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United States
Coast Guard



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MEMORANDUM

From: R. L. Tipton, CAPT
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A handwritten signature in blue ink, appearing to be "R. L. Tipton", written over the "From:" field.

Reply to: FC-Td
Attn of: TJ Quiram

To: Distribution

Subj: PROMULGATION OF TRAINING SYSTEM HIGH RISK TRAINING (HRT)
STANDARD OPERATING PROCEDURE (VOLUME 14)

1. I am proud to promulgate the revision to Coast Guard's Training System Standard Operating Procedure (SOP) for High Risk Training (HRT), Volume 14.
2. This revision was a collaborative effort accomplished by a team made up of FORCECOM staff, Training Centers, and Training System stakeholders to update the procedures that govern HRT. A workforce that receives safe standardized and high fidelity High Risk Training is key to being Ready, Relevant and Responsive.
3. I commend the members of the team whose participation resulted in this current SOP. Endeavor to persevere.

#

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STANDARD OPERATING PROCEDURES (SOP)
FOR
THE COAST GUARD'S TRAINING SYSTEM

VOLUME 14
HIGH-RISK TRAINING (HRT)



Coast Guard Force Readiness Command
December 2018

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REFERENCES

- (a) Risk Management, COMDTINST 3500.3 (series)
- (b) U.S. Coast Guard Risk-Based Decision Making, COMDTINST 16010.3 (series)
- (c) U. S. Coast Guard Safety and Environmental Health Manual, COMDTINST 5100.47 (series)
- (d) Standard Operating Procedures (SOP) for the Coast Guard's Training System, https://cg.portal.uscg.mil/units/forcecom/Training/FC-T_SOP/SitePages/Home.aspx
- (e) U.S. Coast Guard Performance, Training, and Education Manual, COMDTINST 1500.10 (series)
- (f) High-Risk Training Survey Checklist, Naval Safety Center, http://www.public.navy.mil/NAVSAFECEN/Pages/shore/HRT/HRT_Division.aspx
- (g) U. S. Coast Guard Tactics, Techniques, and Procedures (TTP) Library, <https://cg.portal.uscg.mil/communities/HP/HPCenter/TTP/Default.aspx>

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MAJOR CHANGES/UPDATES:

1. Major update includes better flexibility, while providing enhanced guidance throughout based on lessons learned, for Command Staff and Training personnel.
2. Updated and aligned terminology and definitions. For example: Mishap Response Plan (MRP) replaced Emergency Action Plan (EAP), Risk Management replaced Operational Risk Management.
3. Consolidated and aligned Student Statement of Understanding, Training Time Out (TTO), and Drop on Request Procedures.
4. Implemented significant updates of HRT Risk Management (RM), aligning with new policy, Risk Management, COMDTINST 3500.3 (series). For example: implemented the new 5 step process and consolidated MRP section into the RM section.
5. While keeping HRT MRP Quarterly walkthrough and Annual exercise timeframes, deleted monthly reviews, incorporated MRP review prior to commencing HRT activity to validate accuracy.
6. Updated process charts throughout.
7. Formalized/standardized deliberate risk management process and provided example RM Worksheets.
8. Developed detailed guidance and formalized the HRT-Determination process. Standardized HRT-D worksheets incorporating deliberate RM within HRT-D process and incorporated the CG Risk Assessment Model (RAM) as the initial tool for general/simplistic assessment. Retained SPE for secondary greater quantitative risk analysis.
9. Developed Severity Category table to align with CG Mishap Classifications and a Probability Table to enhance user probability analysis.
10. Created Training Safety Manager JQR template.
11. Removed curriculum templates/examples, referencing the newest version of Volume 6 of the FC Training System.
12. Removed example Unit HRT SOP.
13. Removed Mandatory HRT Curriculum Objectives Example (included sample Instructor and Student Guides). This is a result of the newly updated Volume 6 SOP.
14. Included example Commanding Officers Interview Guide and Medical Questionnaire Guide used when screening HRT Instructors.
15. Updated HRT Practical Instructor Evaluation (PIE) and Classroom Instruction Evaluation (CIE) examples.

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SECTION I. INTRODUCTION TO HIGH-RISK TRAINING (HRT)

Introduction and Applicability

The purpose of this Force Readiness Command (FORCECOM) Standard Operating Procedure (SOP) publication is to:

- Define high-risk training (HRT) and HRT terminology.
- Formalize the process of determining whether training is high-risk (i.e., HRT Determination).
- If the training is determined to be HRT, define the additional staffing (instructor and support personnel), resources (time, equipment, and funding), safety protocols, risk mitigation controls necessary, and provide guidance on other considerations.
- Assign/define roles and responsibilities of those overseeing and participating in HRT.
- Identify structure, process, and support mechanisms required for a HRT course.
- Standardize the process for qualifying HRT instructors.
- Establish training procedures to mitigate the potential for mishaps, including Training Time Out (TTO), safety procedures, Drop on Request (DOR), and student/trainee medical screening.

This SOP governs and applies to the following types of training that are classified as high-risk in accordance with the criteria found in this SOP:

- All FORCECOM (FC)-led resident training (“A” and “C” Schools),
- All FC-led non-resident training (i.e. exportable courses or training led by Training Center (TRACEN) detachments or mobile training teams (MTTs)), and
- All FC-managed inter-service “C” schools (e.g. 2nd Class Diver Course conducted at U.S. Naval Diving & Salvage Training Center).

It is not intended for every FC-led or FC-managed course or training objective that has inherent risk be deemed as HRT. In fact, only a small percentage of courses or training will meet the HRT criteria. FC-led/-managed courses or training activities identified as high-risk shall meet the protocols outlined within this SOP, including but not limited to: additional staffing requirements (instructor, safety, and support personnel), resources (time, equipment, and funding), safety protocols, and risk mitigation controls necessary to minimize the risk of death or permanent disability from a mishap during HRT.

Courses or training activities that do not meet the HRT criteria IAW this SOP or are led by non-FC entities are not required to comply with the protocols in this SOP, **but shall continue to follow Risk Management (RM) policies and protocols identified in references (a), (b) and (c).**

Risk cannot be eliminated, but it can be mitigated using the protocols found in this SOP. While the goal is to ensure members are ready for operations, FC recognizes the need to conduct physically challenging, mentally demanding, stressful, and at times, HRT. The provisions of this SOP do not seek to eliminate all exposure to risk when such exposure is necessary to meet valid training objectives. Due to the dangers inherent in HRT, additional safeguards are required. These actions help produce a culture of risk management in both training and operations for all members. The success of the United States Coast Guard's HRT program is dependent upon the efforts of all FC personnel who manage, design, develop, and conduct HRT.

This SOP provides processes to abate or minimize mishaps during HRT. Due to the inherent dangers associated with HRT, this SOP should be read in its entirety.

Target Audience The target audience for this SOP are those in FC who identify, design, develop, plan, instruct, and/or participate in formal training classified as "high-risk" according to the definition and criteria prescribed in this SOP. This includes FC-led resident training, FC-led non-resident training, and FC-managed inter-service "C" schools.

Responsibility The following is the responsibility hierarchy:

- FC-C: Owner of the FC HRT Program.
- FC HRT Training Manager (TM): Active oversight and FC point of contact (POC) for the HRT Program and all FC HRT courses.
- FC TRACEN Commanding Officers (CO): Responsible for implementing the HRT protocols and reviewing this SOP.
- CO of Special Missions Training Center (SMTC): Responsible for update and review of this SOP.

HRT Guidelines USCG missions often require aggressive training programs to prepare personnel to perform mission essential high-risk tasks in a variety of environments. All leaders must recognize that risk cannot be mitigated merely through written procedures. Therefore, planning and execution of HRT shall incorporate the program elements and fundamentals of RM in reference (a). The expectation is to maximize the benefits of RM where essential skills are practiced, honed, and tested. While the goal is zero mishaps in training, this guidance does not establish a requirement to eliminate all exposure to risk where validated training objectives are established and risk mitigation plans are followed.

The following clarifications are listed below:

- An entire course does not need to be designated as HRT. Elements, portions, or specific training objectives can be classified as HRT, but the course itself is not. As a result, HRT Determinations should be at the Terminal Performance Objective (TPO) and Enabling Objective (EO) level.
- Any element, portion, or training objective classified as HRT shall meet the risk mitigation controls and processes prescribed in this SOP. Typically, if a resident course has at least one TPO classified as HRT, the entire course is designated as an HRT course. However, TRACEN COs have the discretion on whether to designate an entire course as HRT or just that specific portion of the course. Ultimately, COs own and assume the risk. The benefit of following this SOP is that it provides best practices, incorporates lessons learned, and enhances risk mitigation for conducting HRT. Furthermore, designating a course as HRT may result in justification for an increase in manpower requirements due to the additive man-hour and staffing standards computations to meet HRT needs.
- Training activities conducted through an approved Department of Defense (DoD) HRT Program does not require a separate CG HRT Determination.
- Participation in HRT does not necessarily imply that hazardous duty or incentive pay is justified or that the training itself is voluntary.
- All HRT instructors shall be qualified in accordance with Section VI of this SOP and Volume 13 of reference (d), Standard Operating Procedures for the Coast Guard's Training System, to determine suitability prior to assuming instructional duties.
- The FC HRT TM is the FC point of contact for high-risk tactics, techniques, and procedures (TTP), safety surveys, and assist visits.
- SMTC is designated as the technical authority for HRT.

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SECTION II. HIGH-RISK TRAINING (HRT) DEFINITIONS

Introduction	This section defines HRT and provides other key terms and features of the FC HRT Program.
Key HRT Terms and Definitions	
High-Risk and High-Risk Training (HRT)	<p>The terms “high-risk” and “high-risk training” are used throughout this instruction and are defined as:</p> <ul style="list-style-type: none">• High-Risk. A term used to describe a known or unknown condition or state where an elevated probability of loss of life or property or an increased level of injury is likely or imminent; situations that require special attention and/or intervention to prevent a potential mishap; or an implication of a dangerous situation.• HRT. All FC-led training activities, courses, and evolutions that expose personnel (students/trainees, instructors, and support staff) to a heightened level of risk that will likely result in death, serious bodily injury, or loss of an asset, should a mishap occur during training or exercises. HRT can occur at a formal training center or the field during FC-led training. Training classified as HRT is determined by the HRT Determination process in Section III and Appendix A. <p>NOTE: The requirements found in this SOP do not apply to unit-level training or training led by non-FC entities.</p>
Risk Assessment Matrix (RAM) and Severity, Probability, and Exposure (SPE) Model	Utilized by the U.S. Naval Safety Center and established in reference (a) and (c) as a “what can go wrong” analyses tool, the RAM is a simple tool used to obtain a gross estimate of risk for an evaluated hazard activity. The result of using the RAM produces a RAC number. This number, (1-4, 1 being the most severe) quantifies a general degree of risk associated with a particular task or objective. Coast Guard training tasks/objectives with a RAC of 1-2 shall trigger a secondary risk analysis using the SPE Model to obtain a more detailed/in-depth assessment of risk. The full details for identifying and classifying HRT courses and FC-led training activities are included in Appendix A of this SOP.
Training Time Out (TTO) Policy	The purpose of the TTO is to correct a situation of concern, provide clarifying information, or remove a trainee from the potential hazardous environment. TTO may be called by students or instructors for any situation where they are concerned for their

own or another's safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort.

TTO may be signaled by uttering the words "Training Time Out," crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test or practical application. If the TTO signal is not acknowledged, the signaler should shout "Training Time Out" (or other action as required by the training class). The instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to safely continue, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected. Instructors will ensure all trainees are briefed on the TTO policy and procedures prior to each high risk evolution. For multi-day or all-day evolutions, TTO shall be briefed prior to the start of training and should be reiterated following major breaks in training, such as extended mealtimes. Evolution-specific TTO procedures should be added where needed.

Instructors are responsible for maintaining situational awareness and shall be constantly alert to signs of student behavior that may impair safe completion of the training exercise; for instance, instructors shall immediately stop the training, identify the problem, and make a determination to continue or discontinue training.

The safety precautions are applicable to all staff and students. They are basic and general in nature. Personnel who operate or maintain equipment in support of this course must be thoroughly familiar with all aspects of personnel safety and strictly adhere to all safety precautions contained in operating and emergency procedures and applicable governing directives.

Drop on Request (DOR) Policy

A DOR is defined as an administrative procedure available to students/trainees in a HRT program that provides a process for disenrollment or to discontinue training at the student's/trainee's request.

The DOR policy is primarily used for courses identified as moderate to high-risk; however, all courses at the unit considered HRT will utilize DOR procedures. This policy must be explained upon each HRT course convening or prior to commencing an HRT objective/activity to advise students of the process. This process affords students the opportunity to DOR in the event they do not believe they can continue safely with training. Depending on the circumstances, a trainee could face problems executing

his or her required duties at their permanent command if unable to complete the HRT. Situations vary from case-to-case and shall be addressed by the student's/trainee's command following a DOR from FC-led HRT.

Refer to Appendix B for required actions and procedures in the event of a DOR from a student/trainee. Refer to reference (e) for disenrollment policy.

Band Aide (Pro-Word)

The purpose of using "Band Aide" is to indicate a need for minor medical attention. "Band Aide" is typically initiated after a TTO has been called. However, nothing prevents "Band Aide" from being a pro-word that can momentarily stop the process of training. "Band Aides" are reserved for minor injuries such as small scrapes or cuts.

Safeguard (Pro-Word)

The purpose of using "Safe Guard" is to initiate an emergency response. This pro-word is reserved for major incidents including but not limited to: boat collisions, ejections, persons in the water, gunshot wounds, fall from heights, etc.

Mishap Response Plan (MRP)

The MRP includes responses for any foreseeable mishap and medical situation that may be encountered by the unit during the course of the mission. It includes activities required to prepare for the full scope of the mission including deployment, employment, sustainment, and recovery. A MRP is a written plan explaining actions to be implemented in the event of a mishap. At a minimum, these plans will be developed for each training event and location and should include emergency numbers (telephone/radio channels and call signs) and location of emergency responders, location of emergency equipment, emergency shutdown procedures, muster site(s) and methods of control for non-affected trainees/personnel, and notification procedures in the event of a mishap. Reference (f) provides numerous HRT resources.

Other HRT Terminology

Abate

To eliminate or reduce permanently any unsafe or unhealthy training condition.

Accomplished Performer (AP)

An AP is a person whose skill set and/or performance level serves as an example of the optimal or desired state. APs are exemplars, the worker/people/members who routinely produce accomplishments at or above standard. Often intended to mean the BEST performer now on the job; those who have figured how

to do a task or job most effectively and efficiently.

Administrative Control	Any procedure or practice, which limits exposure through control or manipulation of the training schedule or manner in which training is performed. An example of an administrative control is limiting exposure to heat stress by adjusting training hours to conclude prior to a Black Flag condition or setting instructor-to-trainee ratios.
Assist Visit	A command requested review process to determine compliance with regulations, directives, instructions, and standards through physical visits of training sites, operations, and activities. Assist visit reports are made directly to the CO or OIC (Officer-in-Charge) of a training activity. The purpose is to aid the requesting command in enhancing training safety.
At-risk	Being endangered, as from exposure to illness, injury, or loss from a lack of guidance and/or proper implementation of risk management. A person who is fatigued and still attempting to perform his or her job is at-risk. Additionally, the crew, teammate, unit, etc., are also at-risk.
Certification	The process of determining compliance with regulations, standards, or laws through physical surveys of personnel, training sites, and records, operations, and facilities. Results of certifications are usually issued by a government agency or authorized by higher authority to bestow the certification. Certification may be a designation extended by the immediate superior in the chain of command (ISIC) (i.e., certification of personnel or a facility for training, as required).
Course Chief	The senior person charged with ensuring that each course is assigned a primary instructor/class advisor. The Course Chief generally ensures that all training facilities (i.e., range, pool, etc.) and other logistical needs are met for each convening.
Control	<p>Any action taken or an inherent design to eliminate hazards or reduce (mitigate) risk. The following items are considered in mitigation controls and normally assigned to a group of controls which share a common function, such as elimination, substitution, engineering, administrative, and/or personal protective equipment (PPE):</p> <ol style="list-style-type: none">a. Avoiding, eliminating, or reducing deficiencies by engineering, material selection, or substitution.b. Isolating hazardous substances, components, and operations from other areas, personnel, and incompatible

materials.

- c. Incorporating fail-safe principles to prevent a catastrophic injury to personnel, damage to equipment, or inadvertent operation of critical equipment.
- d. Relocating equipment/components so that personnel access during operation, maintenance, repair, or adjustment does not result in exposure to hazards such as chemical burns, electrical shock, electromagnetic radiation, cutting edges, sharp points, or toxic atmospheres.
- e. Providing suitable warning and notes of caution concerning required personnel protection during operations, assembly, maintenance, and repair instructions.
- f. Providing distinctive markings on hazardous components, equipment, or facilities.
- g. Requiring use of PPE when other controls do not reduce the hazard to an acceptable level. Monitoring exposure to ensure that engineering controls effectively reduce the hazard.
- h. Training employees to recognize hazards and take precautionary measures.
- i. Employing self-assessments and improvement plans annually.

Core Unique
Instructor Training
(CUIT)

Essentially a Personnel Qualification Standard (PQS)/Job Qualification Requirements (JQR) specific to the course/training activity. The CUIT validates the instructors' skill sets as an instructor and as a Subject Matter Expert (SME). All required course tasks are listed and shall be signed by a certified instructor. Appendix M provides an example CUIT.

Damage

The partial or total loss of equipment or materiel caused by component failure or any exposure of equipment or materiel to heat, fire, or other environments; human errors; or other inadvertent events or conditions.

Doctrine

Fundamental principles and officially sanctioned beliefs, which guide the Coast Guard in support of national objectives. Doctrine is authoritative but not directive, requires judgment in application, and provides decision makers and personnel a standard frame of reference. The hallmark of doctrine is the use of the terms "can" and "may." These are permissive terms. The term "should" is a

mandatory term unless justifiable reason exists for not complying. Since there is a significant degree of judgment included within its use, the term “should” is more associated with doctrine than policy.

Drop on Request (DOR) Students in a voluntary HRT course that desire to quit or DOR need only to make intentions known. Those students will be immediately and expeditiously removed from the training area. A written summary of action taken is entered in the student’s service record and a copy maintained in the training center’s permanent records.

Enabling Objectives (EOs) EOs describe precisely the prerequisite skills, knowledge, and performance necessary of the TPO. Each EO is a step required to complete the TPO. An EO also must contain a performance, condition, and standard unless it is the same as the TPOs.

Evaluation The process of ascertaining or judging the value or adequacy of an action or outcome by careful appraisal of previously specified data in light of the particular situation and the goals or objectives previously established.

Evaluator An individual who has obtained the required training and experience, as evaluated by the cognizant authority, to make an independent judgment or assessment of situational conditions in order to validate the worth or value against a set of standards, instructions, directives, etc.

First Aid Any initial, one-time treatment and any follow up visit for observation of minor scratches, cuts, burns, splinters, minor reactions or irritants from the training environment, etc., that does not ordinarily require medical care. Such one-time treatment and follow-up visit for observation is considered first aid, even though provided by a physician or medical professional. Refer to reference (c) for simple first aid guidance vs. reportable mishap.

Formal Training Training conducted in a classroom, laboratory, or field exercise for which a CG Course Code is assigned.

Hazard Any real or potential condition that could cause death, injury, or occupational illness to personnel; damage to or loss of property; or mission degradation.

Injury Traumatic bodily harm, such as a cut, fracture, burn or poisoning caused by a single or one-day exposure to an external force, toxic substance, or physical agent.

Instructor Evaluator (IE)	Instructors are key elements in the training process, and as such, they must possess the technical and instructional expertise necessary to deliver quality training. IEs provide mentorship to junior instructors, conduct semi-annual evaluations of certified instructors, and serve as the TO's eyes in the classroom/training area. Recommended by their respective Branch and Course Chiefs, IE candidates should be experienced instructors who have been trained and mentored by senior IEs and/or a Master Training Specialist (MTS) in order to conduct instructor evaluations.
Instructional Systems Branch (ISB)/Performance Systems Branch (PSB)	Serve as the centralized focal point for resident instruction and instructor development. ISB/PSB designs and develops standardized curriculum for all of the courses taught at the training center or unit using approved practices and models of learning.
Job Qualification Requirements (JQR)	Locally prepared JQRs are modeled after PQS. Developed specifically for those instances where qualified personnel are required and no PQS exists. The unit's SMEs usually develop the JQR.
Master Training Specialist (MTS)	<p>The MTS qualification is the pinnacle of instructor based qualifications. The MTS offers an extremely high level of instruction and subject matter expertise to provide coaching and mentorship to new, less experienced instructors. The MTS is an instructor who has achieved a level of excellence above and beyond that of the basic instructor by:</p> <ul style="list-style-type: none">• Updating and improving professional knowledge and skills;• Communicating the instructional design process; and• Evaluating instructional effectiveness. <p>The MTS is often relied upon to provide subject matter expertise to instructional design projects, while also playing a key role as advisor, mentor, and role model for Coast Guard instructors. Refer to Volume 13 of reference (d) for detailed MTS guidance.</p>
Mitigate	To make less severe or serious. To lessen the effects.
Mishap	Any unplanned, unexpected, or undesirable event, or series of events, that causes injury, occupational illness, death, material loss or damage, or damage to the environment. Refer to reference (c) for comprehensive list of reportable mishap events.

Near-Hit or Near-Miss	Interchangeable word sets to identify a chance mishap event avoidance. An act or event that may have resulted in a mishap, where the death, injury, illness, or loss of asset was avoided merely by chance. When the event is recognized as a near-miss it may be debriefed as a near-hit to emphasize the severity of the event. Analyzing the near-miss patterns will likely lead to areas where improved risk mitigation controls are needed. Everyone must be encouraged to report near-misses or near-hits, and commands must investigate and analyze the circumstances surrounding the near-incident to determine if additional mitigation is necessary.
Risk Management (RM)	A continuous, systematic process of identifying and controlling risks in all Coast Guard operations and activities by applying appropriate management policies and procedures as described in reference (a).
Personal Protective Equipment (PPE)	Protective clothing and other devices worn to protect an individual while in potentially hazardous areas or performing potentially hazardous operations. PPE is designed to protect from injuries or illnesses resulting from contact with chemical, radiological, physical, electrical, mechanical, or other hazards. Examples of PPE include gloves, hard hats, steel-toed boots, safety glasses, hearing protection, respirators, electrical matting, lights, safety lines, and life jackets, etc. PPE does nothing to reduce or eliminate the hazard itself, offering only personal protection, and may not be relied upon to mitigate risk, when other mitigation controls have failed or are found inadequate.
Policy	Restrictive or prescriptive direction, issued by an accountable person in authority, to accomplish a planned outcome. The hallmark of policy is the use of the terms “must” and “shall.” These are mandatory terms. They require compliance or action. The term “prescribe” encompasses the term “restricts.” Thus, other hallmarks of policy are the terms “must not” and “shall not.”
Risk	Risk is the chance of personnel injury, or death, and/or property damage, or loss. Risk is generally a function of the probability that a hazard will lead to an undesirable event and the likely severity of that event.
Risk Assessment	Risk assessment is a two-part process consisting of risk evaluation and risk categorization. Risk evaluation determines the probability a hazard may precipitate a mishap and a mishap’s likely severity in terms of injuries, health effects, and property damage. Risk categorization reflects a combination of the probability and the likely severity of a mishap determined during

the risk evaluation. Risks are categorized by Risk Assessment Codes (RAC) 1 through 4, with RAC 1 being the highest risk category and RAC 4 being the lowest.

