



Western Technical College

30504500 Overview of Patrol Response

Course Outcome Summary

Course Information

Description	Through classroom lecture, and on-campus lab, and WI Department of Justice integration exercises students will learn and apply skills addressed in the following WI Department of Justice 720 Academy curriculum framework Phase I topics: Critical Thinking and Decision-Making, Basic Response (RESPOND), Radio Procedures, Introduction to TraCS, Traffic Law Enforcement, and First Aid/CPR/AED. This course will also include the WI DOJ 720 Academy Integration Exercises.
Career Cluster	Law, Public Safety, Corrections and Security
Total Credits	2

Textbooks

Basic Life Support (BLS) Provider Manual. Copyright 2020. American Heart Association. Publisher: Channing L. Bete Co., Inc. **ISBN-13:** 978-1-67669-768-6. Required.

Learner Supplies

AMBU Res-cue Mask (252102). Emergency Medical Products, Inc. **ISBN-13:** 878-0-003-18592-9. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability

6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Think critically
2. Manage emergencies
3. Communicate effectively
4. Demonstrate professionalism
5. Conduct investigations
6. Interact with others

Course Competencies

1. I.C.1. Describe how decisions are made.

Assessment Strategies

- 1.1. using any decision-making process to work through a problem in small groups

Criteria

- 1.1. student will describe different ways people make decisions (flip a coin, choose whatever benefits them, follow a decision-making model, etc.).
- 1.2. student will list the pros and cons for each decision-making model.
- 1.3. student will describe how to avoid falling into traps (cons) of each decision-making method.
- 1.4. student will work through a problem in small groups.
- 1.5. student will describe what steps the group used to work through the problem (define the problem, gather information about the problem, list possible solutions, select and implement a solution, evaluate the solution).

Learning Objectives

- 1.a. I.C.1.1. Analyze different methods used to make decisions.
- 1.b. I.C.1.2. Recognize factors that influence decision making.
- 1.c. I.C.1.3. Explain expectations regarding law enforcement decisions.
- 1.d. I.C.1.4. Describe pitfalls or traps when making decisions.

2. I.C.2. Enhance an officer's critical thinking and police problem solving abilities. *

Assessment Strategies

- 2.1. working through a problem using the critical-thinking process steps in small groups

Criteria

- 2.1. student will describe what critical thinking is and what it means to law enforcement officers.
- 2.2. student will refer back to the steps the small groups took when solving the first problem and create a list of common steps used in the critical thinking process.
- 2.3. student will discuss what might cause someone to get off course when working through these steps (pitfalls).
- 2.4. student will use the critical thinking steps to work through a problem in small groups.
- 2.5. student will describe the purpose of a learning activity worksheet and list the information that should be provided.

Learning Objectives

- 2.a. I.C.2.1. Define critical thinking.
- 2.b. I.C.2.2. Identify essential aspects of critical thinking.

- 2.c. I.C.2.3. Examine Emotional Intelligence (EI) and Multiple Intelligence (MI) concepts.
- 2.d. I.C.2.4. Describe processes used in critical thinking and problem solving.
- 2.e. I.C.2.5. Complete a learning activity worksheet.

3. I.F.1. Identify responsibilities of a first responding officer; following the steps of the Incident Response Model (RESPOND)

Assessment Strategies

- 3.1. discuss the purpose and activities of the RESPOND model

Criteria

- 3.1. student will discuss what each letter of the RESPOND model stands for.
- 3.2. student will list the activities that need to be accomplished under each step of the RESPOND model.
- 3.3. R - Report: Become aware, plan response, arrive/assess, alarm/inform.
- 3.4. E - Evaluate: Look for dangers, determine back up needs, enter when appropriate/tactically sound.
- 3.5. S - Stabilize: Subject(s) and scene.
- 3.6. P - Preserve: Life (conduct an initial medical assessment – as trained, treat to level of training, continue to monitor the subject(s)), evidence.
- 3.7. O - Organize: Coordinate additional responding units (if necessary), communicate with dispatch and others, and organize the collection of evidence (if appropriate).
- 3.8. N - Normalize: Provide long-term monitoring (if appropriate), restore the scene to normal, return radio communications to normal.
- 3.9. D - Document/Debrief: Debrief self/others, other responding personnel, subject(s), other persons, and document incident appropriately.

