Date: January 2, 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 Curriculum Update

Recommended Actions: Information/Discussion

Background Information:
This training program was introduced to STEAC at the October 2016 meeting and staff suggestions were incorporated into the curriculum. State Fire Training currently has an approved 8-hour Large Animal Rescue (2003) FSTEP class that was started back in 1996. This proposal will provide and update and replace the existing curriculum with an 8-hour Animal Technical Rescue (Awareness) class and a 24-hour Animal Technical Rescue (Technician) class. The Fire Service Training and Education Program (FSTEP) course plan is predicated on a correlation to the NFPA standards. The subject matter experts who have helped design these classes come from the veterinarian science and emergency response communities. Pilot classes have been delivered and student evaluations were enthusiastic.

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 (2014) have occurred. This proposal will be in alignment with the strategic direction of the OSFM in aligning our courses with NFPA Standards.

Animal Technical Rescue (Awareness) Course Description:
This awareness course provides the knowledge and understanding of skills and resources necessary to respond to a 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 for 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). It will teach responders about the complications that animal involvement brings to natural disasters, terrorist attack and CBRNE incidents, and will discuss recovery and D-con of animal victims that could contaminate our food and water supply. The course will consider Soft Target events such as parades, rodeos and horse races with the potential for human/animal entanglement and will teach concepts and unique technical skills for rapid extrication and stabilization, utilizing equipment on hand. ATR Awareness addresses the complex issues of Unified Command and patient hand-off and stresses the need for preplanned MOU’s with Authorities Having Jurisdiction. Through standard classroom presentations, demonstration utilizing a combination of live animals,
mannequins, and tabletop scenarios, students will learn about appropriate resources and how to stabilize an animal until additional resources arrive.

**Animal Technical Rescue (Technician) Course Description:**
This Technician level 2 day course will offer first responders the exposure and hands on learning to prepare them to safely handle an emergency animal incident they may encounter as a result of terrorist activity. This course meets and exceeds NFPA 1670 Chapter 17 guidelines. The course will cover the most likely animal species that first responders are called to rescue and manage: companion animals, horses and cattle including service animals. The course will combine the most likely terrorist incident type affecting our food supply, flood, fire evacuation, technical rescue or other CBRNE incident with the most likely species encountered. Swift water, slack water and high/low angle rescue techniques will be discussed and taught to human rescue standards.

The importance of the ICS, scene safety, animal welfare and standardized rescue techniques using equipment on hand will be emphasized. The student will learn the application and use of equipment for ATR and adaptations necessary for cross species response based on anatomy and characteristics. Expenses for ATR equipment or veterinary services will be further examined with options for resolution and smooth hand-off of the patient. As animal rescue scenes are media intense, additional attention will be given to developing agency PIO’s to comfortably handle the outcome of a rescue attempt. The importance of the role of the veterinarian in improving scene safety and animal welfare will be emphasized.

State Fire Training currently has 18 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 Large Animal Rescue curriculum.

The course will combine standard classroom presentations with realistic scenario driven field exercises utilizing a combination of live animals and mannequin types. All rescue equipment (ropes, pulleys, harnesses, fire hose, etc.) will be provided. Each student will walk away with a Field Operations Guide to assist with the scenarios and future animal incidents.
Course Details

Certification: Animal Technical Rescue (ATR) - Awareness

Description: This course provides the knowledge and understanding of skills and resources necessary to respond to a 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 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). It will teach responders about the complications that animal involvement brings to natural disasters, terrorist attack and NBC (Nuclear, Biological, Chemical) incidents, and will discuss recovery and D-con of animal victims that could contaminate our food and water supply. The course will consider Soft Target events such as parades, rodeos and horse races with the potential for human/animal entanglement and will teach about concepts and unique technical skills for rapid extrication and stabilization, utilizing equipment on hand. Through standard classroom presentations, tabletop scenarios, and demonstration, students will learn about preplanning for ATR, requesting appropriate resources, Authority Having Jurisdiction (AHJ), challenges to patient care and hand-off, safety, and rescue concepts.

