Open Water Rescuer – Basic (2014)

Course Plan

Course Details

Description: This course provides detailed information, and the skills training required, to improve an individual's level of comfort and confidence for safely and proficiently performing contact rescues in static and surf water conditions. Safety is strongly emphasized throughout the class. Risk management is reinforced during every skill to establish your level of comfort in the water and to identify and overcome your limitations. The emphasis on risk management helps you determine if your actions meet your agencies SOPS/SOGS in the determination of a rescue being a "offensive" or "defensive" operation. Swimming, stroke technique and body positioning in the water are covered. "In water" skills for students include how to read and understand water flow, reading and understanding surf, contact rescues using rescue buoy devices and boards, dealing with combatant victims, performing self-rescues, and rescues of multiple victims both conscious and unconscious. The entire course meets the requirements of swimming contact rescue of NFPA 1670 and NFPA 1006 Chapter 11, sections 11.2, Chapter 15, sections 15.2.

Designed For: Recue\Firefighting.

Authority: Office of the State Fire Marshal

Prerequisites: It is recommended that the AHJ devise or adopt a minimum swim capability standard based on the response area needs. A realistic evaluation of the rescuer's water survival skills should be conducted by the AHJ to meet this requirement. It is recommended that the AHJ use an annual swim test standard that meets or exceeds the International Association of Dive Rescue Specialists (IADRS) Annual Watermanship Test.

Standard: N/A

Hours: 24 hours

Maximum Class Size: 32

Instructor Level: Primary instructor

Instructor/Student Ratio: 1:32 (Lecture/Activities); 1:8 (skills)

Restrictions: This course requires appropriate fitness and ability to complete the AHJ swim standard or the recommended NFPA, IARDS Watermanship swim test.

SFT Designation: FSTEP

Required Resources

Instructor Resources

To teach this course, instructors need:

Required

- USLA Open Water Rescue Manual
- One Rescue Tube for every 4 students
- One Rescue Can for every 4 students
- One Rescue Board for every 4 students

Texts and References

- U.S. Coast Guard Helicopter Rescue Swimmer Manual
- U.S. Naval Search and Rescue Manual
- NFPA 1670 Standards on Operation and Training for Technical Rescue Incidents
- NFPA 1006 Standard for Technical Rescuer Professional Qualifications

Student Resources

- To participate in this course, students need: *Open Water Lifesaving: The United States Lifesaving Association Manual*, 3rd[st] Ed (2017), Pearson Learning Solutions.

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom equipped for 32 students
- Whiteboards or easel pads with appropriate writing implements
- Projector/TV with appropriate laptop connections
- Wifi/Internet access

Time Table

Segment			Unit Total
Day 1			
Topic 1-1: Course Introduction, Instructor and Student Introduction			**0.25**
Topic 2-1 Philosophy and Duties of the Open Water Rescuer / NFPA 1006			**0.5**
Topic 3-1 Environmental Risk Assessment/ PPE			**1.0**
Topic 4-1 Victim Recognition and Assessment			**0.5**
Topic 5-1 Recognizing the Distressed Signs of a Swimmer			**0.5**
Topic 6-1 Components of a Swimming Rescue			**0.5**
Topic 7-1 Communication and Hand Signals			**0.25**
Topic 8-1 Conducting a Witness Interview			**0.5**
Topic 9-1 Swimming Ability			**1.0**
Topic 10-1 Methods of Reading and Entering the Water			**1.5**
Topic 11-1 Capabilities and Limitations of a Rescue Paddle Board			**1.5**
Day 1 Totals			**8.0**
Day 2			
Topic 12-1 Approaching a Victim(s) / Escaping a panicked victim(s)			**2.0**
Topic 13-1 Performing Rescues with a Rescue Tube			**2.0**
Topic 14-1 Performing Rescues with a Rescue Can			**2.0**
Topic 15-1 Performing a Subsurface Rescue			**2.0**
Day 2 Totals			**8.0**
Day 3			
Topic 16-1 Incident Command System (ICS) for Water Rescue			**0.5**
Topic 17-1 Familiarization of Operations Around Helicopters			**0.5**
Topic 18-1 Reduced Visibility Responses			**0.5**
Topic 19-1 Rescue from a Boat, Pier, Rock, Cave, Kelp Beds			**2.0**
Topic 20-1 Deployment and Retrieval of Open Water Rescuer to a Watercraft, Boat			**2.0**
Topic 21-1 Distressed Swimmer Rescue Scenario			**1.25**
Topic 22-1 Distressed Victim(s) from a Disabled Watercraft Rescue Scenario			**1.25**

