

MODULE B

AMBULANCE OPERATION: DEMONSTRATION AND PRACTICE

MODULE GOAL

The goal of this module is to provide ambulance operators with the skills to safely and efficiently operate an ambulance.

MODULE OVERVIEW

It is important that the participant be able to identify those situations that result in a high number of ambulance crashes. Crash prevention requires that the operator learn the appropriate procedures and develop low-risk habits.

Ambulance operators often are involved in crashes at intersections, when backing, parking at the medical facility, turning around, and changing lanes. The exercises in Module B are designed for participants to learn how to perform each of these maneuvers safely.

The participants will be able to inspect and operate an ambulance on a driving range prior to operating in a job environment. Module C describes the on-the-job training where all the skills and knowledge from Modules A and B will be used to perform the job.

MODULE EXERCISES

There are ten exercises in this module. The order in which these exercises are conducted may be modified.

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HOW TO CONDUCT EXERCISES

The exercises are conducted using the concept of performance-oriented training. This concept is very simple and is success oriented. The following steps explain how to implement this concept. The sample of the interaction with the participant will give you an idea of the type of coaching that instructors can use. It is not meant to be a script, but an example. Each instructor should be willing to explain, demonstrate, and coach before evaluating a participant. For some exercises, there can be value-added training by having additional participants in the ambulance playing the role of the patient on the stretcher and the Emergency Medical Technician in the patient compartment.

Keep the instruction success oriented. Most people learn to drive an automobile and never drive anything else. All the participants must be allowed to practice until they can meet the evaluation standard. There may be a rare case when it is agreed that the participant's progress is too slow and that the participant should not continue in the operator training.

Follow these procedures for each exercise:

1. Explain to the participant what is to be accomplished and the acceptable performance standard.

The instructor explains the task: In this backing exercise you will use a ground guide to back in your lane until the guide gives you the signal to stop. In doing this task you will need to back slowly following the guide's direction and staying in the lane marked with the cones. Acceptable performance will be when you can do this without hitting any cones. Talk with the ground guide to be sure that you both understand the hand and arm signals. Let me demonstrate this task and give you some tips on using the mirrors when backing.

2. Demonstrate the procedure to the participant.

The instructor explains the task: The first thing you need to do is to be sure that you and the ground guide can communicate using the correct hand and arm signals. Let's get the guide up here and discuss with her exactly why it is important to stand at the left rear corner of the ambulance where she can be seen and discuss which signals we will use for backing. Now that we know how to communicate, I will get in the operator's seat and adjust my seat and mirror. I want you to sit in the passenger's seat and adjust the mirror on that side for me. I am now ready to start backing so I will wave at the ground guide to let her know to begin. OK, I check both mirrors and see in my left mirror that the guide is motioning me straight back. I keep both hands on the wheel and smoothly start backing with only enough speed to keep going backward. I will make no quick moves turning. It's best to stop and pull forward rather than go out of the lane. Keep the guide in sight at all times; if you lose sight of the guide, stop immediately and don't continue until you can see the guide again. Keep checking both mirrors. Remember, the guide is

keeping you clear on the left side only; you must check your right mirror. The guide will also let you know when to begin stopping and when to stop completely. The instructor discusses and demonstrates each phase of the backing and how to use the mirrors and obey the ground guide. Ask the participants if they understand the procedure. If they do, pull forward and have them explain each part of the task. If they don't understand the procedure, discuss it with them to clear up any misunderstanding and then demonstrate the task again.

3. Coach the participants as they practice the task.

The instructor should discuss the task with the participant and be satisfied that the participant understands the procedure. The instructor now gets into the passenger seat and has the participant tell him what he is going to do before he does it. Each step of the task is done slowly and safely until the participant demonstrates the proper procedure. The instructor comments to improve the participant's performance but must not over-prompt. When the instructor is satisfied that the participant can perform the task safely, the instructor exits the ambulance and allows the participant to practice.

4. Have the participant practice the procedure.

The decision to turn the ambulance over to the participant to practice alone is based on demonstrated performance during the coaching phase and on the instructor's judgment. The practice session must follow the procedures precisely. The instructor is not in the ambulance but is in a position to comment on the performance and stop any potentially unsafe act. The participants practice until they believe that they are performing to the standard. Practice time will vary based on the participant's experience and abilities. The participants notify the instructor when they are ready to be evaluated on the task.

5. Evaluate the participant's performance of each procedure.

The instructor reviews the evaluation sheet with the participant and begins the evaluation. If the participant's performance meets the evaluation standard, he moves on to the next task. If the participant fails to meet the standard, the instructor has the participant continue to practice or provides some coaching and conducts another evaluation. This process is repeated until the participant meets the standard or until it is agreed that the training required for the participant to meet the standard will be excessive and not in the best interest of the participant or the organization.

MODULE EXERCISE SHEETS

Each module exercise contains three sheets.

The first sheet shows a *diagram of the exercise* as it is laid out on the course. It shows the dimensions of the exercise and where the traffic cones will be placed. For the driving range, some of these cones may be changed somewhat, and these changes should be pointed out to participants prior to conducting the exercise.

The second sheet provides *general exercise information*, such as the purpose of the exercise, how it is to be performed, and some of the things the participant and instructor will be doing during the exercise.

The third sheet is an *evaluation rating form* the instructor uses when testing the performance of the exercise. Remember, the participants shouldn't be evaluated until they have had a chance to practice and have told the instructor that they are ready.

The rows of boxes are a guide to the number of practices that a participant may need to achieve the standard. However, most participants should achieve the standard on their first attempt if they have practiced sufficiently. Put a check mark in the box for satisfactory performance of the task. Leave the box blank for unsatisfactory performance. These sheets will become a part of the participant's training record.

TRAINING AMBULANCES

The ambulances used during Module B should be those that the participant will operate when on the job. If this is not possible, similar models should be used and the differences pointed out to the participant. Each ambulance should be in safe working condition, but may have discrepancies and require servicing or repair to add realism to the training. Those used on the driving range must be fully equipped and mechanically sound with high quality tires and fully functional safety and communication equipment.

If more than one ambulance will be used on the course, communication must be established between the vehicles to prevent accidents.

THE COURSE

Any half-mile or greater stretch of straight, four-lane roadway that can be closed off, or abandoned airport runways, may be used. The dimensions of the exercises used in this module may be altered to provide the most training in the space available.

Your organization may have a permanent range that is used for emergency vehicle operator training. Permanent ranges may or may not provide enough space to set up all of the exercises. This may also be the case if a vacant field or parking lot is used to set up the course. Instructors

should evaluate each location and adjust the exercises to the available area. Enough space should be available to set up several exercises with enough space between each exercise area to operate safely.

Planning the training before the participants arrive at the course will save time and confusion. Each participant should be scheduled in advance, and the training manager must decide if concurrent training at the range should be scheduled.

