



THE NATIONAL AQUATIC SAFETY COMPANY

Lifeguard Instructor Manual

***Our Mission: To Reduce the Loss of
Life Due to Drowning***



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SECTION I: INTRODUCTION:

The mission of NASCO is to *reduce the loss of life due to drowning*. The courses that are contained in this document are all dedicated to that mission. The material that is contained in the courses was developed and reviewed by several teams of experienced and dedicated individuals. The program is based on numerous years of experience in training, managing and observing the performance of lifeguards. The intent of the program is to develop course material that contains the skills that lifeguards are called on to perform and to teach skills that not only should lifeguards be capable of doing, but also can and want to do. There is a heavy emphasis throughout the material on prevention and observation skills.

While specific skills and procedures are presented, the emphasis is on objectives as opposed to procedures. There are many different ways to perform almost any procedure. These courses emphasize the objective and the procedures are simply tools that are used to realize the objectives.

Lifeguarding is a dynamic, as opposed to static, field. People change. Facilities change. Lifeguarding will also change. This course will change over the years to continually reflect what is felt to be the cutting edge of drowning prevention. We encourage you to help with this change by sharing your knowledge about better skills and ways to accomplish objectives. While we may not always do what you suggest, we will always listen to your ideas.

While the program is dynamic, NASCO has chosen to concentrate on basic objectives and procedures as well as ways to accomplish those objectives. In this sense, we have a very heavy emphasis on fundamental principles as opposed to high tech equipment. The basic lifeguard job will always consist of identifying an incident or potential incident and then taking appropriate action. That is what these courses are all about.



SECTION II: GENERAL INFORMATION

A NASCO Guard Instructor can teach any of the six following courses:

	<u>Min. Age</u>	<u>Swim Test</u>
1. Home Pool Safety Program	N/A	None
2. Lifeguard Apprentice Program	12	50 yards
3. Advanced First Aid and CPR	N/A	None
4. Resort Specialist	15	None
5. Water Sentry	15	None
6. Waterpark Attendant	15	None
7. Shallow Lifeguard	16	50 yd + retrieve a brick from 5 ft. deep
8. Basic Lifeguard	16	200 yd + retrieve a brick from 8 ft. deep
9. Deep Water Waterpark Lifeguard.	16	200 yd + retrieve a brick from 8 ft. deep

Each of these courses has its own teaching outline and a complete description of the swim test is contained in the outlines. Each teaching outline consists of a series of modules and each module is approximately one hour long. While the module numbers are listed in the outline for the course, the complete description of the modules is contained in the part of this manual devoted to modules.

To teach a specific course, look at the outline and determine which modules are included in the course. Then look up the specific modules in the module section.

The first few times through the course, the instructor will find that some modules take a bit longer and some a bit shorter than 1 hour. If time allows, reviews should be incorporated.

Included in the modules are teaching tips. The modules and teaching tips provide an approximate outline of the way the course is to be presented and an approximate order in which the modules will be taught. However, due to site restrictions or scheduling problems, some on-site modifications may have to be made. This is particularly true for the mental versus physical skills. As an example, the classroom topics might better serve if they are taught together.

It is expected that the instructor will take the material presented and adapt it to their own personal teaching style. The outline is a guideline only but all skills must be covered.

CLASS ORGANIZATION:

Class size: The minimum class size is 6 students. The maximum is 25 students per instructor. As an example, two instructors, working together could teach no less than 6 and no more than 50 students. If a hardship case develops, then the NASCO office needs to be contacted for a variance.

Age: The minimum age is 16 years of age for Shallow Guard, Basic Guard, and Deep Water WaterPark Guard. In certain rare cases, a 15 year old may take the course after a variance has been granted from NASCO. In this case, the 15 year old is not allowed to guard without another NASCO guard of at least 16 years of age on duty at the same time. The normal 15 year old does not possess the maturity required in a life-threatening emergency.

The minimum age for Water Sentry and Water Park Attendant is 15. Again, in certain rare



cases, a 14 year old may take the course after a variance has been granted from NASCO. In this case, care must be taken to provide the proper supervision of the student when in the work place.

The minimum age for the Lifeguard Apprentice Program is 12 years of age. This course is meant for those individuals that have the desire to learn more about lifeguarding yet are too young to be certified as a water park attendant or lifeguard in a well supervised facility. At no time during the lifeguard apprentices training are they to be left at a position where they might be required to make a rescue or perform CPR or be required to perform a life critical skill.

There is not a minimum age for the Home Pool Safety Course. This course is designed for the whole family or group to participate and learn about the hazards associated with home pools and how to mitigate these hazards. Smaller children can be incorporated in the skills that are appropriate for their skill level and abilities.

Lifeguard: Each class must have a guard on duty during the class that is not part of the instructional team. Again, the guard must be independent of the instructors. The guard must also be independent of any other events that are going on in the pool at the time. So if the facility has a guard on duty for recreational swimming, there still must be a guard whose attention is devoted only to the class.

For every module but the first, the instructor is encouraged to use one of the class members as the guard in the Shallow Guard, Basic Guard, and Deep Water Waterpark Guard classes. The purpose for this is two-fold. One, it gives the student actual guarding experience while the class is going on. Two, since behavior is learned, it helps to set the tone of the facility. Also, a guard must be furnished for the Water Sentry and Waterpark Attendant courses.

Swim test: The swim tests for the three Lifeguard courses are contained in module one and is an important part of the courses. The instructor is encouraged to set a reasonably high standard for the terms "swim continuously in a comfortable fashion." A weak swimmer will only be a liability to the facility. As an example, it should be clear that the yardage in the test is not the maximum that the student could swim.

Student materials: Each student should be encouraged to bring a notebook to class and to take notes. The instructor can reproduce materials from the Instructor's Compact Disc in the instructor's packet as needed.

Testing: The testing phase for each course is in two parts: one part consists of a written test and one part consists of a physical test.

Written test: A grade of 80% is required for the written exam. If the student does not make the required grade, then, at the instructor's discretion, a retest can be scheduled. After appropriate counseling, the test can be given again the next day. At least 12 and no more than 36 hours should expire between the original test and the retest.

Competency on tests: Remember that the Deep and Basic courses are the two highest levels of certification. As such they require the greatest level of competency on the testing.

Physical test: The emphasis on the physical test is on the objectives of each of the skills. A grade of pass should be given in each of the parts provided that the guard provides for their own safety and that of the victim. Said another way, the test is not procedure dependent but is objective dependent.

Class materials:

- A. One rescue tube for every 2 or 3 students plus one more for the required on "duty guard."
- B. 10-pound diving bricks, as many as possible but at least two.



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- C. Pocket masks, one for every two or three students plus one for the required on duty guard.
- D. Exam/surgical gloves, one pair for each student plus one pair for the required on duty guard.
- E. At least one backboard of a type most likely to be used by the students when they are guards.
- F. A flip chart, dry erase board, or blackboard to write on for the class to see and copy.
- G. Reproductions of the written material in an adequate amount to support the class study.

CLASS CONTENT

The recommended content of each module is contained in the specific sections for each course. The main text should be consulted before teaching each module. The primary part of each class is: review, introduction, main body, review and preview.

REVIEW In general, each class should begin with a brief review of the material that was previously covered. This is a good time to stress important issues such as victim identification, scanning, and preventing accidents.

INTRODUCTION Before you start on a new topic, introduce the topic. Tell why the topic is important. Tie the topic to previous material if possible. Discuss the objective of the particular module or skill to be taught.

MAIN BODY This is the main theme, skills or knowledge to be taught in this session. Be sure to include plenty of practice time on the skills.

REVIEW At the end of the class, review the important concepts that you want the students to remember. Emphasize the high points. Cover again items you know will be on the test.

PREVIEW Cover the time and place of the next session. Discuss briefly what will be covered in the next session and why.

SAFETY

Remember that the safety of the students is the responsibility of the instructor. Have a lifeguard. Control the class and insure that there is no rowdy behavior. Make sure that the equipment is used properly.

BEHAVIOR IS LEARNED

Everyone learns behavior. The potential guards in the class will learn expected proper conduct from the instructor in the course. To this end, the instructor should be sure to set the desired example for the students.

PERIOD OF AUTHORIZATION

The original authorization of an instructor expires on the second December 31 after taking the instructor course. This authorization is extended one year if the instructor teaches during that time. If the instructor course is taught in October, November, or December, then the expiration is on the



third December 31. The intent is to get approximately two years, three if you teach, out of the initial course.

TEACHING CPR

INTRODUCTION:

On many of the incidents that NASCO has investigated, quite often the CPR sequence is either not initiated or done very poorly. Often it is done but only after a pronounced hesitation on the guard's part. The hesitation or reluctance of the guard to do CPR is very understandable. First, this is the only time that many of them have experienced a true life-threatening emergency. No amount of training really gets you ready to deal with your first non-breathing victim. Second, when they learned CPR, the required sequence could at best be described as intimidating. Few guards have ever gone through the sequence letter perfect in the training. Then, in the training we emphasize all of the dangers associated with contact with body fluids. So they find themselves in a very scary situation. An analogy might well be the computer phobia that many adults experience. To some degree many adults are afraid to turn on the computer. Perhaps because of the fear of breaking something or perhaps the technology is just intimidating in its own right.

This brings into question whether CPR can be taught to lifeguards in a manner that helps them overcome their initial inertia or fear of starting the sequence and helps them to start the process. The rest of this discussion is devoted to describing a method that may well be useful to this end.

PROCEDURE TO TEACH CPR:

Complete the initial teaching of the mechanics of CPR where all of the numbers, checks, and rates have been discussed and practiced. Then emphasize that one of the major reasons to memorize the sequence is so that they do not have to think about what they are doing. They are sort of on automatic pilot and just performing a rote drill.

Then stop and ask the guards two questions. With a CPR victim, what can hurt the rescuer and what can hurt the victim. Have the guards to come up with their set of answers.

What can hurt you?

1. Not doing anything. Later, you will feel very sorry about your absence of action.
2. Not using universal precautions. You can indeed get many diseases from body fluids.

What can hurt the victim?

1. Not doing anything. If the victim's heart is truly stopped, then they are dead. Without your intervention, then they will not recover.
2. Not activating the emergency medical system. If the heart is stopped, then the victim will need a more skillful and technical response than the average lifeguard can supply. Getting advanced medical help is not only important, it is essential to saving the victim.
3. Doing CPR when the victim does not need CPR. Doing unnecessary breathing for a victim is not as serious as doing unnecessary chest compressions. It is reasonable to assume that repeated compressions on a beating heart could lead to heart problems.



4. Pressing in the wrong place. Having the hands too low can break the xyphoid process, the cartilage/bone in the notch of the chest.
5. Pressing too hard or blowing too hard. Serious damage can be done to the victim (especially a small adult, child, or infant) by using too much pressure with either compressions or breaths.
6. Not pressing straight down. This causes the chest to roll and can fracture a rib.

Note that the first and most important thing in both cases is doing nothing.

CHECK, YELL FOR HELP, AIRWAY, BREATHE, AND COMPRESS

Now go back and emphasize that a summary of how CPR works is to
Check, Yell for help, Get an airway, Breathe, and Compress

Check that the victim really needs the procedure. If they do, **yell** to get help on the way, **Airway is king**. Open the airway. Then **Breathe**, i.e., get air into them, and then **Compress** the chest to get the blood moving. This is what CPR is all about. If they get one breath instead of two initially, or if they go 16 compressions to one breath instead of 15, or if the rate is a bit fast or a bit slow, none of this matters nearly as much as that they check, yell, airway, breath and compress. Remember to re-emphasize that CPR is just a holding action until they can turn over the victim to competent trained medical authorities.

Another way to think of CPR is to realize that there are five critical or essential elements to CPR. These are

1. **Open** help coming.
2. **Protect** yourself and the victim.
3. **Airway** is king.
4. **Breaths**.
5. **Compressions**.

While everything else such as rates and compressions are important, these five are the critical five. If the rescuer does these, then the rescuer is giving the victim their best chance.

The success rate for CPR is very low. Somewhere between 5% and 7% of the victims survive. Guards should be told this so they know that while CPR may not work, it still gives the victim their best chance until advanced support is available.

TESTING CPR:

When guards are tested on CPR, the questions above should be used as a guideline for successful performance. Emphasize the team aspect. Also, the testing should be done as the last step in a rescue, not just tested as a stand-alone subject. Said another way, the CPR is tested as part of a combined skill. If the guard or guards provide for the welfare of both themselves and for the victim, then they are doing effective CPR. Beware of the danger of over emphasizing the sequence and the rates.



THE NASCO POSITION ON CPR FOR LIFEGUARDS:

Lifeguards should know CPR. However, they should never be in a position where they will be required to provide prolonged support for a victim using CPR. Except in highly unusual circumstances, their role is to take care of the victim for the first several minutes after the victim is on the deck. After that, the management support team or the medical team should take responsibility for the victim. In theory, the management team will be older, more mature, and trained to a higher standard than the rank and file lifeguard.

Said in more direct terms, while lifeguards should know CPR, they should never be in a position where they have to perform CPR for long periods of time.

PRACTICE, PRACTICE, PRACTICE

People learn best by doing, not by watching a video, or reading, or listening to someone else. So each skill should be practiced over and over at every opportunity until the student is comfortable with their ability to provide for the safety of the victim and of themselves. Never, ever, never, ever, never, ever sacrifice water time for anything else.

An instructor can have limited abilities and still produce a superior student provided they require the students practice and offer good, constructive criticism.

BEING WET IS GOOD

While students learn best by doing, the best thing that they can watch is the instructor doing the skill. This is far better for the learning process than any video or picture. In addition, the students need to feel that the instructor is part of the experience. Along this line, at no time should students be wet and the instructor be dry. The instructor is either part of the class or else they aren't. If the class is cold wet and miserable, so should the instructor be cold wet and miserable. This goes a long way towards creating a good positive class atmosphere.

TAKE THEM FROM WHAT THEY KNOW AND UNDERSTAND TO WHAT THEY DON'T KNOW

If you can build in the students a desire to learn something before you teach it, then retention is better. This is sometimes called the law of readiness. Get them ready to learn first. A way to do this is to insure that they understand why you are doing a particular procedure and what it is used for.

Then try to use a logical progression in the teaching of skills. Normally this consists of taking them from a point at which they are familiar and moving to a new point. As an example, you first teach them how to pick a victim up off of the bottom and then teach them how to do abdominal thrusts in that environment.



DON'T PLAY GOD

One of the things you will teach your students is that no one died and made them God when they became a guard. The same applies to the instructor. The students have come to learn. The instructor's job is to create an environment, which allows this to occur. Be careful to answer their questions in a way that is constructive as opposed to destructive. Care about their progress and development. Work them hard. Be demanding in what they learn and how they work. If you care about doing a good job, then this goes a long way towards making them care about learning.



SECTION III: ADMINISTRATION AND UPDATES

NOTE: All NASCO paper work must be in blue or black ink and must be printed or typed.

There are three steps to administering a NASCO course:

1. Registering the class and requesting supplies. Registration and payment must be done 3 weeks in advance. Hardships will be reluctantly considered.
2. Conducting the class.
3. Reporting the initial class and updates.

Registering the class and requesting supplies will be done by completing the course registration and supply request forms. Payment or payment arrangements need to be made prior to the course and when requesting supplies. Upon receipt of the form and payment arrangement, NASCO will send the certificates as requested. Trained persons are not recognized as being trained nor should they guard until the certificate is present on the facility property and completely updated to represent current status.

Acceptable forms of payment are: purchase orders, company or cashiers checks, and money orders. No personal checks will be accepted and we are unable to process credit card transactions at this time. Your form will not be processed without a payment or approved payment arrangement. No refunds for unused supplies will be issued. Outdated or damaged material will be replaced once they are returned to the NASCO Administrative Office. When using a purchase order, material will not be issued until payment has been received in the office.

The completion certificate has copies underneath, so be sure that the bottom copy is legible. The top two sheets (top page and first copy) stay at the facility. The instructor also gets a copy. **DO NOT SEND A COPY OF THE CERTIFICATE TO NASCO.** The information we need is contained in the class rolls that you submit.

When you complete the initial class, sign and date the completion certificate for each guard. Keep the top two copies at the facility. Also complete the class roster. **A photocopy of this roster is due in the NASCO office within 7 days of the completion of the course.**

When you finish renewing or updating your last guard, but in no case later than 7 days after June 1 or July 31, whichever is applicable, send a photocopy of the class roster to the NASCO office.



