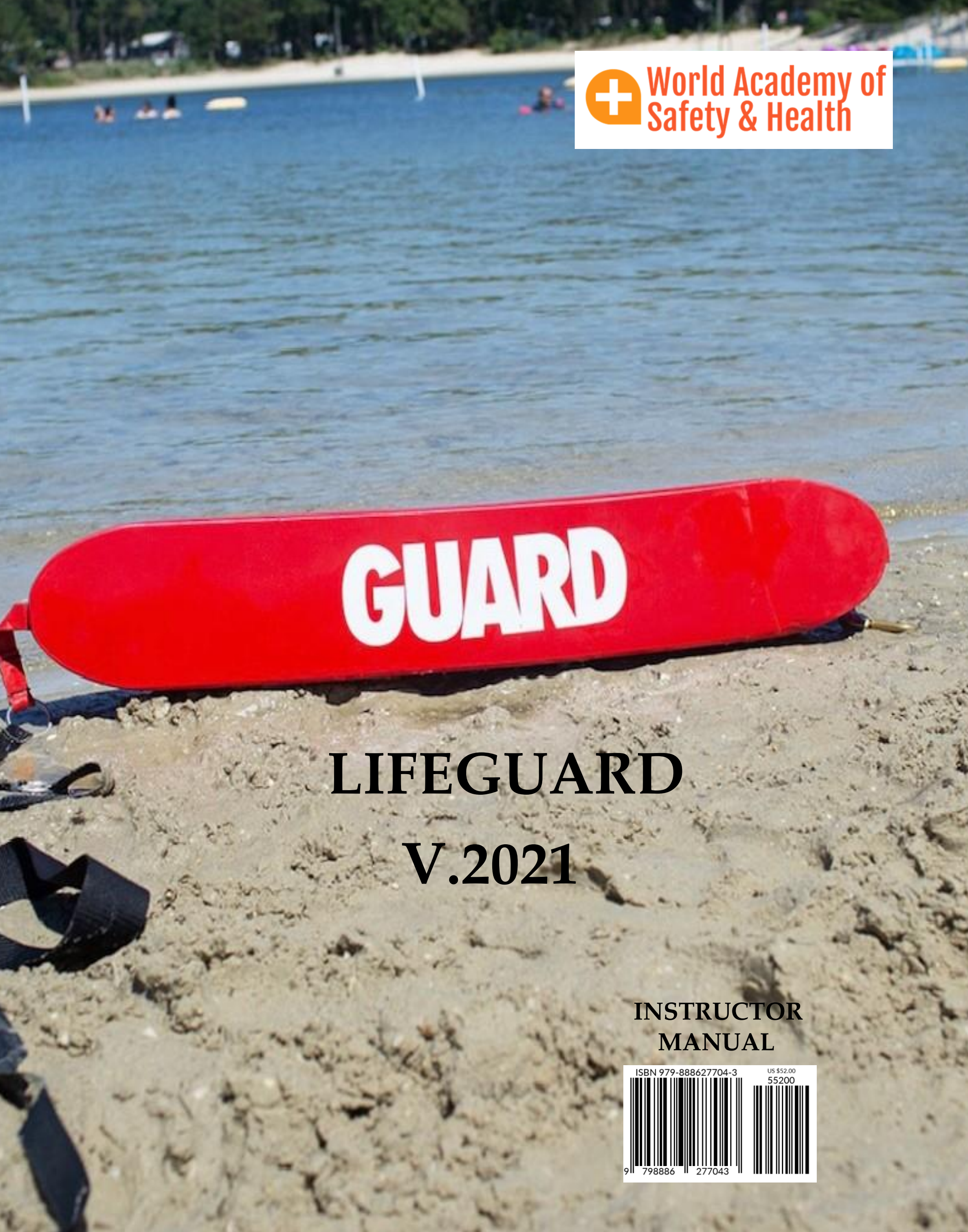

World Academy of Safety & Health

LIFEGUARD

V.2021

INSTRUCTOR MANUAL

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Lifeguard – Instructor Manual, v.2021

Purpose:

This *World Academy of Safety & Health (WASH) Instructor Manual, v.2021* is exclusively intended to provide guidance and information on the delivery and administration of the World Academy of Safety & Health (WASH) Lifeguard certification training course(s). All information contained within this manual is subject to change at any time for any reason and without notice. All updates, changes, alterations, and new editions will be published on *www.lifeguardcertifications.com*.

Notification of Rights:

Instructors and Authorized Training Centers (ATC's) acknowledge and agree to be legally bound by the *WASH Authorized Instructor & Authorized Training Center (ATC) Contract*. The most recent edition of the *Quality Assurance Guidelines, Instructor Manual, v.2021, and Student Manual, v.1* were issued upon signing of the *WASH Authorized Instructor & Authorized Training Center (ATC) Contract* and any new editions of these documents will be published on: *www.lifeguardcertifications.com*.

Trademarks, Ownership and Copyrights:

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ISBN: 979-888627704-3

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World Academy of Safety & Health

Disclaimer

World Academy of Safety & Health (WASH) has made all reasonable efforts to ensure the content of this *Instructor Manual, v.2021* is accurate, up-to-date, and aligned with the most recent industry standards and recommendations at the time of its publication. Scientific and medical information and data can frequently change. Medical recommendations may, in turn, be updated to reflect this latest science and data. In addition to the regular 5-year program and curriculum review and update cycle, the *World Academy of Safety & Health (WASH) Instructor Manual, v.2021* will be updated as frequently as is needed based upon any changes in medical recommendations. Any and all updates will be published on: *www.lifeguardcertifications.com*.

Each emergency situation is unique and, hence, warrants its own set of guidelines, principles, recommendations, information and/or emergency response protocols. Therefore, it is not possible for *World Academy of Safety & Health (WASH)* to provide blanket emergency response recommendations.

This *Instructor Manual, v.2021* must not replace or substitute for advanced medical care or emergency services response and treatment. Further, no information contained within this *Instructor Manual, v.2021* should replace the need to seek care and/or advice from a physician, hospital staff member, or other licensed healthcare provider. Cooperation with local medical direction is necessary when developing a facility Emergency Action Plan (EAP) and best practices. Emergency services should always be contacted when there is an emergency situation.

World Academy of Safety & Health (WASH) utilizes an Advisory and Review Committee in the development of all programs, courses, manuals, resources, and other instructional materials.

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About Us

World Academy of Safety & Health is an international certifying body for Pool Lifeguards, Waterfront Lifeguards, Surf Rescue Lifeguards, Lifeguard Instructors, and Lifeguard Supervisors.

We offer high-quality courses that are an affordable, flexible, and accessible option. Courses are delivered as full in-person classes in select areas across the world. We urge you to utilize our website for the most up to date list of approvals: http://lifeguardcertifications.com/2022/01/11/program-curriculum-approvals/

We offer a need-based scholarship program for people to participate in lifeguard certification courses. We rely on outside support in the form of donations, grants, and volunteers.

We invite you to join us in our mission to prevent death by drowning worldwide.

Certification courses available in select areas worldwide. We look forward to serving you!

The World Academy of Safety & Health (WASH) Lifeguard Certification Course was developed to comply with the standards outlined in section 6 of the Model Aquatic Health Code (MAHC)

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World Academy of Safety & Health

PART I

Purpose of Certification and Training Program

The purpose of the World Academy of Safety & Health (WASH) Pool Lifeguard Curriculum and Certification program is to provide the participant(s) with the confidence, content knowledge, and physical skills to recognize, respond, and recover in the event of an emergency in or around a swimming pool.

This program offers the flexibility to be able to adapt the physical skills and/or the type of emergency response
and care to the specific and/or special circumstances at a swimming pool aquatic facility.

This pool lifeguard course is ***not*** designed to:

- train lifeguards to supervise other lifeguards;
- train lifeguards to work at a waterfront facility; train lifeguards to work at a waterpark facility;
- train lifeguards to work at a tidal surf beach or other open water environment.

In order to:

- provide lifeguard supervision, successful completion of a management or supervisory course is necessary;
- earn certification and the ability to work at a waterfront facility, successful completion of the WASH Waterfront Lifeguard add-on course is necessary once the WASH pool lifeguard course is successfully completed;
- earn certification and the ability to work at a waterpark facility, successful completion of the WASH Waterpark Lifeguard add-on course is necessary once the WASH pool lifeguard course is successfully completed;
- earn certification and the ability to work at a tidal surf beach or other open water facility and/or environment, successful completion of the WASH Surf Rescue add-on course is necessary once the WASH pool lifeguard course is successfully completed.

The validity and ability to be employed as a lifeguard acting under any of the WASH add-on certificates is contingent upon any and all local, state, health department, and/or any other government or municipal guidelines regulating the recognition of these WASH certificates.

All course participants have electronic access (using the student login on lifeguardcertifications.com) to the course manuals, course slide presentations, and course skills video clips beginning with class registration and until the
expiration date on the WASH certificate for the specific course in which the participant is enrolled.

This manual is divided into *Part I Administration*; *Part II Delivery of Provider-Level Lifeguard Course*; *Part III Delivery of Instructor S.1 Course*; *Part IV Instructor Cross-Over Course; Part V Appendices.*

Certification Policies & Procedures

World Academy of Safety & Health (WASH) currently offers:

- **provider-level training courses that lead to certification as:**
  - **pool lifeguarding**
  - **shallow pool lifeguarding**
  - **waterfront lifeguarding (non-tidal)**
  - **waterpark lifeguarding**
  - **surf lifeguarding (tidal waters)**
- **instructor-level training courses that lead to certification as:**
  - **instructor S.1 – permitted to teach all WASH provider-level lifeguard courses**
  - **instructor S.2 – permitted to teach all WASH provider-level lifeguard courses and all WASH lifeguard instructor courses**
  - **instructor S.3 – permitted to teach all WASH provider and instructor-level courses**

World Academy of Safety & Health (WASH) Lifeguard Instructor S.2 courses are delivered by WASH S.3's.

I. Provider-Level Course Prerequisites

Prior to the start of the course participants:

- **Must be, at minimum, fifteen (15) years of age by the final meeting date of the course to be eligible to enroll.**
- **Must successfully demonstrate the course's pre-requisite physical skills:**
  - **Swim 300 yards using only front crawl or breaststroke without resting. This is an untimed event.**
  - **Tread water using only one's legs for two (2) minutes.**
  - **Swim twenty-five (25) yards, dive to a depth between nine (9) feet and twelve (12) feet to retrieve a ten (10) pound weight, return to the surface, swim twenty-five (25) yards back to the starting point while keeping the ten (10) pound weight above the water's surface. The participant must exit the pool without use of stairs or steps with the ten (10) pound weight in hand.**

II. Requirements for Successful Completion of Provider-Level Course

In order to earn a World Academy of Safety & Health (WASH) Lifeguarding certificate, participants:

- **Must successfully complete self-paced online module (for all blended format courses).**
- **Must be present for all class meetings. This includes but may not be limited to classroom sessions, pool sessions, and other in-person sessions.**
- **Must meet the course objective for each lesson by successfully demonstrating each required physical skill.**
- **Must earn a minimum score of eighty (80) percent on the final proctored written exam.**

III. Certification Period for Provider-Level Course

Each World Academy of Safety & Health (WASH) Lifeguard certification will have a validity period of one (1) year from the date of completion. This date as well as the certification expiration date will be shown on the certificate itself.

Each American Safety & Health Institute (ASHI), an HSI company, Basic Life Support (BLS) certificate earned during a World Academy of Safety & Health (WASH) course will have a validity period of one (1) year from the date of completion. The Basic First Aid certificate will have a validity period of two (2) years from the date of completion. These dates as well as the certificate expiration date will be shown on the certificate itself.

World Academy of Safety & Health (WASH) reserves the right to suspend, revoke, or otherwise temporarily and/or permanently terminate the validity of any WASH certificate at any time and for any reason. This is at the sole discretion of World Academyof Safety & Health (WASH).

IV. Certification Renewal Requirements for Provider-Level Course

There are three (3) options available to World Academy of Safety & Health (WASH) certified lifeguards once their certificate expires.

- **If the certificate is no more than 30 days expired, the person may choose to enroll and complete an abbreviated recertification World Academy of Safety & Health (WASH) lifeguard certification course to earn back their lifeguard certificate.**
  This lifeguard recertification course requires successful completion of the following components for a participant to earn back their lifeguard certificate: pre-requisite physical skills as outlined in Lifeguard Participant Manual, Policies & Procedures, Section I Course Prerequisites; all required physical skills included in the course curriculum; and final exam.

- **If the certificate is no more than 30 days expired, the person may choose to CHALLENGE the course. By successfully demonstrating the physical skills and passing the final written exam, the participant can renew his/her World Academy of Safety & Health (WASH) lifeguard certification.**

- **If the certificate is 31 days or more expired, the person must enroll and successfully complete a full World Academy of Safety & Health (WASH) lifeguard certification course to earn back their lifeguard certificate.**

V. Initial Certification for Instructors S.1

To become a WASH Lifeguard Instructor S.1, the candidate must:

- **Be at least seventeen (17) years of age**
- **Hold a valid provider-level WASH lifeguard certification**
- **Hold a valid ASHI, an HSI company, BLS and First Aid Instructor certificate at the Basic Life Support (BLS) level and be aligned with an authorized ASHI Training Center.**
- **Successfully complete the WASH Lifeguard Instructor S.1 Course. Or, hold a valid Lifeguard Instructor certificate from another nationally accredited certifying body; submit this certification/authorization/license to WASH; successfully complete the WASH Lifeguard Instructor Cross-Over course. And, affiliate or align with a WASH Authorized Training Center (ATC).**

VI. Initial Certification for Instructors S.2 (please see *PART III* of this manual)

To become a WASH Lifeguard Instructor S.2, the candidate must:

- **Be at least seventeen (17) years of age**
- **Hold a valid WASH Lifeguard Instructor S.1 Certification**
- **Hold a valid ASHI, an HSI company, BLS and First Aid Instructor Trainer certificate and be aligned with an authorized ASHI Training Center.**
- **Sufficient experience and knowledge of lifeguarding to effectively communicate the content and deliver the lifeguard trainings.**
- **Successfully complete the WASH Lifeguard Instructor S.2 Course.**

VII. Certification Renewal Requirements for Instructors S.1 and Instructors S.2

Instructor S.1 and Instructor S.2 certifications are valid for a period of 2 years. If one wishes to maintain the validity of the Instructor S.1 and/or Instructor S.2 certification, one must:

- **Serve as the Instructor S.1 and/or Instructor S.2 of record for, at minimum, one WASH Lifeguard Certification course during the Instructor S.1 and/or Instructor S.2 certification validity period.**
- **Successfully complete any and all WASH Instructor S.1 and/or Instructor S.2 updates that may be published during the certification validity period.**
- **Maintain a valid ASHI, an HSI company, BLS/First Aid Instructor Trainer certificate.**
- **Remain affiliated or aligned with a WASH Authorized Training Center (ATC) and an ASHI Training Center.**

Course Design

Course Overview:

The WASH Pool Lifeguard training course is intended for individuals who will seek employment as a pool lifeguard at a facility without special waterpark features such as lazy rivers, waterslides, diving boards, and any other water features. There are several course pre-requisites that can be found in Section I of Policies & Procedures.

The goal of this course is to develop and equip students with the knowledge, skills, and confidence to respond during an in-water or dryland emergency while working as a pool lifeguard. WASH encourages instructional design and skill application that provides flexibility in terms of the best approach and response to an emergency based upon each individual facility's circumstances and constraints. WASH believes this approach allows for more real-world scenarios to be addressed and the most appropriate emergency response taught and practiced.

Program & Curriculum Structure:

Pool Lifeguard training is the World Academy of Safety & Health (WASH) core course. Any person wishing to earn any WASH add-on certification must successfully complete this core course (with exceptions being given to Lifeguard Instructors currently holding a valid certificate from another certifying agency recognized by WASH) prior to enrolling in any WASH add-on courses. Once the Pool Lifeguard training is successfully completed, participants will have the option to add additional Units of Study to earn additional add-on specialty certificates that include:

- Waterfront Lifeguard
- Waterpark Lifeguard
- Shallow Pool Lifeguard
- Lifeguard Supervisor
- Surf Lifeguard

The WASH certificate that is issued will reflect only the WASH course that has been successfully completed. Hence, any person, for example, successfully completing the WASH Pool Lifeguard course as well as the Waterfront Lifeguard course will be issued two distinct certificates – one listing 'Pool Lifeguard' as the certificated area and one listing 'Waterfront Lifeguard' as the certificated area.

Delivery Methods:

In-Person, instructor-led training classes and blended format classes will be offered. Content will be provided via instructor lecture, instructor-facilitated discussion, small group work, video segments and slide presentations. The recommended student to instructor ratio is 10:1.

Instructional Design

The course content in this *Instructor Manual, v.2021* is divided into chapters which are further sub-divided into lessons. Each lesson lists necessary equipment, learning objective(s), and approximate lesson time to complete the lesson. The lesson completion time is approximate and is influenced by factors that may include: number of course participants and/or student to instructor ratio; skill level and/or previous training of the participants; equipment to participants ratio(s); experience of the instructor(s); facility layout and/or restrictions. The content of our course(s) is/are skill-based as opposed to time-based. Each learner, to earn certification, must meet the learning objectives no matter the length of each lesson and/or the time it takes to deliver the course content and test the objectives.

The course materials provided to instructors include instructional manual, student manual, video clips, slide presentations, skill sheets, skills assessment form (SAF), student authorization request (SAR), and final exams. WASH expects the course instructor to effectively use these resources to best meet the learning needs of the course participant(s). Given the course(s) is/are skills based, WASH expects that lecture, video clips, and other instructor-led presentations will be limited. The focus should be on developing and practicing hands-on physical skills to ensure participant(s) gain the knowledge and confidence to respond during an emergency.

Instructors should utilize the following steps in delivering course material:

- **Presentation of Course Content Knowledge and Physical Skills**. This can be accomplished using the course slide presentation, video clips, lecture, and instructor-facilitated discussion*.

- **Demonstration of Physical Skills**. The instructor may choose to replay individual video clips of each required physical skill. This should be followed by the instructor demonstrating and verbally explaining how to effectively execute each physical skill while demonstrating the skill on dryland. This is an appropriate time to address participant questions about the physical skills.

  When demonstrating the skills, the instructor should: 1.) demonstrate the component parts of each skill; 2.) demonstrate the skill in whole and; 3.) demonstrate, when appropriate, how each skill fits into the overall assessment and care of patient during an emergency. During all demonstrations, the instructor should be verbally explaining how to perform the skill, the purpose of the skill, and the name(s) of each skill and/or skill component*.

- **Participant(s) Practicing of Physical Skills**. Participants will practice each required physical skill while receiving coaching from the instructor. A majority of the lesson and course time should be spent on physical skill development and partner practice.

- **Formal Assessment of Content Knowledge and Physical Skills**. Only after sufficient practice and coaching of the required physical skills, participant(s) will be assessed on a pass/fail basis, using the Skills Assessment Form (SAF), on each required physical skill. Each participant must also complete the written final exam with a score of eighty (80) percent or better to earn certification.

**See Appendix G for additional information and guidance on Teaching & Learning*

Course Requirements

Administrative Tasks:

At least 24 hours prior to the first class meeting for each course:

- the instructor and/or Authorized Training Center (ATC) personnel must confirm the date(s), time(s), location and other logistics with participants.
- the instructor and/or Authorized Training Center (ATC) personnel must ensure all required teaching materials including:
    - appropriate student manuals
    - appropriate instructor manuals
    - audio visual equipment (laptop, projector, speakers, DVD's, projection screen, etc)
    - Course paperwork (SAF & SAR Forms, roster, exams, etc)
    - appropriate course equipment (see Equipment)
- the instructor must review the course outline and instructor manual for the course he/she will be teaching being sure to review and understand the key points, required physical skills, and course objectives.

Facility & Learning Environment:

The pool being used for the physical skills demonstration(s), practice and assessment must:

- have an area that is, at minimum, seven feet deep
- have a swimmable area that is, at minimum, twenty-five (25) yards long
- have a certified lifeguard on duty at all times when any person enrolled and/or is teaching the course is in the water for any reason. This lifeguard cannot be a course participant or a course instructor.

The classroom being used for the dryland training and delivery of knowledge must:

- be comfortable and distraction-free
- be well lit
- be climate controlled
- be well ventilated

Both the pool and classroom facilities must:

- Have sufficient space for the number of course participants and instructors
- Have adequate seating
- Have adequate and appropriate required course equipment
- Have adequate and appropriate required course resources

WASH recognizes and understands, in many cases, instructors must teach in facilities that do not meet the conditions of an ideal learning environment. WASH also recognizes and understands that during an emergency the lifeguard has no control over any physical or environmental condition and, is often, required to provide emergency care in less than ideal conditions. With all of that in mind, WASH recognizes and understands instructors will be faced with facility-related challenges. Instructors must anticipate these challenges and plan accordingly, making every effort to make adaptations that make the environment as favorable to performing the physical and learning as possible.