Designed For: Services Planners, Fire Service Personnel, Animal Service Officers and Organizations, Law Enforcement, and Veterinarians

Prerequisites: #1: ICS 100
On line “Animal Handling and Behavior Basics Course” optional

Standard: Complete all activities and mandatory skills

Hours: Lecture: 4 hours
Activities: 1 hour
Demonstrations and Skills: 2 hours
Animal Technical Rescue

Hours (Total): 7:00
Maximum Class Size: 45
Instructor Level: Registered Primary Instructor with ATR experience
Instructor/Student Ratio: 1:45 (Lecture/Activities) 1:15 (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 – Awareness
• Personal protective equipment (including head and hand protection)

Online Instructor Resources
The following instructor resources are available online at http://osfm.fire.ca.gov/training/instructorscorner.php:
• Animal Handling and Basics (proposed on-line supplement)
• Skills Exercise 1: stabilization/rapid extrication strapping (proposed on-line supplement)
• Skills Exercise 2: size-up of large animal transports (proposed on-line supplement)

Student Resources
To participate in this course, students need:
CA State Fire Training Student Manual; Animal Technical Rescue - Awareness
• Personal protective equipment (including head and hand protection)

Facilities, Equipment, and Personnel

Facilities
• Classroom that accommodates up to 45 students
• Projection equipment and screen
• Activity 2 – 2: Table top scenario and worksheets for 45
• Training area that accommodates multiple demonstration/skills stations
  o Sanitation facilities
  o Rehab area (shade, hydration, first aid)
  o Containment for 1 or 2 live horses
  o Trailer parking
  o Area to accommodate strapping and moving one life-size horse manikin

Equipment
Animal Technical Rescue

- 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

**Personnel**

- **Lecture**
  - One primary instructor
- **Skills/demonstrations**
  - One registered primary instructor (for a group of 15 students)
  - One assistant instructor (for each additional group of 15 students)
  - One designated safety officer (per group of 15 students)

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**Unit 1: ATR – Awareness: Orientation, Administration and Introduction**

**Topic 1-1: Orientation, 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. 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 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
4. Introduction for ATR skill set
   • Level 1 Animal Technical Rescue - Awareness
   • Level 2 Animal Technical Rescue Technician
5. 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
6. Explain how complimentary technical rescue skills can be adapted for ATR
   a. Vehicle Extrication
   b. Swift Water Rescue
   c. Trench Rescue
   d. Low angle Rope Rescue
   e. High angle Rope Rescue

Discussion Questions
1. To be determined by the instructor

Activities
1. To be determined by the instructor.

Topic 1-2: Introduction to Animal Technical Rescue (ATR) Awareness

Terminal Learning Objective
At the end of this module, students will be able to recognize and explain the need for and difference between Technical Rescue and Evacuation and describe reasons for performing ATR.

Enabling Learning Objectives
1. Explain Animal Technical Rescue (ATR) vs. Evacuation
2. Describe the need for ATR
3. Identify reasons to rescue an animal

Discussion Questions
Animal Technical Rescue

1. How can Trench Rescue skills be applied to ATR?

Activities
1. To be determined by the instructor.

Unit 2: ATR – Types of ATR Requests

Topic 2-1: Common ATR incidents

Terminal Learning Objective
At the end of this module, students will be able to identify common ATR incidents as single incident responses or in the context of disaster. Students will be able to understand events that could impact our food industry and service animals.

Enabling Learning Objectives
1. Describe Barnyard ATR requests
2. Describe On Road ATR requests
3. Describe Off Road ATR requests
4. Identify disaster settings with potential for ATR requests
5. Explain the need for Disaster preplanning and resources that are available
6. Describe the impact that ATR has on the food industry

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.

Unit 3: Implementing ATR

Topic 3-1: Implementing ATR

Terminal Learning Objective
At the end of this topic, a student will be able to plan for an animal technical rescue by understanding the organizational system and resources for ATR within the context of disaster or single incident response, and will be able to describe challenges to these responses.

Enabling Learning Objectives
1. Describe the application of the ICS system to ATR, expanding or contracting according to incident and possible matrices
1. Identify specific planning and ICS forms
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 ATR incident
6. Explain the considerations for resource requesting and final hand off

**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 animal involved hazmat and it’s potential results.
6. Hand off is generally handled by?

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

**Topic 3-2: Resources**

**Terminal Learning Objectives**
At the end of this module, students will understand types of 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. Identify and discuss how to request the appropriate resources
2. Discuss the different resources involved in an ATR
3. Explain the need for disaster preplanning and resources that are available

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

**Terminal Learning Objective**
At the end of this module students will be able to identify the need for animal rescue and evacuation and the difficulties encountered. Evacuation priorities will be discussed and how ATR might be a part of an evacuation.

