Date: July 14, 2017

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
c/o State Fire Training

From: Rodney Slaughter, Deputy State Fire Marshal

Subject/Agenda Action Item: Animal Technical Rescue (ATR) Curriculum

**Recommended Actions:** Recommend approval as an update to existing FSTEP curriculum

**Background Information:**

State Fire Training has presented the concept of updating the 8-hour, Large Animal Rescue (2003) FSTEP course with a 7-hour Awareness class and a 16-hour Technician level class. The proposal with course plans and sample copies of the curriculum was made available at the January 13, 2017 STEAC meeting. SFT would like to approve the updated version of this program to be in alignment with NFPA 1670 Standard on Operations and Training for Technical Search and Rescue Incidents (2017).

**Analysis/Summary of Issue:**

The proposed courses represent a comprehensive revamping of the existing Large Animal Rescue course. Since the program's inception, significant changes to NFPA 1670 have occurred. This proposal will be in alignment with the strategic direction of the OSFM in integrating our courses with NFPA Standards.

The curriculum developers, John and Debra Fox have been piloting the class around the state and have amended the length of the ATR Awareness class to 7-hours and the length of the ATR Technician class to 16-hours. State Fire Training currently has 20 registered Large Animal Instructors who have extensive fire-rescue backgrounds along with experience in teaching technical animal rescue techniques, each of whom will be historically recognized to teach the updated Animal Technical Awareness and Technician level classes. These courses are currently under review by the Department of Homeland Security and once approved will allow fire departments the ability to use SHGP/UASI grant funds locally to deliver the ATR Awareness and/or ATR Technician classes.

“The Department of Forestry and Fire Protection serves and safeguards the people and protects the property and resources of California.”
Course Details

Certification: FSTEP: Instructional Development Series

Description: This course provides the knowledge and understanding of skills and resources necessary to respond to an ATR incident as a single incident, or as a component of a large scale disaster involving large and small animal and human elements, and to do so in a safe and effective manner, with low impact on ongoing emergency services operations.

This course meets and exceeds NFPA 1670 Chapter 17.1 - 17.2 guidelines and covers the most likely animal species that first responders are called to rescue and manage: cattle (beef and dairy), horses, including working horses (police mounts, SAR), companion animals and working dogs (SAR, K-9).

Designed For: Fire Service Personnel


Prerequisites: ICS 100, 200

Standard: NFPA 1670, Chapter 17.1 - 17.2

Hours: Lecture: 6:00

Activity: Table Top Exercise: 1:00

Hours (Total): 7:00

Maximum Class Size: 50

Instructor Level: Registered FSTEP Instructor

Instructor/Student Ratio: 1:25

Restrictions: none

SFT Designation: FSTEP
Animal Technical Rescue - Awareness

Required Resources

Instructor Resources
To teach this course, instructors need:
- Animal Technical Rescue - Awareness Instructor Guide
  www.largeanimalrescue.com

Online Instructor Resources
The following instructor resources are available online; www.largeanimalrescue.com
- Animal Technical Rescue - Awareness Instructor Guide
- Animal Technical Rescue - Awareness Power Point Slide Deck

Student Resources
The following student resources are required;
- Animal Technical Rescue - Awareness Manual, available online;
  www.largeanimalrescue.com

Facilities, Equipment, and Personnel

Facilities
- Classroom that accommodates up to 50 students
- Chairs and tables to accommodate up to 50 students

Equipment
- Incident action plan (IAP)
- Projection equipment and screen
- Activity 1–1: Table top scenario and worksheets for 50

Personnel
- Lecture
  - One primary instructor (one assistant instructor for larger groups)
- Skills/demonstrations
  - One registered primary instructor (one assistant instructor for a larger group)
Unit 1: ATR – Awareness: Orientation, Administration and Certification

Topic 1-1: Orientation and Administration

Terminal Learning Objective
At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives
1. Identify facility requirements
   • Restroom locations
   • Food locations
   • Smoking locations
   • Emergency procedures
2. Identify classroom requirements
   • Start and end times
   • Breaks
   • Electronic device policies
   • Special needs and accommodations
   • Other requirements as applicable
3. Review course syllabus
   • Course objectives
   • Calendar of events
   • Course requirements
   • Assignments
   • Activities
   • Required student resources
   • Class participation requirements

Discussion Questions
1. To be determined by the instructor

Activities
1. To be determined by the instructor.

Topic 1-2: Animal Technical Rescue – Awareness Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the Animal Technical Rescue Certification Track, the courses and requirements for Awareness Level certification, and other complimentary technical rescue skills.

Enabling Learning Objectives
1. Identify the different levels of certification in the certification track
   • Level 1 Animal Technical Rescue -Awareness
   • Level 2 Animal Technical Rescue Technician
2. Identify the courses required for each level
Animal Technical Rescue - Awareness

- Animal Technical Rescue - Awareness
  - ICS 100, 200
- Animal Technical Rescue – Technician
  - Animal Technical Rescue Awareness level
  - Working knowledge of rope systems
  - FEMA course IS-10.A Animals in Disasters
  - FEMA course IS 11.A Animal in Disasters Community Planning
  - FEMA course IS 111.A Livestock in Disasters
  - ICS 100, 200, 700 and 800

3. Explain how complimentary technical rescue skills can be adapted for ATR
   - Vehicle Extrication
   - Swift Water Rescue
   - Trench Rescue
   - Low angle Rope Rescue
   - High angle Rope Rescue

Discussion Questions
1. How can Trench Rescue skills be applied to ATR?
2. How can Swift Water Rescue skills be applied to ATR?

Activities
1. To be determined by the instructor.

Unit 2: ATR – Introduction to ATR

Topic 2-1: Introduction to Animal Technical Rescue

Terminal Learning Objective
At the end of this topic, a student will be able to identify the need for and difference between Technical Rescue and Evacuation, and understand the social, political, and public issues related to animal rescue services. The student will be able to describe types of disasters and how ATR might be a component of disaster or evacuation responses.

Enabling Objectives
1. Describe what Animal Technical Rescue is
2. Describe the importance of animals
   - Economic value
   - Working animals value
   - Emotional value
   - Historic value
   - The value of service animals

Discussion Questions
1. What is the difference between EVAC and Extrication
2. Which would happen in the event of an earthquake?
3. What could a bio-terrorist do to attack the food industry?
4. What value do working animals provide to Police and Search and Rescue situations?
Activities

1. To be determined by the instructor.

**Topic 2-2: Types of ATR Requests**

**Terminal Learning Objective**
At the end of this topic, a student will be able to identify and give examples of the most common ATR requests, stemming from both natural disasters and man-made hazards. The student will be able to identify planning and resources needed for disaster or evacuation responses.