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All certificates and rosters are to be kept in the facility office in a loose-leaf binder or some other comparable form. NASCO reserves the right to inspect the facility's copies of all certificates and forms at any time in order to insure compliance with the program. Please organize the information so that the inspection process, should it occur, is done in an efficient and timely manner.

All requests for materials must be received in the NASCO administrative office at least three weeks prior to the need for certificates. An administrative shipping and handling fee of at least \$50.00 will be charged for urgent requests.

Since each facility or program is considered to be unique and to have unique challenges, the NASCO lifeguard program is facility unique in that any lifeguard certificate is valid only at the facility for which the original training was done or at a facility within the same administrative structure. As an example, if a Corporation owns more than one facility, then the certificate is considered valid all of the Corporation's facilities once the lifeguard has completed an on-site training and orientation at the new facility. It is not considered valid at facilities outside the structure which controls the original facility. **Please convey this concept to your students.**

FEDERAL GUIDELINES FOR 15-YEAR-OLDS

Note: The Department of Labor Regulations restrict anyone less than 16 from working the top of any slide tower. Since this is federal regulation, **no waivers** of this requirement are allowed.

GUIDELINES FOR UPDATES

INTRODUCTION:

In the Waterpark Deep Water Lifeguard, Basic Lifeguard, and Shallow Water Lifeguard courses, an update is required in the middle of the season. The reason for the update is two-fold. One is to have at least two different instructors' review and sign off on the guard's ability to perform the skills. Another is to insure that the skills are practiced more than one time in a season.

PROCEDURES:

Basically, the update is just the last four modules of the course. These four modules can be covered all at once, two at a time or one at a time. As an example, in-service training can be used during the month of July to cover the four modules. The combined skills training should be very intensive and require the guards to go over every possible skill every possible way in the facility. Most of an instructor's opinion about the ability of the student will be formed during this training, not during the formal test. The instructor should not be surprised by the student's performance on the practical exam if they have really worked the student during the combined skills training.

Team teaching can be used to do the update. However, the final exams, i.e., the last two modules, must be done by a different instructor than the one who taught the students the previous



time. This means that at least two different instructors have signed off on a given student during any given season.

UPDATE & RENEWAL SCHEDULE

Seasonal Operations

Initial Course Taught (Dates)	Update Completed By	Certification Expires	Renewal Additional Fee Required	Subsequent Updates	Cert. Expires Full Course Required
<i>Jan 1st – June 30th</i>	<i>July 31st</i>	<i>December 31st</i>	<i>Completed by June 1st</i>	<i>Completed By July 31st</i>	<i>Whenever Update Training is missed</i>
<i>July 1st – Dec. 31st</i>	<i>June 1st or 6 months</i>	<i>December 31st or 12 months</i>	<i>Completed by June 1st</i>	<i>Completed by July 31st</i>	<i>Whenever Update Training is missed</i>

Year-round Operations

Initial Course Taught (Dates)	Update Completed By	Certification Expires	Renewal Additional Fee Required	Subsequent Updates	Cert. Expires Full Course Required
<i>Jan 1st – June 30th</i>	<i>July 31st</i>	<i>December 31st</i>	<i>Completed by December 31st</i>	<i>Completed By July 31st</i>	<i>Whenever Update Training is missed</i>
<i>July 1st – Dec. 31st</i>	<i>June 1st or 6 months</i>	<i>December 31st or 12 months</i>	<i>Completed by December 31st</i>	<i>Completed by July 31st</i>	<i>Whenever Update Training is missed</i>



SECTION IV: WATERPARK ATTENDANT, BASIC, SHALLOW AND DEEPWATER GUARD TRAINING COURSES

INTRODUCTION:

The material presented in this section includes information and the modules for the four courses listed above. Additional courses are covered in their sections. Note that all of the tests are contained in the section on tests.

There are 19 modules covered in this section. The material from each of the four courses is drawn from these modules. The modules are formulated so that common material can be taught to different certification levels at the same time. As an example, when teaching rescues, both shallow and deep guards can be in the same class for the shallow rescues and then the shallow guards can be excused to do something else while the deep rescues are covered. Not all of the modules apply to all four courses. Read the modules carefully since even when a module is included, not all of the module may apply to the course being taught.

TEACHING THE COURSES:

1. Review the material contained in the earlier sections II and III on General Information and Administration
2. Determine which modules and which parts of the modules apply to the course being taught
3. Retrieve the appropriate test from the section containing tests
4. Teach the course using this material

COURSE	MODULE
Deep Water	Contains All
Basic	Omits Module 8
Shallow	Omits Module 6
Water Park Attendant	Omits Modules 5, 6, 13, 14, 15, 16, 17

The chart below will help in determining course content and structure. Remember that the tests are contained in the section on tests.

COURSE	AGE REQ.	SWIM REQ.	10 lb. Brick	Depth	MODULES
DEEP WATER	16	200 Yards	YES	≥8 ft.	1 TO 19
BASIC	16	200 Yards	YES	≥8 ft.	1 TO 7, 9 TO 19
SHALLOW	16	50 Yards	YES	≤5 ft.	1 TO 5, 7 TO 19
ATTENDANT	15	NO	NO	-	1, 2, 3, 4, 7 TO 12, 18,19

Note: By DOL Regulation, 15-year-olds cannot work at the top of any slide tower.



MODULE 1: REGISTRATION, SWIM TEST (IF REQUIRED), HOUSE KEEPING AND OVERVIEW

OBJECTIVE: To get the students properly enrolled in the course and to ensure that they meet the requirements to take the course. To provide the students with the information that will need to participate in the class and to give them an overview of what the course is about and what is expected of the students.

Teaching Tips

1. Register the students. Get the name, birth date, and social security number of each student. Make sure that they meet the age requirement for the course.
2. Collect the appropriate fees and remit to NASCO for each student enrolled.
3. Swim Test (Required only for Waterpark Deep Water Lifeguard, Basic Lifeguard, or Shallow Water Lifeguard).
 - A. Waterpark Deep Water Lifeguard and Basic Lifeguard
 - i. Swim 200 yards continuously and in a comfortable fashion. This means that the student should not hang on the wall during the turns and should not be exhausted by the end of the swim.
 - ii. The student starts in the water, swims 15 feet, does a surface dive of any type, retrieves a 10 pound diving brick from the bottom of the pool, and swims at least 15 feet back with the brick. The depth should be the deepest part of the pool that the student is going to be guarding but in no case should be less than 8 feet deep.
 - B. Shallow Water Lifeguard
 - i. Swim 50 yards continuously in a comfortable fashion. This means that the student should not hang on the wall during the turns and should not be exhausted by the end of the swim.
 - ii. The student starts in water that is less than 5 feet deep, wades to a brick that is on the bottom, retrieves the brick from the bottom and brings the brick back to the bank. Make sure that the water is deep enough to require the student to put their face in the water.
4. Announce the number, location, and time of the classes.
5. Tell the students to bring note-taking material for each class.
6. Discuss the written exam (if required) and the practical exam (if required) and what constitutes a passing grade.
7. Discuss the period of authorization and the updates (if required) and the cost and duration of a renewal.
8. Discuss the fact that the certification is facility unique and cannot be transferred to a facility in another organization. This Certification is **ONLY** valid at the facility(s) which conducted the initial training or facilities belonging to the same parent organization(s).
9. Discuss the rules of the class. No absences are allowed. Students are expected to show up on time. Lifeguards do not dive so no diving is allowed at any time in this course. Students are expected to actively participate in all drills and discussions.



MODULE 2: THE PHILOSOPHY OF LIFEGUARDING

OBJECTIVE: To give the student the proper mental attitude to be a lifeguard and to explain how serious the job is, to explain that drowning does happen, happens frequently, and their presence does make a difference.

Teaching Tips

1. Go over the material in chapter one of the text.
2. Cover the drowning statistics.
3. Discuss the physiology of the body, how one breathes, how one drowns.
4. Define drowning.
5. Cover the five functions of a Lifeguard. Cover the ethical, professional, and legal responsibilities of the lifeguard. Be sure to make the legal part of this discussion applicable to the state, province or country in which your facility is located. Emphasize that the guard needs to understand the burden that these responsibilities place on them.
6. Talk about proper behavior for a guard – being in uniform, being on time, no drugs, alcohol, or horseplay, etc.
7. Cover the material in chapter 2 to the extent that time will allow.
8. Cover the different types of certifications used in your facility and the roles of each.
9. **Specifically state that a person less than 16 years of age cannot work the top of any slide tower as per the federal government Department of Labor regulations.**



MODULE 3: BASIC GUARD PROCEDURES

SOME COMPONENTS OF THIS MODULE MAY BE IMPLEMENTED IN THE WATERPARK ATTENDANT COURSE BY THE FACILITY

OBJECTIVE: To teach the student to use the whistle, enter the water with a rescue tube, and make simple rescues.

Teaching Tips

1. Cover the use of the whistle-one long blast, one short blast, and two short blasts.
2. Emphasize that the whistle is to be in the hand or the mouth where appropriate.
3. Cover hand signals- hand on the head, fist in the air.
4. Compact jump from chair and deck. Emphasize to hold the strap to prevent a "lifeguard hanging" and that the compact jump is not done in shallow water.
5. Emphasize that lifeguards do not dive.
6. Go over assisting a non-swimmer to their feet and other shallow rescues including taking a victim off of the bottom in shallow water..
7. Mention that, particularly in shallow water, that the tube is to be used to assist in a rescue and there are times when the tube may just get in the way of a shallow rescue.

FOR DEEP WATER WATERPARK AND BASIC GUARDS ONLY

8. Front rescue-keep the tube between you and the victim, get the victim on the tube without having the victim grab you. Pull the victim back to shore as opposed to push.
9. Rear rescue-the rescue of choice for a big victim or difficult victim. Grasp the victim firmly from the rear under the armpits with the tube between the guard and the victim. Do not use a full nelson as this could harm the victim. Turn your head and duck or bury your chin and face when behind the victim in order to prevent the head butt.
10. Two victim rescue - practice the mother child drill. Do not get between the victims. Either place the tube between the victims and then load them or do a rear rescue and drive one into the other.



MODULE 4: VICTIM RECOGNITION AND SCANNING

SOME COMPONENTS OF THIS MODULE MAY BE IMPLEMENTED IN THE WATERPARK ATTENDANT COURSE BY THE FACILITY

OBJECTIVE: To teach the student how to determine if a person is in distress in the water. To identify a victim. To learn how to scan. To learn how and why to rotate.

Teaching Tips

1. 5 keys of a victim on or near the surface. Emphasize the absence of motion.
2. Flootation characteristics of people.
3. 4 Keys to a victim on the bottom.
4. Discuss High Risk Victims
5. Discuss High Risk Times
6. Discuss High Risk Locations
7. Define primary and secondary zones.
8. Discuss "Standard Lifeguard Trap"
9. The peripheral vision. Keep the head moving.
10. Emphasize the pronounced downward look with a bump.
11. Discuss how quick drowning can occur and the time requirements for scanning.
12. Practice scanning.
13. Cover the five keys to tell when a guard is not scanning: no head movement, no corners, no systematic pattern, no pronounced downward head swing, not covering zone in 15 seconds.
14. Go over the basic scanning patterns.
15. Discuss rotations and the need for them.
16. Practice rotations.



MODULE 5: VICTIM EXTRICATION AND ABDOMINAL THRUSTS

NOT COVERED IN THE WATERPARK ATTENDANT (WPA) COURSE

OBJECTIVE: To teach the student how to remove a victim from the water. To initialize the resuscitation effort.

Teaching Tips

1. Incorporate bystanders in the drills. Assume there are only two guards at the facility. Use bystanders for the help required to get the victim from the water.
2. Emphasize that the victim is to be removed from the shallow end if possible so all rescues should be moving to the extrication point.
3. 3 man chest lift. Rescue guard has the responsibility to protect the head.
4. Mob drag. Rescue guard has the responsibility to protect the head. Remember the victim must go up before going in as the victim cannot be drug through the side of the pool. Reciting "UP, UP, UP, IN, IN, IN, HEAD, HEAD, HEAD" may help to emphasize this. Make sure the hips (approximately mid-thigh) are over the edge of the pool and on the deck before rolling the victim.
5. Practice secondary lifts to move the victim further up onto the deck.
6. If time is not an issue, i.e., the victim is breathing, then the backboard can be used as a temporary stretcher to remove the victim from the water. Be careful that parts of the victim such as hair do not hang over the edge of the board or else they may be injured when the board slides on the deck. Move the victim headfirst from the water. Use a faster method than the board if the victim is not breathing. With a non-breathing victim, the emphasis is to get the victim to the deck as rapidly as is safe in order to resuscitate the victim.
7. Abdominal thrusts in shallow water.

DEEPWATER WATER PARK AND BASIC PRACTICE THIS IN BOTH DEEP AND SHALLOW, SHALLOW PRACTICE THIS ONLY IN SHALLOW.

Can be done with and without the tube. Practice in waist deep and even shallower water if your facility has such. The victim can be set on the knee of the guard if this helps to get the victim's head further out of the water.

8. Abdominal thrusts in the water.
Forearms on the tube. Move to extrication point while doing abdominal thrusts. The victim's head must be out of the water (to prevent the gasp reflex from causing more water to enter the airway). Victim's head must be leaning slightly forward to allow for vomit to clear the airway and be expelled. Abdominal thrusts are administered in sets of 5, but if the victim is not breathing the emphasis is to get the victim on the deck as quickly as possible. This means that normally only one set of 5 abdominal thrusts will be done in the water. Once on the deck, one set of 5 chest compressions are done again prior to attempting to ventilate. These abdominal thrusts are part of the rescue process. Once they are done, then the normal Rescue Breathing process is started. Show two handed abdominal thrusts and one handed abdominal thrusts if the other hand is needed to stabilize the victim in the water.
9. Chest thrusts on the deck.
Turn head to the side to allow vomit to escape. If possible, position the victim's head slightly downhill to aid in "draining" the fluids from the victim's airway.



MODULE 6: SUBMERGED VICTIM RECOVERY

NOT COVERED IN THE SHALLOW OR WPA COURSE ONLY IN DEEPWATER AND BASIC

OBJECTIVE: To teach the student how to take a victim off of the bottom, perform abdominal thrusts on the passive swimmer in the water as part of the rescue sequence and move them to the extrication point. To review shallow water abdominal thrust procedure. This should be done in the deepest water in the facility, however, if the facility has water over eight feet deep, the procedure should be practiced in shallower water first.

Teaching Tips

1. Teach the students about ear squeeze and how to recognize it. If they experience pain on diving in the ears, they should not attempt this procedure.
2. Use any type of surface dive, swim to the rear of the victim, grasp the victim any way possible (in the armpit from the rear is preferred), use the legs to push off of the bottom and the tube strap to get to the surface, place the tube behind the victim, position the victim on the tube, perform one set of 5 abdominal thrusts on the victim, and move the victim rapidly to the extrication point.
3. Teach how to hold onto the strap with the hand for deeper water rescues (10 to 12 feet deep, depending on the rescuer and the strap length) and how to push off the bottom back towards the strap for very deep water (usually required in water over 12 feet deep).
4. Review skills required to perform abdominal thrusts in shallow water once more.



MODULE 7: WORKING WITH PEOPLE AND WORKPLACE SKILLS

SOME COMPONENTS OF THIS MODULE MAY BE IMPLEMENTED IN THE WATERPARK ATTENDANT COURSE BY THE FACILITY

OBJECTIVE: To teach the guard skills required in managing people and to expose the guard to the behavior required of a good employee.

Teaching Tips

1. Go over the material in chapter 6.
2. Be polite and respectful.
3. Emphasize that the guard is not giving orders but is giving directions and information.
4. Discuss the rules of the facility and the basis of the rules. As an example, slips and falls are the most common mechanism of injury, so this is one of the reasons for the no running rule.
5. Rules are the same day-to-day, guard-to-guard, and guest-to-guest. Discuss the problems with inconsistent rule enforcement.
6. Rules for guests are rules for guards, regardless of whether the facility is open or closed.
7. Be aware of your image as a lifeguard or waterpark attendant.
8. Watch your interaction with the opposite sex. Be sure your conduct falls within the boundaries that are necessary to show the public that you have the discipline to be a guard.
9. Discuss dealing with an angry guest.
10. Discuss good work habits and what is required of being a good employee.
11. Acting out scenarios can bring some of these items out. As an example, the instructor can be a parent who is angry because their child was allowed to slide yesterday but was not allowed to slide today because she was too small.
12. Discuss the consequences of un-professional behavior on their part and how this can lead to injury or discharge.
13. Discuss the five jobs of the lifeguard.