Segment			Unit Total
Day Totals			8.0
Course Totals			24.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled and the acquired structure selected for training. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Topic 1-1: Course Introduction, Instructor and Student Introduction

Terminal Learning Objective

    With the instruction provided in this topic the student will, with a high degree of accuracy, be familiar with course administration and operational requirements for successful completion.

Enabling Learning Objectives

1. Describe starting times and attendance requirements for successful completion of the course.
2. Describe the necessary paperwork to complete all administrative processes required for successful completion.
3. Describe the criteria for successful completion of the course.
4. Obtain and learn the student manual and its contents as it pertains to this course.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 2-1 Philosophy and Duties of the Open Water Rescuer / NFPA 1006

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, understand the need, perception and duties of the open water rescuer and how all duties relate to NFPA 1006.

Enabling Learning Objectives

1. Understand the physical conditioning need of an open water rescuer, routine physical training and meeting swim and skill standards annually.
2. Understand and describe why water rescue starts with prevention education.
3. Understand the perception the general public has of search and open water rescuers and our responsibility to that idea.
4. Understand how the skills and knowledge learned relate to the JPR's of NFPA 1006 Chapters 11 and 15.
5. Understand the need for contact rescues.
6. Understand the difference between an Open Water Rescuer and a Lifeguard.
7. Recognize the disadvantages of a Open water rescuer i.e. dependent on someone else's recognition, advanced stages of rescue event, no back-up resources.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 3-1 Environmental Risk Assessment/ PPE

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, be able to determine by reading the water, environmental conditions, marine life, agency SOPS/SOGS to perform an offensive or defensive rescue using the proper PPE for the conditions.

Enabling Learning Objectives

1. Understand the forces of wind, water, temperature and current.
2. Describe these forces and their outcome when one or more are combined.
3. Develop an understanding of the way water acts around obstacles in the water.
4. Understand and relate the escalation of risks i.e. talk, reach, throw, row, wade, go & tow
5. Know their limitations in all facets of contact rescue swimming.
6. Determine the factors that can change an offensive rescue to a defensive rescue.
7. Understand the ability of additional equipment to perform a contact swimming rescue.
8. Describe the proper protective equipment required for the environmental conditions.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 4-1 Victim Recognition and Assessment

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, be able to identify signs that may help to indicate various drowning presentations.

Enabling Learning Objectives

1. Understand observations made of swimmers while still on dry land.
2. Understand through sight, the abilities of potential swimmers before they enter into the water.
3. Understand through behavior, the abilities of potential swimmers before they enter into the water.
4. Understand, by the conditions of the water, the threat to potential and actual swimmers.
5. Understand, by weather conditions, the threat to potential and actual swimmers.
6. Understand, by watching a person enter into the water, their comfort level with the water.
7. Understand, by watching a person's swimming abilities, their chance of success while in the water

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 5-1 Recognizing the Distressed Signs of a Swimmer

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, understand and describe the high risk groups that enter the water. They will be able to identify what the drowning process looks like and what is going on in the drowning persons mind as well as, describe what is going on physiologically inside the drowning person's body.