Course Safety:

The Instructor and/or Authorized Training Center (ATC) personnel must ensure that both the pool and classroom facilities are free of hazards and will be safe for participants and instructor(s). The Authorized Training Center (ATC) and/or management of

the facility being utilized for the course should have an emergency response plan in place and clearly communicated ahead of time to the instructor(s) in case of emergency during the course.

The Instructor should:

- share with participants the location of: restrooms, first aid kit and AED, fire extinguisher, telephone, fire alarm, and exit(s).
- share with participants a signal that will be used by instructors and participants during ALL in-water activities (i.e. 2 taps).
- share with participants any health precautions to limit disease transmission that will be taken during the course.
- ensure any local and state laws regarding youth protection are followed any time a course has a person under the age of 18.

Equipment:

The following is the list of required equipment for the Pool Lifeguard Course (please see ASHI BLS manual for equipment requirements for that portion of the course):

- Rescue Tube(s) – one tube for every 2 participants.
- Spineboard – one spineboard 1-4 participants; two spineboards for 5-8 participants; three spineboards for 8+ participants.
- 10 pound diving brick or similar weight – one 10 pound weight for every 4 participants.
- Stopwatch or other device for timing.
- Reaching pole – one reaching pole for every 4 participants.
- Whistle and Hip Pack – one each for each participant.
- Equipment as recommended & mandated by ASHI, an HSI company, for the Basic Life Support (BLS)/First Aid portion of the course.

Before Class:

- Be familiar with and understand how to effectively utilize equipment, manuals, course content, course resources and other documents.
- Ensure the pool facility will have a lifeguard on duty – the lifeguard cannot be a course participant or an instructor of the class.
- Arrive early. Be sure to give yourself enough time to get organized; set-up; and complete safety inspection of facility space you intend to use.
- Print a class roster with participant's first and last names.

During Class:

- Start on time.
- Review:
  - expectations and goal of the course
  - emergency response plan
  - facility layout
- Stay on track and follow course outline.
- Effectively deliver course content and knowledge using the video clips, slide presentations, lecture, facilitated discussion, and other course resources and tools.
- Demonstrate physical skills; allow participants adequate practice of physical skills while offering coaching and feedback; assess physical skills using the Skills Assessment Form (SAF) for each participant.
- Distribute and proctor Final Written Exam.
- Distribute Course Evaluation Form to each participant.

After Class:

- Ensure the Skills Assessment Form (SAF) is completed and signed for and by each participant.
- Complete and Submit the Student Authorization Request (SAR) to the Authorized Training Center (ATC) or the World Academy of Safety & Health (WASH) office. This can be submitted online HERE.
- Ensure all equipment (i.e. manikins) has been properly decontaminated.

Evaluation of Participants

Formal Evaluation of Required Physical Skills:

Each participant will be evaluated on a pass-fail basis for all required physical skills. Each participant must successfully demonstrate each required physical skill.
If a participant requires correction of physical skills performance, the instructor should do so prior to the formal assessment of the required physical skills. The instructor should approach skill remediation with professionalism, politeness and empathy. Correcting inadequate physical skills should:

- Instructor should be addressing skill inadequacies throughout the course with all participants as a group.
- Instructor should address skill inadequacies throughout the course using one-to-one positive reinforcement and coaching.
- Instructor should address skill inadequacies during class breaks in an effort to bring the participant up to speed.
- Instructor should recommend attending another training course to any participant unable to successfully demonstrate any of the required physical skills.

Formal Evaluation of Content Knowledge:

The written final exam is a required element to earn certification. This exam must be proctored by an Authorized World Academy of Safety & Health (WASH) instructor and is untimed – instructor(s) must provide each participant adequate time to complete the exam.

A copy of the exam is contained in Appendix A of this Instructor Manual, v.2021 and a copy of the exam answer key is contained in Appendix B of this Instructor Manual, v.2021. Copies of these documents are also contained in the online WASH Authorized Instructor and ATC Portal.

A participant must score an eighty (80) percent or better on the final written exam. If a participant is unable to meet this minimum score, he or she cannot be issued a certificate and must retake the course.

To maintain the integrity of the exam, instructor(s) should:

- Remind participants that cheating is not tolerated. Anyone caught cheating will not be issued a certificate. Talking with or otherwise interacting with another course participant will be treated as cheating on the part of both participants.
- Check each participant's photo ID to ensure the name matches the name of the person taking the course and final exam.
- Arrange the classroom so that the participants can be spaced out ensuring one cannot see the exam of another.
- Circulate the exam room to ensure exam integrity.

Certification:

When a World Academy of Safety & Health (WASH) certificate is issued it signifies that the participant, on the date of completion as listed on the certificate, met all course objectives by successfully demonstrating for the WASH Instructor listed on the certificate:

- an understanding of content knowledge as based upon his or her score on the final written exam
- each required physical skill as listed on the Skills Assessment Form (SAF)

A valid WASH certification card does not guarantee the cardholder's current or future performance. It is the employer's responsibility to verify the cardholder's ability to successfully perform all job duties and responsibilities.

Lifeguard Course Outline

PRE-REQUISITE SKILLS

Skill	Objective(s) and/or Physical Skills	Time (minutes)
Introduction	• Provide Overview of Pre-Requisite Requirements • Verify Participant Age & Identity	15
Performance of Pre-Requisite Skills	• Evaluate the skills of each participant	45
Conclusion	• Provide course details – date(s), time(s), location(s)	5
Total Time (minutes)		65

PREVENTIONS

Chapter 1 – Introduction to Lifeguarding

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Course Introduction	• Introduce oneself and have participants introduce themselves • Outline the purpose of the course	10
Primary Responsibility	• Identify the primary responsibility of a lifeguard.	15
Lifeguard Safety & Well Being	• Identify hazards to a lifeguard. • Explain how a lifeguard can remain alert while on duty.	15
Professional Lifeguard	• Identify the characteristics and behaviors of a professional lifeguard.	25
Best Practices & Three "R's"	• Review best practices for on-duty lifeguards. • Identify and understand the three "R's"	25
Preventative Lifeguarding	• Define preventative lifeguarding. • Explain the characteristics & best practices of preventative lifeguarding.	20
Legal Information for Lifeguards	• Identify the legal issues for which lifeguards need to have an awareness and understanding. • Explain lifeguard responsibilities as they relate to legal issues that include: duty to act, standard of care, negligence, consent, refusal of care, abandonment, confidentiality, documentation.	25
Total Time (minutes)		135

Chapter 2 – Personal Protective Equipment (PPE)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Bloodborne Pathogens	• Define bloodborne pathogens.	20
Standard Precautions	• Identify the standard precautions to be used when providing emergency care. Demonstration and Practice of: • Removal and proper disposal of gloves	20
Reducing Exposure	• Identify the methods & best practices to prevent exposure to bloodborne pathogens.	10
Fecal Cleanups	• Identify and explain the best practices when dealing with fecal matter in the swimming area.	10
Total Time (minutes)		60

Chapter 3 – Risk Management

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Risk Management & Safety	• Explain general facility risks. • Explain how to identify and mitigate risks to patrons.	35
Total Time (minutes)		35

Chapter 4 – Rules Enforcement

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Rules Establishment & Enforcement	• Explain the basis of establishing rules. • State how to communicate rules to patrons.	15
Educating Patrons	• Understand the benefits of educating patrons on rules.	15
Hypoxic Blackout	• Explain hypoxic blackout and the dangers of voluntary hyperventilation.	15
Total Time (minutes)		45

RECOGNITION

Chapter 5 Drowning

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Statistics & Facts	• Identify general facts with regard to accidental drowning incidents across the world.	10
Definition & Process	• Define drowning • Explain the drowning process.	25
Total Time (minutes)		35

Chapter 6 – Patron Surveillance

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Zone Coverage	• Explain the concept of zone coverage when providing patron surveillance.	30
Back-Up Coverage	• Explain the concept of back-up coverage and explain how it is applied during an emergency.	30
Total Time (minutes)		60

Chapter 7 – Scanning

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Techniques	• Understand and be able to execute proper scanning techniques.	20
Rotations	• Understand the characteristics of a proper lifeguard rotation. • Demonstrate an effective lifeguard rotation.	20
Total Time (minutes)		40

Chapter 8 – Victim Recognition

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs of Distress	• Understand and be able to recognize the signs and a distressed swimmer.	20
RID Factor	• Identify the factors that may lead to accidents and incidents of drowning at guarded facilities.	20
Total Time (minutes)		40

RESPOND

Chapter 9 – Emergency Action Plan (EAP)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Emergency Action Plans (EAPs)	• Define an EAP and its purpose • Develop sample EAPs for students' facilities	40
Communication	• Explain the types of and need for reliable communication from lifeguard to lifeguard and between lifeguard(s) and other staff members.	15
Total Time (minutes)		55

Chapter 10 – Water Emergencies

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Assists	Demonstration and Practice of: • Tossing Assist • Reaching Assist	45
Water Entries & Approaches	Demonstration and Practice of: • Feet-First Dive • Head-First Dive • Compact Jump • Stride Jump • Slip In • Front Crawl with Head Out of Water & Eyes on Victim(s) • Breaststroke or Walk to a Victim of Suspected Spinal Trauma	45
Water Rescues & Escapes	Demonstration and Practice of: • Front Escape • Rear Escape • Active Victim Rear Rescue • Active Victim Front Rescue • Passive Victim Rear Rescue • Passive Victim Front Rescue • Multiple Victim Rescue • Submerged Victim Rescue	180
Extraction from Water	Demonstration and Practice of: • Walking assist from zero depth • Quick extraction of active or passive victim using backboard • Extraction of Spinal Trauma victim on a backboard	45
Total Time (minutes)		315

Chapter 11 – Spinal Trauma

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs & Symptoms	• Identify the signs & symptoms of possible spinal trauma	35
Stabilization of Suspected Spinal Trauma	• Explain why, when, and how one uses spinal stabilization techniques both in and out of the water. • Explain the need for aquatic facilities to consult local medical direction on best practices in caring for an in-water spinal trauma victim. Demonstration and Practice of: • Head-Chin-Chest Grip • Arm Splints • Seated Stable Carry • Backboarding • Using a C-Collar	185
Total Time (minutes)		220

Chapter 12 – ASHI First Aid

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) First Aid Course Outline	SEE ASHI FIRST AID MANUAL	150-180 minutes

Chapter 13 – ASHI Basic Life Support (BLS)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) BLS Course Outline	SEE ASH BLS MANUAL	240-300 minutes

FACILITIES

Chapter 14 – Continuing Education & In-Services

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Continuing Education & In-Services	• Explain the need for continuing practice to keep skills sharp. • Explain the need for regular in-service training.	20
Total Time (minutes)		20

Chapter 15 – Special Scenarios

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
One Guard Facilities	• Identify the limitations of one lifeguard facilities. • Identify physical skills that require adapting if working a one lifeguard facility. • Explain how to adapt physical skills at a one lifeguard facility to be able to provide effective emergency care.	25
Facilities with Special Features	• Identify the unique challenges presented by specific facility features. • Explain how to provide emergency care when dealing with these specific facility features.	30
Total Time (minutes)		55

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		45
Total Time (minutes)		45

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		120
Total Time (minutes)		120

TOTAL LIFEGUARD CURRICULUM COURSE TIME (does not include pre-reqs and/or the formal written and/or practical assessments):

18 Hours, 35 Minutes

TOTAL COURSE TIME CPR/AED (ASHI BLS)/FIRST AID:

6 HOURS, 30 MINUTES – 8 HOURS, 0 MINUTES (see chapters 12 & 13)

TOTAL COURSE TIME (WASH LIFEGUARDING & ASHI BLS/FIRST AID):

25 HOURS, 5 MINUTES – 26 HOURS, 35 MINUTES

3-Day Teaching Plan

DAY #1 Topics	**Approximate Time:**
Pre-Requisites – End of Chapter 9	10 Hours, 10 Minutes
DAY #2 Topics	
Chapter 10 – Chapter 12	11 Hours, 25 Minutes – 11 Hours, 55 Minutes
DAY #3 Topics	
Chapter 13 – Written & Skills Evaluations	8 Hours, 0 Minutes – 9 Hours, 0 Minutes
TOTAL TIME:	**29 Hours, 35 Minutes – 31 Hours, 5 Minutes**

IMPORTANT NOTES:

- Total Time includes CPR/AED (ASHI BLS); ASHI First Aid; Lifeguarding including pre-requisites and final written and skills exams/evaluations.
- Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills

Lifeguard Course Outline – Blended Format

PRE-REQUISITE SKILLS

Skill	Objective(s) and/or Physical Skills	Time (minutes)
Introduction	• Provide Overview of Pre-Requisite Requirements • Verify Participant Age & Identity	15
Performance of Pre-Requisite Skills	• Evaluate the skills of each participant	45
Conclusion	• Provide course details – date(s), time(s), location(s)	5
Total Time (minutes)		65

BLENDED FORMAT IN-PERSON SESSIONS

Lesson & Chapter	Objective(s) and/or Physical Skills	Time (minutes)
Course Introduction	• Introduce oneself and have participants introduce themselves • Outline the purpose of the course	15
Professional Lifeguard – Chapter 1	• Identify the characteristics and behaviors of a professional lifeguard.	30
Best Practices Chapter 1	• Review best practices for on-duty lifeguards. • Identify & understand the three R's	45
Personal Protective Equipment (PPE) - Chapter 2	• Demonstrate glove removal and proper disposal. • Define bloodborne pathogens • Identify best practices to prevent exposure to bloodborne pathogens & cleaning fecal matter in swimming area.	35
Risk Management - Chapter 3	• Explain general facility risks. • Explain how to identify and mitigate risks to patrons.	25
Rules Enforcement - Chapter 4	• Explain the basis of establishing rules. • Explain best practices for communicating rules to patrons. • Explain hypoxic blackout and the dangers of voluntary hyperventilation.	20
Drowning Process – Chapter 5	• Define drowning • Explain the drowning process	35
Preventative Lifeguarding – Chapter 1	• Define preventative lifeguarding. • Explain the characteristics & best practices of preventative lifeguarding.	30
Patron Surveillance – Chapter 6	• Explain the concept of zone coverage when providing patron surveillance • Explain the concept of back-up coverage and explain how it is applied during an emergency	30
Scanning – Chapter 7	• Understand and be able to execute proper scanning techniques • Understand the characteristics of a proper lifeguard rotation • Demonstrate an effective lifeguard rotation	35
Victim Recognition – Chapter 8	• Understand and be able to recognize the signs of a distressed swimmer • Identify the factors that may lead to accidents and incidents of drowning at guarded facilities	35
Emergency Action Plan (EAP) – Chapter 9	• Explain the purpose of an EAP • Explain the types of and need for reliable communication from lifeguard to lifeguard and between lifeguard(s) and other staff members	50

Assists – Chapter 10	Demonstration and Practice of: • Tossing Assist • Reaching • Walking Assist	45
Water Entries & Approaches – Chapter 10	Demonstration and Practice of: • Feet-First Dive • Head-First Dive • Cannonball Jump • Scissors Jump • Slip In • Walk-In or Run-In • Front Crawl with Head Out of Water & Eyes on Victim(s) • Breaststroke or Walk to a Victim of Suspected Spinal Trauma	60
Water Rescues & Escapes – Chapter 10	Demonstration and Practice of: • Front Escape • Rear Escape • Active Victim Rear Rescue • Active Victim Front Rescue • Passive Victim Rear Rescue • Passive Victim Front Rescue • Multiple Victim Rescue • Submerged Victim Rescue	130
Extraction from Water – Chapter 10	Demonstration and Practice of: • Walking assist from zero depth • Quick extraction of active or passive victim using backboard • Extraction of Spinal Trauma victim on a backboard	55
Stabilization of Suspected Spinal Trauma – Chapter 11	• Explain why, when, and how one uses spinal stabilization techniques both in and out of the water. • Explain the need for aquatic facilities to consult local medical direction on best practices in caring for an in-water spinal trauma victim. Demonstration and Practice of: • Head-Chin-Chest Grip • Arm Splints • Seated Stable Carry • Backboarding • Using a C-Collar	185
Total Time (minutes)		860

Chapter 12 – ASHI First Aid

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) First Aid Course Outline	SEE ASHI FIRST AID MANUAL	120-150 minutes

Chapter 13 – ASHI Basic Life Support (BLS)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) Basic Life Support (BLS) Course Outline	SEE ASHI BLS MANUAL	150-210 minutes

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		45
Total Time (minutes)		45

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		120
Total Time (minutes)		120

TOTAL LIFEGUARD CURRICULUM COURSE TIME (does not include the pre-reqs and/or the formal written and/or practical assessments):
15 Hours, 0 Minutes

TOTAL ASHI BLS/FIRST AID FOR COURSE TIME:
4 HOURS, 30 MINUTES – 6 HOURS, 0 MINUTES

TOTAL COURSE TIME (WASH LIFEGUARDING & ASHI BLS/FIRST AID):
19 HOURS, 30 MINUTES – 21 HOURS, 0 MINUTES

IMPORTANT NOTES:

*It is recommended that the in-person sessions for a Blended Format Lifeguard course be delivered over the course of two consecutive days. WASH, however, recognizes that facility constraints may impact the course schedule – instructors should breakdown the course outline into multiple sessions as needed but, stopping points should only be after the completion of a lesson.

** Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills

Content Delivery

All instructors are expected to adhere to the policy and protocols governing content delivery in each course. Instructor preparation for a class and the general delivery format during class sessions should follow these steps:

- Instructor(s) and student(s) must be present for all classroom and practical class sessions. This includes but may not be limited to presentation of content, skills practice and evaluation, and final exams. Remote sessions of any kind as part of a WASH certification course are prohibited.
- Ensure instructor has all of the necessary (required and optional) course materials for the course being taught. Can download here: Forms, Documents & Resources - WASH Lifeguard Certifications
    - Course Outline
    - Instructor Manual
    - Student Manual
    - Slide Presentation(s) – should be downloaded from the WASH website (Lifeguard Course - Slide Presentation - WASH Lifeguard Certifications) and saved to laptop hard drive so that internet is not needed during the class itself.
    - Video Clips – should be downloaded from the WASH website (Course Video Clips - WASH Lifeguard Certifications) and saved to laptop hard drive so that internet is not needed during the class itself.
    - Skills Assessment Forms (SAF's) – at least one printed hard copy for each enrolled participant.
    - Student Authorization Requests (SAR's) – at least one printed hard copy for each enrolled participant.
    - Final Exams – at least one printed hard copy for each enrolled participant and at least one printed exam answer key.
    - 'Instructors in the Know' document which presents the instructor with a broad outline that includes: how to become a WASH instructor; how to teach a WASH course; how to submit required paperwork.
    - Required equipment in proper ratios as described in *Course Requirements* on pages 6-7 of this manual.
    - Laptop computer and projector or other method of effectively presenting Slide Presentations and Video Clips so that all course participants are able to easily see and hear the information.
    - Appropriate facilities (classroom and pool) that meet World Academy of Safety & Health (WASH) Quality Assurance Guidelines and as outlined in *Course Requirements* on pages 6-7 of this manual.
    - Instructor personal materials such as: pens/pencils, paper, cell phone, class roster, etc.

- Ensure you have easy and immediate access to the necessary materials & equipment and know the recommended length of time for the lesson.
- Using the Course Outline, state the objective(s) at the start of each lesson/chapter.
- Describe when and why the skill presented in the lesson would be utilized.
- Describe how to effectively execute the skill.
- Physically demonstrate the skill on dryland.
- Describe the skill again while, at the same time, physically demonstrating it on dryland.
- Show the individual Video Clip of the skill being demonstrated.
- Allow participants to practice the physical skill on dryland and then in the water while providing feedback for improvement.

Provider-Level Course Pre-Requisites

PART II

Prior to the first class session of any World Academy of Safety & Health (WASH) lifeguard certification course, each participant must successfully complete thecourse prerequisite physical skills.

If a participant fails to successfully complete any one of the pre-requisite physical skills, he/she will not be permitted to continue in the course.

Pool Lifeguard Course Pre-Requisites:

- Verify all participants will be, at minimum, fifteen (15) years of age by the final class meeting.
- Continuously swim, using only the front crawl, for three hundred (300) yards (see Figure Pre.1.1)
- Tread water, using only one's legs, for two (2) minutes (see Figure Pre.1.2).
- Swim front crawl for twenty-five (25) yards, dive to a depth of between six (6) feet and twelve (12) feet to retrieve a ten (10) pound weight, return to the surface with the weight, swim twenty-five yards (25) back to the starting point while keeping the brick above the water's surface, exit the pool with the brick and without using the stairs and/or steps. This skill must be completed within one (1) minute and forty (40) seconds (see Figure Pre.1.3).

Shallow Pool Lifeguard Course Pre-Requisites:

- Verify all participants will be, at minimum, fifteen (15) years of age by the final class meeting.
- Continuously swim, using only the front crawl, for one hundred (100) yards (see Figure Pre.1.1)
- Tread water, using only one's legs, for two (2) minutes (see Figure Pre.1.2).
- Swim front crawl for twenty (20) yards, dive to a depth of between six (6) feet and twelve (12) feet to retrieve a ten (10) pound weight, return to the surface with the weight, swim twenty yards (20) back to the starting point while keeping the brick above the water's surface, exit the pool with the brick and without using the stairs and/or steps. This skill must be completed within fifty-five (55) seconds (see Figure Pre.1.3).

