Date: April 21, 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 (SFT) has presented the concept of updating the 8-hour, Large Animal Rescue (2003) FSTEP course with a 4-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 4-hours and the length of the ATR Technician class to 16-hours. SFT 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.
# Animal Technical Rescue - Awareness

## Course Details

**Certification:** FSTEP: Instructional Development Series  
**CTS Guide:** None  
**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 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, *Standard on Operations and Training for Technical Search and Rescue Incidents*, 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:** none  
**Standard:** NFPA 1670, Chapter 17.1 - 17.2  
**Hours:**  
- Lecture: 4:00  
- Activities: 4:00  
**Hours (Total):** 8:00  
**Maximum Class Size:** 30  
**Instructor Level:** Registered FSTEP Instructor  
**Instructor/Student Ratio:** 1:30  
**Restrictions:** none  
**SFT Designation:** FSTEP
Required Resources

Instructor Resources
To teach this course, instructors need:
- Animal Technical Rescue - Awareness Instructor Guide
  www.largeanimalrescue.com
- Personal protective equipment (including head and hand protection)

Online Instructor Resources
The following instructor resources are available online; www.largeanimalrescue.com
- Animal Technical Rescue - Awareness Instructor Guide
- Animal Technical Rescue Power Point Slide Deck
- Skills Exercise 1: Stabilization/Rapid Extrication Strapping
- Skills Exercise 2: Size-up of Large Animal Transports

Student Resources
The following student resources are required;
- Animal Technical Rescue - Awareness Manual available online;
  www.largeanimalrescue.com
- Personal protective equipment (including head and hand/arm protection)

Facilities, Equipment, and Personnel

Facilities
- Classroom that accommodates up to 30 students
- Projection equipment and screen
- Activity 1– 1: Table top scenario and worksheets for 30

Equipment
- Incident action plan (IAP)
- Incident planning and ICS forms: Tactical worksheets, ICS 201
- Tools: J-hooks, Connell Flex Guides, LAR rescue straps, wildland hose, 2 full sets of 1” web, halters, lead lines, water rescue rope, caution tape, blankets
- Large Animal Transport Vehicles: choose from Living Quarters Goose-neck, Stock trailer, slant or straight load Bumper-pull
- Victims: manufactured or improvised life size horse manikin, manufactured or improvised life size dog manikin, manufactured or improvised human manikin
Animal Technical Rescue - Awareness

Personnel

- Lecture
  - One primary instructor
- Skills/demonstrations
  - One registered primary instructor (for a group of 30 students)
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
   - Student evaluation process
   - 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
     o ICS 100
   • Animal Technical Rescue – Technician
     o Animal Technical Rescue Awareness level
     o Working knowledge of rope systems
     o FEMA course IS-10.A Animals in Disasters
     o FEMA course IS 11.A Animal in Disasters Community Planning
     o FEMA course IS 111.A Livestock in Disasters
     o 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?

Activities
1. To be determined by the instructor.

Unit 2: ATR – Awareness: Disaster/Evacuation/ATR

Topic 2-1: Disaster/Evacuation/ATR

Terminal Learning Objective
At the end of this topic, a student, given principles and concepts, differences between Technical Rescue and Evacuation, describe social, political, and public issues related to animal rescue services, so that the coordination of Animal Technical Rescue can be incorporated with all public safety emergency resources during disasters or evacuation responses.

Enabling Learning Objectives
1. Describe the importance of animals
   • Economic value
   • Working animals value
   • Emotional value
   • Historic value
   • The value of rescue animals
2. Identify different types of disasters and the impact on Large Animals and the human population.
   • Natural disaster
     o Pending
     o Immediate
Animal Technical Rescue - Awareness

- Man-made disaster
  - NBC, Terroist
  - Soft targets
3. Explain the difference between LAR in a disaster setting vs. a single incident and the potential for human involvement
4. Identify resources that are desirable and challenges to getting those resources on scene

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-terroist 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: Natural Disaster and challenges to response

Terminal Learning Objective
At the end of this topic, a student, given animal technical rescue scenarios, concepts for implementing organizational system elements and processes to properly allocate resources will establish and determine scene approach, so that proper management of Animal Technical Rescue resources can be coordinated within the context of a disaster or single incident response, and properly adjust to the challenges associated with these responses.

Enabling Learning Objectives
1. Describe the application of the ICS system to ATR, expanding or contracting according to incident and possible matrixes
2. Identify specific planning and ICS forms
3. Explain jurisdictional agencies and how they can blend into a Unified Command
4. Identify and know how to request the appropriate resources
5. Explain possible hazmat considerations with ATR responses
6. Identify agencies and resources for a HAZMAT component of an ATR incident

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 a ATR?
5. Give an example of a animal involved hazmat and it’s potential results.

