

INSTRUCTOR GUIDE

FOR

SURFACE RESCUE SWIMMER SCHOOL  
TRAINING COURSE

C-050-0500

PREPARED BY

NAVAL AVIATION SCHOOLS COMMAND

181 CHAMBERS AVE SUITE C

PENSACOLA, FL 32508-5221

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JANUARY 2007

RECORD OF CHANGES

CHANGE NUMBER	DATE INCORPORATED	PAGES AFFECTED	ENTRY BY :
1	17 Jan 2007	Various Lessons	RSS CCMM
2	20 Feb 2007	ANNEX D Page D-1, change ratio from 30:4 to 30:3 on lab 2.2 Page D-2, change lab 2.2 to read 400m buddy tow. Page D-3, add test to lab 2.1 Page D-3 change 3.4 lab ratio from 30:5 to 30:4 Page D-4 change 3.3 lab ratio from 30:5 to 30:4 Page D-5 change 3.8 lab from 30:5 to 30:4.  ANNEX E Page E-1 remove the word "not" from the note referring to sharing billets. Page E-5, change running requirements from 20 to 26.	RSS CCMM
3	16 Apr 2009	TCCD-CIN number A-050-0500 to C-050-0500. Prerequisite number seven, page viii.  ANNEX E-Page E-12 item c. Lesson Topics Replaced -2.1 Principals of Physical Fitness and Dry Land Conditioning Program -2.2 Swimming Proficiency and Conditioning (SP&C) -4.9 SAR Tactics Job Sheets-2.2, 3.1, 3.2, 3.3, 3.5, 3.7, 4.2, 4.3, 4.10, 4.11,	

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#### SECURITY AWARENESS NOTICE

This course does not contain any classified material.

#### SAFETY/HAZARD AWARENESS NOTICE

All personnel must be aware that personal injury, death, or equipment damage can result from carelessness, failure to comply with approved procedures, or violations of warning, cautions, and safety regulations.

1. Review fire and environmental emergency procedures with class.
2. CAUTION: Laser pointing devices may be used during this course to include remote controls.

#### SAFETY NOTICE

There is great potential for mishap during in-water training evolutions. For that reason, special care must be taken to ensure that all safety measures contained in the Instructional Management Plan of the Curriculum Outline and specific device operation manuals are stringently adhered to. Be alert for students who appear to be experiencing difficulty and do not hesitate to exercise the training time out policy as stated in the Instructional Management Plan in Annex E of the Curriculum Outline.

#### MISHAP/HAZARD REPORTING

a. Safe training is the number one goal. Each year at training commands lives are lost, and thousands of man hours and millions of dollars are wasted as the result of accidents. Most accidents could have been prevented. They are the result of actions performed incorrectly, either knowingly or unknowingly, by people who fail to exercise sufficient foresight, lack the requisite training, knowledge, or motivation, or who fail to recognize and report hazards.

b. **Mishap** is any unplanned or unexpected event causing personnel injury, occupational illness, death, material loss or damage, and any explosion whether damage occurs or not.

c. A **hazardous condition** is any situation where if allowed to go unchecked or uncorrected has the potential to cause a mishap.

d. A **near miss** is when a mishap is avoided merely by chance.

e. It is the responsibility of all Department of Defense personnel to report all mishaps and near misses. If a mishap, hazardous condition, or near miss occurs, let your instructor know immediately.

f. Instructors will report all hazardous conditions and near misses to the Command Training Safety Officer via their divisional/departmental high-risk safety officer. Reports can be hand written on a "Safety Gram" form or on a "Report of Unsafe Unhealthy working Conditions" form.

DROP ON REQUEST (DOR)

For Instructors:

Ensure all students are briefed on DOR policy and procedures for voluntary high/moderate-risk courses. The following briefing shall be given prior to commencing the course (e.g., course indoctrination, welcome aboard brief, etc.) and should not be repeated unless there is a long break in the course (i.e., Christmas holidays):

For Instructors and Students:

1. Policy. In all cases where a student states a desire to DOR from voluntary training based on concern for personal well-being, appropriate action shall be initiated, including removal from training, referral of the student for medical, counseling, or remedial action as appropriate, and review of the training environment, including training techniques. The scope and depth of these actions shall be determined by the nature of the complaint and the risk incurred in the training. A written summary of actions taken shall be made a permanent entry to the student's service record. In no case shall a student be coerced or threatened to induce him or her to return to training following a DOR.