Figure Pre.1.1

Figure Pre.1.2

Figure Pre.1.3

Course Slide Presentation

Once participants have successfully completed the course age verification and pre-requisite physical skills, introductions can be made amongst the participants and instructor(s).

Prior to beginning Chapter 1 in the *Instructor Manual, v.2021*, the class should be shown the entirety of the Course Slide Presentation. During the presentation, the instructor can choose to pause the presentation to reinforce content; answer participant questions; or engage in class discussion related to the content and/or topic(s) being presented.

Lifeguard Course - Slide Presentation - WASH Lifeguard Certifications

Introduction to Lifeguarding – Chapter 1

OBJECTIVE(S): 1. Outline purpose of the course; 2. Identify the primary responsibility of a lifeguard; 3. Identify hazards to a lifeguard; 4. Explain how a lifeguard can remain alert while on duty; 5. Identify characteristics & behaviors of a professional lifeguard; 6. Review best practices for on-duty lifeguards; 7. Define preventative lifeguarding; 8. Explain the characteristics & best practices of preventative lifeguarding; 9. Identify the legal issues for which lifeguards need to have an awareness & understanding; 10. Explain lifeguard responsibilities as they relate to legal issues.

INSTRUCTOR CHAPTER 1 QUICK GUIDE

Chapter 1	Content & Skills Delivery
Mini-Lecture	• Lifeguard responsibilities o The primary responsibility of a lifeguard is always patron safety. o There are other duties that could interfere with the primary responsibility. o It is important to only assign 'other duties' to other staff or lifeguards who are not responsible for direct patron safety while completing these 'other duties'. o Remember drowning can occur in any water depth at any time o Lifeguards must take care of their own physical, mental and emotional health ▪ Hydration ▪ Sunblock ▪ Use of umbrella/stay out of sun as much as possible ▪ Proper rest and nutrition ▪ Maintain physical conditioning o Always be prepared for an emergency – never become complacent especially when a significant amount of time has passed since the previous emergency at the facility. • Professional lifeguard o Exhibit all of the following characteristics: ▪ Confident ▪ Highly-skilled ▪ Knowledgeable ▪ Dependable ▪ Polite and Firm • Three "R's" o The lifeguard's job can be broken down into three broad categories. o Recognize ▪ Lifeguard sees there is an emergency and/or need for lifeguard assistance o Respond ▪ Activation of emergency action plan ▪ Provides action or care for emergency o Recover ▪ Activation of emergency recovery procedures • Cleaning of equipment • Replacing equipment as needed • Ensure facility is fully staffed or close certain areas without adequate lifeguard coverage • Post-incident continuous improvement meeting • Preventative lifeguarding o A lifeguard's job is to prevent an emergency and/or accident as opposed to reacting and responding to an emergency. o Takes into account all of the facilities risk management policies and protocols ▪ Communicate effectively with patrons ▪ Consistently and effectively enforce rules ▪ Be familiar with and follow facility safety plans and protocols. • Legal information o Good Samaritan Laws – remind students that these laws differ from one jurisdiction to another. o Lifeguards are expected to be familiar with and adhere to: ▪ Duty to Act ▪ Standard of Care ▪ Negligence ▪ Consent ▪ Abandonment ▪ Confidentiality ▪ Documentation **Instructor should reference chapter 1 for further details to share with students**

Video	NO VIDEO CLIP
Demonstration	NO SKILLS DEMO
Practice	NO SKILLS PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

The primary responsibility of all lifeguards is the safety and well-being of patrons. Often times, other facility related duties interfere with the job of a lifeguard.

If lifeguards are the staff members who are responsible for maintenance, cleanliness, membership status checks, and other duties then those duties must be assigned to lifeguards who are not in the stand and are not responsible, at that time, for patron surveillance.

Drowning can occur quickly in even the shallowest of water. It is crucial that the lifeguard remain vigilant and alert during his or her entire shift while in the stand and responsible for patron surveillance.

In order to remain alert, the lifeguard must take care of him or herself. The heat, humidity, and sun can take a toll on one's body. Lifeguards should remain hydrated; reapply sunscreen every few hours; use the umbrella if possible; and be rotated out of the sun every 30-40 minutes to perform other facility-related duties or to, simply, take a break.

Lifeguards are the last line of defense in drowning prevention. This responsibility must be taken seriously by all who are employed in the aquatics industry.

Finally, it is easy to become complacent while sitting in the lifeguard tower. This is particularly true if and when a significant number of days has passed since one's facility has experienced any type of emergency.

It is vital that all lifeguards continue to 'stand up in the canoe'. In other words, it is easy to sit down in a canoe and enjoy the ride. It takes tremendous focus and hard work to stand up in a moving canoe. The lifeguard must exercise this same type of focus and work hard to pay close attention to what is going on around him or her and be prepared to respond to any emergency – as all emergencies are unexpected.

The Professional Lifeguard:

Confident – One must rely on his or her training. Be confident during an emergency and use one's training to properly and effectively recognize and respond to an aquatic emergency.

Highly Skilled – Practice one's physical skills on a regular basis to ensure they are sharp and one is prepared to respond during an aquatic emergency.

Knowledgeable – It is crucial to have and use one's knowledge to prevent, recognize and/or respond to an emergency. It is the lifeguard's responsibility to reinforce and maintain his or her level of knowledge by regularly reviewing content, participating in regular in-service training, and engaging in pre-season refreshers at your facility.

Dependable – Understand one's job responsibilities, take them seriously, and be willing to work as part of a team. Be punctual and use one's training to effectively respond to all emergencies.

Polite and Firm – Treat patrons with respect and be polite when enforcing rules and regulations to prevent accidents. Being polite should not be mistook for not being firm with the rules and regulations.

Reliance on Training:

When faced with an emergency situation, it is not uncommon for fear, stress, and anxiety to take over and cause physiological reactions in one's body. These reactions may include increased heartrate, forgetfulness, and general mental and emotional panic all of which result in increased amounts of oxygenated blood to rush through the body. When the body reacts in this manner, the resulting impact on performance is negative as one's ability to utilize fine motor skills is diminished.

It is important for lifeguards to engage in ongoing training that simulates the intensity of an emergency situation. Practice drills that force lifeguards to exert energy to dramatically increase his or her heartrate coupled with practice that requires the lifeguard(s) to react and perform skills quickly will condition the mind and the body to be prepared to respond in a real emergency. The key is to prepare the lifeguards to respond without having to battle negative effects of the adrenaline rush.

Potential Stress-Related Trauma:

1. **Acute Stress Reaction**: Lifeguards may experience intense stress during a rescue or emergency, leading to symptoms like anxiety, panic, or confusion.
2. **Post-Traumatic Stress Disorder (PTSD)**: Repeated exposure to traumatic incidents can result in PTSD, characterized by flashbacks, nightmares, and severe anxiety.
3. **Burnout**: Continuous exposure to stress without adequate recovery can lead to emotional and physical exhaustion, reduced performance, and disengagement from work.
4. **Compassion Fatigue**: Lifeguards may develop a diminished ability to empathize with others due to the emotional toll of repeatedly witnessing trauma and distress.
5. **Depression and Anxiety**: Ongoing stress can contribute to feelings of hopelessness, sadness, or persistent worry, affecting overall mental health.

Stress Management Techniques

1. **Training and Preparedness**:
   - **Regular Drills**: Engage in routine emergency drills to build confidence and familiarity with rescue techniques.
   - **Scenario Training**: Practice handling various emergency situations to reduce anxiety and improve response.
2. **Peer Support**:
   - **Team Debriefings**: After a stressful incident, hold debriefing sessions to discuss experiences and feelings, fostering a supportive environment.
   - **Buddy Systems**: Partner with colleagues to provide mutual support and encouragement.
3. **Self-Care Practices**:
   - **Physical Exercise**: Engage in regular physical activity to relieve stress and improve mood.
   - **Adequate Rest**: Ensure sufficient sleep to promote recovery and mental clarity.
4. **Mindfulness and Relaxation Techniques**:
   - **Breathing Exercises**: Practice deep breathing or controlled breathing techniques to manage acute stress.
   - **Meditation and Mindfulness**: Incorporate mindfulness practices to improve focus and reduce anxiety.
5. **Professional Help**:
   - **Counseling Services**: Seek support from mental health professionals who specialize in trauma or stress management.
   - **Employee Assistance Programs**: Utilize available resources offered by employers for mental health support.
6. **Setting Boundaries**:
   - **Work-Life Balance**: Maintain a healthy separation between work and personal life to prevent burnout.
   - **Time Off**: Take regular breaks and time off to recharge physically and mentally.
7. **Positive Coping Strategies**:
   - **Journaling**: Write about experiences and feelings to process emotions and reflect on stressful incidents.
   - **Hobbies and Interests**: Engage in activities outside of work that bring joy and relaxation.

The Three R's

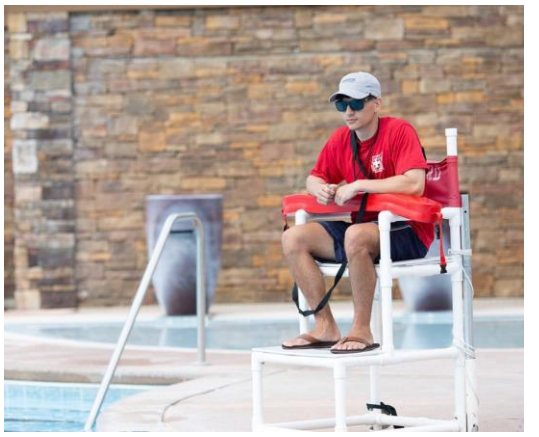


Figure C1.2

- Recognize
- Respond
- Recover

These three phases can summarize all actions a lifeguard must perform to effectively and efficiently handle an emergency. All of the actions a lifeguard should be taking during an emergency fall under the broad umbrella of the three R's.

The **Recognize Phase** consists of 5 stages:

1. Determine the most effective positioning of the lifeguard stations to ensure proper patron surveillance can be maintained.
2. Use the proper positioning of lifeguard stations to determine the number of stations and, in turn, the number of lifeguards necessary.
3. Establish zones of coverage.
4. Maintain effective and constant scanning and patron surveillance.
5. Know, understand, and be able to properly identify the signs and symptoms of a distressed swimmer.

This is the most important phase of a lifeguard's job. In the absence of victim recognition, the victim will likely drown as there will be no emergency response and intervention.

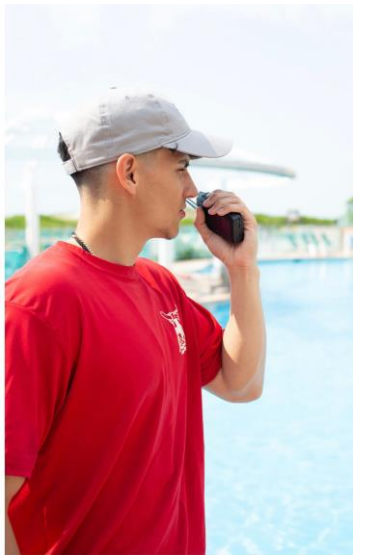


Figure C1.3

The **Respond Phase** consists of 5 stages:

1. Immediately activate the Emergency Action Plan (EAP).
2. Decide on action/response required (i.e. assist or water entry for a rescue).
3. Execute the assist or water rescue.
4. Extract the victim from the water.
5. Complete a rescue or incident report and release victim.

The specific lifeguard response is dictated by a number of variables that include the type, location, severity of the emergency situation.

The **Recover Phase** is the final phase and consist of 5 stages:

1. Activate the Emergency Recovery Procedures.
2. Clean and disinfect contaminated equipment.
3. Replace equipment that may have been transported to hospital with the victim or otherwise had to be removed from service.
4. Ensure the facility is fully staffed.
5. Conduct and participate in Post-Incident Continuous Improvement Meeting.

Figure C1.4

Preventative Lifeguarding

Each lifeguard organization must decide between preventative lifeguarding and reactive lifeguarding.

Preventative lifeguarding is a strategy that includes a series of techniques used to stop accidents, rescues, and other emergency incidents from occurring. It requires the lifeguard(s) to engage in continuous swimmer surveillance during the entirety of his/her shift and stop behaviors that could lead to an emergency incident.

Reactive lifeguarding is more similar to most other first responders and emergency services departments in that the lifeguards do not keep a constant, watchful eye on the beach or the swimmers. Instead, the lifeguard(s) are not assigned to a specific swimming area or beach but, rather, are on roving patrols across the entire shoreline. In this case, the lifeguards respond to an emergency call for help as opposed to working to prevent it.

Lifeguards are considered first responders. However, unlike any other first responder, typically a pool lifeguard's job is to prevent an emergency and/or accident from occurring as opposed to reacting and responding to an emergency or accident that has already occurred. Do not misunderstand, when an accident or emergency does occur, the lifeguard must respond and provide appropriate care under the certifications the lifeguard currently holds.

However, firefighters, for example, do not keep watch during their entire shift to prevent emergencies from occurring. Instead, they are called only when an emergency does occur. Lifeguards, on the other hand, keep constant watch with their primary responsibility being the prevention of an emergency.

Often times, people see the response of the fire departments, EMS, and police departments. However, the work of a lifeguard often goes unnoticed.

Preventative lifeguarding can include:

- **Internal Department and/or Organizational Policies and Protocols:**. Some examples of these policies and protocols are: pool rules, patron surveillance techniques, established and well-planned employee training and expectations, and positioning of lifeguards based upon the layout of the facility.
- **Communication:** 1) Effective communication with/educating patrons - during this communication, the lifeguard(s) might share and explain the facility's rules and educate patrons about safe versus unsafe or risky behaviors. 2) Effective communication with fellow lifeguards and staff with regard to potential hazards, observations, and incidents/emergencies that may arise.
- **Rules and Regulations**: Consistently and effectively enforcing the facility's rules and regulations.
- **Surveillance and Monitoring** (also see Chapters #6 and #7): 1) Lifeguards must continuously scan the swimming area/water (and deck areas) to detect potential hazards, monitor swimmer/patron behavior, and identify swimmers/patrons in distress. 2) Swimming areas should be divided into designated zones with lifeguard(s) assigned to specific areas to ensure proper and effective monitoring/scanning.
- **Regular In-Service Training:** 1) Lifeguards should participate in regular and consistent in-service training that, among other topics and skills (i.e. practicing the EAP and rescue skills), includes accident prevention.
- **Promotion of Swim Skills and Water Safety:** 1) Buddy System – Encourage patrons to use the buddy system when swimming so they may assist one another if/when in distress. 2) Swim Lessons – Offering swim lessons can help improve the patrons' water skills and confidence leading to a reduction of accidents.
- **Risk Assessment(s):** 1) Regular checks and equipment to ensure functionality prior to each lifeguard shift. 2) Facility and environmental checks for hazardous conditions (i.e. slippery decks, broken chairs, etc.) and inclement weather. 3) Maintaining facility cleanliness.

Figure C1.5

ECONOMICAL & ACCESSIBLE COURSES:

Consider taking another specialized course or becoming a WASH Instructor
http://lifeguardingclasses.org/product-category/courses-listed/lifeguard-courses/

Legal Information for Lifeguards



Good Samaritan Laws

Good Samaritan Laws are designed to protect people who provide needed emergency care in good faith and with no duty to act and/or not received any type of compensation in return. Hence, in some cases and in some states, professional rescuers including lifeguards are not covered under these laws as they have a duty to act and are, typically, compensated in some way for their services.

Almost every state has these laws although, they differ slightly from one state to another. Generally speaking, for the emergency caregiver to be protected under the scope of these laws, he or she must not act outside the scope of his or her training or be negligent with the care provided.

A lifeguard, to limit his or her liability, should become familiar with and understand how the following legal considerations fit with the Good Samaritan Laws in his or her state:

- **Duty to Act** – One must provide the care for which one has been trained and certified to provide.
- **Standard of Care** – One is legally expected to provide an industry minimum standard or level of emergency care to all victims. Care that is provided should always be within one's scope of training and level of certification.
- **Negligence** – One is expected to provide care only to his or her level of training – one should never provide care beyond the scope of his or her training. One must also provide emergency care that is appropriate or recommended for the condition(s) of the victim. The emergency care one provides must adhere to the proper sequence and delivery that was learned and practiced during training.
- **Consent** – All certified first responders must obtain permission from all victims prior to initiating emergency care. One should identify him or herself by name and level of certification. Then, one should ask the victim permission to provide him or her with the appropriate emergency care. In the absence of consent, emergency care may not legally be provided.
- **Refusal of Care** – A victim has the legal right to decline or refuse care of any kind and at any time even if emergency personnel deem the care necessary. Parents and legal guardians may also decline emergency care for their minor children. These declinations must be legally honored and care must not be provided. One should document the refusal of care with a standard form used by one's organization for such a purpose and be kept on file – it is important to have the form signed by both the emergency caregiver and person refusing the care.
- **Abandonment** – One may have a legal obligation to provide the appropriate emergency care to a victim. Once this care is initiated, one cannot discontinue the care until and unless at least one of the following occurs:
    - Victim(s) no longer requires emergency care
    - A person of equal or higher certification takes over the emergency care
    - The scene become unsafe for one to continue providing the emergency care
- **Confidentiality** – Any information related to the victim's identity, injuries, medical statutes or history, and circumstances related to his or her injuries is considered confidential and cannot be disclosed or shared by any one with third parties.
- **Documentation** – Make official written record of all information related to the incident, care provided, and circumstances leading to and surrounding the need to administer emergency care.

Additionally, one's facility is likely to have a variety of forms requiring completion on a daily basis, twice daily basis, weekly basis, and/or when an emergency occurs (as discussed above). No matter the form one is completing, it is important to be thorough, detail-oriented, truthful, and timely in doing so. It is always best to have the information for the report being completed fresh in one's mind to avoid confusion and forgetfulness.

In most cases, documents a lifeguard completes on a daily or weekly basis are required by local or state statute or regulation and can be inspected by the health department. These documents can also be subject to legal subpoena.

CHAPTER ON RECAP

1.) Good Samaritan Laws are designed to protect professional rescuers.
   a. True
   b. False

2.) Please list the legal considerations a lifeguard, to limit his or her legal liability, should become familiar with and understand how the considerations fit with the Good Samaritan Laws in his or her state or other jurisdiction.

3.) Why is it important for lifeguards to complete reports in an accurate and timely manner?

4.) Please provide the primary responsibility of a lifeguard as you understand it:

5.) Once you have successfully completed the World Academy of Safety & Health (WASH) lifeguard certification training course, there is no need to attend additional skills practice sessions, in-service trainings, or pre-season refresher trainings?
   a. True
   b. False

6.) The Professional Lifeguard is:
   a. Dependable; arrogant; firm; knowledgeable; skilled; polite
   b. Dependable; rule bender; polite; firm; knowledgeable
   c. Confident; knowledgeable; polite; highly-skilled; dependable
   d. Firm; polite; not reliable; highly-skilled; confident

7.) It is important for the lifeguard to take care of his or her health including remaining hydrated and using sun protection?
   a. True
   b. False

8.) What is Preventative Lifeguarding? How does a lifeguard practice preventative lifeguarding?

Personal Protective Equipment (PPE) – Chapter 2

OBJECTIVE(S): 1. Define bloodborne pathogens; 2. Identify the standard precautions to be used when providing emergency care; 3. Identify the methods & best practices to prevent exposure to bloodborne pathogens; 4. Identify and explain the best practices when dealing with fecal matter in the swimming pool.

INSTRUCTOR CHAPTER 2 QUICK GUIDE

Chapter 2	Content & Skills Delivery
Mini-Lecture	• Define and provide examples of Bloodborne Pathogens • Define PPE Standard Precautions and provide examples typically used by lifeguards • Explain how to remove gloves • Explain steps that should be taken if/when exposed to bloodborne pathogens • Explain how to properly dispose of contaminated first aid supplies and how to disinfect soiled reusable equipment **Instructor should reference chapter 2 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	• Proper removal and disposal of gloves
Practice	• Students practice putting on and properly removing gloves
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Personal Protective Equipment (PPE) includes any item used and/or worn that limits one's exposure to bloodborne pathogens, while providing emergency care to a victim. Bloodborne pathogens are bodily fluids, including blood and spinal fluid. There are a variety of types of PPE used by lifeguards, medical professionals, and other first responders. The most common piece of PPE is protective gloves. Many organizations use nitrile gloves to eliminate possible allergic reactions to latex gloves.

The lifeguard must take time and the necessary steps to protect him or herself. Of course, as much as is possible, this type of preparation should occur prior to an emergency occurring. Some steps the lifeguard can take to self-protect include:

- Ensuring his or her hip pack and/or first aid kits contain all of the needed PPE such as masks or face shields, nitrile gloves, biohazard bags, gauze, goggles, and other equipment.
- Ensuring all rescue gear is functional prior to your lifeguard shift.

