



FEMA

POSITION TASK BOOK FOR THE POSITION OF
**RADIOLOGICAL OPERATIONS SUPPORT SPECIALIST
(TYPE 3)**

Version: November 2021

Check the appropriate position type:

☐ Single Type ☐ Type 1 ☐ Type 2 ☐ Type 3

POSITION TASK BOOK ASSIGNED TO:
TRAINEE'S NAME:
DUTY STATION:
PHONE NUMBER:
EMAIL:
POSITION TASK BOOK INITIATED BY:
OFFICIAL'S NAME:
TITLE:
DUTY STATION:
PHONE NUMBER:
EMAIL:
POSITION TASK BOOK WAS INITIATED:
LOCATION:
DATE:

Evaluator Verification

(Do not complete this form unless you are recommending the trainee for all-hazards certification.)

FINAL EVALUATOR VERIFICATION

I verify that _____
has successfully completed all tasks as a trainee and should therefore be considered for certification in this position. I also verify that all tasks are documented with appropriate initials.

FINAL EVALUATOR'S SIGNATURE:

DATE:

FINAL EVALUATOR'S PRINTED NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

Documentation of Agency Certification

DOCUMENTATION OF AGENCY CERTIFICATION

I certify that _____
has successfully met all of the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive certification of his/her qualification.

OFFICIAL'S SIGNATURE:

DATE:

OFFICIAL'S NAME:

TITLE:

DUTY STATION:

PHONE NUMBER:

EMAIL:

Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors and tasks.

A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.

Evaluation Process

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure that every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies that a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.
- Once the final evaluator has completed the Final Evaluator Verification, he/she forwards it to the Qualifications Review Board (QRB) along with supporting evidence that the trainee has completed all position requirements.
- After the QRB review, the AHJ completes the Documentation of Agency Certification form as appropriate.

Transferring Qualifications

- Personnel who have documentation of previous education, training or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing certification of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple certifications of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Certification form) along with the completed PTB.

Position Task Book Competencies, Behaviors and Tasks

The PTB sets minimum criteria for certification for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors and tasks as necessary.

The PTB covers all type levels for a given position, but an AHJ may check only one “Type” box and work on only one type at a time. (The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.)

Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.

Definitions

Competency: An observable, measurable pattern of knowledge, skills, abilities and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

Behavior: An observable work activity or a group of similar tasks necessary to perform the activity.

Task: A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation. Bullet statements within a task are only examples and do not need to be performed to have a task signed off.

PTB Task Codes

For each of the tasks listed in the Position Task Book (PTB), there are one or more codes describing the circumstances in which the trainee can perform tasks related to the position. If a task has multiple codes listed, it means the evaluator can assess the trainee on any of those circumstances as opposed to evaluating the trainee on all of the listed codes.

Code C: Task performed in training or classroom setting, including seminars and workshops.

Code E: Task performed on a full-scale exercise with equipment deployment under the Incident Command System (ICS).

Code F: Task performed during a functional exercise managed under the ICS.

Code I: Task performed on an incident or event managed under ICS. Examples of incidents and events that may employ ICS include but are not limited to an oil spill, search and rescue, hazardous material response, fire and emergency or non-emergency (planned or unplanned) events.

Code J: Task performed as part of day-to-day job duties.

Code T: Task performed during a tabletop exercise.

Code R: Task performed very rarely and required only if applicable to the event. *Note:* Assignment of Code R is not recommended. However, AHJs may add at their discretion to tasks added to NQS PTBs.

How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and certification. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

Complete these items AT THE START of the evaluation period:

Evaluation Record Number: Label each evaluation record with a number to identify the incident(s), exercise(s) or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled “Evaluation Record #” for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators’ qualifications before signing off on the PTB.

Evaluator’s name; Incident/office title and agency: List the name of the evaluator, his/her incident position or office title and the evaluator’s home agency.

Evaluator’s home jurisdiction address and phone: List evaluator’s home jurisdiction address and phone number.

Name and location of incident or simulation/exercise: Identify the name (if applicable) and location where the trainee performed the tasks.