Risk Control	The process of developing and implementing measures to control each risk. The preferred priority is (1) elimination; (2) substitution; (3) engineering controls; (4) administrative controls (i.e., training, procedures, and signs); and (5) the use of PPE; or combinations of these measures. Interim controls may have to be implemented and maintained to control risk until more permanent controls can be established and the risk abated. Risk control is the overall goal of the safety and environmental health risk management process.
Safety Review	A comprehensive review of HRT conducted by training, safety, and, as appropriate, medical personnel to ensure courses are being taught with minimum risk to students and instructors. Safety reviews include training near-miss and mishap data, curriculum and instructional techniques, and safety requirements incorporated into course curricula. Additionally, training records, student critiques, and instructor qualifications and evaluations are examined. Safety reviews are conducted at least annually by COs and OICs of training activities and may be combined with other safety and training programs as long as all criteria are met.
Self-Assessment	Performing an internal review of processes and practices that are normally assessed by an external organization.
Site Survey	The process of determining programmatic compliance with regulations, directives, instructions, and standards through physical surveys of training sites, operations, and facilities. See Appendix H for example checklist.
Subject Matter Expert (SME)	A SME is a person who is identified as the most knowledgeable regarding a specific subject or piece of equipment; this is not necessarily the person with the most practical experience in the subject or the person who can best employ the piece of equipment—that would be the AP.
Tactics, Techniques, and Procedures (TTP)	<p>Codified, specific, and measurable actions and methods that implement doctrine or policy.</p> <p><u>Tactics</u>: the employment and ordered arrangement of forces in relation to each other.</p> <p><u>Techniques</u>: non-prescriptive ways or methods used to perform missions, functions, or tasks.</p> <p><u>Procedures</u>: standard, detailed steps that prescribe how to perform specific tasks.</p>

Terminal Performance Objectives (TPO)	TPOs are derived from performance tasks and are the expected results or outcomes of a learning experience. The performance, conditions, and standards achieved in the TPO should transfer directly to the performance tasks of the job.
Training Safety Manager (TSM)	An individual designated in writing by the TO responsible for the management of the TRACEN HRT program. All TRACENs with an HRT designated course/training activities shall designate a TSM. Section IV of this SOP outlines the duties and responsibilities of the TSM.
Training Safety Officer (TSO)	An individual appointed to oversee HRT for a specific course or training activity for which he/she is qualified. All HRT objectives shall have a TSO physically present at all times. As a safety supervisory position, the TSO should not actively participate in the HRT training evolution (i.e., fire weapons, drive boats, etc.). Section IV of this SOP outlines the duties and responsibilities of the TSO.

SECTION III. IDENTIFICATION AND APPROVAL PROCESS FOR HRT COURSES

Introduction	<p>This section discusses: how to determine whether a course or training activity is HRT; provides details on HRT criteria; and the process for HRT approval. Whether a course is being developed for the first time following an analysis, brought into service as a commercial-off-the-shelf (COTS) or government-off-the-shelf (GOTS) course delivered by a FC training unit, or undergoing its periodic curriculum outline review/validation process, tasks and objectives shall be identified for high-risk characteristics to ensure proper planning and risk mitigation mechanisms are in place. The policies and procedures outlined in this section are supplemental to the curriculum design and development requirements set forth in Volumes 5 and 6 of reference (d). Should any differences arise, this SOP's policies/procedures should take precedence, and the FC HRT TM shall be consulted for guidance to ensure trainee and instructor safety.</p>
HRT Course Identification	<p>As with all standard USCG formal training courses, an analysis should initiate the instructional systems design (ISD)/performance systems design (PSD) process. During this early stage, analysts shall identify potential safety risks/hazards relative to the job, major accomplishments, and specific tasks required including the consequences of error.</p> <p>Analysts for all approved USCG analysis projects shall make note of task outputs with the potential to meet the definition of HRT provided in Section II and requirements of this SOP. Analysts shall specifically note these potential high-risk tasks in the analysis final report and specifically alert FC's HRT TM, unit TSM, and the assigned local ISB/PSB course designers/developers during the analysis out brief/hand-off.</p>
HRT Determination (HRT-D) Meeting	<p>When a performance/training analysis, curriculum development project, annual or triennial course review, mishap, program manager, or TRACEN CO/TO raises a concern that training objectives or a course may be high-risk, FC's HRT TM shall be notified and shall expeditiously initiate and facilitate an HRT-D with the following personnel required to be present (physically or virtually):</p> <ul style="list-style-type: none">• Respective CGHQ Program Manager(s).• Local TRACEN/training command level TO or designated representative.• Local TRACEN/training command TSM and TSO, if billet exists. NOTE: If a TRACEN does not have a dedicated TSM billet, a collateral duty TSM should be designated in writing and will normally be the senior-most TSO. If a TRACEN has only one HRT course or training objective—as

a result, only one TSO—the TSM and TSO can be the same person.

- Local TRACEN/training command SMEs or APs, as designated by the local command.
- ISB/PSB Instructional Designers (IDs).
- Respective Local TRACEN Course Chief.

HRT-D Process to Classify HRT Courses, Training Activity, or Evolutions

Risk assessments shall identify and focus on all steps of an operation, hazards, personnel and equipment risks, mitigating controls, and requisite RAC determinations. The two risk assessment models used to determine HRT courses are the RAM, which provides a hazard RAC, and the SPE model.

During the HRT-D Meeting, aforementioned parties shall execute the RAM process outlined in Appendix A to assess, at a high level, if any task(s)/objectives(s) within the proposed curriculum meet the criteria for designation as HRT. If any performance task is classified within the 1- 2 RAC score range, the HRT-D Meeting attendees shall initiate the full SPE process, as outlined in Appendix A to this volume. As depicted in Figure 1 on the following page, a course, training activity, or evolution should be classified as HRT if it has one or more task(s)/objective(s)/ or activities hazards that meets the following criteria:

- Receives a RAC score of 1 or 2;
and
- Receives a SPE score of Substantial, High, or Very High (40-100).

Follow the process outlined in Appendix A to complete the HRT-D process. Upon completion of a HRT-D, courses that meet HRT criteria will be assigned to an ID who shall proceed with the course development in accordance with this SOP.

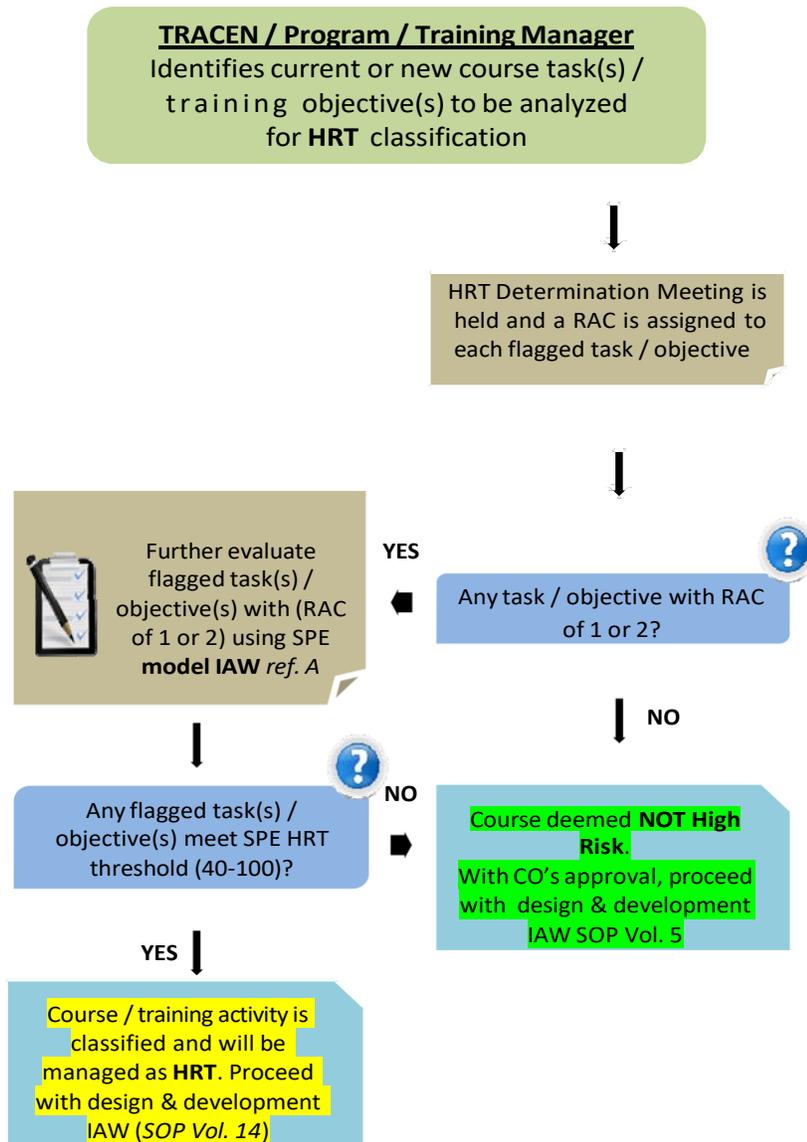


Figure 1: HRT Determination

HRT-D Meeting Results Memo

Upon conclusion of the HRT-D meeting, the unit CO shall document the proceedings via a determination memo routed thru FC HRT TM to FC-T for signature. The HRT-D memo shall include the following:

- Course description.
- Course designation results (HRT/or non-HRT).
- Participants.
- HRT-D Worksheet capturing the TPOs and specific EOs or

training activity for non-resident training that meets HRT criteria along with the Pre- and Post- RAC/SPE data.

- All courses should have a HRT-D Results memo on file.
- The initial HRT-D process may be time consuming, but identifying HRT tasks at the TPO/EO level will expedite future curricula reviews. If no TPOs/EOs have changed from the last review, the TRACEN can elect to keep the HRT-D results the same. Future reviews can focus on any new, changed, or removed TPOs/EOs. Ensuring that the HRT-D is conducted at the TPO/EO level serves to precisely identify the activities that resulted in the course/training activity obtaining the HRT designation.

The memo will be routed through any participants that do not concur with course designation results for endorsements. A sample HRT-D Results Memo is available in Appendix G.

HRT Course Curriculum Approval and Submission

The Mission and Scope sections of all FC curriculum outlines shall note whether or not a course/training activity is HRT. In addition to curriculum outline routing procedures found in Volume 5 and 6 of reference (d), courses that meet HRT criteria must have a Curriculum Outline signed by the TRACEN CO and FC-T. Refer to Volume 6 of reference (d) for all HRT specific curriculum outline requirements. Courses that do not meet the above HRT criteria shall proceed with a traditional curriculum outline.

Approval for Course Pilot/Beta

Prior to conducting a pilot convening of a course or training activity that has been determined/suspected to be high-risk, the FC HRT TM shall draft a memo in coordination with the TRACEN for approval to run the pilot(s) until the final curriculum outline is signed by FC-T.

HRT Course Curriculum Review Process

Following implementation, revisions, and final curriculum approval via FC, the high-risk course remains high-risk unless otherwise determined during an annual or HRT-D review process. All concerns or recommended changes to any aspect of the specific HRT course shall immediately be brought to the attention of the FC HRT TM.

SECTION IV. HIGH RISK TRAINING BILLETS, DUTIES, AND RESPONSIBILITIES

Introduction	This section outlines the duties and responsibilities of the various key personnel involved in overseeing, managing, developing, conducting and supporting HRT.
Force Readiness Command (FC-C)	FC-C is the owner of the FC HRT Program.
FORCECOM HRT Training Manager (FC HRT TM)	<p>The FC HRT TM oversees resident "A" and "C" School HRT programs. The FC HRT TM shall:</p> <ul style="list-style-type: none">• Review HRT curriculum to ensure the TRACEN has properly documented courses and specific training objectives as HRT.• Ensure the correct HRT curriculum outline format is utilized and that HRT curriculum development and risk mitigation requirements are reflected.• Notify the TRACEN TO, TSM, and Program Manager (PM) when a course is designated as a HRT course/training activity or when the designation is removed.• Facilitate RAM, RAC, and SPE assessments during HRT-D Meetings.• Assist the TRACEN in development of a unit HRT instruction to include applicable safety oversight criteria, amplifying procedural directives for contractors (if applicable), procedural directives for high-risk events, and trainee medical screening and records review.
FORCECOM Training Center Commanding Officer (CO)	<p>The CO is responsible for the overall safety of all staff and trainees at the training command. The CO will provide the level of personal involvement necessary to ensure that the appropriate safety standards are established and implemented. The CO shall ensure that the following occurs:</p> <ul style="list-style-type: none">• Risk assessments of training IAW references (a), (b) and (c).• Promulgation of:<ul style="list-style-type: none">○ Unit HRT instruction, which identifies and directs applicable safety requirements.○ HRT instructor CUIT guides.○ JQR and PQS, IAW TTPs, per reference (d) and (g).○ Physical fitness standards, procedural directives specific to

the scheduling, and the conduct of the HRT.

- Other curricula source documentation for all high-risk courses conducted by the TRACENs.
- Qualification requirements for military, civilian, and contracted TSMs and TSOs, as applicable.
- Analysis and transmission of all training-related reportable mishaps to FORCECOM via the appropriate reporting system.
- Safety reviews subsequent to a training mishap, near miss/hit, major curriculum changes, and major course revisions.
- Command participation, observation, and evaluation of annual MRP exercise(s) for all HRT courses.
- Ensure HRT instructor candidates (military, officer and enlisted, civilian, and contractor) have completed all requirements, to include physical fitness requirements, before assuming instructor responsibilities.
- Designation of HRT instructors in writing.

**Training Officer
(TO)**

The TO is responsible to the CO for implementing training safety processes per this SOP. The TO shall:

- Designate a qualified safety officer as the TSM with oversight of the training safety program for the HRT courses/training activities. For units and activities without a dedicated TSM billet, a trained and qualified collateral duty safety officer shall be designated in writing to perform those duties. An example TSM JQR is included in Appendix C that can be tailored to training unit's own HRT program needs/requirements.
- Ensure that the staffing of qualified personnel and resources required for HRT courses and/or training activities are maintained at an approved level. Notify the CO and XO if staffing levels are near the minimum level established for safe training.
- Ensure that each HRT course has an approved curriculum which is reviewed as required by Volume 6 of reference (d) or as directed.
- Be familiar with applicable TTPs, per reference (g), used in HRT courses, especially noting the safety items highlighted in TTP by the "caution" and "warning" labels.
- Review contracts to ensure alignment with all directives for HRT applicable to military personnel or civilian employees who also conduct the training.

- Standardize curricula, including safety precautions, when the same course of instruction is taught at more than one site. If standardized training is not feasible because of training site variations, designate an approval authority for curricula waivers. Develop and ensure TRACEN wide adherence to HRT curricula safety requirements.
- Ensure a mishap analysis program exists to examine near miss/hit and mishap data, as well as trainee critique feedback on unsafe conditions and practices identified in high-risk courses. Mishap analysis should be closely aligned with the training staff to enable lessons learned or best practices to be expeditiously incorporated into the conduct of HRT.
- Act as the HRT qualification board chairperson.

Training Safety Manager (TSM)

The TSM is responsible for the management of the TRACEN/units overall HRT training safety program. The TSM shall be a military or a CG GS employee with the requisite experience, education, and knowledge required to fulfill the TRACEN/unit HRT program requirements. All TRACEN/units with courses, training activities, or evolutions designated as HRT IAW this SOP shall appoint a TSM. The senior/most experienced TSO can fulfill the greater TSM HRT Program duties and responsibilities at TRACEN/units with only ONE course/training activity designated as HRT. The TSM shall:

- In coordination with TO, develop, review, and update unit HRT policy instruction for HRT Training Safety Program.
- Read all applicable subject matter doctrine, curricula for the training courses, and CUIT guides.
- Be familiar with applicable TTPs, per reference (g), used in HRT courses, especially noting the safety items highlighted in TTP by the “caution” and “warning” labels.
- Be familiar with HRT curricula objectives, including approved training procedures, safety precautions, emergency procedures, and training facilities and equipment.
- In conjunction with FC HRT TM, develop and route applicable HRT-D documents for concurrence approval. Ensure unit initiates HRT-D process IAW Appendix A.
- Assist in the development, review, and approval of requisite Risk Management (RM) Worksheets for courses, training activities, or evolutions assessed as high-risk. See Appendix K for example RM worksheet.
- Ensure TSOs are properly trained, certified, and completely familiar with assigned responsibilities for training safety. A TSO

JQR is included in Appendix D and can be tailored to training unit's own HRT requirements.

- Ensure MRPs are developed by the TSOs, comply with applicable training area regulations and procedures, updated/reviewed by respective TSO prior to commencing HRT evolutions, walked-through quarterly, and exercised at least annually for all HRT courses. Include all emergency response agencies (local and governmental), where practicable.
- Ensure all training mishaps, near misses/hits, and injuries are investigated. Coordinate as needed with the unit SO to ensure all training mishaps are logged and reported appropriately.
- Keep the CO or OIC advised of all HRT training mishap/injury investigation results, conduct trend analysis and provide recommended corrective action(s).
- In coordination with TSOs, following all mishaps or near misses, validate that all equipment potentially affected by the event has been inspected.
- For any equipment not already tracked IAW with other USCG policy/TTP, validate that the equipment is inspected at least annually by the TSO or Course Leadership.
- Validate that TSOs or Branch Course Chiefs inspect resident course facilities used for HRT at least annually.
- Observe HRT evolutions periodically and assess compliance with approved training procedures, safety precautions, and emergency procedures. Document results and report to the TO with observations and recommendations. Observation shall be conducted at least annually.
- Validate that the TSOs conduct an annual HRT course safety review for each training course. Provide a report of the evaluation to the TO and Branch Chief. A copy of each report will be provided to the CO/XO by the TO. A standardized checklist example can be found in Appendix E.
- Track and monitor the correction of deficiencies identified in each review.

Training Safety Officer (TSO)

TSOs shall be E-5/(GS-7) or above. TSOs should have graduated the HRT course or be a CG GS employee/contractor with a position description and experience comparable to the training to which they are assigned. All TRACEN/units with courses, training activities or evolutions designated as HRT shall designate a requisite number of

TSOs to oversee the given HRT activities. The TSO shall:

- Read all applicable references, instructions, and subject matter doctrine. Be familiar with applicable TTP, per reference (g), used in HRT courses, especially noting the safety items highlighted in TTP by the “caution” and “warning” labels.
- Have demonstrated proficiency for the HRT objectives and evolutions including approved training procedures, safety precautions, emergency procedures, training facilities and equipment, and DOR and TTO procedures.
- Complete a unit tailored JQR and be designated in writing. See Appendix D for a general TSO JQR.
- Be physically present at the training site and actively engaged during all TPOs and EOs classified as HRT.
- Direct safety factors associated with the conduct of HRT as deemed appropriate for the situation which may include the environment, available equipment, and student/staff capabilities. Such safety measures may include stopping training until needs are met.
- In coordination with the Branch/School Chief, institute a preventive maintenance program with applicable records, logs, and reporting for all training equipment utilized in the conduct of HRT. Ensure the program is evaluated during reviews, evaluations, or inspections. For any equipment not already tracked IAW other USCG policy/TTP, inspect at least annually.
- Monitor established DOR and TTO procedures for HRT.
- Ensure secondary means of communication is available at all HRT sites in the event primary communications fails.
- Coordinate with the TSM to develop HRT MRPs for courses. Ensure MRPs are developed, and comply with all applicable training area regulations and procedures. TSO shall review MRPs for accuracy prior to commencing all HRT evolutions. Ensure MRPs are walked-through quarterly by instructor cadre, and exercised at least annually for all HRT. Maintain documentation for all HRT exercise evolutions and ensure the recommended corrective actions are implemented accordingly.
- Immediately report any violation of HRT safety procedures, mishaps, or near mishaps to the TSM and Course Chief.
- Assist (as necessary) the appropriate investigators in conducting assessment of HRT mishaps. Initiate mishaps into e-MisReps system as directed by TSM. Following all mishaps or near misses, validate that all equipment potentially affected by the

event has been inspected.

- Conduct annual course safety review(s).
- In conjunction with the Branch/School Chief and/or Course Chief, inspect resident course facilities used for HRT at least annually.
- Conduct an annual HRT course safety review for each training course. Provide out-brief and report of the evaluation to the TSM.

**Branch/School
Chiefs**

The Branch/School Chief is responsible for the staff management and providing overall training oversight for their respective HRT courses/training activity. Branch/School Chiefs shall:

- Designate qualified individuals to serve as TSO(s) for each HRT course/training activity and ensure each TSO is actively engaged in their assigned HRT course.
- Ensure all training is conducted in compliance with unit and service instructions while maintaining a safe and effective training environment.
- Ensure all instructors assigned to a HRT course have completed all CUIT in accordance with TRACEN instructor qualification program.
- Incorporate RM and safety awareness training into HRT instructor training. Training shall include: detailed RM, per reference (a); safety policies; precautions in HRT guidance, policy, TTPs, and handbooks; and lessons learned from training related mishaps and injuries or best practices provided by Department of Defense (DoD) and Department of Homeland Security (DHS) agencies; and other appropriate data sources.
- Ensure proper documentation of all periodic training safety requirements (i.e., safety stand-downs, MRP walk-through/exercises, and safety reviews).
- Ensure a Planned Maintenance System (PMS) and spot-check program is in place for all training equipment, devices, and PPE.
- Direct other safety factors associated with the conduct of HRT as deemed appropriate for the situation which may include the environment, available equipment, and student/trainee/staff capabilities.

**Course
Chiefs/Senior
Instructors**

The Course Chief or Senior Instructor is ultimately responsible for the delivery of safe, accurate, relevant, and quality instruction for respective HRT course/training activities assigned. Course Chiefs or Senior Instructors shall:

- Provide direct supervision of their courses/training activity and implement training under approved curriculum and training plan.
- Ensure adherence to Team Coordination Training (TCT) and Crew Endurance Management (CEM) policies, per reference (a).
- Assume responsibility for implementing TTO and DOR policies for their course.
- Coordinate and schedule MRP exercises with the TSM and TSO and conduct safety stand-downs as required.
- Ensure all trainees are screened for prerequisite training and physical fitness requirements, as appropriate, prior to training.
- Monitor training to identify trainees who are not psychologically or physically fit for HRT activities.
- Ensure the chain-of-command is notified of all incidents involving equipment, trainees, or staff personnel in which an illness, injury, or near injury occurs.
- Assist the TSM and TSO with required annual course safety reviews.
- Ensure implementation of RM into all training evolutions. Develop detailed RM worksheet for given training activity and ensure they are maintained at training area/site.

HRT Instructors

HRT instructors shall:

- Complete the unit's HRT instructor program or JQR and be designated in writing as a HRT instructor for that course by the unit CO or OIC.
- Ensure all HRT safety procedures are in place prior to the commencement of any HRT.
- Ensure all students are thoroughly briefed on DOR and TTO procedures at the commencement of each course and review TTO procedures each day prior to the commencement of each HRT evolution.
- Immediately report any violation of HRT safety procedures,

mishaps or near mishaps to the evolution's TSO.

Medical Personnel

Medical personnel shall:

- Review medical screening forms to identify any items that may preclude students/trainees from the meeting requirements for HRT. When HRT is to be conducted and formal requirements are not yet specified, the risk factor screening required for participation in HRT will be utilized as per Appendix F. Ensure students who answer "yes" to a risk factor screening question receive medical evaluations and counseling before beginning training.
- Be physically present and alert when assigned to HRT evolution(s) with the requisite medical equipment on station for the given training activity.

Instructional/ Performance System Branches and Curriculum Management Staffs

TRACEN Instructional Systems Staff (ISS), (often locally known as ISB, PSB, etc.) or designated curriculum design/development staff members shall:

- When a HRT Determination Meeting will be held for a particular course or training objective, work with the FC HRT TM, unit TSM, and requisite PM to identify designated APs and SMEs, to include Course Chiefs.
- Complete HRT draft and final curriculum outlines incorporating HRT task designation in accordance with Volume 6 of reference (d).
- Ensure all curriculum and standard procedures for all local HRT courses are clearly annotated with identified risks in accordance with Volume 6 of reference (d).
- Work with the requisite PM, FC HRT TM, and host Schoolhouse to identify needed HRT course prerequisites and funding.
- Ensure DOR and TTO procedures are included in the curriculum of HRT courses.
- Ensure courses with designated HRT tasks IAW this SOP do not undergo pilot/beta/formative implementation without written approval from the FC HRT TM and/or FC-T.
- Track and maintain a current catalogue of all HRT courses hosted by their local training command and forward to FC HRT TM upon request.
- Assist local schoolhouse staffs/training departments or

divisions with annual and triennial HRT course curriculum review processes and/or unscheduled curriculum change requests in accordance with this SOP.

