

# General Emergency Services Tasks



**January 2001**

Developed as part of the  
National Emergency Services Curriculum Project

**NATIONAL EMERGENCY SERVICES CURRICULUM**  
**GENERAL EMERGENCY SERVICES TASKS**

**Task # Task Title**

**Command Tasks**

C-0001 Interact with the Media or Interested Bystanders

**Operations Tasks**

O-0901 Demonstrate Knowledge of Bloodborne Pathogens

**Planning Tasks**

P-0001 Demonstrate Knowledge of CAP's Emergency Services Missions

P-0002 Demonstrate Knowledge of the CAP Emergency Services Qualification System

P-0003 Sign-In at a CAP Mission Base

P-0004 Demonstrate Knowledge of How the Mission Team is Activated

P-0005 Demonstrate Knowledge of the Incident Command System

P-0006 Demonstrate Knowledge of our national Emergency Services partner Agencies

P-0007 Demonstrate Knowledge of Risks Involved with CAP Emergency Services Missions

P-0008 Demonstrate Knowledge of Negligence and Good Samaritan Laws

P-0009 Demonstrate Knowledge of CAP's regulations concerning Posse Commitatus and assistance to Law Enforcement

P-0010 Demonstrate Knowledge of the Authority and Responsibility of CAP Members on Emergency Services Missions

**Logistics Tasks**

None

**Finance/Administrative Tasks**

F-0001 File For Reimbursement for Mission Participation

**C-0001**  
**INTERACT WITH THE MEDIA OR INTERESTED BYSTANDERS**

**CONDITIONS**

You are a new member on a mission, and are approached by a reporter, friend or relative the missing persons, or a curious bystander, who questions you about your team and the mission.

**OBJECTIVES**

Answer only appropriate questions and refer others to the appropriate staff officer while remaining courteous and professional.

**TRAINING AND EVALUATION**

**Training Outline**

1. Dissemination of mission critical information during a search must be controlled in order to prevent wrong or inappropriate information being released to the press or search objective's family. To accomplish this, only the incident commander or information officer will release specific details of the target, the mission, or the search results to the press.
2. If a reporter or family member approaches the individual searcher requesting this information, he should be immediately directed to the individual's supervisor, incident commander, or the information officer as briefed. This will prevent the following situations:
  - a. Release of target description details. These details are usually withheld as a method of evaluating witness interview leads and reports.
  - b. Undue speculation on the reason that the search objective is missing. We do not know if the plane is missing due to pilot error or if the missing person simply ran away from home. It is best not to offer this type of information to the press for misinterpretation.
  - c. If a find is made, survivor condition reports must be delivered to the family before press. Any inadvertent release to the press could result in the family finding out about the death of a loved one on the evening news.
3. Again, any specific questions concerning the search objective, search results, or survivor conditions should be answered only by the incident commander or information officer as briefed.
4. Individual searchers are permitted and encouraged to answer questions about CAP in general, CAP's search and rescue mission and efforts, and the individuals home unit. This serves as a valuable public relations tool and will facilitate getting needed mission information to the public.
5. If a reporter, family member, or interested bystander approaches you:
  - a. YOU SHOULD:
    - 1) Be friendly and courteous.
    - 2) Let them know that you are a Civil Air Patrol member serving on the mission team and what kind of mission you are on (missing persons search, airplane search, damage survey, etc.)
    - 3) Politely direct them to the appropriate supervisor, Information Officer, or Incident Commander as briefed.

4) Be alert to the possibility that the bystander may have information that might help you find your target. Let your supervisor know if you think this is the case.

b. YOU SHOULD NOT:

- 1) Discuss the search target's description or the events leading up to the loss or crash.
- 2) Discuss how the search is going or what leads/evidence have been found.
- 3) Give your opinions of what happened, or speculate on the chances of finding the target.
- 4) Be rude or overly officious.

6. Finally, NEVER say "No Comment" or "I can't tell you that". Instead say something like "I'm not really the expert on that, and I don't want to give you incorrect information. Your supervisor (or Incident Commander or Information Officer) can tell you more than I can."