**Enabling Learning Objectives**

1. Describe the different types of ATR requests
   - Single incident
   - In the course of a natural
     - Natural
     - Human made
   - Common ATR requests
     - On road incidents
     - Off road incidents
     - Stable/barn yard incidents
   - Common ATR requests for small animals
   - ATR in a disaster setting
2. Identify different types of disasters and the impact on Animals and the human population.
   - Natural disaster
     - Pending
     - Immediate
   - Human-made disaster
     - NBC, Terroist
     - Soft targets
     - Food industry
3. Explain the difference between ATR and Evacuation (EVAC)
4. Identify disaster preparation
   - Training
   - Preplaning
   - MOU’s, resources
   - Equipment caches

**Discussion Questions**

1. What is the difference between EVAC and Extrication
2. Which would happen in the event of an earthquake?
3. What could a bio-terrorist do to attack the food industry?
4. What value do working animals provide to Police and Search and Rescue situations?
1. To be determined by the instructor.

Unit 3: ATR – Awareness: Response

Topic 3-1: Applying ICS/NIMS/SEMS to ATR

Terminal Learning Objective
At the end of this topic, a student will be able to identify the organizational system and resources for Animal Technical Rescue within the context of disaster or single incident response.

Enabling Learning Objectives
1. Describe the application of the ICS system to ATR, expanding or contracting according to incident.
2. Describe the multi agency response to an ATR.
3. Review the ROSS animal rescue positions.
4. Discuss animal protection ICS matrix.
5. Explain the unified command in an ATR response.

Discussion Questions
1. What is the function of the IC?
2. Who is a part of the unified command?
3. What additional CIS components are needed in an ATR?
4. What changes may be made to the command structure been a single incident and an natural disaster?

Activities
1. To be determined by the instructor.

Topic 3-2: ATR Resources

Terminal Learning Objective
At the end of this topic, a student will be able to identify resources for Animal Technical Rescue and coordination of those resources for single-incident ATR, as well as disaster and food industry contamination.

Enabling Learning Objectives
1. Describe the different resources that may respond to an ATR.
2. Describe the agencies with jurisdictional responsibilities
3. Describe the agencies with functional responsibilities.
4. Explain jurisdictional agencies and how they can blend into a Unified Command
5. Identify and know how to request the appropriate resources
6. Discuss hand off
7. Discuss the role of NGOs (Non Governmental Organization)
8. Discuss food industry resources.

Discussion Questions
1. What is the difference between EVAC and Extrication
2. Which would happen in the event of an earthquake?
3. How would animal extrication play a part in the food chain?
4. What additional CIS components are needed in an ATR?

**Activities**

1. To be determined by the instructor.

**Topic 3-3: ATR Considerations for Evacuation**

**Terminal Learning Objective**

At the end of this topic, a student will be able to identify the need for animal evacuations, evacuation priorities, the potential need for ATR and challenges in evacuation situations.

**Enabling Learning Objectives**

1. Describe the the difference between a rescue and an animal evacuation.
2. Explain how ATR may be a component of an evacuation.
3. Identify and know how to request the appropriate resources
4. Explain the need for establishment of MOU’s and pre planning

**Discussion Questions**

1. What is the difference between EVAC and Extrication
2. Which would happen in the event of an earthquake?
3. How would animal extrication play a part in the food chain?
4. What additional CIS components are needed in an ATR?

**Activities**

1. To be determined by the instructor.

**Topic 3-4: Size-up**

**Terminal Learning Objective**

At the end of this topic, a student will be able to identify the different factors, including safety issues, involved in sizing up an ATR incident.

**Enabling Learning Objectives**

1. Describe the the different considerations when making a size up of an ATR incident.
2. Identify and know how to request the appropriate resources.
3. Describe the difference between Strategy vs Tactics.
4. Discuss operational constraints.
5. Explain possible hazmat considerations with ATR responses
6. Discuss hand off.

**Discussion Questions**

1. When does Size up start?
2. What are the main factors involed in an ATR size up?

**Activities**

1. To be determined by the instructor.
Unit 4: ATR – Awareness: Responder Safety

Topic 4-1: Responder Safety

Terminal Learning Objective
At the end of this topic, a student will be able to identify the priorities, need for training, and safety equipment to assure responder safety at an ATR.

Enabling Learning Objectives
1. Describe the different rescuer safety concerns.
2. Discuss training needs.
3. Discuss Proper Protective Equipment.
4. Discuss adaption of existing equipment.

Discussion Questions
1. What existing equipment can be used in an ATR?
2. What industry equipment can be used in an ATR?
3. What considerations must rescues make for their protection?

Activities
1. To be determined by the instructor.

Topic 4-2: Animal Behavior

Terminal Learning Objective
At the end of this topic, a student will be able to identify the pertinent animal behavior and characteristics of most common species and understand how this applies to rescuer safety.

Enabling Learning Objectives
1. Identify differences between prey and predatory animals
2. Describe characteristics unique to common large animal species
   • Donkeys, burros, mules, cattle, llamas, alpacas, swine, and wild animals
   • Safety tips
3. Describe characteristics common to small animal species dogs and cats
   • Hearing
   • Approach
   • Posturing
4. Describe safe positioning with a prey animal or a predator

Discussion Questions
1. What scene safety considerations apply to an animal rescue given their behavior and characteristics
2. What should be included in Rescuer PPE?

Activities
1. To be determined by the instructor.
Unit 5: ATR – Awareness: Managing Loose Animals

Topic 5-1: Managing Loose Animals

Terminal Learning Objective
At the end of this topic, a student will be able to identify public safety issues related to loose animals on the scene of an ATR, and the factors involved in managing loose animals, including reading animal behavior and flight zone. The student will be able to describe a variety of containment methods and herding operations.

Enabling Learning Objectives
1. Describe the “Flight Zone”
2. Describe catching an animal.
3. Describe haltering, leading and releasing an animal.
4. Discuss herding multiple animals.
5. Managing dogs and cats.
6. Types of muzzles.
7. Define flight zone, milling and stampede
3. Identify types of pressure
4. Describe behaviors, postures and placement that will lead to successful herding
5. Describe possible means of containment
6. Describe the ‘Line of Fire”

Discussion Questions
1. What scene safety considerations apply
2. What is the Flight Zone?
3. How do you release pressure off the flight zone?
4. How can the flight zone be used to herd animals?

Activities
1. To be determined by the instructor.

Unit 6: ATR – Awareness: Animal Rescue Equipment

Topic 6-1: Animal Rescue Equipment

Terminal Learning Objective
At the end of this topic, a student will be able to identify commercially available ATR equipment and describe how to adapt equipment and accessory tools from a Type 1 engine or Rescue equipment cache.