Incident kind: Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood or tornado).

Complete these items AT THE END of the evaluation period:

Number and kind of resources: Enter the number of resources assigned to the incident and their kind (such as team, personnel and equipment) pertinent to the trainee’s PTB.

Evaluation period: Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

Position type: Enter position type (such as Type 3, Type 2, Type 1 or Single Type).

Recommendation: Check the appropriate line and make comments below regarding the trainee’s future development needs.

Additional recommendations/comments: Provide additional recommendations and comments about trainee, as necessary.

Date: List the current date.

Evaluator’s initials: Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

Evaluator’s relevant qualification: List your certification relevant to the trainee position you supervised.

Evaluation Record Form

TRAINEE NAME:
TRAINEE POSITION:
Evaluation Record Number:
Evaluator's name:
Incident/office title and agency:
Evaluator's home jurisdiction address and phone:
Name and location of incident or simulation/exercise:
Incident kind:
Number and kind of resources:
Evaluation period:
Position type:
Recommendation: The above named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for certification. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
Additional recommendations/comments:
Date:
Evaluator's initials:
Evaluator's relevant qualification:

RADIOLOGICAL OPERATIONS SUPPORT SPECIALIST (TYPE 3)

1. Competency: Assume position responsibilities

Description: Successfully assume the role of Radiological Operations Support Specialist (ROSS) and initiate position activities at the appropriate time according to the following behaviors.

1a. Behavior: Ensure readiness for assignment

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Demonstrate basic ability to explain Interagency Modeling and Atmospheric Assessment Center (IMAAC), National Atmospheric Release Advisory Center (NARAC) and Federal Radiological Monitoring and Assessment Center (FRMAC) data products: ● Interpret and brief at least two data products to an audience	C, E, F, I, J, T		
2. Demonstrate ability to share information with responders and decision makers using Homeland Security Information Network (HSIN), WebEOC, spreadsheets and other common software: ● Demonstrate a working knowledge of HSIN, WebEOC, spreadsheets and other common software	C, E, F, I, J, T		
3. Demonstrate an understanding that maps, atmospheric plume modeling, briefing products and technical reports can come from several sources: ● Explain functions of IMAAC and types of information and products it provides ● Explain functions of NARAC and types of information and products it provides ● Explain functions of FRMAC and types of information and products it provides	C, E, F, I, J, T		
4. Explain the value to responders and decision makers of the standard IMAAC, NARAC and FRMAC products: ● Describe standard products that IMAAC, NARAC and FRMAC provide for various incidents ● Identify the data products' standard assumptions, layouts, features, information, and legends ● Recognize common questions that IMAAC, NARAC and FRMAC products can answer	C, E, F, I, J, T		
5. Demonstrate a working knowledge of the basic functionality of and differences between advanced modeling tools: ● Demonstrate a working knowledge of Hazard Prediction and Assessment Capability (HPAC), ● Visual Sample Plan (VSP), Turbo FRMAC, HotSpot and the RESRAD suite	C, E, F, I, J, T		
6. Explain the difference between providing technical guidance and making recommendations: ● Describe how recommendations are alternatives derived from technical guidance	C, E, F, I, J, T		

7. Know the state authorities and systems responsible for radiological and nuclear (rad/nuc) emergency response: <ul style="list-style-type: none"> ● Identify the agency responsible for public and worker protection during rad/nuc emergencies in the state ● Establish mutual awareness with the radiation control program director and the agency responsible for public and worker protection during rad/nuc incidents 	C, E, F, I, J, T		
8. Secure access to a CMweb account: <ul style="list-style-type: none"> ● Demonstrate ability to log into and navigate CMweb 	C, E, F, I, J, T		
9. Demonstrate familiarity with using RadResponder: <ul style="list-style-type: none"> ● Secure a RadResponder login ● Demonstrate RadResponder account management functions: updating password and username, editing contact information and recovering a password ● Demonstrate ability to navigate to an event and use basic functionality: downloading data, navigating the map, and so on 	C, E, F, I, J, T		