There should be one instructor per ambulance and for each two or three participants. Fifty to 100 orange traffic cones, 18 to 28 inches in height, will be required for each exercise.

DRIVING SPEED

All driving exercises are designed for the participant to learn the control and handling of the ambulance, not its speed capabilities. Each exercise should be run slowly at first and the speed gradually increased as the participant's proficiency improves. None of the exercises is designed to be run at highway speeds.

USE OF GROUND GUIDES

The use of ground guides should be stressed to the participant as the recommended method of backing an ambulance and operating in a congested area such as a crash scene. However, during the initial backing exercises, the participant must learn to use the mirrors; the exercise should first be performed using the mirrors only. Once the participant is able to use the mirrors to back successfully while turning in both directions and stop at a designated point, the ground guide should be added for all subsequent backing maneuvers. The advantages of using the ground guide should be stressed to the participant as this important asset is added. The hand signals discussed in lesson 3 should be demonstrated by the instructor and the participant, and the ground guide should have a chance to practice them, using the mirrors, prior to practicing backing the ambulance with the ground guide.

RANGE RULES

There are several rules that must be followed at all times while on the driving range unless otherwise told to disregard for a particular exercise.

- No food or drinks in ambulances.
- No smoking in ambulances.
- No alcoholic beverages on the driving range.
- Seat belts shall be worn at all times.

- Do not exceed speed limits established locally at any time on the range.
- Unsafe vehicles will not be allowed on the range.
- Report all equipment malfunctions immediately.
- Ambulance operators must have a state automobile or higher driver's license before operating on the range.
- Follow directions of the instructors at all times.

These are sample rules. Each organization should develop a list of local rules that will be appropriate for their course. The course rules should be discussed with all participants before they arrive at the course.

EVALUATING THE PARTICIPANT

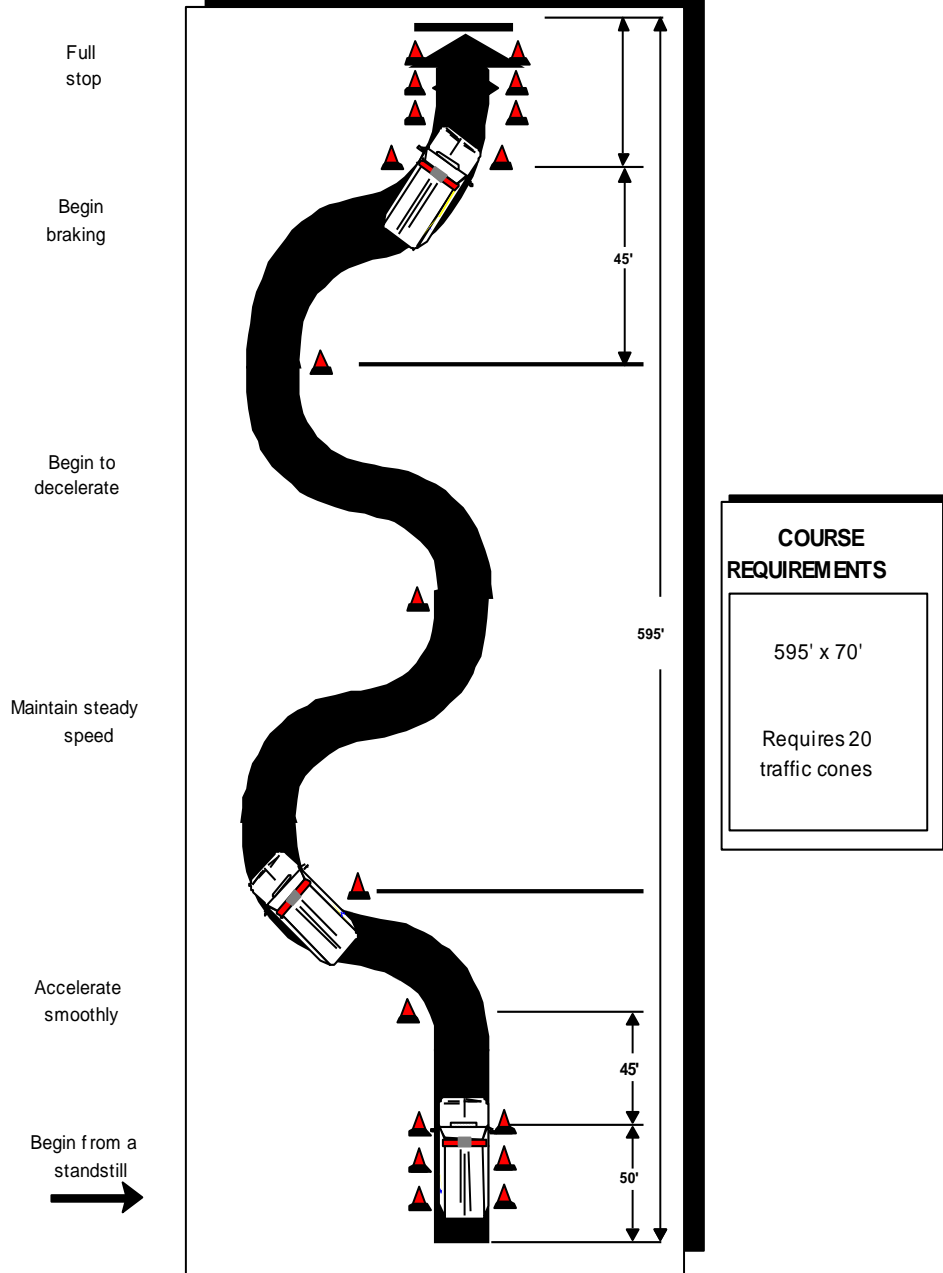
The participants either pass or fail the exercise based on their ability to perform the maneuver as outlined on the evaluation tool. We strongly encourage a positive, “let me help you succeed” attitude by all instructors and evaluators. If a participant does have difficulty with a certain aspect of the exercise, it is usually more beneficial to recommend additional practice in this area rather than to “fail” the participant.

If a participant does not meet the standard for an exercise, the instructor must decide if additional coaching, practice, or both will be necessary for the participant to achieve the standard. Each exercise should have a locally developed standard based on the actual exercise layout and type ambulance used. Time should not be a part of the standard. A sample standard: Without hitting a cone, move the ambulance forward so that the front bumper is within 12 inches.

CONCURRENT TRAINING

The training manager should decide how many participants go to the course. The size of the course, number of ambulances and instructors available for training, and other factors can limit the number of participants that can be accommodated in a training session. If participants will be idle, the training manager should consider establishing concurrent training stations. These stations could provide additional training on a variety of subjects such as vehicle inspections, communications, and emergency procedures. The concurrent training can be conducted by a participant or by an instructor.