**Enabling Learning Objective**
1. Describe the need for animal evacuations
2. Discuss basic challenges encountered in evacuations
3. Discuss the need for sheltering of evacuated animals, and the possibility of sheltering in place until it is safe to evacuate

**Topic 3-4: Size Up**

**Terminal Learning Objective**
During this module, students will learn how to recognize conditions and hazards on scene to determine operational capability unique to an animal rescue.

**Enabling Learning Objectives**
1. Identify and discuss how to determine sheltering in place
2. Discuss size up factors
   - Environmental, Trained Staffing, Accessibility, Condition of animal patient
3. Explain concept of risk vs gain
4. Describe operational capability  
5. Explain scene management  

**Unit 4: Responder Safety**

**Topic 4-1: Responder Safety**

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

**Enabling Learning Objective**  
1. Describe the need for training  
2. Discuss basic PPE needed for ATR responders  
3. Describe the hazards and benefits of an ATR response

**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. Explain 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. Recognize the ‘Line of Fire”  
   - Describe characteristics unique to common small animal species dogs and cats  
   - Hearing  
   - Approach  
7. Identify appropriate PPE  
8. Explain safe positioning with a prey animal or a predator

**Questions**  
1. How do pupils vary between prey and predatory animals  
2. How does pupil type relate to rescuer safety?  
3. What is Flight Zone  
4. 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.

Topic 4-3: Managing Loose Animals

Terminal Learning Objective
At the end of this module students will learn the potential need for the management of loose animals on the scene of an ATR with respect to public safety. Students will understand the concept of reading animal behavior, flight zone, different containment methods and herding operations.

Enabling Learning Objectives
1. Explain safe positioning with a prey or a predator animal
2. Describe the characteristics unique to common small animal species dogs and cats
3. Discuss how to approach animals
   - Safety tips, Flight zones Milling, Stampede
4. Identify the different types of pressure both physical and mental
5. Describe behaviors, postures and positioning that will lead to successful herding
6. Describe possible means of containment
7. Describe approach of animals and recognition of the “Line Of Fire”
8. Discuss the concept of Flight Zone
9. Discuss basic animal herding
10. Discuss animal containment

Unit 5: ATR – Awareness: Rescue Equipment

Topic 5-1: Rescue Equipment

Terminal Learning Objective
At the end of this module, students will be able to identify commercially built ATR equipment and learn about adapting equipment and accessory tools from a type 1 engine or Rescue equipment cache.

Enabling Learning Objective
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:
   - Ropes, Webbing, Lift bags, Overhead lighting, Radios
Unit 6: ATR – Summary and Examples

Topic 6-1: Summary and Examples

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 Objective
1. Describe challenges to ATR following a disaster
2. Explain considerations for animal triage
3. Describe rescue concepts
   - Stabilizing an animal, Extrication Options, Transport, Hand off

Activity
1. Students will, given a picture of a scenario, determine scene size up, scene safety concerns, order resources, determine appropriate incident command structure.

Unit 7: ATR – Awareness: Trailer Awareness, Scene Safety

Topic 7-1: Trailer Awareness, Scene Safety

Terminal Learning Objective
At the end of this topic, a student will, given a trailer, be able to identify the different trailer types, their safety concerns, and options for extrication utilizing 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. Identify the different equipment needed to deal with each door 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

Using 1 or 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 8: ATR – Awareness: Approach and Handling

Topic 8-1: Approach and Handling

Terminal Learning Objective
At the end of this topic, a student, given a 1” web, 25 to 30 feet water rescue rope and operating guidelines, will be able to approach, herd or catch, apply an emergency haulter and lead and contain a horse.

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 precautions need to be taken when leading an animal?
3. What animals will an emergency halter work on, not work on?
4. When will herding 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 9: ATR – Awareness: Stabilizing the animal patient

Topic 9-1: Stabilizing the animal patient

Terminal Learning Objective
At the end of this topic, a student, given a commercially built or improvised rescue strap, web, and 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.

