

New Hampshire Department of Safety  
Division of Fire Standards and Training & Emergency Medical Services

# **DRIVER / OPERATOR – ALL VEHICLES**

*2017 EDITION*



## **CURRICULUM GUIDE**

### ***MODULE 3***

## ***DRIVING & OPERATING EMERGENCY VEHICLES***

Fall 2021 Revision



## Driver / Operator – All Vehicles

### Module 3: Driving & Operating Emergency Vehicles

#### Summary & Outline

<b>Goal</b>	To provide emergency vehicle driver/operators with an understanding of the principles and practices for driving emergency vehicles in non-emergency and emergency conditions and situations.
<b>Objectives</b>	At the conclusion of Module 3, students will be able to: 1. Understand the personal attributes of an emergency vehicle driver/operator 2. Understand the vehicle dynamics and handling characteristics of emergency vehicles, including safe driving skills. 3. Understand emergency response considerations.
<b>Prerequisite</b>	Completion of Module 1
<b>Instructor / Student Ratio</b>	<ul style="list-style-type: none"><li>• 1 Lead Instructor</li><li>• 2 Instructors</li><li>• 16 Students</li></ul>
<b>Time Required for Delivery</b>	4 Hours

### Outline

#### Activity 3-1: Emergency Vehicle Driver/Operator Attributes

- 1) Knowledge
- 2) Proficiency
- 3) Qualifications
- 4) Attitude
- 5) Fit for Duty

#### Activity 3-2: Basic Driving Knowledge

- 1) Circle Safety Check
- 2) Entering the Cab
- 3) Starting the Vehicle
- 4) Steering
- 5) Acceleration
- 6) Vehicle Positioning: Average Travel Lane
- 7) Vehicle Positioning: Narrow Travel Lane
- 8) Visual Habits While Driving
- 9) Braking
- 10) Stopping Distance
- 11) Vehicle Positioning: Curves & Turns
- 12) Backing
- 13) Decreased Visibility
- 14) Slipper Road Conditions
- 15) Loss of Traction
- 16) Vehicle Leaving the Roadway
- 17) Brake Failure
- 18) Tire Failure
- 19) Hazards that Could Cause a Collision
- 20) Unavoidable Collisions

### Activity 3-3: Emergency Response Knowledge

- 1) Pre-Response Considerations
- 2) Speed & Space Management
- 3) Intersection Management: Stop Signs
- 4) Intersection Management: Traffic Signals
- 5) Railroad Crossings
- 6) Multiple Responding Vehicles: Same Direction
- 7) Multiple Responding Vehicles: Opposing Directions
- 8) School Busses
- 9) Ambulance Operations
- 10) Divided Highway Operations

## References

### IFSTA Pumping & Aerial Apparatus Driver/Operator Handbook, 3<sup>rd</sup> edition

#### Chapter 3: Apparatus Safety and Operating Emergency Vehicles

- Page 79 to Page 93
- Page 98 (Starting with Driving Downhill) to Page 108 (Stopping before the start of the ABS section)
- Page 113 to Page 116
- Page 118 to Page 131

#### Chapter 4: Positioning Apparatus

- Page 149 (Starting at Special Positioning Situations) to Page 155

#### Chapter 16: Introduction to Aerial Fire Apparatus

- Page 574 to Page 580

#### Chapter Addendum: Fire Service Knowledge and Skills for Driver/Operators

### NH CDL Driver's Guide

#### Section 2: Driving Safely

- Section 2.2 - Basic Control of Your Vehicle
- Section 2.3 - Shifting Gears
- Section 2.4 - Seeing
- Section 2.5 - Communicating
- Section 2.6 - Controlling Speed
- Section 2.7 - Managing Space
- Section 2.8 - Seeing Hazards
- Section 2.9 - Distracted Driving
- Section 2.10 - Aggressive Drivers/Road Rage
- Section 2.11 - Driving at Night
- Section 2.12 - Driving in Fog
- Section 2.13 - Driving in Winter
- Section 2.14 - Driving in Very Hot Weather
- Section 2.15 - Railroad-highway Crossings
- Section 2.16 - Mountain Driving
- Section 2.17 - Driving Emergencies
- Section 2.18 - Antilock Braking Systems (ABS)
- Section 2.19 - Skid Control and Recovery
- Section 2.20 - Accident Procedures
- Section 2.21 - Fires
- Section 2.22 - Alcohol, Other Drugs, and Driving

#### Section 5: Air Brakes

- Section 5.4 - Using Air Brakes

#### Section 8: Tank Vehicles

- Section 8.2 - Driving Tank Vehicles
- Section 8.3 - Safe Driving Rules



**Driver / Operator – All Vehicles**  
**Activity 3-1**  
**Emergency Vehicle Driver/Operator Attributes**

<b>Objective</b>	At the conclusion of Activity 3-1, students will be able to: 1. Describe the attributes of an emergency vehicle driver/operator.
<b>Delivery Format</b>	Group Activity
<b>Resources Required</b>	<ul style="list-style-type: none"><li>• Activity 3-1 Slides (PowerPoint or Poster Board)</li><li>• Large dry erase board and markers</li></ul>
<b>Instructor / Student Ratio</b>	<ul style="list-style-type: none"><li>• 1 Lead Instructor</li><li>• 1 Instructor1</li><li>• 16 Students</li></ul>

**Set-Up**

Arrange the classroom or activity space with tables and chairs to provide for four separate small group work areas. The PowerPoint slides or easel stand & poster boards and the dry erase board should be within view of all participants.

**Delivery**

Divide the class into four groups of four students.

Each group will work together to answer the prompts on the Activity 3-1 slide. The groups should be directed to make a written list of their answers. All groups will be given 10 minutes to answer the questions and complete their lists.

At the conclusion of the 10-minute work period, the instructional staff will facilitate a group discussion to review the answers compiled by the students.

An instructor should:

- Ask a group to list attribute.
- Write the attribute on the dry erase board
- Facilitate a group discussion of the attribute.

The second group will then follow the same format, followed by the third, and then the fourth. The groups will continue to provide an attribute until each group's list has been exhausted.

The instructional staff must ensure that all attributes on the Activity 3-1 Reference Chart have been listed and explained.