Enabling Learning Objectives
1. Describe commercially built ATR rescue straps
2. Identify the proper diameter hose used to make a rescue strap
3. Describe the accessory tools used to facilitate the application of strapping and slings to an animal
4. Describe the most commonly used small animal tools both commercially made and impromptu made using commonly available items
5. Explain how standard engine or rescue truck equipment can facilitate an ATR, including:
6. Ropes, Webbing, Lift bags, Overhead lighting, Radios

**Discussion Questions**
1. What scene safety considerations apply to an animal rescue given their behavior and characteristics
2. What should be included in Rescuer PPE?

**Activities**
1. To be determined by the instructor.

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**Unit 7: ATR – Trailer Operations**

**Topic 7–1: Trailer Operations**

**Terminal Learning Objective**
At the end of this topic, a student, given structural and damage characteristics and potential victim positions, will be able to determine the access and egress points of a common horse or livestock trailer, and use existing entry and exit points for victim extrication while protecting stability of the trailer.

**Enabling Learning Objectives**
1. Identify the different trailer types and various materials used for trailer construction
2. Identify the special problems involved with animal trailers
3. Describe the different trailer doors and ramps and how they influence rescue efforts
4. Identify special safety considerations needed for a trailer collision
5. Understand equipment and techniques that can simply extrication efforts
6. Understand trailer manipulation
7. Identify safety considerations

**Discussion Questions**
1. What equipment can be used to alter an animal’s position in a trailer?
2. What equipment can be used to move or extricate an animal?
3. What is the difference between a slant load and a straight load trailer, and how do they determine position of the occupants after a roll over?
4. How do dividers, mangers and tack rooms hamper extrication?

**Activities**
1. To be determined by the instructor
Unit 8: ATR – Examples and Summary

Topic 8-1: Examples and Summary

Terminal Learning Objective
At the end of this module, students will be able to describe the application of ATR, and given examples will identify the process from start to hand-off.

Enabling Learning Objectives
1. Explain a summary of the topics discussed.
2. Explain the importance of rescuer safety
3. Review how to request the appropriate resources
4. Review possible hazmat considerations with ATR responses
5. Identify agencies and resources for a HAZMAT component of an LAR incident
6. Discuss disaster recovery
7. Review risk management
8. Explain resources to request
9. Review the rescue options
10. Discuss euthanasia.
11. Discuss Critical Stress Debriefing.

Discussion Questions
1. What are the major concerns involving an ATR
2. What are the rescuer safety concerns?
3. How would animal extrication play a part in the food chain?
4. How does ATR fit into the ICS system?
5. Give an example of a hazmat
6. What is the importance of understanding animal behavior?

Activities
1. Table top exercise, given a photo of a rescue situation, students will determine the level of response and available resources.
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Animal Technical Rescue

Technician

Course Details

**Certification:** FSTEP Instructional Development Series

**Description:** This course provides the knowledge and skills to prepare a firefighter to respond to an Animal Technical Rescue (ATR) incident as a single incident accident or as a component of large scale disaster involving animals and human elements and to do so in a safe and effective manner while sharing jurisdictional and functional responsibility with AHJ.

**Designed For:** Fire Service personnel

**Authority:** NFPA 1670 Standards for Technical Rescuer Professional Qualifications (2014)

**Prerequisites:** ICS 100, 200 and Animal Technical Rescue Awareness Level

**Corequisites:** None

**Standard:** Complete all activities and mandatory skills, attend all scenarios

**Hours:**
- Lecture: 6:00
- Activities: 1:00
- Skills: 9:00

**Hours (Total):** 16

**Maximum Class Size:** 28

**Instructor Level:** Registered Primary Instructor with ATR experience

**Instructor/Student Ratio:** 1:28 (Lecture/Activities); 1:7 (skills)

**Restrictions:** none

**SFT Designation:** FSTEP

Required Resources
Instructor Resources

To teach this course, instructors need:
- CA State Fire Training Student Manual Animal Technical Rescue – Technician
- Tabletop worksheets

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorscorner.php:
- Animal Handling and Basics Course
- CA State Fire Training Student Manual Animal Technical Rescue - Awareness

Student Resources

To participate in this course, students need:
- CA State Fire Training Student Manual Animal Technical Rescue
- PPE, long sleeve shirt, lug soled boots, helmet, gloves

Facilities, Equipment, and Personnel

Facilities
- Classroom that accommodates up to 25 students
- Projection equipment and screen
- Training area that accommodates multiple skills stations
  - Sanitation facilities
  - Rehab area (shade, hydration , first aid)
- Training area with varied terrain for scenarios

Equipment
- Incident action plan (IAP): One for each skills day
- Tabletop worksheets
- Hand tools: pike pole, Superclip or equilavallant remote caribineer application device, haligan, shovel, webbing, water rescue rope, hardware and webbing to build 3:1, 4:1 systems and anchors, brake bar, Duct tape, J-hook, Connell flex guide, rescue straps, wildland hose, cargo netting 6’X8’x6” squares, ladder (folding or other).
- Power tools : Capstan winch (optional)
- Stabilization equipment: High pressure air bag set, Para-tech struts, Air-shore struts or equilivalant, cribbing
- Vehicles: 1 or two upright trailers for demonstration, 1 trailer for rollover scenario
- Victim immobilization and transport equipment: 1 Glide backboard for horses or cows with 2 HDP slipsheets, webbing, prusiks, carabineers, 1 mil-spec cargo net 6’X6’, human victim packaging system to include backboard, strapping, head bed
Animal Technical Rescue

- **Victims:** Manufactured or improvised rescue manikins (determined by number of scenario stations, 1 human manikin, 1 – 4 life sized articulated horse manikins, dog manikin
- **Lifting equipment:** Rescue air bag set, Choice of one or all sling systems: Large Animal Lifter, Belly Band Net Lift system, 2-Strap system, Anderson Sling, Upsy-daisy cow lifter, Single jacket 11/2” hose less couplers
- **Other equipment as needed:** salvage covers, tarps
- **For all equipment, ensure that you have the operating supplies (fuel) and cleaning supplies**

**Personnel**
- **Lecture**
  - One registered primary instructor
- **Skills**
  - One registered primary instructor (for a group of 25 students)
  - One assistant instructor (for each additional group of 6-7 students)
  - One capable horse handler (if a live animal is used in the class)
  - One safety officer

**Unit 1: Orientation and Administration**

**Topic 1-1: Orientation and Administration**

**Terminal Learning Objective**
At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

**Enabling Learning Objectives**
1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
Animal Technical Rescue

- Calendar of events
4. Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
5. Class participation requirements

Discussion Questions
1. To be determined by the instructor

Activities
To be determined by the instructor.