- Liaison with local Schoolhouses/training divisions to report any issues with HRT courses to the FC HRT TM.

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SECTION V. HRT RISK MITIGATION

Introduction

RM and the successful mitigation of risk are fundamental to affecting the safety of the HRT program. RM must exist at all levels of the course/training program to include developing robust mitigations into the curriculum and incorporating RM into the planning and operational phases of the HRT activity. Additionally, MRPs must be developed, reviewed, practiced, and exercised routinely in efforts to minimize the severity of potential undesirable events. This chapter covers the actions and considerations that must be taken during the curriculum development and pre-mission/activity planning phase of training that has been identified as HRT. The following curriculum development actions supplement the overall course development process detailed in Volumes 5 and 6 of reference (d) and build on the design phase processes from Section III of this SOP. While every effort will be made to develop course curriculum that identifies, evaluates, and mitigates the risks of HRT, the responsibility of HRT instructors to continually practice and adhere to RM fundamentals while conducting HRT is of the utmost importance.

Hazard Identification, Evaluation, and Mitigation

The success and safety of any HRT program or course hinges on the ability of curriculum development teams to identify, evaluate, and mitigate the hazards associated with each step of the training. Hazards are found in all operational and training environments and are defined as actual or potential conditions where the following can occur due to exposure to the condition:

- Injury, illness, or death of personnel.
- Damage to or loss of equipment and property.
- Mission degradation.

All performance objectives previously identified as HRT by the RAM, RAC, and SPE process will require the following additional steps during course development:

- A thorough analysis of prior mishap data for the actual performance involved and performances similar in nature, including the performance of Coast Guard members and members of other organizations if possible shall be conducted to identify additional actual and potential training hazards.
- The course developers shall verify the previously collected SPE and mishap data with a cross section of SMEs and, if available, APs from the field to validate hazards discovered, identify and describe additional hazards, and evaluate the probability and severity of the hazards. The hazard must be

credible in that it must have a reasonable expectation of happening and the consequences must have a measurable impact. Gathering input from a wide array of SMEs/APs will ensure that one opinion or experience does not overly influence the hazard identification process.

After assessing each hazard, curriculum development teams must devise one or more potential controls that either eliminate or mitigate the hazard or reduce risk (severity/probability/exposure) of a hazardous incident. When developing controls, teams must consider the reason for the hazard not just the hazard itself.

When substitution and/or elimination is not practical, in accordance with references (a) and (c), control options fall into the following three basic categories:

- Engineering Controls: eliminate or reduce exposure to the hazard entirely by placing a barrier between the member(s) and the hazard. For example:
 - Automobile airbags.
 - Weapon mounted gun stops.
 - Fire resistant construction of classroom.
 - Berms behind firing ranges.
- Administrative Controls: eliminate or reduce exposure to hazards by rules, policy, or training. For example:
 - Crawl-Walk-Run training pace methodology.
 - 15 MPH speed limit in areas of high pedestrian traffic.
 - Fire drills.
 - Recurring training requirements.
 - Instructor-to-student ratio.
 - Emergency Medical Technician (EMT)/Health Services (HS) personnel on scene for training evolution.
 - Safety boat/asset on scene.
- PPE: eliminate or reduce exposure to hazards by equipment worn or carried by the member. For example:
 - Eye and hearing protection.
 - Life vests.
 - Ballistic helmet.
 - Ballistic body armor.

**Course
Development
Considerations**

Once the risk factors have been identified, evaluated, and mitigation strategies designed, course development teams must incorporate these considerations into HRT course curriculum and supplementary materials (student guide, instructor guide, presentations, practical application guides, etc.).

It is imperative that sufficient course preparation and delivery time is devoted to identifying and describing the nature and severity of risks to both instructors and trainees. To ensure instructors are informed through course preparation materials and those instructions are relayed to students in accordance with applicable TTP and/or policy, developers must ensure time is allotted within the course for the following:

- Mitigation strategies.
- Engineering controls.
- Required PPE, including instruction on how to use, inspect, and maintain PPE.
- Administrative controls (might be as straightforward as “Range Safety Rules” for a live fire exercise or performance may be broken down using the crawl-walk-run approach into a series of simple exercises, repeated, reinforced and progressively building toward a highly complex action).
- Student screening standards (i.e., ensuring prerequisites are met).
- Medical screening. An authorized HS staff member should review medical screening forms to ensure students/trainees are fit for full duty and that no current medical conditions exist with the student that will prevent safe performance of the required tasks.

**HRT Course
Required
Curriculum
Objectives**

Risk identification and management objectives shall be addressed and included in all HRT course curriculum and properly delivered during a course convening or HRT activity/evolution. A complete list of these objectives is included in Volume 6 of reference (d).

The following items are required and must be included when developing HRT courses:

- MRP.
- TTO Procedures (Appendix B).
- DOR Policy (Appendix B).
- RM Fundamentals (to include Green, Amber, Red (GAR) Assessment).

HRT Course Required Personnel	<p>The following personnel are required to be on scene when conducting performance objectives classified as HRT:</p> <ul style="list-style-type: none">• TSO.• Appropriate medical personnel.• HRT instructor cadre IAW determined student to instructor ratios.
Incorporation of Risk Management	<p>RM is a simple Five-Step Process that identifies hazards and takes reasonable measures to reduce risk to personnel, equipment, and mission. By the nature of HRT and inherent risk, RM must be fully integrated into the planning, preparation, and execution phases of training. The actual application of RM exists on two primary levels: (1) Deliberate (in-depth) and (2) Real-Time (conducted during execution or operational phase). The overall success and safety of a HRT program involves careful and deliberate planning coupled with effective, Real-Time RM activities.</p> <p>Deliberate RM refers to pre-mission/activity planning and involves the full and formal application of the complete Five-Step RM process. Simply put, Deliberate RM requires leaders and instructors involved in HRT to examine the evolution(s), and with forethought, identify:</p> <ul style="list-style-type: none">• what could go wrong, and why,• what are the chances of something going wrong,• how bad can it get,• what we can do to prevent or reduce it, and;• how risky it is still in the end. <p>All course and/or training activities designated as HRT shall formalize Deliberate RM and Real-Time RM activities. The development of RM Worksheets shall serve to capture the Deliberate RM process into a communicable reference document approved by the unit's CO. The approved HRT RM Worksheets will be maintained, readily available and referenced accordingly during Real-Time RM activities (i.e., pre-evolution GAR briefs). An example RM Worksheet is provided in Appendix K.</p>
HRT Mishap Response Plans (MRPs)	<p>The TSM and associated TSO will ensure that an approved MRP is in place for any HRT course or training objectives prior to commencing the HRT activities.</p>
Purpose of MRPs	<ul style="list-style-type: none">• The appropriate MRP shall be activated in the event of any injury, mishap or emergency. All classrooms and training facilities shall have an approved MRP posted, or present with the Primary/Lead Instructor. The MRP covers initial

emergency actions for instructors and students to follow in the event of any mishap.

- MRPs shall be reviewed and updated accordingly by the TSO prior to commencing any HRT evolution.
- Course Chiefs and instructors shall conduct a walk-through of HRT MRPs quarterly to validate procedures and verify operability, availability, and applicability of emergency equipment, response actions, etc. The TSO will monitor the walk-through and document its completion and provide records to the TSM.
- HRT MRPs shall be exercised fully at least annually by all instructors, and with participation by appropriate local emergency personnel, base emergency services or emergency management office (if available/practical) to ensure that they are aware of training locations and types of potential support required. Exercises will be fully documented by the TSM. All shortfalls will be identified and recommended corrective actions tracked to completion by the TSO. The TSO will report completions to the TSM and TO. Steps necessary for coordinating an MRP exercise:
 - Course Chiefs and TSO will write a drill guide, using an anticipated mishap from an MRP.
 - Select a date to run the MRP exercise. Submit an MRP exercise authorization request to the TO for approval, via the Branch Chief. The TSO will coordinate this information with the TSM. A quarterly walk-through which does not involve outside assistance (e.g. local EMS, fire department, etc.), does not require an authorization request.
 - The TSM will notify and coordinate with the first responders (if available/practical) for the MRP exercise prior to commencement and ask if they would like to participate for training purposes.
 - The Course Chief and TSO will hold a pre-brief with all designated evaluators, participants, and observers to outline the objectives of the MRP exercise. TSM must attend the pre-brief.
 - The TSM will monitor/evaluate the MRP exercise, but the exercise is conducted by the Course Chief and TSO.
 - Upon completion of the exercise, the Course Chief and TSO will conduct a debriefing. The TSM will collect all observations and recommendations and submit the report

- and lessons learned to the TO and Branch/School Chief.
- The TSM will document completion of the MRP exercise and file. The TSM will modify the MRP as necessary.

SECTION VI. HRT INSTRUCTOR QUALIFICATION PROCESS

Introduction Without question, the most critical aspect of any HRT course is doing all possible risk assessments and executing all possible risk mitigation tactics to prevent injury to students/trainees and instructors. As such, all courses approved as HRT by FORCECOM shall include instructor qualification standards more specific and robust than those used for traditional training courses detailed in Volume 13 of reference (d).

Applicability The HRT instructor qualification process designated in this chapter applies equally to active duty, reserve, USCG civilian employees and contractor personnel. Contractors delivering services as “Instructor Only” shall be briefed by their assigned Branch and School/Course Chief on the qualification processes described in this chapter. It is the responsibility of the Branch Chief and contractor to comply with the provisions of attaining and maintaining their instructor qualifications, including the components noted in Volume 13 of reference (d). Any additional evaluation or qualification and competency requirements expected in the requisite contract shall be coordinated and resolved with the local Contracting Officer Representative (COR) **prior to any contract instructor proceeding with HRT instructor duties.**

Qualification Process Overview Personnel designated for assignment to HRT instructor billets shall complete all standard instructor qualification requirements in FC SOP Volume 13 and additional suitability screening required by the receiving TRACEN command. Suitability screening IAW of Section VIII of this SOP helps to ensure prospective instructors possess the judgment, professionalism, and maturity required for preparedness and timely decision-making as an HRT instructor in demanding training situations and environments. Because of the nature of HRT, several additional requirements exist for qualification and designation as an HRT Instructor as outlined below.

The HRT instructor qualification process starts upon check-in as the prospective instructor reports to his/her assigned training branch. The process includes an instructor syllabus that outlines the requirements that all instructors must complete at the TRACEN. The newly assigned instructor follows the process leading to the basic instructor and, if applicable, to HRT Instructor designation. In addition to regular instructor qualification procedures in Volume 13 of reference (d), **approval for HRT Instructor certification will be routed to the Commanding Officer for signature.**

HRT Qualification Process

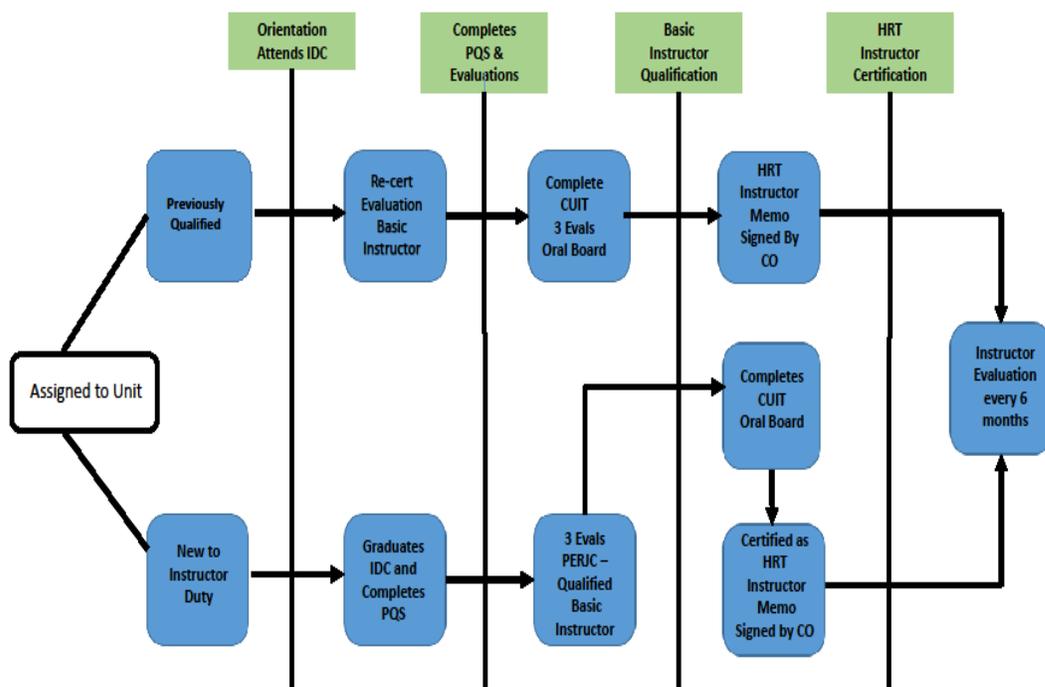


Figure 2: HRT Instructor Qualification Process

Phase I – Attends Instructor Development Course (IDC)

Within three months after check-in, instructor personnel must be scheduled to attend an IDC unless they are previously certified and have successfully completed an instructor duty tour. The training branch provides detailed information on the processes needed to become an instructor and the member's instructor qualification jacket is assembled.

Phase II- Complete Personnel Qualification Standards (PQS)

Once the member is actively working in their assigned branch, they may begin completing the required readings and getting their professional gear and PPE issued based on the requirements of the training branch. A mentor instructor shall be assigned to the new instructor during this period. Once the member has graduated IDC, the prospective instructor must complete their instructor PQS in accordance with Volume 13 of reference (d). In order to complete the PQS, instructors should be gaining insight and conducting teach-backs based on their assigned courses or training activities while working with their mentor instructor.

Phase III – Core Unique Instructor Training (CUIT)

All Instructors Under Training (IUT) in HRT must complete the CUIT requirements. Each TRACEN that instructs HRT shall develop a CUIT program for each high-risk course of instruction. Required reading sign-offs should be accomplished within this phase. General Schedule (GS) and Contractors IUT shall also complete the CUIT competency requirements. This is the course-specific portion where the IUT commences the assessment and evaluation for the

applicable course of instruction to be taught. Instructors who are graduates of the course that they will be teaching, only need to pass all exams, performance evaluations, etc. and their scores recorded and held in the instructor training jacket.

Uniformed instructors that have not graduated the course should attend and graduate the course as a student. Once the exams are completed, the IUT shadows the course to gain corporate knowledge and starts conducting teach-backs to the satisfaction of the Course/School Chief. Teach-backs are an informal way for the IUT to conduct periods of instruction in front of a group of instructor peers, or an actual class with a qualified instructor in the class setting. The IUT must successfully complete at least one classroom/practical evaluation for each lesson taught. The IUT can have as many informal or practice evaluations as required, but there must be a minimum of three formal evaluations. Formal evaluations must be completed by either a command designated IE, the ISB/PSB Chief, or a MTS.

**Phase IV -
Evaluations**

Ongoing evaluations are the primary means used to plot instructor progress during the certification phase. Evaluations are used to ensure standardized content exists, practices and policies are adhered to, and signs of instructor fatigue are identified. Evaluations are conducted using three types of Instructor Feedback Forms. Per Volume 13 of reference (d), non-HRT USCG instructors with the PERJC competency code will be evaluated annually to evaluate standard proficiency. HRT instructors must be evaluated every six months from the date of their certification using a High-Risk Instructor Evaluation form in either classroom or field environment. Examples of HRT Evaluation Forms are included in Appendices I and J; TRACENs shall tailor these evaluation forms to their respective HRT needs as they deem necessary. The forms address HRT specific needs to ensure HRT standardization. HRT instructors must be evaluated every six months from the date of their certification. The CO may waive this requirement based on limitations caused by course convening schedule. All evaluations will be conducted by a unit designated IE or MTS.

**Phase V -
Certification**

All formal evaluations should be complete at this point. Other specific requirements not covered in previous sections are covered here. The instructor package is assembled and recommendations are signed before being routed to schedule the oral board. The oral board for HRT instructors is the final validation task before a certification letter is drafted and submitted for signature. Depending on the needs of the training command, the board should consist of the TO, Assistant Training Officer (ATO), TSM, ISB/PSB Chief, the Branch Chief, School/Course Chief and any designated APs/SMEs for the HRT course. The board's questions should be based on basic instructor knowledge, safety, high risk considerations, and course specific information. In the event of failure, a training plan will be made to correct the shortcomings and schedule another board. Once the member passes the oral board, an HRT Instructor Certification letter shall be drafted and submitted to the CO. This letter identifies the member and officially acknowledges the instructor is authorized to conduct HRT. Once the

letter is signed, a copy is given to the Administrative Division to be placed into the member's record book and the letter is put into the instructor jacket. The member is now a certified HRT Instructor.

**HRT
Instructor
Sustainment**

Because of the nature of HRT, all instructors must be evaluated every six months or lapse into delinquency. The CO may waive this requirement based on limitations caused by extenuating circumstances outside the members' control (e.g. course convening schedule). Should the instructor lapse in this evaluation requirement, they are NOT authorized to teach any HRT portion of the course, but may provide supporting roles in the course until they regain currency. Period evaluations may be taught in actual classroom/practical or mock class format. Instructors who fail an evaluation shall undergo re-evaluation. Re-evaluations should use a different IE.

If the instructor fails the evaluation attempt they will be subject to an Instructor Improvement Plan (IIP) drafted by the evaluators. If the instructor fails the third IIP, then this is grounds for revocation of the CO's HRT Certification Letter and further action may result. All instructors must participate in at least one training MRP per annual calendar year.

It is the responsibility of the Branch Chief and/or School Chief to monitor and ensure adherence to the standards in the certification of their course instructors and re-currency efforts to include instructor evaluations. Each instructor shares in responsibility of maintaining the standards set forth.

SECTION VII. HRT STUDENT SCREENING PROCESS

Introduction	This section addresses student screening procedures and requirements for students reporting to a resident TRACEN HRT course. A necessary requirement is ensuring students' awareness of course TTO and DOR policies. These policies will be addressed and acknowledged by the student in a Student Statement of Understanding. An example of a student statement of understanding appears in Appendix B.
Command Screening and Interviews	<p>Each course identified as high-risk will commence with a student briefing prior to any HRT. Included in the briefing to all students will be a review of the HRT to be conducted over the course, review of the Student Statement of Understanding, and the completion of a medical risk factor screening.</p> <p>The CO may establish a student interview procedure, as necessary, to ensure the student has the physical ability, knowledge, and maturity to complete the HRT.</p>
Course Pre-requisites	The CO, in coordination with FORCECOM Training Division, shall review the course pre-requisites for all courses with HRT. Course pre-requisites shall specifically address the physical demands and necessary experience and qualifications specific to the HRT to be conducted.
Student Statement of Understanding	The Student Statement of Understanding, contained in Appendix B, will be included in each student guide, or provided to each student in the absence of a trainee guide. Once the students are provided their initial brief upon arrival at the training center or unit, they will print their names, sign, and date the document. All signed statements are collected by the staff. This document will be maintained in the student counseling folder. In the event of a DOR, the DOR Form (Appendix B) will be kept in the student counseling folder and routed for review as part of the DOR process. The Student Statement of Understanding and DOR will be maintained on file at the TRACEN for two years before being destroyed.
Medical Screening	All students shall be fit for full duty. Any medical requirements, such as color blindness or an injury prohibiting a student from swimming or carrying gear shall be addressed in the course pre-requisites. Medical injuries incurred during training should be evaluated by a medical review board (if applicable) and waivers to continue training must be approved by the CO. Any risks identified in screening require a medical evaluation and counseling before beginning training. A medical questionnaire example can be found in Appendix F.

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SECTION VIII. HRT INSTRUCTOR SCREENING PROCESS

Introduction This section addresses the screening procedures and requirements for prospective instructors reporting for TRACEN HRT instructor duties.

TRACEN COs are ultimately responsible for ensuring high-risk instructor candidates are screened for professional, physical, and psychological suitability. This guide will assist TRACENs in conducting screenings appropriate to the training environment and risk or stress level. While the instructor screening process should begin at the detaching unit, it is the responsibility of the gaining TRACEN to inform the detaching unit that the candidate will teach high-risk curricula and determine the overall level of screening required. Detaching Commands shall ensure prospective HRT instructors meet the requirements contained within COMDTINST M1000.8. The outline below describes the screening process and identifies the majority of physical and psychological factors that could disqualify someone for high-risk instructor duty.

Command Screening Upon identifying a candidate for high-risk instructor duty, the gaining TRACEN should contact the detaching unit and provide appropriately tailored screening requirements and forms for recording screening milestones. TRACEN COs may wish to repeat portions and/or tailor the overall level of screening, but all TRACENs should at a minimum interview incoming instructor candidates. Below provides some helpful guidelines in determining suitability.

Prospective high-risk instructor candidates should have the following procedures completed:

- Service Record Review. Any adverse administrative entries, below average performance evaluations, non-judicial punishment, etc., shall be brought to the CO's attention prior to the interview. The training activity CO may delegate record screening authority to a subordinate within the command.
- Physical Requirements. The candidate must meet general duty physical readiness requirements and any special duty qualifications required of the instructor position.
- Medical Officer Evaluation, Record Review, and Questionnaire:
 - Candidates should complete OPNAV 1500/53 High-Risk Instructor Questionnaire. This questionnaire should be forwarded as an enclosure with the Request for Medical Screening provided in Appendix L.
 - Competent medical authority (i.e., medical officer, nurse practitioner, physician assistant, or independent duty corpsman) should conduct the medical record review.

- Prospective high-risk instructor candidates should have a psychological evaluation conducted by a competent medical authority. Areas of concern and suggested questions are provided in the Medical Officer's Interview Guide in Appendix L.
- The medical activity completing the review shall forward the results to the requesting CO or OIC utilizing the sample "Results of Medical Screening" provided in Appendix L.

CO's Interview The CO's interview is required for high-risk instructor candidates. The interview should be conducted following the service and medical record review, and medical officer evaluation. The CO's interview must assess how specific factors have affected and will likely affect a candidate's performance in a HRT environment. This interview is the final factor in determining suitability for high-risk instructor duty. The areas of concern with suggested questions are provided in the CO's Interview Guide of Appendix L. TRACEN COs may delegate interviewing authority to a qualified, designated subordinate within the command.

Determination of Suitability The following criteria outline serious risk issues that would provide cause for disqualification for high-risk instructor duty:

- Chronic medical condition, which hampers the candidate's ability to perform training duties.
- In-service hospitalization for a major mental disorder such as a psychotic disorder, bipolar disorder, major depression, or suicide ideation or behavior.
- In-service diagnosis of personality or impulse control disorder.
- Any confirmed incident of child or spousal abuse (by member).

The following criteria outline risk issues that must be closely investigated, would likely require specialty referral for expert evaluation, and may be cause for disqualification from consideration as a high-risk instructor:

- Disciplinary problems or adverse service record CG-3307 entries.
- Poor work performance trends.
- Incident resulting in referral to family advocacy.
- Medically noted traits of a personality disorder not sufficient to support diagnosis of personality disorder.
- Treatment for a substance use disorder within the last two years (still in the aftercare period).

- In-service outpatient treatment for evaluation or therapy for suicide ideation, threats to harm others, or other mental health problems.

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APPENDIX A. HIGH-RISK TRAINING DETERMINATION (HRT-D)

Introduction The following appendix outlines the procedures and serves to provide amplifying guidance for members involved in an HRT-D process. This appendix should be reviewed in its entirety once a decision to convene a HRT-D Meeting has been made to evaluate the risks associated with the course TPOs or non-resident FC-led training activity. The purpose of the HRT-D is to identify course TPOs, EOs or training activities that present a heightened degree of risks.