Always remember to access and use one's PPE even before one knows it is needed – the rule of thumb should always be to don the PPE in case it is needed later during the emergency care process.

For example, a patron approaches a lifeguard not feeling well but there is no sign of bodily fluid. Prior to initiating care and/or examining the patron, the lifeguard should put on his or her gloves in case there is risk of exposure later during the emergency care process.

PPE standard precautions for lifeguards include: gloves, hand washing after patient contact or care, and optional PPE based upon the specific situation. These optional PPE measures include: CPR masks, aprons/gowns, face and eye shields or other protection, and proper disposal of contaminated gauze, bandages and other first aid materials.

Glove Removal

Figure C2.1

Pinch one glove at the wrist and peel it away from the hand, down to the fingers and inside out. Using the covered fingers, pinch the other glove and peel t away from the hand and down inside out leaving the first glove inside the second glove.

Exposure to Bloodborne Pathogens

If one believes he or she (or a co-worker) has been exposed to any bloodborne pathogens, it is crucial that the following steps are immediately taken:

- Thoroughly wash and decontaminate the area(s) as best as possible and for at least 5 minutes, using soap and warm water.
- If any bloodborne pathogens get in, on, or around one's eyes, they must be flushed for at least 20 minutes with sterile water or saline solution.

All facilities should have a bloodborne pathogen exposure policy and procedure. This can, typically, be found in the operations manual and/or employee handbook. The exposure plan may differ slightly from one facility to another but, each should have a few of the same key components. These include:

Seeking immediate medical care for those exposed and/or thought to have been exposed.
Documenting and reporting the exposure with facility supervisors and management.

Disposal and Cleaning of Contaminated Materials

It is important that proper disinfecting and disposal of contaminated and/or soiled equipment and materials be addressed in each facility's bloodborne pathogen plan.

In addition to PPE for lifeguards and staff, each facility must have controls in place for the proper disposal of biohazard materials (i.e. contaminated or soiled items). For example, there must be biohazard bags and biohazard sharps plastic container(s). These must be easily sealable and be properly labeled. The sharps container must be able to withstand the objects placed inside without being punctured or leaking. Facilities might also consider 'blood spill' kits for cleanup on or around the pool deck and other areas of the facility.

Anytime pool facility and/or lifeguard equipment becomes contaminated during an emergency, the items(s) must be properly disinfected prior to being placed back in service. To accomplish this, utilize a 10% bleach to water solution to scrub the equipment.

The area of any spills must also be cleaned and disinfected prior to reopening or that area being utilized. To accomplish this, ensure the area is closed and not accessible to others. Then, use the same 10% bleach to water solution to apply to the area and let it stand for a few minutes prior to sweeping it all up.

Always remember, when handling contaminated or potentially contaminated equipment and materials, to wear your PPE.

The three most common bloodborne pathogens are: Human immunodeficiency virus (HIV), Hepatitis B virus (HBV), Hepatitis C virus (HCV). Other less prevalent examples include: Malaria and Brucellosis.

Fecal Matter Cleanups

Any time there is a fecal incident in the pool or hot tub, the lifeguard(s) should, as quickly as possible, remove it using a net, a skimmer, or a bucket. Patrons should be immediately removed from this swimming area.

It is best at this point, to notify management so that the facility's pool maintenance team and/or certified pool operator can properly clean and disinfect the equipment used during the cleanup and can properly disinfect the pol water by shocking or using an alternate method.

Bathers should not be permitted back in the swimming area until the certified pool operator and facility manager approve it.

CHAPTER TWO RECAP

1.) Please describe what is meant by Standard Precautions:

2.) Ultimately, it is each lifeguard's responsibility to ensure his or her first aid bag and/or hip pack is stocked with PPE?
   a. True
   b. False

3.) Bloodborne Pathogens are:

Risk Management & Safety – Chapter 3

OBJECTIVE(S): 1. Identify & explain general facility risks; 2. Explain how to identify and manage risks to patrons and staff.

INSTRUCTOR CHAPTER 3 QUICK GUIDE

Chapter 3	Content & Skills Delivery
Mini-Lecture	• Lifeguard is responsible and liable for patron safety • Lifeguard should conduct an inspection of the facility and of his or her rescue equipment prior to starting each shift. Any issues must be immediately reported. If it is a risk to safety, the area should be closed or, if able, the specific hazard or area should be off-limits to patrons. Missing or non-functional equipment must be replaced prior to opening to bathers. • Adverse weather and safety procedures. **Instructor should reference chapter 3 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	• Instructor should conduct a mock inspection of the facility (being used for the class).
Practice	NO SKILLS TO PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Figure C3.1

Remember, the primary purpose of a lifeguard's presence is the safety and well-being of the people (patrons and co-workers) at the aquatic facility. Later, we will discuss patron surveillance and emergency response in greater detail. In the meantime, understand that patron surveillance, emergency response and overall patron safety are the lifeguard's only responsibilities.

The lifeguard's liability, as it pertains to safety, extends well beyond the safety of swimmers. Most facilities should and do have protocols in place for lifeguards to inspect and report the status of the pool deck and equipment as well as other areas such as the pump rooms, locker rooms and bathrooms, and chemical storage areas. Anything that may cause injury and/or could be a hazard to patrons, co-workers, vendors and contractors, or others must be routinely inspected and repaired as needed.

Patron surveillance and emergency response is only part of keeping swimmers safe. The rescue equipment must also be in good working condition and ready to be used at a moment's notice. Each time a lifeguard prepares to begin his or her shift, all of the equipment must be inspected to ensure it will properly function during an emergency. Additionally, first aid kits must be checked to ensure adequate inventory of supplies. Of course, any issue with equipment and/or lack of first aid supplies must be immediately reported. The pool should not open to swimming until and unless all equipment is stocked and in good working condition.

Figure C3.2

The overall safety and the appropriate policies, protocols, inspections and checklists are, ultimately, the responsibility of the aquatics director or other facility manager. However, liability for these items and areas – the unguarded areas – will fall upon all involved including the lifeguard(s) who should have been inspecting, reporting, and documenting dangerous conditions.

Inclement Weather Conditions

Weather can impact swimmers and others on or around the pool deck at both indoor and outdoor facilities.

It is never safe for any person to be on, in, or near the water during an electrical storm or during other dangerous weather conditions.

Always follow the facility's weather policy and pay close attention to the local forecast and other weather warnings.

Generally speaking, as soon as there is any sign of inclement weather (i.e. thunder, lightning or dangerous winds) moving into the area, the lifeguard(s) should:

- Immediately get down from the lifeguard station or other elevated position.
- Clear swimmers from the water.
- Clear patrons from the pool deck (or beach at waterfront facilities).
- Clear patrons from all other outdoor areas of the facility.

At outdoor facilities, patrons should be directed to seek shelter indoors until the storm has passed. If the facility does not have an indoor area for patrons to use to seek shelter, management should consider alternate arrangements to keep patrons safe. For example, it may be possible to use the inside of adjacent businesses such as hotel lobbies, retail stores, or other large buildings during storms.

In some cases, the facility may have a lightning detector which will alert the management staff when lightning is in the area. Sometimes, this allows the lifeguard(s) to get a head start on clearing the areas listed above prior to the arrival of an electrical storm.

Patrons should not be permitted to re-enter the pool or other outdoor public area at the facility until thirty (30) minutes has passed since the last rumble of thunder or lightning sighting.

There are other weather conditions that may not be dangerous for patrons on or around the pool deck but, are unsafe for patrons in the pool. These include fog, heavy rain, or any other condition that impair the lifeguard's ability to clearly see the patrons in the pool and/or impair the lifeguard's ability to clearly see the bottom of the pool. In these cases, swimmers must be cleared from the swimming area until conditions improve enough to allow patron surveillance to resume safely.

Water Chemistry

Lifeguards must be aware of the critical importance of ensuring safe and healthy aquatic environments. The fundamentals of pool management and water chemistry include water testing, chemical balance, and filtration systems. Lifeguards, pool operators, and aquatic facility supervisors should all be well-versed in preventing recreational water illnesses. Maintaining proper disinfection levels and water circulation is critical to ensure the safety of aquatic facilities but also contributes to the overall well-being of individuals engaging in aquatic activities.

A pool should be closed for bad water chemistry when crucial parameters deviate from recommended levels. These parameters encompass pH, chlorine levels, alkalinity, and cyanuric acid concentration. Imbalances in these factors can lead to a host of issues, including skin and eye irritation, bacterial growth, and diminished water clarity, compromising the overall safety and well-being of pool attendees. All aquatics facilities must emphasize regular water testing and immediate corrective measures to ensure compliance with local health department protocols and safety standards. By adhering to such protocols, aquatic facilities can uphold the highest standards of water quality and mitigate potential health hazards.

- **pH Levels**: Regulations generally require pool water to maintain a specific pH range (typically between 7.2 and 7.8). Proper pH levels ensure comfort for swimmers and optimize the effectiveness of disinfectants.
- **Chlorine Levels**: Free chlorine levels must be maintained within a specified range (often 1 to 3 ppm for public pools). This is essential for effective disinfection and the prevention of waterborne illnesses.
- **Total Alkalinity**: Regulations often set guidelines for total alkalinity (usually between 80 and 120 ppm) to help stabilize pH levels and improve water quality.
- **Cyanuric Acid**: For outdoor pools, regulations may specify acceptable levels of cyanuric acid (commonly 30 to 50 ppm) to protect chlorine from degradation by sunlight.

Water Sanitation

- **Disinfection Requirements**: Pools must be sanitized regularly to prevent the growth of harmful pathogens. Common disinfectants include chlorine, bromine, and ultraviolet (UV) systems. Regulations typically require a specific level of disinfectant to be maintained.
- **Filtration Systems**: Pools must have an adequate filtration system to remove debris and contaminants. Regulations may specify the turnover rate (the time it takes for the entire volume of water to pass through the filter) based on the pool type (e.g., public, residential).
- **Regular Testing**: Pools are required to conduct regular water quality testing, often multiple times a day, to monitor pH, chlorine levels, and other chemical parameters. Testing logs may need to be maintained and available for inspection.
- **Backwashing and Maintenance**: Regulations often require regular maintenance of filtration systems, including backwashing, to ensure optimal operation and sanitation.

Pool Capacity

- **Maximum Capacity Limits**: Regulations typically set maximum capacity limits based on the pool's size and design. This ensures that the number of swimmers does not exceed the pool's safe operating limits, preventing overcrowding and enhancing safety.
- **Square Footage Guidelines**: Many jurisdictions specify a certain number of square feet of water surface area per swimmer (e.g., 15 square feet per person). This calculation helps determine the maximum allowable occupancy.
- **Signage**: Pools are usually required to post clear signage indicating the maximum capacity, helping to enforce compliance among patrons.

CHAPTER THREE RECAP

1.) A lifeguard's liability, as it pertains to safety, can extend well beyond the safety of swimmers.
   a. True
   b. False
2.) Patron surveillance and emergency response is only part of keeping swimmers safe. The rescue equipment must also be in good working condition and ready to be used at a moment's notice. Each time a lifeguard prepares to begin his or her shift, all of the equipment must be inspected to ensure it will properly function during an emergency.
   a. True
   b. False
3.) The overall safety and the appropriate policies, protocols, inspections and checklists are, ultimately, the responsibility of the aquatics director or other facility manager. However, liability for these items and areas – the unguarded areas – will fall upon all involved including the lifeguard(s) who should have been inspecting, reporting, and documenting dangerous conditions.
   a. True
   b. False

Enforcing Rules – Chapter 4

OBJECTIVE(S): 1. Explain the focus when establishing rules; 2. State how to effectively communicate rule to patrons; 3. Understand the benefits of educating patrons on rules.

INSTRUCTOR CHAPTER 4 QUICK GUIDE

Chapter 4	Content & Skills Delivery
Mini-Lecture	• Importance of rules, the lifeguards' understanding of the rules, and consistent enforcement of rules • How and why a lifeguard should speak with patrons to educate them about the rules • Effective dissemination and publicly posting of rules and regulations • How to de-escalate confrontational behavior • Define hypoxic blackout and how to prevent breath-holding activities **Instructor should reference chapter 4 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	NO DEMO
Practice	NO SKILLS PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

To ensure safety at swimming facilities, it is important for management and staff to:

- Establish a set of rules.
- Develop lifeguards' understanding of the rules.
- Consistently and firmly enforce the rules & educate patrons about these rules.

The very first step to enforce rules at a swimming facility is to have well established rules, regulations, protocols and procedures. There should be a set of rules that are, relatively, standard from one facility to another. Then there are, typically, additional rules that are specific to each facility and its unique circumstances. The goal should always be ensuring patron safety.

Rules should be posted in multiple high-visibility locations. For example, all patrons should be made aware of the rules and expectations prior to entering the pool area. With this in mind, facilities should be sure to post the rules on the entrance door(s) or gate(s).

Lifeguards must know and understand the rules and how best to consistently and firmly enforce them. This may require a facility in-service training session where the lifeguards are presented with a variety of scenarios and asked to role play, while being provided feedback and coaching, the response to the patron(s).

If the pool is part of a Homeowner's Association (HOA), apartment complex, operates as a membership facility, the rules should be included with initial and annual paperwork and/or the rules language should be added to governing documents. In these types of facilities, management may consider penalties for repeated violation(s) of the rules and regulations.

Figure C4.1

Often times, people who may have demonstrated unsafe behavior in violation of the rules or the spirit of the rules and/or engages in or does not align with the published rules, may react and become confrontational. Lifeguards should be trained by the facility on how best to handle such a situation by attempting to de-escalate and contacting management immediately. Additionally, there should be language in the rules and/or governing documents that outline stiffer penalties for such confrontations and reactions to rules enforcement.

Aquatic and pool facility lifeguards and staff members should take the time to educate patrons. This serves multiple purposes all of which will make the lifeguard's job of rules enforcement a bit easier and the facility a bit safer. For example, if deck managers, facility managers, lifeguards (not responsible for patron surveillance), and other staff members take the time to circulate and speak with patrons informing and explaining why it is important that they adhere to the rules it may eliminate or limit violation of these rules later. This will allow the on-duty lifeguards to remain focused on scanning and patron surveillance.

Figure C4.2

Additionally, patrons tend to be more receptive to rules enforcement if they understand the need for the rule(s). Hence, taking the time to speak with patrons as opposed to, simply, blowing the whistle may turn out to
be more productive in the long run. Remember, if one has scanning and patron surveillance responsibilities one must never leave his or her zone of coverage or discontinue these scanning duties to speak with a patron. Instead,
the facility should employ a deck manager or other person who interacts with and educates patrons.

Example of Pool Rules

- Take a shower prior to entering the pool.
- No glass, sharp metal objects, or other objects (deemed hazardous by lifeguard or management) permitted in pool area.
- No running on the pool deck.
- No diving.
- Except for service animals, no pets permitted in the pool area.
- Use of the pool while under the influence of alcohol or drugs is not permitted.
- Use of the pool if one has open wounds, contagious or infectious conditions is not permitted.
- Children under 16 years of age must be accompanied by an adult.
- Use of the pool by children is diapers is not permitted without rubber or plastic pants over the diaper.
- Smoking is not permitted.
- Food and drink in the pool is not permitted.

Voluntary Hyperventilation & Breath-Holding

Voluntary breath-holding has been cited as a cause of drowning incidents at various water depths. There are a few different descriptions of this condition with some based on the outcomes and others based upon the behavior that leads to the outcomes[4]. For example, one may see it referred to as underwater blackout, breath-holding blackout, and shallow water blackout. Shallow water blackout is technically defined as, "a loss of consciousness caused by cerebral hypoxia towards the end of a breath-hold dive in shallow water. It is typically caused by hyperventilating just before a dive, which lowers the carbon dioxide (CO2) level and delays the diver's urge to breathe"[2].

Shallow water blackout is a bit misleading as the condition can occur in water of any depth. Hence, some organizations, including WASH, have begun to refer to the condition as hypoxic blackout[2]. Though the overall rate of drowning deaths has been on the decline for decades, the rate of death by drowning as a result of breath-holding behaviors have not declined[3]. Lifeguards must be made aware of the dangers of breath-holding activities and hyperventilation which has been linked to hypoxic blackout because "……if lifeguards are not aware of behaviors such as intentional hyperventilation, the risks of adverse events are significantly increased"[2].

It is important that voluntary breath-holding activities be prohibited at all pools and aquatic facilities. This is a rule that must be added and prominently displayed on all rules postings. Additionally, training for lifeguards on what breath-holding activities might look like on, in, and around the water must be provided as part of a facility's regularly scheduled in-service program.

Deep Water Swim Test Requirement

Implementation of risk prevention protocols can ensure the safety of all aquatic facility patrons. One such policy is a deep-water swim test. All aquatics facilities should develop and enforce such a policy. It is recommended that all patrons wishing to swim in the deep end of the pool pass a swim test that includes: minimum swimming ability/skill, breathing control, and endurance. At a minimum, patrons should be made to successfully demonstrate/complete: floating on back for 30 seconds, tread water for 30 seconds, and swim a forward stroke for 2 lengths of the pool.

Drowning Process – Chapter 5

OBJECTIVE(S): 1. Identify general facts with regard to accidental drowning incidents across the world; 2. Define drowning; 3. Explain the drowning process.

INSTRUCTOR CHAPTER 5 QUICK GUIDE

Chapter 5	Content & Skills Delivery
Mini-Lecture	• Instructor should share some drowning statistics as listed in the manual • Define drowning and explain the drowning process • Explain the RID Factor **Instructor should reference chapter 5 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	NO DEMO
Practice	NO SKILLS PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Drowning Statistics

From 2005-2014, there were an average of 3,536 fatal unintentional drownings (non-boating related) annually in the United States – about ten deaths per day[5].

An additional 332 people died each year from drownings in boating-related incidents[6].

About one in five people who die from drowning are children 14 years of age and younger[5]. For every child who dies from drowning, another five receive emergency department care for nonfatal submersion injuries[5].

Globally, more than 4 people die by drowning every hour of every day. Drowning s one of the top 10 leading causes of death for children in every region of the world[5].

What is Drowning

1. Water is inhaled & the drowning person has an adrenaline rush as they struggle for air.
2. The airway begins to close to prevent more water from getting into the lungs. At this stage, the victim involuntarily holds his or her breath until he or she loses consciousness. This process takes between 2-3 minutes.
3. The victim loses consciousness. Effective resuscitation can still save the victim and he or she still has a chance of survival. The victim will stop breathing and his or her pulse rate slows down.
4. In the absence of oxygen, the victim's body turns a shade of blue and may begin erratically jerking as if convulsing.
5. The final stage of drowning is called cerebral hypoxia and this is followed by clinical death.

Common Causes of Drowning

There are a few common causes of drowning. Of course, drowning incidents are most prevalent where no lifeguard is on duty. The RID Factor (Pia 1984) – Recognition, Intrusion, and Distraction – have been identified as causes of drowning incidents where lifeguards are present.

Recognition – The lifeguard staff failed to recognize the signs and/or symptoms of drowning. This could be the result of a lack of knowledge about what to look for or it could be the result of the victim already being submerged. The victim could have also slipped under the water without exhibiting any signs of distress or drowning.
Intrusion – Other duties have interfered with the lifeguard's primary responsibility of patron surveillance. For example, cleaning or maintenance duties were assigned and completed while the lifeguard had surveillance responsibilities. Hence, the proper scanning was not adequately completed.
Distraction – The lifeguard has the potential to become distracted by a multitude of things. It could be that he or she was bored, tired, engaged in conversation with a patron or colleague, or engaged in another activity that caused him or her to be distracted from scanning and patron surveillance.

CHAPTER FIVE RECAP

1.) The drowning process:
   a. Begins when water is inhaled
   b. Begins when a struggling swimmer panics
   c. Begins when the victim loses consciousness
2.) According to data from the CDC, drowning is one of the leading causes of death for children in every region of the world?
   a. True
   b. False
3.) Explain the RID Factor:

Patron Surveillance– Chapter 6

OBJECTIVE(S): 1. Explain the concept of zone coverage when providing patron surveillance; 2. Explain the concept of back-up coverage and explain how it is applied during an emergency.

INSTRUCTOR CHAPTER 6 QUICK GUIDE

Chapter 6	Content & Skills Delivery
Mini-Lecture	• Explain zones of coverage, full coverage, back-up coverage, and overlapped coverage • Explain the responsibility of all lifeguards and staff when providing any type of coverage explained above **Instructor should reference chapter 6 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	• Using the pool hosting the class, the instructor should point out position(s) of lifeguard stations, the zones of coverage and explain why the lifeguard placement(s) and coverage responsibilities are ideal for the specific pool.
Practice	• Students can sketch various swimming pool shapes and other students can be asked to 'place' lifeguard stations and 'assign' zones of coverage.
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Surveillance

Lifeguards in pool environments can utilize a variety of methods to engage in patron surveillance. It also occurs from many vantage points depending on the environmental conditions, layout of the swimming area, training level of the lifeguards, and available equipment.