Topic 1-2: Animal Technical Rescue (ATR) Technician Certification Process

Terminal Learning Objective
At the end of this topic, a student will be able to identify different levels in the ATR Certification Track, the courses and requirements for Technician Level certification, and be able to describe the testing process.

Enabling Learning Objectives
1. Identify the different levels of certification in the certification track
   a. Level 1 ATR - Awareness
   b. Level 2 ATR - Technician
2. Identify the courses required for each level
3. ATR - Awareness
   a. ICS 100, 200
4. ATR – Technician
   a. ATR_Awareness
   b. Working knowledge of ropes and rope systems
   c. FEMA course IS-10.A Animals in Disasters
   d. FEMA course IS 11.A Animal in Disasters Community Planning
   e. FEMA course IS 111.A Livestock in Disasters
5. Identify any other requirements for ATR - Awareness. None
6. Complete all prerequisites and course work
7. Complete all job performance requirements
8. Must have identified evaluator verify individual task completion via signature

Discussion Questions
1. What FEMA classes provide background information for ATR?

Activities
To be determined by the instructor.

Unit 2: ATR – Introduction and History
Topic 2-1: Introduction and History

Terminal Learning Objective
At the end of this module, the student will be able to describe ATR in the context of a long tradition of lifting, lowering and hauling horses for industry, commerce and war and will be able to recognize time tested concepts that lay the foundation for current application.

Enabling Learning Objectives
1. Identify the everyday need for establishing an ATR response
2. Discuss transferable technical rescue skills
3. Understand animal technical skills found in other cultures and other times
4. Transport of mules into mines for the mining industry
   o Transport of horsepower over a Tibetan river
   o Transport of pack animals over a ravine
5. Understand the focus on equines, and the problems with transferring these skills to cats
6. Explain the definition of ATR
7. Explain the relevance of other technical rescue skills to ATR how they can complement efforts
8. Describe historic use of horses in the fire service
9. Identify an example of ATR training with a life size articulated manikin

Discussion Questions
1. What modern concept do we get from the old time way of lowering a mule into a mine?

Activities
To be determined by the instructor.

Unit 3: ATR – Animal Anatomy / Physiology

Topic 3-1: Animal Anatomy / Physiology

Terminal Learning Objective
At the end of this module, the student will be able to identify vulnerable areas and systems of the equine/animal skeletal structure and know how to utilize anatomical features for equipment placement, equipment purchase points for extrication and lifting, and how to assist mobility of the ambulatory animal

Enabling Learning Objectives
1. Identify common animal terms
2. Identify significant parts of an animal
   • Skin and hair covering
   • Nerve blanket and bundles
   • Skeletal structure
3. Describe physiological systems
   • Circulatory system and vascular areas
   o Respiratory system
   o Nervous system
4. Explain front and hind leg systems and how they impact rescue
5. Identify the different purchase points on the animal
6. Identify the different equipment access points on the animal
7. Describe the “Golden Hour”
8. Explain vital signs and monitoring condition throughout rescue

Discussion Questions
1. What is wrong with pulling on a front leg?

Activities
To be determined by the instructor.

Unit 4: ATR – Safety and Approach

Topic 4-1: Safety and Approach

Terminal Learning Objective
At the end of this module, the student will be able to recognize some of the attitudes that a horse, the most common large animal rescued, may express, defensive mechanisms of the horse and determine the “line of fire” and how dynamic it is.

Enabling Learning Objective
1. Identify the defense systems of horses
2. Read the “line of fire” to determine positions to work from
   • Standing horse
   • Recumbent horse
3. Learn the speed of a kick
4. Explain general considerations for approach
5. Mechanism of incident
6. Hazards
7. Identify attitudes of the horse
8. Describe assessment on approach
   • Primary assessment
   • Secondary assessment
9. Describe gaining and staying in contact with the horse

Discussion Questions
1. What are some impacts of friction on an ATR?

Activities
To be determined by the instructor.

Unit 5: Patient Management

Topic 5-1: Patient Mangement
Terminal Learning Objective
At the end of this module, the student will be able to know the levels of involvement with the horse/animal victim based on available resources, and capability of the animal.

Enabling Learning Objective
1. Identify resources for managing the horse patient
2. Describe directing and supporting the horse
3. Describe passive rescue or setting things up so that the horse can save itself
4. Describe assisting the horse
5. Describe “Doing it For the Horse”
6. Explain the “Doing it to the Horse”
7. Identify necessary “Manhandling”
8. Explain advantages, disadvantages with chemical restraint
9. Discuss the considerations for sedation vs anesthesia

Discussion Questions
1. Why is it bad to pull on the horse’s head?
2. Give one example of helping the horse to help itself

Activities
To be determined by the instructor.

Unit 6: Animal First Aid

Topic 6-1: Animal First Aid

Terminal Learning Objective
At the end of this topic, a student given common terminology, will be able to identify basic first aid needs and the application of basic first aid to large and small animals.

Enabling Learning Objective
1. Identify the need for a veterinarian response
2. Learn rescuer safety
3. Explain a “brain stem response”
4. Identify resources to help with identification of abnormal animal behaviors
5. Understand normal health parameters
6. Physical, auditory, visible signs, vital signs, position of patient
7. Explain visual assessment
8. Explain hands-on assessment
9. Describe animal restraint and handling
10. Productive vs Counter-productive means
11. Wounds
12. Bleeding
13. Penetrating
Discussion Questions
1. Upon approaching an animal what is the first observation?
2. What vital signs are quickly assessable?
3. What are the limitations for conducting first aid on an animal?

Activities
To be determined by the instructor.

Unit 7: Scene Management

Topic 7-1: Scene Management

Terminal Learning Objective
At the end of this topic, a student will be able to identify organizational systems, resources, and operational adaptations for ATR within the context of disaster or single incident response. Students will learn how various agencies can work in concert with each other to resolve an ATR incident. Concepts are suggested for effective rescue, and students will learn about responsible hand-off following rescue.

Enabling Learning Objective
1. Discuss the aspects involved with an ATR
2. Describe the application of the ICS system to ATR, expanding or contracting according to incident
3. Explain jurisdictional agencies, and how they may contribute to operations
4. Identify and know how to request the appropriate resources
   a. Animal handler
   b. Extrication/haul team
   c. Containment Leader
   d. Safety Officer
   e. Public Information Officer
   f. Veterinarian
5. Identify rescue concepts
6. Identify scene setup
7. Understand PPE and adjuncts to PPE
8. Explain “Hand-Off”
   a. Need for preplanned agreements with AHJ and veterinarians
      i. Associated costs for special equipment
      ii. Associate costs for veterinary care
      iii. Possible oversight by Animal Control
9. Discuss rescue concepts
Discussion Questions
1. Who is responsible for safety on the scene?
2. What additional changes are made to the ICS structure in an ATR?

Activities
To be determined by the instructor.