## DOAV Activity 3-1 Reference Chart

### Driver/Operator Attributes

### Student Question



DRIVER / OPERATOR – ALL VEHICLES

### *ACTIVITY 3-1*

**1. What are the attributes of a good emergency vehicle driver/operator?**

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## **DOAV Activity 3-1 Reference Chart**

### **Driver/Operator Attributes**

### **Discussion Points**

#### **Question 1**

**What are the attributes of a good emergency vehicle Driver/Operator?**

#### **Knowledgeable**

Laws / Regulations / Policies / Procedures  
Vehicles / Fixed Systems / Equipment  
Area / Community / Response District  
NFPA 1002 Requirements

#### **Proficient**

Driving Skill  
Operation of Fixed Systems & Equipment Carried on the Vehicle  
NFPA 1002 Requirements

#### **Qualified**

Licenses (CDL?)  
Certified (DOAV, DOP, DOA, etc.)  
Approved (Department Check-Off procedures for specific vehicles)

#### **Positive Attitude**

Safety Oriented  
Patient / Able to Control Emotions & Adrenaline  
Self-Motivated / Prepared  
Dependable / Trustworthy  
Good Communicator  
Knows Capabilities & Limitations  
Able to Maintain Situational Awareness / Looks at the Big Picture

## **Fit for Duty**

**In-Shape**

**Healthy**

*Physically / Mentally*

**Medically Cleared**

*Annual Physical / DOT Medical Card / NFPA 1582 Physical*

**Well-Rested**

*Awake for 18 Hours is the equivalent of a BAC of 0.08*

*Awake for 24 Hours is the equivalent of a BAC of 0.10*

**Sober**

*Medication (Over the Counter & Prescription) / Alcohol*

*IAFC Zero Tolerance Policy: No operations for at least 8 hours after consuming alcohol*

*CDL Manual Examples:*

*Starting with a BAC of 0.24 at Midnight*

*BAC of 0.16 at 0600*

*BAC of 0.05 at 1200*



## Driver / Operator – All Vehicles

### Activity 3-2

### Basic Driving Knowledge

<b>Objective</b>	At the conclusion of Activity 3-2, students will be able to: 2. Understand the vehicle dynamics and handling characteristics of emergency vehicles, including safe driving skills.
<b>Delivery Format</b>	Group Activity
<b>Resources Required</b>	<ul style="list-style-type: none"><li>• Activity 3-2 Slides (PowerPoint or Poster Board)</li></ul>
<b>Instructor / Student Ratio</b>	<ul style="list-style-type: none"><li>• 1 Lead Instructor</li><li>• 1 Instructor</li><li>• 16 Students</li></ul>

### Set-Up

Arrange the classroom or activity space with tables and chairs to place the activity slides within view of all participants. Each group should have sufficient space to work independently from the other groups to discuss answers without other groups listening to the discussion.

When the Poster Boards are used in place of the PowerPoint slides, the Poster Boards should be placed in a location that facilitates easily changing from one Poster Board to another.

### Delivery

The activity consists of 20 questions pertaining to basic driving knowledge and skills. The activity is conducted in a game show format. Each group is given a unique noisemaker to be used as their signaling device. The instructors facilitate the game using the 20 Questions Rules. Instructors should ensure that all discussion points are covered before moving on to the next question.





## **DOAV Activity 3-2 Reference Chart**

### **Basic Driving Knowledge 20 Questions Directions & Rules**

**The class is divided into 4 teams of 4 students.**

- **Each team should be seated separately from the other teams.**
- **Each team is provided with a unique noisemaker.**

**A question will be presented to the class and each group works together to answer the question.**

**When a team has an answer to the question, they will use their noisemaker to signal that they are ready to answer the question.**

**The first team to signal that they are ready is given the opportunity to answer the question.**

**If a team gives an incorrect answer, the remaining teams may use their noisemakers to signal that they have the answer to the question. The first team to signal is given the opportunity to answer the question.**

**If a team's answer is incomplete, the teams are given the opportunity to signal that they have additional information to answer the question.**

#### **Scoring:**

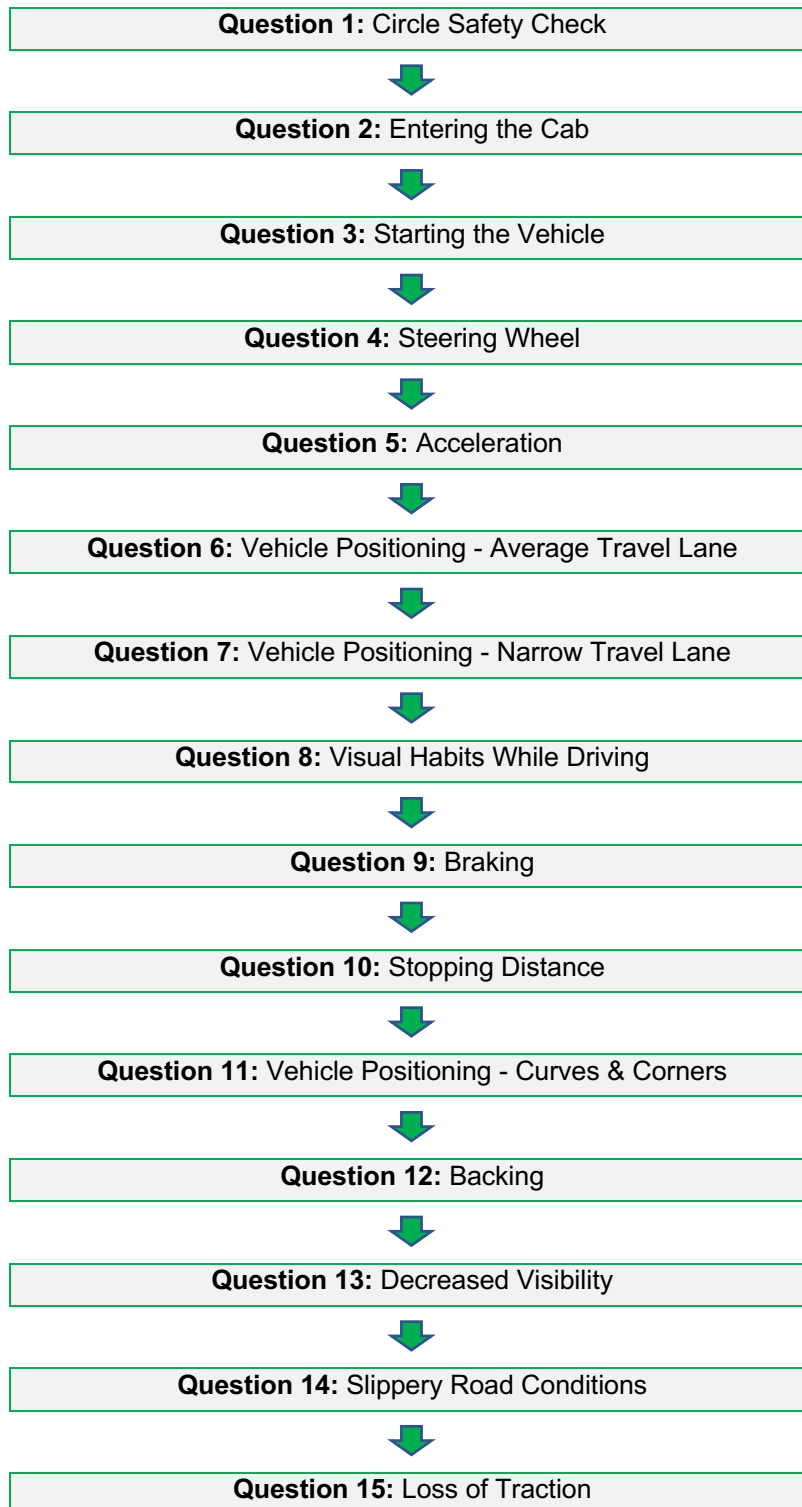
- **1 point for a correct answer**
- **Multiple points may be awarded for questions with multiple answers.**
- **Failure to answer a question after signaling that the team is ready will result in -1 point**
- **Incorrect answers result in -1 point.**
- **Instructors may deduct points for unsportsmanlike conduct.**