The most traditional method of watching swimmers is from an elevated lifeguard station or chair. In some locations, there is one lifeguard assigned to each chair while in other locations, there are two lifeguards assigned to each chair.

Other widely used methods of patron surveillance include making use of: walking along the pool deck and placing additional lifeguard in the swimming pool.

Zone of Coverage

Zone of coverage for lifeguard staff are designed specifically for each facility based upon that facility's unique needs, size and layout. Here are several types of zone coverage yet all of the types operate using the same basic principles.

These are:

1. The entirety of the zone must be visible form one spot for the assigned lifeguard.
2. The lifeguard must be able to scan his or her entire zone on ten (10) seconds or less
3. The lifeguard must be able to get to the farthest area of his or her zone in twenty (20) seconds or less.
4. The lifeguard must be able to recognize a victim and provide assistance to this victim in no more than thirty (30) seconds.

Full Coverage

Only one lifeguard is on duty. Hence, that lifeguard is responsible for patron surveillance and constant scanning of the entire coverage area. This lifeguard must recognize and respond to any and all emergencies – land or water.

Overlapped Coverage

Two or more lifeguards are on duty together with each being able assigned an area of coverage. Although, each lifeguard has a direct responsibility for patron surveillance in a specific area, there is an area where the two zones meet or overlap. N this area, both lifeguards have scanning duties.

Back-Up Coverage

Two or more lifeguards are on duty together. During an emergency that requires a single rescuer response, the primary rescuer (first lifeguard) responds and the second lifeguard immediately provides what is referred to as back-up coverage.

The back-up lifeguard must be prepared to provide a variety or responses. For example, the back-up lifeguard may need to clear the water; provide direct assistance to the primary rescuer; and/or communicate with facility management and/or local EMS.

Scanning Chapter 7

OBJECTIVE(S): 1. Understand and be able to execute proper scanning techniques; 2. Understand the characteristics & mechanics of a proper lifeguard rotation; 3. Demonstrate an effective lifeguard rotation.

INSTRUCTOR CHAPTER 7 QUICK GUIDE

Chapter 7	Content & Skills Delivery

Mini-Lecture	• Explain the components of effective surveillance
	  ○ Scanning & sizing up
	  ○ Focusing & sizing up
	  ○ Activating EAP
	• Process and techniques of surveillance and what the lifeguard should be looking for as a sign of difficulty
	• Explain an effective lifeguard rotation and the purpose of such rotations
	
	Instructor should reference chapter 7 for further details to share with students

Video	NO VIDEO CLIP
Demonstration	• Using the pool hosting the class, the instructor should demonstrate how to properly and effectively complete a lifeguard rotation
Practice	• Students can practice an effective rotation
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Proper Scanning

Effective surveillance and proper scanning occurs in three stages – with the first two stages being part of the Recognize Phase and stage three being part of the Respond Phase of the Three R's:

1. Scanning & Sizing Up
2. Focusing & Sizing Up
3. Activating EAP

Surveillance of patrons or swimmers is a learned and developed skill. The lifeguard must know and understand effective scanning techniques, zones or areas of coverage, signs and symptoms of distress in the water and pre-cursors or patron characteristics that often lead to future trouble in the water.

To properly and effectively **scan and size up**, the lifeguard must visually inspect his or her assigned area while looking for the common signs and symptoms of distress or drowning. Additionally, the lifeguard must, at a minimum, be looking at the surface of the water. Though, it is strongly recommended that the lifeguard also observe, where possible, the water column and the bottom of the swimming area.

If the lifeguard observes anything unusual, erratic or otherwise concerning he or she should **focus** on the swimmer exhibiting this behavior and/or the area of the pool where the activity is taking place and **size up again**. The lifeguard should attempt to visually inspect what is taking place below the water's surface in this area as well. The process of surveillance should be repetitive and constant while the lifeguard has an area of coverage or responsibility for patron or swimmer safety.

If the lifeguard decides, based on his or her sizing up activities, that a response is required then the facility Emergency Action Plan (EAP) should be immediately activated. EAP's are discussed later in this manual.

Scanning can be difficult when the lifeguard is dealing with any of the following: glare; fatigue; special aquatic features in the pool; and blind spots.

Depending upon the facility's layout, there may be areas of the swimming area not visible to the assigned lifeguard(s). In these cases, the lifeguard(s) should adjust his or her position and/or stand up to see these blind spots. It may also require the lifeguard(s) to walk around to be able to see the entirety of his or her assigned area including all blind spots within that area. Blind spots could be a result of the design of the pool or facility or they could be a result of a high volume of bathers in the same area of the swimming pool.

There could be aquatic features such as fountains, waterfalls, and bubble systems within a lifeguard's assigned area that can cause water movement and, in turn, make it difficult for the lifeguard(s) to see the water column and the bottom of the pool. The lifeguard(s) must reposition to ensure he or she has the ability to see the water column and the bottom of the pool. If, at any time, this becomes impossible, the features should be turned off or swimmers should be moved from that area of the pool.

A lifeguard's ability to effectively scan his or her zone and see swimmers in the water column and on the bottom of the pool can also be negatively impacted by poor water quality (i.e. cloudy pool). A lifeguard must be able to clearly see the main drain or other filter grate at the bottom of the pool. If the water ever becomes too cloudy to see the grate, the pool must be closed until the quality of water can be restored and the lifeguard, again, is able to see the pool's bottom.

Sun glare can make it impossible for lifeguard(s) to see the bathers both on the water's surface and in the water column. Polarized sunglasses can help mitigate the impact of sun glare. At times, the glare may be extreme and the lifeguard must reposition him or herself and/or work with the aquatics director to reposition the lifeguard station to ensure he or she has the ability to see all swimmers and areas within his or her zone of coverage.

Rotations

When we refer to lifeguard rotations, we are referring to the practice of lifeguards moving from one guard station to another and/or to the break room or to perform other facility-related duties throughout his or her shift (Note: please remember that lifeguards should never be assigned to perform any other duties while he or she is responsible for patron surveillance).

Ideally, lifeguard rotations should take place every 20-30 minutes. The rotation cycle should also include a 10-15 minute break for every lifeguard.

Various factors impact a lifeguard's ability to maintain focus and attention on patron surveillance and scanning duties. These factors often include, depending upon the aquatic facility's setting, both indoor and outdoor environmental factors such as the sun's UV rays, heat, humidity, sun glare, and more. At times, these factors can contribute to lifeguard fatigue and lack of attention.

Lifeguard rotations are designed to mitigate these environmental factors and fatigue while helping to ensure the lifeguard remains vigilant with his or her duties.

Steps of an Effective & Safe Rotation

The transition from one lifeguard to another must take place in a manner consistent with constant patron surveillance. At no time during the transition should patron surveillance be compromised. There must always be at least one lifeguard maintaining surveillance duties.

Steps:

1. Incoming lifeguard stands next to the lifeguard station, careful not to impede the view o the lifeguard in the stand.
2. Incoming lifeguard begins patron surveillance from the standing position and communicates this to the lifeguard in the stand.
3. Lifeguard in the stand passes the rescue tube to the incoming lifeguard; gathers belongings; exits the lifeguard stand; maintains a standing position and patron surveillance on the opposite side of the stand from the incoming lifeguard.
4. Outgoing lifeguard maintains patron surveillance while incoming lifeguard gets situated in the stand and takes over patron surveillance and communicates this to the outgoing lifeguard.
5. Outgoing lifeguard s now free to move on to the next lifeguard station in the rotation cycle.

Victim Recognition – Chapter 8

OBJECTIVE(S): 1. Understand and be able to recognize the signs & symptoms of a distressed swimmer; 2. Identify the factors that may lead to accidents and incidents of drowning at guarded facilities.

INSTRUCTOR CHAPTER 8 QUICK GUIDE

Chapter 8	Content & Skills Delivery

Mini-Lecture	• Explain the signs and symptoms of a distressed swimmer:
	  ○ Usually occur together:
	  ▪ Head low in the water
	  ▪ Low stroke
	  ▪ Little to no kick
	  ○ Additional signs of distress:
	  ▪ Hair in eyes
	  ▪ Grasping the water with both arms
	  ▪ 'Climbing the ladder'
	  ▪ 'Bicycle spokes'
	  ▪ Waving of the hands
	  ▪ Unusual and/or erratic behavior or activity
	• Sometimes there are no signs or symptoms ahead of distress in the water
	Instructor should reference chapter 8 for further details to share with students

Video	NO VIDEO CLIP
Demonstration	NO DEMO
Practice	NO SKILLS PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Victim Recognition

Not all drowning victims exhibit the same behaviors. Generally speaking, a victim:

- is unable to make any forward progress in the water – all movements are being used in an attempt to get air.
- has both arms extended to the side and is simultaneously slapping the water with both hands or is pushing down on the water trying to support him or herself and stay above the water.
- is vertical in the water with an ineffective or no kick or,
- is horizontal in the water with the face down in the water.

Drowning victims may be vertical in the water with the head tilted back with the face looking toward the sky or the horizontal victim may have his or her head face down in the water. In either case, the victim is, typically, unable to shout or wave for help. Without assistance, the victim will eventually submerge and might continue to struggle in an effort to resurface. The struggle will cease as the victim becomes passive and unconscious below the water's surface. It is possible that some victims never exhibit a struggle and, instead, slip under the water and begin the drowning process – this is, usually, more difficult to identify than the victim on the water's surface.

The lifeguard is watching for:

- **Head low in the water** – The victim's face and mouth can submerge and resurface repeatedly as he or she struggles to get air and each time he or she gasps for air, water can be inhaled. A strong or healthy swimmer is easily able to keep his or her head high in the water and above the water's surface. A person unable to do this may require assistance.
- **Low Stroke** – A strong or healthy swimmer is easily able to bring his or her elbows out of the water with each swim stroke. A swimmer dragging his or her elbows in the water is a sign that he or she may require assistance.
- **Little to no kick** – A strong or healthy swimmer maintains a strong kick of his or her legs. No kick and/or no breaking of the water's surface with a kick is a sign that he or she may require assistance. Often times, the victim is more vertical than horizontal in the water when there is an ineffective kick.

Typically, a swimmer displays a low head in the water, a low stroke, and little to no kick simultaneously.

Additional signs of distress in the water include:

- **Hair in Eyes** – for most swimmers, brushing his or her wet hair off or away from the face and eyes is instinctive behavior. When a swimmer makes no attempt to do this, it should be seen as a sign of distress.
- **Grasping the Water with Both Arms** – when a swimmer struggles to keep his or her head above water and begins to panic, he or she begins to rapidly slap the surface of the water of slash both arms through the water with both hands at the same time. When a lifeguard observes this type of behavior, the lifeguard must immediately respond.
- **'Climbing the Ladder'** – when a swimmer struggles to keep his or her head above water and begins to panic, he or she begins to engage in what appears to be an upward crawl in the water. This is an ineffective method to keep one's head above water and, when observed, requires the immediate response from lifeguard(s).
- **'Bicycle Spokes'** – a distressed swimmer, as recognized by fellow bathers, with the distressed swimmer in the middle and fellow bathers moving toward him or her from all sides to provide assistance looks like a bicycle wheel with the good Samaritans being the spokes of the wheel and the distressed swimmer being at the center of the wheel.
- **Waving of the Hands** – a swimmer who may be tired yet is not yet in a panic or in dire need of assistance may wave his or her hands for assistance from lifeguard(s).
- **Unusual and/or Erratic Behavior or Activity** – any behaviors and/or activities exhibited by swimmer(s) that seem unusual or erratic should be given additional scrutiny to determine if a lifeguard response is required.

It is not always a linear progression from distressed swimmer to drowning.

There are situations in which a victim never displays the signs or symptoms of distress. Instead, they could already be submerged in the water and, therefore, the lifeguard never sees the signs of distress.

CHAPTER SIX, SEVEN, EIGHT RECAP

1. Please list three signs of a swimmer in trouble in the water:

2. What is meant by Zones of Coverage:

3. Explain the difference(s) between full coverage, overlapped coverage, and back-up coverage:

4. Patron surveillance is a learned and developed skill.
   a. True
   b. False
5. List the steps of an effective lifeguard rotation:

Emergency Action Plan (EAP) – Chapter 9

OBJECTIVE(S): 1. Identify and understand the Three "R's"; 2. Explain the types & need for reliable communication from lifeguard to lifeguard and between lifeguard and other staff members.

INSTRUCTOR CHAPTER 9 QUICK GUIDE

Chapter 9	Content & Skills Delivery
Mini-Lecture	• Define an Emergency Action Plan (EAP) • Explain the components of all EAP's • Point out the variety of ways an EAP can be activated **Instructor should reference chapter 9 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	• Share and explain sample EAP's
Practice	• Students can work in groups/teams to design sample EAP's
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

An Emergency Action Plan (EAP) is an established set of protocols and procedures designed to be activated and followed during an emergency.

EAP's are written procedures that must be presented to every staff member and practiced on a regular basis. The more familiar the lifeguard staff is with the EAP, the more efficient and effective the response will be during an actual emergency.

The EAP must be published, easily accessible and posted in visible locations for lifeguards to see. A well-designed EAP states, specifically, what each staff member should do, when he/she should do it, and exactly how to do it by outlining exact procedures.

Activation of the EAP must occur every time there is an emergency and/or a lifeguard or other staff member recognizes an emergency and/or victim. Typically, in an aquatic environment, activation of the EAP occurs with the whistle signal being used to signify a water or land-based emergency.

EAP's are designed specifically for each facility and that facility's unique layout, staffing, equipment, level of training and more. Rarely are two EAP's exactly the same though many will have overlapping protocols.

Review and practice of the EAP must be a part of a facility's routine In-Service Training or Continuing Education for all staff with a responsibility during an emergency.

It is advisable for training to be coordinated together with local EMS to ensure a well thought out, medically sound, and seamless response during an emergency.

This type of training should be conducted, at minimum, once per month for all staff members.

Effective communication and coordination is vital to the overall effectiveness and quality of the EAP and, in turn, the outcome for the victim(s). In many jurisdictions, the EAP is required by the health department and when the facility is inspected, the EAP will be examined.

Additionally, many insurance companies will ask for this document to ensure that the facility for whom they are providing insurance is taking proper risk management steps.

Communication

All facilities must have a system of communication in place. This system must include a set of communication procedures that outline 'call signs' or other easily identifiable terms used for each person and/or location within the facility and methods of communication to be used (telephone, hand signals, handheld flags, whistles, megaphones, air horns, public address systems, two-way handheld radios, etc.).

The system should also address:

- Communication between lifeguards on the beach
- Communication between lifeguard(s) and swimmers/beachgoers
- Communication between in-water lifeguards and on-the-beach lifeguards
- Communication between lifeguards and supervisors
- Communication between aquatics staff and supervisors (or lifeguards) and other facility staff members
- Communication with local EMS services

In most organizations, communication between lifeguards is typically accomplished using one of three established systems – hand signals, whistle signals, and flag signals (i.e. semaphore). The communication systems must be standardized within a geographic area and from one organization to another within that area. This ensures rapid response and quality patient care by providing smooth and seamless interaction between all trained surf lifeguards during normal operations as well as during an emergency.

Some facilities who have worked closely with local EMS services may have a designated person with a two-way handheld radio that is able to connect directly to the EMS dispatcher. This can eliminate the need for telephone calls and may increase efficiency and response times during an emergency.

Local emergency telephone numbers as well as hotline numbers (i.e. poison control) should be posted and easily accessible at each swimming area and/or lifeguard station within a facility. This telephone number list must also be posted and available in any and all facility offices. It is advisable for any person responsible for calling any emergency phone numbers to keep these numbers saved in his/her mobile device.

Communication with EMS

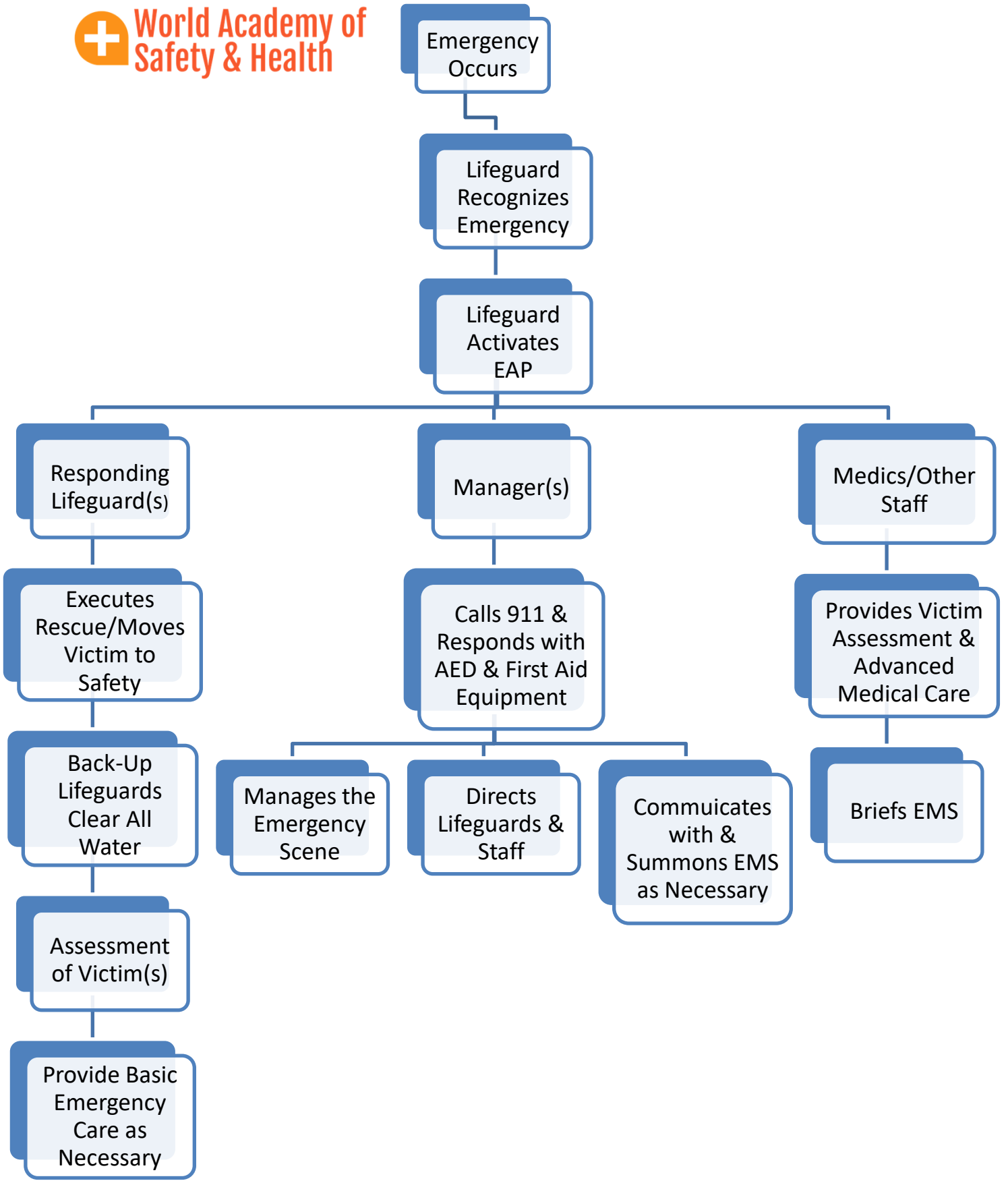
1. **Clear Communication**:
   - **Contacting EMS**: Use a designated phone or intercom system to call 911 (or the local emergency number). Provide clear and concise information.
   - **Information to Include**:
     - Location: Specify the exact location of the pool and any specific entry points for EMS.
     - Nature of the Emergency: Describe the incident (e.g., drowning, injury) and the condition of the victim(s).
     - Number of Victims: Inform EMS about how many people are involved and whether additional assistance is needed.
     - First Aid Actions: Briefly mention any first aid measures that have been initiated (e.g., CPR, bleeding control).
2. **Ongoing Communication**:
   - Stay on the line if possible, providing updates to EMS as the situation evolves.
   - Relay any additional information that may be relevant, such as changes in the victim's condition.