Activities
1. To be determined by the instructor.

Unit 3: ATR – Awareness: Animal Behavior, Characteristics and Rescuer Safety
Animal Technical Rescue - Awareness

Terminal Learning Objective
At the end of this topic, a student, given characteristics of prey or predatory animals, elements of size-up, and principles of pertinent animal behavior and characteristics of most common species, will be able to determine appropriate approaches to rescue events, so that Animal Technical Rescue resources are utilized efficiently with maximum concern for 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. Define flight zone, milling and stampede
   - 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’
   - Describe characteristics unique to common small animal species dogs and cats
   - Hearing
   - Approach
7. Identify appropriate PPE
8. Describe safe positioning with a prey animal or a predator
   - Essential questions:
     - How do pupils vary between prey and predatory animals?
     - How does pupil type relate to rescuer safety?
     - What is Flight Zone?
     - How do you release pressure off the flight zone?

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 4: ATR – Awareness Response, Resources and Scene Management

Topic 4-1: Response, Resources and Scene Management

Terminal Learning Objective
At the end of this topic, a student, given an organizational system, appropriate resource definitions and limitations for an Animal Technical Rescue, will be able to recommend resources and develop rescue objectives, so that resources and personnel are managed in an coordinated effort within the context of disaster or single incident response with maximum safety.
Enabling Learning Objectives
1. Describe the application of the ICS system to ATR, expanding or contracting according to incident
2. Explain jurisdictional agencies and how they can blend into a Unified Command
3. Identify and know how to request the appropriate resources
4. Explain possible hazmat considerations with ATR responses
5. Identify agencies and resources for a HAZMAT component of an LAR incident

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?
5. Give an example of a hazmat

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

Unit 5: ATR – Awareness: Animal Rescue Equipment

Topic 5-1: Animal Rescue Equipment

Terminal Learning Objective
At the end of this topic, a student, given types of commercially built Animal Technical Rescue equipment and concepts for adapting equipment and accessory tools, will request and allocate tools, or utilize commonly available fire engine resources, so that personnel will be able to recommend and enforce safety policies and procedures utilizing resources of a Type One (1) Engine or an identified Rescue equipment cache.

Enabling Learning Objectives
1. Describe commercially built ATR rescue straps
2. Identify proper diameter hose to make a rescue strap
3. Describe accessory tools to facilitate application of strapping and slings
4. Describe the commonly used small animal tools
   • Commercially made
   • Impromptu made
5. Determine how standard engine or rescue truck equipment can facilitate an ATR
   • Ropes, webbing
   • Lifting bags
   • overhead lighting
   • radios
   • hydraulic equipment

Discussion Questions
1. What equipment can be used as a Rescue Strap?
2. What equipment can be used to move or extricate an animal?
3. What equipment can facilitate a night rescue
4. What equipment can facilitate entrapped or entangled animals?

Activities
1. To be determined by the instructor.

**Unit 6: ATR – Awareness: Trailer Awareness, Scene Safety**

**Topic 6-1: Trailer Awareness, Scene Safety**

**Terminal Learning Objective**
At the end of this topic, a student, given a selected type of trailer, will be able to identify the different trailer types, associated restrictions or limitations, so that safety concerns, options, deficiencies, and standard processes for extrication are utilized with appropriate resources and equipment.

**Enabling Learning Objectives**
1. Identify the different types of animal transport trailers
2. Identify the different styles of trailer doors and how they might impact extrication efforts
3. Identify inherent hazards of trailer types
4. Determine the different equipment needed to deal with each doors type
5. Demonstrate proper approach and size up to a trailer accident scene
6. Demonstrate a knowledge of the potential hazards involving a trailer accident

**Discussion Questions**
1. What are the common trailer types used in your area?
2. What is the importance of knowing the different door types?
3. What information does this provide?
4. What special equipment might be needed in a trailer rescue?
5. What scene precautions need to be taken upon response and on scene?
6. What is the greatest danger to the public in a animal transport incident?

Activities
1. Observe and discuss the general approach to a trailer incident
2. Observe and discuss the door configurations, make observations of the different door types.
3. Conduct a “walk around” and note general scene safety hazards
4. Observe and discuss the hazards and construction specific to each trailer type
5. Observe and discuss the opening of windows and doors
6. Discuss the potential hazards of approach to a trailer incident
7. Observe and discuss scene management and scene set up

**Instructor Notes**
1. Using one (1) or two (2) different trailers (preferably one being a living quarters trailer), walk around the trailers and identify the attributes, problems and advantages observed, and scene safety issues.

