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Critical Incident Active Shooter Response Simulation [Project Proposal]

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PSU Non-IC-Funded Project Profile Form

The intent of this form is to capture project information for both active and proposed projects associated with an Integrated Cluster (IC) which **do not require specific IC funding.**

Note that PSU has created a separate process for funding Integrated Cluster projects. For additional information on that process and the associated forms, review the collateral posted on the PSU site: **https://www.plymouth.edu/clusters/project-proposal-submission/**

Instructions for the PSU Non-IC-Funded Project Profile Form:

- ✓ Download this form to your computer

- ✓ Complete the form and save it on your computer; include the title of your project in the file name

- ✓ Forward the file via email to the IC Project Manager, Ross Humer at rhumer@plymouth.edu

- ✓ Project Profile will then be logged & forwarded to the appropriate IC Guide Team(s)

PSU Integrated Cluster Project Proposal Form

Title: Critical Incident Active Shooter Response Simulation

Project Status:

☐This is an active project which began:

☒This is a proposed project which is expected to begin: 10/23/2016

Project Leadership: (Identify Project Director/Manager or Co-Manager(s) Laura Dykstra

Project Description: Plymouth State University's Criminal Justice Organization (CJO) is partnering with the Tilton Police Department, the New Hampshire State Troopers, the Federal Bureau of Investigation, the Department of Homeland Security and various local law enforcement agencies to launch a five-hour, real-time, multi-agency Critical Incident Active Shooter Response Simulation at the Tanger Outlets in Tilton, NH on October 23rd. The purpose of the simulation is to mimic an active shooter incident in a crowded venue, requiring multi-agency coordination. Plymouth State University students will be briefed regarding the training exercise, and will take part in the training, playing the roles of civilians, the injured, and hostages, providing a realistic backdrop for law enforcement training. Following the event, on October 25, law enforcement personnel involved in the simulation will attend an event sponsored by the Criminal Justice Organization (CJO) to debrief students, explain the response, and answer questions regarding critical incident response.

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project**   This project has two aims. The first aim is to provide law enforcement with necessary personnel to simulate a live-action Critical Incident Active Shooter Response. In order for law enforcement to adequately train for a critical incident, it is important to simulate live-action responses. However, running a live-action critical incident response simulation on a civilian population that was uninformed would a) alarm citizens, and b) have a negative impact on the businesses involved. Running the simulation while the Tanger Outlets are closed is the only option; however, while closed, the live-action element is lost. By involving students, we are able to provide a realistic "busy shopping area" atmosphere for

police to train in. The second aim of the project is to increase student familiarity with critical incident response. In an era of homeland security threats, natural disasters, and active shooters, many students are interested in this area. By participating in the event and then being walked through the response afterward, students will develop an understanding of how critical incident response is managed, the stages to response, and the inter-agency cooperation needed.

2. **Student Learning Outcomes – Outline the expected student learning outcomes**   Students will take part in a live-action multi-agency coordinated Critical Incident Active Shooter Response Simulation. They will be playing the roles of civilians, injured persons, and hostages. Following the drill, law enforcement personnel will meet with students to explain the response, outline the steps taken, and debrief the students. As part of this exercise, students will
   a. Experience a real-time multi-agency critical incident response drill
   b. Understand the multi-agency coordination model of critical incident response utilized
   c. Be familiar with the stages to critical incident response, from the initial call-in to the aftermath, and
   d. Understand the role of civilians, law enforcement, other public agencies, and other fields (medical, etc.) in critical incident response.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

Critical Incident Response is a growing discipline that deals with the management and execution of how both public and private agencies and resources respond to critical incidents. Critical incidents may include natural disasters, multi-victim crimes such as mass shootings, and terrorist activities. Essentially any event that poses a potentially wide-scale threat is a critical incident. Unfortunately, we live in a society where extreme weather patterns, violent crime,

and terrorist activity present very real threats to our safety and security. These issues do not appear to be going away; thus, it is in everyone's interest to figure out how to respond to them.

As a result, the growing trend is to plan for and rehearse critical incidents in order to be better prepared. Almost every public agency (and many private ones) ranging from schools to hospitals are now expected to have some sort of critical incident response plan in place. Because of the growing awareness of these threats and the increased emphasis on preparedness, critical incident response has become an increasingly valuable skill set. Given the growing nature of the field, the interdisciplinary nature of it (making the cluster model highly applicable), and existing faculty expertise in many areas pertaining to it (severe weather, homeland security, violent crime, etc.) this can be an exciting area of expansion for the university.