## **DOAV Activity 3-2 Reference Chart**

### **Emergency Vehicle Design & Construction**

### **Summary & Flow Chart**





**Question 16:** Vehicle Leaving the Roadway



**Question 17:** Brake Failure



**Question 18:** Tire Failure



**Question 19:** Hazards that Could Cause a Collision



**Question 20:** Unavoidable Collisions



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 1



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 1**

**What should the Driver/Operator always do before entering the cab?**

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### **Answer / Discussion Points**

**Circle Safety Check / 360° Walkaround**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 2



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 2**

**What should the Driver/Operator do to safely enter and exit the cab of the vehicle?**

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### **Answer / Discussion Points**

- **Maintain 3 Points of Contact**
- **Use Hand Holds / Handrails**
- **Avoid Using the Steering Wheel When Possible**
- **Exit Backwards**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 3



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 3**

#### **Part 1:**

**What should the Driver/Operator do after entering the cab?**

#### **Part 2:**

**What steps should the Driver/Operator take to start the vehicle?**

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### **Answer / Discussion Points**

#### **Part 1:**

- Adjust Seat
- Adjust Steering Wheel
- Adjust Mirrors
- Fasten Seat Belt / Confirm Crew Have Fastened Seat Belts

#### **Part 2:**

- Turn the Batteries On & Pause
- Turn the Ignition On & Pause
- Allow the Vehicle to Go Through the Prove-Out Cycle
- Start the Vehicle



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 4



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 4**

**How should the Driver/Operator hold the steering wheel to maintain the most control of the vehicle?**

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### **Answer / Discussion Points**

- 2 Hands on the Wheel
- Place Hands at the 9 & 3 Position to Avoid Air Bags



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 5



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 5**

**What should the Driver/Operator do to safely and efficiently accelerate?**

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### **Answer / Discussion Points**

- Apply the Throttle Gently
- Avoid Excessive Pitch
- Be Mindful of Weight Transfer





## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 6



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 6**

**Where should the Driver/Operator position the vehicle in a travel lane of average width?**

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### **Answer / Discussion Points**

**Center of the Lane**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

### Question 7



DRIVER / OPERATOR – ALL VEHICLES

### ACTIVITY 3-2: QUESTION 7

**Where should the Driver/Operator position the vehicle in the travel lane of a narrow road?**

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### Answer / Discussion Points

- **Close to the Center Line**
- **Avoid the Soft Shoulder**

#### Follow-Up Questions for Bonus Points:

1. **How can wind affect vehicle positioning?**  
*Taller vehicles with a higher center of gravity may be affected more by wind.*
2. **How can we tell if a road surface will support the weight of the vehicle?**  
*Pay attention to load limit signs and constantly maintain situational awareness.*
3. **Should we drive through water on the roadway?**  
*The air intake is low on many new custom cab chassis.*



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 8



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 8**

#### **Part 1:**

**Where should the Driver/Operator be looking when driving?**

#### **Part 2:**

**Where should the Driver/Operator NOT be looking when driving?**

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### **Answer / Discussion Points**

#### **Part 1:**

##### **Continuously Scan:**

- Ahead of the Vehicle: 12-15 Seconds
- To the Sides
- To the Rear (Mirrors)
- Gauges

#### **Part 2:**

- Maps / Resource Books
- MDTs / Computers
- Cell Phones
- Anything that Will be a Distraction!

## Answer / Discussion Points

### Follow-Up Questions for Bonus Points:

#### 1) What are the 5 Visual Habits to Remember when Driving?

*(4) Aim High in Steering (Look farther ahead than you think you need to look)*

*(5) Get the Big Picture*

*(6) Keep your Eyes Moving (Scan)*

- *Intersections*
- *Road Shoulders*
- *Stopped / Slow Traffic*
- *Driveways / Parked Cars*
- *Hazards*
- *Mirrors*
- *Gauges / Instruments / Indicators*

*(7) Leave an Out*

*(8) Make Sure Others Can See You*

#### (9) What does SIPDE mean?

*Search*

*Identify*

*Predict*

*Decide*

*Execute*



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 9



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 9**

**What should the Driver/Operator do to safely and efficiently brake?**

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### **Answer / Discussion Points**

- **Apply the Brake Gently**
- **Avoid Excessive Pitch**
- **Be Mindful of Weight Transfer**
- **Gradually Trail Off the Brakes as the Vehicle is Almost Stopped**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 10



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 10**

**What are the 3 components that make up Total Stopping Distance?**

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### **Answer / Discussion Points**

#### **Perception Distance**

- The distance the vehicle travels between the time your eyes see a stimulus and the brain recognizes there is a need to stop.
- $\frac{3}{4}$  of a second is the average perception time for a healthy driver

#### **Reaction Distance**

- The distance the vehicle travels between the time your brain recognizes the need to stop and your foot depresses the brake pedal.
- $\frac{3}{4}$  of a second is the average perception time for a healthy driver

#### **Braking Distance**

- The distance it takes for the brakes to stop the vehicle.
- This distance depends on the condition of the brakes, tires, pavement conditions, etc.

## Stopping Distance Example

A vehicle is traveling at 55 mph. The driver sees a vehicle pull into the travel path...