### Additional Information

More detailed information on this topic is available in CAPM 190-1.

### Evaluation Preparation

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

### Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Correctly responds to questions that he is permitted to answer.	P	F
2. Identifies questions that he is not permitted to answer.	P	F
3. Refers the reporter to their direct supervisor, information officer, or incident commander.	P	F
4. Is courteous and presents a professional image to the questioner.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**O-0901**  
**DEMONSTRATE KNOWLEDGE OF BLOODBORNE PATHOGENS**

**CONDITIONS**

You over hear a ground team member discussing bloodborne pathogen training. You wonder what risks that bloodborne pathogens may be to you.

**OBJECTIVES**

Define and give examples of Bloodborne Pathogens.

**TRAINING AND EVALUATION**

**Training Outline**

1. Bloodborne pathogens refers to those diseases which are carried in human blood and body fluids and can be transferred to other humans through contact with such contaminated blood.
  - a. Hepatitis B.
  - b. AIDS.
  - c. Others.
2. Possible exposure exists at accident/crash sites and from injured members at the mission base or on a ground team.
3. Staying away from blood and body fluids can effect prevention. Leave dealing with these people, bodies, and body parts to trained and properly protected individuals.
  - a. Engineering controls.
  - b. Work practice controls.
  - c. Personal protective equipment
  - d. Universal precautions

**Additional Information**

More detailed information on this topic is available in basic and advanced first aid training provided by organizations like the National Safety Council, American Red Cross or the Department of Defense.

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

### **Evaluation**

#### Performance measures

#### Results

1. Member identified and described preventive measures for bloodborne pathogen hazards.

P      F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**P-0001**  
**DEMONSTRATE KNOWLEDGE OF CAP'S ES MISSIONS**

**CONDITIONS**

You are new to CAP and wish to understand the CAP Emergency Services mission.

**OBJECTIVES**

Understand the missions CAP Emergency Services performs.

**TRAINING AND EVALUATION**

**Training Outline**

1. Civil Air Patrol (CAP) performs many different types of missions for America, which includes the following:
  - a. Search and Rescue both ground and air
  - b. Disaster Relief
  - c. Reconnaissance – Storm Damage
  - d. Counterdrug
  - e. Transportation
  
2. Civil Air Patrol missions support the following organizations through Memorandums of Understanding
  - a. Air Force Rescue Coordination Center (AFRCC)
  - b. Federal Emergency Management Agency (FEMA)
  - c. Red Cross
  - d. Federal Aviation Administration (FAA)
  - e. National Oceanic and Atmospheric Administration (NOAA)/National Weather Service (NWS)
  - f. Salvation Army
  - g. U.S. Customs
  - h. Drug Enforcement Administration (DEA)
  - i. State Agencies
  - j. Others
  
3. Our personnel conduct these missions. Various areas of expertise and training are needed. CAP members can qualify in the following Emergency Services Specialties:
  - a. **Ground and Urban DF Teams.** This includes the Ground Team Members and Ground Team Leaders as well as Urban DF personnel. Ground teams perform searches for missing persons, search for clues for missing aircraft, man shelters, and perform electronic searches for distress beacons (Emergency Locator Transmitters (ELT) or Emergency Position Indicating Rescue Beacons (EPIRB)). Urban DF teams only perform electronic searches for distress beacons in non-hazardous areas.
  - b. **Aircrews.** A team made up of mission scanners, mission observers, and mission pilots.
    - (1) A scanner is trained to look for survivors/clues/crash sites/other search objectives.
    - (2) An observer is a scanner who has additional experience and training in navigation, radio operation, and search operations.
    - (3) The pilot is responsible for safe aircraft operation and provides a safe stable platform for the scanner and observer to search effectively.

c. **Mission base personnel** provide mission command, planning, logistical, and operational direction to the ground teams and aircrews. Not all positions are required for all missions. The more complex and lengthy the mission becomes, the more positions that will be represented.