Enabling Learning Objectives

1. Describe the high risks groups of drowning and the stimulus of the swimmer and non-swimmer
2. Describe the observation of a swimmer with their head low in the water.
3. Describe the observation of a swimmer with an up and down stroke.
4. Describe the observation of a swimmer with no leg kick.
5. Describe the observation of a swimmer allowing waves to break over them.
6. Describe the observation of a swimmer with hair in their face.
7. Describe the observation of a swimmer with glassy eyes, or a far-away stare.
8. Describe the process of secondary drowning, or second day drowning, parking lot drowning.
9. Describe the affects and differences between warm water and cold water drowning.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 6-1 Components of a Swimming Rescue

Terminal Learning Objective
>   With the instruction provided in this topic the student will, with a high degree of accuracy, learn the components of a swimming rescue and the importance of each component being followed and successfully completed.

Enabling Learning Objectives
1. Identify and correctly recite the components of a contact swimming rescue.
2. Describe the reason and meaning behind the Recognize component
3. Describe the reason and meaning behind the Respond component.
4. Describe the reason and meaning behind the Contact and Control component
5. Describe the reason and meaning behind the Signal and Save component
6. Describe why the order of these components are important and why one component must be completed before moving onto the next one.

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Topic 7-1 Communication and Hand Signals

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, comprehend and understand the value of proper communication by both receiving and relaying proper terminology during water rescue operations. Student will learn and memorize the industry standard hand signals used during contact rescue swimming.

Enabling Learning Objectives

1. Comprehend and recite the proper terminology of all the equipment used by a open water rescuer.
2. Comprehend and recite the duties of the open water rescuer and how they fall into line during a water rescue operation.
3. Describe the different options of communication a open water rescuer can use.
4. Memorize and display the industry standard (USLA) hand signals used for communication between team members on shore and in the water.
5. Explain when to use hand signals and their importance.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 8-1 Conducting a Witness Interview

Terminal Learning Objective
> With the instruction provided in this topic the student will, with a high degree of accuracy, will describe and understand the proper procedure and questions when conducting a witness interview, the reason for the interview, and the reason for empathy and honesty during the interview.

Enabling Learning Objectives
1. Understand the information needed from the witness to better perform a successful rescue. Who, what, where, when, why and how many.
2. Learn the questions required to ask of the witness to obtain the needed information.
3. Describe the demeanor/empathy to have when speaking with the witness
4. Know the forms to use and how to fill out when speaking with the witness.
5. Describe the reason to express honesty to the witness during the witness interview.
6. Explain the reason to keep the witness nearby during the search part of the rescue.
7. Explain drowning support groups available to them to participate with on line.

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Topic 9-1 Swimming Ability

Terminal Learning Objective

A realistic evaluation of the rescuer's water survival skills should be conducted by the AHJ to meet this requirement annually. It is recommended that the AHJ use an annual swim test that meets or exceeds the IADRS Annual Watermanship Test. Example: Swim 91.4 m (100 yards) unassisted with any stroke, no time limit, and tread water for 10 minutes. The student shall successfully complete a show of watermanship skills that the AHJ has devised or adopted as a minimum swim capability based on their response area needs. If the AHJ has not devised a swim test, the NFPA recommended IADRS watermanship skills test will be performed. Swim test will be conducted in a measured open water course or a pool.

Enabling Learning Objectives

1. The student will understand the start and successful completion parameters of the swim.
2. Enter the water wearing the PPE desired for warmth during the swim, no swimming aids allowed.
3. Wade or dolphin out to water deep enough to swim without touching bottom.
4. Perform the watermanship skills test as required by the AHJ or IADRS test form.
5. Upon completion of the AHJ swim standard, remove yourself from the swim area and rest.
6. Remain in the general area, on shore, until all students have completed the swim.
7. Immediately inform an instructor if medical or physical problems are encountered.
8. Examine stroke technique; employ improvement points provided by instructors

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 10-1 Methods of Reading and Entering the Water

Terminal Learning Objective

> With the instruction provided in this topic the student will, with a high degree of accuracy, describe the characteristics of the water and the way it moves and what is causing it to move as it pertains to the needs of the open water rescuer, the importance of reading water properly and what is gained when proper reading of the water is accomplished.