1b. Behavior: Successfully assume the role of ROSS and initiate position activities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
10. Report to assigned site and supervisor, and receive briefing on role and position activities: <ul style="list-style-type: none"> ● Provide sign-in sheet from incident or exercise 	C, E, F, I, J, T		

2. Competency: Communicate effectively

Description: Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

2a. Behavior: Ensure the exchange of relevant information during briefings and debriefings

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
11. Demonstrate ability to identify opportunities to share information important to responders, incident managers, agencies and stakeholders during an incident: <ul style="list-style-type: none"> ● Identify the right meetings/mechanisms to relay important information to responders, incident managers, agencies and stakeholders ● Demonstrate ability to communicate effectively with workers in the field and with senior leadership 	C, E, F, I, J, T		

2b. Behavior: Communicate incident priorities and operations

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Evaluate the radiological characteristics of the scenario and relate the risks to responders and the public: <ul style="list-style-type: none"> ● Provide radiological perspectives to inform the Incident Action Plan (IAP) ● Provide radiological perspectives for incident briefings ● Provide content for Public Information Officer (PIO) messages 	C, E, F, I, J, T		

2c. Behavior: Effectively gather, produce, apply, distribute, and communicate information

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
13. Provide just-in-time training for responders operating in a radiological environment: <ul style="list-style-type: none"> ● Prepare responder training, including risk communication and how to view the radiological risk in the context of the overall hazard ● Deliver training to a group of responders preparing to deploy for a radiological incident 	C, E, F, I, J, T		
14. Demonstrate ability to convey technical information to a nontechnical audience: <ul style="list-style-type: none"> ● Given a topic related to the consequences of a rad/nuc incident, describe it in terms a sixth-grader could understand 	C, E, F, I, J, T		

15. Demonstrate effective public interaction skills: <ul style="list-style-type: none"> ● Display good eye contact ● Use effective, concise language ● Display proper body language ● Display self-awareness and ability to assess effectiveness of message delivery ● Display situational awareness and ability to adapt message to audience 	C, E, F, I, J, T		
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2d. Behavior: Oversee production and distribution of information per established guidelines and assist recipient in understanding information

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
16. Explain how to request map products and how to receive and distribute them: <ul style="list-style-type: none"> ● Demonstrate a working knowledge of how to record and relay a request for, and receipt of a standard or custom IMAAC, NARAC or FRMAC product 	C, E, F, I, J, T		
17. Demonstrate an understanding of the Environmental Protection Agency (EPA) Protective Action Guidance (PAG) and Protective Action Recommendations (PAR) in context, including overall levels of risk to workers and public for various incident types: <ul style="list-style-type: none"> ● Recognize when protective actions may not correspond to recommended levels in the PAG Manual or map ● Recognize important considerations for PAG-based recommendations, including inputs, assumptions, and limitations 	C, E, F, I, J, T		
18. Demonstrate ability to effectively communicate risk to the public: <ul style="list-style-type: none"> ● Identify resources available to help develop radiation risk/incident messages ● Demonstrate ability to convey technical information in a concise, nontechnical manner appropriate for the public ● Demonstrate ability to coordinate with appropriate jurisdictional representatives—such as PIO, radiation control staff, or the Incident Commander (IC)—to draft and distribute messages 	C, E, F, I, J, T		

<p>19. Given a unique response or recovery concept, define a custom data product supporting the delivery of information about that concept:</p> <ul style="list-style-type: none">● Identify types of information to add to a data product or map (agricultural, special populations, local datasets, and so on)● Describe the information that this specialized product communicates in a way that is useful to responders and decision makers● Respond to difficult questions or requests that would result in a nonstandard interpretation and use of the product● Demonstrate ability to advise on how to order a more specific or detailed data product to address incident questions or priorities● Demonstrate ability to recognize when a technical specialist is required to brief audiences on a custom data product	C, E, F, I, J, T		
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3. Competency: Ensure completion of assigned actions to meet identified objectives

Description: Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established time frame.