- (1) Incident Commander (IC): Overall boss. Possible Incident Commander in Incident Command System (ICS) situation.
- (2) Agency Liaison
- (3) Mission Safety Officer
- (4) Information (Public Affairs) Officer
- (5) Liaison Officer (ICS situations)
- (6) Operations Section Chief
- (7) Planning Section Chief
- (8) Logistics Section Chief
- (9) Finance/Admin Section Chief
- (10) Air Operations Branch Director
- (11) Ground Branch Director
- (12) Air Support Group Supervisor
- (13) Communications Unit Leader
- (14) Mission Radio Operator
- (15) Mission Safety Officer
- (16) Mission Chaplain
- (17) Mission Staff Assistant

### **Additional Information**

More detailed information on this topic is available in CAPR 60-3.

### **Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

### **Evaluation**

<u>Performance measures</u>	<u>Results</u>	
1. Member properly identifies the operational missions of CAP.	P	F
2. Member properly identifies the three teams that support CAP's ES Missions.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.



**P-0002**  
**DEMONSTRATE KNOWLEDGE OF THE CAP ES QUALIFICATION SYSTEM**

**CONDITION**

As a new member, you want to understand how to become qualified in an emergency services specialty.

**OBJECTIVES**

Outline a general overview of the ES qualification system.

**TRAINING AND EVALUATION**

**Training Outline**

1. All CAP emergency services specialties require the basic knowledge found in this course and this course is the first step in becoming ES qualified.
2. At the successful completion of this course, you will be qualified in “General Emergency Services”. This will be annotated on a CAPF 101, which allows you to attend emergency services missions, to assist in completing or observe some mission tasks, and to learn how the Emergency Services system functions in the field.
3. Documentation: CAPF 100, which provides basic member and training information, is used to issue all CAPFs 101. Upon completing the GES training you submit this for your first 101 card. As you complete additional training requirements for new specialties, you will complete another CAPF 100 to upgrade and include the new specialty on your card.
4. At this point you may be issued up to three CAPF 101Ts which will allow you to train for up to three emergency services specialties concurrently. The criteria for qualification in each of the emergency services specialties is found in CAPRs 60-3 and 60-4, Volume II.
  - a. The CAPF 101T allows training. It is not a qualification certification.
  - b. The CAPF 101T does not normally allow for participation in an actual mission.
5. Members who are qualified and current accomplish instruction.
6. Once qualified, training does not cease.
  - a. Must perform in each specialty in which qualified every two years (actual or training mission).
  - b. Outside courses are also encouraged to upgrade skills (AFRCC, NASAR, others)

**Additional Information**

More detailed information on this topic is available in CAPR 60-3 and CAPR 60-4, Volume II,

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

### **Evaluation**

#### Performance measures

#### Results

1. Member recognizes the steps involved in obtaining an ES qualification.

P      F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**P-0003**  
**SIGN-IN AT A CAP MISSION BASE**

**CONDITIONS**

You arrive at a mission base and wonder what is the first thing to do.

**OBJECTIVES**

Demonstrate procedures for signing in to (out of) a mission and for release to a duty assignment.

**TRAINING AND EVALUATION**

**Training Outline**

1. It is important that personnel at a mission base and their qualifications be known.
  - a. Mission planners need to know what qualified people are available to prosecute the mission
  - b. Mission activation (actual or practice) conveys certain insurance coverage. Your sign-in cements the fact that you are an official part of “An Air Force Assigned Mission”.
    - (1) FECA – Federal Employee Compensation Act – Medical/death benefits.
    - (2) FTCA – Federal Tort Claims Act – Liability protection for CAP aircraft and vehicle operations.
  - c. It’s important to know who to contact in case of an emergency.
2. Initial sign-in of personnel is accomplished on ICS Form 211, and then personnel sign in with their assigned supervisor on the unit log, ICS Form 214. Show ICS Form 211 and ICS Form 214, and go through the sections.
3. Sign-in of vehicles is accomplished on ICS Form 218 and tracked via the ground support unit of the logistics section, and aircraft should be specifically requested and tracked as individual resources or crews. Show ICS Form 218 and go through the sections.
4. At sign-in there will be a person responsible for assigning you to a task and give directions as to what to do next.