Enabling Learning Objectives

1. Read the water correctly describing what is causing the movement of the water.
2. Describe what happens when moving water comes in contact with an obstacle in the water.
3. Describe what produces waves, how their formed, how they lift and how they break and why.
4. Describe the energy that travels through water and how it affects the water.
5. Describe why wave energy moves through the water in a beach break
6. Describe why wave energy is stationary in moving water.
7. Describe what happens when moving water comes in contact with slower moving or still water.
8. Describe how water wants to maintain an equal balance and what is formed because of this physical trait.
9. Describe how water erodes away at stationary objects and deposits the erosion in a different location.
10. Describe the procedure of reading the characteristics of the water by reading the geology of the surrounding land.
11. Describe the safety hazards when entering into unfamiliar water.
12. Dolphining technique.
13. Perform the proper entry from an elevated platform.
14. Perform the proper entry from a boat

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 11-1 Capabilities and Limitations of a Rescue Paddle Board

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, describe how to properly store the rescue paddle board for immediate rescue needs. Describe and demonstrate the proper way to lift and carry the rescue paddle board to the water and when to mount the board. Describe and demonstrate the proper stroke to use to paddle and maneuver the rescue paddle board.

Enabling Learning Objectives

1. Describe and demonstrate the proper way to ready the rescue paddle board for rescue use.
2. Describe and demonstrate the proper way to lift and carry the rescue paddle board as you head toward the water line.
3. Describe and demonstrate the proper position of the board when entering the water and the proper depth to mount the board in the prone position to start paddling.
4. Describe and demonstrate the proper position of the board and water conditions to move from the prone position to your knees and continue paddling.
5. Describe and demonstrate the proper stroke to use to move the board in the desired direction and how to make small maneuvers of the board while traveling forward.
6. Describe and demonstrate the proper method to turn Rescue Paddle Board greater than 45 degrees.
7. Describe and demonstrate the proper way to approach the distressed swimmer in the water and the position of the board.
8. Describe and demonstrate the proper actions if the distressed swimmer attempts to attack you while performing the rescue.
9. Describe and demonstrate the proper actions if the distressed swimmer has made physical contact with you to use you as a floatation device.
10. Describe and demonstrate the proper actions for placing a conscious swimmer onto the board.
11. Describe and demonstrate the proper actions for placing an un-conscious swimmer onto the board.
12. Describe and demonstrate the proper open water rescuers position on the board to paddle the swimmer to safety.
13. Describe and demonstrate properly paddling the board in while maintaining communication and observation of the distressed swimmer.
14. Describe and demonstrate the proper way to push through a breaking wave with a distressed swimmer on the board.
15. Describe and demonstrate the proper way to remove and protect the distressed swimmer from the board while in a breaking wave.
16. Describe and demonstrate assisting the distressed swimmer into shore while watching the water conditions.
17. Describe and demonstrate the proper transfer of the distressed swimmer to EMS with a report of your actions and findings.

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Topic 12-1 Approaching a Victim(s) / Escaping a panicked victim(s)

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, properly approach a victim and observe the victims condition. The student will demonstrate how to safely evade a panicked victim until the victim can be safely secured and re-approached for a contact rescue.

Enabling Learning Objectives

1. Demonstrate the proper swim to maintain visual contact with the victim(s).
2. Demonstrate the proper distance to stop from the victim to make communication and avoid attack of a panicked victim(s).
3. Demonstrate proper communication with the victim and explain how the rescue will proceed.
4. Demonstrate the proper release of a panicked victim using the submerge and push off technique.
5. Demonstrate calming the victim and actions to take to remain safe.
6. Demonstrate re-approaching the victim and perform a successful contact rescue.
7. Understand why some victims don't want to be rescued, 5150, fugitive, embarrassment.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 13-1 Performing Rescues with a Rescue Tube

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, properly ready a rescue tube for stand by and rescue use. Perform a contact rescue by properly using the rescue tube as the flotation and tether device for the victim.