2. Procedures. After removal from voluntary training, the student shall submit a written request detailing the reasons for DOR. The request should clearly indicate that the student wants to DOR (e.g., I, (name), desire to be removed from training in XYZ course for the following reason(s): A standard Special Request/Authorization Form (NAVPERS 1336/3) may be used. The request shall be submitted directly to the training or division officer and shall become a part of the student's training record. If a student was being processed for an Academic Review Board (ARB) action prior to the DOR, the ARB shall take precedence. In any case, the student shall be removed from training.

a. Training or Division Officer's Interview. The loss of an able student from training or the continuation in training of a student who is unlikely to complete the program represents a waste of valuable resources, assets, time, and effort. Often, students who DOR do not give the real or complete reasons for their requests. The interviewer, using no overt or implied coercion or threats, shall make a reasonable effort to determine:

(1) The real motivation for the request.

(2) If the decision to DOR is the result of some training factor which may lead other students to DOR. If so, can training be changed to alleviate this factor without adversely affecting program objectives?

(3) If the student desires to re-enter the program.

(4) If student retention is warranted, are there actions (counseling, change of instructor, or special assistance) which might cause the student not to DOR? Are such actions justified in view of the impact upon the overall training program and upon other students?

b. The interview need only be detailed enough to satisfy the CO, OIC, or DOT that the student understands the gravity of DOR, and that the reasons for the DOR are known or that further questioning is unlikely to reveal additional information.

c. No one in the DOR chain shall refuse to forward a request or to remove the student from training, nor shall anyone delay a request in an effort to arrive at the cause of the DOR, or threaten/coerce a student to reconsider.

3. Post-Interview Procedure. If, after the interview, a student still desires to DOR, the interviewer shall refer the him/her to the reviewing officer for further interviews or administrative action. A signed, written summary of the interview and recommended actions shall be provided by the interviewing officer to the reviewing officer.

4. Administrative Procedure. The administrative procedure for disposition of a DOR attrite are the same as those for a disenrollment. There is, however, no requirement for a formal ARB.

#### TRAINING TIME OUT (TTO)

##### For Instructors:

1. Ensure all students are briefed on TTO policy and procedures prior to each high or moderate-risk evolution or laboratory. For multi-day or all-day evolutions, TTO shall be re-briefed prior to the start of training following major breaks, such as mealtimes. Evolution-specific TTO procedures should be added where needed. These procedures should be standardized to conform with established fleet distress indicators where appropriate (e.g., standard small arms range procedures, diving distress signals, etc.). Emphasis shall be placed on specific verbal and nonverbal signals to be used by students and instructors.

2. A TTO may be called in any training situation where a student or instructor expresses concern for personal safety or requests clarification of procedures or requirements. TTO is also an appropriate means for a student to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort.

3. Instructors are responsible for maintaining situational awareness and shall remain alert to signs of student panic, fear, extreme exhaustion, or lack of confidence that may impair safe completion of the training exercise. Instructors shall cease training immediately when they consider such action appropriate.

4. Following a TTO, the situation shall be examined and additional explanation and instruction shall be provided as needed to allow safe resumption of training. Once the lead instructor on scene is fully apprised of the problem, he/she shall direct all training to cease or training with unaffected students to continue, based on the situation.

5. If a student refuses to participate in training after being instructed or after an unsafe condition has been corrected, or uses TTO excessively to disrupt training, that student shall be removed from training and referred for further counseling or administrative processing.

Basic TTO Student Briefing:

A Training Time Out (TTO) may be called by any student or instructor in any training situation where they are concerned for their own or another's safety, or they request clarification of it, procedures or requirements. TTO is also an appropriate means for a student to obtain relief if he or she is experiencing pain, heat stress, or other serious physical discomfort. The purpose of the TTO is to correct the situation of concern, provide clarifying information, or remove the student or instructor from the possible hazardous environment. A TTO may be signaled with the abbreviation TTO, the words Training Time Out, crossed hands in a (T), a raised clenched fist, or other specific signals which will be briefed prior to a specific lab, test, or exercise. If the TTO signal is not acknowledged, the signaler shall shout "Time Out" (or other action as required by the training activity). The instructor shall attempt to relieve and remove the student from the possible hazardous environment. If an adequate number of instructors are available to allow training to continue safely, the lead instructor may elect to do so. However, if this is not practical, training will be stopped until the situation is corrected.

## FOREWORD

This Instructor Guide contains Lesson Plans and other materials necessary for conducting training for Naval Surface Rescue Swimmers.

The information contained in the Lesson Plans is to be considered essential and may not be deviated from. Instructors are free to personalize their presentations with amplifying information provided such personalization does not detract from the training experience or cause the training day to go beyond the time allotted.

Where conflict occurs between a technical publication and the information contained herein, the technical publication shall take precedence. In the interest of standardization, it is requested that all such conflicts be brought to the attention of the Rescue Swimmer School Curriculum Model Manager as expeditiously as possible.

## HOW TO USE THE INSTRUCTOR GUIDE

1. This Instructor Guide is designed to fit in a standard three ring binder, from which the Instructor may teach.
2. Following the completion of training, students shall be offered the opportunity to complete a student critique. Space has been provided for the student to give their name but if the student desires anonymity, they shall be allowed to respond anonymously.