**Unit 7: ATR – Awareness: Approach and Handling**
Topic 7-1: Approach and Handling

Terminal Learning Objective
At the end of this topic, a student, given a 1 inch web, 25 to 30 feet water rescue rope and operating guidelines, will be able to approach, herd or catch, so that application of an emergency haulter and lead is properly applied to contain a horse with minimal harm and maximum safety to personnel.

Enabling Learning Objectives
1. Identify proper length rope, and type of rope, or webbing to make an emergency halter and lead line
2. Demonstrate proper approach and positioning to catch a horse
3. Demonstrate herding techniques
4. Identify improvised materials for containment
5. Demonstrate the proper way to put an emergency halter on an animal
6. Understand when herding vs use of a halter is appropriate.
7. Demonstrate proper animal leading

Discussion Questions
1. What equipment can be used to make an emergency halter?
2. What precaution need to be taken when leading an animal?
3. What animals will an emergency halter work on, not work on?
4. When will hearing of the animals be used?

Activities
1. Approach a horse
2. Determine the “Flight Zone”
3. Observe the animals reactions
4. Move the animal using herding techniques
5. Apply an emergency halter using a ½” rope
6. Apply an emergency halter using a 1” web
7. Demonstrate proper lead line techniques
8. Demonstrate proper animal leading

Instructor Notes
1. Using a live horse demonstrate approach, haltering and leading, have students do same.

Unit 8: ATR – Awareness: Stabilizing the animal patient

Topic 8-1: Stabilizing the animal patient

Terminal Learning Objective
At the end of this topic, a student, given a commercially built or improvised rescue strap, web, accessory tools (J-Hook, Connel Flex Guide, lunge whip), while working outside of the “Line of Fire”, will be able to re-position a horse to free a human patient, or to stabilize a horse patient, so that equipment functions properly, safety considerations are identified and documented while demonstrating proficiency with the identified task.
Enabling Learning Objectives
1. Identify position of the animal and indicate the “Line of Fire”
2. Identify the best position for a down horse or cow to be in
3. Describe how to change the position of the animal
4. Determine rapid extrication to save a human impinged by the animal vs. standard strapping techniques

Discussion Questions
1. What equipment can be used as a Rescue Strap?
2. What equipment can be used to move or extricate an animal?
3. What equipment can facilitate entrapped or entangled animals?

Activities
1. Demonstrate the usage of the J-Hook and Connell Flex Guide
2. Show an improvised Rescue Strap from fire hose
3. Using a life size horse manikin, demonstrate the usage of 1” webbing to apply a Rescue Strap
4. Using a life size horse manikin, demonstrate strapping to roll a horse
5. Using a life size horse manikin, demonstrate strapping to rotate a horse
6. Using a life size horse manikin, demonstrate moving changing a horse’s position for rapid extrication of a human victim

Instructor Notes
1. Emphasize working outside of the “Line of Fire”
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<thead>
<tr>
<th>Unit 1: Introduction</th>
<th>Lecture Time</th>
<th>Activity Time</th>
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<tr>
<td>Topic 1-1: Orientation and Administration</td>
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<td>Topic 2-2: Natural Disaster and challenges to response</td>
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<td>Unit 6: Trailer Awareness and Rescuer Safety</td>
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## Animal Technical Rescue - Awareness

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**Unit 7: Approach and Handling**

| Topic 7-1: Approach and Handling | | | |
| Lecture | 00:00 | | |
| Activity 7-1: Approach and Handling | | 01:00 | |
| **Unit 7 Totals** | **00:00** | **01:00** | **01:00** |

**Unit 8: Stabilizing the Patient**

| Topic 8-1: Stabilizing the Patient | | | |
| Lecture | 00:00 | | |
| Activity 8-1: Stabilizing the Patient | | 01:00 | |
| **Unit 8 Totals** | **00:00** | **01:00** | **01:00** |

**Lecture, Activity, and Unit Totals:** 04:00 04:00 08:00

**Course Totals**

- Total Lecture Time (LT) 04:00
- Total Activity Time (AT) 04:00
- Total Testing Time (TT) 00:00
- Total Course Time 08:00
Animal Technical Rescue Technician

Course Details

Certification: FSTEP
CTS Guide: None
Description: This course provides knowledge and understanding of skills and resources necessary to respond to an Animal Technical Rescue (ATR) incident as a single incident, or as a component of large scale disaster involving large, small animal and human elements, and to do so in a safe and effective manner, with low impact on ongoing emergency services operations.

