



Partners-in-Training (PIT Crew) Course Catalog

The NVFC, in cooperation with the U.S. Department of Transportation (DOT) Pipeline and Hazardous Materials Safety Administration (PHMSA), is offering a hazmat train-the-trainer program: Partners in Training (PIT) Crew. This project helps responders gain the knowledge and skills they need to train others in their communities on hazmat safety and response. Through the partnership, the NVFC will provide training opportunities to first responders nationwide. Experienced hazmat trainers and those new to the field are welcome to participate.

Teaching Hazmat Basics	7 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...understand the B.E.S.T. model for hazmat instruction • ...understand the 4 "Rs" of Hazmat Training - Recognition, Readiness, Resources, & Realism • ...understand the importance of being able to directly connect the Hazmat Training to the risks faced by the student audience • ...be able to take a limited hazmat resource list and develop three (3) practical skills trainings of direct benefit to their students • ...be able to develop training drills and/or exercises that meet the needs of their jurisdiction in accordance with recognized national standards 	
Tools in Hazmat Training	7 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...understand the B.E.S.T. model for Hazmat instruction • ...be able to identify at least five (5) key resources for use in local Hazmat training(s), e.g. ERG, NIOSH Guide Book, DOT Pamphlet 16, Mobile Apps, NPMS, etc. • ...be able to demonstrate competency in using and explaining the use of, applicability, and limitations of each resource when used in conducting Hazmat training • ...be able to develop a lesson plan that incorporates the use of at least three (3) Hazmat resources designed and intended to instill and/or promote student confidence in the use of those resources. 	
Scenario-Based Hazmat Training	7 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...understand the B.E.S.T. model for Hazmat instruction • ...be able to voice an understanding of various student learning styles and how the use of scenarios can bridge the gaps between those styles • ...understand the concept of "All Hazards Planning" and how it relates to Hazmat training • ...understand the benefit(s) of inviting key response partners and stakeholders to Hazmat scenario trainings and/or exercises 	
Risk-Based Hazmat Training	7 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...understand the B.E.S.T. model for Hazmat instruction • ...understand the importance of the Risk Assessment process and how it relates to training • ...incorporate the Hazmat Risk Assessment into the Training program design and development 	

<ul style="list-style-type: none"> • ...be able to develop at least three (3) training sessions based directly on the Risk Assessment • ...be able to identify at least three (3) resources that can assist the Hazmat Instructor with completing the Risk Assessment on a local, regional, and/or State level 	
Understanding Regulations and Standards Affecting Hazmat Training	7 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...understand the legislative processes that result in laws and regulations being promulgated. • ...gain knowledge in the laws and regulations that guide and influence hazardous materials response and training. • ...understand the standards making process and those codes and standards which affect and influence hazardous materials response and training. • ...be able to interpret and use government regulations (e.g., OSHA 1910.120) to become compliant while delivering hazardous materials training. • ...be able to use consensus standards (e.g., NFPA 470) to develop, deliver and manage hazardous materials training. 	
Teaching Basic Decon	7 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...understand the B.E.S.T. model for Hazmat instruction • ...be able to teach students the differences between the various levels of decontamination, e.g. emergency, mass, gross, technical, etc. • ...be able to teach students alternate means of decontamination including, but not necessarily limited to: dry decon, air decon, disinfection, neutralization, etc. • ...be able to set up a one (1) hour decontamination practical skills drill/exercise with the resources available in their jurisdiction • ...understand the need to utilize a Safety Officer when conducting decontamination drills and/or exercises. 	
Teaching Hazmat on a Budget	3 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...be able to identify the key components of a Hazmat training budget • ...be able to identify the difference between direct and indirect costs • ...be able to understand that their Hazmat training budget should be based off of a risk based needs assessment • ...be able to correlate their Hazmat training budget with desired training program outcomes measures • ...be able to identify sources of “free” to low/no cost Hazmat training materials and/or resources • ...be able to develop a practical Hazmat training session or drill using no cost/minimal cost resources. 	
Teaching Cargo Tank Awareness	3 hours
<p>Upon completion of this course, the student instructor will:</p> <ul style="list-style-type: none"> • ...be familiar with the NFPA 470 Standard and 49 CFR regulations as they relate to cargo tanks, especially the MC-306/DOT-406 • ...be familiar with the various types of bulk cargo tanks used in the transport and handling of hazardous materials • ...be familiar with the various characteristics of MC-306 and DOT-406 cargo tanks as covered in this training program • ...be familiar with the lids and closures encountered on a MC-306/DOT-406 cargo tanks 	