SERPENTINE COURSE



Serpentine

Purpose:

To develop the basic skills of coordinating acceleration, timing of steering movements, and the use of the 9 - 3 hand position. It also develops the ability to judge the relationship of fixed objects to the vehicle.

This exercise does not simulate a real world situation. It develops the skills for use in other exercises and gives the participant the opportunity to become familiar with how the vehicle handles and to build confidence. It should be taught before exercises using the 9 - 3 hand position.

Procedure:

Begin from a standstill and accelerate smoothly. Maintain steady speed on course. Begin braking at the assigned point and bring ambulance to a full stop at the stop line.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Accelerates smoothly.
3. Negotiates the course smoothly.
4. Keeps steering movements constant and even.
5. Maintains 9 - 3 hand position.
6. Maintains constant speed throughout the course once assigned speed is reached.
7. Passes closely to the cones.
8. Brakes smoothly to a full stop.

Serpentine Exercise Rating

Participant's name	Date	Vehicle make/number				
		<u>Practice Exercises</u>				
			1	2	3	4
A.	Accelerated smoothly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B.	Maintained required speed.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	9-3 hand position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D.	Maintained constant speed.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F.	Accelerator, steering coordination....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

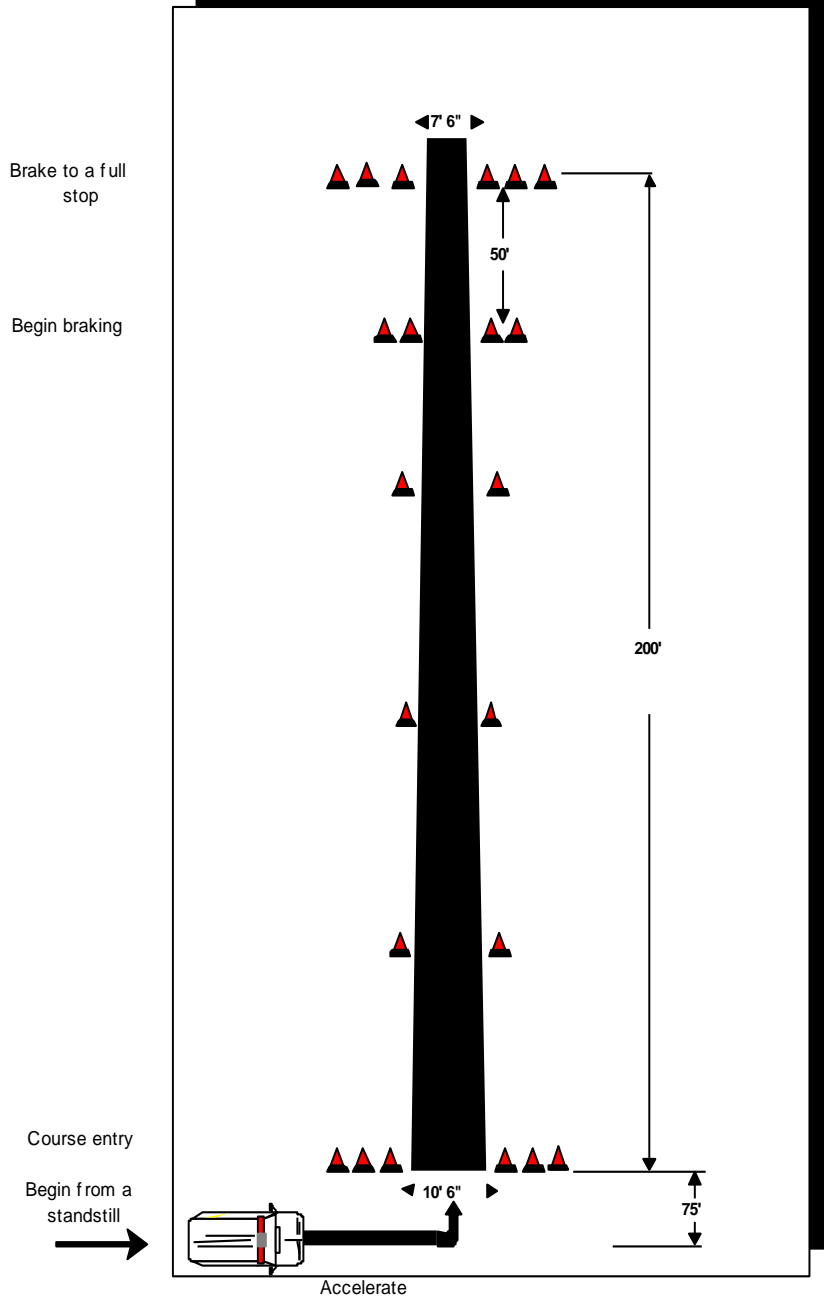
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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DIMINISHING CLEARANCE



Diminishing Clearance

Purpose:

To give the operator the sensation of driving in a street that starts out at 10 ft. 6 inches and ends up at 7 ft. 6 inches. Judges the operator's ability to perceive change in dimension while driving forward and to use mirrors while backing.

Procedure:

Begin from a standstill facing perpendicular to the course. Accelerate and turn to enter the course. Maintain a steady speed while on the course. Keep the ambulance on the centerline of the course and begin braking at the assigned point to bring the ambulance to a full stop at the stop line. The distance over or behind the stop line will be recorded. Ambulance will then be backed full length of course and stopped at course entry points.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at slow speed.
3. Demonstrates exercise at required speed.

USE A GROUND GUIDE WHEN BACKING

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Accelerates smoothly.
3. Negotiates the course smoothly.
4. Keeps steering movements constant and even.
5. Maintains 9 - 3 hand position.
6. Maintains constant speed throughout the course.
7. Maintains ambulance on course centerline.
8. Brakes smoothly to a full stop.
9. Uses mirrors while backing.
10. Accelerates smoothly in reverse and maintains slow steady speed while in reverse.
11. Brakes smoothly to full stop at course entry point.