**Additional Information**

More detailed information on this topic is available in CAPR 60-3, CAPR 60-4 Volume I, and CAPR 900-5.

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

## Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Member will identify reasons to sign-in at a mission base.	P	F
2. Member properly demonstrates signing himself and his vehicle into a CAP mission base.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

## **P-0004**

# **DEMONSTRATE KNOWLEDGE OF HOW THE MISSION TEAM IS ACTIVATED**

## **CONDITIONS**

You find out from a friend that the wing has been alerted for a mission. You wonder how that happened and why you weren't notified.

## **OBJECTIVES**

List and explain the stages to team activation.

## **TRAINING AND EVALUATION**

### **Training Outline**

1. Mission activation/request comes from an outside agency (i.e. AFRCC, Red Cross, state, HQ CAP, etc.)
2. The agency calls someone from a list of designated members within the wing. That person typically uses a pyramid roster to notify the rest of the wing.
3. Each wing is different. Brief how mission notification is done in your wing (use of phone, pagers, e-mail, VHF and HF radio, etc.)
4. Briefly outline a typical wing mission from how it starts to completion. For example a distress beacon mission would include (perhaps): Initial activation from an aircraft crash, SARSAT signal acquisition by the Local User Terminal and processing by the Mission Control Center, location resolution and mission activation by the AFRCC to the wing, wing alert notification procedure, selection of an incident commander and possible selection of a mission base, air and ground team selection, mission sign-in and briefing, search procedure, location of crash site, mission team responsibilities, mission closure, and the paperwork. Keep it relatively simple, but be sure to emphasize the fact that the most qualified resources will normally be used first.
5. Qualified members have a responsibility to keep themselves prepared (equipment, clothing, training).
6. Missions are stressful. Critical Incident Stress Management (CISM) is a part of CAP. A member feeling stressed or having participated in or been exposed to a mission with fatalities or less than favorable results should seek help from a CISM team or the local chaplain or other suitable individual(s). Don't keep it bottled up inside you.
7. Additional duties: in any mission members may be called upon to do odd things. There are many other missions than just flying such as filling sandbags, communications, transporting EMA personnel; many possibilities exist.

### **Additional Information**

More detailed information on this topic is available in the wing alert roster.

### **Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

### **Evaluation**

#### Performance measures

#### Results

1. Member will identify the three main entities involved in mission notification (agency, wing, individual member).

P      F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**P-0005**  
**DEMONSTRATE KNOWLEDGE OF THE INCIDENT COMMAND SYSTEM**

**CONDITIONS**

You wish to know how a mission is structurally organized.

**OBJECTIVES**

Describe various components of the Incident Command System (ICS).

**TRAINING AND EVALUATION**

**Training Outline**

1. The Incident Command System (ICS) is used to manage an emergency incident or a non-emergency event. It can be used equally well for both small and large situations.

2. ICS structure is made up of the command staff and the general staff:

a. Incident Command Staff. There is only one Incident Commander assisted by:

(1) Information Officer

(2) Safety Officer

(3) Liaison Officer

(4) Mission Chaplain (CAP adds the chaplain to the Command staff normally)

b. General Staff

(1) Operations Section Chief

(2) Planning Section Chief

(3) Logistics Section Chief

(4) Finance/Administration Section Chief

3. An ICS incident has only one Incident Commander.

a. Normally, CAP will not be the incident commander, but operate at the Air Operations Branch or Air Support Group level under another agency. Example: Wildfires erupt within a state. CAP is asked by the state to assist. CAP operates as an air operation under Operations. A person from the state agency in charge of containing the fires is the Incident Commander.

b. CAP, in some instances, can be the Incident Commander. Example: In a given state, CAP is designated by the state as responsible for air search for intra-state missing aircraft. Since CAP is the responsible agency, the CAP mission coordinator would be the Incident Commander for a missing aircraft search.

c. Use of the term “CAP Incident Commander” as a substitute for mission coordinator when we are not the Incident Commander, can be very confusing and is highly discouraged.

