

#### Activities

1. To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

### Topic 6-2: Readiness of Assigned Personnel and Equipment

#### Terminal Learning Objective

At the end of this topic, a student given WUI fire and an assigned task will be able to evaluate the readiness of personnel and equipment, so that personnel are trained and equipped for WUI suppression duties.

## Command 1C

---

### Enabling Learning Objectives

1. Describe personnel preparation.
  - Preincident training
  - Physical fitness
  - Health maintenance
2. Describe engine preparation.
3. Describe recommended equipment for Type 3 engines.
4. Describe wildland and structural personal protective equipment.

### Discussion Questions

1. How do you address the changing need between structural and wildland firefighting PPE during a WUI fire?
2. What additional equipment might you want on a Type 3 engine?

### Activities

1. To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 6-3: Radio Communications

### Terminal Learning Objective

At the end of this topic, a student given fundamentals of radio communications, radio capabilities and agency radio procedures, will be able to operate fire radio communications equipment, so that the equipment is operated properly and in accordance with agency procedures.

### Enabling Learning Objectives

1. Describe the use of radio nets.
  - Command
  - Tactical
  - Support
  - Air-to-air
  - Air-to-ground
2. Describe an ICS Communications Plan.
3. Describe radio capabilities.
  - Radio bands
  - Narrow banding
  - Repeaters
  - Tone protection
  - Antennas
4. Describe communication interoperability.
5. Describe radio procedures.
  - Radio discipline
  - Proper use of radios

## Command 1C

---

6. Describe communication problems.
  - Weakened radio transmission in fire shelters
  - Unsuitable equipment
  - Inadequate system capacity
  - Interference
7. Describe radio troubleshooting.
  - Location
  - Batteries
  - Network
  - Antennas
8. Describe the use of firefighter emergency traffic.

### Discussion Questions

1. If LCES is your primary risk management process, how do you address radio incompatibility issues as a company officer?

### Activities

1. Activity 6-3: Santiago Fire Shelter Deployment (required).

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 6-4: Resource Needs, Availability, and Capability

### Terminal Learning Objective

At the end of this topic, a student given a list of wildland resources and capabilities will be able to describe the different resources utilized on a wildland urban interface incident so that the best resource is utilized for a given situation.

### Enabling Learning Objectives

1. Describe how to determine your resource needs.
  - Resource configurations
  - ICS typing
2. Describe the capabilities and benefits of each engine type.
  - Types 1-7
3. Describe the considerations when working with Type 3 engines.
4. Describe hand crew typing.
  - Type 1
  - Type 2
  - Strike Teams
5. Describe dozers as a resource.
  - Typing
  - Safety considerations
6. Describe performance standard guidelines for engines, hand crews, and dozers.
7. Describe strike team typing.
8. Describe water tender typing.

## Command 1C

---

9. Describe aircraft as a resource.
  - Need for an Air Tactical Group Supervisor and Helicopter Coordinator
10. Describe helicopter typing and helitack crews.
11. Describe air tanker typing.
12. Describe any specialized equipment and personnel that may be used on a WUI fire.

### Discussion Questions

1. What method should be used to determine your resource ordering needs?
2. What common errors occur when ordering resources?

### Activities

1. To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 6-5: Size-up and Report on Conditions

### Terminal Learning Objective

At the end of this topic, a student given a WUI fire and available resources, will be able to complete a size-up for a WUI fire and provide a report on conditions, so that critical size-up factors are identified and required incident information is communicated to the agency communications center and updated as needed.

### Enabling Learning Objectives

1. Identify preincident awareness considerations.
2. Identify dispatch information.
3. Identify information to gather while en route to the fire.
4. Describe the critical factors for your size-up after arriving at the fire.
  - Elements of FPODP
    - Facts
    - Probabilities
    - Own situation
    - Decision
    - Provide management and supervision
5. Describe the elements of a report on conditions.
  - Initial radio report
  - Follow-up report on conditions
  - Incident updates (CAN)
    - Conditions
    - Actions
    - Needs

### Discussion Questions

1. What tools does your department use for preincident awareness?
2. How is your crew utilized in assisting with your size-up?