Enabling Learning Objectives

1. Describe and demonstrate properly securing the tether of the rescue tube around the rescue tube into the stand by position.
2. Describe and demonstrate properly removing the rescue tube from the stand by position placing the tether around your head and over your strong shoulder when in knee deep water.
3. Describe and demonstrate the desired head up stoke out to the distressed swimmer and properly evaluate the swimmer.
4. Describe and demonstrate your actions and perform them to the distressed swimmer as you introduce the rescue tube.
5. Inform the distressed swimmer to turn 180 degrees and properly secure the rescue tube around the distressed swimmer.
6. Describe and demonstrate the proper actions if the distressed swimmer attempts to attack you or climbs your tether while performing the rescue.
7. Describe and demonstrate the proper actions of escapes if the distressed swimmer has made physical contact with you to use you as a floatation device.
8. Describe and demonstrate swimming the distressed swimmer to safety maintaining communication and observation of the distressed swimmer.
9. Describe and demonstrate properly assisting the distressed swimmer into shore while watching the water conditions and communicating with victim.
10. Describe and demonstrate properly transferring the distressed swimmer over to EMS with a report of your actions and findings.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 14-1 Performing Rescues with a Rescue Can

Terminal Learning Objective
> With the instruction provided in this topic the student will, with a high degree of accuracy, properly ready a rescue can for stand by and rescue use. Perform a contact rescue by properly using the rescue can as the flotation and tether device.

Enabling Learning Objectives
1. Describe and demonstrate properly securing the tether of the rescue can around the rescue can into the stand by position.
2. Describe and demonstrate properly removing the rescue can from the stand by position placing the tether around your head and over your strong shoulder when in knee deep water.
3. Describe and demonstrate the desired stoke out to the distressed swimmer and properly evaluate the swimmer.
4. Describe and demonstrate your actions and perform them to the distressed swimmer as you introduce the rescue can.
5. Inform the distressed swimmer to grip the rescue can handles or to pull the rescue can into their stomach and lay across it.
6. Describe and demonstrate the proper actions if the distressed swimmer attempts to attack you while performing the rescue.
7. Describe and demonstrate the proper actions if the distressed swimmer has made physical contact with you to use you as a floatation device.
8. Describe and demonstrate properly swimming the distressed swimmer to safety maintaining communication and observation of the distressed swimmer.
9. Describe and demonstrate properly assisting the distressed swimmer into shore while watching the water conditions.
10. Describe and demonstrate properly transferring the swimmer over to EMS with a report of your actions and findings.

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Topic 15-1 Performing a Subsurface Rescue

Terminal Learning Objective

    With the instruction provided in this topic the student will, with a high degree of accuracy, will demonstrate a high degree of comfort while below the surface of the water. The student will swim to a submerged victim, make contact with the victim(s) and bring the victim(s) to the surface of the water using given means available. The student will swim the victim to shore or if a rescue craft is available and is closer, to a rescue craft and assist in loading the victim(s) into/onto the craft/sled. Sub-surface water rescue is an existence of an IDLH atmosphere defined as an atmospheric concentration of any toxic, corrosive or asphyxiant substance that poses an immediate threat to life or would cause irreversible or delayed adverse health effects or would interfere with an individual's ability to escape from a dangerous atmosphere. [29 CFR* 1910.120]