Diminishing Clearance Exercise Rating

Participant's name	Date	Vehicle make/number			
	<u>Practice Exercises</u>				
		1	2	3	4
A. Accelerated smoothly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Maintained required speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. 9-3 hand position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Maintained constant speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Accelerator, steering coordination....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Maintained centerline position.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I. Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
J. Use of mirrors.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Distance OVER/BEHIND stop line _____

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

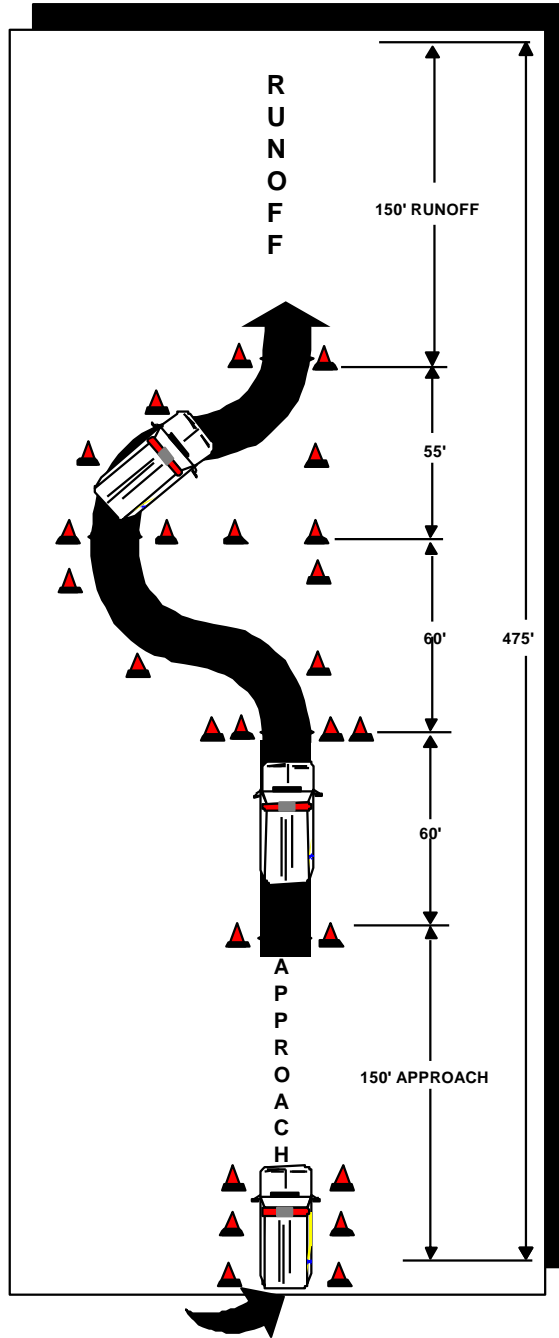
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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BRAKING WHILE TURNING



Braking While Turning

Purpose:

To develop skill in achieving and maintaining maximum braking pressure while controlling the direction of the vehicle.

Procedure:

Enter course at selected speed. At brake cue cones, begin maximum braking. Steer through course while braking. Do not lock brakes.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Negotiates the course smoothly.
4. Maintains 9 - 3 hand position.
5. Exits the course at the direction of the instructor.

Braking While Turning Exercise Rating

Participant's name		Date		Vehicle make/number			
		Practice Exercises					
		1	2	3	4		
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C.	9 - 3 hand position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D.	Controlled acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Accelerator, steering coordination....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
G.	Smooth acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

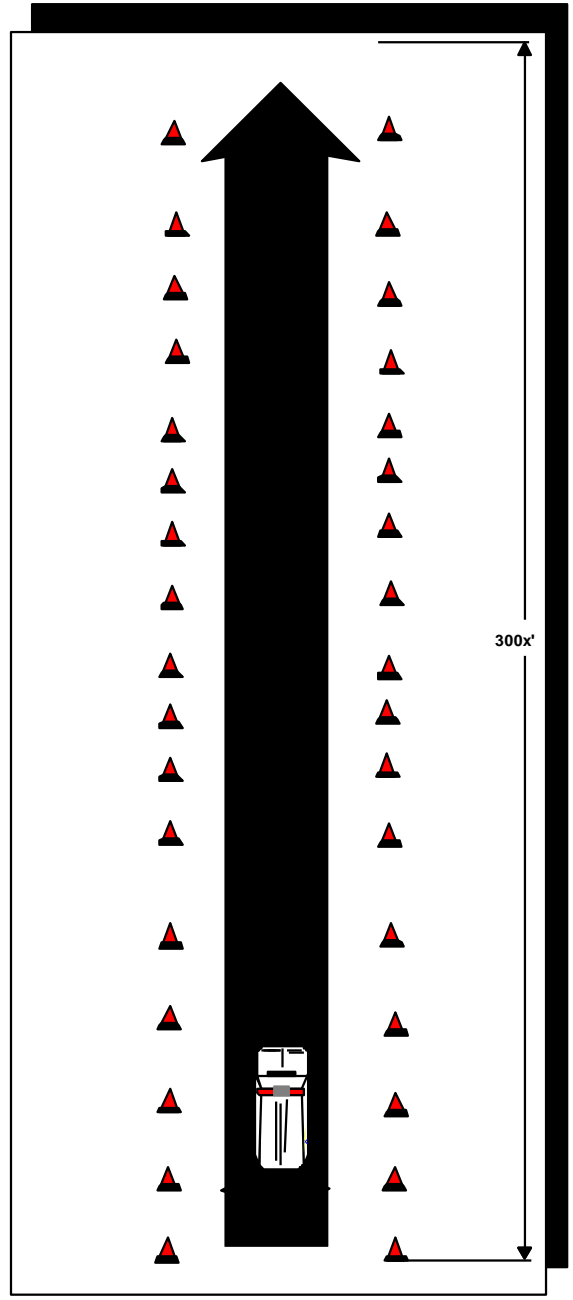
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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STRAIGHT LINE BRAKING



Straight Line Braking

Purpose:

To teach operator to brake quickly and smoothly on demand. Combines reaction time, smooth braking, and steering skills.

Procedure:

Enter course at selected speed. At instructor command, quickly bring ambulance to smooth, full stop. Maintain straight direction and stop without locking brakes.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Negotiates the course smoothly.
4. Keeps steering movements constant and even.
5. Maintains 9 - 3 hand position.
6. Maintains constant speed throughout the course.
7. Passes closely to the cones.
8. Brakes smoothly on instructor command without locking brakes.

Straight Line Braking Exercise Rating

Participant's name		Date		Vehicle make/number			
				<u>Practice Exercises</u>			
				1	2	3	4
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	9 - 3 hand position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D.	Controlled acceleration.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Accelerator, steering coordination....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Smooth acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