Managing Patrons

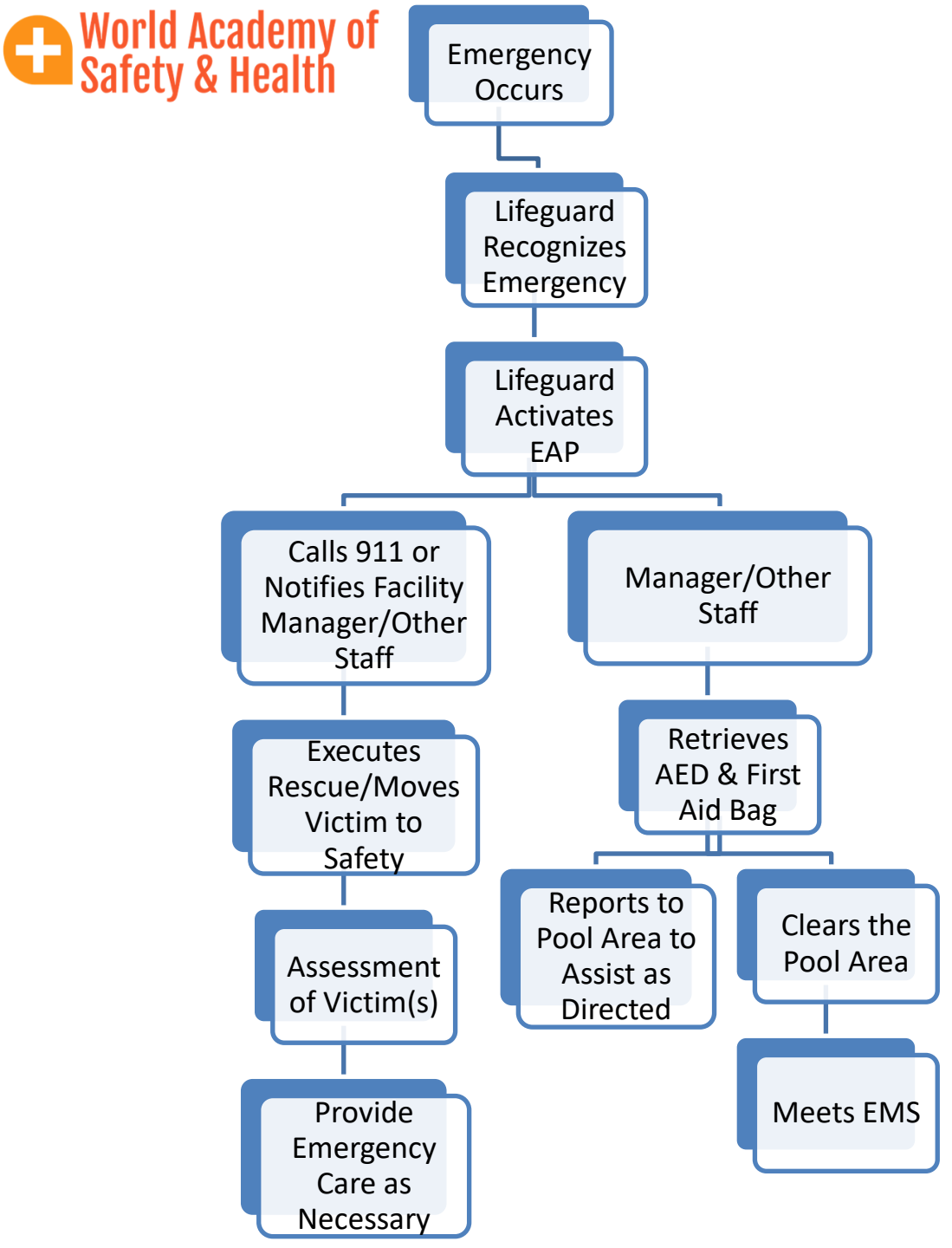
1. **Immediate Crowd Control**:
   - **Clear the Area**: Direct patrons away from the scene of the incident to ensure safety and allow for an unobstructed area for EMS and lifeguards.
   - **Establish a Perimeter**: Use barriers or designate staff members to prevent unauthorized access to the area where the emergency is occurring.
2. **Communicate with Patrons**:
   - **Calmly Inform**: Let patrons know that there is an emergency but avoid alarming them. Reassure them that help is on the way and that they should remain calm.
   - **Provide Instructions**: If necessary, give clear instructions on where patrons should go or what they should do (e.g., stay in designated areas).
3. **Designate Roles**:
   - **Assign Tasks**: If there are multiple lifeguards, assign specific roles (e.g., one to continue CPR, another to manage patrons, and another to assist EMS upon arrival).
   - **Utilize Other Staff**: Involve other facility staff to help manage the situation, such as security or maintenance personnel.
4. **Support for Victims' Family and Friends**:
   - If family members or friends of the victim are present, provide them with support and keep them informed without disclosing sensitive information.
   - Designate a staff member to stay with them to answer questions and provide emotional support.
5. **Post-Incident Management**:
   - **Debrief**: After the incident, conduct a debriefing with lifeguards and staff to discuss what happened, assess the response, and identify any areas for improvement.
   - **Documentation**: Ensure that all details of the incident are documented thoroughly for future reference and training.
6. **Mental Health Support**:
   - Offer support to staff who may be affected by the incident and provide access to counseling or debriefing sessions.

Effective communication with EMS and the management of patrons during an emergency are critical components of a lifeguard's role. By following established protocols, lifeguards can ensure a coordinated response that prioritizes safety and well-being.

Aquatics Facility Sample Emergency Action Plan (EAP)



Aquatics Facility Sample Emergency Action Plan (EAP) – One Lifeguard Facility



Chapter Nine Recap

1.) EAP stands for:
   a. Emergency Action Plan
   b. Emergency Alert Procedures
   c. Environmental Action Plan
   d. Evacuation Action Procedures

2.) The facility's EAP should be published, easily accessible, posted in visible locations for staff to see.
   a.) True
   b.) False

3.) EAP's are designed specifically for each facility and that facility's layout, staffing, equipment, level of training and more.
   a.) True
   b.) False

Water Emergencies – Chapter 10

OBJECTIVE(S): 1. Explain when to use the walking assist, tossing assist & reaching assist; 2. Explain when to use the various water entries; 3. Explain when and how to use the passive victim rescue, active victim rescue, multiple victim rescue and submerged victim rescue; 4. Explain how to extract a victim from the water with multiple lifeguards as well as a single lifeguard; 5. Demonstrate water entries, victim assists, victim rescues, and victim extractions.

INSTRUCTOR CHAPTER 10 QUICK GUIDE

Chapter 10	Content & Skills Delivery

Mini-Lecture (instructor should present the video clip, demonstrate, and practice after each major bulleted skill prior to moving on to the next skill)
 	
SHALLOW POOL COURSE
 	
****ALL SKILLS IN CHAPTER 10 SHOULD BE TAUGHT, DEMONSTRATED, PRACTICED & ASSESSED IN WATER NO DEEPER THAN FIVE (5) FEET****
 	
****Instructor should reference chapter 10 for further details to share with students****
	Explain when each of the following skills should be used & how each skill is effectively executed with a step-by-step description:
	
	• Equipment
	  ○ Shepherd's Crook
	  ○ Ring Buoy
	  ○ Rescue Tubes
	• Assists
	  ○ Tossing
	  ○ Walking
	  ○ Reaching
	• Entries
	  ○ Cannonball Jump
	  ○ Scissors Jump
	  ○ Slide-In
	  ○ Walk-In or Run-In
	• Approaching Victim
	• Water Rescues
	  ○ Active Victim Front Rescue
	  ○ Active Victim Rear Rescue
	  ○ Passive Victim Front Rescue
	  ○ Passive Victim Rear Rescue
	  ○ Submerged Victim Rescue
	  ○ Multiple Victim Rescue
	• In-Water Ventilations
	  ○ On Rescue Tube
	  ○ On Backboard
	• Escapes
	  ○ Front Escape
	  ○ Rear Escape
	• Victim Extraction from the Water

	• Walking Assist • Tossing Assist • Reaching Assist • Cannonball Jump Entry • Scissors Jump Entry • Slide-In Entry • Active Victim Front Rescue • Active Victim Rear Rescue • Passive Victim Front Rescue • Passive Victim Rear Rescue • Submerged Victim Rescue • Multiple Victim Rescue • In-Water Ventilations on Rescue Tube

	• In-Water Ventilations on Backboard • Front Escape • Rear Escape • Extraction of Victim from Pool
Demonstration	• Walking Assist; Tossing Assist; Reaching Assist; Cannonball Jump Entry; Scissors Jump Entry; Slide-In Entry; Active Victim Front Rescue; Active Victim Rear Rescue; Passive Victim Front Rescue; Passive Victim Rear Rescue; Submerged Victim Rescue; Multiple Victim Rescue; In-Water Ventilations on Rescue Tube; In-Water Ventilations on Backboard; Front Escape; Rear Escape; Extraction of Victim from Pool
Practice	• Walking Assist; Tossing Assist; Reaching Assist; Cannonball Jump Entry; Scissors Jump Entry; Slide-In Entry; Active Victim Front Rescue; Active Victim Rear Rescue; Passive Victim Front Rescue; Passive Victim Rear Rescue; Submerged Victim Rescue; Multiple Victim Rescue; In-Water Ventilations on Rescue Tube; In-Water Ventilations on Backboard; Front Escape; Rear Escape; Extraction of Victim from Pool
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Immediately after recognizing a water emergency, the lifeguard must activate the facility's Emergency Action Plan (EAP) by whatever means is outlined in the plan – this is typically by using a specific whistle signal reserved for this purpose.

The lifeguard(s) then immediately moves into the respond phase and quickly assesses and decides whether to execute an assist or to signal a full rescue and enter the water to perform the water rescue. In either case, the lifeguard makes contact with the victim, executes the assist or rescue and safely begins to move the victim back to the beach for extraction from the water. The lifeguard should then assess the victim and provide any additional emergency care necessary.

A rescue or incident report should be completed prior to releasing the victim.

Assists

Assists are used to help a tired swimmer without entering the water and/or signaling a full water rescue. There are two types of assists:

Tossing Assist

Lifeguard tosses a ring buoy to the tired swimmer. This is usually utilized from an elevated position such as a dock, pier, platform, vessel. Steps to follow when using a tossing assist:

- Place the rope attached to the ring buoy on a flat surface and place foot on this rope. This ensures that the lifeguard has the ability to pull the victim to the platform once they grab the flotation device that is tossed.
- The lifeguard should toss the flotation device over the head of the victim and beyond or behind the victim. This ensures that the flotation device is not thrown short of the victim's reach. Instead, it lands behind the victim allowing the lifeguard to slowly begin pulling the throw line or rope in a controlled manner bringing the flotation device to the victim.
- Once the victim has a firm grip on the flotation device, the lifeguard should slowly pull the throw line without any sudden jerks of the rope to the edge of the platform.

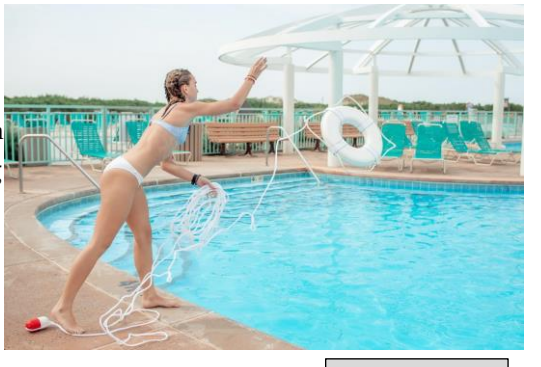


Figure C10.1

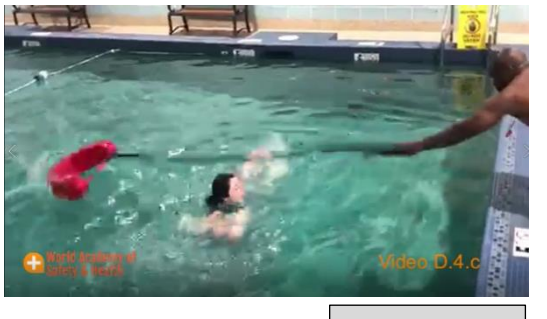


Figure C10.2

Reaching Assist

Figure C10.3

Lifeguard extends a reaching pole, rescue tube or can, or his or her hand/arm to the tired swimmer. This is usually utilized from an elevated position such as a pier, dock, platform, or vessel. Steps to follow when using a reaching assist:

- Lifeguard should stand at the edge of the platform ensuring he or she has a strong base with feet shoulder width apart. The lifeguard should shift his or her weight back away from the edge of the platform to avoid the victim pulling on the reaching pole causing the lifeguard to be pulled into the water.
- Once the victim has a firm grip on the reaching pole, the lifeguard should begin to slowly and in a controlled manner use the pole to pull the victim to the side of the platform.

Figure C10.4

Water Entries

Cannon Ball Jump Entry

Figure C10.5

This entry should be used when the lifeguard is entering the water from a height – i.e. lifeguard tower or watch station. This entry can be used when the lifeguard is more than three (3) feet above the water and the water depth must be a minimum of five (5) feet.

The lifeguard should be wearing the rescue tube keeping it high and tight across his or her chest and under his or her armpits. The lifeguard should ensure his or her feet are flat on the ground/deck/lifeguard station and that his or her knees are slightly bent as if entering in a sitting position.

Scissors Jump Entry

Figure C10.6

This entry should be used when the lifeguard must enter the pool in an area of deep water directly from the pool's deck – the water depth must be a minimum of five (5) feet and the lifeguard should be no more than three (3) feet above the water.

The lifeguard should be wearing the rescue tube keeping it high and tight across his or her chest and under his or her armpits. The lifeguard should ensure his or her feet are flat on the ground/deck with a slight to no bend in his or her knees.

Prior to initiating water entry, the lifeguard must check the entry area to ensure it is clear and safe for entry. The lifeguard should then take one long step or stride off the deck and into the pool. Once the lifeguard makes contact with the water, he or she should immediately bring his or her legs back together as if closing a pair scissors. This action, along with the buoyancy of the rescue tube, will help bring the lifeguard back to the surface of the water so that he or she may begin the approach to the victim.

Slide-In

Figure C10.7

This entry should be used in two different circumstances:

1. If, during the lifeguard's check, the pool s too crowded to allow safe entry using either the cannonball jump entry or the scissors jump entry.
2. If the lifeguard suspects the victim may be suffering from spinal trauma.

The lifeguard should be wearing the rescue tube and holding it with one hand as he or she sits on the edge of the pool deck. Once seated, the lifeguard should use one hand to push him or herself away from the deck while gently entering the water feet-first.

Though this entry is most commonly used in shallow water, it can also be used effectively in deep water with the lifeguard treading water or using the breaststroke.

Figure C10.8

Walk-In or Run-In

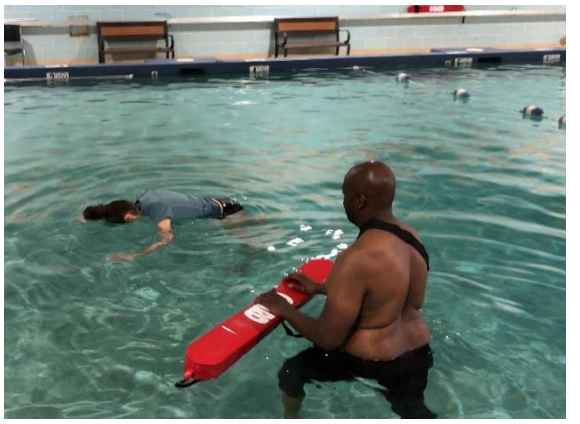


Figure C10.9

This entry should be used in a zero-depth environment.

The lifeguard should be wearing the rescue tube while holding it along with excess towline to avoid tripping. The lifeguard should enter the water by either walking or running though the shallow water to the victim.

Approaching the Victim

Figure C10.10

The lifeguard should always keep the rescue tube or rescue high and tight across his or her chest and under the armpits. This will allow the lifeguard to choose between the front crawl and the breaststroke. Either of these strokes can be used with a flutter kick, breaststroke or frog kick, or a scissor kick to approach the victim.

This placement of the rescue tube allows the lifeguard to:

- Easily keep it between him or herself and the victim to avoid being grabbed by a panicked victim.
- Approach the victim and execute the rescue in one fluid motion as the tube is already in position to execute the rescue (of a passive or active victim).

Water Rescues

Water rescues can come in many forms and can occur at any time. Lifeguards must always be prepared and expecting an emergency to occur.

Rescue Tube

The lifeguard rescue tube should be on the lifeguard's person at all times when on duty and responsible for emergency response. To properly wear a rescue tube or a rescue can, the lifeguard should place one arm and his or her head through the strap so that the strap lays in a diagonal direction across the lifeguard's chest. Rescue tubes are available:

- in a variety of high visibility colors (i.e. red, orange, yellow, bright blue, etc…)
- in a variety of sizes with the most common being 40" and 50"
- in various buoyant materials with the most common being closed cell dense foam

Rescue tubes and rescue cans will:

- provide enough buoyancy for both lifeguard and victim
- help calm a panicked victim once he or she is able to grasp the rescue tube
- provide a barrier between the lifeguard and victim to prevent the lifeguard from being grabbed by a panicked victim

A lifeguard should never enter the water to execute a rescue without properly wearing the rescue tube or rescue can.

Always remember, it is vital for the lifeguard to activate the EAP prior to entering the water to execute a rescue and/or make contact with any victim.

Contact and Control

Generally speaking, when a lifeguard contacts a victim, the rescue tube or rescue can provides a certain level of comfort to a victim and can help to mitigate the behaviors of a panicked victim. It is important for the lifeguard to protect him or herself from a panicked victim – the rescue tube or rescue can should always be kept between the lifeguard and the victim and used as a barrier to help prevent a panicked victim from being able to grab hold of an approaching lifeguard. If a victim is able to reach and grab a lifeguard, the tube should be immediately removed from the lifeguard's head and arm, pushed toward the victim, and the lifeguard should swim away from the panicked victim. Leaving the rescue tube with the panicked victim will keep him or her afloat until the lifeguard can re-approach and contact the victim safely.

Rescue Procedure and Coverage

Active Victim

An active victim is conscious. He or she can be a tired swimmer or a person who is actively drowning, struggling to keep his or her head above the water. The victim could be swallowing water.

Active victims may exhibit one or more of the following signs:

- Arms flailing to the sides of the body causing splash but not effective in maintaining buoyancy.
- Gasping for air at the water's surface.
- Little to no kick.
- Unable to wave, call out, or otherwise signal that he or she is in need of assistance as he or she is entirely consumed with survival and getting air.

Active Victim Front Rescue

The active front rescue is the appropriate technique for a distressed or tired swimmer or a victim who might have moved beyond simply being tired or distressed but has yet to begin panicking or he or she may be in a state of panic. To perform the active victim front rescue, the lifeguard should:

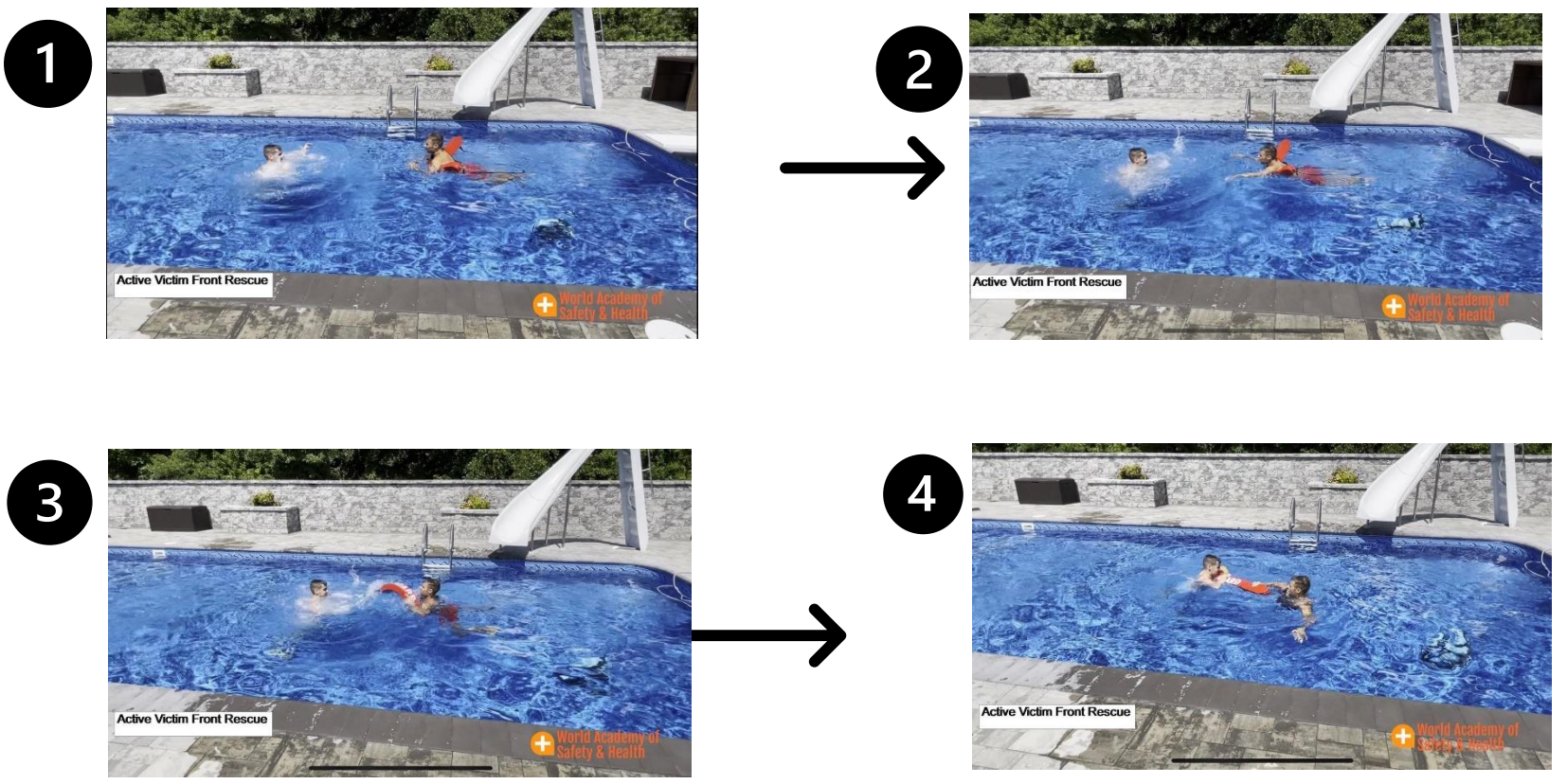
- Activate the EAP.
- Rescuer enters the water using ether the cannonball jump entry or the scissors jump entry and approaches the victim using ether a front crawl or breaststroke.
- Prior to reaching the victim (and at least arm's length away from the victim), the rescuer should begin to push the rescue tube toward the victim asking him or her to firmly grasp it using both hands.
- Rescuer should continue to push the rescue tube into the victim's chest and begin to kick to move the victim to the side of the pool for exit or assisted extraction. The victim should continue holding the rescue tube with both hands.