Critical Incident Response is an area that, by definition, crosses many disciplines including law enforcement, other first responders (fire, EMS, etc.), public management, psychology, and medicine to name a few. This event allows students from a variety of disciplines to witness first-hand, in an experiential way, one side of the critical incident response machine. Students from a variety of disciplines including criminal justice, nursing, political science, public management, sociology and more were invited to participate in the event in Tilton. Students will arrive approximately 1.5 hours prior to the event commencement in order to be briefed on what components of critical incident response will be utilized, what they should expect to see, and what their role is. Students will then participate in the roughly 5-hour event. The following week, any students who attended the event, or who were unable to attend but are interested in critical incident response were invited to attend a meeting on campus hosted by the Criminal Justice Organization (CJO) in which law enforcement officers involved in the simulation will explain the steps involved in the response, explain how the various disciplines work together to respond to critical incidents and where law enforcement fits in to this process, and field questions regarding critical incident response in general and their actions specifically. Allowing students from various disciplines to be involved in this will help inform their understanding of critical incident response. For example, criminal justice students will have a deeper understanding of the role of law enforcement and other first responders. Nursing students would gain insight into how the injured are triaged, treated, and transported to the hospital. Psychology students would be able to experience what someone involved in a critical incident (either as a civilian or an employee) might be exposed to in order to gain insight into the trauma involved. This type of experiential learning is invaluable for students.

By engaging in this project, PSU students will be performing a service for local law enforcement. Law enforcement officers need to be trained. However, a training exercise such as this requires fully informed participation. This is only possible through pre-briefed volunteers. In addition, this project serves a purpose for our students in giving them a first-hand look at critical incident response and experts in the field to break down the steps that were taken and to answer any questions that they have. This type of event is a good opportunity to foster a positive relationship between PSU and local, state, and federal law enforcement, which could open additional doors to our students in the future. It fosters collaboration with external entities while providing our students with a high-impact learning

opportunity relating to an area that spans many fields. It may also generate increased interest in existing course relating to this area, and in future coursework expanding on it. Finally, it creates an opportunity for students from various fields to come together in a shared experience whose implications span all of their fields of study.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Laura Dykstra	Assistant Professor	Project Manager	Criminal Justice	lgdykstra@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Chief Cormier	Tilton Police Department	Partner	Law Enforcement	chief@tiltonpd.org
Various local police departments*	Local Police Departments (including officers and SWAT teams)		Law Enforcement	*
	NH State Police (including troopers and bomb squad)		Law Enforcement	**
	Federal Bureau of Investigation (primarily bomb squad)		Law Enforcement	**

	Department of Homeland Security		Law Enforcement	**
Various local fire departments*	Local Fire Departments (including Fire and EMS)		Fire EMS	*

* I AM NOT PERMITTED TO DISCLOSE A FULL LIST OF PARTICIPATING AGENCIES, AS THIS COULD JEAPARDIZE OPERATIONAL SECURITY IN THE EVENT OF AN ACTUAL ATTACK.

** THESE AGENCIES WERE PERMITTED TO BE NAMED BUT WOULD PREFER TO KEEP THE IDENTITIES OF THE INDIVIDUAL OFFICERS/AGENTS INVOLVED PRIVATE.

Student Participant Profile (Identify the student population(s) to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Criminal Justice Organization	Organizing body	Undergraduate	Criminal Justice	20
PSU Students (majors may include Criminal Justice, Political Science, Public Management, Sociology, Nursing, etc.)	Participants	Undergraduate	Various	
Criminal Justice Honor Society	Organizing body	Undergraduate	Criminal Justice	6

If this is planned to be incorporated into curricula, provide a description: N/A

Project Funding

☒This project requires no funding (***skip to IRB Compliance***)

☐This project has/requires funding from other sources than the IC budget (***complete the following***)

Cost Category	Requested funds
SOURCES OF FUNDS	
o Grants	
o External Partners	
o Other	
Total: Sources of Funding	$ -

Describe the status of funding requests or approvals:

Note that any projects requiring grant funding will need to comply with the RAC process.

IRB (Institutional Review Board) Compliance

IRB Compliance: http://www.plymouth.edu/office/institutional-review-board/

☒ This project DOES NOT require IRB compliance - This is not a research activity
☐ This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 10/23/2016

Project Complete Date: 10/25/2016

Project Milestone	Milestone Description	Target Completion Date
Critical Incident Active Shooter Response Simulation	**Participation in the Critical Incident Active Shooter Response Simulation taking place at the Tanger Outlets in Tilton, NH.**	**10/23/2016**
Law enforcement personnel explanation of critical incident response	**Law enforcement personnel participating in the active shooter response simulation will discuss critical incident response in an event hosted by the Criminal Justice Organization.**	**10/25/2016**

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: N/A