This two (2) day course meets and exceeds NFPA 1670, Standard on Operations and Training for Technical Search and Rescue Incidents, Chapter 17.3 – 17.4, 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: Animal Technical Rescue Awareness
Standard: NFPA 1670, Chapter 17.3 – 17.4
Hours: Lecture: 06:00
Activities: 09:00
Evaluation: 01:00
Hours (Total): 16:00
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:
- Animal Technical Rescue - Technician Instructor Guide
- Personal protective equipment (including head and hand protection)

Online Instructor Resources

The following instructor resources are available online; www.largeanimalrescue.com
- Animal Technical Rescue - Technician Instructor Guide
- Animal Technical Rescue Technician Power Point Slide Deck
- Skills Exercise 1: Basic Animal Manipulation
- Skills Exercise 2: Basic Trailer Operations
- Skills Exercise 3: Vertical Lifting/Emergency Halter Operations
- Scenario 1: Basic Rescues (forward haul, rear haul, roll over, side drag, rapid extrication)
- Scenario 2: Rolled Trailer Accident
- Scenario 3: Animal Over the Side/ Long Haul with DECON
- Scenario 4: Trapped Animal/rapid extrication of human with Vertical Lift

Student Resources

- Animal Technical Rescue - Technician Manual available online; www.largeanimalrescue.com
- Personal protective equipment (including head and hand/arm protection)

Facilities, Equipment, and Personnel

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

Equipment
Animal Technical Rescue - Technician

- Incident action plan (IAP): One for each skills day
- Incident planning and ICS forms: Tactical worksheets ICS 201
- Tabletop worksheets
- Hand tools: pike pole, Superclip or equivalent remote carabineer application device, halligan, 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, ladder (folding or other).
- Power tools: Capstan winch (optional)
- Stabilization equipment: High pressure air bag set, Para-tech struts or Air-shore struts, 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, human victim packaging system to include backboard, strapping, head bed
- Victims: Manufactured or improvised rescue manikins (determined by number of scenario stations, 1 human manikin, 1 – 4 life sized articulated horse manikins
- 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 1 1/2” 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 students)
  - One capable horse handler
  - 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
   • 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
1. 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
   • Level 1 ATR - Awareness
   • Level 2 ATR - Technician
2. Identify the courses required for each level
   • ATR - Awareness
     ○ ICS 100
   • ATR – Technician
     ○ ATR Awareness
     ○ Working knowledge of ropes and 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
3. Identify any other requirements for ATR - Awareness None
4. Describe the testing process
   • Complete all prerequisites and course work
   • Complete all job performance requirements
   • Must have identified evaluator verify individual task completion via signature
   • Schedule skills evaluation test and pass within 80%

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

Activities
1. 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 topic, a student, given ATR response guidelines, industry methods for moving animals in commerce and war, will be able to describe and implement rescue skills, so that technical rescue skills are administered following time tested, standardized concepts that lay the foundation for rescue applications.

Enabling Learning Objectives
1. Identify the everyday need for establishing an ATR response
2. Identify riding and trailering conditions o Transferable technical rescue skills
3. Describe Understand animal technical skills found in other cultures and other times
4. Describe the transport of:
   • Mules into mines for the mining industry
   • Horsepower over a Tibetan River
   • Pack animals over a ravine
5. Determine the focus on equines, and the problems with transferring these skills to cats
6. Define the definition of ATR
7. Describe the relevance of other technical rescue skills to ATR how they can compliment 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
1. 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 topic, a student, given animal descriptive nomenclature, physiological systems, descriptive animal systems, and rescue equipment will be able to describe application of equipment and monitoring life signs of animals in threat, so that vulnerable areas and systems of the equine/animal skeletal structure are monitored and consider anatomical features for equipment placement, to assist the mobility of ambulatory animals or implement rescue measures to abate hazards with maximum safety.

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

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

Activities
1. 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 topic, a student, given typical physiological functions of large animals, general considerations for approaching, descriptive attitudes of animals 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”, so that all
elements are considered and evaluated for proper application of industry accepted
standards working with and managing large animals.

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

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

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

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**Unit 5: Patient Management**

**Topic 5-1: Patient Management**

**Terminal Learning Objective**
At the end of this topic, a student, given management resources, methods for directing and supporting large animals, methods and techniques for passive rescue, will be able describe levels of involvement with the horse or large animal, so that approved rescue skills are applied in a consistent manner utilizing resources, and adjusting to the 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. Describe the “Doing it to the Horse”
7. Identify necessary “Manhandling”
8. Explain advantages, disadvantages with chemical restraint
9. Explain the relevance of other technical rescue skills to ATR and how they can complement efforts

**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
1. 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, rescuer safety considerations, resources to assist with abnormal animal behaviors, will be able to approach and assess animal rescues, so that the administration of basic first aid needs and the application of basic first aid to large and small animals can be delivered with maximum safety while reducing additional harm to animals.