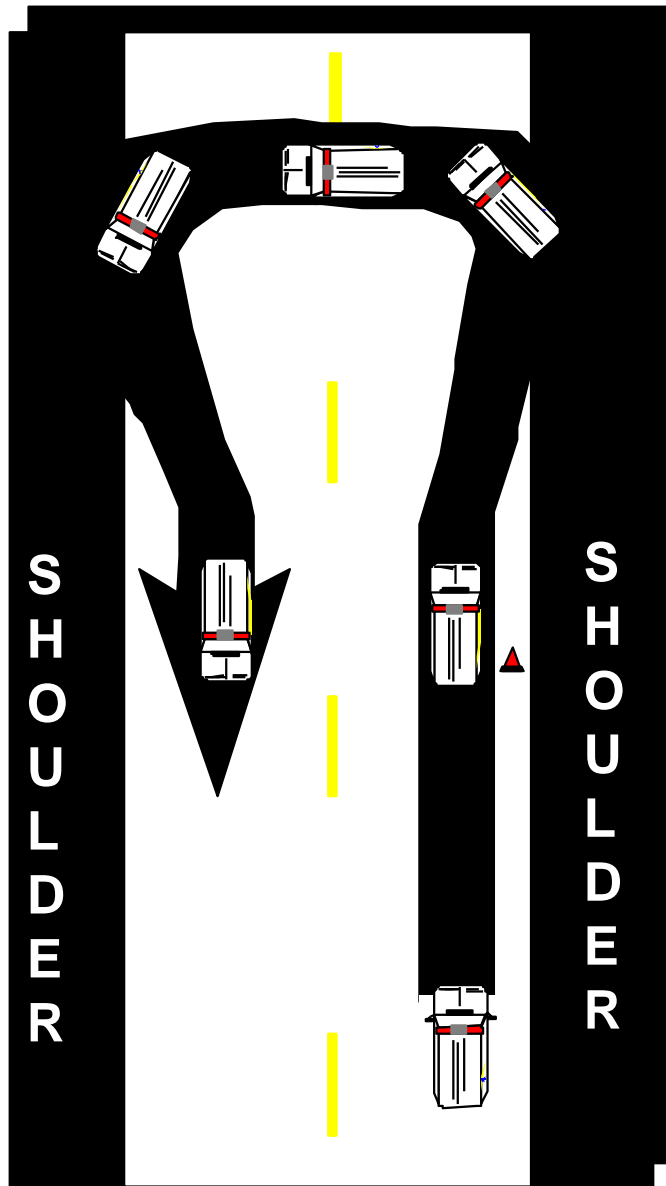
Instructor's signature _____ Date

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date

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U-TURN



COURSE REQUIREMENT

Use tape or paint to simulate two lane roadway

For longer ambulances, add width to shoulder

U-Turn

Purpose:

To develop the coordination of acceleration, turning, judgment of road width, and signaling.

Procedure:

Enter course and begin braking. Signal, check mirrors, and begin turn. Use shoulder areas to complete turn in one motion.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Signals for a right turn at least 100 feet in advance.
4. Pauses momentarily to check for oncoming traffic.
5. Follows through with the counter clockwise turn.
6. Avoids situations with considerable cross traffic or pedestrians.
7. Crosses minimum number of traffic lanes (considerably safer).
8. Negotiates the course smoothly.
9. Keeps steering movements constant and even.
10. Maintains 9 - 3 hand position.
11. Exits the course at the direction of the instructor.

U-Turn Exercise Rating

Participant's name		Date		Vehicle make/number			
				<u>Practice Exercises</u>			
				1	2	3	4
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	9 - 3 hand position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D.	Controlled acceleration.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Accelerator, steering coordination....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Smooth acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
J.	Signaled intention.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
K.	Checked mirror.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
L.	Turned head.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

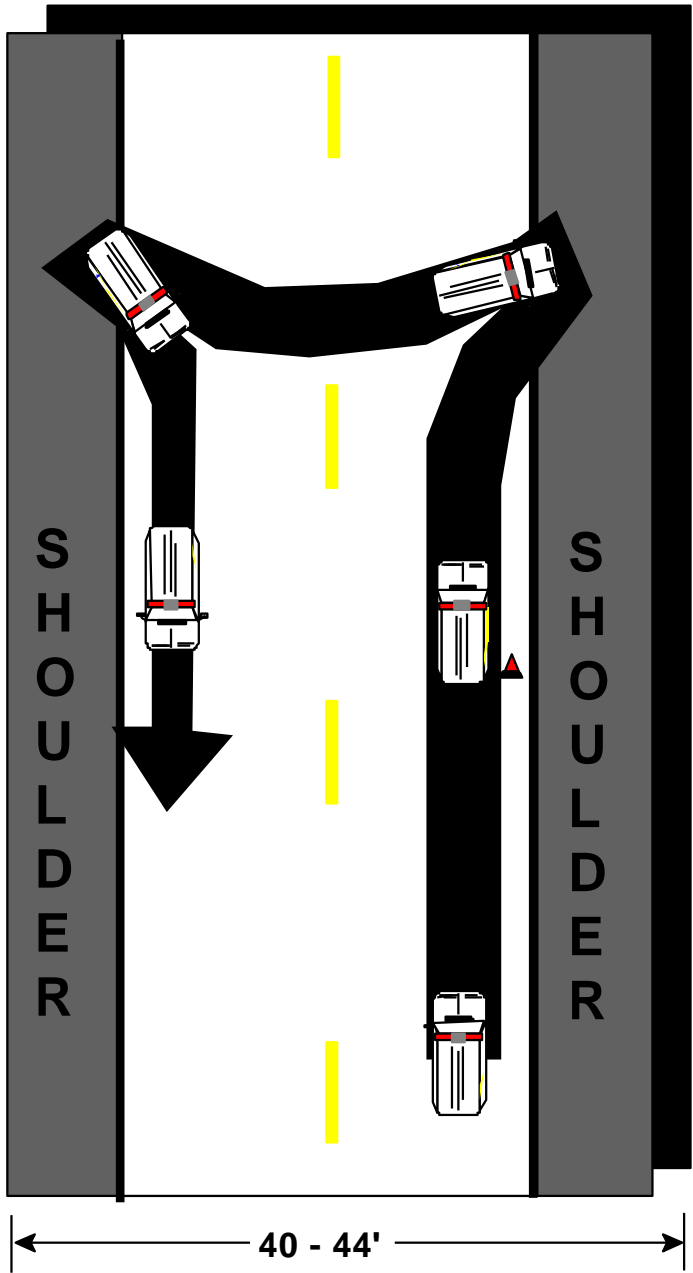
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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Three-Point Turn



COURSE REQUIREMENT

Use tape paint to simulate lane

Three-Point Turn

Purpose:

To develop the coordination of acceleration, turning, judgment of road width, and signaling.

Procedure:

Check traffic. When clear, brake and turn to come to stop with front wheels on right shoulder. Begin backing and turning steering wheel to left. Stop when rear wheels are on left shoulder. Steer to the right and begin to accelerate. Move into right lane and continue forward.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Checks rear traffic and signals for a stop at least 100 feet in advance.
4. Brings vehicle to a stop at approximately a 15-degree angle from the center of the road.
5. Begins backing turning the wheel slowly for the first 5 feet.
6. Steers counter clockwise until rear wheels barely hit the shoulder.
7. Moves forward into the right lane.
8. Negotiates the course smoothly.
9. Keeps steering movements constant and even.
10. Maintains 9 - 3 hand position.
11. Exits the course at the direction of the instructor.