Learning Objectives

- 3.a. I.F.1.1. List the steps of the Incident Response (RESPOND) model.
- 3.b. I.F.1.2. Describe activities considered under each Incident Response step.
- 3.c. I.F.1.3. Position patrol vehicles when arriving at the scene.
- 3.d. I.F.1.4. Describe hazards to consider when approaching a scene.

4. I.F.2. Manage the response to a scene

Assessment Strategies

- 4.1. apply the RESPOND model to simulated crime scenes

Criteria

- 4.1. student will work through a written scenario in a small group.
- 4.2. student will describe the actions they would take under each step of the RESPOND model as they apply the steps to the written scenario.

Learning Objectives

- 4.a. I.F.2.1. Evaluate the scene.
- 4.b. I.F.2.2. Identify initial steps first responding officers must take to stabilize the scene.
- 4.c. I.F.2.3. Describe steps first responding officers must take to ensure scene safety.
- 4.d. I.F.2.4. Determine if additional resources are needed and describe how to request additional resources if needed.
- 4.e. I.F.2.5. Identify steps first responding officers must take to preserve life and preserve and collect evidence at the scene.
- 4.f. I.F.2.6. Return the scene to normal.

5. I.F.3. Take necessary steps to enable effective follow-up as needed

Assessment Strategies

- 5.1. debrief and document an incident

Criteria

- 5.1. student explains who they would debrief on the scene and explain what they would say.
- 5.2. student documents the actions at the scene in a written narrative.

Learning Objectives

- 5.a. I.F.3.1. Identify witnesses and victims.
- 5.b. I.F.3.2. Interview witness and victims.
- 5.c. I.F.3.3. Obtain a description of the suspect(s) if appropriate.
- 5.d. I.F.3.4. Record actions taken at the scene.

- 5.e. I.F.3.5. Document and debrief the incident.
- 5.f. I.F.3.6. Identify emotional aspects of emergency care.
- 5.g. I.F.3.7. Describe the purpose of a Critical Incident Stress Debriefing (CISD).

6. I.G.1. Discuss basic radio communications concepts.

Assessment Strategies

- 6.1. communicate information to dispatch in various simulated scenarios such as a license plate check, driver license/ID check, checking for wanted persons

Criteria

- 6.1. student discusses why radio communication is important to law enforcement officers.
- 6.2. student displays knowledge of the the phonetic alphabet.
- 6.3. student shows how law enforcement radios work.
- 6.4. student performs a physical inspection of the battery and checking external devices such as the microphone, antenna, ear piece, etc., to ensure they are in good shape and working properly.
- 6.5. student completes a radio check to ensure the radio is working properly.
- 6.6. student discusses the various duties dispatchers are responsible for to help understand how their interaction with officers is important.
- 6.7. student explains why everyone should use plain language versus ten-codes over the radio so there is no misunderstanding what each party means (ten-codes can vary from county to county).
- 6.8. student describes basic radio communications concepts (listen before you talk, keep it brief, keep it simple, enunciate, never guess what was said, do not “click” for a response, slow your rate of speech, discuss etiquette of who talks when, key/hesitate/talk, speak across the microphone (do not put your mouth right up on it – hard to understand), and be aware of background noise).
- 6.9. student discusses how emergencies and pursuits are handled over the air (who has priority).

Learning Objectives

- 6.a. I.G.1.1. Discuss the law enforcement radio.
- 6.b. I.G.1.2. Discuss the role of the dispatcher.
- 6.c. I.G.1.3. Use the law enforcement phonetic alphabet.
- 6.d. I.G.1.4. Discuss basic radio etiquette.

7. I.G.2. Explain radio system limitations.

Assessment Strategies

- 7.1. view and discuss law enforcement radio systems and their limitations

Criteria

- 7.1. student discusses the differences and limitations of various radio systems (simplex, repeater, talk around, or “direct,” 800mHz, and trunking or conventional radio systems).
- 7.2. student identifies alternate modes of communications if they lose radio communications.

Learning Objectives

- 7.a. I.G.2.1. Discuss the physical limitations of various radio systems.
- 7.b. I.G.2.2. Describe barriers to communication over a radio.
- 7.c. I.G.2.3. Examine officer safety issues while multi-tasking (driving, talking on the radio, etc.).

8. I.I.1. Describe key concepts in Traffic and Criminal Software (TraCS)

Assessment Strategies

- 8.1. navigate through TraCS.