Perception Distance = 60 feet

Reaction Distance = 60 feet

Braking Distance = 390 feet

Total Stopping Distance is 510 feet

*For reference, a football field is 360 feet long.*



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 11



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 11**

**Where should the Driver/Operator position the vehicle to safely and efficiently travel through a curve or make a turn?**

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### **Answer / Discussion Points**

- Avoid turning too soon
- Drive farther into the corner before turning
- Be mindful of Trail-Over
- Be mindful of the effects of Centrifugal Force
- Be mindful of the effects of Weight Transfer
- 90% of the braking should be done in a straight line





## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 12



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 12**

**What safety practices should always be followed to safely back a vehicle?**

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### **Answer / Discussion Points**

- **Use a Spotter**
- **Stay in Contact / Communication with the Spotter**
  - Spotter remains in line with the mirror
  - Hand Signals
  - Radio
  - Hand Lights at Night
- **Don't back up too fast; the spotter shouldn't have to run!**
- **If you can't see the spotter, stop!**
- **If the spotter must move out of the driver's line of sight, signal the driver to stop.**
- **Use Back-Up Cameras**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 13



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 13**

**What should the Driver/Operator do when encountering decreased visibility while driving?**

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### **Answer / Discussion Points**

- **Reduce Speed**
- **Increase Following Distance**
- **Dim the Cab Lights if possible**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 14



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 14**

**What should the Driver/Operator do when encountering slippery road conditions?**

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### **Answer / Discussion Points**

**Causes: Rain / Wet Leaves / Ice / Snow**

- Reduce Speed
- Increase Following Distance
- Correct use of Auxiliary Brakes
- Correct use of 4-Wheel Drive
- Correct use of Tire Chains
- Correct use of the Differential Lock / Inter-Axle Lock

**Adverse weather may require 3-5 times more distance to stop**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

### Question 15



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 15**

**What should the  
Driver/Operator do when  
a loss of traction occurs?**

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### **Answer / Discussion Points**

#### **Types of Skids:**

- **Acceleration:** Occur when the vehicle is accelerated too rapidly
- **Locked Wheel:** Occur when the brakes are applied too hard at a high rate of speed
- **Stay Off the Brakes**
- **Ease Off of the Throttle**
- **Steer in the Direction You Want to Vehicle to Go**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

### Question 16



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 16**

**What should the Driver/Operator do if the vehicle leaves the roadway?**

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### **Answer / Discussion Points**

- **Stay Off the Brakes**
- **Ease Off of the Throttle**
- **Let the Vehicle Coast to a Stop**
- **DO NOT Oversteer - This is the cause of many rollover incidents**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

### Question 17



DRIVER / OPERATOR – ALL VEHICLES

### *ACTIVITY 3-2: QUESTION 17*

**What should the Driver/Operator do in the event of brake failure?**

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### **Answer / Discussion Points**

- **Downshift**
- **Apply the Parking Brake**
- **Allow the Vehicle to Coast to a Stop**
- **Look for Escape Routes**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 18



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 18**

**What should the Driver/Operator do in the event of a tire failure?**

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### **Answer / Discussion Points**

- **DO NOT Apply the Brakes!**
- **Accelerate to Maintain Control of the Vehicle**
- **Once Control is Reestablished, Allow the Vehicle to Coast to a Stop**
- **ID Escape Routes**



## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 19



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 19**

**What should the Driver/Operator do if a hazard is encountered that could cause a collision?**

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### **Answer / Discussion Points**

- ID Escape Routes
- Steer Away from a Collision
- Accelerate Away from a Collision
- Brake
  - ABS: Stomp & Stay





## DOAV Activity 3-2 Reference Chart

### Basic Driving Knowledge

#### Question 20



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-2: QUESTION 20**

#### **Part 1:**

**What should the Driver/Operator do if a hazard is unavoidable, and a collision will occur?**

#### **Part 2:**

**What should the Driver/Operator do after the collision?**

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### **Answer / Discussion Points**

#### **Part 1:**

- **Steer to Avoid a Direct Impact**

#### **Part 2:**

- **Call for Help**
- **Treat Injuries**
- **Secure the Scene / Preserve Evidence**
- **Documentation**
- **Drug & Alcohol Testing?**
- **Need to have an SOP in place before it happens**



**Driver / Operator – All Vehicles**  
**Activity 3-3**  
**Emergency Response Knowledge**

<b>Objective</b>	At the conclusion of Activity 3-3, students will be able to: 3. Understand emergency response considerations.
<b>Delivery Format</b>	Group Activity
<b>Resources Required</b>	<ul style="list-style-type: none"><li>• Activity 3-3 Delivery Kits</li></ul>
<b>Instructor / Student Ratio</b>	<ul style="list-style-type: none"><li>• 1 Lead Instructor</li><li>• 1 Instructor</li><li>• 16 Students</li></ul>

**Set-Up**

The Activity 3-3 tabletop scenarios should be set-up on tables to facilitate small groups moving from scenario to scenario. Each scenario should be set-up according to each set-up photograph.

The scenarios should be set-up while students are not in the classroom or activity area.

**Delivery**

The class should be assembled outside of the classroom or activity area. The class is divided into 8 groups of 2 students each.

Students are told that there are 10 scenarios set-up in the classroom or activity area. There is a prompt at each scenario that provides background information for the scenario. At the start of the activity, each group will go to a different scenario and work as a team to answer the prompt. Groups should be given approximately 1 minute, 30 seconds at each scenario, and then the class is instructed to rotate to the next scenario.

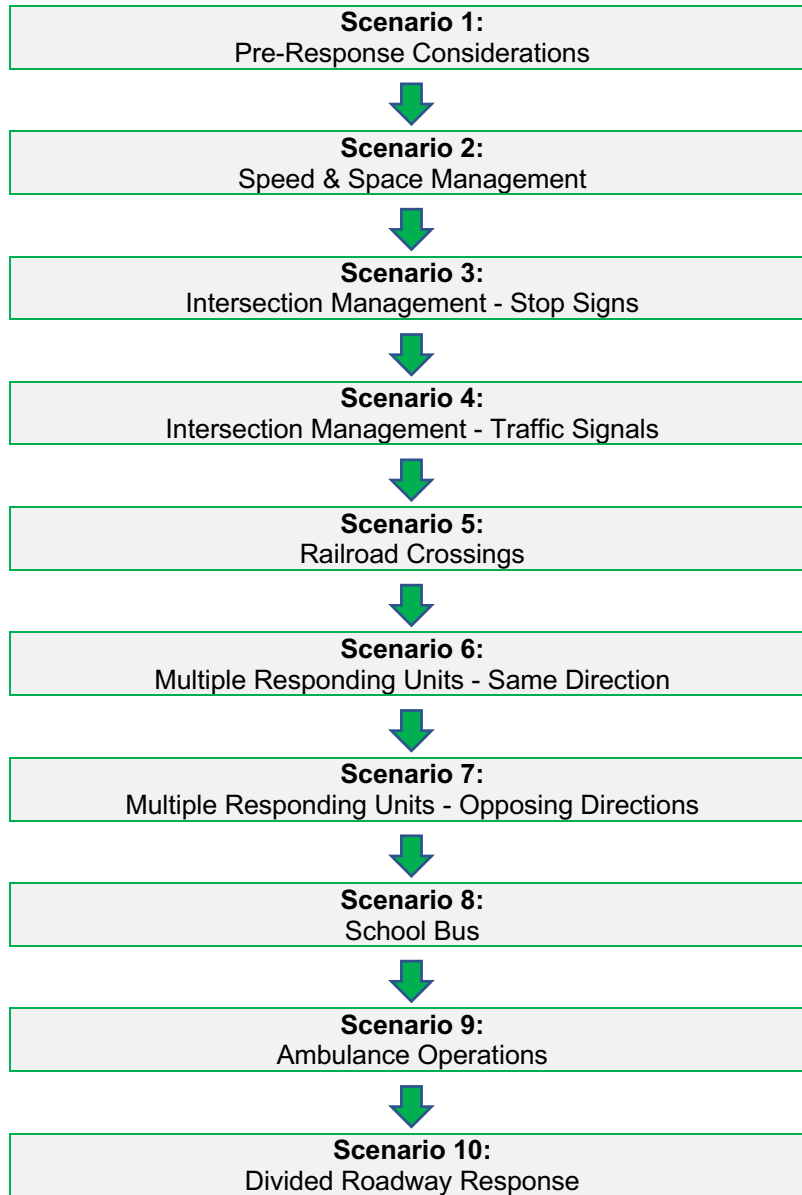
The short rotation time is intended to simulate the stress encountered on an emergency response and the need to make decisions quickly. Prior to the start of the activity, students should be told that they may not have time to develop a complete answer to each scenario and that all scenarios will be discussed fully at the end of the activity.