MODULE 8: WATERPARK FACILITIES

INCLUDED IN DEEP WATER AND SHALLOW WATER

SOME COMPONENTS OF THIS MODULE MAY BE IMPLEMENTED IN THE BASIC LIFEGUARD COURSE & WATERPARK ATTENDANT COURSE BY THE FACILITY

OBJECTIVE: To teach the students about waterparks and the special challenges that exists in a waterpark. To familiarize the student with special procedures that may be required in a waterpark. To give the student enough information to be able to respond to the questions and concerns of the guests.

Teaching Tips

1. Cover the material in Chapter 10.
2. Go over the differences between waterparks and flat-water facilities.
3. Cover the different types of attractions and the typical injuries that can occur on the attractions. Include ratings (if applicable), velocities, expected ride experience, etc.
4. Go over slide dispatching procedures including any that may be unique to your facility. Emphasize the importance of correct dispatching and how not following set procedures can lead to injury.
5. Have the guards both operate the slides and practice dispatching guest on the slides. This activity may have to be postponed if it is not possible or feasible to do at the time the course is taught or this is covered in park orientation or training.
6. Go over the importance of giving the guests the required information.
7. Remind the guards how to talk to guests. Also discuss any unique procedures to your facility.
8. Go over communications in your facility.
9. Cover rotations and breaks. Include any procedures that are common to your park.
10. Have the guards practice rotating with the rescue tube.
11. Remind the guards of the importance of scanning and the 15-second rule.
12. Go over the 5 points of how to tell when a guard is not scanning.

**MODULE 9: RESCUE BREATHING, AND CPR**

OBJECTIVE: To teach the guard the reasons behind the skills required to resuscitate a victim and to teach the skills themselves.

Teaching tips

1. After the guest has been determined to be non-breathing, resuscitation must be begun immediately and the emergency medical system must be activated as quickly as possible.
2. Discuss the ways and means of summoning help: management, trained people in first aid, etc. Be specific in using the different means such as the phone.
3. Go over the reasons for using abdominal thrusts and briefly review the skill.
4. The action steps: (On the Deck)
 - A. Determine if the guest is not breathing.
 - B. Activate the EMS by having another operator activate the Emergency Action Plan. Put on gloves for any victim contact.
 - C. Recheck for breathing and for circulation. Be sure to use the chin lift head tilt to straighten the airway. If breathing is not present, and air does not go in, administer chest compressions in sets of 5, attempting to ventilate after each set of 5 chest compressions. Be sure to turn the head to the side to prevent strangulation on the ejected vomit.
 - D. After performing the 5 chest compressions to clear the airway, recheck for breathing and for circulation after repositioning the head.
 - E. After performing 5 chest compressions, if the victim is not breathing look to see if any obstructions are present, then sweep the airway in an adult, remember to check in the child and infants mouth, do not do blind sweeps.
 - F. Following the airway check and 5 chest compressions (if needed), if the victim is not breathing but does have a pulse, start with two slow full breaths. Each lasting for 1 second.
 - G. Follow with one breathe every 5 – 6 seconds for an adult.
 - H. Check for breathing and circulation frequently, about once every 2 minutes.
 - I. Teach the difference between adult Rescue Breathing and that for a child or infant.
5. Practice until the basic Rescue Breathing skill is mastered. Practice adult, child, and infant victims.
6. Then introduce CPR for an adult. Emphasize that if there is no pulse, that CPR is, at best, a holding action until more advanced care can be given.
7. Remember that doing either Rescue Breathing or CPR is a scary thing. Most people are afraid that they will injure the victim if they do it wrong and this inhibits their taking action. Mention that the major value of memorizing the steps is so that the rescuer does not have to think. Even if the steps are done wrong, provided that ventilation and chest compression is occurring, then they are helping the victim.
8. The steps in CPR for a victim of drowning
 - A. After chest compressions to begin the respiration process, shake and shout
 - B. Open the airway



INSTRUCTOR'S MANUAL

- C. Look, listen, and feel
- D. If the victim is not breathing, open the airway and begin ventilation.
Two slow full breaths for an adult or child, infant relative to the lungs you are trying to inflate. The amount of air contained in an adult's cheeks is adequate to inflate the lungs of an infant. The adult and child will of course require more, with the child requiring less volume than the adult. These breaths should last 1 second each, or until chest rises.
- E. Check for breathing and pulse. If you don't find a pulse within 10 seconds, start CPR
- F. Position the hands
- G. If two rescuers are present 30-chest compressions for an adult, child 15 and infant 15
If one rescuer is present 30-chest compressions for an adult, child and infant.
- H. Give two slow breaths and continue the sequence. The ratio of compression to breaths in an adult is 30:2; a child and infant 15:2 for two rescuers and 30:2 for adult, child and infant when there is one rescuer.

	Adult	Child	Infant
1 Rescuer	30:2	30:2	30:2
2 Rescuer	30:2	15:2	15:2

- I. Check for respiration and pulse about every two minutes or five cycles when the roles of ventilator and respirator are switched. Do it quickly (less than 10 seconds) so that compressions aren't delayed.
 - J. Remember that help should be on the way.
9. Practice CPR for adult, child, and infant.
10. Practice activating the Emergency medical system.

Practice and Teach CPR and Rescue Breathing by the numbers
Test by objective utilizing: Check, Yell, Get an Airway, Breath, and Press.



MODULE 10: THE EMERGENCY ACTION PLAN AND THE EMERGENCY MEDICAL SYSTEM

OBJECTIVE: To teach the guard the importance of having an emergency action plan and the importance of activating the emergency medical system as soon as possible. To familiarize the guard with their possible role in the EAP.

Teaching Tips

1. Describe the different parts of an emergency action plan.
2. Describe the emergency medical system.
3. Teach the guards who will respond in an emergency.
4. If the facility has multiple areas or attractions, go over the EAP for each area or attraction.
5. Discuss the location of all emergency equipment and communication devices such as radios and phones.
6. Clearly emphasize the role of the guard in each position in the facility in an emergency. As examples, who has responsibility for activating the EMS, who watches a rescuing guards area while the rescue is in progress, who brings the required equipment (backboards, O2, AED, etc.)
7. Emphasize the importance of activating the EMS as quickly as is feasible.
8. Go over the guard's role in crowd control.
9. Cover how to fill out an accident or rescue reports form.
10. If time allows, practice activating the emergency action plan.



MODULE 11: HEALTH AND HYGIENE FOR LIFEGUARDS & WATERPARK ATTENDANTS

OBJECTIVE: To instill in the guards and attendants lifelong health and wellness habits and to familiarize them with the health and hygiene factors that are common to life guarding and the aquatic environment. To help the lifeguards and attendants understand how all of the six aspects of wellness affect guarding.

Teaching Tips

1. Discuss each of the 6 aspects of wellness and how each of these are related to lifeguarding: physical, mental, social, emotional, occupational, environment.
2. Emphasize that wellness is the goal of a life long process and must be constantly worked on for the well being of the guard.
3. Discuss the skin - sunburn, skin cancer, effect of chlorine, reduction of body oil, ease of cutting moist skin - and regular preventive measures. Emphasize that one application of sun screen is not enough.
4. Discuss the ears, ear squeeze, ear infection, and prevention.
5. Discuss infection around the water and its prevention.
6. Warn about bleached hair.
7. Tell to keep nails cut short and square and explain that it is for the protection of both the victim and the guard.
8. Discuss the skin rashes that can develop and the prevention.
9. Cover the danger of sharing water bottles.



MODULE 12: FIRST AID AND BLOOD BORNE PATHOGENS

OBJECTIVE: To teach the guards elementary first aid procedures and precautions.

Teaching Tips

1. Discuss the dangers of getting other people's body fluid (blood, vomit, urine, etc.) on the guard.
2. Discuss the first aid for bleeding. Include putting on the gloves first then direct pressure. Practice elementary first aid for bleeding.
3. Discuss the treatment for shock. Emphasize that in major injuries, shock is almost always present.
4. Teach a method for rolling a victim from a face down position to a face up position (the log roll).
5. Practice rolling a victim and then treating them for shock.
6. Practice putting on exam/surgical gloves and taking them off.
7. Go over the proper procedures for dealing with seizure.
8. Emphasize that any sign of respiratory distress should be treated with the same sense of urgency as a drowning. Particularly mention asthma.
9. Describe the location of emergency equipment such as backboards, exam/surgical gloves, and Rescue Breathing masks.
10. Discuss how to clean up body fluids and dispose of the waste after an incident.



MODULE 13: NECK AND BACK INJURIES

NOT COVERED IN THE WATERPARK ATTENDANT (WPA) COURSE

OBJECTIVE: To teach the guards the signs, symptoms, and prevention of neck and back injuries and the methods of supporting a face up spinal column victim and a roll from face down position to a stable face up position.

Teaching Tips

1. Discuss the common causes of spinal column injury, the fact that not much force is required, and that teenage boys and young men are at high risk for this type of injury. Particularly, discuss areas of your facility where such injuries might occur.
2. Discuss the signs and symptoms of spinal column injury- what you see and what you hear, discoloration, bruising, loss of sensation or tingling in the extremities, deformation of the spine, swelling.
3. For a face up victim, support the victim, keep the spine in line as much as possible, one hand under the hips, the other with the forearm along the backbone reaches to the head and exerts gentle extension.
4. For a face down victim, extend the victim's arms, squeeze the victim's ears between the arms, move the victim forward, roll them, and then support them.
5. Demonstrate and discuss the role of the second guard and of bystanders.
6. Practice a neck and back support procedure in very shallow water. Water park facilities with a runout should also practice this in the runout if possible or feasible.



MODULE 14: BACKBOARDING

NOT COVERED IN THE WATERPARK ATTENDANT (WPA) COURSE

OBJECTIVE: To teach the student how to place a victim or suspected victim of spinal column injury on a backboard minimizing the movement of the spine.

Teaching Tips

1. Use bystanders as much as possible to support the victim.
2. Talk about where in the facility a victim might be boarded and why.
3. The board is submerged and placed under the victim coming from the feet.
4. In securing the victim to the board, start at the chest and work down to the feet, then immobilize the head.
5. Before this skill is needed, check with the EMS to determine if they want to have the victim out of the water or in. If they will work the victim in the water, then they may wish to secure the victim to the board.
6. Be careful in immobilizing the head. Care should be taken to not exert backward pressure on the chin.
7. Protect the victim from hypothermia.
8. If possible, pad the heels and under the knees.
9. Remove the victim from the water headfirst. Use bystanders to help with the lift.
10. When a victim is placed on a board, they usually are not removed until checked by more advanced medical personnel than lifeguards. Discuss when to backboard and when to wait for EMS and how the decision to backboard is made.
11. Remember to monitor the condition of the victim after they are on the board. If Rescue Breathing is needed, use the jaw thrust, not the chin lift.



MODULE 15: DEFENSES

FOR DEEP WATER WATER PARK AND BASIC ONLY, NOT FOR SHALLOW OR WPA

OBJECTIVE: To teach the student what to do when a victim lunges or grabs the guard.

Teaching Tips

1. Remind the student that this is not water wrestling and force moves are of no value.
2. When grabbed by a victim, find the rescue tube and climb on the tube with the victim holding on to you. Reassure the victim they will be okay while you move the victim to safety.
3. When grabbed, do not make it worse by struggling. If you cannot find the tube, simply swim the victim to safety.
4. If grabbed by the hair, pull the victim's hand towards your head, not away.
5. Protect your throat and frontal part of the body.
6. Practice the lunge (Travis maneuver) defense. If the victim lunges at you, duck under the lunge and rescue tube, coming up behind the victim. Leave the tube in front of the victim. Reach through or around the victim and grab the tube. Be careful to duck your chin and turn your head when behind the victim so that the victim does not strike or head-butt you with the back of their head.
7. Practice taking a victim away from a bystander who is trying to rescue the victim.
8. Practice the roll over used when a victim grabs the guard from either the front or the back and the guard is on the tube.
9. Practice the use of the second guard when the first guard has a difficult victim.
10. Discuss the keys to when a second guard is needed – fist in the air, rescue out of control, two victims, spinal, AR, etc.



MODULE 16: COMBINED SKILLS PRACTICE 1

NOT COVERED IN THE WATERPARK ATTENDANT (WPA) COURSE

OBJECTIVE: To give the students an opportunity to practice for the skills test by working a distressed swimmer from identification to extrication in shallow water. At the close of this session, the instruction should be comfortable with the guard's ability to deal with an actual victim.

Teaching Tips

1. The combined skills practice is the point where every thing comes together. Practice them until proficiency is obtained.
2. Identify, whistle, point, jump, rescue, move the victim, 5 abdominal thrusts, extricate, 5 chest compressions, AR, activate EMS, CPR, and crowd control.
3. Practice in shallow water
 - A. Passive on the surface or standing.
 - B. Passive on the bottom.
4. Only two guards are up and on duty. Everyone else is a bystander and should be used at the guard's direction. The teaching staff can assume the bystander role.
5. Be imaginative and do as many drills over and over as time will allow.
6. Practice two victim drills.
7. Review victim identification and scanning.
8. Using four man teams, with one victim, a primary guard, a secondary guard, and a bystander is an efficient method to practice.



MODULE 17: COMBINED SKILLS PRACTICE 2

NOT COVERED IN THE WATERPARK ATTENDANT (WPA) COURSE

OBJECTIVE: To continue the skill practice of the guard.

Teaching Tips

1. Identify, whistle, point, jump, rescue, move the victim, 5 abdominal thrusts, extricate, 5 chest compressions, AR, activate EMS, CPR, and crowd control.
2. Practice: face up neck and back in shallow water
3. Practice: **For deep water waterpark and basic only, not for shallow**
 - A. Passive on the bottom in deep water.
 - B. Active on the surface in deep water.
 - C. Passive on the surface in deep water.
4. Only two guards are up and on duty. Everyone else is a bystander and should be used at the guard's direction. The teaching staff can assume the bystander role.
5. Review victim identification and scanning.
6. Review for the written exam.



MODULE 18: WRITTEN TEST

OBJECTIVE: To give the student the opportunity to demonstrate the required knowledge to be a lifeguard or waterpark attendant.

Teaching Tips

1. The exam is in 4 parts: testing, grading, informing students of their scores and going over the exam. The actual exam should take the student about 30 minutes to take.
2. The exams should be graded and the results given to the students in this session.
3. After the grades are returned to the students, any question that was missed by any student should be discussed with all of the students.
4. Students who did not achieve at least an 80% should be scheduled for a retest. Only one retest per student is allowed and it must occur no sooner than 12 hours and no later than 36 hours after the original exam.
5. Students who do not successfully pass the written exam should be encouraged to take the course over. They are not allowed to continue into the skills test.



MODULE 19: PRACTICAL EXAMS

OBJECTIVE: To give the student the opportunity to demonstrate the necessary practical knowledge required to be a guard.

Teaching Tips

1. SWIMMING

- A. Deep Water and Basic - the student starts in the water, swims 20 feet to a diving brick on the bottom in at least 8 feet of water, does a surface dive, recovers the brick, and swims the brick at least 20 feet back to the deck.
- B. Shallow Water – the student swims 75 yards in shallow water using good form.
- C. All Others - None

2. RESCUES IN SHALLOW WATER - **DEEP, BASIC, SHALLOW ONLY**

- A. Active on the surface
- b. Passive on the bottom

3. RESCUES IN DEEP WATER – **DEEPWATER AND BASIC ONLY**

- A. Passive victim on the surface in deep water
- B. Passive victim on the bottom in deep water (at least 8 feet deep).

4. Each of the swimming rescues includes: Identify, whistle, point, jump, rescue, move the victim, 5 abdominal thrusts, extricate, 5 chest compressions, AR, activate EMS, CPR, and crowd control.

5. A maximum of two guards are used. All other required help (such as in the extrication step) should come from bystanders. The bystander's role is to be played by the staff. The exception to this is if a facility utilizes a third lifeguard and a supervisor as part of their standard operating procedure. In this case, they may be utilized.

6. **WATERPARK ATTENDANT ONLY**

- A. Have the students demonstrate the log roll and then the recovery position.
- B. Have the students demonstrate reasonable competency with the care of a drowning victim on the deck including initiating the respiration efforts, activating the EMS, and CPR.