3a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
20. Explain the purpose of CMweb and introduce the resources available within the system: <ul style="list-style-type: none"> ● Find and manage data products provided in CMweb Events from IMAAC, NARAC and FRMAC ● Find and review the Job Aids: 10-point monitoring, mission planning, Incident Command System (ICS) and Emergency Operations Center (EOC) ● Find the Rapid Hazard Assessment Tool and run an improvised nuclear device (IND) model 	C, E, F, I, J, T		
21. Explain the purpose and functions of the Radiological Assessment System for Consequence Analysis (RASCAL) and the Unified RASCAL Interface (URI- RASCAL): <ul style="list-style-type: none"> ● Describe incidents and scenarios where RASCAL models are most useful ● Explain basic RASCAL functions and the output sample information 	C, E, F, I, J, T		
22. Explain the purpose and functions of RESRAD-RDD: <ul style="list-style-type: none"> ● Describe the features of RESRAD-RDD that would benefit an RDD incident response ● Explain who runs the RESRAD software and how the users share information 	C, E, F, I, J, T		
23. Provide interpretation and guidance for complex or confusing instrument readings/results: <ul style="list-style-type: none"> ● Demonstrate ability to apply data quality objectives to ensure reliable data ● Demonstrate ability to recognize when data requires additional validation ● Demonstrate ability to identify possible reasons for conflicting incident data 	C, E, F, I, J, T		

3b. Behavior: Gather, analyze, and validate information and make recommendations for setting priorities

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
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<p>24. For a large incident or one posing a unique threat, scale and adjust guidelines for Personal Protective Equipment (PPE), dose, population monitoring, and zone definitions and controls to balance resources with responder risk and response benefit:</p> <ul style="list-style-type: none"> ● Demonstrate ability to use the ROSS Toolkit to recommend adjustments to guidance or thresholds when resources are scarce ● Demonstrate ability to identify unique considerations important for large-scale or severe radiological incidents ● Demonstrate ability to provide information and references to guide the creation or adjustment of dose recommendations or PPE requirements 	C, E, F, I, J, T		
<p>25. Demonstrate ability to help the IC adjust responder dose guidelines for rescue operations involving large doses and vulnerable populations:</p> <ul style="list-style-type: none"> ● Demonstrate ability to clearly and concisely communicate implications of setting worker dose for lifesaving missions too low ● Identify appropriate alarm set points and dose alerts for lifesaving missions 	C, E, F, I, J, T		
<p>26. Demonstrate an understanding of the decision-making process for incident response:</p> <ul style="list-style-type: none"> ● Describe positions and agencies typically involved in decision-making for radiological incidents 	C, E, F, I, J, T		

3c. Behavior: Gather, update, and apply situational information

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p>27. Support the collection of actionable, verified data and the entry of data to RadResponder or other data collection systems:</p> <ul style="list-style-type: none"> ● Demonstrate technological knowledge required to make data available for further analysis and product development ● Enter data via the RadResponder mobile app and directly into the website ● Assess data entered into RadResponder for validity per jurisdictional procedures and designate the assessment of data points 	C, E, F, I, J, T		
<p>28. Demonstrate the ability to distinguish relevant information from non-mission-critical information:</p> <ul style="list-style-type: none"> ● Describe methods for sorting through large amounts of radiological data to identify information relevant to specific questions or priorities 	C, E, F, I, J, T		

4. Competency: Fulfill position functions

Description: Perform functions specific to the ROSS position.