Enabling Learning Objective
1. Identify the need for a veterinarian response
2. Determine rescuer safety
3. Determine a “brain stem response”
4. Identify resources to help with identification of abnormal animal behaviors
5. Determine normal health parameters
6. Describe the positions of a patient:
   • 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. Describe productive means
11. Describe counter-productive means
12. Determine wounds
13. Determine bleeding
14. Determine penetrating

Discussion Questions
1. What is a brain stem response?
2. What are some abnormal animal behaviors?
3. What are some elements to consider with animal restraint?

Activities
1. To be determined by the instructor.

Unit 7: Scene Management

Topic 7-1: Scene Management
Animal Technical Rescue - Technician

Terminal Learning Objective
At the end of this topic, a student, given scene management principles, coordinating with impacted and assisting organizations, rescue concepts, will be able to manage organizational systems and resources, so that operational considerations for ATR incidents within the context of disaster or single incident response will coordinate with allied resources to mitigate and reduce the implications of an ATR incident.

Enabling Learning Objective
1. Describe the application of the ICS system to ATR, expanding or contracting according to incident
2. Explain jurisdictional agencies, and how they may contribute to operations
3. Identify and know how to request the appropriate resources
   - Animal handler
   - Extrication/haul team
   - Containment Leader
   - Safety Officer
   - Public Information Officer
   - Veterinarian
4. Identify rescue concepts
5. Identify scene setup
6. Determine personal protective equipment (PPE) and adjuncts to PPE
7. Determine “Hand-Off”
   - Need for preplanned agreements with AHJ and veterinarians
   - Associated costs for special equipment
   - Associate costs for veterinary care
   - Possible oversight by Animal Control

Discussion Questions
1. Why should we use the incident command system while managing animal technical rescue?

Activities
1. To be determined by the instructor.

Unit 8: Scene Management Exercise

Topic 8-1: Scene Management Exercise
Terminal Learning Objective
At the end of this topic, a student, given an ATR list, typical on-scene hazards and safety concerns, typical attitudes of large animals, will be able to organize and operate a simulated ATR scene, so that, safety issues are analyzed and request resources are assigned within an established ICS structure, while determining basic strategies and evaluating the need for safety equipment with a presentation for “rescue” to the remaining class students.

Enabling Learning Objective
1. Describe a visual example of an ATR list
2. Determine On-scene hazards and safety concerns
Animal Technical Rescue - Technician

3. Determine the attitude of the animal
4. Describe level of rescuer involvement to save the animal
5. Determine agencies having jurisdiction
6. Describe additional resources
7. Determine the chance for secondary disaster
8. Identify Common Goals including strategies

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

Activities
1. To be determined by the instructor.

Unit 9: Physics

Topic 9-1: Physics

Terminal Learning Objective
At the end of this topic, a student, given physical properties of ATR, safety considerations, terminology of ATR rescue aspects, will be to explain how physics theories can measured and deliver many components of ATR considerations, so that consistent and calculated techniques and protocols are managed on incidents.

Enabling Learning Objective
1. Identify the physical properties that affect ATR
2. Determine the principles and how they apply to safety
3. Describe the force of gravity and weight
4. Define examples of force
5. Explain Scalar vs. Vector and how vectors can be added and subtracted
6. Determine how vectors can be broken into components
7. Describe how these forces apply to hauling a large animal uphill
8. Describe how to reduce friction
9. Describe how angles matter
10. Describe how to distribute force
11. Identify optimal hitches
12. Describe elements of 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?

Activities:
1. To be determined by the instructor.
Unit 10: ATR – Raising and Lowering

Topic 10-1: Raising and Lowering

Terminal Learning Objective
At the end of this topic, a student, given types and positions of anchors, different rope systems, slings, and mechanical advantage equipment will be able design and implement measures for mitigating a large animal rescue, so that the threats are reduced or animals are removed safely minimizing further harm to large animals involved.

Enabling Learning Objectives
1. Identify the capacity of a 3:1 system and how to increase its mechanical advantage
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
   • Anchor considerations
   • System dynamics
   • Shock load issues
   • Cut aways
   • Rest or stopping point considerations
   • Vertical lifting considerations
5. Determine the benefits and hazards associated with a helicopter lift of a large animal
6. Determine 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? On a 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
1. To be determined by the instructor

Unit 11: ATR – Vertical Lifting / Helicopter

Topic 11-1: Vertical Lifting

Terminal Learning Objective
At the end of this topic, a student, given typical fire engine equipment, techniques of adapting rescue systems, helicopter utilization for lift methods, commercial large animal emergency equipment and resources will be able to utilize available resources for building improvised sling systems, so that ATR incidents are mitigated and reduced with industry standards while maximizing advantages and minimizing disadvantages.
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
   • Daisy cow lifter o Wiggins o Upsy Daisy Cow Lifter
8. Describe the Anderson Sling
9. Explain lifting by the hooves
10. Explain Helicopter Lifting
    • Criteria o Scene setup o 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 setting up a rope hauling system?