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. Explain 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 Connel 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”

Time Table
## Animal Technical Rescue

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**Unit 4: Response, Resources and Scene Management**

| Topic 4-1: Response, Resources and Scene Management | | |
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**Unit 4 Totals**

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### Topic 4-3 Managing Loose Animals

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### Unit 6: Trailer Awarness and Rescuer Safety

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### Unit 7: Approach and Handling

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Animal Technical Rescue

Technician

Course Details

Description: This course provides the knowledge and understanding of skills and resources necessary to respond to a LAR incident as a single incident, or as a component of large scale disaster involving large animal and human elements.

This technician level 2-day course will offer first responders the exposure and hands on learning to prepare them to safely handle an emergency animal incident they may encounter as a result of terroist activity. This course meets and exceeds NFPA 1670 Chapter 17 guidelines. The course will cover the most likely animal species that first responders are called to rescue and manage: companion animals, horses and cattle including service animals. The course will combine the most likely terrorist incident type affecting our food supply, flood, fire evacuation, technical rescue or other CBRNE incident with the most likely species encountered. Swift water, slack water and high/low angle rescue techniques will be discussed and taught to human rescue standards.

The importance of the ICS, scene safety, animal welfare and standardized rescue techniques using equipment on hand will be emphasized. The student will learn the application and use of equipment for ATR and adaptations necessary for cross species response based on anatomy and characteristics. Expenses for ATR equipment or veterinary services will be further examined with options for resolution and smooth hand-off of the animal patient. As animal rescue scenes are media intense, additional attention will be given to developing agency PIO’s to comfortably handle the outcome of a rescue attempt. The importance of the role of the veterinarian in improving scene safety and animal welfare will be emphasized.

Designed For: Fire Service personnel, Urban Search and Rescue, Law Enforcement, Emergency Services Planners, Animal Service Officers and organization, Veterinarians


Prerequisites: ICS 100, 200, 700, 800 and Animal Technical Rescue Awareness Level

Corequisites: None
Animal Technical Rescue

**Standard:** Complete all activities and mandatory skills, attend all scenarios
Attend lesson plans, complete worksheets,
Complete written test with a minimum score of 80%.

**Hours:**
Lecture: 8:00
Activities: 1:00
Skills: 15:00

**Hours (Total):** 24

**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

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**Required Resources**

**Instructor Resources**
To teach this course, instructors need:
- CA State Fire Training Student Manual Animal Technical Rescue - Technician

**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
- Tabletop worksheets
- Training area that accommodates multiple skills stations
Animal Technical Rescue

- 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
- **Incident planning and ICS forms:** Tactical worksheets ICS 201
- **Tabletop worksheets**
- **Hand tools:** pike pole, Superclip or equivalent remote carabiner 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, 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, carabiners, 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
Animal Technical Rescue

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
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
Identify the courses required for each level
   - ATR - Awareness
Animal Technical Rescue

- 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

Identify any other requirements for ATR - Awareness. None

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
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. Riding and trailering conditions o 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?
Animal Technical Rescue

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 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
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
3. Standing horse
4. Recumbent horse
5. Learn the speed of a kick
Animal Technical Rescue

6. Explain general considerations for approach
7. Mechanism of incident
8. 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
To be determined by the instructor.

Unit 5: Patient Management

Topic 5-1: Patient Management

Terminal Learning Objective
At the end of this module, the student will be able to know the levels of involvement with the horse 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. 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
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 means
11. Counter-productive means
12. Wounds
13. Bleeding
14. Penetrating

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. 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
Animal Technical Rescue

- Veterinarian
4. Identify rescue concepts
5. Identify scene setup
6. Understand PPE and adjuncts to PPE
7. Explain “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
Activities
To be determined by the instructor.

Unit 8: Scene Management Exercise

Topic 8: Scene Management Exercise

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::
2. On-scene hazards and safety concerns
3. Attitude of the animal
4. Level of rescuer involvement to save the animal
5. Agencies having jurisdiction
6. Additional resources
7. Chance for secondary disaster
8. Common Goals including strategies
9. 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
   1. To be determined by the instructor.

Unit 9: Physics
Topic 9: 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?

Activities:
To be determined by the instructor.

Unit 10: ATR – Raising and Lowering

Topic 10: 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
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
Animal Technical Rescue

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. 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? 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
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, 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
   - Daisy cow lifter o Wiggens 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

Topic 11-2: 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
   • Remote locations
   • Extreme conditions
2. Identify the equipment needed to perform a helicopter operation
   • Appropriate lifting harness
   • Appropriate helicopter
3. Identify the scene management needed to perform a helicopter lift
   • Lifting operations
   • 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?