When all groups have rotated through all scenarios, all groups are gathered together to review each scenario. The discussion will begin with an explanation of the scenario by the group that was at each scenario last.



## DOAV Activity 3-3 Reference Chart

### Emergency Response Knowledge Flow Chart





## DOAV Activity 3-3 Reference Chart

### Discussion Points

Review the following information after all students have rotated through the 10 Activity 3-3 Scenarios, but prior to the facilitated group discussion of each scenario.

#### **NH RSA 265:8**

**I. A person driving an emergency vehicle, as defined in RSA 259:28, when responding to an emergency call or when in the pursuit of an actual or suspected violator of the law or when responding to but not upon returning from a fire alarm, may exercise the privileges set forth in this section, but subject to the conditions herein stated.**

Individual privileges will be discussed in each scenario.

**Merriam-Webster Definition of Privilege:**

*“A right or benefit that is given to some people and not to others”*

As emergency vehicle driver/operators, we are exercising privileges when responding to emergencies. We are not breaking the law.

**V. The provisions of RSA 265:8, II and III shall not relieve the driver of an authorized emergency vehicle from the duty to drive with due regard for the safety of all persons, not shall such provisions protect the driver from the consequences of reckless disregard for the safety of others.**

**Merriam-Webster Definition of Due Regard:**

*“With the proper care or concern for”*

*What would a reasonably prudent, trained firefighter or EMS provider do in a similar situation or under similar circumstances.*

In the event of a collision or incident, who determines if due regard was exercised?

- A judge
- A jury of our peers



## DOAV Activity 3-3 Reference Chart

### Scenario 1: Pre-Response Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 1**

**You have been dispatched to a call:**

**What should you be thinking about before starting the response?**

**What should you do before starting the response?**



## **DOAV Activity 3-3 Reference Chart**

### **Scenario 1: Pre-Response**

#### **Discussion Points**

#### **Considerations:**

- **Call Type**
  - Hot Response vs. Cold Response
  - Is a Hot Response needed for all call types?
  - Do all responding vehicles need to respond Hot?
- **Location**
- **Time of Day**
  - The most direct route to a scene might take you past a school. Would that route at 2 PM on a school day be the best route?
- **Road / Traffic Considerations**
  - Would road construction cause us to change our response route?
- **Unusual Circumstances**

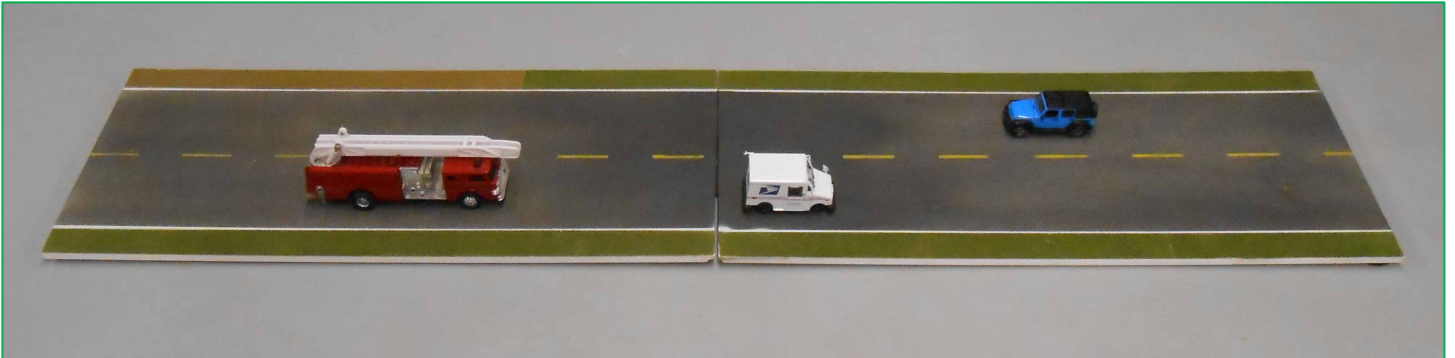
#### **Actions:**

- **Circle Safety Check**
- **Start Vehicle as Early as Possible**
  - If station is equipped with an exhaust removal system
- **Don PPE**
- **Fasten Seat Belt**
- **Confirm Crew is Dressed / On-Board / Seated / Belted**
- **Adjust Seat, Steering Wheel, & Mirrors as needed**
- **Check Mirrors, Gauges, & Instruments**
- **Confirm Address & Response Route**



## DOAV Activity 3-3 Reference Chart

### Station 2: Speed & Space Management Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 2**

**You are responding to a report of a building fire.**

**What do you need to be thinking about and doing to manage speed and space while responding?**



## **DOAV Activity 3-3 Reference Chart**

### **Station 2: Speed & Space Management**

### **Discussion Points**

#### **Speed / Following Distance:**

- Leave extra room
- Allow room for people to see / hear the vehicle approaching
- How effective are the sirens & air horns?
  - It is easy to overdrive the siren, similar to overdriving headlights at night
  - Sirens lose their effectiveness over 50 mph
  - By the time people can hear the sirens & horns they have almost no time to react

#### **NH RSA 265:8**

- II. (a) (3) The driver of an emergency vehicle may exceed the maximum speed limits so long as he does not endanger life or property.**
- III. (a) The exemptions granted to an emergency vehicle in subparagraph II (a) (3) shall apply only when such vehicle is making use of audible or visual signals...**

***Many departments' SOPs reference 10 mph over the posted speed limit. There is nothing in NH RSAs that reference a specific speed!***

#### **Maneuvering Around Traffic:**

- Avoid Passing on the Right
- When You Must Move into the Opposite Direction of Travel
  - Significantly Reduce Speed!
  - We MUST use the Audible Warning Devices!