WATER PARK ATTENDANT SKILLS LIST

1. Use of whistle.
2. Use of hand signals.
3. Scanning their area of responsibility.
4. Rotations
5. Activating EAS/911
6. Blood Borne Pathogens.
7. Putting on and removing exam/surgical gloves.
8. Adult AR/CPR.
9. Child/ Infant AR/CPR.
10. Log Roll
11. Recovery Position
12. Shock Position.
13. Initiating respiration efforts (Chest compressions) on the deck.
14. Blood Borne Pathogens
15. Activating EAS/911
16. Putting on and removing exam/surgical gloves.
17. Direct pressure.
18. Written test.
19. Practical skills test.



BASIC LIFEGUARD SKILLS LIST

1. Swim test (200 yard swim, and retrieve a dive brick from deepest part of the pool \geq 8 feet deep)
2. Use of whistle.
3. Use of hand signals.
4. Compact jump.
5. Rear Rescue.
6. Front Rescue.
7. Two man Rescue.
8. Scanning.
9. Rotations.
10. Three man chest lift.
11. Mob drag.
12. Backboard as a stretcher.
13. Abdominal thrusts in shallow water.
14. Abdominal thrusts in deep water.
15. Submerged victim rescue (up to nine feet deep).
16. Submerged victim rescue (nine to twelve feet deep).
17. Submerged victim rescue (over twelve feet deep).
18. Blood Borne Pathogens
19. Putting on and removing exam/surgical gloves
20. Activate EAS/ 911
21. Adult AR/CPR.
22. Child/Infant AR/CPR.
23. Putting on and removing exam/surgical gloves.
24. Direct pressure.
25. Log roll.
26. Recovery position.
27. Position for shock.
28. Face up spinal.
29. Spinal roll (looking at the victim).
30. Spinal roll (looking with the victim).
31. Back boarding.
32. Two tap release.
33. Climbing on the tube if grabbed.
34. Multi victim rescues
35. Travis maneuver.
36. Swimming when grabbed.
37. Roll over.
38. Use of bystanders.
39. Combined skill active victim on the surface in deep water.
40. Combines skill active victim on the surface in shallow water.
41. Combined skill on the bottom in deep water.
42. Combined skill on the bottom in shallow water.
43. Written test.



WATER PARK SHALLOW WATER LIFEGUARD SKILLS LIST

1. Swim test (At least 50 yard swim, and retrieve a ten pound dive brick from <5 feet of water)
2. Use of whistle.
3. Use of hand signals.
4. Compact jump and pool entry.
5. Use of the tube: Front Rescue.
Rear Rescue.
6. Assist from under the arms.
7. Scanning.
8. Rotations.
9. Extrication from water: Three-man chest lift.
Mob drag.
Backboard as a stretcher.
10. Abdominal thrusts in shallow water.
11. Chest compressions on the deck.
12. Submerged victim rescue (< 5 feet deep)
13. Activating the EAS/911
14. Blood Borne Pathogens.
15. Putting on and removing exam/surgical gloves
16. Adult AR/CPR.
17. Child/Infant AR/CPR.
18. Putting on and removing exam/surgical gloves.
19. Direct pressure.
20. Log roll.
21. Recovery position.
22. Position for shock.
23. Face up spinal.
24. Spinal roll (looking at the victim).
25. Spinal roll (looking with the victim).
26. Back boarding.
27. Use of bystanders.
28. Combines skill active victim on top of the water, in shallow water.
29. Combined skill passive victim on the bottom in shallow water.
30. Written test.
31. Swim 75 yards.



WATER PARK DEEP WATER LIFEGUARD SKILLS LIST

1. Swim test (200 yard swim, and retrieve a dive brick from deepest part of the pool \geq 8 feet deep)
2. Use of whistle.
3. Use of hand signals.
4. Compact jump. (Waves on and off)
5. Rear Rescue. (Waves on and off)
6. Front Rescue. (Waves on and off)
7. Two man Rescue. (Waves on and off)
8. Scanning.
9. Rotations.
10. Three man chest lift.
11. Mob drag.
12. Backboard as a stretcher.
13. Abdominal thrusts in shallow water.
14. Abdominal thrusts in deep water. (Waves on and off)
15. Submerged victim rescue (up to nine feet deep).
16. Submerged victim rescue (nine to twelve feet deep).
17. Submerged victim rescue (over twelve feet deep).
18. Blood Borne Pathogens.
19. Putting on and removing exam/surgical gloves
20. Activate EAS/ 911
21. Adult AR/CPR.
22. Child/Infant AR/CPR.
23. Putting on and removing exam/surgical gloves.
24. Direct pressure.
25. Log roll.
26. Recovery position.
27. Position for shock.
28. Face up spinal.
29. Spinal roll (looking at the victim).
30. Spinal roll (looking with the victim).
31. Back boarding.
32. Two tap release.
33. Climbing on the tube if grabbed. (Waves on and off)
34. Multi victim rescues (Waves on and off)
35. Travis maneuver. (Waves on and off)
36. Swimming when grabbed. (Waves on and off)
37. Roll over. (Waves on and off)
38. Use of bystanders.
39. Combined skill activity on the surface in deep water. (Waves on and off)
40. Combines skill activity in the shallow water.
41. Combined skill on the bottom in deep water. (Waves on and off)
42. Combined skill on the bottom in shallow water.
43. Written test.



SECTION V: WATER SENTRY

CHAPTER 1: REGISTRATION, HOUSEKEEPING AND OVERVIEW

OBJECTIVE: To properly enroll the students in the course and to ensure that they are familiar with what is required of them in the class. To provide the students with the information that will need to participate in the class and to give them an overview of what the course is about and what is expected of the students.

An additional objective is to begin to give the students the proper mental attitude to work on a water based attraction and to explain how serious this job is; to explain that drowning does happen, happens frequently, and their presence can make a difference.

Teaching Tips

1. Register the students. Get the name, birth date, and social security number of each student. Make sure that they are all at least 15 years of age. The local, state, and federal labor standards should be verified prior to offering employment to young adults to insure compliance with these agencies.
2. Collect appropriate fees, and remitted to NASCO for each student enrolled.
3. Announce the number, location, and time of the classes.
4. Tell the students to bring note-taking material for each class.
5. Discuss the written exam and the practical exam and what constitutes a passing grade.
6. Discuss that the period of authorization is for one season and expires on the next December 31st.
7. Make sure that the students know that they will be getting in the water in at least one session.
8. Discuss the rules of the class. No absences are allowed. Students are expected to show up on time. Students are expected to actively participate in all drills and discussions.
9. Discuss correct behavior for an operator of a water-based ride - no horseplay, drugs, and alcohol.
10. Cover the ethical, professional, and legal responsibilities of being a water sentry. Be sure to make the legal part of this discussion applicable to the state, province or country in which your facility is located. Emphasize that the guard needs to understand the burden that these responsibilities place on them.
11. Go over the material in Chapter One of the text.



CHAPTER 2: WORKING WITH PEOPLE AND WORKPLACE SKILLS

OBJECTIVE: To teach the operator skills required in managing people and to expose them to the behavior required of a good employee.

Teaching Tips

1. Go over the material in chapter 6.
2. Be polite and respectful.
3. Emphasize that the operator is not giving orders but is giving directions and information.
4. Discuss the rules of the facility and the basis of the rules. As an example, slips and falls are the most common mechanism of injury, therefore is one of the reasons for the no running rule.
5. Rules are the same day-to-day, operator-to-operator, and guest-to-guest. Discuss the problems with inconsistent rule enforcement.
6. Rules for guests are rules for operators, regardless of whether the facility is open or closed.
7. Be aware of your image as an operator and as an employee.
8. Watch your interaction with the opposite sex. Be sure your conduct falls within the boundaries that are necessary to show the public that you have the discipline to be entrusted with working on a ride.
9. Discuss dealing with an angry guest.
10. Discuss good work habits and what is required of being a good employee.
11. Acting out scenarios can bring out some of these items. As an example, the instructor can be a parent who is angry because their child was allowed on a ride yesterday but was not allowed to ride today because she was too small.



CHAPTER 3: RESCUE BREATHING AND CPR

OBJECTIVE: To teach the Water Sentry class the reasons behind the skills required to resuscitate a victim and to teach the skills themselves.

Teaching tips

1. After the guest has been determined to be non-breathing, resuscitation must be begun immediately and the emergency medical system must be activated as quickly as possible.
2. Discuss the ways and means of summoning help: management, trained people in first aid, etc. Be specific in using the different means such as the phone.
3. Go over the reasons for using abdominal thrusts and briefly review the skill.
4. The action steps: (On the Deck)
 - A. Determine if the guest is not breathing.
 - B. Activate the EMS by having another operator activate the Emergency Action Plan. Put on gloves for any victim contact.
 - C. Recheck for breathing and for circulation. Be sure to use the chin lift head tilt to straighten the airway. If breathing is not present, and air does not go in, administer chest compressions in sets of 5, attempting to ventilate after each set of 5 chest compressions. Be sure to turn the head to the side to prevent strangulation on the ejected vomit.
 - D. After performing the chest compressions to clear the airway, recheck for breathing and for circulation after repositioning the head.
 - E. After performing 5 chest compressions, if the victim is not breathing and an obstruction is present, then sweep the airway in an adult, remember to check in the child and infants mouth, do not do blind sweeps.
 - F. Following the airway check and 5 chest compressions (if needed), if the victim is not breathing but does have a pulse, start with two slow full breaths. Each lasting for 1 second.
 - G. Follow with one breathe every 5 – 6 seconds for an adult.
 - H. Check for breathing and circulation frequently, about once every 2 minutes.
 - I. Teach the difference between adult Rescue Breathing and that for a child or infant.
5. Practice until the basic Rescue Breathing skill is mastered. Practice adult, child, and infant victims.
6. Then introduce CPR for an adult. Emphasize that if there is no pulse, that CPR is, at best, a holding action until more advanced care can be given.
7. Remember that doing either Rescue Breathing or CPR is a scary thing. Most people are afraid that they will injure the victim if they do it wrong and this inhibits their taking action. Mention that the major value of memorizing the steps is so that the rescuer does not have to think. Even if the steps are done wrong, provided that ventilation and chest compression is occurring, then they are helping the victim.
8. The steps in CPR for a victim of drowning
 - A. After chest compressions to begin the respiration process, shake and shout
 - B. Open the airway



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- C. Look, listen, and feel
- D. If the victim is not breathing, open the airway and begin ventilation. Two slow full breaths for an adult or child, infant relative to the lungs you are trying to inflate. The amount of air contained in an adult's cheeks is adequate to inflate the lungs of an infant. The adult and child will of course require more, with the child requiring less volume than the adult. These breaths should last 1 second each, or until chest rises.
- E. Check for breathing and pulse. If you don't find a pulse within 10 seconds, start CPR
- F. Position the hands
- G. If two rescuers are present 30-chest compressions for an adult, child 15 and infant 15 If one rescuer is present 30-chest compressions for an adult, child and infant.
- H. Give two slow breaths and continue the sequence. The ratio of compression to breaths in an adult is 30:2; a child and infant 15:2 for two rescuers and 30:2 for adult, child and infant when there is one rescuer.

	Adult	Child	Infant
1 Rescuer	30:2	30:2	30:2
2 Rescuer	30:2	15:2	15:2

- I. Check for respiration and pulse about every two minutes or five cycles when the roles of ventilator and respirator are switched. Do it quickly (less than 10 seconds) so that compressions aren't delayed.
- J. Remember that help should be on the way.
- 9. Practice CPR on adult, child, and infant.
- 10. Practice activating the Emergency medical system.

**Practice and Teach CPR and Rescue Breathing by the numbers
Test by objective utilizing: Check, Yell, Get an Airway, Breath, and Press.**



CHAPTER 4: FIRST AID AND BLOOD BORNE PATHOGENS

OBJECTIVE: To teach the operators elementary first aid procedures and precautions.

Teaching Tips

1. Discuss the dangers of getting other people's blood on the operator. Have the operator practice putting on exam/surgical gloves and taking them off.
2. Discuss the first aid for bleeding. Include putting on the gloves first and direct pressure. Practice elementary first aid for bleeding.
3. Discuss the treatment for shock. Emphasize that in major injuries, shock is almost always present.
4. Teach a method for rolling a victim from a face down position to a face up position (the log roll).
5. Practice rolling a victim and then treating them for shock.
6. Discuss direct pressure for the treatment of bleeding.
7. Discuss the danger of being contaminated with someone else's blood.
8. Teach the recovery position.

CHAPTER 5: ELEMENTARY RESCUES

OBJECTIVE: To teach the operator how to make a rescue without entering the water and to do a shallow water search.

Teaching Tips

1. Practice elementary reaching rescues from the bank. Be sure to emphasize keeping the weight well back and stable.
2. Practice using a reach pole
3. Practice using a heaving line, throw bag, and ring buoy.
4. Practice doing a shallow water search with just one or two people. Emphasize to look in the most obvious place first. Warn of the dangers that are in the shallow water on many of the water rides. Emphasize to be sure that the dispatch has been stopped on the ride before entering the water.
5. Discuss the types of water that the operator should not enter such as deep water, moving water, or water with any other hazard. The operator shall not enter the water until instructed by their supervision superiors, and then only if they feel comfortable entering.



CHAPTER 6: WRITTEN TEST

OBJECTIVE: To give the student the opportunity to demonstrate the required knowledge to be an operator of water based attractions.

Teaching Tips

1. The exam is in 4 parts: testing, grading, informing students of their scores and going over the exam. The actual exam should take the student about 25 minutes to take.
2. The exams should be graded and the results given to the students in this session.
3. After the grades are returned to the students, any question that was missed by any student should be discussed with all of the students.
4. Students who did not achieve at least an 80% should be scheduled for a retest. Only one retest per student is allowed and it must occur no sooner than 12 hours and no later than 36 hours after the original exam.
5. Students who do not successfully pass the written exam should be encouraged to take the course over. They are not allowed to continue into the skills test.

CHAPTER 7: PRACTICAL TEST

OBJECTIVE: To give the student the opportunity to demonstrate the necessary practical knowledge required to work on a water-based ride.

1. Have the students demonstrate the log roll and then the recovery position.
2. Have the students demonstrate reasonable competency with the care of a drowning victim on the deck including initiating the respiration efforts, activating the emergency system (EMS), and CPR for an adult.
3. Have the students throw a line, ring buoy or throw bag to a target area that is 10 feet wide and at least 20 feet away. Repeated trials are okay as long as the student gets in the target area at least once.



WATER SENTRY SKILLS LIST

1. Use of whistle.
2. Use of hand signals.
3. Scanning.
4. Activating EAS/911
5. Blood Borne Pathogens.
6. Putting on and removing exam or surgical gloves.
7. Adult AR/CPR.
8. Child/ Infant AR/CPR.
9. Log Roll
10. Recovery Position
11. Shock Position.
12. Abdominal thrust in shallow water.
13. Chest compressions on the deck.
14. Blood Borne Pathogens
15. Activating the EAS/911
16. Putting on and removing exam/surgical gloves.
17. Direct pressure.
18. Use of a PFD prior to attempting rescues.
19. Elementary Rescues: Reaching Assists
 - Arm
 - Pole
 - Throwing Assists
 - Heaving Lines
 - Throw Bags
 - Ring Buoys
20. Practice shallow water search with just one or two people.
(Emphasize that the ride is to be turned off and the water is to be calm.)
21. Practice shallow water assists.
22. Written test.
23. Practical skills test.



LIFEGUARD APPRENTICE PROGRAM: The “A Team”

PURPOSE AND OBJECTIVE:

The typical person who wishes to become a lifeguard is young and working as a guard is one of their first jobs. In order to become a lifeguard, two transitions must be made. One is to become a lifeguard. The other is to become an employee. The purpose of this course is to begin making these two transitions with people who are still too young to be guards. The intent is to teach them both lifeguarding skills and good work habits. The course is equally split between developing swimming and lifeguarding skills and performing entry level tasks that guards do from day to day.