Enabling Learning Objectives

1. The student will swim to the area the victim(s) was last seen.
2. The student will make visual contact of a victim a minimum of 10 feet and a maximum of 12 feet below the surface of the water. If the water is opaque a buoy can be used to make the area of the victim.
3. The student will perform a size up and determine a rescue plan.
4. The student will communicate the rescue plan with the crew of the rescue craft.
5. The student will, dive below the surface make contact with the victim.
6. Using their hands or a given device, the student will securely swim the victim to the surface.
7. The student will assure that the victims' airway is out of the water.
8. The student will swim the victim over to the rescue craft and assist in loading the victim into/onto the craft/sled.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 16-1 Incident Command System (ICS) for Water Rescue

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, demonstrate an understanding of the Incident Command System (ICS) and the need for the use of the ICS system during water rescue incidents. The student will start building the ICS upon dispatch and become familiar with Incident Command terminology, positions within ICS and apply this knowledge to the open water rescue emergency.

Enabling Learning Objectives

1. Describe the difference between a division and a group.
2. Describe Unity of Command and how it benefits the water rescue operations.
3. Describe Span of Control
4. Describe Delegation of Authority
5. Describe the staff positions of the Incident Command System
6. Describe Incident Site Management
7. Recite the positions of an incident site for water rescue operations
8. Describe the resources available for a water rescue incident and why they would be called.
9. Describe the zones that can be set up for the water rescue incident and the area of each zone.
10. Describe what form 214 is, when it's used and the information needed to fill one out.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 17-1 Familiarization of Operations Around Helicopters

Terminal Learning Objective

    With the instruction provided in this topic the student will, with a high degree of accuracy; be familiarized with the dangers and situations of using a helicopter in a water rescue scenario.

Enabling Learning Objectives

1. Become familiar with industry terminology of helicopter crew members when using the helicopter for water rescue operations.
2. Describe and discuss the difference between a static and a hoist line.
3. Describe the proper way to approach and leave the area of the helicopter.
4. Describe the proper way to enter and exit the helicopter and under who's permission.
5. Describe the requirements of the landing zone and how to prepare a landing zone.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 18-1 Reduced Visibility Responses

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, understand the dangers and situations of night operations, reduced visibility by fog, storms or rain, agency SOPS/SOGS, when to go or say "This is beyond your limitations/abilities."

Enabling Learning Objectives

1. Describe the hazards when attempting night or low visibility responses.
2. Describe the limitations of the open water rescuer during night or low visibility responses.
3. Describe the hazards during storms.
4. Understand the different expenditure of energy when operating at night or low visibility.
5. Describe the different PPE required during night or low visibility responses.
6. Describe the different resources required during night or low visibility responses.
7. Describe the different communication required during night or low visibility responses.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 19-1 Rescue from a Boat, Pier, Rock, Cave, Kelp Beds

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, demonstrate their ability to read the water around obstacles in the water and why the water behaves the way it does when in contact or around the object. The student will take into account depth, current, distance, sub-surface obstacles, wave action, while setting up a safe plan to perform a contact rescue. The student will enter the water from an obstacle and successfully perform a contact rescue.

Enabling Learning Objectives

1. The student will position themselves near to the area of the victim(s).
2. The student will attempt to make visual contact of a victim(s).
3. The student will perform a size up and determine a rescue plan.
4. The student will communicate the rescue plan with the crew if on a rescue craft.
5. The student will understand the energy of the movement of the water they will be entering into and pre-determine their movement once they enter into the water.
6. The student shall ready their flotation rescue.
7. The student shall determine to jump, slide or step and safely enter into the water.
8. The student will swim the most direct path to the victim considering the movement and current of water along with other obstacles to reach the victim(s).
9. The student shall perform a successful contact rescue.
10. The student will assure that the victims' airway is out of the water.
11. The student will swim the victim to a point of safety and assist in removing the victim(s) from the water.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 20-1 Deployment and Retrieval of Open Water Rescuer to a Watercraft, Boat

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, recognize the hazards during deployment and retrieval from watercraft. Students will gain an understanding of extended rescue capabilities and the associated limitations with the introduction of watercraft.