Figure C10.11

Figure C10.12

Figure C10.13

Figure C10.14



Active Victim Rear Rescue

It is most appropriate to utilize the Rear Rescue on active drowning victims who appear to be in the panic stage. To perform the rear rescue, the lifeguard will:

- Activate EAP.
- Use either the front crawl or breaststroke, with the rescue tube high and tight across one's chest and under one's armpits, to approach the victim.
- Swim to the rear of the victim just prior to being within arms-length of the victim (remember: the victim will not be able to turn or spin on the water as you approach him or her from the rear).
- Swim toward the victim's back until the rescue tube is against the victim's back while remaining under the armpits of the lifeguard.
- Place one arm under each armpit of the victim – right arm under right armpit and left arm under left armpit – ensuring that his or her elbows are directly under the victim's armpits. Lifeguard's hands can be in one of three positions:
- Placed on the front shoulders of the victim.
- One hand on the front shoulder of the victim while the other hand is released to help sidestroke the victim to the side of the pool.
- One arm can be repositioned so that it reaches over the top of the victim's shoulder and across the front of the victim's chest and under the opposite armpit until it is able to grasp the rescue tube. The other hand can be released to sidestroke the victim to the side of the pool.
- Attempt to calm the victim by talking to him or her, telling him or her your name and explaining what is happening and what will happen next.
- Lean backwards while pulling the victim with you until he or she is laying on his or her back on top of the rescue tube. The rescue tube should still be high and tight across the lifeguard's chest while the victim's back is laying on it (lifeguard may consider using a scissor kick or gg-beater kick to assist in gaining enough leverage to be able to get the victim on his or her back on top of the rescue tube).
- Swim the victim to the side of the pool for extraction from the water.

Figure C10.15

Figure C10.16

Figure C10.17

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Passive Victim

A passive victim is unconscious and can be floating on the water either face down or face up or the victim can be below the surface of the water and in the water column or on the bottom (submerged). It is common for a passive victim to be still with no movement (no arm or leg action, no breathing, no forward swimming movement). Passive victims can slip under the water as a result of any of the following: alcohol use or a medical condition such as a cardiac event, heat-related emergency, voluntary underwater breath-holding, seizure or head injury.

The lifeguard must remember that if he or she did not witness the victim becoming passive or submerged, the lifeguard must assume a spinal injury has occurred and treat the victim as such (see Chapter 11).

If the lifeguard witnessed the victim become passive, then he or she will use one of the entries previously discussed and approach the victim using either the front crawl or breaststroke with the rescue tube tight and high under the armpits.

Lifeguards have two options when performing a rescue on a passive victim who is not suffering from potential spinal trauma.

Passive Victim Rear Rescue

Though the rear rescue can be performed in any water depth, it is most easily performed in shallow water at a depth where the lifeguard can stand comfortably. When performing the rear rescue, the lifeguard will:

- activate EAP.
- use either the front crawl or breaststroke, with the rescue tube tight and high under the armpits, to approach the victim.
- The lifeguard has two techniques from which to choose when performing a passive victim rescue:

Option #1

- Lifeguard shall swim, using either the breaststroke or front crawl, to a spot adjacent and close enough to the victim that the lifeguard is able to place his or her hip against the hip of the face-down victim.
- Lifeguard shall reach across the back of the face-down victim with only the lifeguard's arm that is closest to the victim. Place this arm under the victim's armpit farthest from the lifeguard.
- Lifeguard shall place the rescue tube, simultaneously with reaching across the victim's back, between the lifeguard's chest and the victim's back.
- Lifeguard shall place his or her arm that is farthest from the victim under the victim's armpit that is closest to the lifeguard.
- Lifeguard shall walk or swim, using legs only, forward with the victim in the same direction that the victim's head is pointing. At the same time, the lifeguard shall roll the victim to the face-up position without discontinuing his or her forward movement with the victim.
- The rescue tube should be situated across the victim's back just below the shoulders.

Option #2

- Lifeguard shall swim to the victim using either the breaststroke or front crawl and the rescue tube high and tight across the chest and under the armpits.
- Lifeguard shall approach the victim from the rear, swimming onto the victim's back until the rescue tube is between the lifeguard's chest and the victim's back just below the victim's shoulder line.
- Lifeguard shall place both arms under the corresponding armpits of the victim.
- Lifeguard shall swim forward, in the same direction as the victim's head is pointing, while simultaneously rolling the victim to the face-up position.

Independent of which rescue technique the lifeguard chooses to use, the victim's airway must immediately be opened and breathing checked. If needed, the lifeguard shall provide 2 initial rescue breaths while the victim is still in the water and positioned on his or her back on the rescue tube (discussed in detail later in this chapter). The victim should be extracted from the water as soon as possible and the appropriate emergency care should continue on the pool deck.

Lifeguard Rescue Tube

Rescue Tube Clip

Rescue Tube Towline

FIGURE C.10.18

Passive Victim Front Rescue

The front rescue can be an effective technique in any water depth. When performing the front rescue on a passive victim, the lifeguard will:

- Activate EAP.
- Lifeguard shall use either the front crawl or breaststroke with the rescue tube high and tight across the chest and under the armpits, to approach the victim.
- Lifeguard shall approach the face down victim from the top of the victim's head.
- Lifeguard shall reach his or her right arm to the victim's right wrist (or left arm to left wrist) and from the wrist, pull the victim toward you while turning the victim to a face up position. While completing this maneuver, use your opposite hand to push the rescue tube toward and under the victim's back.
- Lifeguard shall position both the victim's arms over the top of the rescue tube.
- Lifeguard shall open the victim's airway and check for breathing.
- If needed, the lifeguard shall provide 2 initial rescue breaths while the victim is still in the water and positioned on his or her back on the rescue tube (discussed in detail later in this chapter).
- The victim should be extracted from the water as soon as possible and appropriate emergency care should continue on the pool deck.

Figure C10.19

Figure C10.20

Figure C10.21

Figure C10.22

Figure C10.23

Figure C10.24

Multiple Victim

This type of rescue involves 2 or more drowning victims at the same time. The victims could be any combination of passive, active or, simply, a distressed or tired swimmer.

The best response to multiple victims is to have at least one lifeguard for each victim enter the water. However, this is not always possible. When there are more victims than lifeguards to perform a rescue, the responding lifeguard(s), using the most appropriate entry and rescue technique for the circumstance, shall:

- Activate EAP.
- assist the victim who is in the most danger. In other words, the lifeguard will quickly assess and decide which of the victims needs attention first.
- perform rescue on the victim in greatest need.

If all victims are active, the lifeguard should:

- Secure the first victim and then swim, with the first victim, to the second victim.
- Assist the second victim in grabbing hold of the rescue tube. The second victim should be instructed to wrap his/her arms and legs around victim #1.
- Signal for back-up lifeguards to assist in bringing victims to the side of the pool

If one victim is passive, the lifeguard should:

- Lifeguard secures the passive victim on the rescue tube first.
- If victim is unresponsive, lifeguard checks for breathing and if not breathing, provides immediate rescue breathing.
- Signal for back-up lifeguards to assist in bringing passive victim to the side of the pool.
- If victim is responsive and/or is unresponsive but breathing, the lifeguard should secure the victim on the rescue tube; signal for back-up lifeguards; and swim to the next victim.

Figure C10.25

Submerged Victim Rescue

Feet-First Surface Dive

Preparation:

- **Assess the Situation:** Quickly evaluate the scene and identify the location of the submerged victim.
- **Take a Deep Breath:** Inhale deeply to prepare for a longer underwater dive.

Positioning:

- Stand in a vertical position in the water with your feet together.
- Keep your arms at your sides or in a position to hold any rescue equipment.

Initiate the Dive:

- Push off the surface of the water using your legs to propel yourself downward.
- As you push off, extend your legs straight down to create a streamlined entry.

Entry:

- Enter the water feet-first, ensuring your body remains vertical.
- Point your toes to minimize resistance and reduce the splash upon entering.

Submersion:

- As you enter, allow your body to submerge briefly.
- Keep your feet together and your body aligned to maintain a streamlined position.

Locate the Victim:

- Once underwater, use your eyes to quickly locate the victim.
- If visibility is limited, use your hands to feel around you as you adjust your position.

Rescue Technique:

- Upon reaching the victim, assess their condition.
- Securely grasp them (e.g., under the arms or around the chest) to begin the rescue.
- If the victim is unconscious, ensure their head stays above water as you prepare to bring them to the surface.

Return to Surface:

- Swim upward while keeping the victim secure.
- Once you reach the surface, continue swimming towards safety or a designated exit point.

Head-First Surface Dive

Preparation:
- **Assess the Situation**: Quickly evaluate the surroundings and the condition of the victim if visible.
- **Take a Deep Breath**: Inhale deeply to maximize lung capacity and prepare for a longer dive.

Positioning:
- Begin in a vertical position in the water, arms extended above your head.
- Ensure your legs are together and your body is straight.

Initiate the Dive:
- Propel your body forward by pushing off the water with your legs while simultaneously extending your arms in front of you.
- Keep your head down and eyes focused on the target area (where you last saw the victim).

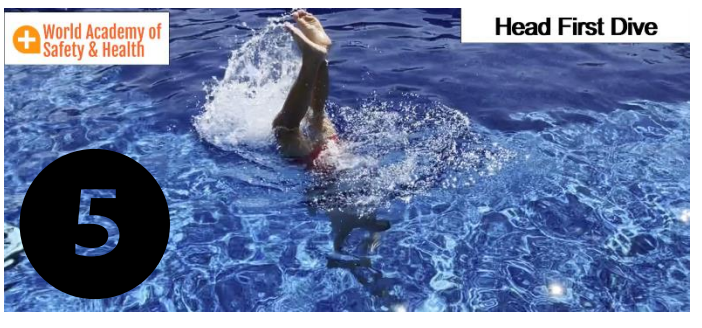
Entry:
- Enter the water head-first, ensuring your body is streamlined to minimize resistance.
- Aim to keep your body as straight as possible during entry to enhance speed and efficiency.

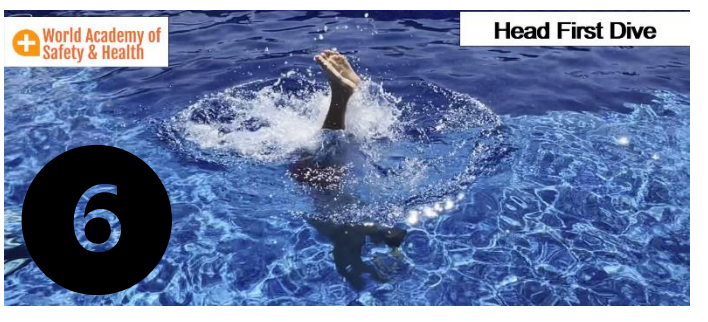
Submersion:
- As you enter the water, use the momentum to continue diving downward.
- Keep your eyes open and oriented toward the victim as you descend.

Locate the Victim:
- Once submerged, quickly scan your surroundings to locate the victim.
- Use your arms and legs to adjust your position if necessary.

Rescue Technique (for details please ***Steps to Execute a Submerged Victim Rescue*** in the next section):
- Upon reaching the victim, assess their condition.
- If they are unconscious or in need of assistance, securely grasp them (e.g., under the arms or around the chest) and prepare to bring them to the surface.
- Use a rescue technique appropriate to the situation, such as the rear approach or a tow.

Return to Surface (for details please ***Steps to Execute a Submerged Victim Rescue*** in the next section):
- Ascend with the victim, keeping their head above water to ensure they can breathe.
- Once at the surface, continue the rescue by swimming toward safety or a designated exit point.





Steps to Execute a Submerged Victim Rescue

- Activate EAP.
- Lifeguard approaches victim using either the front crawl or the breaststroke keeping the rescue tube high and tight across chest and under rescuer's armpits.
- Lifeguard should allow the rescue tube to float on the water's surface while continuing to wear the rescue tube strap as he or she approaches the victim's underwater position.
- Lifeguard shall perform either a feet-first or head-first dive to reach the victim in the water column or on the bottom of the pool.
- Lifeguard shall reach one arm under one of the victim's armpits from the rear so that the victim's back is flush against the lifeguard's chest and the lifeguard's arm is able to reach across the front of the victim's chest.
- Lifeguard may choose to push off the bottom with his or her feet and/or begin to kick to propel both victim and rescuer to the water's surface. This is likely unnecessary as the buoyancy of the rescue tube is enough to propel both victim and rescuer to the water's surface.
- Lifeguard shall simultaneously begin to reach for the rescue tube tow line with the hand of his or her free arm. Once the tow line is in hand, the rescuer should begin to feed the tow line to his or her hand that is across the victim's chest.
- Lifeguard shall slide the rescue tube between the victim's back just below his or her shoulder line and the lifeguard's chest.
- Lifeguard shall lean the victim back on the tube (just as was done for a passive victim at the water's surface).
- Lifeguard shall open and maintain an airway and provide in-water ventilations (discussed in detail later in the chapter) if necessary.

Figure C10.26

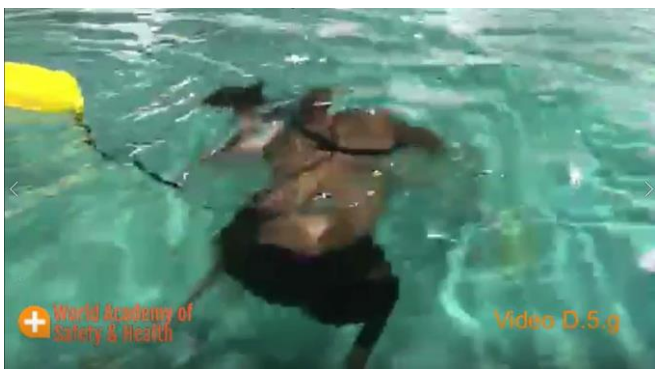


Figure C10.27

In-Water Ventilations

There are times when a lifeguard encounters an unresponsive passive victim who is not breathing. In these cases, it is crucial to ventilate as soon as possible. If the lifeguard is not able to recognize and extract this victim within seconds, ventilations must be provided while in the water.

In-water ventilations can be provided while the passive unresponsive victim is on the rescue tube. Additionally, if the lifeguard places the victim on a backboard, ventilations can also be provided once the victim is fully immobilized on the board.

To provide ventilations to a victim in the water, the lifeguard should:

- Ensure the rescue tube is against the victim's back just below his or her shoulder line and under his or her armpits with arms draped over the tube (Figure C10.28).
- Position him or herself at the top of the victim's head with CPR pocket mask to ensure the airway is open to initiate ventilations.

Ventilations in the water can also be provided to a spinal trauma victim in much the same way as described above (See Figure C10.29). Once the victim is 'packaged' on the backboard and, at least one rescue tube, is perpendicular under the backboard, the lifeguard should position him or herself on the side of the backboard with a CPR pocket mask to ensure an open airway and to initiate ventilations.

Figure C10.28

Figure C10.29

Escapes

An active victim's only objective is survival. The victim will do anything to keep his or her head above water and breath. This includes grabbing for and latching onto any stationary object and/or person in the water. This includes the rescuing lifeguard.

A lifeguard cannot allow the victim to grab him or her and possibly becoming a victim him or herself. Hence, it is standard practice for rescuing lifeguards to approach an active victim from the rear as to limit the victim's ability to grab hold of the lifeguard.

There will be times, no matter the precautions a lifeguard takes, that he or she will be grabbed and possibly held underwater by a panicked active drowning victim. In these cases, it is vital that the lifeguard be very well versed in performing both rear and front victim hold escape maneuvers.

Anytime a lifeguard is grabbed by a victim, his or her initial reaction and first action must be immediate. If not wearing a rescue tube, the lifeguard should:

1. Tuck his or her chin against his or her chest.
2. Submerge him or herself in the water by pushing up with both hands and arms as many times as is needed to submerge. The victim will likely release his or her hold in an effort to return to the water's surface.
3. Return to the surface and re-approach the victim from the rear and execute a rear rescue by placing one arm over the top of the victim's shoulder, across the victim's chest and under the opposite armpit. Use a side stroke to move the victim to safety.

If wearing a rescue tube, the lifeguard should:

1. Tuck his or her chin against his or her chest.
2. Forcefully push up on the victim's elbows to break the victim's hold.
3. Submerge him or herself.
4. Return to the surface and re-approach the victim from the rear and execute a rear rescue by placing one arm over the top of the victim's shoulder, across the victim's chest and under the opposite armpit. Use a side stroke to move the victim to safety.

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Front Escape

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Front Escape

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Front Escape

Extraction From the Water

- **Assisted Walk** – one or more lifeguards place one arm around the waist of the conscious victim while being removed from the water and drapes one of the victim's arms around the lifeguard's neck and over his/her shoulder. The lifeguard(s) carries the rescue tube in his/her other hand and escort victim to the deck. This is used in zero-depth environments.
- **Chair Carry** – two lifeguards facing one another, interlock arms by holding one another's wrists – right arms to left arms, respectively. The two forward most arms scoop the victim under his/her knees and the two rear most arms support the victim's back. The victim's left arm is draped around one lifeguard's neck while the victim's right arm is draped around the other lifeguard's neck. This is used in zero-depth environments.
- **Backboard Quick Extract:**
    - Primary rescuer swims the victim to the pool's edge.
    - Secondary rescuer(s) prepares the backboard by removing the headgear and unbuckling the straps.
    - Secondary rescuer(s) slide the backboard into the pool keeping the backboard rails against the pool wall.
    - Primary rescuer guides the victim, back first, against the backboard while simultaneously handing one of the victim's wrists to the secondary rescuer on the pool deck.
    - Secondary rescuer(s) simultaneously grasps the victim's wrist and pulls the victim up onto the backboard.
    - Secondary rescuer(s) will, while holding the victim's wrist, pull the backboard out of the water sliding the rails across the pool's edge.
    - Primary rescuer assists with removing the victim from the pool by lifting and pushing the backboard from the feet.

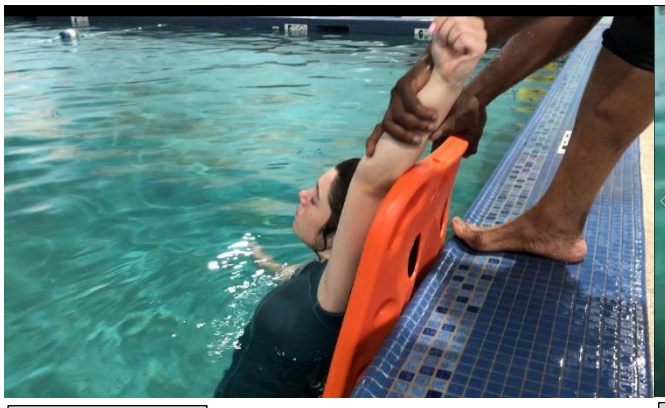


Figure C10.30

Figure C10.31

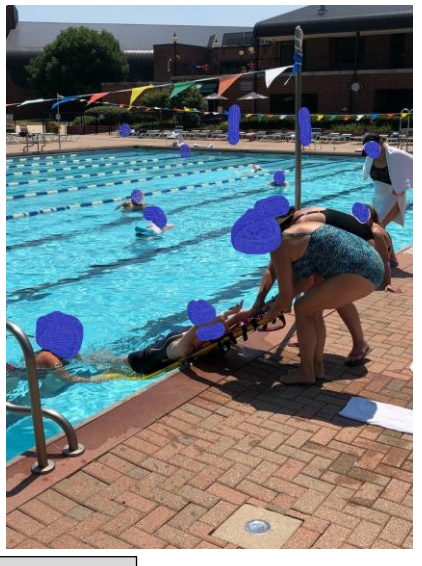


Figure C10.32

One Lifeguard is Available

- Lifeguard swims the victim to the pool's edge with the victim facing the pool wall.
- Lifeguard shall place one of the victim's hands on top of the pool's edge and place the victim's second hand on top of the first hand.
- Lifeguard shall place the victim's forehead on top of his or her hands.
- Lifeguard shall firmly place his or her hand closest to the victim on the victim's hands and wrists, temporarily securing the victim's position.
- Lifeguard shall use his or her 'free' hand to assist in exiting the pool.
- Lifeguard shall use one of two methods to extract the victim from the pool:
  1.) Enlist the assistance of a bystander to fetch the backboard. The bystander and lifeguard utilize the same procedure as described in the previous section).
  2.) Lifeguard shall, once on the pool deck and using his or her 'free' hand, grasps the victim by the swimsuit. Lifeguard shall: pull the victim's lower body onto the pool deck; protect the victim's head while pulling lower body onto the deck; log roll the victim fully onto the pool deck.