## Command 1C

---

### Activities

1. Using scenario slides and a report on conditions template, collect the necessary information and give an initial radio report and a follow-up report on conditions. (Template included in the student manual.)

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 6-6: WUI Fire Suppression Considerations

### Terminal Learning Objective

At the end of this topic, a student given assigned resources and a preliminary plan will be able to implement a plan of action at a WUI fire, so that resources are deployed to mitigate the situation.

### Enabling Learning Objectives

1. Identify WUI incident priorities.
2. Determine SMART (specific, measurable, action oriented, realistic, and time sensitive) management and control incident objectives.
3. Describe WUI strategies (mode of operation).
  - Offensive
  - Defensive
  - Combination
4. Describe WUI tactical actions and maneuvers.
5. Describe structure triage including the three triage categories.
6. Describe the S-FACTS structure triage checklist.
7. Describe the top down structure triage method.
8. Describe the three primary structure defense tactical actions.
  - Check and Go
  - Prep and Go
  - Prep and Defend
9. Describe the five secondary structure defense tactical actions.
  - Bump and Run
  - Fire Front Following
  - Anchor and Hold
  - Connect the Dots
  - Tactical Patrol
10. Describe using a combination of tactics in the same area on different structures at the same time.
11. Describe guidelines for structure fire engagement in the WUI.
12. Describe perimeter control tactics and choosing the correct method.
  - Direct attack
  - Indirect attack
  - Parallel attack

## Command 1C

---

13. Describe perimeter control tactical actions for direct attack.
  - Flanking
  - Pincer
  - Tandem
  - Envelopment
  - Hotspotting
14. Describe perimeter control tactical actions for indirect and parallel attacks.
  - Control lines
  - Firing operations
15. Describe control lines.
  - Types
  - Construction considerations
  - Placement considerations
  - Width
16. Describe firing operations.
  - Firing techniques
  - Firing patterns
  - Immediate need firing
  - Authority for use
17. Describe aircraft utilization.
  - Tactical support
  - Limitations of air operations
  - Role of the Air Tactical Group Supervisor
18. Describe air tankers.
  - Effectiveness
  - Limitations
19. Describe helicopters.
  - Effectiveness
  - Limitations
20. Describe the three types of firefighting chemicals used on a WUI fire.
  - Long-term retardants
  - Foams
  - Water enhancers (gels)
21. Describe deploying resources to mop-up a WUI fire including the rules of mop-up.
22. Describe the process for releasing and returning resources to service.

### Discussion Questions

1. What is your department's policy on firing operations?
2. What qualifications, if any, are required for a fire officer?
3. How would you utilize a combination operation on a WUI fire?
4. What has been your experience in a structure preparation and what was your result?
5. What is your responsibility for people who refuse to evacuate?

## Command 1C

---

6. What is your department's policy regarding the application of foam and gels for structure defense?

### Activities

1. Using a series of photos of structures in the WUI environment, determine the triage category and identify appropriate tactical action.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 6-7: WUI Plan of Action

### Terminal Learning Objective

At the end of this topic, a student given a WUI fire, size-up information, fire behavior forecast, and assigned resources will be able to develop a plan of action for a WUI fire based on current and forecasted fire behavior, so that all planning factors have been addressed, incident organization structure is in place, and transfer of command information is identified.

### Enabling Learning Objectives

1. List the components of the management cycle for initial attack.
  - Plan
  - Organize
  - Staff
  - Direct
  - Control
  - Evaluate
2. Describe the planning component of the management cycle.
  - Incident priority considerations
  - Determination of incident objectives
  - Formulation of strategies
  - Development of tactics
3. Describe the organizing component of the management cycle.
  - Establishing geographical divisions or branches for structure defense and perimeter control
4. Describe the staffing component of the management cycle.
  - Ways to order resources
5. Describe the directing component of the management cycle.
  - Adjusting the strategy and tactics based on what is or is not working
6. Describe the controlling component of the management cycle.
  - Which controls to put in place
7. Describe the evaluating component of the management cycle.
  - Possible need for change to the plan
8. Describe applying the ICS at a WUI fire.
  - At a small incident
  - At an expanded incident

## Command 1C

---

- Major incident management
  - Unified command
9. Describe the components of an ICS Form 201 for a WUI.
  10. Describe transferring command following the information in the Incident Response Pocket Guide Briefing Checklist.