HRT-D Documents An example HRT-D and SPE Worksheet that captures requisite data is provided within Appendix G, and an editable version is available via FC-Tot TM share portal. The standardized HRT-D Worksheet in conjunction with Table A-2 RAM and SPE shall be utilized during HRT-D deliberations.

The HRT-D Worksheets have been designed to incorporate a methodical and deliberate level of risk management into the HRT-D process.

Prior to Convening HRT-D In preparation for convening the HRT-D Meeting, the unit TSM or designated HRT-D workgroup member should complete the following:

- Acquire all applicable documents; (i.e., HRT-D Worksheet, this appendix, RAM, SPE, Curriculum or PQS/JQR, related mishap data, etc.).
- Prepare the HRT-D Worksheet by completing blocks 1-5.A.
- Disseminate materials amongst workgroup members for preparations and review prior to HRT-D Meeting.

HRT-D Methodology The HRT-D should be taken under the precept that related Commandant (COMDT) policies are in effect for the given activity and hazard. COMDT policies often prescribe a minimal level of general controls that may be inadequate during complex and dynamic activities or entirely absent for the given activity. While policies are fundamental to the prevention of mishap events, it is important to note that DoD analysis indicates that human error is identified as a *primary causal factor* in 80 to 90 percent of all mishaps, and is a contributing factor in another 50 to 60 percent of remaining mishaps.

Therefore, Human Factors and the potential for human error(s) must be a point of consideration during HRT-D risk deliberations no matter the degree of established Commandant guidance.

HRT-D Process Risk always deals with various degrees of uncertainty as it involves estimating future losses, for which neither the likelihood nor impact of the mission, training activity, personnel, public, equipment, systems, or the environment is known with certainty. The following provides guidance to aid the HRT-D workgroup during the deliberate analysis and evaluation of risks associated with a given TPO or activity for non-course related events.

Step 1. Identify Hazards Conduct a group review of the associated EOs of the first TPO or activity. Seek to identify and document the higher order hazard(s) such as vessel collision, gunshot wound, drowning, fall from evaluated heights etc., which presents the greatest potential for a RAM Risk Assessment Code of 1 or 2 and SPE of 40 or greater.

Step 2. Determine the Severity Code Severity is the first of the two independent components of the RAM that approximates the amount of potential harm, damage, or injury associated with a given mishap occurring. As it is often difficult to determine an amount or cost of a mishap, therefore severity ranges for the RAM have been established to aid evaluators. Table A-3 delineates mishap outcomes IAW with the Coast Guard's MISHAP Classification threshold levels.

When utilizing the RAM in conjunction with Table A-3, the recommended procedure is to start at the top and work down the row. Select and document the severity value that best represents the maximum credible injury, loss, property/equipment damage, and mission impact associated with the given TPO or activity hazard.

Step 3. Determine the Hazard Probability In RM, a hazard probability refers to the approximation of the likelihood of a hazard scenario or mishap occurring for a given activity. For a RAM probability analysis to be meaningful, an exposure interval must be associated within the probability evaluation. An exposure interval can be one or any combination of a unit of time, an activity, number of operations/cycles or personnel. As the number of people exposed to the hazard or the frequency of contact with the hazard increases, the probability of the hazard resulting in a mishap also increases.

NOTE:

For the purpose of an HRT-D, an exposure interval often involves a prolonged period. A standard HRT-D typically covers numerous course convenings / training activities until its next scheduled review (i.e., HRT "C" school curriculums are reviewed annually per Volume 6 of reference (d)).

When determining the probability, the better the knowledge of the situation, the more factual and historical information used, and greater

the experience of the evaluators, the more accurate the probability estimations will be. To aid evaluators, probability ranges have been established using keywords and phrases to help estimate the likelihood for the occurrence of a hazard scenario or mishap.

Reviewing left to right, utilize the RAM in conjunction with Table A-4 to determine the hazard probability by selecting the given range that best approximates the probability for the given hazard.

**Step 4.
Determine the
RAC**

Utilize the RAM to determine the corresponding pre-mitigation RAC.

- If a RAC of 1 or 2 is obtained ensure the specific EO's associated with hazard RAC 1 or 2 are indicated within the given TPO/Activity block of the HRT Worksheet and continue to Step 5 SPE.
- If a RAC of 3 or 4 is obtained, no further evaluation is needed for the given TPO/Training Activity.

**Step 5.
Determine the
SPE**

SPE Risk Assessment Model

The SPE model assesses risk for specific hazards, such as those involved in launching or recovering a small boat or aircraft by determining risk as a function of severity, probability, and exposure; i.e., Risk = f (S,P,E). See example HRT-D Worksheet SPE provided on page G-4 of this SOP.

The SPE uses this formula: **Risk = Severity x Probability x Exposure.**

Severity: Severity is an events potential consequence measured in terms of degree of damage, injury, or impact on a mission. Should something go wrong, the results are likely to occur in one of these areas:

- Injury or Death.
- Equipment Damage.
- Mission Degradation.
- Reduced Morale.
- Adverse Publicity.
- Administrative and/or Disciplinary Actions.

Severity can vary from 1 to 5:

1. None or Slight.
2. Minimal/Class D Mishap.
3. Significant/Class C Mishap.
4. Major/Class B Mishap.
5. Catastrophic/Class A Mishap.

Probability: Probability is the likelihood that the potential consequences will occur. Probability can vary from 1 to 5:

1. Impossible or remote under any conditions.
2. Unlikely under normal conditions.
3. About 50/50.
4. Greater than 50%.
5. Very likely to happen.

NOTE:

Given the variance between probability ranges; if an activity probability is considered to be significantly greater than an established interval range but may not arise to fully meet the next higher criteria the HRT-D workgroup should consider erring to the higher probability interval level. For example, an activity with a significantly greater probability degree of “2” Unlikely under normal conditions” but not necessary arising to “3 = About 50-50” should be assigned a SPE probability of ”3.”

Exposure: Exposure is the amount of time, number of occurrences, number of people, and/or amount of equipment involved in an event, expressed in time, proximity, volume or repetition.

Exposure can vary from 1 to 4:

1. None or below average.
2. Average.
3. Above average.
4. Great.

By computing the level of risk, we can evaluate its potential impact on the mission’s effectiveness and execution of training. After computing the risk values using the formula **Risk = S x P x E**, we need to control substantial to very high values.

Values	Degree of Risk	Guidance
80-100	Very High	Discontinue, Stop
60-79	High	Correct Immediately
40-59	Substantial	Correction Required
20-39	Possible	Attention Needed
1-19	Slight	Possibly Acceptable

Table A-1: Values, Degree of Risk, and Guidance

**Step 6.
Determine
Mitigations
and Residual
Risk**

For any course or training activity meeting pre-mitigation HRT designation SPE of 40 or above, HRT-D workgroup shall continue the process for the given TPO to determine mitigation controls and conduct residual risk re-evaluation.

- Repeat process for follow-on TPO / Activities as necessary.
- Any task(s)/objective(s) that meet the above criteria for HRT constitute the course/training activity/evolution itself be identified as high-risk; Instructional Designers shall then proceed with the requirements set forth in the following paragraphs and in Section V to mitigate the risk associated with the particular task(s)/objective(s).

**Step 7.
Route HRT-D
Results Memo**

Upon completion of HRT-D, route the HRT-D results memo with HRT-D Worksheet thru the FC HRT TM to FC-T with HRT-D Worksheet and list of participants enclosed. Example provided in Appendix G.

RISK ASSESSMENT MATRIX			PROBABILITY				
			Likelihood of Mishap if Hazard is Present				
			A Almost Certain (Continuously experienced)	B Likely (Will occur frequently)	C Possible (Will occur several times)	D Unlikely (Remotely possible but not probable)	E Rare (Improbable; but has occurred in the past)
SEVERITY	Consequence if Mishap Occurs	Catastrophic (Death, Loss of Asset, Mission Capability or Unit Readiness) I	1	1	1	2	3
		Critical (Permanent Disabling Injury or Damage, Significantly Degraded Mission Capability or Unit Readiness) II	1	1	2	3	3
		Moderate (Non-Permanent Disabling Injury or Damage, Degraded Mission Capability or Unit Readiness) III	2	2	3	4	4
		Negligible (Minimal Injury or Damage, Little or No Impact to Mission Capability or Unit Readiness) IV	3	3	4	4	4
			Risk Assessment Codes (RAC)				
			1=Extremely High 2=High 3=Medium 4=Low				

Table A-2: Risk Assessment Matrix

Risk Assessment Matrix Severity Categories				
Severity	Symbol	Injury or Illness	Quantitative Value - Dollars	Definition
Catastrophic	I	An injury or occupational illness that results in a fatality or permanent total disability.	Damage to CG/ non-CG property \$2 million or more. Boat Damage of \$300,000 or greater.	Death, unacceptable loss or damage, mission failure, or unit readiness eliminated.
Critical	II	Any injury or occupational illness that results in permanent partial disability.	Damage to CG/ non-CG property ≥\$500,000 but less than \$2 million. Boat Damage \$200,000 or more but less than \$300,000.	Severe injury, illness, loss, or damage; significantly degraded unit readiness or mission capability.
Moderate	III	An injury or occupational illness that results in one or more days away from work beyond the day/shift which the mishap occurs.	Damage to CG/ non-CG property of \$50,000 or more but less than \$500,000. Boat Damage of \$50,000 but less than \$200,000.	Minor injury, illness, loss, or damage; degraded unit readiness or mission capability.
Negligible	IV	Any injury or occupational illness that requires treatment by a medical professional but does not result in any days away from work, or transfer, beyond the day or shift in which the mishap occurs.	Damage to CG or non-CG property (excluding aviation) of \$5,000 or greater, but less than \$50,000. Any damage to aviation property of less than \$50,000.	Minimal injury, loss, or damage; little or no impact to unit readiness or mission capability.

Values IAW reference (c) COMDTINST 5100.47B.

Table A-3: Risk Assessment Matrix Severity Categories

Risk Assessment Code Matrix Probability Categories		
Probability	Symbol	Definition
Almost Certain	A	Continuous, regular, or inevitable occurrence(s)
Likely	B	Several or numerous occurrence(s)
Possible	C	Sporadic or intermittent occurrence(s)
Unlikely	D	Infrequent occurrence(s)
Rare	E	Possible occurrence(s) but improbable

Almost Certain: Probability is assessed as almost certain if a harmful occurrence is known to happen continuously, regularly, or inevitably because of exposure. **Exposure is the frequency and length of time personnel and equipment are subjected to a hazard or hazards.** For example, given about 500 TPO/EO exposure events, **absent proper controls, a harmful event will occur.** Increased exposure—during a certain activity or over iterations of the activity—increases risk. An example of frequent probability occurrence is a heat injury during extensive prolonged physical training, with a category 5/black flag heat index involving non-acclimated members.

Likely: Probability is assessed as likely if a harmful occurrence is expected to happen several or numerous times over the duration of the approved HRT-D as the event commonly happens because of exposure. For example, given about 1,000 TPO/EO exposures, **without proper controls, the harmful event will occur at some point.** Examples could include unintentional weapons discharges.

Possible: Probability is assessed as possible if a harmful occurrence is expected to happen sporadically or intermittently **without proper controls** because of exposure over the duration of the HRT-D—the event is neither common nor uncommon. A unit may or may not complete a given mission, training activity, without the harmful event happening. Examples could include potential collision, or fratricide—the unintentional killing or wounding of personnel.

Unlikely: Probability is assessed as unlikely when a harmful occurrence resulting from exposure is infrequent—the event is remotely possible and could occur at some time. Usually, several things must go wrong at once for the harmful event to happen. Examples include heat-related death in a temperate environment or electrocution by low voltage.

Rare: Probability is assessed as rare if a harmful occurrence resulting from exposure is possible but improbable. Planners assume it will not occur, but the occurrence is not impossible. Examples might include detonation of containerized ammunition during transport.

Table A-4: Risk Assessment Matrix Probability Categories

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APPENDIX B. STUDENT STATEMENT OF UNDERSTANDING TTO and DOR

STUDENT STATEMENT OF UNDERSTANDING TRAINING TIME OUT (TTO) & DROP ON REQUEST (DOR) POLICY EXAMPLE

HRT is voluntary. Accordingly, you have the option to individually request TTO, or to terminate training by DOR. Any time you make a statement such as “I quit,” “DOR” or words of that effect, you shall be immediately removed from the training environment and referred to the appropriate Course Chief or Branch/School Chief for administrative action.

Basic TTO Student Briefing:

The purpose of the TTO is to correct the situation of concern, provide clarifying information or remove the student from the potential hazardous environment. A TTO may be called by any student or instructor in any training situation where they are concerned for their own or another’s safety, or they request clarification of procedures or requirements. TTO is also an appropriate means for one to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. A TTO may be signaled, by uttering the words TTO, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific performance test, or practical application. If the TTO signal is not acknowledged, the signaler shall shout “Training Time Out” (or other action as required by the training class). The instructor shall attempt to relieve and remove the student from the training environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

Drop on Request (DOR) Briefing:

1. Policy. When a DOR is made the student will be counseled immediately by the instructor and Course Chief. If the issues that prevent the student from continuing with the training cannot be resolved then the student is removed from training immediately. All student training materials and equipment are removed from the student and accounted for and will not be returned without approval by TO. A request to DOR is a time sensitive issue, and the student must be able to decisively wish to return to training or continue the DOR process before the beginning of the next lesson of their course. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.
2. Procedures. After a student is removed from training, the Course Chief will initiate the DOR Form 06/18. The instructor will complete the appropriate portion of the DOR form and sign. The student will be given the DOR form to submit a written request detailing the reasons for the DOR. The request should clearly indicate that the student wants to DOR (e.g., I (name), desire to be removed from training in XYZ course for the following reason(s): (XXX)). Once the counseling and form is complete, the request shall be submitted directly to the Branch Chief and shall become a part of the student’s training record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

3. Branch Chief's Interview. The Branch Chief shall interview the student requesting the DOR. During this interview the Branch Chief must be able to reasonably determine:
 - a. The real motivation for the request.
 - b. If the decision to DOR is the result of some training factors which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting program objectives?
 - c. If the student desires to reenter the program.
 - d. If student retention is warranted, are there actions (counseling, change of instructor, or special assistance) which might cause the student not to DOR? Are such actions justified in view of the impact upon the overall training program and upon other students?
4. The interview need only be detailed enough to satisfy the Branch Chief and that the student understands the process of the DOR. If after the interview is complete and the student still desires a DOR, then the student will be directed to the TO for further interview and administrative processing.
5. The Post-Interview Procedure. After approved action is signed off by the TO, the administrative action will commence in accordance with that service members service branch. The proceedings of the DOR will be typically forwarded to the member's parent command unless exceptional circumstances exist/arise. This information will remain within the ISB/PSB staff files for a period of two years before being destroyed.

STUDENT STATEMENT OF UNDERSTANDING

I, (Print Name/Signature): _____,
have been thoroughly briefed on the TTO and DOR policies, and fully understand the policies and implications.

**DOR
Procedures**

There will be times when a student wishes to drop out of a HRT course. When a DOR is made:

- The student will be counseled immediately by the instructor he/she reported to and the Course Chief. If the issues that prevent the student from completing the training objectives cannot be resolved, that person will be removed from training immediately. All weapons, ammunition, boats and all training materials issued are secured from the individual, and will not be returned without approval by the TO.
- A request for DOR is a time-sensitive issue and the student must be able to decisively decide to return to training, or continue the DOR process, before the beginning of the next lesson of their course. The TO will be notified as soon as feasible, regardless of the student's decision.

The Course Chief will ensure the completion of the DOR form contained in within this Appendix. The instructor will complete the appropriate portion of the DOR form and sign. The student will then be given the form and will write the reason for requesting to DOR and sign the form. The student must clearly indicate on the form his/her reason for a DOR, [i.e., I (name), desire to be removed from training in XYZ (course) for the following reason(s)]. In no case shall the student be coerced or threatened or induce them to return to training following the DOR.

The Branch Chief shall interview the student requesting the DOR. This interview need only contain enough information to satisfy the Branch Chief that the student understands the process of the DOR. The DOR request will not be refused or delayed in attempt to get the student to reconsider.

Threats or coercion is never acceptable. During this interview, there must be a reasonable effort to determine:

- Real motivation of the request.
- If the decision to DOR is the result of some training factor which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting the program objectives?
- If the student desires to reenter the program.
- If student retention is warranted, what are there actions (counseling, change of instructor, or special assistance) which might cause the student to not DOR. Also, indicate if such actions are justified when viewing of the impact upon the overall training program and upon other students.

- If, after the interview process is complete and the student still desires to DOR, the Branch Chief shall forward a written summary of the interview to the TO for review.

The proceedings of the DOR will typically be forwarded to the member's parent command unless exceptional circumstances exist/arise, as determined by the TO. This information shall remain on file with the ISB/PSB staff for a period of two years before being destroyed.

STUDENT DROP ON REQUEST FORM

DOR Form 06/18

PRIVACY ACT STATEMENT: The authority to request the information in this form is derived from 5 United States Code 301, Departmental Regulations. The purpose of this form is to provide the instructor with readily accessible data concerning personnel in his/her class. The information is used by the instructor to manage and administer personnel, to determine training needed, and to guide and counsel personnel.

Disclosure of information is voluntary. Failure to provide information may result in the student being dropped from school or other adverse administrative action.

STUDENT QUESTIONNAIRE

NAME (Last, First, Middle Initial)		AGE	RANK	SSN/Employee ID Number	TRAINING BRANCH
NO. DEP. IN AREA	EDUCATION (NO. YRS.)	REQUESTED SCHOOL <input type="checkbox"/> YES <input type="checkbox"/> NO		PARENT UNIT/COMMAND	
UNIT OF INSTRUCTION AT THE TIME OF DROP REQUEST:		SPECIFIC LESSON AT THE TIME OF DROP REQUEST:		TOTAL NUMBER OF DAYS ENROLLED IN COURSE:	

Reason for DOR:

COURSE TITLE		COURSE CODE.	CLASS NO.
CLASS CONVENE DATE	ALL TRAINING EQUIPMENT, STUDENT MATERIAL SECURED FROM STUDENT <input type="checkbox"/> YES <input type="checkbox"/> NO		

APPROVAL/DISAPPROVAL AUTHORITY

RANK/NAME OF OFFICER	SIGNATURE	DATE
----------------------	-----------	------

Volume 14
High-Risk Training SOP

INSTRUCTOR QUESTIONNAIRE

Drop On Request Form 06/18 (Reverse Side)

INSTRUCTOR'S QUESTIONNAIRE			
INSTRUCTOR'S NAME (Last, First Middle Initial)	RANK/CONTRACT	TRAINING BRANCH	
SUBJECT(S) TAUGHT	NO. WEEKS STUDENT UNDER OBSERVATION		
	GOOD	AVERAGE	POOR
ITEMS EVALUATED			
ACADEMIC ABILITY (Potential For Technical Training)			
CLASSROOM EFFORT (Alertness, Attention To Instructor)			
CLASSROOM PARTICIPATION (Asking/Answering Questions)			
CLASS PREPARATION (Homework, Home-study)			
SELF DISCIPLINE (Maturity, Self-Control, Concentration)			
GENERAL ATTITUDE (Cooperation, Classroom Conduct)			
GENERAL MOTIVATION (For This Training Division)			
ADAPTABILITY FOR THIS TRAINING (Including Lab, Shop, etc.)			
MILITARY BEARING (Appearance, Grooming, Dress)			

Course Chief/Instructor Comments:

**APPENDIX C. JOB QUALIFICATION REQUIREMENTS (JQR) FOR TRAINING
SAFETY MANAGER (TSM) TEMPLATE**

NAME _____ RATE/RANK: _____

This page is to be used as a record of satisfactory completion of designated sections of the JQR. Only the Training Officer or their delegated designee may signify completion of applicable sections either by written, oral board examination, or close observation of performance. The examination or checkout need not cover every item; however, a sufficient number should be covered to demonstrate the examinee's knowledge.

This qualification section is to be maintained by the trainee and updated per policy to ensure awareness of remaining tasks.

Having observed satisfactory performance, it is recommended the trainee be designated as a fully qualified TSM.

RECOMMENDED _____ DATE _____
(Training Officer)

RECOMMENDED _____ DATE _____
(Executive Officer)

QUALIFIED _____ DATE _____
(Commanding Officer)

EXAMPLE PRE-REQUISITES

1. Successfully complete a command approved TSM training program, tailored to the HRT courses and specific duties and responsibilities to be assigned as the TSM for your unit. In addition to the ability to manage training safety program elements, the TSM must demonstrate proficiency in hazard recognition, hazard control, risk management, mishap investigation, mishap reporting, and familiarization for the associated HRT training tactics conducted. If the TSM is not a civilian safety related professional or senior member with extensive safety training and experience, the following training list can be tailored to the needs of the TRACEN as appropriate for the incumbents TSM HRT safety program:

Available Formal CG Training

- a. CG-Unit Safety Coordinator – 500813
- b. CG- Safety Manager – 501746
- c. *Numerous aviation mishap and accident related training are available through TQC.*

Training available through Army Learning Management System (ALMS)	
<p>Courses available on the ALMS:</p> <ul style="list-style-type: none"> • Risk Communication • Risk Management Operational • Application of Accident Causation Theory • Theories of Accident Prevention • The Collateral Duty Safety Officer's (CDSO) Course • The Safety Committee Member's Safety Course • Military Briefings • The Employee's Safety Course • The Supervisor's Safety Course (for units w/ Civilian employees) • The Manager's Safety Course (for units w/ Civilian employees) • Ordnance Branch RM Course • Chemical Branch RM Course • Aviation Branch RM Course • Infantry/Armor Branch RM Course • Transportation Branch RM Course • Aviation Accident Prevention Course (AAPC) 	<p>Follow these instructions to register and complete a course:</p> <ol style="list-style-type: none"> 1. Login with your AKO credentials on the ALMS site 2. Select Catalog Search 3. Click the Advanced Search tab 4. In the CATEGORY block, use the pick category icon and select ARMY SAFETY CENTER 5. Click Search Training Catalog 6. Select REGISTER for the course you want to complete <p>Follow the ALMS instructions to launch the course.</p> <p>Need Help? Contact us by email usarmy.rucker.hqda-secarmy.mbx.safe-dlcoordinator@mail.mil or phone 334-255-0208/0257, DSN 558-0208/0257</p>
<p>Ammo and Explosive Safety Courses</p> <ul style="list-style-type: none"> • Ammo-18-DL • Ammo-45-DL 	<p>Defense Ammunition Center http://www.dactces.org/index.php?option=com_content&view=article&id=123&Itemid=77</p>
<p>***Access requires an Army Knowledge Online user account***</p>	

Army Combat Center: Army Training Requirements and Resources Systems (ATRRS)	
<p>ATRRS Courses available on ALMS:</p> <ul style="list-style-type: none"> • Additional Duty Safety Course • Risk Management Basic • Injury Prevention Through Leadership • Risk Management Civilian Basic (for civilians) • Commanders Safety Course 	<p>Follow these instructions to register for an ATRRS course:</p> <ol style="list-style-type: none"> 1. Click on "Self Development" in the ATRRS Channels Directory 2. Put course number or course title in appropriate search blocks <ul style="list-style-type: none"> 1.2G-F97_DL - Risk Management Basic 2.2G-F104_DL - Risk Management Civilian Basic 3.2G-F94V3.1 - Commanders Safety Course 4.2G-F95_DL - Additional Duty Safety Course 5.2G-F105_DL - Injury Prevention Through Leadership
<p>Note: You need a CAC to register for an ATRRS course. After ATRRS notifies you that you are registered, login to the ALMS at https://www.lms.army.mil Select Current Enrollments and complete your training. Need Help? Contact us by email usarmy.rucker.hqda-secarmy.mbx.safe-dlcoordinator@mail.mil or phone 334-255-0208/0257, DSN 558-0208/0257. ***Access requires an Army Knowledge Online user account.***</p>	
Marine Net	
<ul style="list-style-type: none"> • Range Safety – RTAMLRSOAA • Range Laser Safety – RTAMRSOCAA • Intro to Industrial Hygiene – ESHSAHA15 • Safe Work Practices – ESHSAHA52 • Job Hazard Analysis – ESHSAHB29 and SAH0445 • How to form and Manage a Safety Committee – VPPMSC • DoD Safety and Occupational Health Program - VPPOHP 	<p>https://www.marinenet.usmc.mil/</p> <p>Sign Up for a New MarineNet Account requesting a MarineNet account. Your eligibility information will be verified against the Defense Enrollment Eligibility Reporting System (DEERS). If you are registered in the DEERS, you will likely have access to MarineNet.</p>

COMPLETED _____ (Training Officer) DATE _____

2. Read and demonstrate understanding of the FC Training System Volume 14 HRT SOP and unit HRT Instruction.

COMPLETED _____ (Training Officer) DATE _____

3. Read and demonstrate understanding of mishap requirements; applicable occupational exposures and safety considerations per COMDTINST 5100.47 for the training and course(s) conducted.