4a. Behavior: Demonstrate core position skills

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
29. Demonstrate the ability to research and explain capabilities of major local, state, tribal, territorial, and Federal assets as they relate to NPP release, RDD and NucDet incidents: <ul style="list-style-type: none"> ● Describe the main assets available in state and local jurisdictions for radiological incidents ● Describe the main subject-matter-expert assets available from the Federal government for radiological incidents ● Describe the main non-radiation subject-matter- expert assets available from the Federal government to support incident response ● Identify references describing various assets and resources 	C, E, F, I, J, T		
30. Demonstrate an understanding of guidance and reference documents important for NPP release, RDD, and NucDet incidents: <ul style="list-style-type: none"> ● Describe the key guidance documents related to an NPP release response ● Describe the key guidance documents related to an RDD response ● Describe the key guidance documents related to a NucDet response 	C, E, F, I, J, T		
31. Differentiate between the radiological risks of NPP release, RDD, and NucDet incidents: <ul style="list-style-type: none"> ● Identify the most likely critical radiological effects of an NPP release, an RDD and a NucDet ● Identify the response objectives related to pathways to human exposure for an NPP release, an RDD and a NucDet ● Describe the variations in incident scale between an NPP release, an RDD and a NucDet 	C, E, F, I, J, T		
32. Recognize the appropriate IMAAC, NARAC, and FRMAC data products for NPP release, RDD and NucDet incidents: <ul style="list-style-type: none"> ● Obtain specialized data products from CMweb for NPP release, RDD and NucDet incidents ● Describe the unique characteristics of the CMweb data products for NPP release, RDD and NucDet incidents 	C, E, F, I, J, T		

<p>33. Recognize the varying levels of radiological controls in the ROSS Toolkit for NPP release, RDD and NucDet incident response:</p> <ul style="list-style-type: none"> ● Describe the ROSS Toolkit controls related to perimeters and zones for NPP release, RDD and NucDet incident response ● Describe the ROSS Toolkit controls related to worker safety for NPP release, RDD and NucDet incident response ● Describe the ROSS Toolkit considerations and criteria related to shelter and evacuation for NPP release, RDD and NucDet incident response ● Describe the ROSS Toolkit considerations and criteria related to population monitoring for NPP release, RDD and NucDet incident response ● Describe other rad/nuc emergency response resources in the ROSS Toolkit useful for NPP release, RDD and NucDet incidents 	C, E, F, I, J, T		
<p>34. Describe the appropriate radiological instrumentation and environmental measurement data collection techniques for NPP release incidents:</p> <ul style="list-style-type: none"> ● Identify the media samples appropriate for assessing dose pathways for an NPP release ● Identify the analytical instrumentation for environmental samples obtained following an NPP release ● Identify quality assurance controls for sampling and laboratory analysis of NPP release samples ● Identify modifications of routine environmental sampling and analysis procedures that may be necessary following an NPP release 	C, E, F, I, J, T		
<p>35. Identify the dose calculations appropriate to NPP release, RDD and NucDet incidents:</p> <ul style="list-style-type: none"> ● Describe the key internal dose calculations and consequences for NPP release, RDD and NucDet incidents ● Describe the key external dose calculations and consequences for NPP release, RDD and NucDet incidents ● Describe recommendations related to dose consequences to achieve response objectives for NPP release, RDD and NucDet incidents ● Describe quality assurance methods to best match dose measurements to incident objectives 	C, E, F, I, J, T		
<p>36. Describe how monitoring requirements for chronic environmental exposures are similar in their characteristics and methodologies for NPP release, RDD and NucDet incidents:</p> <ul style="list-style-type: none"> ● Identify the most significant environmental consequences of an NPP release ● Identify the most significant environmental consequences of an RDD incident ● Identify the most significant environmental consequences of a NucDet 	C, E, F, I, J, T		

<p>37. Describe the appropriate radiological instrumentation and environmental measurement data collection techniques for an RDD incident:</p> <ul style="list-style-type: none"> ● Identify the media samples appropriate for assessing dose pathways for an RDD incident ● Identify the analytical instrumentation for environmental samples obtained following an RDD incident ● Identify quality assurance controls for sampling and laboratory analysis of RDD samples ● Identify modifications of routine environmental sampling and analysis procedures that may be necessary following an RDD incident 	C, E, F, I, J, T		
<p>38. Describe the appropriate radiological instrumentation and environmental measurement data collection techniques for a NucDet:</p> <ul style="list-style-type: none"> ● Identify the media samples appropriate for assessing dose pathways for a NucDet ● Identify the analytical instrumentation for environmental samples obtained following a NucDet ● Identify quality assurance controls for sampling and laboratory analysis of NucDet samples ● Identify modifications of routine environmental sampling and analysis procedures that may be necessary following a NucDet 	C, E, F, I, J, T		