### Discussion Questions

1. When would you anticipate establishing unified command on a WUI fire in your jurisdiction?
2. When is it appropriate to integrate structure defense and perimeter control within a geographical division?

### Activities

1. Activity 6-7: ICS Review (required).
2. Using information from a simple WUI fire, complete all elements of an ICS 201 Incident Briefing form and provide a transfer of command briefing.

### Fire Officer CTS Guide Reference (January 2010):

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Unit 7: Mobilization to an Expanding WUI Incident

### Topic 7-1: Mobilization and Response to an Expanding Incident

#### Terminal Learning Objective

At the end of this topic, a student given agency standard operating procedures, so that travel route, assignment, time needed, will be able to mobilize and respond to an expanding incident, and point of contact are determined and necessary documentation is completed.

#### Enabling Learning Objectives

1. Describe the types of mobilization for initial attack, immediate need, and planned need.
2. Describe critical dispatch information.
  - Incident name
  - Incident order number
  - Incident request number
  - Resource designator
  - Strike Team Leader and assigned units
  - Contact numbers
3. Describe travel information.
  - Travel channel
  - Route
  - Rendezvous location
4. Describe the necessary documentation for mobilization.
  - ICS Form 214 Unit/Activity Log
  - Emergency Activity Record (F-42)
  - Vehicle Inventory (F-157)

## Command 1C

---

- Describe the logistical support available while en route to or from an incident.
  - Accident and equipment breakdown procedures

### Discussion Questions

- What is the importance of taking your "order and request" numbers with you?
- How is your time spent before responding to an immediate need dispatch?
- How does the work to rest ratio impact your incident assignment?
- What is your experience with initial attack response to adjoining operational areas?

### Activities

- To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 7-2: Written Incident Action Plan Familiarization

### Terminal Learning Objective

At the end of this topic, a student given a completed IAP with map attachments will be able to explain the purpose and function of the components of a written incident action plan, so that each component, including maps, is covered in detail.

### Enabling Learning Objectives

- Describe the need for and components of a written incident action plan.
  - Forms relevant to the Company Officer
- Describe map symbology.
- Describe the STAND (scale, title, author, north arrow, and date) map acronym.

### Discussion Questions

- How does the company officer access an IAP?
- When does the company officer's plan of action become a written IAP?
- What is the importance of the Facilities Map and Traffic Plan to the company officer?

### Activities

- To be determined by the instructor.

### Fire Officer CTS Guide Reference:

CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures

## Topic 7-3: Administrative Duties of Mobilization

### Terminal Learning Objective

At the end of this topic, a student given the procedures to follow when arriving at an incident, will be able to manage the administrative duties of a mobilized resource at an expanding incident, so that assigned resources are supported during the incident, demobilization procedures are followed, and that any after incident work is completed.

### Enabling Learning Objectives

- Describe the different check-in locations.
  - Camp or Base
  - Division or Group
  - Incident Command Post

## Command 1C

---

- Staging Area
  - Helibase
2. Identify the resource status options at an incident.
    - Assigned
    - Available
    - Out-of-service
  3. Describe activities that occur during staging.
    - Engine preparation
    - Personnel preparation
  4. Describe the information you will need from the incident's Communication Plan.
  5. Describe the procedures for obtaining briefing and work assignments.
  6. Describe the logistical and administrative support available from:
    - Base
    - Ground Support Unit
    - Medical Unit
    - Resource Unit
    - Human Resources Liaison
    - Supply Unit
    - Communication Unit
    - Training Specialist
    - Compensation/Claims Unit
    - Time Unit
  7. Describe incident demobilization procedures.
  8. Describe incident documentation procedures for completing records, forms, and an incident report.
  9. Describe after action review and debriefing.

### Discussion Questions

1. Where does the company officer go to get a flat tire repaired while on an incident?
2. What incident units must sign off the demobilization form?