Three-Point Turn Exercise Rating

Participant's name _____		Date _____		Vehicle make/number _____			
		<u>Practice Exercises</u>					
				1	2	3	4
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	9 - 3 hand position (going forward).			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Controlled acceleration.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Accelerator, steering coordination....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Smooth acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
J.	Signaled intention.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
K.	Checked mirror.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
L.	Turned head.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

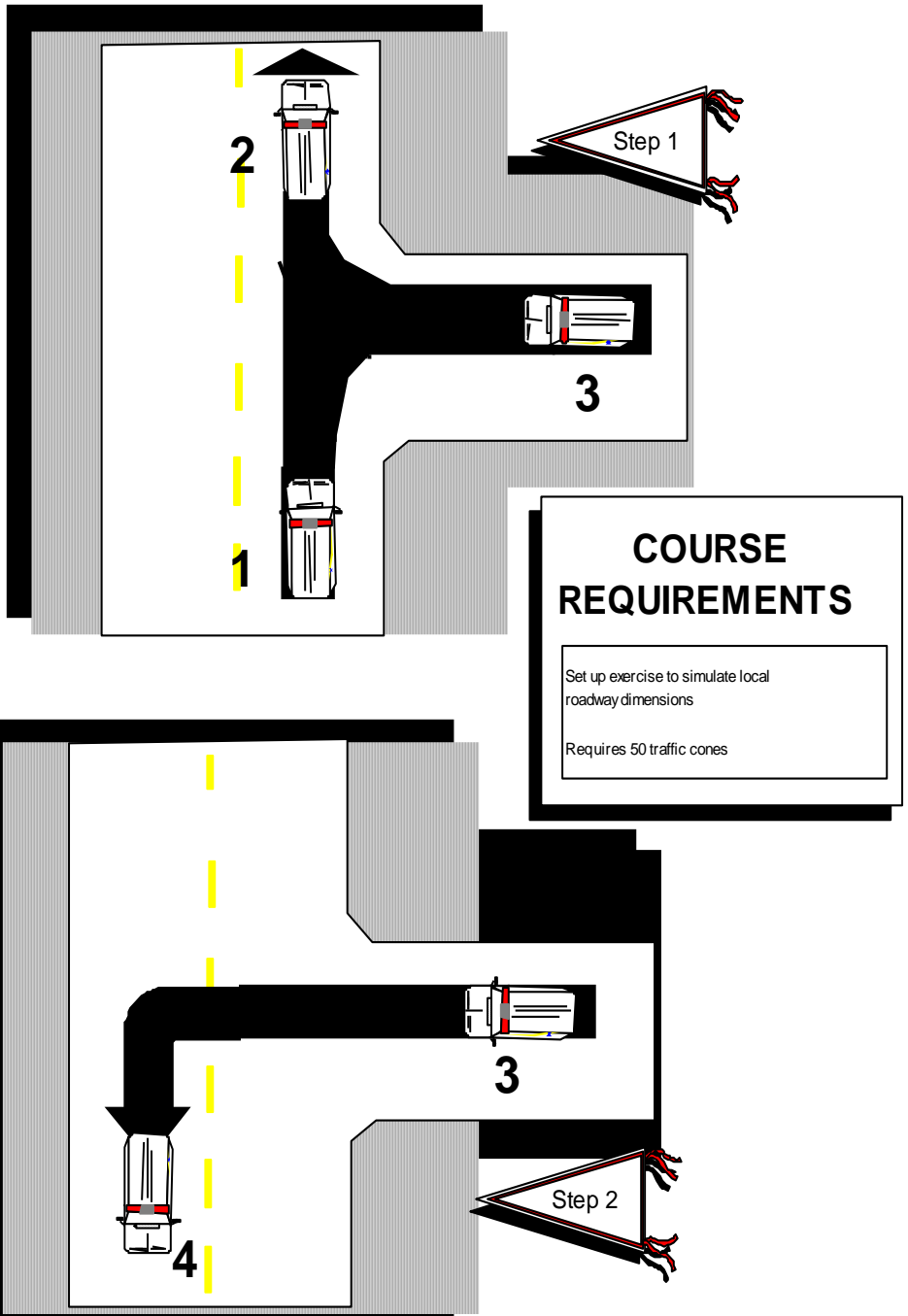
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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RIGHT-SIDE ROAD TURN



Right Side Road Turn

Purpose:

To develop the skill of coordinating turning, braking, signaling, and making traffic observations.

Procedure:

Enter course, slow, and stop just past side road. Back into side road. Stop with front bumper clear of roadway. Check traffic, signal, and pull into opposite lane. Accelerate and exit course.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Selects side road, checks rear traffic, and signals for a stop at least 100 feet in advance.
4. Keeps close to right edge of road and brings vehicle to a stop approximately 10 feet past the side road.
5. Allows traffic from the rear to pass.
6. Looks over the right shoulder and rechecks traffic.
7. Backs into the side road on the right.
8. Checks traffic in both directions, signals for left turn and re-enters the roadway.
9. Negotiates the course smoothly.
10. Keeps steering movements constant and even.
11. Maintains 9 - 3 hand position.
12. Exits the course at the direction of the instructor.

Right Side Road Turn Exercise Rating

Participant's name _____		Date _____		Vehicle make/number _____			
		<u>Practice Exercises</u>					
				1	2	3	4
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	9 - 3 hand position (going forward)..			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Controlled acceleration.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Accelerator, steering coordination....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Smooth acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
J.	Signaled intention.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
K.	Checked mirror.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
L.	Turned head.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