RESTRICTIONS:

1. At no time, is any of the “A Team” to be used in a position in which they might be required to do a rescue, perform CPR, or to be in any position that might require them to perform a life critical skill. They are not to be used as slide dispatchers. They are not to be on duty in the park without direct supervision.
2. At all times, the training and work effort of the “A Team” is to be directed, controlled, and monitored by a NASCO Instructor known as the “Team Leader”.
3. No more that 15 students are to be assigned to any given “Team Leader”.
4. The age requirements are 12 to 14. Older students can be directed to other courses such as the waterpark attendant course. This age grouping is considered to be one which is relatively cohesive and which has the physical and mental maturity to master the subjects covered.
5. Students entering the program should be able to swim 50 yards and to be able to maintain themselves (tread, float, or swim in place) afloat in deep water for at least two minutes.
6. A certified lifeguard is required to be on duty in addition to the “Team Leader” at all times when the team is in the water.

TIME AND DURATION:

The suggested format is to meet the team 4 hours per day for 10 days. The first 1.5 to 2 hours is devoted to instruction and the remaining time is devoted to doing apprentice type work around the park.

Many parks may decide to allow the students to stay in the park after class and play for a certain time. If so, playtime, done after the formal class session, need not be under the control of the “Team Leader.”



PARENTAL RELEASE:

Before enrolling in the course, an information sheet describing the course should be furnished to the parents. A signed parental release is **required** of all students.

ATTENDANCE:

In order to receive a certificate, the student must attend all sessions and pass the test.

TEAM LEADERS:

“Team Leaders” should be chosen with care. Since this is a younger population, more and closer control is required of the team than that which is required when working with older students. The “Team Leader” is specifically charged with the safety of the Team. This means that the “Team Leader” will be with the Team at all times that the Team is in class.

“Team Leaders” must be NASCO Instructors. Other NASCO guards can be used as aides, but the “Team Leader” is still in charge with the overall responsibility of the Team. “Team Leaders” should be chosen for their stability, maturity, teaching ability, ability to get along with younger people, and their demonstrated ability to lead.

STUDENT MATERIALS:

The park will assign a fee to the course. In addition to the fee and the parental release, each student will need swimming attire, towel, and a notebook to take notes. In addition, some thought needs to be given to lunch. The parents should be informed as to whether this is included in the fee.

TESTING AND COMPETENCY:

This course does include both a written test and a practical test on the last day. The student's grade is determined by how they perform on these tests and by their notebook. Remember that the attempt here is to get a good start. If a student has made a reasonable effort and you feel that they have tried very hard, then consideration should be given to passing them.

The material presented should be covered at least in passing. However, it may not be covered in as much depth as the teacher would prefer. This is acceptable, provided that the student is at least introduced to all of the topics.

TEACHING CHAPTERS

As is typical with all NASCO courses, the chapters below are to be used as guidelines. Some variation in the presentation of the material is expected. In addition, each module will include a section on the topic “Park duties as assigned.” The “Team Leader” will have to determine what these duties are, based on the tasks at their park. Depending on ability, by the second 5-day session, some of the “A Team” may be used in shallow water. Remember that they cannot be used as a guard or as a dispatcher and they must be under the supervision of a certified guard.

Each chapter, except the first, begins with a brief review and a discussion of what is to be accomplished that day. Taking attendance, or role, is also required. The water work should begin with at least a 50-yard warm up swim and end with a review session. A lifeguard lookout is required for all water activities; this is in addition to the “Team Leader.” The purpose of the review is to get them all back together again, review what they have learned, and end the class on a formal note.

To assist with organization, try to have the class start at the same location each day and have the review session at the same location each day.



The skills covered in this course are basically just the skills in any lifeguard course. There are some differences. One is that the defenses and the Travis Maneuver are not covered. Another is the level of competency that the students will exhibit. The idea behind the course is to make a good beginning, not to produce a competent lifeguard.

CHAPTER ONE:

1. Finish registration. Be sure that you have a release for each student.
2. House keeping. Announce rules, times, places. Inform the students that they are to take notes when you meet and that the notebooks will be reviewed by the “Team Leader” at the end of the first five days and at the end of the course
3. Introduction:
 - a. The five jobs of a lifeguard
 - i. Recognize
 - ii. Prevent
 - iii. Rescue
 - iv. Initiate
 - v. Support
 - vi. Cover the ethical, professional, and legal responsibilities of the lifeguard. Be sure to make the legal part of this discussion applicable to the state, province or country in which your facility is located. Emphasize that the guard needs to understand the burden that these responsibilities place on them
 - b. The objective with a victim is to get them nose up, stable, and breathing.
 - c. Talk about the other jobs that lifeguards do around the park.
4. Swim test
 - a. Swim 50 yards essentially non-stop
 - b. Float, tread, or swim in place for at least two minutes. This should be done in water over five feet deep, if available. If none is available, use the deepest water possible.
5. Introduce lifeguard equipment. (Rescue tube, AR mask, and exam/surgical gloves.) Have them practice putting on all of the above. Teach them to roll the strap on the tube before putting it away.
6. Practice entering the water. (Running in zero depth pool, slip in, compact jump from the deck if water is at least five feet deep.)
7. Park Orientation. Walk the students around the park and show them each of the attractions. Discuss where each guard is located. Also discuss proper riding positions. Remember that these kids may be playing in the park later.
8. Park duties as assigned.
9. Review Session. Have each student tell you something that they learned today. Also have them show you one page out of their notebook.

SUGGESTIONS:

1. Get to know their names quickly. Play a name game, have nametags.



2. Emphasize proper conduct of the team either on duty or off duty. Remind them that they must set a good example for the guests and that the other guards will be watching them to see what type of guard they might make.
3. Water games are good. Rain (everyone in a circle around the "Team Leader", on command, the "A Team" splashes the "Team Leader" while the "Team Leader" splashes the "A Team") or other simple games are good the first day.
4. Look for students who are uncomfortable about the water. They may need to take the course at a later date. If such is required, a parental call is necessary.
5. Be very careful with the swim test. This is the most dangerous time of any course. They may not be strong swimmers. Remember: posting a look out lifeguard is required.
6. From time to time, give them a break to write something in their notebook. As an example, have them list when and where the guard should slip in, run in, or compact jump. List the 5 jobs of a lifeguard. What is the objective with a victim? Do not expect too much from the notebooks but do use them as a tool to re-enforce the learning.
7. The learning here will be a bit slower than with older students. Don't be afraid to cover the same material twice if you are not satisfied with the performance of the Team the first time.

CHAPTER TWO:

1. Review, preview, and roll call
2. Warm up swim (at least 50 yards)
3. Discuss swimming with the tube. (Either under their arms or dragging.) Discuss keeping the tube between you and the victim and getting the tube ready to make the rescue once you get to the victim.
4. Practice compact jumping from a chair and in a hole (tie four tubes together and make a hole for the students to jump into).
5. Log roll for an unconscious victim.
6. Rear rescue. (Have the students practice on each other and then on you.)
7. Park duties as assigned
8. Review

SUGGESTIONS:

1. Be careful using the waves if you have a wave pool. This is harder swimming and demands greater care.
2. If you have enough tubes, have each student drag a tube with them when they do the warm up swim. The tube should not be used for support except if in distress.
3. Do the one man and two man log roll
4. Be a conscious but non-struggling victim in the rear rescue.
5. Don't forget to use a game if time allows. A seahorse relay race is a good game here. (Riders place the rescue tube between their legs and can only make forward progress while so mounted)
6. Suggested question for the notebook. In doing the log roll what must you be very careful to protect the victim and the rescuer. In doing the compact jump where is the strap? How are the Feet? Knees?

CHAPTER THREE:

1. Review, preview, roll call
2. Universal Precautions
3. First aid for bleeding. Have the students put on the gloves and practice with direct pressure for bleeding of the finger.
4. Front Rescue
5. Beach drag or taking a victim through shallow water.
6. Park duties as assigned
7. Review

SUGGESTIONS:

1. Only do the brachial pressure point. (This group may be too young to do the femoral.)
2. You may have to incorporate a second guard on the beach drag.
3. A good game here might be to allow them to ride an open tube flume after it has already been checked out.
4. In park duties as assigned, taking them to a flume and teaching them what all is involved in the morning check off is a good task if you can get this done before the park opens. This should be done before allowing them to ride the flume if possible.
5. Suggested notebook questions:
 - a. Why do we use universal precautions?
 - b. What are the steps to control bleeding?
 - c. Which is the preferred rescue, front or rear? Why?

CHAPTER FOUR:

1. Review, preview, and roll call. Discuss what should be in their notebooks by now and remind them that the notebooks will be taken up at the end of the next lesson.
2. Victim identification
 - a. They are either on the surface or on the bottom
 - b. Five signs on the surface, four on the bottom
 - c. 447, 33, the follower
3. Warm up swim
4. Three or more person curl out; Set out for small victims.
5. Shallow water abdominal thrusts
6. Park duties as assigned
7. Review

SUGGESTIONS:

1. The good foot bad foot drill is a good game to help them to learn the signs and symptoms. Emphasize that none of these symptoms need be present, that victims do not go to victim school.
2. Questions for the note book:
 - a. Five on the surface



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- b. Four on the bottom
 - c. What is a 447?
 - d. What is a 33?
3. A good game here might be an abdominal thrust drag race. (This is a race. Start at one side of a pool in shallow water. One guard does abdominal thrusts and drags the victim to the other side. There the victim becomes the rescuer, performs abdominal thrusts on the new victim and drags them back. If they don't verbalize the count, they are disqualified.)

CHAPTER FIVE:

1. Review, preview, and roll call
2. AR for an adult. Remember 8 years and up is treated as an adult. Start with 5 chest compressions in a prone position on the deck. Emphasize the airway. Use the mask.
3. Once you have some competency with AR, start with a face down victim just removed from the water, do the log roll and have a non-breathing victim.
4. Warm up swim
5. Assisting a non-swimmer to their feet.
6. Arm around the shoulder to assist a victim out of a catch pool, up steps or a slope.
7. Park duties as assigned
8. Pick up the notebooks. Take a quick glance at them and make a comment in each book before the next meeting.
9. Review

SUGGESTIONS:

1. Consider moving the patient's arm out of the way so that the rescuer can put their knees against the patient's side to perform chest compressions and begin the respiration efforts.
2. Re-tilt is the first move for when the air does not go in.
3. Work the mask from kneeling at the back of the head.
4. Tell the students to not actually blow in the mask.
5. Make them verbalize the AR sequence, as this is one of the hardest things to get guards to do.
6. Go to a catch pool and show them how to help someone stand up. Then move on to assisting the person out of the water. Tell them to expect the victim to become unconscious at any minute. Have them practice on each other, and then if time permits, have them practice on you.
7. You may want to do the water work first to stay out of the way of the park opening.
8. A front rescue relay race is a good practice game.
9. Questions for the notebook:
 - a. What is the first thing that you do if the air does not go in?
 - b. List the steps in doing AR through the first two breaths.
 - c. What should you always do before you touch a victim? (Tell them that you are going to touch them)



CHAPTER SIX:

1. Review, preview, and roll call. Return the notebooks. Discuss any pertinent issues from your review of the books.
2. Scanning
 - a. Discuss that this is the first and most important of the duties of a guard and is part of the "Recognize" that was mentioned in the earlier module.
 - b. Five keys to scanning:
 - i. Head in constant motion
 - ii. Corners
 - iii. Systematic
 - iv. Pronounced downward swing of the head with a "T- bump."
 - v. 15 seconds
 - c. Talk about the way that the eye works and why you must move the head.
3. Have them practice several cycles of scanning an actual pool while you count to 15 several times.
4. Passive victim on the surface in deep water. Five abdominal thrusts and out.
5. Second guard drill. Have the second guard help move the victim to the extrication point.
6. Park duties as assigned
7. Review
8. Schedule time to speak to any students that are having difficulty. If, for example, a student has missed a session, remind them that they will not get a certificate. If a student has an attitude problem, now is the time to adjust it.

SUGGESTIONS:

1. Suggestions for the notebooks
 - a. Five keys to scanning
 - b. What is the importance of the spot light concept? (Pretend you have a spotlight on your head. If you don't get them in the spot light then you won't see them.)
2. The lay about drill is good during this session. (You take a diving brick and lay on the bottom in different places to show them what a victim looks like on the bottom and to show the impact of glare on the water.)

CHAPTER SEVEN

1. Review, preview, roll call
2. Discuss being an employee
 - a. The importance of being on time.
 - b. Being dependable
 - c. Being in proper uniform
 - d. Why horse play is not allowed
 - e. Following the same rules that guests have to follow
3. Discuss rotations and breaks and how they are done
4. Discuss spinal column fracture, how it occurs and the signs and symptoms
5. Warm up swim
6. Neck and back turns



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- a. Face up
- b. Face down
 - i. Looking at the victim
 - ii. Looking with the victim
- c. Victim standing
7. Park duties as assigned
8. Review

SUGGESTIONS:

1. This is your chance to make a good employee out of them. Do not be afraid to add more to the employee talk.
2. Signs and symptoms of spinal column fracture
 - a. What you see and what you hear.
 - b. Loss of feeling or tingling in the extremities
 - c. Lump or bruise on the spine
 - d. Discoloration of the spine
 - e. Spine out of line
 - f. Victim holding the neck
3. Discuss the objective of spinal column management.
4. Suggestions for the book:
 - a. List 5 characteristics of a good employee (Be sure you discuss at least 5)
 - b. List 6 symptoms of spinal column fracture
5. Take them to the attractions and discuss with them how a spinal fracture might occur. (Capsize on the flumes, diving, slipping a falling, etc.)

CHAPTER EIGHT:

1. Review, preview, and roll call
2. Discuss working with people. Hit the topics out of the textbook.
3. Discuss the importance of enforcing the rules the same day to day, person to person, and guard to guard
4. Warm up swim
5. Back boarding: Have the students place the board on the victim. Do both a face up and a face down victim. Remember that the second guard is to get the head in any of these procedures.
6. Park duties as assigned
7. Review

SUGGESTIONS:

1. Have the students practice the back boarding many times. Give everyone a chance to be both the first and second rescuer if time allows.
2. Since working with older guests is stressful for any guard, cover "the working with people" topics fairly thoroughly.
3. Watch out for the victim on the board getting too cold
4. Suggestions for the book:



- a. What is the order in which you place the straps on the victim in back boarding?
 - b. List five items to consider when working with people.
5. A tube relay would be a good game here. (Two teams, each with only one tube do a relay race. Doing it in deep water is harder.)

CHAPTER NINE:

1. Review, preview, and roll call
2. Review the material to be covered in the written test that is to occur the next lesson. Paraphrase the questions and have the students provide you with the answers is a good method.
3. Warm up swim
4. Practice cradle to grave rescues with the students commensurate with the material covered and their skills
5. Discuss the skill required on the practical test that is to occur in the next lesson
6. Park duties as assigned
7. Review. (Remind them that their notebooks are due at the next lesson.)

SUGGESTIONS:

1. Module nine can be used as a session to review skills that you feel need to be revisited. In the “cradle to grave” practice, do only those things that the students have been taught to do.
2. Do a thorough job on reviewing them for the test. This is your chance to try to get as many to pass as possible.

CHAPTER TEN:

1. Review, preview, and roll call. Take up the notebooks.
2. Give the written exam
3. Warm up swim
4. Practical test:
 - a. Do a rear rescue on an active victim
 - b. Do a front rescue on an active victim
 - c. Do a abdominal thrust in shallow water on a victim of approximately the same size as the rescuer
 - d. On the deck, roll a victim over, and position them for AR
5. Graduation

SUGGESTIONS:

1. Have an assistant grade the written test while you do the practical test helps with the time.
2. Grade them on the water skills commensurate with their size and age.
3. No specific grade is specified on either test or the notebook to pass the course. Rather the instructor is required to make a judgment call on whether the student has successfully began the two transformations to becoming both an employee and to becoming a lifeguard. This includes some idea of how they performed the park duties as assigned tasks.



SECTION VI: NASCO HOME POOL SAFETY

NASCO MISSION: To reduce the loss of life due to drowning.

HOME POOL SAFETY COURSE OBJECTIVE: To provide information that should be useful to families with a home pool or whose children may swim in a home pool. The ultimate objective is the prevention or at least mitigation of home pool accidents and drowning.

CONTENT: The course is divided into four sections: prevention, rescue, follow up after an emergency and review. The instructor is at liberty to modify the information with the inclusion or deletion of skills and information based on the students participating. However, the prevention section must be covered. In addition, any skills or information presented which is not specifically mentioned in the outline below should be those found in the NASCO text book or courses.