Activities
1. To be determined by the instructor

Topic 11-2: Helicopter Operations

Terminal Learning Objective
At the end of this topic, a student, given emergency ATR incidents and scenarios will be able to identify and manage equipment or resources as needed, so that scene management adaptions accommodating fluid scene setup or conditions, so approved operations are implemented or adapted with incorporation of safety considerations are considered and documented.

Enabling Learning Objectives
1. Identify situations where helicopter operations may be needed
   • Remote locations
   • Extreme conditions
2. Determine the equipment needed to perform a helicopter operation
   • Appropriate lifting harness
   • Appropriate helicopter
3. Describe the scene management needed to perform a helicopter lift
   • Lifting operations
   • Landing operations
4. Determine 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
1. To be determined by the instructor

Unit 12: ATR – Trailer Operations

Topic 12–1: Trailer Operations

Terminal Learning Objective
At the end of this topic, a student, given structural and damage characteristics and potential victim positions, will determine the access and egress points of a common horse or livestock trailer, and use existing entry and exit points are identified, so that considerations and established procedures for victim extrication are applied 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. Determine equipment and techniques that can simplify extrication efforts
6. Describe trailer manipulation
7. Determine 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 13: ATR - Water, Mud and Ice Operations

Topic 13-1: Water, Mud and Ice Operations

Terminal Learning Objective
At the end of this topic, a student, given animal behavior aspects, appropriate resources for water and mud incidents, will be able to identify the adaptations needed to manage scene setup, so that operations, safety considerations for incidents involving an animal stranded in mud or water with application of practiced skills and industry standards.

Enabling Learning Objectives
1. Identify animal behavior and handicaps in mud, water, and ice situations
   • Mud conditions
   • Standing water conditions
   • Moving water conditions
Animal Technical Rescue - Technician

- Pool conditions
- Ice/cold conditions

2. Identify the different resources needed in an animal response involving mud and water situations
   - Swift Water Rescue response
   - Fire Department
   - Animal Control
   - Veterinarian
   - Animal Owner

3. Determine the application of a rescue strap in mud, water or ice situations

4. Identify the basic rescue strategies
   - Mud
   - Water/Swimming pool
   - Ice/Moving water
   - Small animal

5. Determine scene set up considerations

6. Define decontamination
   - Rescuer
   - 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
1. To be determined by the instructor

Unit 14: ATR - Animal Decontamination

Topic 14-1: Animal decontamination

Terminal Learning Objective
At the end of this topic, a student given simulated scenarios, techniques for decontamination will be able to identify situations and techniques for the decontamination of animals, so that considerations are evaluated for appropriate application of methods to complete ATR rescue techniques.

Enabling Learning Objectives
1. Identify situation where decontamination may be needed
   - Mud conditions
   - Chemical exposures
   - Disease situations
2. Identify the different techniques for decontamination of animals
   - Small animal decontamination
Animal Technical Rescue - Technician

- Large animal decontamination
- Equipment
- Trailers
3. Describe situations where decontamination is not advised
   - 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
1. To be determined by the instructor

Unit 15: ATR – Small Animals

Topic 15-1: Small Animals

Terminal Learning Objective
At the end of this topic, a student, given canine and feline elements and factors will be able to adapt and administer ATR skills, so that appropriate actions or skills are delivered to small animals while considering alternative means.

Enabling Learning Objective
1. Describe historic inspiration for canine rescue
2. Identity 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
1. To be determined by the instructor

Unit 16: ATR – Animal Euthanasia

Topic 16-1: Euthanasia

Terminal Learning Objective
At the end of this topic, a student, given considerations and consequences of euthanasia decisions, will be able determine potential need for euthanasia of the animal patient, determine acceptable methods of euthanasia, so that potential danger to bystanders is
Reduced, incorporating sheltering in place and delivering comfort care until field euthanasia can be accomplished by a qualified individual.

**Enabling Learning Objectives**

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

1. To be determined by the instructor.

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**Unit 17: ATR – Recovery**

**Topic 17-1: Recovery**

**Terminal Learning Objective**

At the end of this topic, a student, given benefits of recovery, elements that assist an animal towards recovery will be able to describe reasons or methods that help out, so that both the recovery of an animal and the owners can benefit with a successful ATR.

**Enabling Learning Objective**

1. Describe some of the benefits of recovery
2. Determine ability to help the animal in some way
3. Determine opportunity to utilize ATR skill set in a safe setting
4. Define 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 from a state park?