Criteria

- 8.1. student logs into TraCS 10 and updates the user information.
- 8.2. student reviews the forms manager screen.
- 8.3. student explains the buttons located on the ribbon menu in the forms manager screen.
- 8.4. student receives an overview of the forms viewer screen.
- 8.5. student explains the buttons located on the ribbon menu in the forms view screen.
- 8.6. student uses and arranges the buttons on the quick add menu.
- 8.7. student groups forms in the form manager by dragging and dropping column headers.
- 8.8. student adds a new form, import information from a previous form and endshift forms.
- 8.9. student sets the field default values for an individual user.
- 8.10. student uses hot keys to get to groups or other fields on forms quickly.

- 8.11. student turns on the night time mode.
- 8.12. student accesses the Badger TraCS website through TraCS 10 and add it to their favorite sites.

Learning Objectives

- 8.a. I.I.1.1. Describe the differences between paper and electronic forms.
- 8.b. I.I.1.2. Navigate through the screens and forms in TraCS.
- 8.c. I.I.1.3. Understand the basic layout of a form in TraCS.

9. I.W.1. Enforce Wisconsin traffic laws.

Assessment Strategies

- 9.1. defining key words associated with Wisconsin motor vehicle laws
- 9.2. researching and listing which Wisconsin motor vehicle laws were violated in case-studies presented in class

Criteria

- 9.1. student collects accurate and relevant information to help determine the violation(s)
- 9.2. student researches appropriate Wisconsin motor vehicle law chapters and statutes
- 9.3. student lists the appropriate violation based on the information collected; the violation is clearly supported by statute
- 9.4. student clearly explains how each element of the statute was violated

Learning Objectives

- 9.a. I.W.1.1. Identify the primary goals of traffic law enforcement and the Wisconsin Motor Vehicle Laws.
- 9.b. I.W.1.2. Identify elements of common traffic offenses including the rules of the road and those relating to operator licensing, vehicle registration, and vehicle equipment.
- 9.c. I.W.1.3. Identify the legal authority for those instances where an officer may remove, store or impound a vehicle from public or private property.

10. I.W.2. Detect traffic violations.

Assessment Strategies

- 10.1. define bias-based policing and operation of speed detection devices

Criteria

- 10.1. student accurately defines bias-based policing
- 10.2. student identifies at least four (4) differences between selective traffic law enforcement and bias-based policing
- 10.3. student participates in discussions on different types of speed detection devices to become familiar with how RADAR, LIDAR and VASCAR work

Learning Objectives

- 10.a. I.W.2.1. Compare the differences between selective traffic law enforcement and bias-based policing.
- 10.b. I.W.2.2. Describe the methods used to conduct traffic surveillance.
- 10.c. I.W.2.3. Identify driving behaviors that may indicate illegal driving or poor vehicle condition.

11. I.W.3. Issue traffic citations, ranging from warnings to arrest.

Assessment Strategies

- 11.1. identifying traffic violations that occur in various scenarios
- 11.2. completing a uniform traffic citation for each violation

Criteria

- 11.1. student collects accurate and relevant information to help determine the violation(s)
- 11.2. student identifies correct violation(s) based on the information.
- 11.3. student uses the Uniform State Traffic Deposit Schedule to complete a paper copy of a traffic citation.
- 11.4. student completes a paper copy of a traffic citation and the ELCI in TraCS.

Learning Objectives

- 11.a. I.W.3.1. Identify basic components of driver's licenses and identification cards and review indicators of a possible altered / driver's license or identification card.
- 11.b. I.W.3.2. Demonstrate familiarity with Wisconsin motor vehicle laws.
- 11.c. I.W.3.3. Demonstrate familiarity with the State of Wisconsin Uniform State Traffic Deposit Schedule.
- 11.d. I.W.3.4. Fill out a traffic citation (in TraCS).
- 11.e. I.W.3.5. Issue a traffic citation.

- 11.f. I.W.3.6. Explain the disposition of a traffic citation.
- 11.g. I.W.3.7. Identify and describe issues involved in making a traffic arrest.
- 11.h. I.W.3.8. Demonstrate making a traffic arrest.