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 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
Animal Technical Rescue

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
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 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
   - Mud conditions
   - Standing water conditions
   - Moving water conditions
   - 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. Understand 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
Animal Technical Rescue

- Small animal
5. Understand scene set up considerations
6. Understand 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
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 will be able to identify situations and techniques for the decontamination of animals.

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
   - Large animal decontamination
   - Equipment
   - Trailers
3. Understand 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?
Unit 15: ATR – Small Animals

Topic 15-1: 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. 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

Unit 16: ATR – Animal Euthanasia

Topic 16-1: 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, postential 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
   • Animal injuries, criteria for determination of euthanasia
   • Terminal illness
   • Hazard to itself or others
3. Understand the traumatic results of euthanasia
   • On responders
   • On owners
   • On bystanders
4. Describe comfort care to the animal patient
Animal Technical Rescue

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
1. To be determined by the instructor.

Unit 17: ATR – Recovery

Topic 17-1: 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 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.

Unit 18: ATR – Rescue Concepts

Topic 18: 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 rescuer
      ii. Removal of the animal from the stationary object
         1. Identify appropriate equipment for extrication
   b. 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

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

Unit 19: ATR – Basic ATR Skills Demonstrations

Topic 19-1:- Basic Animal Manipulation
Animal Technical Rescue

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 preform 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
1. To be determined by the instructor.

Topic 19-2: Basic Trailer Operations
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 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 extracation.

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. Preporation of scene
      i. Set up a paremiter
      ii. Establish animal area and human safety areas
   b. Preporation 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. Retriving the lead line
9. Understand when removal of the animal is appropriate and not
   a. Terminally injured animal
   b. Medically impared animal
   c. Damage trailer
10. Demontrate 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
1. To be determined by the instructor.
Topic 19-3:- Verticle 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 mankin, students will, observing proper positioning and resuce 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 techniquics are used
4. Understand the best access points for equipment application
5. Understand and demonstrate the application of a verticle 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
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 manakin, 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. Extracation equipment application
   b. Haul
   c. Parameter
   d. Stabilization/Door opening
   e. Containment
   f. Safety
5. Teams will determine needed equipment and most appropriate application
6. Students will establish a parimeter
7. Students will safely apply the extrication equipment
8. Students will extricate the animal
9. 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 – Senario 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 manakin, and a rolled over horse trailer, students will preform 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
10. Students will conduct a scene safety analysis
11. Establish an incident command
Animal Technical Rescue

12. Determine appropriate resources needed
13. Determine the needed teams
   a. Extrication equipment application
   b. Haul
   c. Paremeter
   d. Stabilization/Door opening
   e. Continament
   f. Safety
14. Teams will determine needed equipment
15. Students will establish a parameter
16. Students will safely apply the extrication equipment
17. Students will safely open the trailer door
18. Students will extricate the animal
19. Hand Off

Discussion Questions
  4. What are the accepted methods of equipment application?
  5. What is the trailer construction?
  6. 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 guideand rope and rope systems, and a full size manakin, students will preform a scene assessment, establish a command, order resources and equipment, apply equipment, establish a hauling system and preform 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
     a. Equipment application
     b. Haul team
     c. Personnel access team if needed
     d. Animal Handler
     e. Containment
Animal Technical Rescue

   f. Safety
20. Teams will determine needed equipment
21. Students will apply rescue equipment
22. Students will move the animal to a safe location
23. Establish DECON station
24. 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 Verticle 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 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. Continament
   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. 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 perform a scene assessment, discuss horse trailer construction, establish a command structure, secure the scene, apply equipment and roll the trailer back to its 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. Stabilization/equipment application
   c. Safety
5. Teams will determine needed equipment
6. Students will establish a perimeter
7. Students will safely apply the equipment
8. Students will safely roll the trailer back to its 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.

Time Table

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## Animal Technical Rescue

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### Animal Technical Rescue

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**Unit 21: Scenario Training.**

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</tbody>
</table>

**Course Totals**

- Total Lecture Time (LT): 6.0 hours
- Total Activity Time (AT): 9.0 hours
- Total Testing Time (TT): 1.0 hour
- Total Course Time: 16.0 hours