Topic 7-2: Rescue Concepts

Terminal Learning Objective
At the end of this topic, the student will be able to explain effective rescue concepts that support safety for the rescuer and the animal, and strategy supported by tested tactics. The student will understand patient management for both recumbent and ambulatory animals.

The student will be able to distinguish between skills necessary to move an animal patient and how to modify those skills for rapid extrication of a human patient impinged by a horse.

Enabling Learning Objectives
1. Explain what it means to facilitate self-extrication for the animal who is stranded
   a. Identify the criteria for self-extrication and explain how the following can contribute to success:
      i. Soundness and condition of the animal patient
      ii. Ability to stabilize footing
      iii. Ability to eliminate and/or control hazards and obstacles
      iv. Patient History and capability
      v. Available containment after extrication
      vi. Situational awareness and control
   b. Identify how rescuers can support a self-extrication
      i. Describe placement of staffing
      ii. Describe operational zones
      iii. Describe safe sheltering
      iv. Describe escape routes for the animal and the patient
      v. Describe possible equipment and staffing resources
2. Explain what it means to assist movement/extrication for the animal who is stranded or entangled
   a. Distinguish between
      i. Removal of the object from the animal
         1. Identify best progression for removal
         2. Identify appropriate equipment and tools for spreading or cutting or dismantling
         3. Identify possible barriers for the animal and the rescuers
      ii. Removal of the animal from the stationary object
         1. Identify appropriate equipment for extrication
   3. Explain what it means to perform extrication of an anesthetized animal
4. Explain optimal purchase points and strapping technique for rapid removal of an animal from a human
   a. Describe a side pull that straps around the gaskin and lateral side
      i. Vectoring to full advantage
   b. Describe a dorsal pull that straps around the back at the girth, assisted by purchase points on the head and forelegs
   c. Describe the use of lift bags to assist

Discussion Questions
1. Who is responsible for safety on the scene?
2. What additional changes are made to the ICS structure in an ATR?

Activities
To be determined by the instructor.

Instructor notes:
use an articulated wooden horse artist’s manikin to demonstrate

Topic 7-3: Scene Management Exercise (Optional)

Terminal Learning Objective
At the end of this topic, a student will be able to organize and operate an ATR scene on paper; Students will determine safety issues, request resources, determine ICS structure, determine basic strategies and determine need for safety equipment. Groups will then present their “rescue” to the rest of the class.

Enabling Learning Objective
1. Given a visual example of an ATR list:
   a. On-scene hazards and safety concerns
   b. Attitude of the animal
   c. Level of rescuer involvement to save the animal
   d. Agencies having jurisdiction
   e. Additional resources
   f. Chance for secondary disaster
   g. Common Goals including strategies

Discussion Questions
1. What similarities are there between a HAZMat and a ATR?
2. Name some guidelines for setting up operations
3. Name agencies that have jurisdiction in a local county park

Activities
To be determined by the instructor.

Unit 8: Physics
Topic 8-1: Physics

Terminal Learning Objective
At the end of this topic, a student will be able to explain how physics theory can dictate many components of ATR and how it can help establish technique and protocol.

Enabling Learning Objective
1. Identify the physical properties that affect ATR
2. Understand the principals and how they apply to safety
3. Describe the force of gravity and weight
4. Give an example of force
5. Explain Scalar vs. Vector and how vectors can be added and subtracted
6. Understand how vectors can be broken into components
7. Describe how these forces apply to hauling a large animal uphill
8. Explain how to reduce friction
9. Describe how angles matter
10. Describe how to distribute force
11. Identify optimal hitches
12. Understand working with multiple ropes
13. Describe locating anchors
14. Explain shock loading
15. Identify center of gravity on a horse

Discussion Questions:
1. What are some impacts of friction on an ATR?
2. Why are double lead lines bad to use with horses?
3. What are some impacts of friction on an ATR?
4. How does shock loading affect an ATR?

Activities:
To be determined by the instructor.

Unit 9: ATR – Raising and Lowering

Topic 9-1: Raising and Lowering

Terminal Learning Objective
At the end of this topic, given types and positions of anchors, a student will be able to identify the different rope systems, slings, and mechanical equipment and how to adapt them to more safely move or lift an animal.

Enabling Learning Objectives
1. Identify the capacity of a 3:1 system and how to increase its mechanical advantage
Animal Technical Rescue

2. Identify the capacity of a 4:1 system and how to increase its mechanical advantage
3. Describe complications with utilizing heavy equipment to move a large animal
4. Identify the different adaptations to operations in an animal response
   a. Anchor considerations
   b. System dynamics
   c. Shock load issues
   d. Cut aways
   e. Rest or stopping point considerations
   f. Verticle lifting considerations
5. Understand the benefits and hazards associated with a helicopter lift of a large animal
6. Understand how to utilize a ladder for access and anchoring on an ATR
7. Identify safety considerations

Discussion Questions
1. What needs to be considered when setting up a rope hauling system?
2. What needs to be considered when setting up a vertical lifting system in a structure?
   Ona tree?
3. What is the importance of shock load to the system anchor?
4. Is a vehicle a good anchor?
5. Why do we want to have a “cut away” in the rope system?

Activities
To be determined by the instructor

Unit 10: ATR – Vertical Lifting / Helicopter

Topic 10-1: Vertical Lifting

Terminal Learning Objective
At the end of this topic, student will learn different types of commercially built slings for horses and cows, and their advantages and disadvantages. The student will learn about Helicopter Lifting and a sling that is rated for this operation.

Enabling Learning Objective
1. Describe an improvised lifting sling for horses that is made out of fire hose
2. Describe attachment at the center of gravity
3. Explain the importance of a rescue knife
4. Describe a 2-strap sling
5. Describe a Large Animal Lifter sling
6. Describe a belly net sling
7. Describe cow slings
   a. Daisy cow lifter
   b. Wiggens o Upsy Daisy Cow Lifter
8. Describe the Anderson Sling
9. Explain lifting by the hooves
10. Explain Helicopter Lifting
   a. Criteria for Scene setup or Scene management
11. Describe lifting slings for dogs
12. Describe cages for small animals
13. Identify Standard hand signals
14. Identify types of helicopters and their ratings

**Discussion Questions**
1. What needs to be considered when deciding on a lifting sling?
2. What needs to be considered when setting up a vertical lifting system in a structure?
3. What needs to be considered when setting up a vertical lifting system on a tree?

**Activities**
To be determined by the instructor

**Topic 10-2: Helicopter Operations**

**Terminal Learning Objective**
At the end of this topic, a student will be able to identify the equipment needed, adaptations needed to manage scene setup, operations, and safety for incidents involving the helicopter lifting of an animal.