12. I.W.4. Direct traffic.

Assessment Strategies

- 12.1. directing traffic

Criteria

- 12.1. student selects the correct tools and safety equipment (whistle, cones, flares, etc.) to direct traffic
- 12.2. student wears personal protective equipment (reflective vests, colored gloves, etc.) when directing traffic
- 12.3. student positions self correctly in the intersection
- 12.4. student gives correct hand signals to direct traffic
- 12.5. student routes traffic safely and effectively
- 12.6. student follows safety procedures
- 12.7. student communicates with others when directing traffic with multiple officers

Learning Objectives

- 12.a. I.W.4.1. Identify factors that determine the need to direct traffic.
- 12.b. I.W.4.2. Identify the necessity of coordinating traffic control with other officers.
- 12.c. I.W.4.3. Demonstrate traffic control under varied conditions (using hand signals, a flashlight, whistle, traffic vest, and flares).

13. I.J.1. Describe the role of a law enforcement officer when responding to a medical emergency, including legal and ethical issues associated with emergency medical response.

Assessment Strategies

- 13.1. draw the “chain of survival” diagram and define legal terms relevant to first responders.

Criteria

- 13.1. student includes a description of each link in the “chain of survival.” The links include: citizen response, early activation of EMS, first responder care, more advanced out-of-hospital care, hospital care, and rehabilitation.
- 13.2. student explains the definitions of: standard of care, duty to act, consent, advanced directives, refusal of care, abandonment, negligence, and Good Samaritan laws.

Learning Objectives

- 13.a. I.J.1.1. Discuss the components of an Emergency Medical Services (EMS) system.
- 13.b. I.J.1.2. Describe the role of an officer in the EMS system.
- 13.c. I.J.1.3. Identify legal and ethical issues relevant to law enforcement officers when responding to medical emergencies.

14. I.J.2. Take actions to prevent disease transmission.

Assessment Strategies

- 14.1. simulate safe handling of blood and body fluids

Criteria

- 14.1. Student removes gloves with visible liquid (simulating blood and body fluids), without getting any of the visible liquid on their skin

Learning Objectives

- 14.a. I.J.2.1. Identify how infections occur and how diseases can be transmitted.
- 14.b. I.J.2.2. Discuss diseases that cause the most concern when providing First Aid, CPR or using an AED.
- 14.c. I.J.2.3. Identify actions responding officers can take to prevent disease transmission.
- 14.d. I.J.2.4. Identify equipment and work practice controls that prevent disease transmission, including using gloves and protective masks and breathing barriers.
- 14.e. I.J.2.5. Identify the steps responding officers should take if an exposure occurs.

15. I.J.3. Conduct an initial and secondary assessment to assess the severity of injuries or other medical conditions.

Assessment Strategies

- 15.1. perform the steps of an initial assessment

Criteria

- 15.1. student puts on a pair of gloves.
- 15.2. student completes the steps in the initial assessment starting with the victim face down on the floor.
- 15.3. student takes universal precautions to prevent disease transmission (gloves, breathing barriers, etc.).
- 15.4. student taps the victim's shoulder and shout "Can you hear me, are you okay?" to check for consciousness.
- 15.5. student looks, listens, and feels for breathing in the position that you find the victim in.
- 15.6. student rolls the victim as a unit on to their back if they cannot tell if the victim is breathing in the position they find them in.
- 15.7. student places one hand on the victim's forehead and two fingers under the boney part of the chin and tilt the head back to open the airway.
- 15.8. student puts their ear next to the victim's mouth and looks at the victim's chest to see if there are any signs of breathing.
- 15.9. student checks for the carotid artery with two fingers (not the thumb) to check for a pulse.
- 15.10. student checks for severe bleeding.
- 15.11. student calls for additional resources if they find any life threatening conditions.
- 15.12. student performs a secondary assessment which includes using SAMPLE (a mnemonic to help you remember the questions to ask). Signs and Symptoms, Allergies, Medications, Pertinent past medical history, Last oral intake, and Events leading up to the incident.

Learning Objectives

- 15.a. I.J.3.1. Check the scene for safety.
- 15.b. I.J.3.2. Conduct an initial assessment on the victim(s) to identify life threatening conditions, including checking for consciousness, checking for signs of life (movement or breathing), checking for a pulse, and checking for severe bleeding.
- 15.c. I.J.3.3. Call for additional help based on your initial assessment.
- 15.d. I.J.3.4. Identify any medical identification or advanced directive documentation.
- 15.e. I.J.3.5. Conduct a secondary assessment to identify non-life threatening injuries or other medical conditions.