Enabling Learning Objectives

1. Students will discuss the complexities of introducing a motorized method of delivery of Open water rescuer services to a rescue scenario.
2. The capabilities and limitations of each motorized method of delivery will be evaluated.
3. Each student will be exposed to the outcome of mechanical failure of the water craft after deployment has been completed.
4. Students will develop an understanding of who is responsible for their deployment, its location and timing.
5. Upon making entry the Open water rescuer will provide hand signals to the craft operator of their status i.e. Ok, assistance needed or abort mission.
6. While in the water, Open water rescuer will act as his/her own Incident Unit controller reporting to Incident Command (IC).
7. Once assessment is complete, and contact rescue is secure; Open water rescuer will communicate with craft operator for pick-up.
8. Open water rescuer will package and deliver victim(s) to the motorized craft remaining vigilant of his/her safety and the outcome of the crafts mechanical failure.
9. Open water rescuer will be the last to board the craft, ensuring the safety of victim(s) and craft crew.
10. Once back under the care and control of the craft operator, the Open water rescuer will return to be a part of the boat crew within the Incident Command structure

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 21-1 Distressed Swimmer Rescue Scenario

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, work together as a team, building on their personal and independent capabilities and limitations. Students will utilize the incident command system and delegate positions with tactical objectives to systematically actualize a plan for a successful rescue.

Enabling Learning Objectives

1. The students will receive a scenario of a single distressed swimmer needing rescue and their immediate resources
2. The students shall agree on one student becoming the Incident Commander (IC).
3. The student as IC shall set up command assign other students to positions and delegate authority as needed.
4. The student will, through the use of radios, hand signals and speaking, communicate all actions to the IC or their designee.
5. The student will use the training and skills they have obtained over the last two days to perform the rescue of the single distressed swimmer.
6. The scenario ends when the swimmer is handed off to EMS and all students involved in the scenario have been accounted for.

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 22-1 Distressed Victim(s) from a Disabled Watercraft Rescue Scenario

Terminal Learning Objective

With the instruction provided in this topic the student will, with a high degree of accuracy, work together as a team, building on their personal and independent capabilities and limitations. Students will utilize the incident command system and delegate positions with tactical objectives to systematically actualize a plan for a successful rescue.

Enabling Learning Objectives
1. Each student will evaluate the effectiveness, risks and alternatives for rescuing the passengers of a disabled watercraft.
2. Close consideration will be applied to each situation in order to protect the lives and safety of rescuers and the passengers of the watercraft.
3. Clear and simple instructions will be communicated to the passengers to don Personal Floatation Devices (PFDs)
4. Open water rescuers will account for the number of person's onboard (POB), their ages, medical conditions. The increased risk to all parties in the event abandoning ship or remaining onboard is called for will be evaluated.
5. The choice to direct passengers to abandon ship will take into account for rapidly evolving and increasing hazards to staying onboard the craft i.e. surf, currents and/or especially hazardous conditions of the boat such as fuel in the bilges, flooding, fire or any other hazard(s).
6. Having the passengers remain onboard the craft will be taken into consideration. The crafts operator will be required to turn engine(s) off and show the keys to the Open water rescuer prior to the swimmer approaching.
7. Students will demonstrate their understanding of options for attaching to the disabled watercraft.
8. Students will demonstrated their ability to tow and maneuver the disabled craft under swimming power alone as a solo swimmer.
9. Students will demonstrate their understanding of the option to introduce other Open water rescuers, work in cooperation and in tandem to tow and maneuver the disabled watercraft
10. Open water rescuer(s) will work in tandem to reduce vessels rate of drift, hold station, or pull the boat to a safe location under their own power.
11. The student will perform all skills using the utmost safety while performing the skills.
12. The scenario ends when all distressed rescued victims are handed off to EMS and all students involved in the scenario have been accounted for.

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to delivery the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application
The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes
The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference
The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.