COMPLETED _____ (Training Officer) DATE _____

4. Read and demonstrate thorough understanding of COMDTINST 3500.3 Risk Management.

COMPLETED _____ (Training Officer) DATE _____

5. Define and discuss the following in accordance with Volume 14 SOP and reference (a):

- a. High-Risk Training (HRT)
- b. Risk Management (RM)
- c. Risk Assessment Matrix (RAM)/ Risk Assessment Code (RAC)
- d. SPE Model
- e. Drop on Request (DOR)
- f. High-Risk Training Safety Review (annual)
- g. Training Mishap
- h. Near Miss
- i. Training Time Out (TTO)
- j. Mishap Response Plan and requirements

COMPLETED _____ (Training Officer) DATE _____

6. Discuss the duties and responsibilities of the TSM and Course TSO(s) as per Volume 14 SOP and unit instruction.

COMPLETED _____ (Training Officer) DATE _____

7. Discuss requirements and elements of an HRT Determination Meeting.

COMPLETED _____ (Training Officer) DATE _____

8. Discuss the purpose of safety stand-downs for HRT courses.

COMPLETED _____ (Training Officer) DATE _____

9. HRT Mishap Response Plans (MRPs).

- a. Develop an MRP applicable to training / course activity for which TSM will be responsible.
- b. Review all MRPs for each HRT objective and training area in your course(s).
- c. Explain the frequency of updates/reviews including walk-thru and MRP drill procedures.
- e. Explain the process of coordinating an annual MRP exercise for your course(s).

COMPLETED _____ (Training Officer) DATE _____

TASKS

1. Chair a Quarterly Training Safety meeting, record and maintain meeting minutes.

COMPLETED _____ (Training Officer) DATE _____

2. Review and become familiar with course record of mishaps, near misses and trends with TSOs.

COMPLETED _____ (Training Officer) DATE _____

3. Develop and/or review for approval a Risk Management Worksheet for HRT course/evolution.

COMPLETED _____ (Training Officer) DATE _____

4. Conduct and document a quarterly MRP walk-through drill.

COMPLETED _____ (Training Officer) DATE _____

5. Conduct a HRT Observation; draft and route an official observation report to the Training Officer; archive in TSM Course File.

COMPLETED _____ (Training Officer) DATE _____

6. Appropriately draft and route an Annual MRP Exercise Approval Request; archive in TSM Course File.

COMPLETED _____ (Training Officer) DATE _____

7. Appropriately conduct an Annual Course Safety Review; draft, route and archive associated documents in TSM Course File.

COMPLETED _____ (Training Officer) DATE _____

8. Conduct and record an annual HRT equipment and facility inspection. Archive associated documents in TSM Course File.

COMPLETED _____ (Training Officer) DATE _____

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

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APPENDIX D. TRAINING SAFETY OFFICER (TSO) JQR TEMPLATE

NAME _____ RATE/RANK _____

This page is to be used as a record of satisfactory completion of designated sections of the JQR. Only qualified supervisors/subject matter experts may signify completion of applicable sections either by written or oral examination, or by observation of performance. The examination or checkout need not cover every item; however, a sufficient number should be covered to demonstrate the examinee's knowledge.

This qualification section is to be maintained by the trainee and updated as necessary to ensure awareness of remaining tasks.

QUALIFICATION FOR: _____ (Course / Training Activity)

Having observed satisfactory performance, it is recommended the trainee be designated a qualified COURSE TRAINING SAFETY OFFICER for the indicated course.

RECOMMENDED _____ DATE _____
(Course Chief)

RECOMMENDED _____ DATE _____
(Branch Chief)

QUALIFIED _____ DATE _____
(Training Safety Manager)

APPROVED _____ DATE _____
(Training Officer)

PREREQUISITES

1. Risk Management 101.

Completed _____ DATE _____

2. Graduated satisfactorily as a student from the designated course (if applicable).

Completed _____ DATE _____

3. Completed certification as Instructor for high-risk course assigned.

Completed _____ DATE _____

4. CUIT.

Completed _____ DATE _____

5. Read FC Training System Volume 14 HRT SOP.

Completed _____ DATE _____

6. Define the following:

- a. Drop on Request (DOR)
- b. Mishap Response Plan (MRP)
- c. Formal Training
- d. Hazard
- e. High-Risk Training (HRT)
- f. High-Risk Training (HRT) Safety Review
- g. Injury
- h. Training Mishap
- i. Near Miss
- j. Training Safety Officer (TSO)
- k. Training Time Out (TTO)
- l. Operational/Off-duty Risk Management (RM)

Completed _____ DATE _____

7. Discuss the duties and responsibilities of a Course Training Safety Officer.

Completed _____ DATE _____

8. Discuss the purpose of safety stand-downs for high-risk courses.

Completed _____ DATE _____

9. High-Risk Mishap Response Plan (MRP).

A. Explain required content per references.

B. Explain frequency of updates to include walk-through and MRP drill procedures.

C. Review MRP development procedures.

Completed _____ Date _____

10. Review the following as they pertain to course curricula and CUIT guides you will be responsible for:

A. High-Risk Curricula Objectives.

Completed _____ Date _____

B. Training Procedures.

Completed _____ Date _____

C. Safety Precautions.

Completed _____ Date _____

D. Emergency Procedures.

Completed _____ Date _____

E. Training Facilities.

Completed _____ Date _____

F. Training Equipment.

Completed _____ Date _____

11. Explain the significance of completing a Risk Assessment for each high-risk evolution.

Completed _____ Date _____

12. Review record of previous mishaps, near misses and trends.

Completed _____ Date _____

13. Verify Service Record and Instructor Screening. Discuss the physical or psychological factors that might disqualify a prospective instructor for High-Risk instructor duty.

Completed _____ Date _____

14. TASKS

A. Attend a quarterly Training Safety Board meeting.

Completed _____ Date _____

B. Review a MRP for accuracy. Conduct a quarterly walk-through.

Completed _____ Date _____

C. Develop a risk assessment for a high-risk evolution utilizing five-step risk assessment process.

Completed _____ Date _____

D. Observe two HRT evolutions. Verify instructors are following all safety precautions as identified in the risk assessment.

Completed _____ Date _____

***NOTE:** This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit's HRT needs and capacities.

APPENDIX E. HRT SAFETY REVIEW CHECKLIST EXAMPLE

COURSE: _____

BRANCH CHIEF: _____

TRAINING SAFETY MANAGER: _____ **DATE:** _____

A. APPLICABLE TO ALL COURSES	YES	NO	N/A
1. Instructor training completed.			
2. Quarterly safety training conducted.			
3. Medical alert procedures in place.			
4. Mishap trend analysis conducted.			
5. Instructors are present in sufficient numbers to prevent accidents during potentially hazardous or dangerous situations.			
6. All instructors give safety top priority.			
7. Proper RM procedures briefed and followed.			
8. Facilities ensure a safe working environment.			
9. Hazard controls to eliminate or minimize potential risks are included in hazardous training evolutions.			
10. Tools and equipment are in good working condition and safe to use.			
11. Training evolution that requires students to perform hazardous tasks are essential to accomplish learning objectives.			
12. Applicable safety procedures/protective measures in place (see Section C)			
B. HIGH-RISK COURSES ONLY	YES	NO	N/A
1. Training Time Out (TTO) procedures in place.			
2. Drop on Request (DOR) procedures included.			
3. Mishap Response Plan (MRP) in place.			
4. Annual exercise of MRP conducted.			
5. Safety stand-down review and documentation accomplished.			
6. Periodic safety inspections of HRT facilities and equipment completed.			
7. Course/Training Activity TSO assigned.			
8. Core Unique Instructor Training (CUIT) program approved by Training Officer			
9. Screening of instructor complete and documented.			
10. Student screening documented.			
C. COMPLETE AS APPLICABLE	YES	NO	N/A
*Safety procedures/protective measures are in place for the following operations:			
1. Weapons Firing.			
2. Swimming.			
3. Climbing.			
4. Insertion.			
5. Diving.			
6. Boat Tactics.			
7. Ammunition/Explosive Handling.			
8. Current Deliberate RM Worksheets completed.			

***Safety procedures/measures include but are not limited to heat stress control procedures, sight protection, hearing protection, ballistic protection, hand protection, etc.**

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APPENDIX F. HRT MEDICAL QUESTIONNAIRE EXAMPLES

Course Title: _____ Date: _____

Name (Last, First, MI): _____

Rate/Rank: _____ DOB: _____ Blood Type: _____

Unit Name: _____

Do you have any history of medical problems, chronic medical conditions, or underlying injuries?
(Examples: high blood pressure, diabetes, recurrent back pain, angina, knee pain, migraines,
respiratory disorders, heat or cold injuries, etc.) Yes / No

If yes, explain:

Are you required to wear glasses or contact lenses? Yes / No

If Yes, are you near sighted or far sighted? _____

If Yes, do you have a pair of prescribed eye glasses or contacts in your possession for Training?
Yes / No

Have you received PRK or Lasik Eye surgery? Yes / No

If Yes, when was your surgical correction? _____

Are you colorblind? Yes / No

Do you have medically documented night blindness? Yes / No

Do you have correct depth perception? Yes / No

Are you Fit For Full Duty (FFFD)? Yes / No

If no, explain:

Are you currently taking any medications? Yes / No. Do you have “any” condition(s) or issue(s)
that concerns you about being involved in the training that you are about to partake in? Yes / No

If yes to any above, please list / explain:

MEDICAL RECORD	CHRONOLOGICAL RECORD OF MEDICAL CARE
-----------------------	---

PRIVACY ACT STATEMENT: This information is subject to the Privacy Act of 1974 (5 U.S.C. Section 552a). This information may be provided to appropriate Government agencies when relevant to civil, criminal or regulatory investigations or prosecutions. The Social Security Number, authorized by Public Law 93-579 Section 7 (b) and Executive Order 9397, is used as a unique identifier to distinguish between employees with the same names and birth dates and to ensure that each individual's record in the system is complete and accurate and the information is properly attributed.

BOAT DUNKER FITNESS FOR DUTY SCREENING (SF 600-BOATDUNK)					
Subjective	Yes	No			
Illness in past 2 weeks?					
Has medication been taken in the past 24 hours?			- If yes, what type?		
Does member have significant medical hx? a. Recent surgery/procedure b. h/o barotraumas c. fear of dark/confined space or water d. other			- If yes, what hx?		
Does member have sinus pressure or congestion?					
Does member have ear pressure, discomfort, or muffled hearing?					
Females: pregnant					
Objective	Value	Units		Yes	No
Temperature			Sinuses non-tender to palpation		
Pulse			Sinus/nares free of discharge		
Respirations			Nasal mucosa free of erythema/edema		
Blood Pressure			TMs normal in appearance		
Weight			TMs observed to visibly shift with Valsalva maneuver		
Limitations: Extremities _____		Psychological _____			
Neck/spine _____		(i.e. anxiety, phobias)			
Notes (if applicable):					

Do Not Fax, Scan, or Email this page to any person(s) other than an appropriate healthcare provider/entity.

HOSPITAL OR MEDICAL FACILITY	STATUS	DEPARTMENT/SERVICE	RECORDS MAINTAINED AT
SPONSOR'S NAME	ID NO.	RELATIONSHIP TO SPONSOR	 <small>REGISTER NUMBER WORK NUMBER</small> * B O A T D U N K *
PATIENT'S IDENTIFICATION: <small>(For typed or written entries, give: Name -last, first, middle, ID NUMBER or Social Security Number, Gender, Date of Birth, Rank/Grade.)</small>			

CHRONOLOGICAL RECORD OF MEDICAL CARE

Name:

EMPLID:

Medical Record
STANDARD FORM 600 (REV. 11/2010)
 Prescribed by GSA/ICMR
 FIRM (41 CFR) 201-9.202-1

MEDICAL RECORD	CHRONOLOGICAL RECORD OF MEDICAL CARE
-----------------------	---

PRIVACY ACT STATEMENT: This information is subject to the Privacy Act of 1974 (5 U.S.C. Section 552a). This information may be provided to appropriate Government agencies when relevant to civil, criminal or regulatory investigations or prosecutions. The Social Security Number, authorized by Public Law 93-579 Section 7 (b) and Executive Order 9397, is used as a unique identifier to distinguish between employees with the same names and birth dates and to ensure that each individual's record in the system is complete and accurate and the information is properly attributed.

For medical providers with questions regarding completion of the below Recommendation, please contact:

LCDR Ryan C. Sheffield, MD
USCG Stephen C. Pugh Memorial Clinic
Elizabeth City, NC 27909 252-335-6021
Fax: 252-335-6255
Ryan.C.Sheffield@uscg.mil

Duty Status Recommendation (print only this page for member)		
Fit for Full Duty	<input type="checkbox"/> Not Fit for Full Duty – should not participate in Boat Dunker training	
I certify that I have been notified of the recommendations above and that I MAY/MAY NOT (circle one) perform boat dunker training as of: _____ (date). Member's Signature: _____		
Optional: Please fax ONLY PAGE 2 of this form to ATTC Dunker staff at (252) 335-6272 upon member's request.		
Name & Rank of Medical Provider	Signature	Date
	2 of 2	

HOSPITAL OR MEDICAL FACILITY STATUS DEPARTMENT/SERVICE RECORDS MAINTAINED AT

SPONSOR'S NAME	ID NO.	RELATIONSHIP TO SPONSOR	 REGISTER NUMBER MAIL NUMBER * B O A T D U N K *
PATIENT'S IDENTIFICATION: <i>(For typed or written entries, give: Name - last, first, middle, ID NUMBER or Social Security Number; Gender; Date of Birth; Rank/Grade.)</i>			

Name:

EMPLID:

CHRONOLOGICAL RECORD OF MEDICAL CARE
 Medical Record
STANDARD FORM 600 (REV. 11/2010)
 Prescribed by GSA/ICMR
 FIRM (41 CFR) 201-9.202-1

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APPENDIX G. HRT-D RESULTS MEMO EXAMPLE

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Special Missions Training Center

PSC Box 20068
Camp Lejeune, NC 28542
Phone: (910) 440-7591
Fax: (910) 440-7040

1550

MEMORANDUM

From: H. R. Tee, CAPT
CG SMTC

Reply to: M. Lowery
(910) 123-4567

To: CG FORCECOM (FC-T)
Thru: FC-T High Risk Training Manager

Subj: HIGH-RISK TRAINING DETERMINATION (HRT-D) FOR TACTICAL
OPERATIONS COURSE (TOC)

Ref: (a) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 14

1. A HRT Determination (HRT-D) meeting was held on 15 August 2017 to review the resident Tactical Operations Course (TOC) at SMTC. The associated HRT-D Risk Assessment Package and list of participants are provided in enclosures (1) and (2). Based on the HRT-D, it was determined that TOC (course code: #####) should be designated as a HRT course in accordance with reference (a).

2. The next HRT-D meeting for TOC is scheduled for March 2018 during its annual curriculum review. If any TOC requirements, policy, or TPOs/EOs change prior to next schedule review, a HRT-D meeting will be convened in coordination with the FC-T HRT Manager. Any questions in this matter can be directed to the SMTC Training Safety Manager, Mr. Mike Lowery via email (Mike.Lowery123@uscg.mil) or at (910) 123-4567.

#

Enclosures: (1) TOC Risk Assessment Package
(2) HRT-D Participants

Copy: COMDT (CG-721)
SMTC

High Risk Training Determination (HRT-D) Risk Assessment.													
1. Organization and Unit Location: United States Coast Guard Special Missions Training Center (SMTTC), Camp Lejeune, NC.										2. Page	01	of	04
3. Mission/Training/Course: Tactical Operations Course (TOC). Course Code #####. Curriculum Outline Approved 31 MAR 17.										4. HRT-D Convened: 15AUG17.			
5. Pre-Mitigation:					6. Mitigation or Abatement Action:					7. Post-Mitigation:			
8. TPO	9. Hazard	10. Severity Code	11. Hazard Probability	12. RAC	13. SPE	Mitigation Controls: Elimination, Substitution, Engineering, Administrative, PPE, Avoidance, Education, etc).				14. Severity Code	15. Hazard Probability	16. RAC	17. SPE
0.0 Course Admin.	Routine	IV	D	4	N/A	• N/A				N/A	N/A	N/A	N/A
1.0 HRT	Routine	IV	D	4	N/A	• N/A				N/A	N/A	N/A	N/A
2.0 Preliminary Checks	Gunshot	I	D	3	N/A	• N/A				N/A	N/A	N/A	N/A
3.0 Advanced Combat Marksmanship. EO's: 3.1.1 through 3.1.9.	Gunshot Ricochet Wound involving day / night static and movement multi-targets.	I	B	1	60	<ul style="list-style-type: none"> Develop and ensure strict adherence to Command approved RM worksheets, applicable policies/procedures, instructional materials, CG/MC deviations, Special Range Request approvals, and drill cards. Trainees screened IAW Vol 14. Trainees lacking situational awareness/ deemed unsafe will be removed and subject to Safety Board. Qualified C-TSO, ROIC, RSO, and instructor cadre with EAP/MRP onsite. Detailed training safety brief conducted prior to training to include TTO and DOR. Critical range features, such as the lateral limit markers, firing lines, drill cones, and hazards will be marked and/or briefed IAW Range Safety Brief. Primary and secondary Comms maintained as appropriate. GARs conducted prior to training / after prolonged breaks. Corpsman will be alert and on scene, ready to respond. Medical vehicle will be on site with all appropriate medical response equipment. All personnel within the designated hazard area will wear appropriately approved Ballistic Protection Systems gear and PPE. PMC conducted prior to starting training / going into designated hazard areas. Minimum 4:1 Trainee to qualified HRT Instructor ratio during static live fire; 2:1 ratio will be maintained during moving drills. Trainees will not engage within 15 degrees of another individual. Target placement/engagement angles approved by the PI/ROIC for the given TA and drill card. Weapons loading/downloading will be under the supervision of an instructor in a safe direction. Instructors demonstrate new procedures prior to trainee task. Crawl, Walk, Run methodology. Trainees will conduct dry flow of new drills to be conducted at night in daylight hours before conducting hot drills at night. All personnel will be briefed on the engagement process of shooting reactionary and steel targetry. Target engagements strictly IAW detailed course RM worksheets and drill cards. Only Brinell hardness rating of 500 or equivalent (i.e., AR-500) and a minimum thickness of 3/8 inch steel targets utilized at the approved ammunition MSD. 				I	E	3	30
18. Hazard Pre-Mitigation RAC Level (Highlight): 1 2 3 4					19. Hazard Pre-Mitigation SPE Level (Highlight): Very High High Substantial Possible Slight								
20. Hazard Post-Mitigation RAC Level (Highlight): 1 2 3 4					21. Hazard Post-Mitigation SPE Level (Highlight): Very High High Substantial Possible Slight N/A								
24. Training Safety Manager (Rank, Last Name, Signature)													

High Risk Training Determination Risk Assessment.														
1. Organization and Unit Location: United States Coast Guard Special Missions Training Center (SMTC), Camp Lejeune, NC.										2. Page		02	of	04
3. Mission/Training/Course: Tactical Operations Course (TOC). Course Code #####. Curriculum Outline Approved 31 MAR 17.										4. HRT-D Convened: 15AUG17.				
5. Pre-Mitigation:						6. Mitigation or Abatement Action:				7. Post-Mitigation:				
8. TPO	9. Hazard	10. Severity Code	11. Hazard Probability	12. RAC	13. SPE	Mitigation Controls: Elimination, Substitution, Engineering, Administrative, PPE, Avoidance, Education, etc).				14. Severity Code	15. Hazard Probability	16. RAC	17. SPE	
4.0 Mission Planning	Routine Slip Trip Fall	III	C	4	N/A	• N/A				N/A	N/A	N/A	N/A	
5.0 Close Quarters Combat (CQC). EO's: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.1.9.	Gunshot / Ricochet Wound, Fratricide during CQC with and w/o light.	I	B	1	60	<ul style="list-style-type: none"> Develop and ensure strict adherence to Command approved RM worksheets, applicable policies/procedures, instructional materials, CG/MC Deviations and Special Range Request approvals, target/training diagrams and role player cards. Detailed target diagrams will be developed and approved for the given training facility. Trainees screened IAW Vol 14. Trainees lacking situational awareness/ deemed unsafe will be removed from training and subject to Safety Board. Qualified C-TSO, ROIC, RSO, and instructor cadre with EAP/MRP onsite. Detailed training safety brief conducted prior to training to include TTO and DOR. Cadre conducts through pre-training inspection of training area; critical features and hazards will be marked and briefed IAW Range Safety Brief. GAR conducted prior to commencing training / after prolonged breaks, elevated individual category scores mitigated; individual category scores of 07 and above reported via chain of command. Corpsman will be alert and on scene, ready to respond. Medical on site with all appropriate medical response equipment. ROIC/C-TSO/PI will ensure corpsman is familiar / walks the training facility layout prior to training. All personnel within the designated hazard area will wear appropriately approved BPS / SESAMS gear and PPE. PMC conducted prior to starting training / going into designated hazard areas. Only approved ballistic target traps utilized, ROIC, C-TSO, and Primary Instructor will inspect condition of target traps and ballistic materials prior to beginning training. Target placement will be IAW with approved target diagrams. Targets will be checked, adjusted and/or repaired/replaced as needed to minimize possibility of ricochet or off target rounds. Minimum 5:1 Trainee to HRT Instructor ratio during live-fire CQC and 6:1 during SESAMS training events. Weapons loading/downloading under the direct supervision of Instructors in a safe direction at minimum 5:1 ratio. No trainee will engage within ONE meter of another individual/muzzle during dynamic entry while moving to point of domination. HRT CQC/ Instructors will place themselves in position to ID, control, and correct improper techniques. Instructors demonstrate new procedures prior to trainee task. Crawl, Walk, Run methodology. Trainees conduct dry flow of new in daylight hours before conducting new tactics in low/no light. 				I	E	3	30	
18. Hazard Pre-Mitigation RAC Level (Highlight): 1 2 3 4						19. Hazard Pre-Mitigation SPE Level (Highlight): Very High High Substantial Possible Slight								
20. Hazard Post-Mitigation RAC Level (Highlight): 1 2 3 4						21. Hazard Post-Mitigation SPE Level (Highlight): Very High High Substantial Possible Slight N/A								
24. Training Safety Manager (Rank, Last Name, Signature)														

Enclosure (1)

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High-Risk Training SOP

1. High Risk Training Determination Pre-Mitigation SPE.				2. Page 03 of 04			
3. Organization and Unit Location: United States Coast Guard Special Missions Training Center (SMTC), Camp Lejeune, NC.				2. Date of HRT-D: 15AUG2017.			
4. Mission/Training/Course: Tactical Operations Course #####. Curriculum Outline Approved 31 MAR 2017.							
TPO	Identified Hazard	Severity	Probability	Exposure	Totals		
3.0 ACMS EO's: 3.1.1 through 3.1.9	Gunshot / Ricochet Wound Day/Night static and movement.	5	3	4	60		
5/0 close Quarters Combat (CQC). EO's: 5.1.9 through 5.1.9	Gunshot / Ricochet Wound Fratricide during CQC with and w/ light. Laceration, abrasion, broken bones during breaching, trauma to sensitive areas durign SESAMS.	5	3	4	60		
		1 = None or slight / Hipo 2 = Minimal / Class D. 3 = Significant / Class C. 4 = Major / Class B. 5 = Catastrophic / Class A.	1 = Impossible or remote under any conditions 2 = Unlikely under normal conditions 3 = About 50-50 4 = Greater than 50% 5 = Very likely to happen	1 = None or below average 2 = Average 3 = Above average 4 = Great	Values 80-100 60-79 40-59 20-39 1-19	Degree of Risk Very High High Substantial Possible Slight	Guidance Discontinue, Stop Correct Immediately Correction Required Attention Needed Possibly Acceptable
** Refer to RM Worksheet for Identified Hazards Risk Mitigation Controls.**							
Severity - is an event's potential consequences measured in terms of degree of damage, injury, or impact on a mission. Should something go wrong, the results are likely to occur in one of these areas: Injury or Death, Equipment Damage, Mission Degradation, Reduced Morale, Adverse Publicity, Administrative and/or Disciplinary Actions.							
Probability - is the likelihood that the potential consequences will occur.							
Exposure - is the amount of time, number of occurrences, number of people, and/or amount of equipment involved in an event, expressed in time, proximity, volume, or repetition.							
Course Chief:				Branch Chief:			
Training Safety Manager:				Training Officer:			

High Risk Training Determination Risk Assessment.										
1. Organization and Unit Location: United States Coast Guard Special Missions Training Center (SMTC), Camp Lejeune, NC.							2. Page	04	of	04
3. Mission/Training/Course: Tactical Operations Course (TOC). Course Code #####. Curriculum Outline Approved 31 MAR 17.							4. HRT-D Convened: 15AUG17.			
5. Pre-Mitigation:					6. Mitigation or Abatement Action:			7. Post-Mitigation:		
8. TPO	9. Hazard	10. Hazard Probability	11. Severity Code	12. RAC	13. SPE	Mitigation Controls: Elimination, Substitution, Engineering, Administrative, PPE, Avoidance, Education, etc).	14. Hazard Probability	15. Severity Code	16. RAC	17. SPE
<h1>Overall Risk Level</h1>										
18. Hazard Pre-Mitigation RAC Level (Highlight): 1 2 3 4					19. Hazard Pre-Mitigation SPE Level (Highlight): Very High High Substantial Possible Slight					
20. Hazard Post-Mitigation RAC Level (Highlight): 1 2 3 4					21. Hazard Post-Mitigation SPE Level (Highlight): Very High High Substantial Possible Slight N/A					
22. TOC Course Chief Signature.						23. DSF Branch Chief Signature.				
24. SMTC Training Safety Manager Signature.						25. SMTC Training Officer Signature.				
26. FORCECOM HRT Training Manager Signature.										