16. I.J.4. Provide first aid for soft-tissue injuries, severe bleeding and shock.

Assessment Strategies

- 16.1. perform the steps to control severe bleeding

Criteria

- 16.1. student puts on a pair of gloves.
- 16.2. student covers the wound with a dressing and apply direct pressure directly to the wound.
- 16.3. student covers the dressing with a roller bandage, keeping direct pressure on by tying the bandage directly over the wound.
- 16.4. student adds bandages on top of existing bandages as needed to control bleeding.
- 16.5. student treats for shock.
- 16.6. student describes care for special situations including care for chest wounds, head and eye injuries, injuries to the face, nosebleed and abdominal injuries.
- 16.7. student explains the difference between superficial (first degree), partial thickness (second degree), and full thickness (third degree) burns.
- 16.8. student explains that to care for burns you stop the burning by removing the person from the source of the burn, you cool the burn with cool, running water, you cover the burned area with a loose, sterile dressing, take steps to minimize shock, keep the victim from getting chilled overheated, and comfort and reassure the victim until more advanced medical care arrives.
- 16.9. student describes the difference between caring for an electrical burn and other types of burns. (Check the scene for safety – source of the electrical burn, do not cool the burn, be aware of cardiac and breathing emergencies, cover the burn with dry, sterile dressings, and treat for shock.

Learning Objectives

- 16.a. I.J.4.1. Identify signs and symptoms of internal and external bleeding.
- 16.b. I.J.4.2. Describe types of open and closed wounds.
- 16.c. I.J.4.3. Provide care for bleeding.
- 16.d. I.J.4.4. Identify signs and symptoms of shock.
- 16.e. I.J.4.5. Provide care for shock.
- 16.f. I.J.4.6. Describe care for special situations including care for chest wounds, head and eye injuries,

injuries to the face, nosebleed and abdominal injuries.

16.g. I.J.4.7. Identify different types of burns.

16.h. I.J.4.8. Provide care for burns.

17. I.J.5. Provide first aid for injuries to muscles, joints and bones, including head, neck and back injuries.

Assessment Strategies

17.1. perform in-line stabilization on a victim

Criteria

17.1. student puts on a pair of gloves.

17.2. student calls for EMS if the victim cannot move or use the injured area.

17.3. student supports the injured area above and below the site of the injury.

17.4. student checks for feeling, warmth and color below the injured area.

17.5. student immobilizes and secures the injured area only if the victim must be moved and it does not cause further pain or injury.

17.6. student rechecks victim for feeling, warmth and color below the injured area.

17.7. student identifies signs and symptoms of a possible head, neck or back injury (changes in consciousness, severe pain in the head, neck, or back, loss of balance, partial or complete loss of movement of any body area, tingling or loss of sensation in hands, fingers, feet or toes, persistent headaches, unusual bumps, bruises, or depressions on the head, neck or back, seizures, blood or other fluids in the ears or nose, heavy bleeding on the head, neck or back, nausea or vomiting, or bruising of the head, especially around the eyes and behind the ears.

17.8. student performs in-line stabilization on a victim in the prone position.

17.9. student performs in-line stabilization on a victim in a sitting position.

17.10. student performs in-line stabilization on a victim in a standing position

Learning Objectives

17.a. I.J.5.1. Identify signs and symptoms of injuries to muscles, joints, and bones, including fractures, dislocations, and strains and sprains.

17.b. I.J.5.2. Provide care for injuries to muscles, joints and bones, including fractures, dislocations, and strains and sprains.

17.c. I.J.5.3. Identify signs and symptoms of head, neck and back injuries.

17.d. I.J.5.4. Provide care for head, neck and back injuries including in-line stabilization.

17.e. I.J.5.5. Identify the only times a victim should be moved.

17.f. I.J.5.6. Demonstrate methods used to move injured victims.

18. I.J.6. Provide first aid for sudden illnesses.

Assessment Strategies

18.1. create a chart listing sudden illnesses, their symptoms and proper care

Criteria

18.1. student lists the following sudden illnesses in their chart: stroke, diabetic emergency, seizure, poisoning, heat exhaustion and heat stroke, hypothermia and frost bite, and fainting.

18.2. chart format looks like the following: in one column list all the illnesses, in the next column list the signs and symptoms, in the last column list how to care for each illness.

Learning Objectives

18.a. I.J.6.1. Identify signs and symptoms associated with stroke.

18.b. I.J.6.2. Provide care for a stroke victim.