4. The three status conditions placed on all resources are:

- a. Assigned
- b. Available
- c. Out of Service

### **Additional Information**

More detailed information on this topic is available in CAPR 60-3; Module I, Incident command System National Training Curriculum, National Interagency Fire Center, ATTN: Supply, 3833 S. Development Avenue, Boise, Idaho 83705; or FEMA’s IS-195.

### **Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

### **Evaluation**

#### Performance measures

#### Results

The Member:

- |   |   |   |
|---|---|---|
| 1. Lists the Command staff.                                   | P | F |
| 2. Lists the General Staff positions.                         | P | F |
| 3. Lists the three status conditions placed on all resources. | P | F |

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.



**DEMONSTRATE KNOWLEDGE OF CAP'S NATIONAL ES PARTNER AGENCIES**

**CONDITIONS**

You are at a mission base and hear the Incident Commander talking to other agencies and want to know how CAP relates to other agencies.

**OBJECTIVES**

Briefly explain how other agencies relate to CAP.

**TRAINING AND EVALUATION**

**Training Outline**

1. AFRCC: The Air Force Rescue Coordination Center is the controlling agency for inland search and rescue. Located at Langley AFB, VA. Has SAR agreement with each individual state. CAP conducts 85% of the missions flown for the AFRCC.
2. AFNSEP: The Air Force National Security Emergency Preparedness office at state and federal request, coordinates use of Air Force resources to mitigate disasters. CAP is used as one of these Air Force resources.
3. FEMA: The Federal Emergency Management Agency is the coordinator for federal response to disasters.
4. NTSB: The National Transportation and Safety Board is responsible for investigating aircraft accidents. After CAP finds a crashed aircraft, it becomes the responsibility of the NTSB. CAP often times provides site monitoring for the NTSB.

**Additional Information**

More detailed information on this topic is available in CAPR 60-3.

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

**Evaluation**

Performance measures

Results

1. Member identifies other organizations with which CAP works.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**DEMONSTRATE KNOWLEDGE OF RISKS INVOLVED WITH CAP ES MISSIONS**

**CONDITIONS**

You are at a mission base and are curious about what hazards may be lurking around.

**OBJECTIVES**

List the basic risks involved with participating in a CAP mission.

**TRAINING AND EVALUATION**

**Training Outline**

1. Travel to and from base. Don't get in too much of a hurry. Driving a strange vehicle. Many vehicles in area of mission base as well.
2. Operating without proper rest/nourishment.
3. Electrical or antenna wires.
4. Turning propellers and aircraft moving on the flight line.
5. Observed hazards should be addressed and/or be made known to the mission safety officer.

**Additional Information**

More detailed information on this topic is available in CAPR 60-3.

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

**Evaluation**

Performance measures

Results

1. Member will identify risks and mission base hazards.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**P-0008**

**DEMONSTRATE KNOWLEDGE OF NEGLIGENCE AND GOOD SAMARITAN LAWS**

**CONDITIONS**

After learning about the Emergency Services mission of CAP, it occurs to you that you may be held responsible for what you may or may not do during an emergency services mission and wonder what legal ramifications may ensue.

**OBJECTIVES**

Objective: Understand the concept of negligence and the “Good Samaritan”.