MINIMUM AGE: There is no minimum age. The course is designed for the whole family to participate. Smaller children can be incorporated in the skills that are appropriate for their skill level and abilities.

INSTRUCTOR: Any authorized NASCO Lifeguard Instructor (NLI) can teach this course.

TIME: It is expected that this course will take about 4 hours to complete.

STUDENTS AND AGE REQUIREMENTS: This course is designed to assist the pool owner or participant with the basic knowledge and skills necessary to prevent and respond to home pool emergencies. Family members, baby sitters, as well as children are the anticipated audience for this program. There are no age requirements for the participants in this course. However, for younger students, the information may have to be modified.

SETTING AN EXAMPLE: The NLI is expected to conduct themselves in a safe, careful and professional manner and to set a good example for the students.

LEVEL OF PROFICIENCY: The presentation of this course is informational in nature and successful completion is simply by attendance. No level of competency is meant to be implied by this course.



GENERAL TEACHING SUGGESTIONS:

1. This is not a lifeguard course, so the level of presentation should be relatively informal.
2. If children are involved, the information on drowning will have to be carefully presented so as not to leave them with a fear of the water. In addition, remember that children have a short attention span.
3. The emphasis of this course should be on prevention. If the incident is prevented, then there is no need for rescue or follow up.
4. During the Part I: Prevention, the intent is to get the attention of the students. Again care must be used to walk the fine line between presenting useful information and frightening the participants.
5. Handouts may be useful for teaching. The different parts listed later can be used to generate handout for the adults.
6. With an all adult class, more time might be spent on CPR than with a more youthful class. Everyone should get a brief introduction to Artificial Respiration (AR), or Rescue Breathing.
7. Parents should be incorporated into the teaching component of this class if possible.
8. A flip chart, dry erase board, or black board may make the presentation of the material easier.



CHAPTER ONE: PREVENTION

OBJECTIVE: To cover enough background material on drowning so that the students understand the necessity of preventing the incident. To cover reasonable preventive techniques.

1. Emphasize that prevention is the most important factor and as trite as it sounds, preventing drowning in home pools starts in the home with good preventive measures and good rules about pool use which are enforced.
2. Remind them that children are explorers and experimenters by nature and that any child can get away from the supervision of any adult.
3. Go over drowning statistics:
 - a. 447's – Define and explain this is our most common victim
 - b. 3-3 's – Define and explain that this is about 25 % of our fatalities
 - c. Drowning is the second leading cause of accidental death in young Americans
 - d. Drowning is quick – 38 seconds
 - e. In a study by the US Consumer Product Safety Commission on drowning of five years of age and under
 - i. 75% were between 1 and 3
 - ii. Most were being supervised at the time of the incident
 - iii. 46% were last seen in the house, 23% in the yard, 31% in or around the pool
 - iv. 65% were in a pool owned by the family
 - v. 77% had been out of sight for less than 5 minutes.
 - f. According to the work of F. Pia (as reported in the CDC report on lifeguard effectiveness) in observing beach drownings, non-swimming adults stay on the surface in deep water about 60 seconds while infants and children may submerge in as little as 20 seconds. Our studies show that submersion may be virtually instantaneous.
4. Go over sign and symptoms of victims on the surface. Mention again that there may not be any visible sign of distress (no splashing, etc.). Mention that small children may well float and be found floating face down or up on the surface.
5. Go over the signs and symptoms of a victim on the bottom.
6. Cover the different types of accidents
 - a. Drowning
 - b. Slips and falls
 - c. Neck and back injuries – particularly a problem if shallow pools, diving boards, and teenagers are involved.
 - d. Drain entrapment.
 - e. Cuts from broken glass around or in the water. Talk about how hard it is to see broken glass on the bottom of the pool.
 - f. Electrical shock from overhead wires or faulty electrical equipment.
7. Candidate rules for pool use. Emphasize that these are candidates from which a household should chose the ones that fit their environment. Also mention that they may be other



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rules which should be included. Also, posting the rules makes their enforcement easier. A good teaching technique here is to state a rule and ask the students why this should be a rule.

- a. No children are allowed to use the pool without adult supervision.
 - b. If diving boards or slides are involved and
 - i. The water is shallow – there is an upper age, weight, and height restriction on their use.
 - ii. The water is deep – the ability to swim across the pool is demonstrated to an adult before children are allowed to use the pool.
 - c. Once bounce per dive, one diver on the board at a time.
 - d. No head first sliding. No lap riders. Common sense is used when a slide is involved
 - e. Teenage and or young adult alcohol use is prohibited around the pool.
 - f. Children from other families must have their parent's permission before they are allowed to swim.
 - g. All the safety equipment is in place and at least two people know how to use it in the group that is swimming or monitoring the swimming.
 - h. Whoever is supervising the swimming is competent to deal with an emergency.
 - i. No one gets near the drain.
 - j. No running or uncontrolled boisterous horse play.
 - k. No glass on the pool deck.
 - l. No electrical appliances of any kind (including radios and other musical equipment) allowed on the pool deck.
8. Candidate preventive measures
- a. A high fence with a self-closing self-latching gate separates the pool from the yard and (most importantly) from the house.
 - b. Keep the pool locked unless an adult is present.
 - c. Go over the rules with the entire family once per season.
 - d. Get formal training in CPR
 - e. Candidate safety equipment. The same restrictions apply to this list as to the list for candidate rules.
 - i. Ring buoy
 - ii. Throwing line
 - iii. Fiber glass reach pole (mention electrical shock with metal poles)
 - iv. Emergency phone numbers posted
 - v. Phone (permanent, mobile, or cellular) is on the deck when anyone swims.
 - vi. Swim noodle
 - vii. Kill switch for the main pump is prominently labeled and the house hold knows its location and how to use it.
 - viii. AR/CPR barrier mask along with a first aid kit and exam/surgical gloves.
 - ix. Test the water regularly and record the results
 - x. Other equipment to be considered includes pool alarms, gate alarms, voice activated phones, panic buttons that automatically call for medical assistance.



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- f. Have a competent maintenance check at the beginning of the season.
- g. Have an adult observer to watch the swimming who is not participating
 - i. Know the capabilities of the swimmers before they get into the pool.
 - ii. With children, count them and keep counting them as long as they are on or around the pool deck or in the water.
 - iii. Stand up occasionally and look in the bottom of the pool.

CHAPTER TWO: RESCUE

OBJECTIVE: To teach elementary rescue skills at the level of the participants.

1. This is an interactive wet session. Have the students practice both on you and on each other. Have the children rescue their parents and conversely.
2. Practice with the throwing devices.
3. Practice with the reaching devices.
4. Use a swim noodle and demonstrate a front rescue and a rear rescue
5. Practice removing someone from the pool. Emphasize that they should have a place on their pool where they plan to remove a victim.
6. Practice assisting someone to their feet in the water.
7. Practice picking someone up off of the bottom in shallow water and getting them to a safe position.
8. Talk about spinal column fracture
 - a. Signs and symptoms
 - b. Don't move the head
 - c. Support the head.
9. Show how other things around the pool can be used for rescue
 - a. Towels for reaching
 - b. Anything that floats such as an ice chest



CHAPTER THREE: FOLLOW UP AFTER AN EMERGENCY

OBJECTIVE: To teach those skills that are required after an incident

1. Teach the students how to call for medical assistance in their area. With children, using a toy phone and having them call 911 is a good drill.
2. Teach abdominal thrusts and chest compressions
 - a. In shallow water for children and adults
 - b. Out of the water – standing and laying
3. Teach elementary AR with the barrier mask. Infant, child, and adult.
4. Talk briefly about universal precautions and the treatment of minor bleeding.

CHAPTER FOUR: REVIEW AND WRAP UP

OBJECTIVE: To review important points, and to award certificates.

1. Mention that prevention is the secret to stopping incidents in their home.
2. Thinking about the problem now, establishing reasonable rules, regulations and procedures, and making sure that these are followed is a key ingredient to preventing incidents.
3. Encourage the students to get additional aquatic safety training.
4. Award the certificates.



ADVANCED FIRST AID AND CPR FOR LIFEGUARDS

INTRODUCTION

This course was developed by Dr. Grant Goold, for NASCO. For almost twenty-five years, Dr. Goold has been involved in Emergency Medical Services (EMS) working as an Emergency Medical Technician and Paramedic. Dr. Goold has written over 10 books in emergency care for the pre-hospital and aquatic industries. He has also spoken on several occasions on topics including EMS, aquatics and amusement park safety.

Dr. Goold currently serves as program chair for Emergency Medical Service Education at American River College, Sacramento, California. Dr. Goold serves on the Board of Directors for Sacramento Metropolitan Fire District as well as many local, state and national EMS committees. Dr. Goold earned his masters Degrees from the University of San Francisco in both Public Administration as well as Health Service Administration. Dr. Goold completed his Doctorate at USF with a special emphasis on education technology.

Unlike other courses available from other agencies, this is not a general first aid and CPR course. It is rather a course designed for use in the specific aquatic environment by a specific trained lifeguard group. While the skills taught are the same as those for the general environment, in this course the emphasis is on responding to an aquatic emergency by trained lifeguards. The intent is to concentrate on those skills that the lifeguard is likely to need in their role of guarding lives in the aquatic environment.

COURSE OBJECTIVE

The objective of this course is to develop a deeper degree of proficiency and awareness for the utilization of first aid skills than that which was developed in the primary NASCO courses and to re-emphasize the lifeguard's role in the application of these skills. The instructor should emphasize that the lifeguard is not being taught to replace the EMT but rather to fill in the gap between the incident and the arrival of the EMT and then to support the EMT on arrival. In plain language the objective of the course is to teach the lifeguard the skills and mental attitude required to:

Initiate the first aid and then to support the EMT and management in the treatment of the victim.



CLASS ORGANIZATION

Class size: The minimum class size is 6; the maximum is twenty per instructor or aide. If a hardship case exists, the NASCO administrative office should be contacted prior to implementation of the course.

Eligibility: A student must either hold a current NASCO certificate or be simultaneously taking a NASCO course in order to take this course. This requirement determines the age of the student also.

Time: This course is broken up into 5 modules. The first four being content modules and the last being the written and practical exams. It is expected to take between 6 and 8 hours. Each of the modules will take about one hour with the exception of the CPR module, which will take from two to three hours.

Student materials: Students are required to bring a notebook to class and to take notes. Each student is required to have read a complete copy of the text by the time of course completion.

Testing: There is both a written and a practical test. An 80% or better is required on the written test. On the practical test, the objective is on the objectives, not on specific procedures. A student should be passed if and only if the instructor is comfortable that the student can provide for both their safety and for that of the victim.

Class materials:

- a. Pocket masks, one for every two or three students
- b. Exam/surgical gloves, several for each student with a few extra pairs
- c. Back boards
- d. Blankets or towels to lay on and to use in covering a victim
- e. CPR practice devices

Behavior is learned: Remember that the professionalism and approach that you demonstrate in teaching this material will teach the students how seriously to take the course. Better results are gained with a professional serious approach.

GENERAL INFORMATION

- A. This course can be taught by any NASCO Lifeguard Instructor (NLI) who has been trained in the presentation of this material. Specifically, all NLI's trained since October 2001 are eligible to teach the course.
- B. Any holder of a current NASCO certificate can take this course. The only exception to this is that a student can take this course simultaneously with any of the other NASCO courses. Remember that this course is directly related to lifeguarding.
- C. The material in the basic lifeguard courses is contained within this material. In the case of any assumed discrepancy, the material in the Advanced Course is controlling.
- D. If this course is taught simultaneously with any of the other courses, then the first aid and CPR material in the other courses can be omitted, as it will be covered in



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this course. However, the exams for both courses must be taken for completion of each of the courses.

- E. This certificate is valid for the duration of the companion NASCO course. The only case where this validity is transferable to another course is when a shallow guard is upgraded to a deep guard.
- F. Since Shallow, Basic, and Deep guards can renew for an additional year, this course can also be renewed for an additional year for holders of these certificates. The renewal is done by paying the applicable fee for Advanced First Aid and CPR and testing out, i.e., taking and passing both the written and practical exam. At the conclusion of the testing out, a class roster must be submitted to NASCO showing the renewal along with the appropriate companion certificate and the new expiration date.
- G. There is more material covered in this course than it is hoped that a guard will ever need. There is more material covered in the textbook than will be taught. All students are required to read the text.
- H. Remember that the guard's role is to support the EMT, not to replace them. This should be emphasized throughout the course.
- I. It is assumed that an EMT will be available at the facility where this course is utilized, either on site or on call. In most cases this translates to having an EMT attending to the patient in approximately four minutes.
- J. The course is divided into five modules: Registration and Overview, Assessment, CPR, Medical Emergencies, and Examinations.



CHAPTER ONE: REGISTRATION, OVERVIEW, PREPARATION

OBJECTIVE: To properly enroll and register the students in the course. To provide the students with the information that they will need to participate in the class. To give the students the criterion required to successfully complete the class. To give the students an overview of the course and the material.

Teaching Tips

1. Register the students. Fill out the forms. Make sure that the required companion certificate is either in place or being taught simultaneously.
2. Collect the fees and remit to NASCO.
3. Remind the students that this certificate is only valid while their NASCO companion certificate is valid and expires with the companion certificate.
4. Discuss re-certification if appropriate with the NASCO companion certificate.
5. Announce the number, time, and location of the classes.
6. Tell the students to bring note-taking material to the class.
7. Discuss the practical exam.
8. Discuss the written exam.
9. Discuss the objectives of the course. Emphasize that the students are not being taught to replace the EMT but rather to fill in the gap between the incident and the time that the EMT arrives and then to support the EMT on arrival.

10. PREPARATORY

- a. Scene size up: Determine scene safety, chief complaint, injury mechanism, and need for additional help. Discuss sensory clues to an un-safe scene. Appeal to experience at the park to list examples of mechanisms of injury and chief complaints. (See e. below)
 - b. Discuss universal precautions.
 - c. Discuss disposal of unsafe or contaminated materials.
 - d. Protecting the guest from: extremes of heat/cold, wet weather, public attention, news media, and guest traffic.
 - e. Discuss various common waterpark injuries such as drowning, slide accidents, running accidents, horseplay accidents, and mob or panic situations. Relate these to the attractions at your park.
 - f. Discuss how to activate the emergency medical and managerial support system at your facility. Include radio codes as appropriate.
11. Define infant (less than 1 year), child (1 to adolescence), and adult (over adolescence). Do this periodically throughout the course, as it will be needed in the discussion of AR and CPR.
 12. Discuss the importance of securing the area in which a victim is being treated and the role that guards may have in this at your facility.
 13. Finish with a review of the main points. This is a good time to have the students act out an incident to re-enforce their knowledge of the preparatory steps and securing the scene.



CHAPTER TWO: ASSESSMENT

OBJECTIVE: To teach the students the necessary steps to form a general impression, assess the airway, assess the breathing, assess the circulatory state, to prioritize injuries, and assess the need for transportation.

Teaching Tips

1. Form a general impression:
 - a. Age
 - b. Gender
 - c. Mechanism of injury
 - d. Mental status
 - e. ABC's
 - f. Priority for transport
2. Four levels of mental status: Alert (oriented to name, time, place; infant or child cries or follows eye contact) Verbal (not alert but responds to verbal stimuli) Painful (not verbal but responds to pinch on elbow or hand) Unresponsive
3. Discuss mechanisms of injury and give examples of major and minor mechanisms. Always consider guest positioning (hidden wounds, safe, easy to get to, can you open the airway, do CPR?) and spinal considerations. Be sure and include situations that might cause a spinal involvement.
4. Teach the one and two man log roll of a victim from the face down to the face up position. Emphasize protecting the head and rolling the victim as a unit, i.e., keeping the spine in line as much as possible.
5. Demonstrate the supine position (flat on back, spinal injury considerations) and the recovery position (no spinal injury considerations, unconscious, etc.)
6. Discuss assessing and opening the airway – adult, child, and infant
 - a. Look, listen, and feel
 - b. Consider the need for O₂
7. Teach the radial, carotid, and brachial pulse checks and when to do each.
8. Discuss perfusion or its absence: blue lips, skin, nail beds, unequal pupils
9. Discuss conditions that would indicate immediate transport.
10. Discuss how the transport system is activated and what the guard's role might be in transport (opening gates, clearing the way, riding along, etc.)