18.c. I.J.6.3. Identify signs and symptoms associated with a diabetic emergency.

18.d. I.J.6.4. Provide care for a victim having a diabetic emergency.

18.e. I.J.6.5. Identify signs and symptoms of a seizure.

18.f. I.J.6.6. Provide care for a victim having a seizure.

18.g. I.J.6.7. Identify signs and symptoms of a poisoning or allergic reaction.

18.h. I.J.6.8. Provide care for poisoning or allergic reactions.

18.i. I.J.6.9. Identify signs and symptoms of exposure to extreme heat or cold.

18.j. I.J.6.10. Provide care for exposure to extreme heat or cold.

18.k. I.J.6.11. Provide care for emergency childbirth, including care for the mother and newborn.

19. I.J.7. Provide care for breathing emergencies.

Assessment Strategies

- 19.1. perform rescue breathing on the appropriate size manikin for an adult, child and infant using a protective mask and gloves
- 19.2. demonstrate the correct hand position to clear an obstructed airway for a conscious adult, child, and infant
- 19.3. clear an obstructed airway for an unconscious adult, child and infant on the appropriate size manikin using a protective mask and gloves

Criteria

- 19.1. student puts on personal protective equipment, including gloves and use a protective mask.
- 19.2. student properly performs an initial assessment to determine life threatening conditions.
- 19.3. student performs rescue breathing for an adult; one breath every five seconds using a protective mask. Check for movement, breathing, and a pulse after two minutes.
- 19.4. student provides rescue breathing for a child and infant; one breath every three seconds using a protective mask. Check for movement, breathing, and a pulse after two minutes.
- 19.5. student demonstrates the correct hand position to clear an obstructed airway for a conscious adult, child, and infant.
- 19.6. student clears the obstructed airway for an unconscious adult or child by re-tilting the head to re-open the airway, attempt two more breaths using a protective mask, if those breaths do not go in, perform five chest compressions in the same hand position as you use for CPR for an adult or child. Repeat cycles of chest thrusts, foreign object check/removal and rescue breaths until the chest clearly rises.
- 19.7. student clears the obstructed airway for an unconscious infant with an obstructed airway, re-tilt the head to a neutral position and attempt two more breaths using a protective mask, if those breaths do not go in, give five chest compressions using the same hand position as you would use for CPR for an infant. Repeat cycles of chest thrusts, foreign object check/removal and rescue breaths until the chest clearly rises.

Learning Objectives

- 19.a. I.J.7.1. Identify signs and symptoms of breathing emergencies.
- 19.b. I.J.7.2. Demonstrate methods to open and maintain an airway on an adult, child and infant.
- 19.c. I.J.7.3. Describe different types of protective masks and breathing barriers.
- 19.d. I.J.7.4. Demonstrate rescue breathing for an adult, child and infant using a protective mask and gloves.
- 19.e. I.J.7.5. Clear an obstructed airway for a conscious adult, child and infant.
- 19.f. I.J.7.6. Clear an obstructed airway for an unconscious adult, child and infant.

20. I.J.8. Perform Cardiopulmonary Resuscitation (CPR).

Assessment Strategies

- 20.1. perform CPR on an adult, child and infant manikin using a protective mask and gloves
- 20.2. perform two-rescuer CPR on an adult, child and infant manikin using protective masks and gloves
- 20.3. passing the written test on rescue breathing, choking and CPR with a score of 80% or higher

Criteria

- 20.1. student puts on personal protective equipment, including gloves and use a protective mask.
- 20.2. student properly performs an initial assessment to determine life-threatening conditions.
- 20.3. student performs CPR on an adult if there is no breathing and no pulse. Complete cycles of 30 chest compressions and 2 breaths.
- 20.4. student performs CPR on a child or infant if there is no breathing and no pulse. Complete cycles of 30 chest compressions and 2 breaths using a protective mask.
- 20.5. student performs two-rescuer CPR for an adult at a rate of 15 compressions and 2 breaths. Change positions at least once.
- 20.6. student performs two-rescuer CPR at a rate of 15 compressions to 2 breaths for a child or infant. Change positions at least once. For an infant use the thumbs around the waist technique to deliver compressions.
- 20.7. student continues CPR until another trained rescuer arrives and takes over, until an AED becomes available, you are too exhausted to continue, the scene becomes unsafe, or obvious signs of life are detected.
- 20.8. student references written information provided by the instructor on cardio-cerebral resuscitation in accordance with Wis. Stat. 146.555.
- 20.9. student scores 80% or higher on the written CPR test.