#### **NH RSA 265:8**

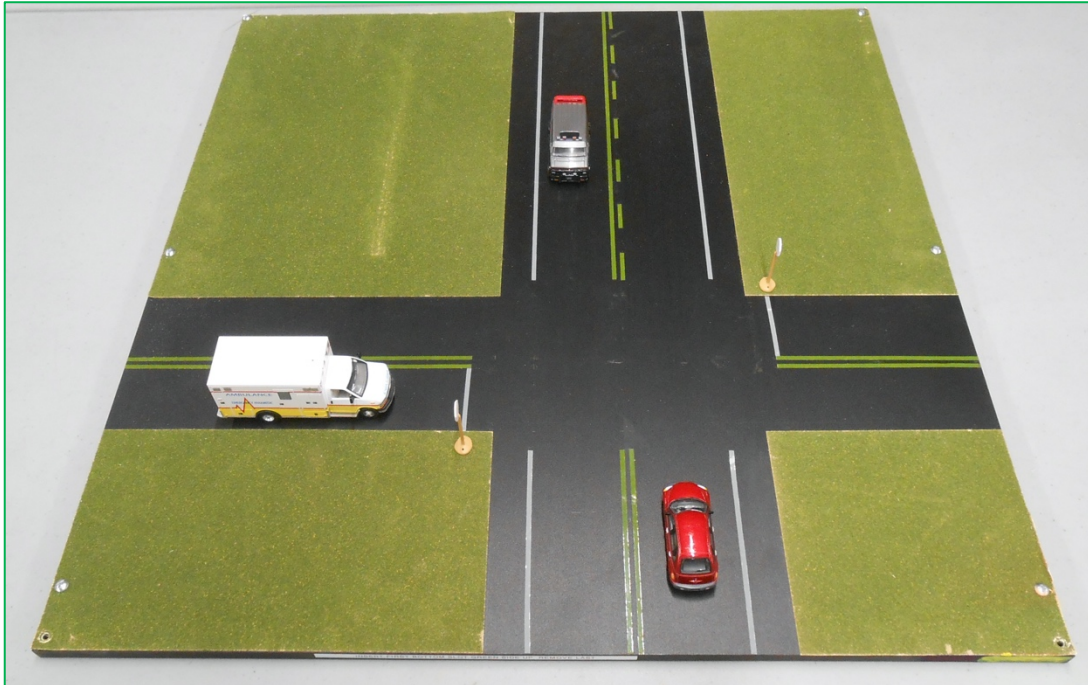
- II. (a) (4) The driver of an emergency vehicle may disregard rules governing direction of movement or turning in specified directions.**
- III. (b) The exemptions granted to an emergency vehicle in subparagraph II (a) (4) shall apply only when such vehicle is making use of audible and visual signals...**





## DOAV Activity 3-3 Reference Chart

### Station 3: Intersection Management – Stop Signs Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 3**

**You are responding to a report of smoke in the building**

**What do you need to be thinking about and doing to manage the scenario presented?**



## **DOAV Activity 3-3 Reference Chart**

### **Station 3: Intersection Management – Stop Signs**

### **Discussion Points**

**Intersections are Common Locations for Collisions!**

**Reduce speed**

**Account for All Lanes of Traffic / Make Eye Contact with Other Drivers**

**Change the Tone / Pitch of the Siren Prior to Entering the Intersection**

**Use Short Bursts of the Air Horn**

### **NH RSA 265:8**

**II. (a) (2) The driver of an emergency vehicle may proceed past a red stop signal or stop sign, but only after slowing down as may be necessary for safe operation.**

**III. (b) The exemptions granted to an emergency vehicle in subparagraph II (a) (2) shall apply only when such vehicle is making use of audible and visual signals...**

***By NH law, we must use the audible warning devices when proceeding through a stop sign or red light!***

### **NFPA 1451 / 1500**

**The driver/operator of an Fire and Emergency Service Organization vehicle encountering any of the following situations shall bring the vehicle to a complete stop and shall not proceed until it is confirmed that it is safe to do so:**

- (1) Any “stop” signal (i.e., sign, light, or traffic officer)**
- (2) Blind intersections**
- (3) Intersection where the operator cannot see all lanes of traffic**

***NFPA standards are not law unless specifically adopted as such but are industry best practices and would be used in a court of law. How do we account for the difference between NH law and the NFPA standards?***

- ⇒ Come to a complete stop at all negative right of way intersections!**
- ⇒ This practice follows the most stringent standard.**
- ⇒ By doing so, we can account for all lanes of traffic and have an operationally and legally justifiable position for how we exercised due regard.**





## DOAV Activity 3-3 Reference Chart

### Station 4: Intersection Management – Traffic Signals Discussion Points

**All practices from Scenario 3 apply to Scenario 4.**

**The requirements of the NH RSA & NFPA standards are the same and apply.**

**Demonstrate & Discuss the following situations:**

**Using the left lane when there are two lanes in the same direction is preferred as traffic is required by law to pull to the right and stop.**

**If traffic conditions require the vehicle to be maneuvered into an opposing lane to more around traffic, the requirements of the law / practices discussed previously (slowing down and using visual and audible warning devices) apply.**

**Care must be exercised to avoid “pushing” stopped traffic through a red light. In some instances, the best practice may be to wait for the light to change and traffic to clear. If a collision occurs because a civilian vehicle drove through a red light we could be legally liable for anything that occurs as a result.**



## DOAV Activity 3-3 Reference Chart

### Station 5: Railroad Crossings Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 5**

**Each company is responding to an emergency call.**

**What does each Driver/Operator need to be thinking about and doing?**





## DOAV Activity 3-3 Reference Chart

### Station 5: Railroad Crossings Discussion Points

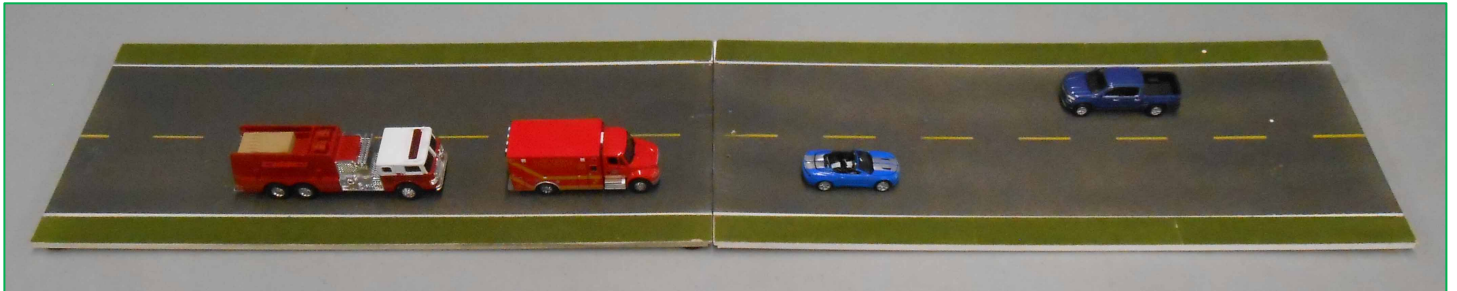
#### **Yield to the Train!**

Point out that each crossing is different and some provide more advanced warning than others.