**TRAINING AND EVALUATION**

**Training Outline**

1. Negligence defined – Failure to exercise that degree of care that a reasonable person would exercise under the same circumstances.
2. Negligence laws vary greatly from state to state. Some states do not even address volunteer providers or the subject. Each wing must research what their state laws say about negligence. Explain here what your state laws say about negligence.
3. For those who are interested, there are three general degrees of negligence:
  - a. Slight Negligence – failure to use great care.
  - b. Ordinary Negligence – failure to use ordinary care.
  - c. Gross Negligence – failure to use even slight care.
4. The key is that you are expected to perform to your level of training. An example can be taken from first aid training. Coming upon an injured person and either doing nothing when you could have helped or attempting a procedure for which you were not trained could be considered negligence.
5. While an area of concern, negligence is not normally a problem.
6. To protect well-meaning individuals who attempt to help other persons in distress, many states, but not all, have passed what are referred to as “Good Samaritan” laws to protect these individuals. These laws generally offer protection if your actions were reasonable and prudent. Explain here what your state laws say about “Good Samaritans”.

**Additional Information**

Ask the wing legal advisor to provide information on your state’s laws concerning negligence and “Good Samaritans”

## Evaluation Preparation

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

## Evaluation

### Performance measures

### Results

1. Member recognizes the definition of negligence.

P      F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

**DEMONSTRATE KNOWLEDGE OF CAP REGULATIONS CONCERNING POSSE COMMITATUS  
AND ASSISTANCE TO LAW ENFORCEMENT**

**CONDITIONS**

It occurs to you that CAP interfaces with law enforcement agencies at many different levels and you are not sure about whether or not you might be deputized at some point.

**OBJECTIVES**

Understand the concept of Posse Comitatus, assistance to law enforcement, and the use of force/self-preservation in CAP.

**TRAINING AND EVALUATION**

**Training Outline**

1. The Posse Comitatus Act prohibits CAP, while on Air Force assigned missions (regardless of whether the mission is Air Force reimbursable), from engaging in law enforcement activities other than reconnaissance of property or transport of personnel and equipment.
2. CAP members may not carry firearms, participate in detention or arrest of persons or seizure of property or conduct surveillance of persons or property.
3. Reconnaissance is distinguished from surveillance in that surveillance involves continuous observation while reconnaissance involves momentary observation, like the difference between a surveillance camera and a transitory snapshot.
  - a. CAP can do reconnaissance. This is passive observation for general activity. An example is CAP's counterdrug mission where CAP aircraft perform a general search for marijuana over a large area.
  - b. CAP cannot do surveillance. Surveillance is looking for a specific objective. An example would be conducting a search for an orange van that has fugitives in it.
2. CAP units and members engaged in CAP activities may provide passive assistance to law enforcement officers and agencies.
3. CAP members may **not** be deputized nor may they take an active part in arrest or detention activities and have no authority to restrict persons by means of force, actual or implied.
4. CAP assistance to law enforcement agencies that may lead to criminal prosecution is restricted to reconnaissance and reporting only.
5. Crash/Disaster Site Surveillance.
  - a. CAP units may upon proper request of local/controlling officials, provide site surveillance in crash and disaster situations in order to protect the scene or property.

b. Such arrangements should be temporary in nature and should specify that CAP members have no power to arrest or detain anyone but only to report those who decline to obey requests not to enter the area to authorities.

c. We are not in the confrontation game. If it comes to a situation of fight or flee over your piece of turf, flee and let law enforcement take care of any confrontation.

6. Distress Beacons.

a. If a distress beacon is tracked to a locked vehicle, aircraft, or building, contact the AFRCC.

b. If entry is required, local law enforcement officials will preside over any entry.

7. CAP members have **NO** special dispensations over an ordinary citizen in relation to law enforcement or private property issues.

**Additional Information**

See CAPR 60-3 and your wing legal advisor for state specific guidance.

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

**Evaluation**

<u>Performance measures</u>	<u>Results</u>	
1. Member recognizes the definition of Posse Comitatus.	P	F
2. Member demonstrates understanding of CAP's relationship to law enforcement.	P	F
3. Member understands the limitations on CAP in a site surveillance situation.	P	F
4. Member understands the property limitations on CAP when searching for and locating a distress beacon.	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

## P-0010

# **DEMONSTRATE KNOWLEDGE OF THE AUTHORITY AND RESPONSIBILITY OF CAP MEMBERS ON EMERGENCY SERVICES MISSIONS**

## **CONDITIONS**

As a CAP member you believe that because you are operating under an Air Force mission number you have unlimited access to any airport (public or private) and its buildings to pursue an ELT signal.