**Activities**

1. To be determined by the instructor.
Unit 18: ATR – Rescue Concepts

Topic 18-1: Rescue Concepts

Terminal Learning Objective
At the end of this topic, a student, given aspects to assist with a self-extrication, skills necessary to move an animal patient, skills for rapid extrication will be able to explain effective rescue concepts that support safety for the rescuer and the animal, so that strategy supported by tested tactics while incorporating patient management for both recumbent and ambulatory animals.

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

Activities
1. To be determined by the instructor.

Unit 19: ATR – Basic ATR Skills Demonstrations

Topic 19-1: 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 manikin, will be able to determine access points, determine appropriate drag methods, so that students will apply equipment and perform basic animal manipulation operations within established guidelines.

Enabling Learning Objectives
1. Describe the dynamics of equipment application
2. Determine proper positioning
3. Determine appropriate situations where different techniques are used
   • Large animals
   • Small animals
4. Determine the best access points for equipment application
5. Determine animal rolling
   • Equipment placement
   • Proper pulling
6. Determine horizontal drag
   • Equipment placement
   • Proper pulling
7. Describe front drag
   • Equipment placement
   • Proper pulling
8. Describe rear drag
   • Equipment placement
   • Proper pulling
9. Describe sternal roll
   • Equipment placement
   • Proper pulling
10. Describe tail tie
    • When appropriate
    • Steady pull
    • 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

1. To be determined by the instructor.

Topic 19-2: 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 manikin, and a standing horse trailer, will perform a scene assessment, evaluate horse trailer construction, so that established methods and options for applying a rescue strap to an animal inside a trailer to perform a successful extrication with maximum safety.

Enabling Learning Objectives

1. Determine the dynamics of a trailer incident
2. Determine proper scene assessment
3. Demonstrate the proper method for exanimating the interior of a trailer
4. Determine the best access points for equipment application
5. Describe releasing the dividers from the exterior of the trailer
6. Describe how to handle a tethered animal:
   - Different tethering methods
   - When to cut down a tethered animal down and the consequences
   - 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
   - Preparation of scene
     o Set up a perimeter
     o Establish animal area and human safety areas
   - Preparation or opening the door
     o Measure the door swing
     o Measure the ramp drop area
   - Methods for opening a door
     o Single web with a pole
     o Double webbing
     o Clearing the butt chain/butt bar
     o Retrieving the lead line
9. Determine when removal of the animal is appropriate and not
   - Terminally injured animal
   - Medically impaired animal
   - Damaged trailer
10. Demonstrate the proper methods of applying a rescue strap without entering the trailer
    - Equipment placement
    - Proper pulling techniques

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
1. To be determined by the instructor.

Topic 19-3: 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 manikin fiberglass horse and a full size horse manikin, will be able to construct a halter operation, so that safety apply rescue equipment is established while observing proper positioning and rescuer safety.

Enabling Learning Objectives
1. Describe the dynamics of applying equipment to a live animal
   • Large animals
   • Small animals
2. Describe proper positioning
3. Describe appropriate situations where different techniques are used
4. Determine the best access points for equipment application
5. Demonstrate the application of a vertical lifting tie
   • Application to a standing animal
   • Application to a recumbent animal
   • Attachment of the lifting point, wrap three pull two
6. Demonstrate the application of an emergency haulter
   • Using a rope
   • Using 1” webbing
   • Application to a stranding animal
   • Application to a recumbent animal
7. Demonstrate the application of a lead line
8. Demonstrate proper assessment of the animals vitals
   • Taking a pulse
   • Observing respirations

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

Activities
1. To be determined by the instructor.

Unit 20: ATR – Basic Rescues

Topic 20-1: Basic Rescues, one of each: forward haul, rear haul, roll over, side drag, rapid extrication
Terminal Learning Objective
At the end of this topic, a student, given webbing, rescue strap, Conell Flex Guide, ropes a full size manikin, will perform a scene assessment, establish command, select appropriate strapping and extrication application or techniques, so that established guidelines and NFPA standards are incorporated that resolve the rescue within a 10 minute time.

Enabling Learning Objectives
1. Determine and conduct a scene safety analysis
2. Establish an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   - Extrication equipment application
   - Haul
   - Parameter
   - Stabilization/Door opening
   - Containment
   - Safety
5. Determine needed equipment with most appropriate application
6. Describe methods to establish a perimeter
7. Demonstrate safe application of the extrication equipment
8. Demonstrate extrication the animal
9. Describe elements for a 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. To be determined by the instructor.

Unit 21: ATR – Scenario Training

Topic 21-1: 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, students will preform a scene assessment, discuss horse trailer construction, will establish a command structure, establish a secure scene and perimeter, so that rescue equipment and extricate methods are followed within the guidelines established removing the manikin from the trailer.