**Enabling Learning Objectives**
1. Identify situations where helicopter operations may be needed
   a. Remote locations
   b. Extreme conditions
2. Identify the equipment needed to perform a helicopter operation
   a. Appropriate lifting harness
   b. Appropriate helicopter
3. Identify the scene management needed to perform a helicopter lift
   a. Lifting operations
   b. Landing operations
4. Identify safety considerations

**Discussion Questions**
1. What is the biggest limitation in conducting a helicopter lift?
2. What additional operational needs are involved with helicopter lifts?

**Activities**
To be determined by the instructor

**Unit 11: ATR - Water, Mud and Ice Operations**
Topic 11-1: Water, Mud and Ice Operations

Terminal Learning Objective
At the end of this topic, a student will be able to identify the adaptations needed to manage scene setup, operations, and safety for incidents involving an animal stranded in mud or water.

Enabling Learning Objectives
1. Identify animal behavior and handicaps in mud, water, and ice situations
   a. Mud conditions
   b. Standing water conditions
   c. Moving water conditions
   d. Pool conditions
   e. Ice/cold conditions
2. Identify the different resources needed in an animal response involving mud and water situations
   a. Swift Water Rescue response
   b. Fire Department
   c. Animal Control
   d. Veterinarian
   e. Animal Owner
3. Understand the application of a rescue strap in mud, water or ice situations
4. Identify the basic rescue strategies
   a. Mud
   b. Water/Swimming pool
   c. Ice/Moving water
   d. Small animal
5. Understand scene set up considerations
6. Understand decontamination
   a. Rescuer
   b. Animal
7. Identify safety considerations

Discussion Questions
1. What is the biggest limitation in a water/ice rescue?
2. What will most animals do when being directed out of water?
3. What scene considerations do we need to take?

Activities
To be determined by the instructor

Unit 12: ATR - Animal Decontamination
**Animal Technical Rescue**

**Topic 12-1: Animal decontamination**

**Terminal Learning Objective**
At the end of this topic, a student will be able to identify situations and techniques for the decontamination of animals.

**Enabling Learning Objectives**
1. Identify situation where decontamination may be needed
   a. Mud conditions
   b. Chemical exposures
   c. Disease situations
2. Identify the different techniques for decontamination of animals
   a. Small animal decontamination
   b. Large animal decontamination
   c. Equipment
   d. Trailers
3. Understand situations where decontamination is not advised
   a. Disease/infection
4. Identify safety considerations

**Discussion Questions**
1. What is the need for decontamination?
2. What options are available in a disease and why?
3. What scene considerations do we need to take?

**Activities**
To be determined by the instructor

**Unit 13: ATR – Small Animals**

**Topic 13-1: Small Animals**

**Terminal Learning Objective**
At the end of this topic, a student will be able to understand what ATR skills are applicable to small animals and know alternative means for those that are not.

**Enabling Learning Objective**
1. Describe historic inspiration for canine rescue
2. Identify the differences between canine and feline skeletons
3. Explain how differences in canine breed can determine types of rescue slings and harnesses
4. Describe different canine attitudes and how they might impact rescue efforts
5. Explain patient management
6. Identify types of extrications
7. Describe lifting of dogs and other small animals

Discussion Questions
1. Why do slings need to be adapted for small animals

Activities
To be determined by the instructor

Unit 14: ATR – Animal Euthanasia

Topic 14-1: Euthanasia

Terminal Learning Objective
At the end of this topic, a student will be able to identify the potential need for euthanasia of the animal patient, acceptable methods of euthanasia, potential danger to bystanders of euthanasia, and understand sheltering in place and comfort care until field euthanasia can be accomplished by a qualified individual.

Enabling Learning Objectives
1. Understand the definition of euthanasia
2. Identify the potential need for euthanasia in an animal response
   a. Animal injuries, criteria for determination of euthanasia
   b. Terminal illness
   c. Hazard to itself or others
3. Understand the traumatic results of euthanasia
   a. On responders
   b. On owners
   c. On bystanders
4. Describe comfort care to the animal patient
5. Explain insurance considerations and constraints
6. Understand accepted methods, qualification to administer, and method of delivery
7. Explain method of determining death
8. Understand recovery of the animal patient

Discussion Questions
1. What are the accepted methods of euthanasia?
2. What are the dangers of using a gun?
3. What is the role of the Public Information Officer in the case of euthanasia?
4. If the owner is not available, who has responsibility for determine euthanasia?

Activities
To be determined by the instructor.
Unit 15: ATR – Body Recovery

Topic 15-1: Body Recovery

Terminal Learning Objective
At the end of this topic, a student will be able to identify reasons to help out with recovery of an animal body and how they and the owners can benefit.

Enabling Learning Objective
1. Explain some of the benefits of recovery
2. Ability to help the animal in some way
3. Opportunity to utilize ATR skill set in a safe setting
4. Practical service to the owner and jurisdictions where the death occurred

Discussion Questions
1. What is one example of why it might be important to move an from a state park.

Activities
To be determined by the instructor

Unit 16: ATR – Basic ATR Skills Demonstrations

Topic 16-1: Basic Animal Manipulation

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, J-hook, lunge whip, Connel flex guide and rope, and a full size manakin, students will apply equipment and perform basic animal manipulation operations.

Enabling Learning Objectives
1. Understand the dynamics of equipment application
2. Understand proper positioning
3. Understand appropriate situations where different techniques are used
   a. Large animals
   b. Small animals
4. Understand the best access points for equipment application
5. Animal rolling
   a. Equipment placement
   b. Proper pulling
6. Horizontal drag
   a. Equipment placement
   b. Proper pulling
7. Front drag
   a. Equipment placement
b. Proper pulling

8. Rear drag
   a. Equipment placement
   b. Proper pulling

9. Sternal roll
   a. Equipment placement
   b. Proper pulling

10. Tail tie
    a. When appropriate
    b. Steady pull
    c. Angle of pull

Discussion Questions
1. What is the accepted substitute equipment is available on a fire engine?
2. What are the additional uses of lunge whips?
3. When is “tethering” of the rescuer appropriate?

Activities
To be determined by the instructor.

Topic 16-2: Basic Trailer Operations

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, Conell Flex Guide, ropes a full size manakin, and a standing horse trailer, students will preform a scene assessment, discuss horse trailer construction, observe the various methods and options for applying a rescue strap to an animal inside a trailer and it’s extractation.