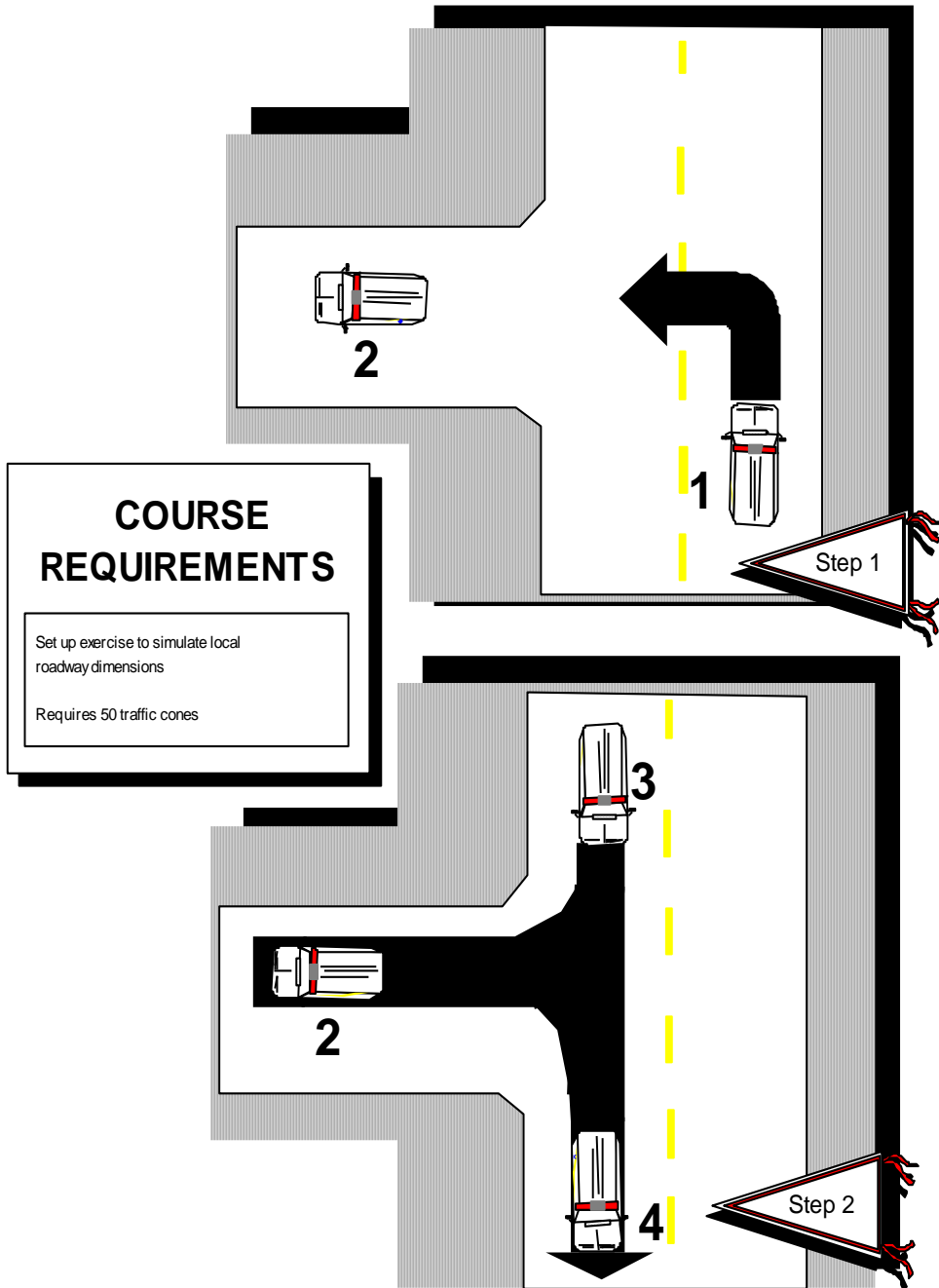
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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LEFT-SIDE ROAD TURN



Left Side Road Turn

Purpose:

To develop the skill of coordinating turning, braking, signaling, and making traffic observations

Procedure:

Enter course, slow, and signal for left turn. Check traffic and turn left into side road. Stop with rear bumper clear of roadway. Check traffic and back into lane. Stop. Accelerate forward and exit course.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Selects side road, checks rear traffic, and signals for a turn at least 100 feet in advance.
4. Keeps to the right of the centerline and stops approximately 20 feet from roadway.
5. Checks traffic and proceeds ahead.
6. Moves forward.
7. Negotiates the course smoothly.
8. Keeps steering movements constant and even.
9. Maintains 9 - 3 hand position.
10. Exits the course at the direction of the instructor.

Left Side Road Turn Exercise Rating

Participant's name _____		Date _____		Vehicle make/number _____			
		<u>Practice Exercises</u>					
		1 2 3 4					
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	9 - 3 hand position (going forward).			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Controlled acceleration.....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Accelerator, steering coordination....			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	Smooth acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
J.	Signaled intention.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
K.	Checked mirror.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
L.	Turned head.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

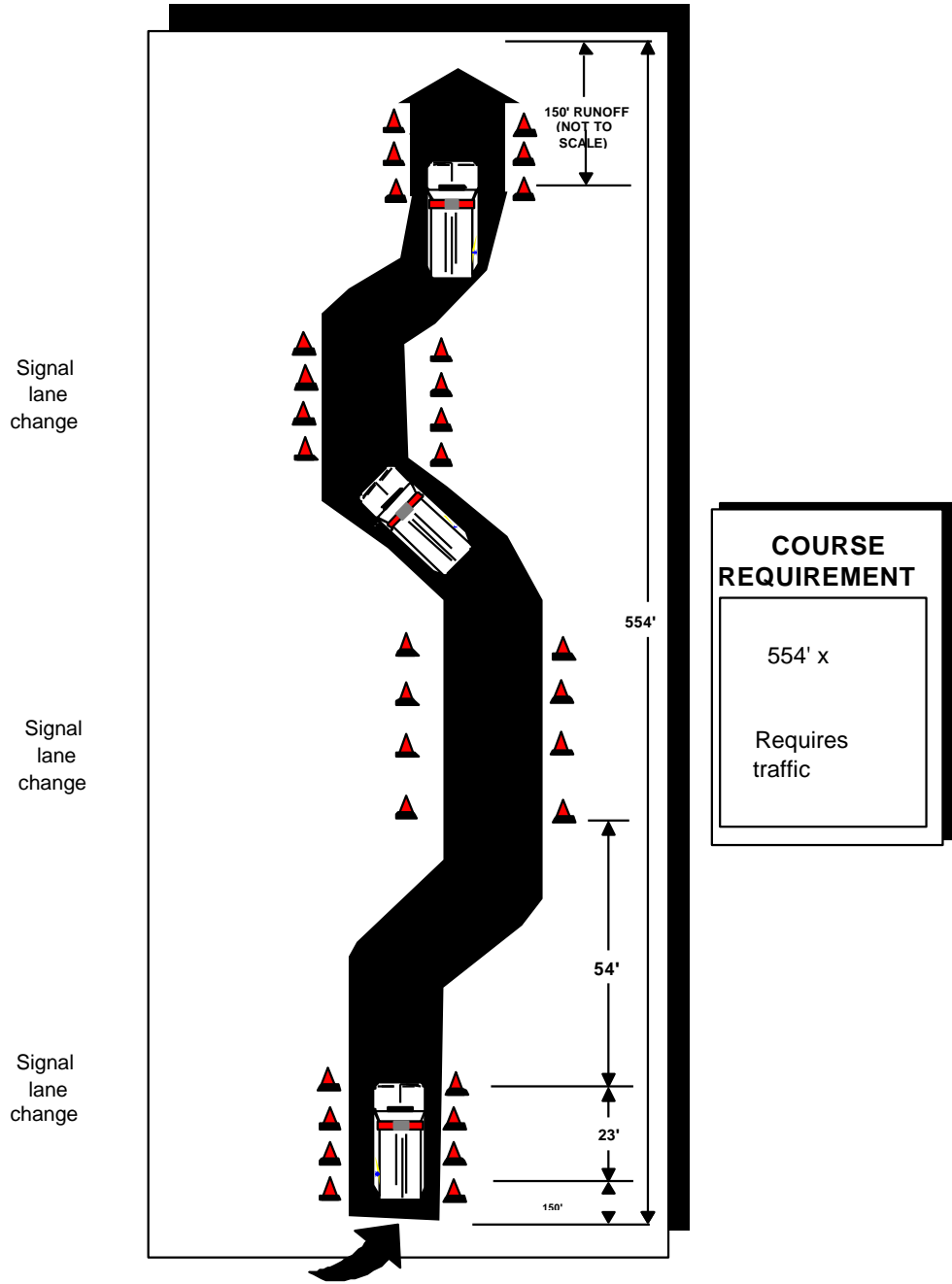
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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SLOW SPEED LANE CHANGE



Slow Speed Lane Change

Purpose:

To develop confidence in controlling the vehicle and to experience vehicle stability. The exercise assists in developing coordination of steering and acceleration as well as the recognition of the relationship of fixed objects with respect to the vehicle.