Enclosure (1)

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APPENDIX H. HRT COURSE SITE SURVEY CHECKLIST EXAMPLE

Course/Training Activity: _____ Location: _____			
Course Chief/TSO: _____ Date: _____			
Training Safety Manager: _____ Date: _____			
A. High-Risk Training (HRT)	Yes	No	N/A
1. Training Time Out (TTO) procedures in place.			
2. Drop on Request (DOR) procedures included.			
3. Approved Mishap Response Plan (MRP) in place.			
4. Quarterly MRP conducted.			
5. Safety stand-down review and documentation accomplished.			
6. Periodic safety inspections of HRT facilities and equipment completed.			
7. Course TSO assigned.			
8. Core Unique Instructor Training (CUIT) program approved by Training Officer.			
9. Screening of instructors completed and properly documented.			
10. Student screening properly documented.			
B. Complete as Applicable	Yes	No	N/A
*Safety procedures/protective measures are in place for the following operations:			
1. Weapons Firing.			
2. Swimming.			
3. Ammunition/Explosive Handling.			
4. Current Risk Assessment completed.			
*Safety procedures/measures include, but are not limited to, heat stress control procedure, sight protection, hearing protection, ballistic protection, etc.			

NOTE: This appendix is an example/template that individual training centers and FC-led training teams may tailor to their respective unit’s HRT needs and capacities.

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APPENDIX I. HRT CLASSROOM INSTRUCTOR EVALUATION (CIE) EXAMPLE

INSTRUCTOR'S NAME:					RATE/RANK:					
EVALUATOR'S NAME:					DATE:					
LESSON: _____					COURSE: _____					
COURSE CODE: _____					TYPE EVAL: <i>circle one (PERJC, HRT Semi-Annual, MTS, Other)</i>					
*Evaluate each item on the checklist as "S" (Satisfactory), "NI" (Needs Improvement) "U" (Unsatisfactory), or "NA" (Not Applicable).										
*Record an overall evaluation and total time spent on each section.										
*Enter comments as appropriate for each section.										
1. INTRODUCTION (3-5 MINUTES)		S	NI	U	NA	COMMENTS				
a.	Displayed Topic Title									
b.	Displayed Name/ Introduced self									
c.	Read and explained the objectives									
d.	Gained Learners' attention									
e.	Explained the importance / relevance of the topic									
f.	Motivated Learners' to do their best									
g.	Stressed the importance of Safety and/or RM									
h.	Overview									
ADDITIONAL INTRODUCTION COMMENTS:						Total Time:		S	NI	U
						TIME MANAGEMENT				
						INTRODUCTION EVALUATION				
2. PRESENTATION (19-25 MINUTES)		S	NI	U	NA	COMMENTS				
a.	Used Lesson Plan Effectively									
(1)	Personalized lesson plan									
(2)	Followed lesson plan sequence									
(3)	Taught all Discussion Points									
(4)	Information was Technically Correct									
(5)	Followed Related Instructor Activities (RIA)									
(6)	Transitioned and Chained effectively									
b.	Used Effective Communication Skills									
(1)	Maintained Learner's attention									
(2)	Encouraged Participation/questions									
(3)	Taught at an effective rate									
c.	Questions and Technique									
(1)	Asked the appropriate amount									
(2)	Types of Questions									
(a)	Closed-ended									
(b)	Open-ended									
(3)	Used Effective Questioning Techniques									
(a)	5-STEP (APPLE) Technique									
(b)	Polling Technique									
(c)	Probing Technique									
d.	Handled Learner's Questions Effectively									
(1)	Demonstrated active listening									
(2)	Provided effective feedback									
e.	Used Technology Effectively									
f.	Stressed Safety and/or RM									
ADDITIONAL PRESENTATION COMMENTS:						Total Time:		S	NI	U
						TIME MANAGEMENT				
						PRESENTATION EVALUATION				

HRT Classroom Instructor Evaluation - (FRONT)

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3. REVIEW & SUMMARY (3-5 MINUTES)		S	NI	U	NA	COMMENTS																													
a.	Restated/Read the Objectives																																		
b.	Recapped Topic Key Points																																		
c.	Reinforced Relevance of Topic Material																																		
d.	Checked for Comprehension (Minimum 2 quest)																																		
e.	Used Effective Questioning Techniques																																		
f.	Stressed the importance of Safety and/or RM																																		
ADDITIONAL SUMMARY COMMENTS:						Total Time:			S	NI	U																								
						TIME MANAGEMENT																													
						SUMMARY EVALUATION																													
4. PERSONAL CHARACTERISTICS		S	NI	U	NA	COMMENTS																													
a.	Professional Appearance and Demeanor																																		
b.	Used Effective Instructor Traits																																		
	(1) Voice																																		
	(2) Eye Contact																																		
	(3) Gestures/Mannerisms																																		
	(4) Avoided Distracting Mannerisms																																		
	(5) Attitude/Enthusiasm																																		
d.	Used Appropriate Language																																		
e.	Proper Instructor/Student Relationship																																		
f.	Maintained flexibility																																		
ADDITIONAL PERSONAL CHARACTERISTICS COMMENTS:									S	NI	U																								
						CHARACTERISTICS																													
						EVALUATION																													
OVERALL EVALUATION																																			
Enter the scores from each Section as applicable						S	NI	U																											
Mark one of the following GO <input type="checkbox"/> NO-GO <input type="checkbox"/>																																			
Mark one if appropriate: Re-teach: Introduction <input type="checkbox"/> Review & Summary <input type="checkbox"/> Entire Presentation <input type="checkbox"/>																																			
<table border="1"> <thead> <tr> <th>Section</th> <th>S</th> <th>NI</th> <th>U</th> </tr> </thead> <tbody> <tr> <td>Section 1: INTRODUCTION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 2: PRESENTATION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 3: REVIEW AND SUMMARY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 4: PERSONAL CHARACTERISTICS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>OVERALL TIME MANAGEMENT</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Section	S	NI	U	Section 1: INTRODUCTION				Section 2: PRESENTATION				Section 3: REVIEW AND SUMMARY				Section 4: PERSONAL CHARACTERISTICS				OVERALL TIME MANAGEMENT									
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RECOMMENDED FOR MTS						Y	N	NA																											
<i>Only MTS can mark</i>																																			
INSTRUCTOR IMPROVEMENT PLAN																																			
I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:																																			
INSTRUCTOR'S Signature:									DATE:																										
EVALUATOR'S Signature:									DATE:																										

HRT Classroom Instructor Evaluation - (BACK)

APPENDIX J. HRT PRACTICAL INSTRUCTOR EVALUATION (PIE) EXAMPLE

INSTRUCTOR'S NAME:						RATE/RANK:				
EVALUATOR'S NAME:						DATE:				
LESSON:		COURSE:								
COURSE CODE:		TYPE EVAL: <i>circle one (PERJC / HRT Semi-Annual, MTS, Other)</i>								
*Evaluate each item on the checklist as "S" (Satisfactory), "NI" (Needs Improvement) "U" (Unsatisfactory), or "NA" (Not Applicable).										
*Record an overall evaluation and total time spent on each section.										
*Enter comments as appropriate for each section.										
1. PRE-BRIEF/INTRODUCTION		S	NI	U	NA	COMMENTS				
a.	Relates activity to previously covered objectives									
b.	Instructor materials on site (IG, PAG, Drill Cards)									
c.	Brief intentions to the evaluator. Discussed TTO, DOR, MRP as applicable to evolution.									
d.	Relevant safety precautions mentioned									
e.	Explained criteria for satisfactory performance									
f.	Motivated students to do their best									
ADDITIONAL INTRODUCTION COMMENTS:						Total Time:		S	NI	U
						Overall Pre-Brief/Introduction				
2. LESSON/ACTIVITY		S	NI	U	NA	COMMENTS				
a.	Practical environment is ready for training									
b.	Reviewed training activity with students									
c.	Demonstrated practical procedures effectively									
d.	Used effective communication skills									
	(1) Maintained student's attention									
	(2) Encouraged participation/questions									
	(3) Taught at an effective rate									
e.	Questions and technique									
	(1) Asked the appropriate amount									
	(2) Used effective questioning techniques									
f.	Handled student questions effectively									
	(1) Demonstrated active listening									
	(2) Provided effective feedback									
g.	Maintained a positive and professional attitude									
h.	Assist/mentor students when necessary									
i.	Used training aids/trainers effectively									
j.	Safety devices/equipment were in good condition									
k.	Maintained control of the students in training									
l.	Stressed safety throughout training/or RM									
m.	Students appeared to understand assignment									
n.	Students used equipment and materials correctly									
o.	Students seeked help when needed									
ADDITIONAL LESSON COMMENTS:						Total Time:		S	NI	U
						Overall Lesson/Activity				
3. DE-BRIEF AND SUMMARY		S	NI	U	NA	COMMENTS				
a.	Restated the objectives									
b.	Recapped topic key points									
c.	Reinforced relevance of topic material									
d.	Checked for comprehension (Minimum 2 quest)									
e.	Stressed the importance of safety and/or RM									
ADDITIONAL SUMMARY COMMENTS:						Total Time:		S	NI	U
						Overall De-Brief/Summary				

HRT Practical Instructor Evaluation - (FRONT)

4. PERSONAL CHARACTERISTICS		S	NI	U	NA	COMMENTS																				
a.	Professional appearance and demeanor																									
b.	Used effective instructor traits																									
	(1) Voice																									
	(2) Eye Contact																									
	(3) Gestures																									
	(4) Attitude/Enthusiasm																									
d.	Used appropriate language																									
e.	Proper instructor/student relationship																									
ADDITIONAL PERSONAL CHARACTERISTICS COMMENTS:																										
Overall Characteristics						S NI U																				
OVERALL EVALUATION																										
Enter the scores from each Section as applicable																										
Mark one of the following: GO <input type="checkbox"/> NO-GO <input type="checkbox"/>		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>S</th> <th>NI</th> <th>U</th> </tr> </thead> <tbody> <tr> <td>Section 1: PRE-BRIEF/INTRODUCTION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 2: LESSON</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 3: DE-BRIEF/ SUMMARY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 4: PERSONAL CHARACTERISTICS</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						S	NI	U	Section 1: PRE-BRIEF/INTRODUCTION				Section 2: LESSON				Section 3: DE-BRIEF/ SUMMARY				Section 4: PERSONAL CHARACTERISTICS			
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Section 1: PRE-BRIEF/INTRODUCTION																										
Section 2: LESSON																										
Section 3: DE-BRIEF/ SUMMARY																										
Section 4: PERSONAL CHARACTERISTICS																										
Mark one if appropriate: Re-teach: Introduction/Pre-Brief <input type="checkbox"/> De-Brief/ Summary <input type="checkbox"/> Entire Lesson <input type="checkbox"/>		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>S</th> <th>NI</th> <th>U</th> </tr> </thead> <tbody> <tr> <td>Section 1: PRE-BRIEF/INTRODUCTION</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 2: LESSON</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 3: DE-BRIEF/ SUMMARY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Section 4: PERSONAL CHARACTERISTICS</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						S	NI	U	Section 1: PRE-BRIEF/INTRODUCTION				Section 2: LESSON				Section 3: DE-BRIEF/ SUMMARY				Section 4: PERSONAL CHARACTERISTICS			
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		RECOMMENDED FOR MTS Y N NA <i>Only MTS can mark</i>																								
INSTRUCTOR IMPROVEMENT PLAN																										
I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:																										
INSTRUCTOR'S Signature:					DATE:																					
EVALUATOR'S Signature:					DATE:																					

HRT Practical Instructor Evaluation - (BACK)

APPENDIX K. RM WORKSHEET EXAMPLES

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: United States Coast Guard Special Missions Training Center (SMTC), Camp Lejeune, NC.				2. Page	01	of 10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.				4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018	
7. Operational Phase in which the Mission/Task will be conducted: Advanced Combat Marksmanship Skills (ACMS) Live Fire Range Training.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Gunshot wound / trauma during range training.	RAC-2 Substantial 5x2x4=40	<p>All Students/Instructors will attend the approved Safety / Mishap Response Plan (MRP) brief including Training Time Out (TTO) and Drop on Request (DOR) policies followed by a General Assessment of Risk (GAR). Visitors receive safety /MRP brief with GAR review.</p> <p>A Student to HRT Instructor ratio of 4:1 will be maintained during static live fire training.</p> <p>All Personnel within 15 yards of the designated firing line will wear appropriate Personal Protective Equipment (PPE) during live fire range operations.</p> <ul style="list-style-type: none"> • Zeroing Note: Only hearing and eye protection required on firing line during zeroing. <p>Students displaying a low level of situational awareness, or deemed unsafe to train throughout any aspect of ACMS training will be removed from training and subject to a Field Safety Board (FSB).</p> <p>Students will be given a demonstration of weapons handling procedures prior to conducting new training objectives.</p> <p>Students will only transition due to actual or perceived bolt lock or malfunction.</p> <p>Distractions will be kept to a minimum. This includes visitors having contact with Students or cadre during training.</p> <p>All personnel not engaged in training will be moved off the firing line and positioned at a location deemed safe.</p> <p>Corpsman will be alert and on scene, ready to respond. Medical vehicle will be on site with all appropriate medical response equipment.</p>	<p>The standard approved safety brief will be given for all who are present. Any late arrivals will be read the safety brief by the Range/Training Safety Officer (RSO/TSO) or Officer In Charge (OIC). Training will resume when the person who called TTO has gained comprehension.</p> <p>The Primary Instructor (PI) and Course Chief (CC) will ensure the proper Student to Instructor ratio is met and remains in place.</p> <p>All Students and Instructors will don appropriate Personal Protective Equipment (PPE) prior to the line going hot. Pre Mission Checks (PMC) will be conducted before the training day begins.</p> <p>Students who pose a hazard to themselves or others due to a low level of situational awareness or poor weapons handling procedures will be identified. The final decision rests with the PI to begin the FSB process.</p> <p>Demonstrations are implemented as per the ACMS Training Plan. Approved standardized drill cards dictating range setup, engagement distance and method/mode adhered to at all times.</p> <p>PI and Assistant Instructors (AI) will set up drills as necessary, and ensure that there are no transitions with a hotloaded gun.</p> <p>During demonstrations, all efforts will be focused on the class being conducted. Visitors will be briefed and under the control of the responsible individual.</p> <p>When the situation dictates, personnel will be staged or moved away from the firing line.</p> <p>Corpsman, OIC/RSO/TSO/PI will discuss the best position and status of the medical vehicle. Corpsman will ensure all medical equipment is on site and ready to employ.</p>	RAC-3 Possible 5x2x2=20	<p>OIC/RSO/TSO/PI</p> <p>PI/OIC/RSO/TSO</p> <p>OIC/RSO/TSO/PI</p> <p>PI/AI/RSO/TSO/OIC</p> <p>PI/AI</p> <p>PI/AI</p> <p>OIC/RSO/TSO/PI</p> <p>PI/RSO/TSO</p> <p>OIC/RSO/PI</p>	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care On-site Medical Support provided (Circle one):			<input type="checkbox"/> EMT	<input type="checkbox"/> TCCC	<input type="checkbox"/> First Responder		

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTCC Camp Lejeune, NC.			2. Page	02	of	10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.			4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018		
7. Operational Phase in which the Mission/Task will be conducted: ACMS Live Fire Range Training.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Gunshot wound / trauma during range training (cont).	RAC=2 Substantial 5x2x4=40 (Continued)	PI will maintain positive control over the training firing line. Weapons loading and downloading will be under the supervision of Instructors in a safe direction and supervise at a 4:1 Student to HRT Instructor ratio.	All commands will come from the PI regarding the conduct of the firing line. The PI will retain the line hot/cold Authority. Instructors will designate loading/downloading areas. The OIC/R50 will verify all ammo types/count prior to each training day's evolution.	RAC=3 Possible 5x2x2=20 (Continued)	PI/OIC/R50/ T50	These controls have been proven to be effective.	
Gunshot wound / trauma during night range training.	RAC=2 Substantial 5x3x3=45	Students will mount green shielded chemlights on their backs; Instructors will mount blue shielded lights on their backs. Medical staff and medical facilities will be marked with a blue and green cross chemlights. Other critical range features e.g., lateral limit markers, firing lines, drill cones, and hazards will be marked and briefed IAW Range Safety Brief. Range setup and drills conducted IAW approved training plan. White light checks of all weapons systems will be conducted prior to exiting firing line. Portable light sources will be on hand and staged in strategic areas to be rapidly utilized. In the event of an emergency all available lights will be energized. Students will conduct dry flow of new drills in daylight hours before conducting hot drills at night.	The Support Operations Cell (SOC) will supply the appropriate amount of chemlights to meet the listed controls. The OIC/R50/PI will ensure an appropriate brief of night range operations is conducted and the appropriate color chemlights are in place. In lieu of actual chemlights staff members may use approved LED or battery operated light sources. During the loading/unloading of weapons, white light will be used to verify weapons condition. SOC will supply the pelican cased light system. An alternate plan will include the use of vehicle lights.	RAC=3 Possible 5x2x2=20	R50/T50/PI OIC/R50/ T50/PI A/PI OIC/R50/ T50/PI	These controls have been proven to be effective.	
Gunshot wound while moving forward, reverse, left or right during range training Day or Night.	RAC=1 High 5x3x4=60	Craw, Walk, Run training methodology via approved training plan. Students will conduct dry flows of new drills prior to going live. Students shall NOT engage within 15 degrees of another Student or Instructor. Target placement will be approved by the OIC/R50/PI IAW Command (CMD) approved standardized drill cards. Minimum 2:1 Student to HRT Instructor ratio will be maintained during moving drills. Students not actively conducting/involved in drill will be removed from the firing line and remain positioned at a location deemed safe.	Instructors will maintain the best possible position to control Students during movement drills to prevent any unsafe act. Students who pose a hazard to themselves or others shall be removed and subject to FSB. Only CMD approved drills will be conducted. OIC/R50/PIA's will inspect target and target placement prior to going hot. The R50/PIA will ensure the proper Student to Instructor ratio remains in place. OIC will ensure all non-active personnel remain outside the designated hazard area and in appropriate PPE.	RAC=2 Possible 5x2x3=30	R50/T50/PI/ A/ PI/A/R50/ OIC/R50/ T50/PIA	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countmeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care On-site Medical Support provided (Circle one): EMT TCCC First Responder							

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTC Camp Lejeune, NC.			2. Page	03	of	10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.			4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018		
7. Operational Phase in which the Mission/Task will be conducted: ACMS Live Fire Range Training.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Injury from ricochet of bullet fragments while engaging steel targets during range training.	RAC=2 Possible 4x3x3=36	All personnel will be briefed on the engagement process of shooting reactionary and steel targets. All steel targets (reactive and non-reactive) are constructed of abrasion resistant (AR) steel with a minimum Brinell hardness rating of 500 or equivalent (i.e., AR-500) and a minimum thickness of 3/8 inch. Steel targets will be placed at a slight (20°) downward/forward cant angle so as to deflect projectiles into the ground. Personnel within 15 yards of firing line with Frangible ammunition will don full ballistic PPE. Personnel within 50 yards of the target line with Ball ammunition will don full ballistic PPE and remain outside of (20°) Dispersion Area.	The RSO and PI will provide brief and also identify safety hazards associated with reactionary targets. The RSO and PI inspect all reactionary targets and placement prior to commencing any live-fire evolutions incorporating steel targets (reactive or non-reactive), removing steel targets showing excessive wear, such as pockmarks, dimples, pitting, or other deformities, from service. OIC, RSO, and PI will facilitate and have the final inspection authority of the range set up. OIC, RSO, PI and AI's will ensure the following Minimum Safe Engagement Distances: * .40 Cal Frangible – 10M. * .40 Cal Ball – 25M. * 5.56MM Frangible – 25M. * 5.56MM Ball – 50M. * 5.56MM (A059) – 100M. * 5.56MM Enhanced (AB57) not authorized.	RAC=3 Slight 4x2x2=16	R5O/T5O/AI/ PI PI/R5O/T5O/ OIC PI/R5O/T5O/ OIC	These added controls have proven to be effective mitigations for other SMTC HRT courses.	
Eye injury from ricochet of bullet fragments during range training.	RAC=2 Possible 4x2x4=32	Only approved target stands and materials will be used. Damaged or worn reactionary targets will be removed from training. Only approved target stands and materials will be used. The distance and angle to the target line will be controlled by the PI. ANSI/APEL approved wrap-around ballistic eye protection will be worn by all personnel on the range.	Target stands or related equipment found unsatisfactory for use will be replaced by satisfactory equipment or not used at all. The P/OIC will have control over the drill and where it is conducted. OIC/PI will inspect targets/firing line setup and angles ensuring IAW drill cards and authorized for the given range Surface Danger Zone. The Instructor staff will watch to ensure eye protection is in place and remains in place.	RAC=3 Slight 4x1x4=16	PI/AI OIC PI/AI/R5O/ T5O	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care. On-site Medical Support provided (Circle one):			<input checked="" type="checkbox"/> EMT	<input type="checkbox"/> TCCC	<input type="checkbox"/> First Responder		