Enabling Learning Objectives
1. Demonstrate a scene safety analysis
2. Determine an incident command
3. Determine appropriate resources needed
4. Determine the needed teams
   - Extrication equipment application
• Haul
• Perimeter
• Stabilization/Door opening
• Containment
• Safety
5. Determine needed team equipment
6. Describe methods to establish a perimeter
7. Demonstrate safe application of the extraction equipment
8. Demonstrate safe operations for opening the trailer door
9. Demonstrate methods to extricate the animal
10. 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. To be determined by the instructor.

Topic 21-2: 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 manikin, will preform a scene assessment, establish a command system, and order resources and equipment, so that application of equipment and establishing a hauling system to complete and perform an animal rescue with established guidelines and maximum safety considerations.

Enabling Learning Objectives
1. Describe the dynamics of over the side rescues
2. Describe the dynamics of equipment application
3. Describe proper positioning and safe access to the animal
4. Describe a scene safety analysis
5. Develop components of the incident command system
6. Determine appropriate resources needed
7. Determine the needed teams
   • Equipment application
   • Haul team
   • Personnel access team if needed
   • Animal Handler
   • Containment
   • Safety
8. Determine needed equipment for teams
9. Demonstrate application of rescue equipment
10. Demonstrate movement of the animal to a safe location
11. Demonstrate construction of a DECON station
12. Describe 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. To be determined by the instructor.

Topic 21-3: 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, Connel flex guide and rope and rope systems, and a full size manikin, will remove the animal from an entrapment, move it to a lifting location and apply lifting equipment, so that course guidelines are followed to lift the animal to a position of safety.

Enabling Learning Objectives
1. Develop a scene safety analysis
2. Develop components of the incident command system
3. Determine appropriate resources needed
4. Determine the needed teams
   - Rapid extrication team
   - Haul
   - Perimeter
   - Stabilization/Door opening
   - Containment
   - Safety
5. Describe needed equipment for teams
6. Describe establishing a perimeter
7. Demonstrate safe application of the extrication equipment
8. Demonstrate extrication of the animal
9. Demonstrate moving the animal to a lifting location
10. Demonstrate application of the lifting equipment
11. Demonstrate methods to lift the animal
12. Describe 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. To be determined by the instructor.

Topic 21-4: 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, will establish a command structure, secure the scene and establish perimeter, apply equipment and roll the
trailer back to it’s wheels, so that course guidelines are adhered with established procedures and within the NFPA guidelines.

**Enabling Learning Objectives**

1. Demonstrate methods to conduct a scene safety analysis
2. Develop an incident command system
3. Determine appropriate resources needed
4. Determine the needed teams
   - Haul
   - Stabilization/equipment application
   - Safety
5. Determine needed equipment for teams
6. Describing a perimeter
7. Demonstrate safe application of the equipment
8. Demonstrate safe rolling of 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. To be determined by the instructor.
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<td>00:00</td>
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<tr>
<td>Activity 21-3: Trapped Animal with Vertical Lift</td>
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<tr>
<td>Topic 21-4: Rolling a Trailer</td>
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<tr>
<td>Lecture</td>
<td>00:00</td>
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<tr>
<td>Activity 21-4: Rolling a Trailer</td>
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<tr>
<td>Topic 21-5: Horse Impingement on Human</td>
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<tr>
<td>Lecture</td>
<td>00:00</td>
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</tr>
<tr>
<td>Activity 21-5: Horse Impingement on Human</td>
<td></td>
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<td>Unit 21 Totals:</td>
<td>00:00</td>
<td>04:45</td>
<td>04:45</td>
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<tr>
<td>Lecture, Activity, and Unit Totals:</td>
<td>06:00</td>
<td>09:00</td>
<td>15:00</td>
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</table>
# Course Totals

<table>
<thead>
<tr>
<th>Total Lecture Time (LT)</th>
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<tbody>
<tr>
<td>Total Activity Time (AT)</td>
<td>09:00</td>
</tr>
<tr>
<td>Total Testing Time (TT)</td>
<td>01:00</td>
</tr>
<tr>
<td><strong>Total Course Time</strong></td>
<td><strong>16.0 hours</strong></td>
</tr>
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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.

New ATR 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.

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

ANIMAL TECHNICAL RESCUE Course Timeline

TRANSITION PERIOD..................................................Effective June 1, 2017 – June 1, 2018

INSTRUCTOR REQUIREMENTS...........................................Effective June 1, 2017

Large Animal Rescue (2003) – Currently registered instructors will be authorized to instruct the new curriculum once they have attended an instructor update webinar. New 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.