Procedure:

Enter course at selected speed. Maintain speed as lane changes are made. Signal for turn when first entering lanes, change lanes, change signal for opposite lane change.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Negotiates the course smoothly.
4. Keeps steering movements constant and even.
5. Maintains 9 - 3 hand position.
6. Maintains constant speed throughout the course.
7. Does not use brakes.
8. Passes closely to the cones.
9. Exits the course at the direction of the instructor.

Slow Speed Lane Change Exercise Rating

Participant's name		Date		Vehicle make/number			
		Practice Exercises					
		1	2	3	4		
A.	Entered course correctly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B.	Maintained required speed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C.	9 - 3 hand position.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D.	Controlled acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E.	Steering control.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
F.	Counter steering.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
G.	Accelerator, steering coordination....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
H.	Checked mirrors.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I.	Turned head.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
J.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
K.	Use of brakes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

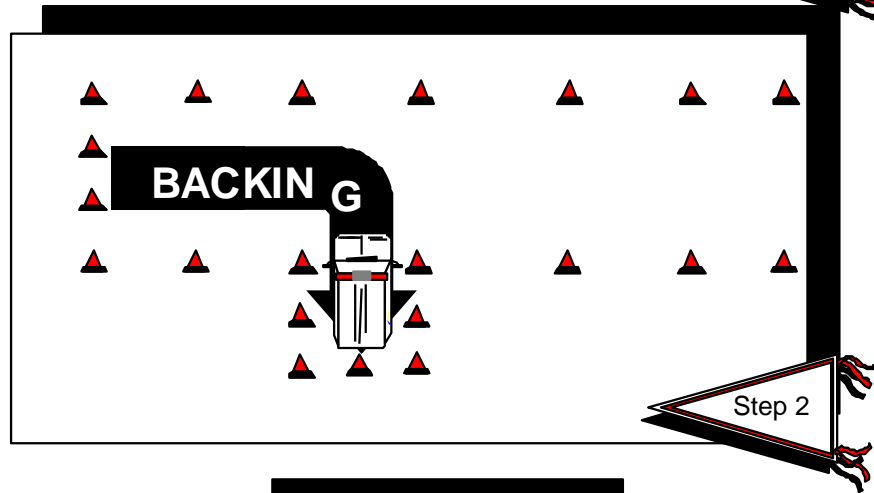
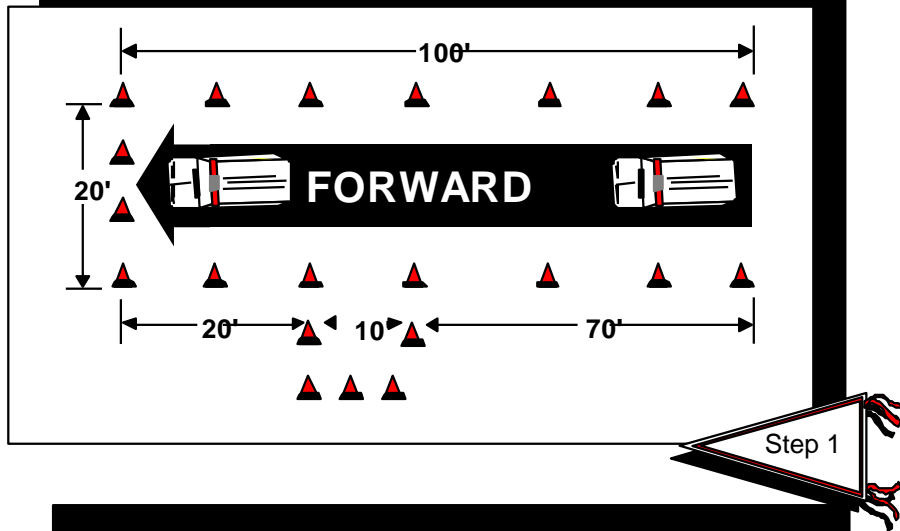
Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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PERPENDICULAR PARKING (BACKING)



COURSE REQUIREMENT

Set up cones to simulate local medical facility spaces

Option: Use vehicles to create parking space

Perpendicular Parking, Back In and Drive Out

Purpose:

To develop skill in backing a vehicle into a stall controlling front end swing and recognizing the relationship of the vehicle to fixed objects. Develops use of mirrors and use of ground guide and mirrors.

Procedure:

Drive forward at steady speed. Brake to stop at forward cone line. Back into space while turning. Stop at cone line. Maintain centerline of parking space. First tries to be conducted using mirrors only. Add ground guide for subsequent tries.

Instructor:

1. Explains purpose of exercise and key factors of the exercise.
2. Demonstrates exercise at moderate speed.
3. Demonstrates exercise at required speed.

Participant:

1. Assumes proper driving position; seat, mirrors, seat belt.
2. Enters course at speed determined by instructor.
3. Drives the vehicle beyond the stall, which is perpendicular to the road.
4. Backs the vehicle into the center of the stall.
5. Drives forward using the 9 - 3 steering method.
6. Turns into designated parking space using hand-over-hand or shuffle steering.
7. Centers vehicle in parking space.
8. Drives out, turning steering wheel to the desired direction selected.
9. Makes final adjustments and drives forward.
10. Exits course at direction of instructor.
11. Uses ground guide and proper hand signals.

Perpendicular Parking Exercise Rating Back In and Drive Out

Participant's name _____ Date _____ Vehicle make/number _____

Practice Exercises

		1	2	3	4
A.	Controlled acceleration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	Coordination of steering and braking.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	Foot movement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	Use of ground guide.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	Use of proper hand signals.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of cones hit _____

Reaction time was adequate. YES NO

Vehicle remained under control at all time. YES NO

Task was completed in one sequence of movements. YES NO

Vehicle was 12 inches or less from curb. YES NO

Describe negative actions or attitudes.

Failed to complete exercise because _____

All requirements were met. YES NO

GENERAL REMARKS:

Instructor's signature _____ Date _____

I have seen the completed form and have been given an explanation of my performance and rating.

Participant's signature _____ Date _____

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