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTCC Camp Lejeune, NC.				2. Page	04	of 10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.				4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018	
7. Operational Phase in which the Mission/Task will be conducted: Close Quarters Combat (CQC) Live Fire Training.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Gunshot wound / trauma during dynamic / deliberate room entry and clearance operations.	RAC=1 High 5x3x4=60	<p>All Student/Instructors will attend/receive the approved Safety / MRP brief including TTO and DOR policies followed by a training GAR. Visitors and staff will receive the approved training safety brief with review GAR.</p> <p>Visitors will be under the supervision of an Instructor or designated cadre member.</p> <p>A 2:1 Student to HRT Instructor ratio maintained during dynamic live -fire room entry. Students will be removed from hazard area when not on active runs.</p> <p>Students displaying low level of situational awareness, or deemed unsafe throughout any aspect of CQC training will be removed & subject to a FSB.</p> <p>Weapons loading and downloading will be under the direct supervision of Instructors in a safe direction. Live ammunition and SESAMS will NOT be stored or utilized together at same training area. Safest ammunition used (e.g., SRTA, Frangible, etc.) for given evolution. Usage of Ball/Lead ammunition only when necessary/authorized.</p> <p>Crawl-Walk-Run training methodology via approved training plan. Strict adherence to CMD approved target zoning diagrams for specific LFSH and EOs.</p> <p>Corpsman will become familiar with house layout then stage medical vehicle and gear for response. Corpsman will remain alert and ready to respond.</p> <p>No Student shall engage within ONE meter of another Student or Instructor during dynamic entry while moving to or at their point of domination.</p> <p>All Students and Instructors will wear appropriate PPE (full ballistic kit) during live fire range operations.</p>	<p>The standard approved safety brief will be given for all who are present. Any late arrivals will be read the safety brief by the RSO, or OIC. Training only resumes once member who called TTO has gained comprehension.</p> <p>Visitors will be briefed and under the control of the responsible individual during their range visit.</p> <p>The PI will ensure Instructor ratio is able to be met while meeting the training objective. Personnel not actively involved in run will be mustered outside the live-fire shoot house (LFSH).</p> <p>Students who pose a hazard to themselves or others due to a low level of situational awareness, tactics, or poor weapons handling procedures will be identified. The final decision rests with the PI to begin the FSB process.</p> <p>Instructors will designate a loading and downloading area. Instructors supervise at a 4:1 Student to Instructor ratio. The OIC/RSO will verify all ammo types/count prior to each training day's evolution ensuring ammo is the approved/requested ammunition for the given evolution/LFSH IAW training plan.</p> <p>The PI and AI will ensure targets are at the safest angle and make the final call on placement details as applied from the target diagram.</p> <p>Corpsman, OIC/RSO/PI will discuss the best position and status of the medical vehicle. Corpsman will ensure all medical equipment is on site and ready to employ.</p> <p>AI's will place themselves in a position to Identify, Control and correct improper clearance techniques.</p> <p>PMC will be conducted before the training day begins. Instructors will ensure personnel don PPE prior to initiating run.</p>	RAC=2 Possible 5x2x3=30	<p>PI/RSO/TSO/ OIC</p> <p>PI/OIC</p> <p>PI/RSO/TSO</p> <p>PI</p> <p>PI/AI/RSO/TSO /OIC</p> <p>PI/AI/OIC/TSO</p> <p>PI/OIC/RSO/ TSO</p> <p>PI/AI</p> <p>PI/OIC/RSO/ TSO</p>	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care On-site Medical Support provided (Circle one): EMT TCCC First Responder							

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTC Camp Lejeune, NC.				2. Page	05	of 10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.				4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018	
7. Operational Phase in which the Mission/Task will be conducted: Close Quarters Combat (CQC) Live Fire Training.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Eye injury from ricochet of bullet fragments during CQC.	RAC=2 Possible 4x2x4=32	Targets will be placed IAW approved target diagrams. Targets will be checked and adjusted if needed to minimize possibility of ricochet or off target rounds. ANSI/APEL approved wrap-around ballistic eye protection will be worn by all personnel during live fire CQC. Only approved bullet traps will be used and inspected.	Targets will be inspected and shot placement will be evaluated following each live-fire iteration. The Instructor staff will watch to ensure eye protection is in place and remains in place. Bullet traps found unsatisfactory for use will be replaced by satisfactory traps or not used at all.	RAC=3 Slight 4x1x4=16	PI/AI OIC/RSO/TSO/ PI/AI PI/AI/RSO/TSO	These controls have been proven to be effective.	
Gunshot wound / trauma during room entry and clearance operations in low / no light.	RAC=1 High 5x4x3=60	Instructors will mount blue shielded lights on their backs. Medical staff and medical facilities will be marked with a blue and green cross chemlights. Craw, Walk, Run training methodology via approved training plan. Students shall have demonstrated proficiency in CQC tactics, marksmanship, and passed all evaluations before advancing to no / low light phase of CQC training. White light checks of all weapons systems will be conducted prior to exiting compound. Portable light sources will be on hand staged in strategic areas to be rapidly utilized. In the event of an emergency all available lights will be energized.	The SOC will supply the appropriate amount of chemlights to meet the listed controls. The OIC, RSO, and PI will ensure an appropriate brief of low/no light operations is conducted and the appropriate color chemlights are in place. In lieu of actual chemlights staff members may use approved LED or battery operated light source Students who pose a hazard to themselves or others shall be removed from training and subject to FSB. During the clearing of weapons, white light will be used to verify weapons condition. The SOC will supply the appropriate portable light sources. Instructors will energize all available light sources promptly in the event there is an emergency.	RAC=2 Possible 5x3x2=30	RSO/TSO/OIC/ PI/AI PI/RSO/TSO/ OIC PI/AI PI/AI/RSO/TSO	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care. On-site Medical Support provided (Circle one): EMT TCCC First Responder							

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTC Camp Lejeune, NC.				2. Page	06	of 10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.				4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018	
7. Operational Phase in which the Mission/Task will be conducted: CQC with SESAMS and Breaching (ballistic, exothermic, mechanical, manual).							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Trauma to sensitive areas during entry and clearance operations with SESAMS.	RAC=2 Possible 4x3x3=36	All Students and Instructors will attend the approved safety/SESAMS brief to include TTO and DOR policies. Visitors and staff will receive approved Safety/SESAMS brief. Only SESAMS ammunition will be utilized for all SESAMS training evolutions. Live ammunition and SESAMS will NOT be stored together nor utilized together at the same training area. Students, Cadre and Role Players will wear PPE IAW CG TTP 3-30.1. Students will include ridged face protection as added PPE during force-on-force training.	TTO can be called by Students and Instructors. Training will resume when the person who called TTO has gained comprehension. PI/Marking Cart TSO will deliver evolution Force on Force safety Brief. The OIC/RSO will verify all ammo types/count prior to each training evolution. The TSO will ensure no live ammunition is present within the designated Safe Zone during SESAMS. Personnel will be inspected to ensure all proper PPE is in place before entering into the designated zone. Detailed checks of personnel / PMC will be conducted by the marking Cartridge Training Safety Officer to ensure proper PPE coverage.	RAC=3 Possible 4x2x3=24	PI/TSO/OIC/ RSO PI PI/RSO/TSO/ OIC/	These controls have been proven to be effective.	
Laceration or abrasion, bruises, broken bones, burns or injured extremities when using breaching tools/equipment.	RAC=2 Substantial 5x2x4=40	Students will be instructed on proper use of breaching equipment procedures and utilization. Dry-flows conducted prior to incorporating breaching live-fire. Corpsman will be alert and on scene, ready to respond. Medical vehicle will be on site with all appropriate medical response equipment.	AI's will deliver instruction on proper breaching techniques for station or deck. PI will brief the acting Corpsman on the probability of the types of injuries that are possible and where they are most likely to occur.	RAC=3 Possible 5x1x4=20	PI/AI OIC/RSO/TSO/ PI	These controls have been proven to be effective.	
Gunshot wound or injury from ballistic fragmentation during shotgun breaching.	RAC=2 Substantial 5x2x4=40	All Students and Instructors wear proper PPE as defined in safety brief per range SOP. Students will be instructed on proper shotgun procedures and handling with dry flow training. Corpsman will be alert and on scene, ready to respond. Medical vehicle will be on site with all appropriate medical response equipment.	PMC will be conducted before the training day begins. AI's will deliver instruction on proper breaching techniques for station or deck. Corpsman, OIC/RSO/PI will discuss the best position and status of the medical vehicle. Corpsman will ensure all medical equipment is on site and ready to employ.	RAC=3 Possible 5x1x4=20	OIC/RSO/TSO/ PI/AI PI/AI OIC/RSO/PI/ Corpsman	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care On-site Medical Support provided (Circle one): EMT TCCC First Responder							

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTC Camp Lejeune, NC.				2. Page	07 of 10		
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.				4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018		
7. Operational Phase in which the Mission/Task will be conducted: ACMS, CQC Live Fire Training, Breaching (ballistic, exothermic, mechanical, manual), and SESAMS.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Injury from slips, trips, or falls.	RAC=3 Slight 3x2x3=18	Students will be briefed on the appropriate movement techniques during shooting while moving on the range and during CQC. Students will be trained / briefed on proper weapons handling practices to support safety, even during a fall.	OIC, RSO, PI and Instructors will survey the area for trip/slip hazards such as brass or water on the deck. These hazards will be mitigated by marking and briefing or removing. All personnel will be monitored for signs of fatigue, heat stress, heat exhaustion, loss of situational awareness, or other risk indicators.	RAC=4 Slight 3x1x3=9	OIC/RSO/PI OIC/RSO/PI/ AI/ Corpsman	These controls have been proven to be effective.	
Hearing damage or loss.	RAC=3 Possible 4x2x3=24	Hearing protection is mandatory at all stations during hot range operations. Double hearing protection is encouraged, provided it does not interfere with safe HRT operations. All personnel will be issued hearing protection if they do not have any. OIC, RSO, and Instructors enforce use of hearing protection.	Each morning the standard approved safety brief will be given for all who are present. Any late arrivals will be read the safety brief by the RSO or OIC. All personnel will ensure hearing protection is available and worn by all Students and Observers.	RAC=3 Slight 4x2x2=16	OIC/RSO All Cadre OIC/RSO	These controls have been proven to be effective.	
Bites from animals, snakes, and insects.	RAC=3 Slight 4x2x2=16	All personnel will be briefed not to touch or bother wildlife and to check kit bags carefully before use for wildlife. Personnel with known allergic reactions will be identified by Corpsman before training.	OIC/RSO and Corpsman will conduct survey of the training area before Student occupation to check for wildlife nest or insect infestation. Appropriate decision will be made to treat the area or move location.	RAC=3 Slight 4x1x2=8	OIC/RSO Corpsman	These controls have been proven to be effective.	
Injury during severe weather.	RAC=3 Possible 5x2x2=20	When lightning is visible or poses localized hazard, all personnel will seek shelter in rubber wheeled vehicles or available building structures. All personnel will be briefed to remain clear of metal surfaces/ standing water. Training may continue during or after lightning if localized assessments indicate it is safe to do so for given training activity. All personnel will be briefed on projected weather conditions for the day's evolutions.	When directed by the PI, OIC or RSO, the staff and Students will seek shelter. Students will be pre-briefed on these actions before training. If weather will be a factor, the conditions will be briefed, as well as reactions to specific situations.	RAC=3 Slight 5x1x2=10	PI/RSO/OIC PI/RSO/OIC	These controls have been proven to be effective.	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care On-site Medical Support provided (Circle one):						EMT TCCC First Responder	

DELIBERATE RM WORKSHEET (Example)							
1. Organization and Unit Location: USCG SMTC Camp Lejeune, NC.				2. Page	08	of 10	
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.				4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018	
7. Operational Phase in which the Mission/Task will be conducted: ACMS Live Fire Range Training, CQC Live Fire Training, Breaching (ballistic and manual), SESAMS Force on Force.							
8. Identified Hazards	9. Initial Degree of Risk	10. Develop Controls	11. How to Implement Controls	12. Mitigated Degree of Risk	13. Who will Supervise	14. Comments	
Injury from Heat/Cold exposure.(cont)	RAC=3 Slight 3x2x3=18	All personnel will be briefed on signs of heat/cold injury. All personnel with previous heat/cold injuries will be identified by Corpsman. Monitor Blackburn and wet/dry bulb for current heat/cold condition. All personnel will wear the appropriate clothing to suit the current conditions. All personnel will be provided water and be reminded to hydrate through the day. All personnel will be provided tents or a structure to limit exposure from the elements. Heaters will be implemented at training site when environmental conditions necessitate.	The RSO and Corpsman will provide brief and also identify anyone with previous heat/cold injury. Breaks between sessions will increase in frequency when in black flag conditions. In extreme heat/cold, breaks will be taken to warm up or cool down utilizing vehicles and/or heaters. Corpsman will visually inspect personnel when exiting the range and while on break for signs of heat/cold stress and remind Students and staff to hydrate. PI, AI's and corpsman will monitor Students for proper hydration. SOC will provide tents to be set up in appropriate areas for all personnel. SOC will provide heaters for training sites. Proper ventilation will be monitored when heaters are in use.	RAC=4 Slight 3x1x3=9	OIC/RSO/PI/ Corpsman OIC/RSO/PI OIC/RSO/PI/ Corpsman PI/AI/ Corpsman RSO/OIC/PI RSO/OIC/PI	These controls have been proven to be effective.	
*****	*****	Prior to convening course / training activities entire RM Worksheet shall be reviewed and evaluated by cadre for potential changes in hazard exposures and necessary control updates.	Any necessary changes or updates will be incorporated into this RM Worksheet through command-approved addendums.	*****	*****	*****	
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:			VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support: EMT required when further than 30 min from emergency medical care On-site Medical Support provided (Circle one): EMT TCCC First Responder							

Deliberate RM Worksheet Pre-Control SPE Model						
TOC ACMS Live Fire Range Training, CQC, Breaching (ballistic and manual)						
Identified Hazards	Severity	Probability	Exposure	Totals		
				Value	Degree of Risk	Guidance
Gunshot wound/trauma during range training.	5	2	4			40 Substantial
Gunshot wound/trauma during night range training.	5	3	3			45 Substantial
Gunshot wound while moving forward, reverse, left or right during range training.	5	3	4			60 High
Injury from ricochet of fragments while engaging steel targets during range training.	4	3	3			36 Possible
Eye injury from ricochet of bullet fragments during range training.	4	2	4			32 Possible
Gunshot wound/trauma during dynamic/deliberate room entry and clearance operations	5	3	4			60 High
Eye injury from ricochet of bullet fragments during CQC.	4	2	4			32 Possible
Gunshot wound during dynamic/deliberate room entry and clearance operations in low/no light.	5	4	3			40 Substantial
Trauma to sensitive areas during entry and clearance operations with BEBAMS	4	3	3			36 Possible
Lacerations or abrasions, bruises, broken bones, burns or injured extremities when using breaching tools/equipment.	5	2	4			40 Substantial
Gunshot wound or injury from ballistic fragmentation during shotgun breaching.	5	2	4			40 Substantial
Injury from slips, trips, or falls.	3	2	3			18 Slight
Hearing Damage or loss.	4	2	3			24 Possible
Bites from animals, snakes, and insects.	4	2	2			16 Slight
Injury during severe weather.	5	2	2			20 Possible
Injury from heat/cold exposure.	3	2	3			18 Slight
				Value	Degree of Risk	Guidance
	1 = None or slight / HIPO.	1 = Impossible or remote under any conditions.	1 = None or below average.	80-100	Very High	Discontinue, Stop
	2 = Minimal / Class D.	2 = Unlikely under normal conditions.	2 = Average.	60-79	High	Correct Immediately
	3 = Significant / Class C.	3 = About 50-50.	3 = Above average.	40-59	Substantial	Correction Required
	4 = Major / Class B.	4 = Greater than 50%.	4 = Great.	20-39	Possible	Attention Needed
	5 = Catastrophic / Class A.	5 = Very likely to happen.		1-19	Slight	Possibly Acceptable
** Refer to RM Worksheet for Identified Hazards, Risk Mitigation and Implemented Controls.**						
Severity - is an event's potential consequences measured in terms of degree of damage, injury, or impact on a mission. Should something go wrong, the results are likely to occur in one of these areas: Injury or Death, Equipment Damage, Mission Degradation, Reduced Morale, Adverse Publicity, Administrative and/or Disciplinary Actions.						
Probability - is the likelihood that the potential consequences will occur.						
Exposure - is the amount of time, number of occurrences, number of people, and/or amount of equipment involved in an event, expressed in time, proximity, volume, or repetition.						

DELIBERATE RM WORKSHEET (Example)						
1. Organization and Unit Location: USCG SMTCC Camp Lejeune, NC.		2. Page 10	of 10			
3. Mission/Training/Task: Tactical Operations Course (TOC) Fiscal Year 2018.		4. Begin Date: 05 FEB 2018	5. End Date: 30 SEP 2018	6. Date Prepared: 30 JAN 2018		
7. Operational Phase in which the Mission/Task will be conducted: ACMS Live Fire Range Training, GOC Live Fire Training, Breaching (ballistic and manual), SEBAMS.						
Overall Risk Level						
15. Overall Mission/Task Risk Level After Countermeasures Are Implemented:		VERY HIGH	HIGH	SUBSTANTIAL	POSSIBLE	SLIGHT
16. Medical Support:		On-site Medical Support provided (Circle one): EMT TCCC First Responder				
17. Course Training Safety Officer (Rank, Last Name, Signature)		18. Course Chief (Rank, Last Name, Signature)				
19. Training Safety Manager (Rank, Last Name, Duty Position, Signature)		20. Branch Chief (Rank, Last Name, Duty Position, Signature)				
21. Risk Decision Authority (Rank, Last Name, Duty Position, Signature)						
Commanding Officer						

APPENDIX L. INSTRUCTOR SCREENING EXAMPLE

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Special Missions Training Center

PSC Box 20068
Camp Lejeune, NC 28542
Phone: (910) 440-7591
Fax: (910) 440-7040

1500

MEMORANDUM

From: H. R. Tee, CAPT
CG SMTC

To: OIC, _____ Branch Medical Clinic

Subj: REQUEST FOR MEDICAL SCREENING FOR HIGH-RISK INSTRUCTOR DUTY
ICO PETTY OFFICER A.B.SEMPRE

Ref: (a) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 14 (TRASYS SOP, VOL 14)
(b) SMTC High-Risk Training (HRT) Safety Procedures, SMTCCINST 1500.75 (series)

1. Request you conduct the following medical evaluation to assist us with screening subject named member for possible duty as a High-Risk Instructor per reference (a):

a. For High-Risk Instructor Candidates Only. Complete enclosure (1) and submit to medical officer for review.

b. Screen medical record of subject candidate in his or her presence. Screening must be conducted either by a medical officer, nurse practitioner, physician assistant, or independent duty corpsman.

c. Enclosure (2) is provided to assist you in conducting the medical record screening and interview. Enclosure (3) is provided to assist in reporting a determination as to whether any disqualifying factors are present.

2. The reviewer may request a specialist referral if the review reveals a need for it. The results of the medical screening must be forwarded to the requester and recorded in the candidate's medical record.

3. For any question in this matter can be directed to _____, via John.Doe@USCG.mil or at (123) 456-7891.

#

Enclosure : (1) OPNAV 1500/53 (Oct 2009) Medical Questionnaire
(2) Medical Officer's Interview Guide
(3) Results of Medical Screening

MEDICAL QUESTIONNAIRE			
PRIVACY ACT STATEMENT			
<p>a. <u>Authority</u>: 5 U.S.C. 301, Departmental Regulations and E.O. 9397.</p> <p>b. <u>Principle Purpose</u>: To assist in determining physical suitability for duty as a high-risk instructor.</p> <p>c. <u>Routine Use</u>: The information will be used by the candidate's commanding officer (or designated representative) to help verify physical and emotional stability.</p> <p>d. <u>Disclosure</u>: Voluntary; however, failure to provide the information may disqualify the candidate for high-risk or instructor duty.</p>			
1. Name (<i>Last, First, Middle</i>):	2. Rank/Rate:	3. Command:	4. Date
<p><i>This questionnaire is to be completed by the instructor candidate and forwarded to competent medical authority, i.e., Medical Officer Physician Assistant, Nurse Practitioner (family practice), or Independent Duty Corpsman, conducting the medical record review. The candidate must explain any "Yes" answers in Section 9 Comments.</i></p>			
5. Physical Health Problems (Have/Are you):			
Any health problems not in the health record?	Yes	No	
Consulted a civilian health care provider in the previous year?	Yes	No	
Currently taking any prescription medicines?	Yes	No	
Ever appear before a medical board?	Yes	No	
Had a history of stress-related conditions?	Yes	No	
6. Emotional Problems (Have/Are you):			
Ever sought or been referred for psychological counseling?	Yes	No	
Ever threatened or attempted suicide?	Yes	No	
Ever threatened to hurt another person?	Yes	No	
Any history of irrational fears or phobias?	Yes	No	
Any history of depression or recurrent anxiety?	Yes	No	
Ever been told you have a bad temper?	Yes	No	
Currently under care for any psychological disorders?	Yes	No	
Ever been diagnosed with a personality disorder?	Yes	No	
7. Interpersonal Relationships (Have/Are you):			
Ever been charged with spouse or child abuse?	Yes	No	
Any past or pending family advocacy investigations?	Yes	No	
8. Substance Abuse (Have/Are you):			
Ever been diagnosed as an alcohol or drug abuser/dependent?	Yes	No	
Ever been involved in alcohol or drug-related incidents?	Yes	No	
Undergone any substance abuse rehabilitation treatment?	Yes	No	
9. Comments			
10. Additional documentation is attached or documented on reverse side.			
I hereby certify that the information provided is true and complete to the best of my knowledge.			
Instructor Candidate Signature:		Signature Date:	

Enclosure (1)

MEDICAL OFFICER'S INTERVIEW GUIDE

The following are suggested topics for the medical interview. For any issues that are not resolved to the medical officer's satisfaction during the interview, refer for specialty consult or evaluation. Look for signs of stress or annoyance in the candidate when discussing these issues, especially regarding abusive behavior and substance abuse.

1. Interpersonal Relationships and Job Adjustment.

- a. "Have you ever been referred to a physician or chaplain due to personal or work-related stress that adversely affected your performance?"
- b. "Have you any history of spousal or child abuse or suicidal behavior?"
- c. "Have you experienced any anxieties or phobias that have caused you to be removed from a particular work environment?"

2. Mental and Physical Health.

- a. "Have you consulted a civilian health care provider within the past year?" (As appropriate, the medical reviewer should obtain records from the civilian physician.)
- b. "Are you currently taking prescription medications?" "Will the condition affect your ability to perform duties?"
- c. "Have you ever gone before a medical board?" (A copy must be available in the candidate's health record.)
- d. "Is there any documented history of psychological or physiological reaction to stress, tension, vascular headaches (recurrent), upper respiratory symptoms, or unstable hypertension?" (Explore any history of emotional problems that would suggest vulnerability to maladaptive stress coping, such as adjustment (situational) disorders, depressive episodes, or recurrent anxiety.)
- e. "Have you ever been concerned at any time about your emotional health or ability to cope with stress?"
- f. "Have you ever sought psychological counseling by a physician, psychologist, priest, social worker, etc.?"
- g. "Have you threatened suicide or any other self- destructive behavior?"
- h. "Have you ever threatened to hurt another individual?"
- i. "Have you ever experienced persistent irrational fear or phobias such as flying, high places, confined spaces, water, etc.?"

j. “Do you have a problem with anger, recurrent anger, or controlling anger?”