## DOAV Activity 3-3 Reference Chart

Station 6: Multiple Responding Units – Same Direction  
**Set-Up & Prompt**



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 6**

**Both companies are responding to a Delta level EMS call.**

**What does each Driver/Operator need to be thinking about and doing while responding?**



## **DOAV Activity 3-3 Reference Chart**

**Station 6: Multiple Responding Units – Same Direction**

### **Discussion Points**

**Maintain an appropriate following distance between the two vehicles:**

- **Not too close!**
- **But not too far!**

**It is common for traffic to see the first vehicle and yield the right of way, but not see or hear the second responding vehicle and pull back into the travel lane. The second responding vehicle must anticipate this occurring.**

**Vary the tone / pitch of the second responding vehicle's siren. Consider using a different siren tone completely.**

**Which vehicle should go first?**

- **Department SOPs / SOGs**
- **Whichever vehicle has priority for positioning considerations when arriving on scene**





## DOAV Activity 3-3 Reference Chart

### Station 7: Multiple Responding Units – Opposite Directions Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 7**

**Both companies are responding to a kitchen fire.**

**What does each Driver/Operator need to be thinking about and doing while responding?**



## **DOAV Activity 3-3 Reference Chart**

### **Station 7: Multiple Responding Units – Opposite Directions Discussion Points**

**The intersection and apparatus are equipped with preemption devices.**

**An emitter on the apparatus sends a signal to a receiver on the traffic signals. The traffic signals will cycle to green for the first apparatus that “captures” the intersection.**

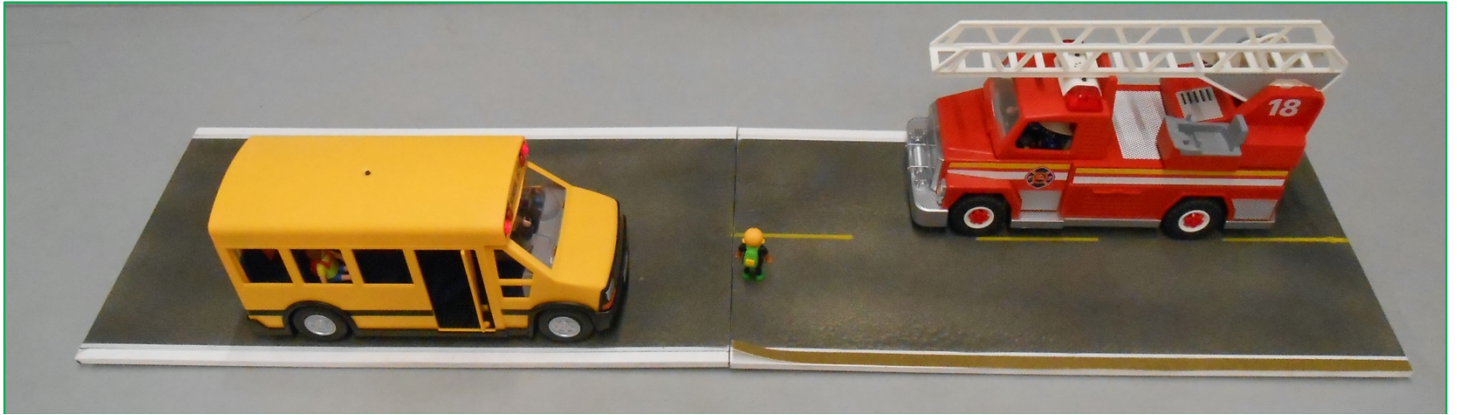
**If an apparatus approaches a controlled intersection with a red traffic signal and sees the red light activated on the top of the traffic light, another apparatus has “captured” the intersection and has a green light. The approaching apparatus with the red light must stop.**

**Discuss the importance of situational awareness. Discuss the importance of being mindful of the direction of travel of other apparatus, and the using the radio to coordinate with other apparatus.**



## DOAV Activity 3-3 Reference Chart

### Station 8: Stopped School Bus Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 8**

**You are responding to a confirmed water rescue.**

**What do you need to be thinking about and doing to manage the scenario presented?**



## **DOAV Activity 3-3 Reference Chart**

### **Station 8: Stopped School Bus Discussion Points**

#### **Stop for the School Bus!**

##### **NH RSA 265:8**

II. (b) Notwithstanding subparagraph II (a), any emergency vehicle approaching a school bus, which is stopped for the purpose of picking up or dropping off pupils, shall come to a complete stop before proceeding.

##### **NFPA 1451 / 1500**

The driver/operator of an Fire and Emergency Service Organization vehicle encountering any of the following situations shall bring the vehicle to a complete stop and shall not proceed until it is confirmed that it is safe to do so:

(4) Stopped school bus with red flashing warning lights, as required by state law