## **OBJECTIVES**

Understand that laws are open to interpretation in different areas, but CAP will not support units or members who blatantly break the law or operate in contradiction to CAP regulations.

## **TRAINING AND EVALUATION**

### **Training Outline**

1. Members interested in continuing on to qualify in Emergency Services should obtain copies of the following regulations:
  - a. CAPR 60-1 (Flight Operations)
  - b. CAPR 60-3 (CAP Emergency Services Training and Operational Missions)
  - b. CAPR 60-4, Volume I (CAP Emergency Services Mission Forms)
  - c. CAPR 60-4, Volume II (CAP Emergency Services Training Forms)
  - d. CAPR 60-5 (Critical Incident Stress Management)
2. Again, CAP members have **NO** special dispensations over an ordinary citizen in relation to law enforcement or private property issues.
3. Individuals who put themselves, other members, and the corporation in jeopardy by disregarding laws and regulatory policies will be targeted for restraining action to include membership cancellation.

### **Additional Information**

See CAPRs 60-1, 60-3, 60-4 Volumes I and II, and 60-5 and your wing legal advisor for state specific guidance.

### **Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

## Evaluation

### Performance measures

### Results

1. Member demonstrates knowledge that CAP will not tolerate willful disregard of laws and applicable regulations.

P      F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.



**F-0001**  
**FILE FOR REIMBURSEMENT FOR MISSION PARTICIPATION**

**CONDITIONS**

You going to your first reimbursable mission and you want to know for what you can be reimbursed for and how you go about obtaining such reimbursement.

**OBJECTIVES**

Explain and demonstrate reimbursement procedures for CAP reimbursable missions.

**TRAINING AND EVALUATION**

**Training Outline**

1. Certain CAP missions are designated as reimbursable. A list of these can be found in CAPR 60-1. These missions are funded either by money made available by Congress through the Air Force or have been approved by the Air Force for funding by other agencies.
2. Items that may be reimbursed:
  - a. Aircraft flight hours (the mechanism used to reimburse for aircraft fuel and oil and compute aircraft maintenance) at the rate indicated in Attachment 1 of CAPR 173-3. (fuel and oil receipts required to substantiate claim.)
  - b. Aircraft oxygen service.
  - c. Commercial communications costs and taxes there on.
  - d. Automotive fuel and oil (fuel and oil receipts required).
  - e. Member-owned aircraft maintenance.
3. CAPF 108 is used to request reimbursement. Take member through each block of a CAPF 108.
4. Explain wing specific requirements and where in your wing the CAPF 108 is sent and how long it normally takes to receive payment.

**Additional Information**

More detailed information on this topic is available in CAPR 173-3, CAPR 60-1, and on the CAPF 108.

**Evaluation Preparation**

**Setup:** Ensure that the student has a pencil or pen to take the test. Ensure that the standardized, national written test has no writing or notes on it. This test may be orally administered as well, but if done so must be in a one on one environment, evaluator to student.

**Brief Student:** Tell the student that he or she has as much time as necessary to complete the test, but cannot use any outside resources and cannot leave the testing area.

**Evaluation**

Performance measures

Results

1. Member identifies properly items that may be reimbursed.

P     F

2. Member properly demonstrates filing for reimbursement.

P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly. Correcting the nationally standardized examination to 100 satisfies this requirement.

## **COMMENTS AND SUGGESTIONS**

Many personnel were involved in producing this task guide, and though we worked very hard, we are sure that some changes can be made since this is a new initiative at the National level. If you have any questions or suggestions please forward them to:

HQ CAP/DOS  
105 South Hansell Street, Bldg 714  
Maxwell AFB, AL 36112-6332

Fax: (334) 953-4242  
E-mail: [dos@capnhq.gov](mailto:dos@capnhq.gov)