CHAPTER THREE: CPR

OBJECTIVE: To teach and give the student the opportunity to practice all of the steps of CPR, airway, assessment, obstructed airway, AR, and chest compressions for infants, children, and adults

Teaching Tips

1. Discuss when and how to clear an obstructed airway for a conscious infant, child, pregnant or obese victim, and adult. Practice all of the above.
2. Discuss and practice opening the airway for the infant, child, and adult.
3. Discuss and practice the assessment of breathing and circulation for all 3 classes of victims (infant, child, adult).
4. Briefly list the sequence of events in performing CPR: scene size up, original assessment including responsiveness, universal precautions, activate EMS, open the airway, look listen and feel, breaths, if no air exchange reposition head, try again, no air exchange then perform 5 chest compressions, look in mouth, air exchange, chest compressions, recovery position.
5. Discuss and practice clearing the airway for an unconscious victim (all 3 classes of victims)
6. Discuss and practice AR for all 3 classes of victims.
7. Discuss and practice the recovery position.
8. Practice on AR, cradle to grave.
9. Introduce the bag valve mask if one is to be used at your facility.
10. Teach hand positions and rates for chest compressions on all 3 classes of victims.
11. Practice on CPR, "cradle to grave."
12. At the end, go over the things that can hurt the victim or hurt the rescuer. Also emphasize the fact that in a real rescue, the rates and sequence are likely to be done incorrectly but that this is not as important as "Check, yell, open the airway, breathe (air) and press (chest compressions).
13. Emphasize the concept that if the recognition, prevention, rescue, and initiation functions of the lifeguard go well, then their role will be to support the EMT and management in the treatment of the patient.



CHAPTER FOUR: MEDICAL EMERGENCIES

OBJECTIVE: To teach first aid for the common medical emergencies that are probable at an aquatic facility.

Teaching Tips

1. Mention that you should always identify yourself as a lifeguard before working with a patient. Even if the patient is unconscious. Also, always ask for permission and then tell a conscious patient what you are going to do before you do anything. Practice this initial contact with a conscious standing patient (such as in a shoulder dislocation).
2. Teach the guards to verbalize each of the steps that they are making.
3. Discuss shock along with the signs, symptoms and management.
4. Discuss the different types of bleeding.
5. Practice direct pressure.
6. Discuss the treatment of a bloody nose.
7. Discuss the treatment for chemical burns.
8. Discuss heat injuries (cramps, heat exhaustion, and heat stroke) and their treatment.
9. Briefly discuss the treatment of seizure.
10. Discuss insect stings and the fact that since insect stings can lead to respiratory distress, that they should be treated with a sense of urgency.
11. Discuss bone and joint injuries and the fact that great care should be used in moving such a patient.
12. Discuss spinal injuries including when to immobilize. Briefly list the symptoms of spinal injury: pain, swelling or discoloration, loss of sensation in the extremities, what the lifeguard saw and heard, the patient holding the head or neck. Remind them of the sequence of strapping to a board: chest to feet and then head.
13. Cover the fact that any respiratory emergency, such as one induced by asthma, is to be treated with the same sense of urgency as a drowning.



CHAPTER FIVE: TESTING

OBJECTIVE: To give the student the opportunity to demonstrate mastery of the material.

Teaching Tips

1. Written exam
 - a. The exam is in 4 parts: testing, grading, informing students of their scores, and going over missed questions. The actual exam should take about 30 minutes.
 - b. The exam should be graded and the results given to the students during this session.
 - c. After the exams are returned to the students, any question missed by any student should be covered with all of the students.
 - d. Students who do not score at least an 80% should be scheduled to take a re-test no sooner than 12 hours and no later than 36 hours after the original exam. Only one retest is allowed.
 - e. Students who do not pass the exam should be encouraged to take the course over. They are not allowed to continue into the skills portion.
2. Practical exam (Each skill is done “cradle to grave”). The students should demonstrate proficiency in dealing with the following victims. Note that proficiency of the first 4 can be established during the teaching of the skills throughout the course by using a skill check off sheet to keep track of demonstrated proficiency. However, the last, full CPR should be formally tested at this time regardless of previously demonstrated proficiency. If this test is administered as a renewal and the student’s intent is to test out, then all 5 must be demonstrated at this time.
 - a. Nose bleed
 - b. Shoulder dislocation
 - c. Conscious choking victim
 - d. Profuse bleeding from the tip of the index finger
 - e. Unconscious, non-breathing, no circulation, face up on deck victim



SKILL CHECK OFF SHEET

1. The objective of the course
2. Scene size up
3. Universal Precautions
4. Disposal of contaminated materials
5. Guest protection from heat/cold, wet, public attention, news media, guest traffic.
6. Various waterpark injuries
7. How to activate the Emergency Medical System at your facility.
8. Definition of infant, child, and adult.
9. Securing the area.
10. Forming a general impression: age, gender, mech. of injury, mental status, ABC's, transport priority.
11. Four levels of mental status: Alert, Verbal, Painful, Unresponsive
12. Supine or "Neutral" position
13. One and two man log roll
14. Assessing and opening the airway (infant, child, adult)
15. Finding the radial, carotid, brachial pulse.
16. Perfusion
17. Immediate transport victims
18. Clearing an obstructed airway for an infant, child, adult, pregnant, and obese victims
19. CPR sequence of events from scene size up to recovery position.
20. Clearing the airway of an unconscious victim: infant, child, adult
21. AR for infant, child, and adult
22. Recovery position
23. Hand positions and rates for infant, child, and adult
24. Complete CPR sequence: infant, child, and adult
25. Roles of the guard: recognition, prevention, rescue, initiation, and support
26. Initial verbal contact with the victim
27. Verbalize each step
28. Shock
29. Bleeding types
30. Direct pressure
31. Treatment for nose bleeds
32. Treatment for chemical burns
33. Treatment for Heat injuries
34. Treatment for Seizures
35. Treatment for Insect bite or stings
36. Care for bone and joint injuries
37. Care for spinal injuries
38. Sense of urgency with any respiratory emergency.



AUTOMATED EXTERNAL DEFIBRILLATOR (AED) PROGRAM FOR LIFEGUARDS

Objective:

This AED program will thoroughly educate the aquatic professional about the benefits of using an AED in a timely manner in order to re-start the heart following an aquatic immersion incident.

Content:

The participant will also learn why an AED unit is beneficial during a sudden cardiac arrest incident, when to use an AED, where to operate a unit, and how to safely and effectively operate the AED unit, as well as how to properly store and maintain the unit for future use.

Instructor:

Any Authorized NASCO Lifeguard Instructor can teach this course.

Time Requirements:

This course is intended to be taught during the NASCO Advanced First Aid & CPR Course for Lifeguards, and is meant to be taught at those facilities that are able to sufficiently operate and maintain an AED Unit as part of their Emergency Action Plan. The AED Program should not add more than thirty minutes to the Advanced First Aid & CPR Course.

Course Limitations:

This program is meant to thoroughly educate the aquatic professional about the benefits of using an AED in a timely manner in order to re-start the heart following an aquatic immersion incident. It is understood that this program is a general overview and that each facility will be responsible for obtaining their own medical director and follow the protocols that are prescribed by that physician or medical director. Each state has various guidelines governing the use and accessibility of AED units, and each facility is better served by obtaining their state's specific guidelines from their medical director or medical control officer. The protocol furnished by the medical director should be followed and supersedes anything in this training program.



PART ONE: HOW THE HEART WORKS AND WHY IT IS IMPORTANT

Objective: To teach the heart's basic functions and why it important to quickly utilize an Automated External Defibrillator (AED) in order to "jump-start" the heart during a cardiac arrest, or a submersion incident.

1. Discuss the basic anatomy and how the heart circulates the blood throughout the body.
2. Discuss why it is important to utilize an AED in the first few minutes after a sudden cardiac arrest, or a submersion incident.

PART TWO: WHEN AND WHERE TO USE THE AED UNIT

Objective: To teach the student when and where to use the AED Unit and what situations contra -indicate the use of an AED unit.

1. Explain that during a cardiac arrest, CPR is not going to restart the heart and reverse the outcome. Therefore, the EMS system must be activated as soon as a life-threatening condition is discovered. And if an AED unit is available, it too must be turned on and completely connected to the victim as soon as possible.
2. Discuss when to use the AED, during the CPR sequence and when not to use the AED.
3. Explain what situations would contra-indicate the use of an AED unit.
 - a. The victim is conscious, or unconscious and has a pulse.
 - b. The patient that is a small child less than 90 lbs. or < 8 years old. An exception to this would be if the AED unit that you are using has been approved for use on small children (pediatrics), your medical director, and your medical protocol allows you to use the unit on small children.
 - c. Avoid using the AED if the victim or rescuers are lying on a conductive surface or in water.



PART THREE: HOW TO SAFELY AND EFFECTIVELY USE THE AED UNIT

1. Discuss how to safely use the AED unit.
 - a. Briefly review where to use it
 - b. As soon as it has been determined that the patient does not have a pulse or shows no signs of circulation, turn on the AED unit.
 - c. Discuss how to expose the chest, and prepare the chest for the electrical contact patches are affixed
 - i. In order for the AED's pads to be properly affixed on the skin of the victim, the bare chest must be exposed. Discretion, especially for female victims, should be a major concern. Those by-standers that are not assisting with the rescue should be removed from the area.
 - ii. Discuss the hazards associated with using alcohol or any other chemicals to wipe the victim's chest dry prior to affixing the electrical contact patches. Avoid using the AED in a hazardous environment where flammable liquids or materials are present.
 - iii. In some cases, hair on the chest will prevent the electrical contact pads from making effective contact with the skin. In these cases, a razor must be used in order to shave the chest and create an area that the AED's pad can be affixed.
 - d. Look for signs of an existing medical condition, such as medic alert tags on the neck or wrist. If the patient is wearing any of these tags, remove them along with all other metal chains the patient may be wearing.
 - e. Affix the electrical contact pads where the picture on the pad indicates. One pad is to be placed on the patient's upper right chest and the other pad is to be placed on the lower left side of the Patient's chest. Do not affix the AED pads over the nipples, medicated patches or any other implantable devices (Pacemakers, etc.)
 - f. Avoid using cellular phones or radio transmitters within six feet of the patient, as it may interfere with the AED's ability to analyze the heart's rhythm.
 - g. Connect the cables to the pads, and plug the cables into the AED unit.
 - h. Once the AED unit is connected, let the AED unit analyze the victim's heart rhythm by pushing the "analyze" button.
 - i. Make sure no one is touching the patient. Say "All clear, everyone stand clear."
 - ii. Those assisting with the rescue should hold up their hands with their palms exposed, and say "All clear". While the AED is analyzing the victim's heart rhythm.
 - i. Once the AED has analyzed the victim's heart rhythm, it will instruct the rescuers to "administer shock", or it will say, "no shock needed." Do whatever the AED instructs. If no shock is required, evaluate the patient's pulse and check for breathing.

Continue to administer rescue breathing and compressions until the victim's level of consciousness improves, the AED re-analyzes the patient's condition, or EMS personnel arrive and care for the patient is transferred.



**PART FOUR: HOW TO PROPERLY STORE AND MAINTAIN THE
AED UNIT FOR FUTURE USE**

1. Discuss ideal locations where the AED unit can be stored that is both convenient and safe from the environment.
2. Discuss what type of maintenance should be performed: Daily, Monthly, and after each patient use.



SUPPLEMENTAL OXYGEN:

This Supplemental oxygen program is meant to educate the aquatic professional about the benefits of using supplemental oxygen in a timely manner following an aquatic immersion incident. It is understood that this program is a general overview and that each facility will be responsible for obtaining their own medical director and following the protocols that are prescribed by that medical director. The protocol furnished by the medical director supersedes anything in this training program.

THE ROLE OF OXYGEN IN THE BODY

Discuss that all living cells need oxygen to function properly.

Explain the process in which oxygen enters and travels throughout the body: Oxygen enters the body through the mouth and nose as we inhale. It then enters the lungs where it is absorbed by the alveoli and attaches to the hemoglobin (the red blood cells the transport oxygen throughout the body). The oxygenated blood is then pumped out of the lungs through the heart and is perfused to the rest of the body,

Define *hypoxia* as a dangerous condition in which body tissues and cells do not have enough oxygen.

Explain the order of regression due to hypoxia: cells die...tissues die...organs die...the body dies.

Explain that the heart and brain, especially, cannot function for long without oxygen. (Brain cells begin to die at 4 to 6 minutes. They do not regenerate.)

OXYGEN AND SUPPLEMENTAL OXYGEN EQUIPMENT

Explain that oxygen is an odorless, colorless, tasteless gas.

It makes up about 20% of the air we breathe from the atmosphere (room air).

The air we exhale is about 16% oxygen (rescue breaths)

Content may be as high as 99% (supplemental O₂). So supplemental O₂ has about six times as much oxygen as mouth-to-mouth rescue breaths.

Explain that there are different grades or quality of oxygen: aviation, industrial, and medical. Use medical grade only for first aid.

Describe and demonstrate the equipment needed to provide supplemental oxygen.

Oxygen cylinders

Regulator and flow meter

Masks: Non-Re-breather or Resuscitation masks

Oxygen tubing

WHEN TO PROVIDE SUPPLEMENTAL OXYGEN

Oxygen is should never be withheld from a person who could benefit from its use.

Oxygen should be given to any non-breathing victim.

Oxygen should be given to any unconscious victim.



Oxygen should be given to any victim that is having difficulty breathing (no matter what the cause).

Oxygen should be given as soon as possible.

HOW TO SAFELY AND EFFECTIVELY PROVIDE SUPPLEMENTAL OXYGEN

Describe how to handle supplemental oxygen and its equipment.

Explain that oxygen readily supports combustion.

Explain that because the oxygen cylinder is filled under pressure (approx. 2000 psi), it should be handled with extreme caution and never left in an unstable position.

Always point the regulator away from your self and others.

Always use two hands to hold the cylinder.

Never leave the cylinder standing alone, always lay it down.

DO NOT allow an oxygen cylinder to fall. Valve damage could lead to a catastrophic event.

Explain that the area in which you are using the oxygen should be adequately ventilated.

No smoking or open flames should be allowed around the oxygen equipment.

Explain how to initiate the use of supplemental oxygen.

Identify the victim and determine whether or not the victim should receive supplemental oxygen.

Once you've determined that the victim needs supplemental oxygen, it should be retrieved immediately.

If the victim has spontaneous respiration, keep the airway open and monitor them closely while the oxygen is being retrieved in case they lose the ability to breath on their own. If this happens, begin rescue breathing immediately.

If the victim does not have spontaneous respiration, keep the airway open and continue rescue breathing (and CPR if no pulse) while the oxygen is being retrieved.

Discuss how to turn on the oxygen cylinder.

Explain that most oxygen cylinders will be pre-assembled, but discuss how to assemble the unit in the case that it is not done already.

Explain that the flow meter should be purged before connecting the delivery device and providing oxygen to the victim. This is to make sure that any debris is cleared out of the regulator. To do this, briefly turn the flow meter to the on position, and then turn it off.

Explain how to choose the correct delivery device.

If the victim is breathing on his own, use a Non-Re-breather.

If the victim is not breathing, use a Resuscitation mask. The resuscitation mask must also be connected to a squeeze bag so that air can be forced into the victim's lungs.



Emphasize that masks come in two sizes: adult and infant. It is important that the correct size mask is used.

Discuss how to connect the delivery device to the cylinder. Point out that most often the tubing is connected to the mask already, but one should make sure that the tubing is connected to the mask *and* the cylinder.

Discuss how to turn the flow meter to the desired flow rate and place the delivery device on the victim. A flow rate of around 15 lpm (liters per minute) is what is usually recommended.

Stress that it is very important that the mask is not placed on the patient unless oxygen is flowing, otherwise the victim could experience breathing difficulties and suffocate.

Once the flow rate is adjusted, place the delivery device on the patient.

Explain how to secure both types of masks to the victim's face.

Go over the Nine Steps in providing supplemental O₂ to a non-breathing victim of submersion.

1. Make sure the regulator is fastened to the cylinder valve and turn the valve to the on position. Make sure that the regulator is pointed away from everyone.
2. Purge the flow meter to clear away any debris.
3. Choose the correct size resuscitation mask.
4. Connect the oxygen tubing to the inlet on the regulator and to the inlet on the mask.
5. Turn the flow meter to the correct flow rate.
6. Place the mask on the victim's face. Ensure a good seal is maintained. A second rescuer may be required to squeeze the bag. Remember the O₂ must be forced into the lungs by use of the bag-valve mask.
7. Resuscitation efforts are to be continued as required.