#### **Use Extreme Caution When Proceeding!**

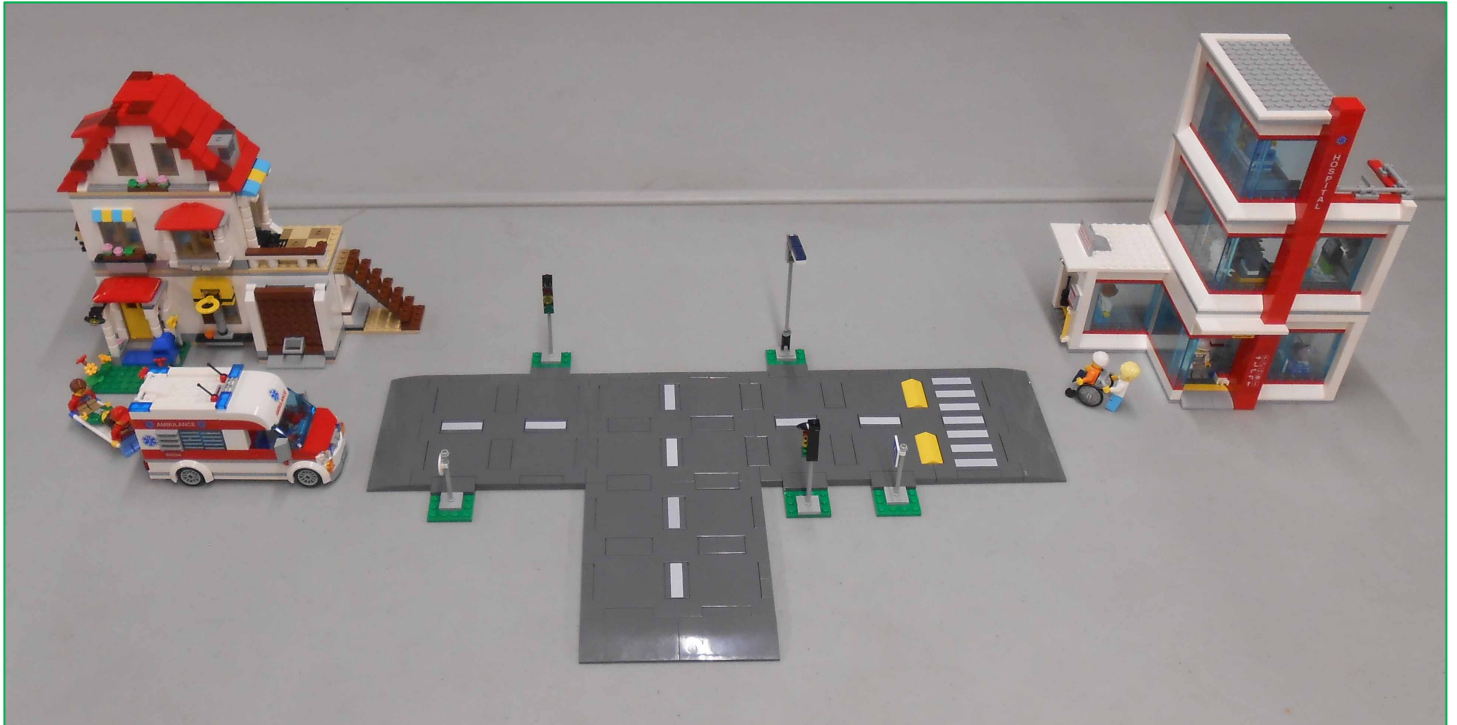
#### **Make Eye Contact with the Bus Driver**

#### **Expect the Unexpected from the Children and the Bus Driver**



## DOAV Activity 3-3 Reference Chart

### Station 9: Ambulance Operations Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 9**

**You have responded to an EMS call. Treatment has been started and the patient will need to be transported to the hospital.**

**What should you be thinking about before starting the transport?**

**What should you do before starting the transport?**

**What should you do while transporting?**



## **DOAV Activity 3-3 Reference Chart**

### **Station 9: Ambulance Operations**

#### **Discussion Points**

**Complete care and procedures on scene if possible**

**Secure Equipment / Place in Cabinets or Compartments prior to Transport:**

- Cardiac Monitor
- 1<sup>st</sup>-In Bags
- Drug Boxes
  - If using large drug boxes (Example: Pelican hard cases) consider obtaining medications that might be used during transport

**Appropriately Secure the Patient:**

- All cot straps including the shoulder straps
- Car Seats / Specialized Restraint Devices for Pediatric Patients

**Secure Providers**

**Determine if a Hot or Cold transport is most appropriate.**

- Does every transport need to be a Hot transport?
- Does a Hot transport save significant time?
- If family members are following the ambulance in private vehicles, will they remain a safe distance behind the ambulance? Will a Cold transport increase the safety of family members and the general public?

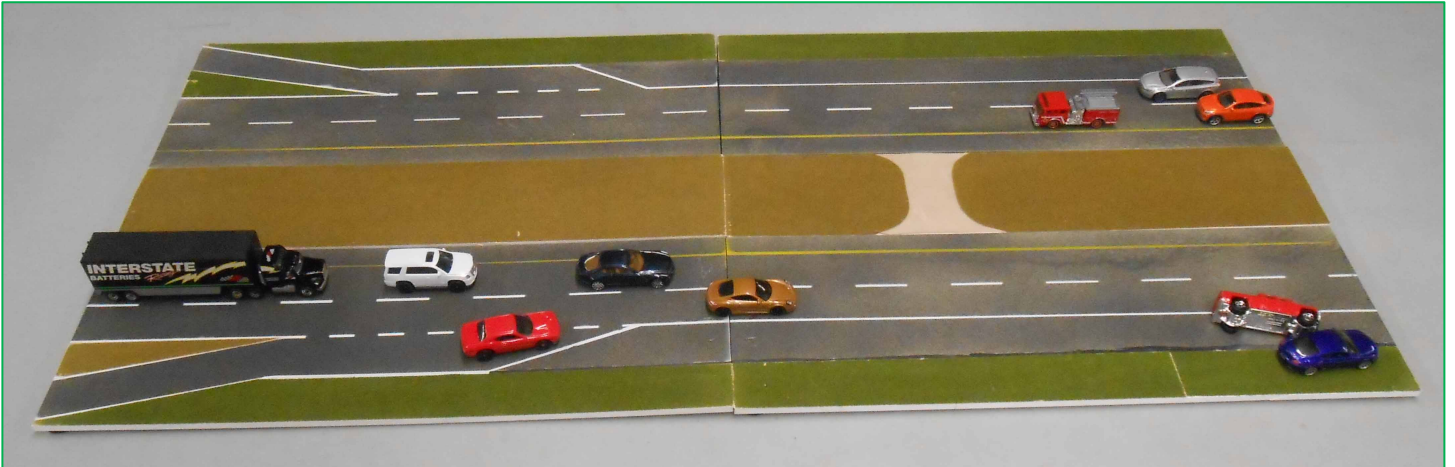
**If care needs while en-route require a provider to remove seat belts/restraints or stand to retrieve equipment or supplies, consider pulling over in a safe location and stopping the ambulance.**





## DOAV Activity 3-3 Reference Chart

### Station 10: Limited Access Roadway Response Set-Up & Prompt



DRIVER / OPERATOR – ALL VEHICLES

### **ACTIVITY 3-3: SCENARIO 10**

**You have been dispatched to a motor vehicle collision on a limited access roadway.**

**What should you consider before starting the response?**

**What should you do while responding?**



## **DOAV Activity 3-3 Reference Chart**

### **Station 10: Limited Access Roadway Response**

### **Discussion Points**

**Apparatus should avoid the use of cross-overs whenever possible. Traffic traveling at highway speeds may not see the approaching apparatus and may not be able to slow enough to yield to the apparatus. Additionally, apparatus may be struck from behind by vehicles that do not recognize that the apparatus is slowing to use the cross-over or may not be able to slow/stop in time.**

**Whenever possible, apparatus should travel to the next exit to reverse direction.**