Enabling Learning Objectives
1. Understand the dynamics of a trailer incident
2. Understand proper scene assessment
3. Understand/demonstrate the proper method for exanimating the interior of a trailer
4. Understand the dest access points for equipment application
5. Understand releasing the dividers from the exterior of the trailer
6. Understand how to handle a tethered animal
   a. Understand the different tethering methods
   b. Understand when to cut down a tethered animal down and the consequences
   c. Understand how to slowly release a tethered animal
7. Understand how to attach a long lead line
8. Understand a demonstrate the proper methods for opening a trailer door
   a. Preparation of scene
      i. Set up a paremter
      ii. Establish animal area and human safety areas
   b. Preparation or opening the door
i. Measure the door swing
ii. Measure the ramp drop area

c. Methods for opening a door
   i. Single web with a pole
   ii. Double webbing
   iii. Clearing the butt chain/butt bar
   iv. Retrieving the lead line

9. Understand when removal of the animal is appropriate and not
   a. Terminally injured animal
   b. Medically impaired animal
   c. Damaged trailer

10. Demonstrate the proper methods of applying a rescue strap without entering the trailer
    a. Equipment placement
    b. Proper pulling techniques

Discussion Questions

4. What is the accepted substitute equipment is available on a fire engine?
5. What are the additional uses of lunge whips?
6. When is “tethering” of the rescuer appropriate?

Activities

To be determined by the instructor.

Topic 16-3: Vertical Lifting/Emergency Halter Operations

Terminal Learning Objective

At the end of this topic, a student given webbing, piece of 1 ½” single jacket wild land hose without couplings, J-hook, lunge whip, webbing, rope pieces, Connel flex guide, a full size manakin fiberglass horse and a full size horse manikin, students will, observing proper positioning and rescue safety apply rescue equipment

Enabling Learning Objectives

1. Understand the dynamics of applying equipment to a live animal
   a. Large animals
   b. Small animals

2. Understand proper positioning

3. Understand appropriate situations where different techniques are used

4. Understand the best access points for equipment application

5. Understand and demonstrate the application of a vertical lifting tie
   a. Application to a standing animal
   b. Application to a recumbent animal
   c. Attachment of the lifting point, wrap three pull two

6. Understand and demonstrate the application of an emergency haulter
a. Using a rope  
b. Using 1" webbing  
c. Application to a standing animal  
d. Application to a recumbent animal  

7. Understand and demonstrate the application of a lead line  
8. Understand and demonstrate proper assessment of the animals vitals  
a. Taking a pulse  
b. Observing respirations

Discussion Questions  
1. What consideration need to be made when working close to an animal?  
2. What optional equipment on a fire engine can be used?

Activities  
To be determined by the instructor.

Topic 16-4: Animal Packaging/Rope systems

Terminal Learning Objective  
At the end of this topic, a student given a life size horse manikin, a complement of ropes and 
hardware, a rescue glide, slip sheets and cargo netting, understand the different methods of
packaging a large animal on a rescue glide for different situations. The student will
assemble a hauling and lowering system that incorporates the adaptations needed to
accommodate a large animal.

Enabling Learning Objectives  
1. Understand the use of webbing/cargo netting to package an animal  
a. For quick removal  
b. To accommodate animal injuries  
c. For low level transport  
d. For high angle transport  
2. Understand the dynamics of a rope system that may be subjected to a sudden shock
load.  
3. Understand the use of tandem prusiks.  
4. Understand the need for “cut aways” in a system and where they need to be applied.  
5. Understand proper use of the rescue glide and slip sheets.  
6. Understand the need for a load transfer.

Discussion Questions  
1. What consideration need to be made when packaging an animal?  
2. What is the function of the cut away  
3. Why are tandem prusiks preferred??

Activities  
To be determined by the instructor.
Topic 16-5: Animal handling (optional)

Terminal Learning Objective

At the end of this topic, a student given a live horse and dog, webbing, rope pieces, students will, observing proper positioning and rescue safety will catch a loose horse, apply an emergency halter and lead the horse to a safe place. Students will catch a dog, apply a improvised muzzle and leash, and lead the dog to a safe place.

Enabling Learning Objectives

1. Understand the dynamics of approaching a loose animal.
2. Understand the signs that the animal may pose a safety problem to the rescuers.
3. Understand the dynamics of applying equipment to a live animal
   a. Large animals
   b. Small animals
4. Understand proper positioning
5. Understand appropriate situations where different techniques are used
6. Understand the best access points for equipment application
7. Understand and demonstrate the application of
   a. An emergency halter
      i. Using 1" webbing
   b. An emergency muzzle
      i. Using gauze
8. Understand and demonstrate the application of a lead line/leash.

Discussion Questions

1. What consideration need to be made when working close to an animal?
2. What optional equipment on a fire engine can be used?

Activities

To be determined by the instructor.

Unit 17: ATR – Basic Rescues

Topic 17-1: Basic Rescues, Forward drag

Terminal Learning Objective

At the end of this topic, a student given webbing, rescue strap, Conell Flex Guide, ropes a full size animal manikin; students will perform a scene assessment, establish command, select appropriate strapping and extrication application and resolve the rescue in 10 minutes time.
Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Extrication equipment application
   b. Haul
   c. Parameter
   d. Containment
   e. Safety
5. Teams will determine needed equipment and most appropriate application
6. Students will establish a perimeter
7. Students will safely apply the extrication equipment
8. Students will extricate the animal
9. Students will discuss Hand Off

Discussion Questions
1. What are the accepted methods of equipment application?
2. What alternate methods could be used?

Activities
1. Preform a rescue using a forward drag.

Topic 17-2: Basic Rescues, Rear drag

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, Conell Flex Guide, ropes a full size animal manikin; students will perform a scene assessment, establish command, select appropriate strapping and extrication application and resolve the rescue in 10 minutes time.

Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Extrication equipment application
   b. Haul
   c. Parameter
   d. Containment
   e. Safety
5. Teams will determine needed equipment and most appropriate application
6. Students will establish a perimeter
7. Students will safely apply the extrication equipment
8. Students will extricate the animal
9. Students will discuss Hand Off

Discussion Questions
1. What are the accepted methods of equipment application?
2. What alternate methods could be used?

Activities
1. Preform a rescue using a rear drag.

Topic 17-3:- Basic Rescues, Animal Roll

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, Conell Flex Guide, ropes a full size animal manikin; students will perform a scene assessment, establish command, select appropriate strapping and extrication application and resolve the rescue in 10 minutes time.

Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Extrication equipment application
   b. Haul
   c. Parameter
   d. Containment
   e. Safety
5. Teams will determine needed equipment and most appropriate application
6. Students will establish a perimeter
7. Students will safely apply the extrication equipment
8. Students will extricate the animal
9. Students will discuss Hand Off

Discussion Questions
1. What are the accepted methods of equipment application?
2. What alternate methods could be used?

Activities
1. Preform a rescue using an animal roll over.

Topic 17-4:- Basic Rescues, Side Drag
Animal Technical Rescue

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, Conell Flex Guide, ropes a full size animal manikin; students will perform a scene assessment, establish command, select appropriate strapping and extrication application and resolve the rescue in 10 minutes time.

Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Extrication equipment application
   b. Haul
   c. Parameter
   d. Containment
   e. Safety
5. Teams will determine needed equipment and most appropriate application
6. Students will establish a perimeter
7. Students will safely apply the extrication equipment
8. Students will extricate the animal
9. Students will discuss Hand Off

Discussion Questions
1. What are the accepted methods of equipment application?
2. What alternate methods could be used?

Activities
1. Perform a rescue using a side drag.

Unit 18: ATR – Scenario Training

Topic 18-1: Rolled Trailer Accident

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, Conell Flex Guide, ropes, a full size manikin, and a rolled over horse trailer containing at least one life sized horse manikin, students will perform a scene assessment, discuss horse trailer construction, establish a command structure, secure the scene, apply rescue equipment and extricate the manikin from the trailer.

Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Extracation equipment application
   b. Haul
   c. Paremeter
   d. Stabiliation/Door opening
   e. Containment
   f. Safety
5. Teams will determine needed equipment
6. Students will establish a perimeter
7. Students will safely apply the extracation equipment
8. Students will safely open the trailer door
9. Students will extricate the animal
10. Students will discuss the proper Hand Off

Discussion Questions
1. What are the accepted methods of equipment application?
2. What is the trailer construction?
3. How can that construction type be used to assist in operations?

Activities
1. Students will remove an animal from a rolled horse trailer.

Topic 18-2: Animal Over the Side/ Long Haul with DECON

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, J-hook, lunge whip, Connel flex guide and rope and rope systems, and a full size manakin, students will perform a scene assessment, establish a command, order resources and equipment, apply equipment, establish a hauling system and perform an animal rescue.

Enabling Learning Objectives
1. Understand the dynamics of over the side rescues
2. Understand the dynamics of equipment application
3. Understand proper positioning and safe access to the animal
4. Students will conduct a scene safety analysis
5. Establish an incident command
6. Determine appropriate resources needed
7. Determine the needed teams
   g. Equipment application
   h. Haul team
   i. Personnel access team if needed
   j. Animal Handler
Animal Technical Rescue

k. Containment
l. Safety
11. Teams will determine needed equipment
12. Students will apply rescue equipment
13. Students will move the animal to a safe location
14. Establish DECON station
15. Students will discuss Hand-off

Discussion Questions
1. What additional precautions are needed in an over the side situation?
2. Does position of the animal affect the rescue efforts?

Activities
1. Students will perform a long haul of an animal from an over the side situation and discuss post rescue decon.

Topic 18-3: Trapped Animal/rapid extrication of human with Vertical Lift

Terminal Learning Objective
At the end of this topic, a student given webbing, rescue strap, J-hook, lunge whip, Connell flex guide and rope and rope systems, and a full size manakin, students will remove the animal from an entrapment, move it to a lifting location, apply lifting equipment and lift the animal.

Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Rapid extrication team
   b. Haul
   c. Parameter
   d. Stabilization/Door opening
   e. Containment
   f. Safety
5. Teams will determine needed equipment
6. Students will establish a perimeter
7. Students will safely apply the extrication equipment
8. Students will extricate the animal
9. Students will move the animal to a lifting location
10. Students will apply lifting equipment
11. Students will lift the animal
12. Hand Off
Discussion Questions
1. What is the accepted substitute equipment is available on a fire engine?
2. What are the additional concerns when lifting an animal?

Activities
1. Students will remove a trapped human using rapid extrication methods, remove the animal and preform a vertical lift.

Topic 18-4: Rolling a Trailer

Terminal Learning Objective
At the end of this topic, a student given webbing, ropes and a rolled over horse trailer, students will preform a scene assessment, discuss horse trailer construction, establish a command structure, secure the scene, apply equipment and roll the trailer back to it’s wheels.

Enabling Learning Objectives
1. Students will conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   a. Haul
   b. Stablization/equipment application
   c. Safety
5. Teams will determine needed equipment
6. Students will establish a parimeter
7. Students will safely apply the equipment
8. Students will safely roll the trailer back to it’s wheels

Discussion Questions
1. What are the needs for the “moving” anchors at the trailer hitch?
2. What trailer construction issues will affect the rolling of the trailer?
3. What animal conditions allow rolling of the trailer?
4. Why do we need to control both the lowering and hauling sides at the same time?

Activities
1. Students will roll a trailer back onto it’s wheels.

Time Table

[June 2017]
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**Unit 18: Scenario Training.**

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<td></td>
<td>4.0 hours</td>
</tr>
<tr>
<td>Lecture, Activity, and Unit Totals:</td>
<td></td>
<td></td>
<td>16 hours</td>
</tr>
</tbody>
</table>

**Course Totals**

| Total Lecture Time (LT) | 6.0 hours |
| Total Activity Time (AT) | 1.0 hours |
| Total Skill Time (ST) | 9.0 hours |
| Total Testing Time (TT) | 0.0 hour |
| **Total Course Time** | **16.0 hours** |
Animal Technical Rescue
Implementation of New Curriculum

This document is intended to provide information for all State Fire Training (SFT) stakeholders on changes to the Large Animal Rescue course (2003) to the updated Animal Technical Rescue Awareness and Animal Technical Rescue Technician training programs. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

Animal Technical Rescue Awareness (ATRA) (7-hours)
Animal Technical Rescue Technician (ATRT) (16-hours)

COURSES AVAILABLE ........................................................................................................................................ October 1, 2017

The new Awareness and Technician (2017) curriculum is based on the NFPA 1670 Standard on Operations and Training for Technical Search and Rescue Incidents 2017 Edition and meets JPR’s 17.2.1 and 17.2.3 within Chapter 17. This course will fulfill the requirements of these JPRs for those personnel seeking proficiency in this specialized subject area.

COURSE PHASE OUT ........................................................................................................................................ January 1, 2018

Effective January 1, 2018, FSTEP course Large Animal Rescue (2003), will be retired.

ANIMAL TECHNICAL RESCUE Course Timeline

TRANSITION PERIOD ........................................................................... Effective October 1, 2017 – January 1, 2018

INSTRUCTOR REQUIREMENTS ......................................................................................................................... October 1, 2017

Large Animal Rescue (2003) – Currently registered instructors (20), will be historically recognized to instruct the new curriculum. New Animal Rescue Technician instructors will be required to take the course and register as an FSTEP instructor.
POTENTIAL AGENCY IMPACTS

There are no anticipated impacts on instructors or Accredited Regional Training Programs (ARTP), and Accredited Local Academies (ALA), community colleges and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee/program sponsor, as appropriate. ARTPs should review the new Animal Technical Rescue curriculum and discuss with their advisory committees to determine if the curriculum must be expanded to meet local needs.