Learning Objectives

- 20.a. I.J.8.1. Identify signs and symptoms for heart attacks, cardiac distress and cardiac arrest.
- 20.b. I.J.8.2. Demonstrate CPR on an adult, child and infant using a protective mask and gloves.
- 20.c. I.J.8.3. Demonstrate two-rescuer CPR on an adult, child and infant using protective masks and gloves. (If the instructor is going to certify officers in CPR for the professional rescuer they need to perform this skill).
- 20.d. I.J.8.4. Use a Bag-Valve Mask on an adult. (Familiarization in CPR for the professional rescuer)
- 20.e. I.J.8.5. Discuss special situations that may arise when performing CPR, including performing CPR on people with stomas and dentures, and using mouth-to-mouth or mouth-to-nose techniques.
- 20.f. I.J.8.6. Explain cardiocerebral resuscitation (hands-only or compressions-only CPR) and the conditions under which it can be performed.

21. I.J.9. Use an Automated External Defibrillator (AED).

Assessment Strategies

- 21.1. using an AED on an adult manikin with CPR in progress
- 21.2. written test on AED

Criteria

- 21.1. student puts on personal protective equipment, including gloves and have a protective mask available.
- 21.2. student sets up the AED and moves bystanders away from the area.
- 21.3. student oopens the victim's shirt, dries off the chest area where the AED will be applied.
- 21.4. student stops CPR when ready to apply the pads.
- 21.5. student applies one pad to the victim's upper right chest and one pad to the lower left chest creating a diagonal line between the pads that travels through the area where the heart is located.
- 21.6. student allows the AED to analyze the heart rhythm, ensuring no one is touching the victim by having everyone raise their hands and stating "EVERYONE STAND CLEAR." Allow the AED to analyze the rhythm to determine if a shock is needed.
- 21.7. when no shock is advised, student instructs the first responder to continue CPR while leaving the AED on and attached to the victim.
- 21.8. if a shock is advised, student ensures no one is touching the victim or any conductive services and repeats "EVERYONE STAND CLEAR" and has everyone raise their hands. once the AED is charged and ready to shock the victim, student announces that s/he will be "shocking" the victim to ensure no one else is accidentally shocked.
- 21.9. student continues to allow the AED to analyze and then, if necessary, shock the victim two more times. Continue this cycle of three shocks for no more than a total of nine shocks. student performs 5 cycles of CPR in between each set of three shocks.
- 21.10. if the victim's heart does not convert after nine shocks, student continues CPR until an ambulance arrives and takes over.
- 21.11. student passes the written AED test with a score of 80% or higher.

Learning Objectives

- 21.a. I.J.9.1. Discuss the heart's electrical system
- 21.b. I.J.9.2. Describe the differences between ventricular fibrillation, ventricular tachycardia and asystole
- 21.c. I.J.9.3. Describe the rational for early defibrillation.
- 21.d. I.J.9.4. Identify the general steps for using an automated external defibrillator (AED)
- 21.e. I.J.9.5. Demonstrate using an AED on an adult victim (manikin)
- 21.f. I.J.9.6. Identify precautions to take when using an AED

22. I.J.10. Provide care in special situations.

Assessment Strategies

- 22.1. presenting steps for calling for medical flight support
- 22.2. discussing critical incident stress
- 22.3. final written First Aid Test

Criteria

- 22.1. student discusses situations that warrant medical flight support, steps for arranging the support and steps at guiding a flight for life into a clear area near the scene.
- 22.2. student lists common emotions or behaviors that accompany critical incident stress.
- 22.3. student discusses methods to reduce stress and actions that should be taken if a person is experiencing critical incident stress.
- 22.4. students passes the final written First Aid test with a score of 80% or higher

Learning Objectives

- 22.a. I.J.10.1. Care for special groups, including children, the elderly and disabled victims.
- 22.b. I.J.10.2. Triage a multiple casualty incident.
- 22.c. I.J.10.3. Gain access to victims in vehicular crashes.
- 22.d. I.J.10.4. Call for Air-Medical Support (Flight for Life).
- 22.e. I.J.10.5. Care for victims of water emergencies.
- 22.f. I.J.10.6. Discuss critical incident stress