MAINTENANCE AND STORAGE FOR SUPPLEMENTAL OXYGEN AND EQUIPMENT

Explain maintenance and inspection procedures to be performed daily, monthly, and after each use.

Discuss ideal locations for storing the unit that are both convenient and safe.

This Supplemental oxygen program is meant to educate the aquatic professional about the benefits of using supplemental oxygen in a timely manner following an aquatic immersion incident. It is understood that this program is a general overview and that each facility will be responsible for obtaining their own medical director and following the protocols that are prescribed by their medical director. The protocol furnished by the medical director supersedes anything in this training program.



Section VII: Resort Specialist

INTRODUCTION

The NASCO mission for resort specialists is “to enrich the experience of the resort specialist by teaching standard safe practices for the resort industry.” The purpose of this course is to fulfill this mission through a cooperative effort from NASCO, resort management, and you, the resort specialist.

WHY DO GUESTS COME TO YOUR RESORT?

For the most part, guests come to a resort to have fun. They expect the resort to be safe and for the staff to be well trained.

RESORTS AND THEIR COMPONENTS

Even though an individual may be working in only one specific area, knowledge is required of the other components as well. All areas must function well in order to have a safe, well-run, attractive resort. All components must interact. So knowing a bit about the other areas will help you in your own work area and in providing a quality experience for the guests. The following paragraphs provide a brief description of some of the major areas in most resorts. Remember that you are part of a team. The reputation of the resort is determined by the experience of the guest. The experience of the guest is determined by all of the different areas.

Guest Quarters

These can be condos, time shares, apartments, hotel rooms, motel rooms, cabins, beach houses, tents, etc. Any type of shelter may be found, depending on the resort, but they all have to be clean, well-maintained and provisioned. The level of provisioning may range from a cot and a camp stool up to extreme luxury apartments. The resort in all cases has to strive to make the guest comfortable and happy with the accommodations.

Rides

Rides come in all sizes and shapes. However, they all have the common feature that they require one or more operators. The operator assists the guests on the ride, runs the ride, and assists the guest off of the ride. All of this must be done safely and with guest satisfaction, enjoyment, and consideration. The resort specialist may be asked to assist in various aspects of the rides and should be familiar with the safety rules.

Shows

These include not only concerts and theater events but also the staff that walks around in costume. They provide an enjoyable activity for many of the guests. The costumed characters that many resorts have could be part of shows.

Games

These include all of the mid-way type games such as weight guessing, basketball throwing, and numerous others.

Grounds Quality

This job consists of keeping the trash picked up, keeping the restrooms clean and in general, keeping the resort neat and tidy. Since the look, or neatness, of the resort is one of the primary factors that determine guest satisfaction, this is a very important job. Since people tend to be relatively messy



at times, it is also a big job. Since trash or water on the walkways also increases the chance of slip and fall accidents, the job relates very strongly to safety.

As an aside, picking up trash is not just the job of the grounds crew. No employee of the resort should ever walk past a piece of trash. If everyone picks up all the trash that they see, then the resort looks better and the guests have a better day.

Merchandise

This is basically the sales area of the resort and includes the sale of resort souvenirs, toys and other items of interest to the guests.

Conventions

Many of the largest resorts have conventions or meetings that take place during the year. It is one of the responsibilities of the resort specialist to know which groups are staying at the resort and what special demands may be placed on the people. There will be a difference between, for example, a National Football League convention and a convention of the American Library Council.

Foods

This includes all of the food stands and restaurants in the resort.

Resort Organization and Structure

This refers to the chain of command. There is a resort wide hierarchy of people, as well as within the individual departments. It would be to the ride resort specialist's benefit to learn the chain of command. This will help in every day duties and in problem solving. In addition, imagine how embarrassing it would be to have a senior manager talk to you and not know them.

Other Departments That Help Your Resort Functions

Resort Specialists are just one part of the team that it takes to effectively operate a resort. You will be required to interact and work with team members from other departments on a regular basis. Some of these departments include security, front gate, maintenance, etc. It takes all of these departments to make the resort work. Each team member has a series of responsibilities and duties that must be put into action each and every day that your resort is open. Having a good working relationship with team members from other departments is imperative for you to be able to do your job effectively.



CHAPTER: 1: INTRODUCTION

Many resorts and campgrounds now have aquatic facilities. In addition, even in the non-aquatic environment employees may have to respond to an emergency. For these reasons the NASCO RESORT SPECIALIST COURSE was developed.

COURSE OBJECTIVE

Its purpose is to heighten the safety awareness of the resort/campground employees and to enhance their knowledge of emergency action procedures. It is not intended to replace specific training such as lifeguard training, but rather to expand the necessary understanding of safety required of anyone working at the facility

It is not uncommon for someone from the maintenance or housekeeping personnel to be the first to identify a guest who needs attention. To have these individuals trained in how to identify and respond to an emergency situation is in everyone's best interest. This training will help to identify and prevent potential emergency situations at work as well as all areas of daily life.

CLASS ORGANIZATION

Participants: While any employee can take the course, personnel in housekeeping, maintenance, landscaping, food service, clerical services, registration, guest relations, and management are encouraged to participate. No swimming skill is required.

Adaptation: The NASCO RESORT SPECIALIST COURSE is unique in that it allows each facility to adapt the curriculum to meet their needs. The general course content will include approximately 8 hours of work. This is divided into two hours of class room work, two hours of obstructed airway management and CPR training, two hours of first aid, and two hours of related shallow water rescue skills. A sample schedule might be

TIME	Modules
Two hours	1, 2, 3
One hour	4, 5
Two hours	6
One and ¼ hours	7
¾ hours	8

Testing: There is a written test at the end of the course. A grade of 80 or more is required to pass the course.

Certification: Upon successfully completing the course and attending all sessions a certificate is issued. This certificate is valid for two years.

Class Materials:

- A. Pocket masks, gloves
- B. Something to practice CPR on
- C. Flip chart or board to write on for the students to see to copy
- D. A notebook for each student to take notes
- E. A copy of the RESORT SPECIALIST MANUAL for each student



Behavior is learned.

Everyone learns behavior. The students in class will learn expected proper behavior from the instructor of the course. To this end, the instructor should be sure to set the desired example for the students.

CHAPTER 2: REGISTRATION, HOUSEKEEPING, OVERVIEW

OBJECTIVE: To properly enroll the students in the course and to make sure that they have some idea of what is expected of them and what is required to receive a certificate. To provide students with the information that they will need to successfully complete the course.

Teaching Tips:

1. Get the name, birth date, social security number of each student.
2. Announce the number, time and location of the class sessions.
3. Tell the students they are expected to
 - a. Read the manual
 - b. Take notes
 - c. Attend each class
4. Discuss the written exam and what constitutes a passing grade.
5. Discuss that the certificate is valid for two years.
6. Explain that this course is not designed to take the place of more in-depth training such as lifeguarding, first aid, or CPR courses. It is rather designed to help them deal with the first several minutes of an emergency situation.
7. Tell the students that they will be required to get into shallow water, they will get wet, but they do not need to know how to swim.
8. Discuss the objective of the course.

CHAPTER 3: GENERAL PRINCIPLES, PEOPLE MANAGEMENT

OBJECTIVE: To introduce the student to their role in providing a healthy safe environment for the guests and themselves. To provide them with the structure of emergency systems and their role in them. To introduce them to concepts for effective dealing with people.

Teaching Tips

1. Adapt the material to fit your facility and your particular set of students
2. Cover the information in Chapter One on general principles. Be sure to elaborate on the six areas of performance.
3. Cover the material in Chapter Six on people management.



CHAPTER 4: PERSONAL SAFETY AND HYGIENE, COMMUNICATION SYSTEMS

OBJECTIVE: To teach the student about personal safety/hygiene issues. To show effective means of summoning help.

Teaching Tips

1. Cover the material in Chapter Two
2. Cover the material in Chapter Three
3. Consider introducing the students to whistle systems
4. Teach them to look up and then lift as an effective way to avoid back strain.

CHAPTER 5: RESPONDING TO AN EMERGENCY

OBJECTIVE: To teach the students how to recognize an emergency and how to prevent them. To cover basic common non-aquatic emergencies with emphasis on the symptoms.

Teaching Tips

1. This material is contained in Chapter Four
2. Stress being able to recognize the symptoms of the critical incidents along with the urgency that help must be summoned and the means to summon help.
3. Discuss various incidents that have happened at your facility and how, if possible they could have been prevented or how the handling of the incident could have been improved.
4. Cover universal precautions
5. Cover and emphasize the protocol for responding to an incident.

CHAPTER 6: AQUATIC EMERGENCIES

OBJECTIVE: To familiarize the students with symptoms of victims, the speed at which a drowning can occur, the importance of not becoming the next victim, and the use of equipment.

Teaching Tips

1. Discuss the location of victims, 447's, 33's.
2. Cover the five symptoms on the surface and the four on the bottom.
3. Discuss the on site rescue equipment and where it is located. Also discuss how to use it.
4. Emphasize that they are not to enter deep water to do a rescue unless so trained.
5. Talk about elementary rescues such as reaching assists.
6. Cover the signs and symptoms of neck and back injuries. Emphasize that the bone ends should be stabilized before a victim is moved.
7. Cover protecting the head of the victim when they are extricated from the water.

CHAPTER 7: CPR

OBJECTIVE: To get the students familiar with CPR skills. The amount of time spent on this section will depend on the desires of the instructor and the facility along with time restraints.

Teaching Tips

1. Cover AR and CPR for the infant, child and adult



CHAPTER 8: AQUATIC RESCUE

OBJECTIVE: To teach the students how to do shallow water rescues. To teach the students how to make elementary assists with the reach pole, ring buoy, and hand. To teach students how to extricate a victim from the water. To familiarize the students with the complexities of neck and back injuries. Remember- Whenever in and around the water, a look out lifeguard is required in addition to the NASCO instructor leading the class.

Teaching Tips

1. Emphasize that the students are not trained to be life guards. Don't be the next victim.
2. Cover elementary reaching assists.
3. Practice throwing the ring buoy if appropriate for your facility.
4. Teach the mob drag, the three man curl, and the three man carry.
5. If a back board is appropriate, show them how to back board a person.
6. Have them enter shallow water and assist a non-swimmer to their feet.
7. Do the lay about drill with someone using a weight to stay on the bottom to show them what a submerged victim looks like.

CHAPTER 9: TESTING AND GRADUATION

OBJECTIVE: To get a final written learning experience. To summarize the course. To hand out certificates.

Teaching Tips.

1. Give the written quiz. For native English speakers, 30 minutes usual is enough.
2. Grade the quiz. Remember passing is 80 or more.
3. Summarize the course. Remind the students that they are neither trained lifeguards nor EMT's. Their role is to be able to identify an emergency, get help quickly, and fill in the time until help arrives.
4. Award the certificates.



ETHICAL CODE OF THE INSTRUCTOR

It is fully understood that the system outlined above can be subverted and misused by an instructor. Every NASCO instructor is expected to be committed to the NASCO Mission of reducing the loss of life due to drowning or aquatic accident. To this end, each NASCO instructor is expected to do their best to make this system work and to come to the aid of the Company in fulfilling the Mission.



FORMS



THE NATIONAL AQUATIC SAFETY COMPANY

NASCO COURSE REGISTRATION AND SUPPLY REQUEST (REV 12/11)

Date _____

Instructor _____ S.S. # _____

Co-Instructor _____ S.S. # _____

Mailing Address _____

City _____ State _____ Zip code _____

Phone _____ Fax _____

Organization ordering supplies _____

Location where the course will be held _____

Date supplies are needed: _____ Dates class will be held: _____

Training Certification Forms needed:

NASCO Water Park Deep Lifeguard (Includes 1st Update)	_____	X \$ 85.00 =	_____
NASCO Basic Lifeguard Certification (Includes 1st Update)	_____	X \$ 70.00 =	_____
NASCO Shallow Water Park Lifeguard Certification (Includes 1st Update)	_____	X \$ 65.00 =	_____
NASCO Water Park Attendant	_____	X \$ 40.00 =	_____
NASCO Water Sentry	_____	X \$ 25.00 =	_____
NASCO Advanced First Aid and CPR for Lifeguards	_____	X \$ 30.00 =	_____
NASCO Resort Specialist	_____	X \$ 30.00 =	_____
NASCO Apprentice Program	_____	X \$ 25.00 =	_____
NASCO Ride Operator Certification Course (ROC)	_____	X \$ 25.00 =	_____
NASCO Renewals (Second Year and consecutive years)	_____	X \$ 45.00 =	_____

Shipping and Handling \$ 2.00 for the 1st 20 Certifications ordered.
(\$1.50 for each additional 10 Certifications or a fraction thereof)

Shipping = _____

Total = _____

Please submit this form to the NASCO administrative office at least 3 weeks prior to the course date.

Purchase order number _____ Enclosed check number _____

Please note that payment or payment arrangements must be received in a regional office before supplies will be shipped. "Rush" ordered shipping charges will be added to above S/H fees.

Instructor Signature _____ Date _____

NASCO Administrative Office:

NASCO
Charlotte Hunsucker
68 Gunite CT.
Box 9189
Ellijay, Georgia 30540

Office: (706) 635-3766
Fax: (706) 635-3770



NAME _____

DATE _____

GRADE _____

NASCO EXAM ANSWER SHEET

DIRECTIONS: Circle the letter on this page that matches the letter answer chosen from the exam. Fill in your circles on this page. Good Luck!

- | | | | | | | | | | | | |
|-----|---|---|---|---|---|-----|---|---|---|---|---|
| 1. | A | B | C | D | E | 26. | A | B | C | D | E |
| 2. | A | B | C | D | E | 27. | A | B | C | D | E |
| 3. | A | B | C | D | E | 28. | A | B | C | D | E |
| 4. | A | B | C | D | E | 29. | A | B | C | D | E |
| 5. | A | B | C | D | E | 30. | A | B | C | D | E |
| 6. | A | B | C | D | E | 31. | A | B | C | D | E |
| 7. | A | B | C | D | E | 32. | A | B | C | D | E |
| 8. | A | B | C | D | E | 33. | A | B | C | D | E |
| 9. | A | B | C | D | E | 34. | A | B | C | D | E |
| 10. | A | B | C | D | E | 35. | A | B | C | D | E |
| 11. | A | B | C | D | E | 36. | A | B | C | D | E |
| 12. | A | B | C | D | E | 37. | A | B | C | D | E |
| 13. | A | B | C | D | E | 38. | A | B | C | D | E |
| 14. | A | B | C | D | E | 39. | A | B | C | D | E |
| 15. | A | B | C | D | E | 40. | A | B | C | D | E |
| 16. | A | B | C | D | E | 41. | A | B | C | D | E |
| 17. | A | B | C | D | E | 42. | A | B | C | D | E |
| 18. | A | B | C | D | E | 43. | A | B | C | D | E |
| 19. | A | B | C | D | E | 44. | A | B | C | D | E |
| 20. | A | B | C | D | E | 45. | A | B | C | D | E |
| 21. | A | B | C | D | E | 46. | A | B | C | D | E |
| 22. | A | B | C | D | E | 47. | A | B | C | D | E |
| 23. | A | B | C | D | E | 48. | A | B | C | D | E |
| 24. | A | B | C | D | E | 49. | A | B | C | D | E |
| 25. | A | B | C | D | E | 50. | A | B | C | D | E |



INSTRUCTOR'S MANUAL

NASCO COURSE COMPLETION ROSTER

Course: _____ Date of Course: _____ Lead Instructor: _____ Social Security #: _____
Additional Instructors: 1. _____ Social Security #: _____ 2. _____ Social Security #: _____
3. _____ Social Security #: _____

Facility/Location where class was conducted: _____

Please Check Type of Course: Initial: _____ Update: _____ Instructor: _____

Please **Print** the Names (Formal-No "nick-names"), Date of Birth, Last 4 Digits of your Social Security #, and card number of each participant that successfully completes the course. Also identify the instructors for the Initial and Update courses.

Name	Date of Birth	Last 4 Digits of your Social Security Number	Certification/ License Number	Initial Training Date	Initial Training Instructor (Print)	Update Training Date	Update Training Instructor (Print)
1.							
2.							
3.							
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Initial: _____ Update: _____ Date: _____
Lead Instructor's Signature: _____ Date: _____ Lead Instructor Signature: _____ Date: _____