### Activities

1. To be determined by the instructor.

### Fire Officer CTS Guide Reference:

- CTS 6-9: Wildland and Wildland Urban Interface Suppression Procedures
- CTS 6-10: Conducting a Post Incident Analysis (After Action Report)

## Command 1C

### Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	0:45		
Activity 1-1: Class Registration		0:15	
Topic 1-2: Fire Officer Certification Process			
Lecture	0:30		
Activity delegated to the instructor		0:00	
<b>Unit 1 Totals</b>	<b>1:15</b>	<b>0:15</b>	<b>1:30</b>
<b>Unit 2: The Wildland Urban Interface Environment</b>			
Topic 2-1: Understanding the Wildland Urban Interface Environment			
Lecture	1:30		
Activity recommended by SFT		1:30	
Topic 2-2: Community Partnership Initiatives			
Lecture	1:00		
Activity delegated to the instructor		0:00	
<b>Unit 2 Totals</b>	<b>2:30</b>	<b>1:30</b>	<b>4:00</b>
<b>Unit 3: Authority and Responsibility</b>			
Topic 3-1: Authority and Responsibility			
Lecture	1:00		
Activity delegated to the instructor		0:00	
Topic 3-2: WUI Company Officer Responsibilities and Leadership Fundamentals			
Lecture	1:00		
Activity recommended by SFT		1:00	
<b>Unit 3 Totals</b>	<b>2:00</b>	<b>1:00</b>	<b>3:00</b>
<b>Unit 4: Fire Behavior Forecasting</b>			
Topic 4-1: Fire Behavior in California's Fire Environment			
Lecture	1:30		
Activity recommended by SFT		1:30	
Topic 4-2: Collecting and Using Wildland Fire Weather, Fuels, and Topographic Information			
Lecture	1:00		
Activity delegated to the instructor		0:00	
<b>Unit 4 Totals</b>	<b>2:30</b>	<b>1:30</b>	<b>4:00</b>

## Command 1C

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 5: Managing Risk and Firefighter Safety</b>			
Topic 5-1: Managing Risk and Firefighter Safety			
Lecture	1:30		
Activities recommended by SFT		1:30	
Activity 5-1: Thunder Mountain Incident		1:00	
<b>Unit 5 Totals</b>	<b>1:30</b>	<b>2:30</b>	<b>4:00</b>
<b>Unit 6: Preincident Considerations</b>			
Topic 6-1: Preincident Considerations			
Lecture	0:45		
Activity delegated to the instructor		0:00	
Topic 6-2: Readiness of Assigned Personnel and Equipment			
Lecture	0:45		
Activity delegated to the instructor		0:00	
Topic 6-3: Radio Communications			
Lecture	0:30		
Activity 6-3: Santiago Fire Shelter Deployment		0:30	
Topic 6-4: Resource Needs, Availability, and Capability			
Lecture	1:30		
Activity delegated to the instructor		0:00	
Topic 6-5: Size-up and Report on Conditions			
Lecture	0:45		
Activity recommended by SFT		1:15	
Topic 6-6: WUI Fire Suppression Considerations			
Lecture	3:00		
Activity recommended by SFT		2:00	
Topic 6-7: WUI Plan of Action			
Lecture	1:00		
Activity 6-7: ICS Review		1:00	
Activity recommended by SFT		1:00	
<b>Unit 6 Totals</b>	<b>8:15</b>	<b>5:45</b>	<b>14:00</b>
<b>Unit 7: Mobilization to an Expanding Incident</b>			
Topic 7-1: Mobilization and Response to an Expanding Incident			
Lecture	0:30		
Activity delegated to the instructor		0:00	

## Command 1C

---

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 7-2: Written Incident Action Plan Familiarization			
Lecture	0:30		
Activity delegated to the instructor		0:00	
Topic 7-3: Administrative Duties of Mobilization			
Lecture	1:00		
Activity delegated to the instructor		0:00	
<b>Unit 7 Totals</b>	<b>2:00</b>	<b>0:00</b>	<b>2:00</b>
<b>Final Activity</b>		<b>3:30</b>	<b>3:30</b>
<b>Lecture, Activity, and Unit Totals</b>	<b>20:00</b>	<b>16:00</b>	<b>36:00</b>

### Course Totals

Total Lecture Time (LT)	20:00
Total Activity Time (AT)	16:00
Total Testing Time (TT)	4:00
<b>Total Course Time</b>	<b>40:00</b>

RETIRED CURRICULUM