<ul style="list-style-type: none"> • ...be familiar with the types of incidents or emergencies involving MC-306/DOT-406 cargo tanks that are most common. 	
Instructor Training on Placards, Labels, and Markings	3 hours
<p>Upon completion of this course, the student instructor will...</p> <ul style="list-style-type: none"> • ...be able to teach the different between Placards, Labels, and Markings • ...be familiar with and able to teach the various requirements regarding the use of Placards, Labels, and Markings • ...be able to teach the basics of the Haz Com Standard • ...be able to explain and teach about the “Global Harmonization System” for hazardous materials. • ...be able to teach the core concepts of the U.S. D.O.T. hazard classes • ...be able to teach the core concepts of the NFPA 704 marking system. 	
Instructor Training for Flammable Liquids	3 hours
<p>Upon completion of this course, the student instructor will...</p> <ul style="list-style-type: none"> • ...be able to relate the specific regional applications of the product and key response considerations, e.g. quantity(ies), transport, use, etc. • ...be able to relate the specific chemical properties of the product to their students • ...be able to relate key strategies and tactics to students for dealing with an incident involving the product • ...be able to stress key safety considerations to students for application when dealing with an incident involving the product 	
Instructor Training for Flammable Gases	3 hours
<p>Upon completion of this course, the student instructor will...</p> <ul style="list-style-type: none"> • ...be able to relate the specific regional applications of the product and key response considerations, e.g. quantity(ies), transport, use, etc. • ...be able to relate the specific chemical properties of the product to their students • ...be able to relate key strategies and tactics to students for dealing with an incident involving the product • ...be able to stress key safety considerations to students for application when dealing with an incident involving the product 	
Instructor Training for Ammonia	3 hours
<p>Upon completion of this course, the student instructor will...</p> <ul style="list-style-type: none"> • ...be able to relate the specific regional applications of the product and key response considerations, e.g. quantity(ies), transport, use, etc. • ...be able to relate the specific chemical properties of the product to their students • ...be able to relate key strategies and tactics to students for dealing with an incident involving the product • ...be able to stress key safety considerations to students for application when dealing with an incident involving the product 	
Instructor Training for Chlorine	3 hours
<p>Upon completion of this course, the student instructor will...</p> <ul style="list-style-type: none"> • ...be able to relate the specific regional applications of the product and key response considerations, e.g. quantity(ies), transport, use, etc. • ...be able to relate the specific chemical properties of the product to their students • ...be able to relate key strategies and tactics to students for dealing with an incident involving the product 	

- ...be able to stress key safety considerations to students for application when dealing with an incident involving the product

Instructor Training for Methanol	3 hours
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Upon completion of this course, the student instructor will...

- ...be able to relate the specific regional applications of the product and key response considerations, e.g. quantity(ies), transport, use, etc.
- ...be able to relate the specific chemical properties of the product to their students
- ...be able to relate key strategies and tactics to students for dealing with an incident involving the product
- ...be able to stress key safety considerations to students for application when dealing with an incident involving the product

Instructor Training for Vinyl Chloride	3 hours
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Upon completion of this course, the student instructor will...

- ...be able to relate the specific regional applications of the product and key response considerations, e.g. quantity(ies), transport, use, etc.
- ...be able to relate the specific chemical properties of the product to their students
- ...be able to relate key strategies and tactics to students for dealing with an incident involving the product
- ...be able to stress key safety considerations to students for application when dealing with an incident involving the product