3. **Substance Abuse.**

a. “Have you ever consumed alcohol during work hours or come to work hung over, requiring a referral for competency for duty?”

b. “Have you ever been referred for evaluation for substance abuse?”

c. “Have you ever been involved in an alcohol-related incident?”

d. “Have you ever had concern about your drinking pattern or experienced guilt or remorse for behavior that occurred while drinking?”

e. “Has alcohol ever caused any family, personal, or work difficulties?” (Specifically address driving under the influence, fights, quarrels, and tardiness or missing work.)

f. “Do you have a history of drinking excessively?”

g. “Do you drink early in the day?”

h. “Has anyone criticized your drinking pattern or advised you to change your drinking pattern?”

i. “Have you ever experienced blackouts?”

4. **Interpersonal Relationships.** Was the candidate abused as a child (physically, emotionally, or sexually)?

5. **Documented History of Impulsive Behavior.**

a. Is there any evidence of untreated alcohol abuse or alcohol dependence? (At least 1-year post treatment with an adequate documented recovery program is required prior to accepting orders as a high-risk instructor).

b. Is there any psychiatric diagnosis of personality disorders? (Applicable in the case of any psychiatric diagnosis requiring medication or hospitalization unless symptom-free for 1 year and declared fit for full duty by a formal medical board.)

Enclosure (2)



Commanding Officer
United States Coast Guard
Special Missions Training Center

PSC Box 20068
Camp Lejeune, NC 28542
Phone: (910) 440-7591
Fax: (910) 440-7040

1500

MEMORANDUM

From: D.R. Coastie, CDR
OIC, Branch Clinic

To: Commanding Officer, SMTC

Subj: RESULTS OF MEDICAL SCREENING FOR HIGH-RISK INSTRUCTOR DUTY
ICO PETTY OFFICER A.B.SEMPRE

Ref: (c) Standard Operating Procedures (SOP) for the Coast Guard's Training System,
Volume 14 (TRASYS SOP, VOL 14)
(d) SMTC High-Risk Training (HRT) Safety Procedures, SMTCINST 1500.75 (series)

1. The requested screening and interview have been completed. Information does or does not indicate that there are potentially disqualifying factors in the instructor's medical history. The candidate is or is not suitable for high-risk instructor duty.

#

Enclosure (3)

COMMANDING OFFICER'S INTERVIEW GUIDE (EXAMPLE)

The following are suggested topics for the CO's interview. For any issues that are not resolved to the CO's satisfaction during the interview or commented on by the medical reviewer, refer the candidate to the local health care facility for specialty consult and evaluation. Look for signs of stress or annoyance in the candidate when discussing these issues, especially regarding abusive behavior and substance abuse.

1. Interpersonal Relationships and Job Adjustment.

- a. Have marital problems, financial problems, or family advocacy issues ever adversely affected your work performance?"
- b. "Have you ever had problems relating to your supervisors?"
- c. "Have you been a supervisor?" "Are you comfortable in that role?" "Have you had problems dealing with subordinates?"
- d. "Have you had disciplinary problems or lost your temper in the work place?"
- e. "Do you understand and adhere to guidelines for sexual harassment, core values, and personal discrimination?"
- f. "Have you switched rates or had problems advancing in rate?"
- g. "Have you ever been counseled for fighting, writing bad checks, indebtedness, or unauthorized absence?"
- h. "Since enlistment or commissioning, have you ever been arrested?"

2. **Interpersonal Relationships.** (Using information obtained from service records review or interview, address the following areas.)

- a. How many times has the candidate been engaged, married, or divorced? (more than twice can raise concern).
- b. Does the candidate have any broken active duty? If yes, explore the reasons.
- c. How many times has the candidate been fired from a job?
- d. During broken service, was the candidate unemployed for 6 or more months?

3. **Documented History Of Impulsive Or Aggressive Behavior.** (This information may be substantiated by service record review.)

- a. Since entering the service, has the candidate ever been involved in a fight or

physical altercation? If so, how many? These must be thoroughly evaluated. This is especially important if injuries occurred.

b. The candidate must be specifically asked about civilian arrests and asked to provide information. More than one misdemeanor arrest or any felony arrest must be fully evaluated.

c. Has the candidate ever been suspended or expelled from school? More than once may be significant. The interviewer must explore the number of times and the reason. Concern should be raised if this occurred during his or her high school years.

d. Does the candidate do things without thought that get him or her into trouble? (Examples might include impulsive spending, speeding tickets, going unauthorized absence or saying things in anger that later have to be retracted).

e. Is there a documented history of unreliability or has there been a concern about irresponsible behavior?

f. Is there any documented history of recurrent indebtedness, gambling, or misuse of personal funds significant enough to be drawn to command attention?

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APPENDIX M. CUIT EXAMPLE

CORE UNIQUE INSTRUCTOR TRAINING
FOR BASIC TACTICAL OPERATIONS COURSE
(BTOC) ADVANCED COMBAT MARKSMANSHIP
SKILLS (ACMS) INSTRUCTOR



PREPARED FOR

Special Missions Training Center
PSC Box 20068, Camp Lejeune, North Carolina 28542-0068

January 2017

U.S. Department of
Homeland Security

United States
Coast Guard



Commanding Officer
United States Coast Guard
Special Missions Training Center

PSC Box 20068
Camp Lejeune, NC 28542
Phone: (910) 123-4567
Fax: (910) 123-4567
Email: High.Risk.Tee@uscg.mil

1553

MEMORANDUM

From: H. R. Tee, LCDR
Deployable Specialized Forces Branch

To: A. B. Chief, MEC

Subj: CORE UNIQUE INSTRUCTOR TRAINING (CUI) – BTOC ADVANCED
COMBAT MARKSMANSHIP SKILLS INSTRUCTOR (ACMS)

Ref: (a) USCG Ordnance Manual, COMDTINST M8000.2 (series)
(b) Coast Guard Range Training Handbook, CGTTP 3-30.3 (series)
(c) Marine Corps, Range Control SOP, MCIEAST-MCB CAMLEJO 3570.1
(d) Close Quarters Combat (CQC) Tactics, Techniques, and Procedures, CGTTP 3-95.10
(e) Close Quarters Combat (CQC) Marksmanship Tactics, Techniques, and Procedures; CGTTP 3-95.8
(f) Operator's Manual, MK-18, MOD 1 Carbine (CQC), SW370-A3-OPI-010
(g) Operator's Manual, SIG Sauer, P229 DAK
(h) Operator's Manual, Remington R870 12 Gauge Shotgun, SW370-BC-OPI-010
(i) Pre-Mission Inspection and Pre-Mission Check Tactics, Techniques and Procedures, CGTTP 3-95.2
(j) Standard Operating Procedures for Coast Guard's Training System, Volume 14, High-Risk Training (HRT)
(k) SMTC High-Risk Training Safety Policy, SMTCINST 1500.75 (series)
(l) Operational Risk Management, COMDTINST 3500.3 (series)
(m) Range Safety, MCO 3570.1C
(n) Range Safety, DA PAM 385-63

1. You have been assigned as a BTOC Advanced Combat Marksmanship Skills Instructors. You will familiarize yourself with references (a) through (n) for qualification as an Advanced Combat Marksmanship Skills High-Risk Training Instructor. The BTOC course has been outlined in reference (j) as a "High Risk" course of instruction.

2. Completed three High Risk Training evaluations with a High Risk Training Evaluator and a designated Subject Matter Expert. Copies of evaluations are maintained in Instructor's Training Record.

NOTE 

Instructor should remove this chapter and place it in the trainee's training record.

TRAINEE NAME:

SUPERVISOR NAME:

POSITION TO BE TRAINED FOR: BTOC ACMS INSTRUCTOR

Task Number ACMS	Task	Date Completed	Verifying Officer's Name Printed & Signed
PHASE 1	Administration		
PHASE 2	ACMS Coach		
PHASE 3	ACMS Instructor		



**BOC ACMS HRT
Core Unique Instructor Training**

Introduction **PHASE 1 - Administration**

- Ref:
- (a) USCG Ordnance Manual, COMDTINST M8000.2 (series)
 - (b) Coast Guard Range Training Handbook, CGTTP 3-30.3 (series)
 - (c) Marine Corps, Range Control SOP, MCIEAST-MCB CAMLEJO 3570. 1
 - (d) Close Quarters Combat (CQC) Tactics, Techniques, and Procedures, CGTTP 3-95.10
 - (e) Close Quarters Combat (CQC) Marksmanship Tactics, Techniques, and Procedures, 3-95.8
 - (f) Operator’s Manual, MK-18, MOD 1 Carbine (CQC), SW370-A3-OPI-010
 - (g) Operator’s Manual, SIG Sauer, P229 DAK
 - (h) Operator’s Manual, Remington R870 12 Gauge Shotgun, SW370-BC-OPI-010
 - (i) Pre-Mission Inspection and Pre-Mission Check Tactics, Techniques and Procedures, CGTTP 3-95.2
 - (j) Standard Operating Procedures for Coast Guard’s Training System, Volume 14 High-Risk Training (HRT)
 - (k) SMTC High-Risk Training Safety Policy, SMTCINST 1500.75 (series)
 - (l) Operational Risk Management, COMDTINST 3500.3 (series)
 - (m) Range Safety, MCO 3570.1C
 - (n) Range Safety, DA PAM 385-63

Conditions Tasks should be performed at any time, at facilities available to the unit.

Standards Instructor under Training must complete all Phase 1 requirements

Performance Criteria	Completed (Initials)	Course Chief
1. Briefed by the Deployable Specialized Forces Branch Chief on the following <ul style="list-style-type: none"> a) Welcome aboard Policy b) Command Policies c) Assignment to instructional area 		
2. Briefed by Course Chief on the following <ul style="list-style-type: none"> a) Military (if applicable) and Instructor duties b) School organization, daily routine and administrative procedures. c) Command regulations (if applicable) 		
3. Briefed by Training Safety Manager (or designated staff members) on all general safety procedures/precautions applicable to school personnel, space, and safety procedures particular to this course of introduction, to include Emergency Action Plans, Training Time Out, Mishap, Near Mishap, Hazardous Conditions, target Placement Plans and Safety Concepts		
4. Instructor has attended Command In-Brief		
5. Instructor has attended BTOC Familiarization Brief		



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Core Unique Instructor Training**

6. Instructor has completed High Risk Course Screening a) Interviewed by Commanding Officer, Officer in Charge (or designee) b) Note: The Memorandum attesting to this interview, signed by the Commanding Officer, Officer in Charge (or designee) is included in the instructor's certification file. --OR-- c) Completed high-risk course instructor screening as specified in the contract for contract facilities. d) Medical Record Review (Military instructors only) e) CG 3307 entry has been placed into member's record. (Military instructors only)		
7. Instructor has read and demonstrated a working knowledge of the following orders, instructions, directives: a) COMDINST M 8000.2 (series), USCG Ordnance Manual		
b) Coast Guard Range Training Handbook, CG TTP 3-30.3 (series) for Clearing Live Ammunition from Weapons		
c) Marine Corps, Range Control SOP, MCIEAST-MCB CAMLEJO 3570.1		
d) Operator's Manual, SIG Sauer, P229 DAK		
e) Close Quarters Combat (CQC) Tactic, Techniques and Procedures; CGTTP 3-95-10		
f) Close Quarters Combat (CQC) Marksmanship, Tactics, techniques and Procedures CGTTP 3-95.8		
g) SW370-A3-OPI-010, Operator's Manual, MK-18, MOD) Carbine (CQC)		
h) SW370-BC-OPI-010, Operator's Manual, Remington R870 12 Gauge Shotgun		
8. The instructor has reviewed and demonstrated a working knowledge of course documentation including:		
a) Master Course Schedule		
b) Curriculum Outline of Instruction		
c) Resource Requirements List		
d) Instructor Guide		
e) Student Guide/ Materials		
f) Testing Plan/Evaluation Materials		
g) Scenario Documentation		
h) Training Time Out (TTO) procedures		
i) Drop on Request (DOR)		
9. Uniformed Instructors will complete entire course as a "STUDENT".		



BTOC ACMS HRT Core Unique Instructor Training

Introduction **PHASE 2 – ACMS Coach**

- The Purpose of Phase 2 of the Core Unique Instructor Training (CUIT) is to specify unique requirements for Coaches who conduct the Basic Tactical Operations Course of instruction (502053)
- This CUIT is part of the instructor certification process as outlined in the JMTC Instructor Certification Instruction JMTCINST 1553.1 (series)
- Perspective Coaches will complete all Phase 2 tasks to qualify as a BTOC Coach.

- Ref:
- (a) USCG Ordnance Manual, COMDTINST M8000.2 (series)
 - (b) Coast Guard Range Training Handbook, CGTTP 3-30.3 (series)
 - (c) Marine Corps, Range Control SOP, MCIEAST-MCB CAMLEJO 3570. 1
 - (d) Close Quarters Combat (CQC) Tactics, Techniques, and Procedures, CGTTP 3-95.10
 - (e) Close Quarters Combat (CQC) Marksmanship Tactics, Techniques, and Procedures, 3-95.8
 - (f) Operator’s Manual, MK-18, MOD 1 Carbine (CQC), SW370-A3-OPI-010
 - (g) Operator’s Manual, SIG Sauer, P229 DAK
 - (h) Operator’s Manual, Remington R870 12 Gauge Shotgun, SW370-BC-OPI-010
 - (i) Pre-Mission Inspection and Pre-Mission Check Tactics, Techniques and Procedures, CGTTP 3-95.2
 - (j) Standard Operating Procedures for Coast Guard’s Training System, Volume 14 High-Risk Training (HRT)
 - (k) SMTC High-Risk Training Safety Policy, SMTCINST 1500.75 (series)
 - (l) Operational Risk Management, COMDTINST 3500.3 (series)
 - (m) Range Safety, MCO 3570.1C
 - (n) Range Safety, DA PAM 385-63

Conditions Tasks should be performed at any time, at facilities available to the unit.

Standards Instructor under Training must complete all Phase 2 requirements

Performance Criteria	Signature and Date
2.0 Personal Protective Measures	
a) Demonstrate Familiarity with all Tactical Operator Equipment	
b) Explain and Demonstrate procedures used to inspect all of the operators equipment IAW PMI/PMC	
c) Explain and demonstrate procedures to assemble all items of the operators equipment	
d) Explain and demonstrate procedures on proper wearing of operators equipment	



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Core Unique Instructor Training**

2.1 Advanced Marksmanship (Firing the PDW)	
a) Demonstrate and explain the eight fundamentals of marksmanship as they pertain to the PDW	
b) Demonstrate and explain the sequence of drawing from the holster	
c) Demonstrate and explain the fundamentals of engaging a single target using slow aimed fire	
d) Demonstrate and explain the fundamentals of engaging a single target with controlled pair	
e) Demonstrate and explain the fundamentals of engaging multiple targets using a controlled pair	
f) Demonstrate and explain the fundamentals when conducting a slide-lock reload	
g) Demonstrate and explain the fundamentals of engaging a single target with a protective mask	
2.2 Advanced Marksmanship (Firing the MK-18)	
a) Demonstrate and explain the eight fundamentals of marksmanship as the pertain to using the MK-18	
b) Demonstrate and explain the fundamentals of engaging a single target using slow aimed fire	
c) Demonstrate and explain the fundamentals of engaging a single target with controlled pair	
d) Demonstrate and explain the fundamentals of engaging multiple targets using a controlled pair	
e) Demonstrate and explain the fundamentals of engaging a single target with a protective mask	
2.3 Advanced Marksmanship (Weapons Transition during single target engagement)	
a) Demonstrate and explain in the fundamentals of engaging single target with primary weapon	
b) Demonstrate and explain in the fundamentals of transitioning to secondary weapon	
c) Demonstrate and explain in the fundamentals of engaging a single target with secondary weapon	
2.4 Advanced Marksmanship (Weapons Transition during multiple target engagement)	
a) Demonstrate and explain in the fundamentals of engaging multiple targets with primary weapon	
b) Demonstrate and explain in the fundamentals of transitioning to secondary weapon	
c) Demonstrate and explain in the fundamentals of engaging the multiple targets with secondary weapon.	
2.5 Advanced Marksmanship (Weapons Transition during multiple target engagement while moving)	
a) Demonstrate and explain in the fundamentals of transitioning to secondary weapon after turning	
b) Demonstrate and explain in the fundamentals of transitioning	



**BOC ACMS HRT
Core Unique Instructor Training**

to secondary weapon while advancing	
c) Demonstrate and explain in the fundamentals of transitioning to secondary weapons in while moving laterally	
2.6 Advanced Marksmanship (Electronic Sights)	
a) Describe and explain in the considerations of Mounting a electronic sight to MK-18	
b) Describe and explain in the procedures of zeroing electronic sight to MK-18	
2.7 Advanced Marksmanship (Engaging targets using cover)	
a) Demonstrate and explain in the techniques used during engagement with primary weapon using while standing/kneeling	
b) Demonstrate and explain in the fundamentals of transitioning to secondary weapon utilizing cover	
c) Demonstrate and explain in the techniques used during engagement with secondary weapon using cover while standing/kneeling	
2.8 Advanced Marksmanship (Shooting in Limited Visibility)	
a) Demonstrate and explain the techniques used during threat engagement with primary weapon using weapons mounted light	
b) Demonstrate the following techniques: <ul style="list-style-type: none"> • Harries Technique • FBI Technique • Mossad Ayoob Technique 	
c) Demonstrate and explain the techniques used during threat engagement with secondary weapon using weapon mounted light	
2.9 Advanced Marksmanship CTEs	Must fire and pass CTEs and record the score
a) CTE 1	
b) CTE 2	
c) CTE 3	
d) CTE 4	

ATTEND AND GRADUATE AMI COURSE



BTOC ACMS HRT Core Unique Instructor Training

Introduction **PHASE 3 – ACMS Instructor**

- Prior to qualifying as an ACMS instructor for the **Basic Tactical Operations Course** all Phase 3 requirements must be completed, the individual must substantiate knowledge of the material, confidence teaching the material and ability to answer questions completely and with professional bearing. In order to evaluate the knowledge and capabilities, the individual will teach the CORE SUBJECTS to a qualified training center High Risk Training Instructor (HRT-I) designated by the Branch Chief or Course Chief at a minimum of one time. At no time will any instructors teach CORE SUBJECTS that have not been completed or satisfied to the minimum standard of expectation of the Branch Chief or Course Chief. The list of CORE SUBJECTS is as follows:

Complete all prerequisite requirements.

- Ref:
- (a) USCG Ordnance Manual, COMDTINST M8000.2 (series)
 - (b) Coast Guard Range Training Handbook, CGTTP 3-30.3 (series)
 - (c) Marine Corps, Range Control SOP, MCIEAST-MCB CAMLEJO 3570. 1
 - (d) Close Quarters Combat (CQC) Tactics, Techniques, and Procedures, CGTTP 3-95.10
 - (e) Close Quarters Combat (CQC) Marksmanship Tactics, Techniques, and Procedures, 3-95.8
 - (f) Operator's Manual, MK-18, MOD 1 Carbine (CQC), SW370-A3-OPI-010
 - (g) Operator's Manual, SIG Sauer, P229 DAK
 - (h) Operator's Manual, Remington R870 12 Gauge Shotgun, SW370-BC-OPI-010
 - (i) Pre-Mission Inspection and Pre-Mission Check Tactics, Techniques and Procedures, CGTTP 3-95.2
 - (j) Standard Operating Procedures for Coast Guard's Training System, Volume 14 High-Risk Training (HRT)
 - (k) SMTC High-Risk Training Safety Policy, SMTCINST 1500.75 (series)
 - (l) Operational Risk Management, COMDTINST 3500.3 (series)
 - (m) Range Safety, MCO 3570.1C
 - (n) Range Safety, DA PAM 385-63

Conditions Tasks should be performed at any time, at facilities available to the unit.

Standards Instructor under Training must complete all Phase 3 requirements and must substantiate knowledge of the material, confidence teaching the material and ability to answer questions completely and with professional bearing.



**BTOC ACMS HRT
Core Unique Instructor Training**

Performance Criteria	Signature and Date
3.0 Advanced Marksmanship Instructor (AMI)	
a) Successfully graduated AMI	
b) Designated unit AMI	
c) Administer CTE's 1-4 (*must administer all CTE's and record the scores)	
3.1 Personal Protective Measures	
a) Demonstrate the ability to teach a Class on Operator Equipment	
b) Explain and Demonstrate in detail procedures used to inspect all of the operators equipment IAW PMI/PMC	
c) Explain and demonstrate in detail procedures to assemble all items of the operators equipment	
d) Explain and demonstrate in detail procedures on proper wearing of operators equipment	
3.2 Advanced Marksmanship (Firing the PDW)	
a) Demonstrate and explain in detail the eight fundamentals of marksmanship as they pertain to the PDW	
b) Demonstrate and explain in detail the criticalities and sequence of the four part draw	
c) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target using slow aimed fire	
d) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target with controlled pair	
e) Demonstrate and explain in detail the criticalities and fundamentals of engaging multiple targets using a controlled pair	
f) Demonstrate and explain in detail the criticalities and fundamentals when conducting a slide-lock reload	
g) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target with a protective mask	
h) Demonstrate and explain in detail the criticalities of the different carry techniques used for the Sig 229(PDW) IAW CQC TTP	
3.3 Advanced Marksmanship (Firing the MK-18)	
a) Demonstrate and explain in detail the criticalities of the eight fundamentals of marksmanship as the pertain to using the MK-18	
b) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target using slow aimed fire	
c) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target with controlled pair	
d) Demonstrate and explain in detail the criticalities and fundamentals of engaging multiple targets using a controlled	



**BTOC ACMS HRT
Core Unique Instructor Training**

pair	
e) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target with a protective mask	
h) Demonstrate and explain in detail the criticalities of the different carry techniques used for the MK-18 IAW CQC TTP	
3.4 Advanced Marksmanship (Weapons Transition during single target engagement)	
a) Demonstrate and explain in detail the criticalities and fundamentals of engaging single target with primary weapon	
b) Demonstrate and explain in detail the criticalities and fundamentals of transitioning to secondary weapon	
c) Demonstrate and explain in detail the criticalities and fundamentals of engaging a single target with secondary weapon	
3.5 Advanced Marksmanship (Weapons Transition during multiple target engagement)	
a) Demonstrate and explain in detail the criticalities and fundamentals of engaging multiple targets with primary weapon	
b) Demonstrate and explain in detail the criticalities and fundamentals of transitioning to secondary weapon	
c) Demonstrate and explain in detail the criticalities and fundamentals of engaging the multiple targets with secondary weapon.	
3.6 Advanced Marksmanship (Weapons Transition during multiple target engagement while moving)	
a) Demonstrate and explain in detail the criticalities and fundamentals of transitioning to secondary weapon after turning	
b) Demonstrate and explain in detail the criticalities and fundamentals of transitioning to secondary weapon while advancing	
c) Demonstrate and explain in detail the criticalities and fundamentals of transitioning to secondary weapons in while moving laterally	
3.7 Advanced Marksmanship (Electronic Sights)	
a) Describe and explain in detail the considerations of Mounting a electronic sight to MK-18	
b) Describe and explain in detail the procedures of zeroing electronic sight to MK-18	
3.8 Advanced Marksmanship (Engaging targets using cover)	
a) Demonstrate and explain in detail the criticalities and techniques used during engagement with primary weapon using while standing/kneeling	
b) Demonstrate and explain in detail the criticalities and	



**BTOC ACMS HRT
 Core Unique Instructor Training**

fundamentals of transitioning to secondary weapon utilizing cover	
c) Demonstrate and explain in detail the techniques used during engagement with secondary weapon using cover while standing/kneeling	
3.9 Advanced Marksmanship (Shooting in Limited Visibility)	
a) Demonstrate and explain in detail techniques used during engagement with primary weapon using primary gun light technique	
b) Demonstrate the following techniques: <ul style="list-style-type: none"> • Harries Technique • FBI Technique • Mossad Ayoob Technique 	
c) Demonstrate and explain in detail techniques used during engagement with secondary weapon using primary gun light technique	