Chapter Ten Recap

1.) Explain how to effectively execute both a Tossing Assist and a Reaching Assist.

2.) What is the difference between an active victim and a passive victim?

3.) Unless the lifeguard knows for sure that a passive victim is not suffering from spinal trauma, the victim must be treated as if he or she is a spinal trauma victim.
  a.) True
  b.) False

4.) Detail the key components of a rear active victim rescue:

Spinal Trauma – Chapter 11

OBJECTIVE(S): 1. Identify the signs & symptoms of spinal trauma; 2. Explain why, when, and how one uses spinal stabilization techniques; 3. Explain the need for aquatic facilities to consult local medical direction on best practices in caring for an in-water spinal trauma victim.

INSTRUCTOR CHAPTER 11 QUICK GUIDE

Chapter 11	Content & Skills Delivery

Mini-Lecture
 	
SHALLOW POOL COURSE
 	
****ALL SKILLS IN CHAPTER 10 SHOULD BE TAUGHT, DEMONSTRATED, PRACTICED & ASSESSED IN WATER NO DEEPER THAN FIVE (5) FEET****
	• Share:
	  ○ Signs and symptoms of spinal trauma
	  ○ Causes of spinal trauma
	  ○ Emergency care/treatment of suspected spinal trauma
	• Discuss the research surrounding use of backboards versus the use of c-collars
	• Discuss the need to adhere to local medical direction when deciding if and how to backboard a spinal trauma victim
	• Share the general guiding principles when providing emergency care/treatment to a victim of spinal trauma
	• Explain step-by-step the manual inline stabilization techniques:
	  ○ Arm Splints
	  ○ Head-Chin-Chest Grip
	• Explain step-by-step the techniques to backboard a victim of spinal trauma:
	  ○ One rescuer available
	  ○ Two rescuers available
	  ○ Three or more rescuers available
	
	Instructor should reference chapter 11 for further details to share with students

Video	• Zero Depth Backboarding; Backboarding
Demonstration	• Arm Splints; Head-Chin-Chest Grip; Seated Stable Carry
Practice	• Arm Splints in Shallow Water; Arm Splints in Deep Water; Head-Chin-Chest Grip in Shallow Water; Head-Chin-Chest Grip in Deep Water; Seated Stable Carry; Zero depth backboarding; shallow water backboarding; deep water backboarding
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Recognizing Signs & Symptoms

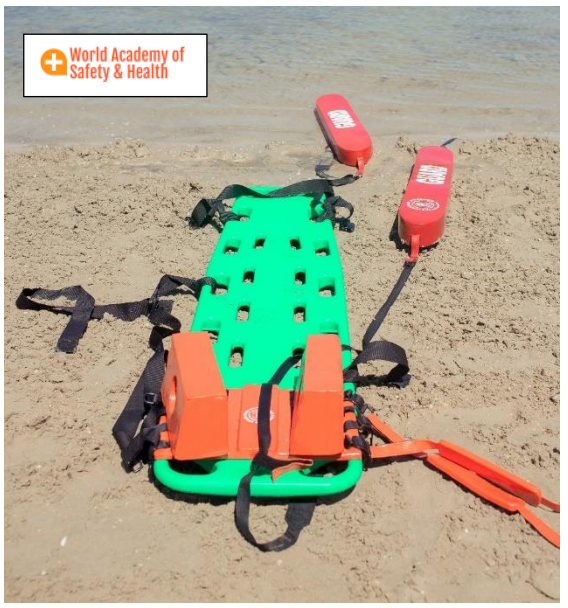


Figure C11.1

Spinal Trauma should be suspected in any of the following circumstances:

- Pain in Head, Neck and/or Back
- Fluids Exiting Nose, Mouth, Ears or Eyes
- Numbness and/or Weakness
- Altered State of Consciousness
- Imbalance on Their Feet

Stabilization of Spinal Trauma

Effectively managing a victim of a spinal injury can be scary. It is important that the lifeguard remember that so long as the victim has a pulse, is breathing, and is not suffering any additional immediately life-threatening injuries, lifeguards and other rescuers should take their time to ensure there are no sudden or erratic movements of the victim and that inline stabilization is constantly maintained.

Citing the latest research, many medical professionals, EMS services, Medical Directors and others in both the medical profession and emergency services now suggest not backboarding a victim when spinal trauma is suspected.

> *Recent evidence regarding spinal immobilization with backboards has shown limitations to their usefulness in preventing neurologic injury, and several papers have demonstrated harm in the form of more frequent pressure ulcers, decreased pulmonary function, and greater pain for patients 1-4. Because of these findings, many EMS protocols have shifted away from routine use of backboards for anything other than extrication. While this change is progressive and shows a reasonable response to the literature, it took decades to occur. The evidence against cervical collar use is similarly mounting, yet there is little sign that practice recommendations are changing* [10].

When it comes to splinting an injury, lifeguards are taught not to splint unless the victim must be moved. This is exactly how we should approach the idea of backboarding here. And, that a victim should only be moved if leaving them in their current position would cause further harm as they await EMS arrival.

Victims of spinal trauma should be treated in a similar way – backboarding of a victim with suspected spinal trauma should only be done if and when local EMS protocol dictates it. Aquatic facilities must coordinate with their local EMS for guidance.

Backboarding a victim does not come without inherent risk of causing more harm, paralyzation or even death. If treatment of victims of spinal trauma is approached from a benefit analysis point of view, according to the National Association of EMS Physicians and American College of Surgeons Committee on Trauma,

> *Long backboards are commonly used to attempt to provide rigid spinal immobilization among emergency medical services (EMS) trauma patients. However, the benefit of long backboards is largely unproven.*

The long backboard can induce pain, patient agitation, and respiratory compromise. Further, the backboard can decrease tissue perfusion at pressure points, leading to the development of pressure ulcers.

Utilization of backboards for spinal immobilization during transport should be judicious so that the potential benefits outweigh the risks [18].

The long backboard can induce pain, patient agitation, and respiratory compromise. Further, the backboard can decrease tissue perfusion at pressure points, leading to the development of pressure ulcers.
Utilization of backboards for spinal immobilization during transport should be judicious so that the potential benefits outweigh the risks [18].

- *Appropriate patients to be immobilized with a backboard may include those with:*
  - *Blunt trauma and altered level of consciousness*
  - *Spinal pain or tenderness*
  - *Neurologic complaint (e.g., numbness or motor weakness)*
  - *Anatomic deformity of the spine*
  - *High-energy mechanism of injury and any of the following:*
    - *Drug or alcohol intoxication*
    - *Inability to communicate*
    - *Distracting injury*

Patients for whom immobilization on a backboard is not necessary to include those with all of the following:
- *Normal level of consciousness (Glasgow Coma Score [GCS] 15)*
- *No spine tenderness or anatomic abnormality*
- *No neurologic findings or complaints*
- *No distracting injury*
- *No intoxication* [18]

BOTTOM LINE:
- *There is no high-level evidence that prehospital spinal immobilization positively impacts patient-oriented outcomes*
  - *Spinal Immobilization Does NOT Help Immobilize the Cervical Spine*
  - *Spinal Immobilization Does NOT Decrease Rates of Spinal Cord Injury*
  - *Spinal Immobilization Increases the Difficulty of Airway Management*
  - *Spinal Immobilization Can Cause Pressure Ulcers*
  - *Spinal Immobilization Changes the Physical Exam*
  - *Spinal Immobilization Worsens Pulmonary Function*
  - *Spinal Immobilization Increases Intracranial Pressure*
- *There is no evidence that immobilizing awake, alert patients without deficits/complaints provides benefit*
- *Selective spinal immobilization protocols can help identify patients at low risk for injury and avoid immobilization* [18].

Do we backboard? Do we use a C-collar? Do we only use manual inline stabilization?

- Always use manual inline stabilization both in-water and on land for any suspected spinal.
- Only backboard a victim of suspected spinal trauma when required by local medical direction.
- Participate in additional in-service training using the equipment, facility, local protocols and facility protocols for spinal trauma victims.

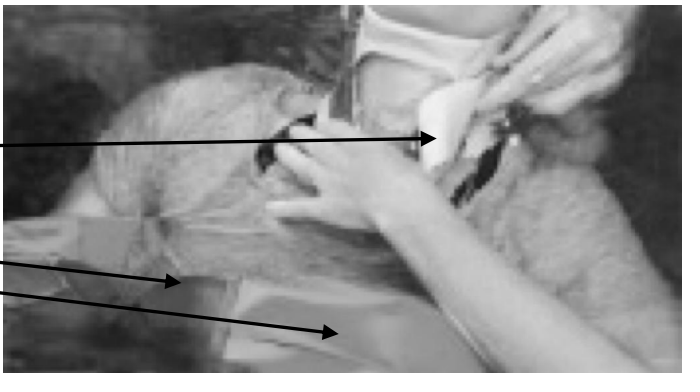


FIGURE C.11.2

Manual Inline Stabilization

Head-Chin-Chest Grip

Figure C11.3

Figure C11.4

This technique is most easily performed in water in which the lifeguard can stand-up. However, it may also be used in deep water with a few adjustments to the technique.

Activate the EAP and approach the facedown spinal trauma victim using breaststroke with the rescue tube high and tight across your chest. From here the lifeguard can choose between two different techniques to perform the Head-Chin-Chest Grip:

- Remove the rescue tube. Approach the facedown victim from the side. While treading water with your legs, place one arm on top of and straight down the victim's back (be sure to be situated close enough to the victim to allow your arm to be completely straight and not angled down the victim's back). Place your hand behind the victim's ears and grip the occipital bones.

Place your other arm under the victim's arm that is closest to you. Next, place your arm straight down the center of the victim's chest (again, be sure to be situated close enough to the victim to allow your arm to be completely straight and not angled down the victim's chest). Place your hand on the lower mandible of the victim – being careful not to cover the airway or place your hand on the throat of the victim.

Your hand should be firmly gripping the victim's lower mandible and occipital bones as to not allow movement of the head or neck. Additionally, your arm should be applying equal pressure to the victim's chest and back as to not allow movement of the victim's spine/back.

While maintaining the Head-Chin-Chest Grip described above, swim underneath the victim coming up on the opposite side of the victim. This will allow the victim to also be turned face-up and on his or her back in the water.

If being performed in deep water, this technique should only be used by lifeguards who are highly proficient swimmers and are able to tread water for minutes, using only their legs, while performing the technique and keeping both his or her head and the victim's head above water until back-up arrives to assist.

- Keeping the rescue tube on and high and tight across your chest, approach the victim from the rear. Remove the rescue tube. Approach the facedown victim from the side. While using the rescue tube to float you, place your arm closest to the victim on top of and straight down the victim's back (be sure to be situated close enough to the victim to allow your arm to be completely straight and not angled down the victim's back). Place your hand behind the victim's ears and grip the occipital bones.

Place your other arm under the victim's arm that is closest to you. Next, place your arm straight down the center of the victim's chest (again, be sure to be situated close enough to the victim to allow your arm to be completely straight and not angled down the victim's chest). Place your hand on the lower mandible of the victim – being careful not to cover the airway or place your hand on the throat of the victim.

Your hands should be firmly gripping the victim's lower mandible and occipital bones as to not allow movement of the head or neck. Additionally, your arms should be applying equal pressure to the victim's chest and back as to not allow movement of the victim's spine/back.

While maintaining the Head-Chin-Chest Grip described above, roll the victim to the face-up position in the water.

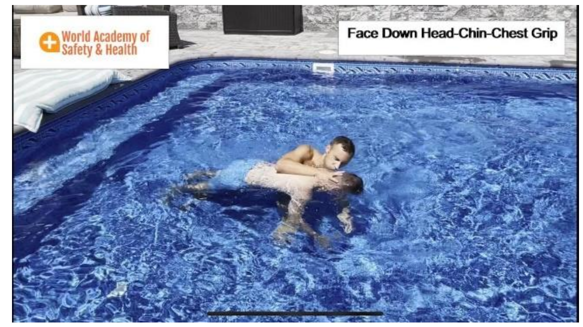
Figure C11.5

Figure C11.6


World Academy of Safety & Health
Face Down Head-Chin-Chest Grip


World Academy of Safety & Health
Face Down Head-Chin-Chest Grip


World Academy of Safety & Health
Face Down Head-Chin-Chest Grip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Face Down Head-Chin-Chest Grip


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Face Down Head-Chin-Chest Grip


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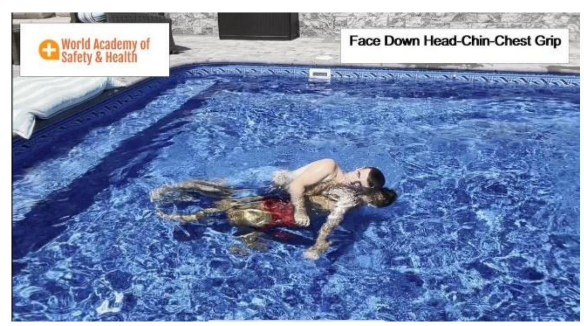
World Academy of Safety & Health
Face Down Head-Chin-Chest Grip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Face Down Head-Chin-Chest Grip


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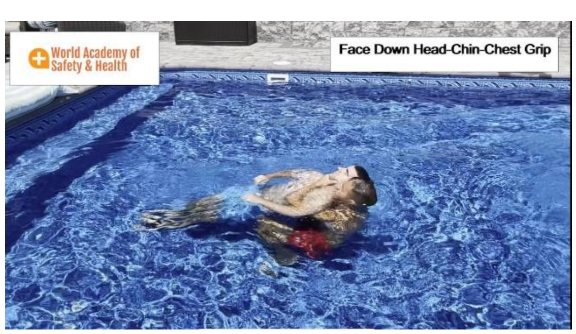
Face Down Head-Chin-Chest Grip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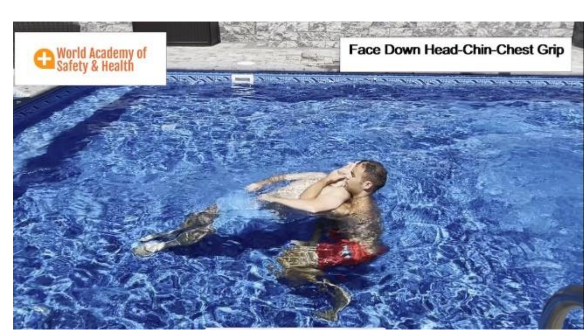
Face Down Head-Chin-Chest Grip


World Academy of Safety & Health
Face Down Head-Chin-Chest Grip

Arm Splints

To effectively perform this skill, the lifeguard should:

- Activate the EAP.
- Approach the victim by either using the breaststroke or walking being careful to limit any disturbance in the water.
- Align hip closest to the victim near the victim's hip.
- Use arm closest to the victim to grasp the victim's outer arm farthest from the lifeguard near the bicep while simultaneously using arm farthest from the victim to grasp the victim's outer arm closest to the lifeguard near the bicep.
- Simultaneously move the victim's arms up alongside the victim's head so that the victim's biceps are against the victim's ears (***FIGURE C.11.7***).
- Apply pressure to both of the victim's arms so that the head and neck are immobilized. This pressure should be firm and evenly distributed on both sides of the victim's head.
- Slowly and smoothly walk around the pool in the direction the victim's head is pointing as you perform this entire skill and after the victim is rolled to the face- up position (***FIGURE C.11.8***).

This will help the victim's lower body to remain buoyant and float near the water's surface which will keep the victim's entire body more streamlined.

Figure C11.7

Figure C11.8

Figure C11.9

Figure C11.10

Figure C11.11

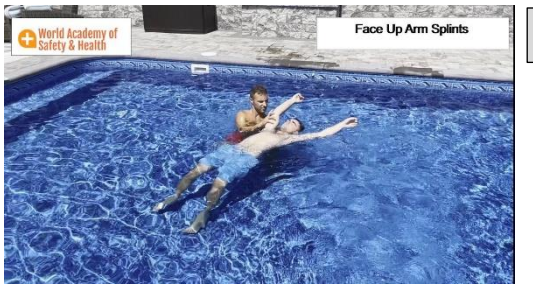
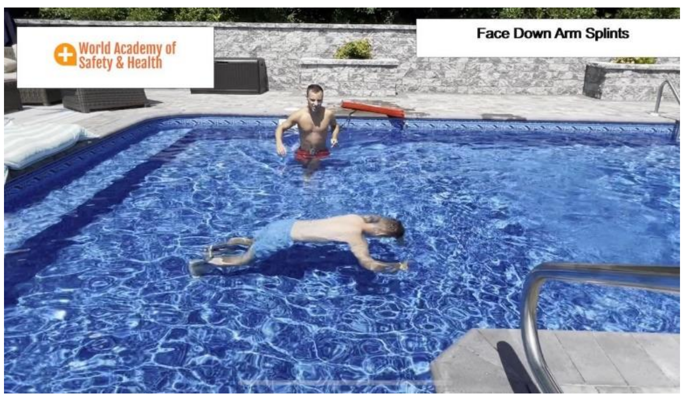


Figure C11.12

Figure C11.13


World Academy of Safety & Health
Face Down Arm Splints

World Academy of Safety & Health
Face Down Arm Splints

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Face Down Arm Splints

World Academy of Safety & Health
Face Down Arm Splints

Backboarding Spinal Trauma Victims

The following are a generalized set of procedures for backboarding. They are designed to provide a broad understanding of the goals of backboarding in various situations and environments. Each facility's design, protocols, and techniques are different and local medical direction and EMS protocols may differ from one jurisdiction to another. For these reasons, it is vital for a lifeguard to receive additional in-service training from his or her employer based upon the employer's specific procedure and technique(s) as well as the local medical direction and local EMS protocols.

The overall goal of backboarding an in-water victim of spinal trauma is the ability to extract this person from the pool without causing additional injury. There are many techniques used to effectively backboard a victim. All techniques are based upon the same set of principles and the specific detailed steps are dependent upon the circumstance:

- Maintaining inline stabilization of the head, neck and back of the victim.
- Backboard is placed underneath the victim and raised up to the victim.
- One or more backboard straps, headgear pillows and head strap(s) are utilized.
- Extraction from the pool in a safe and effective manner.

The most desirable circumstance is having at least four trained rescuers available when handling a situation in which a spinal trauma victim must be backboarded.

Seated Stable Carry

This spinal injury management technique was originally developed for use at surf beaches [5]. It is most easily used in water no deeper than the lifeguard's waist.

To effectively perform this skill, the lifeguard should:

- activate the EAP.
- approach the victim by either using the breaststroke or walking being careful to limit any disturbance in the water.
- approach the victim from behind.
- place arm closest to the victim under the victim's armpit farthest from the lifeguard.
- place arm farthest from the victim under the victim's armpit closest to the lifeguard.
- arms should be far enough under the victim's armpits to allow the palms of the lifeguard's hands to reach the victim's ears to provide manual inline stabilization.
- once the lifeguard's arms are fully under the victim's armpits and the lifeguard's hands are providing manual inline stabilization, lifeguard should lift the victim up so that his or her back is flush against the lifeguard's chest.
- while facing the victim, a second rescuer picks up both legs of the victim from behind the knees and pushes the victim against the first rescuer's back as the first rescuer walks the victim out of the water.

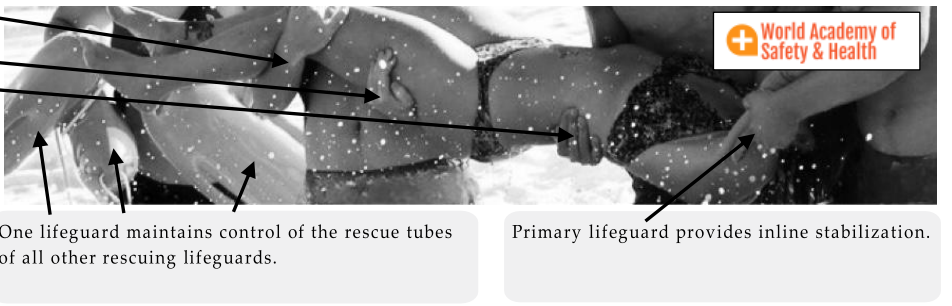
This technique is also easily used with a spinal trauma victim on land who is seated, standing, or laying in a prone position.

Figure C11.14

Figure C11.15

When additional lifeguards are available, each of the back-up lifeguards should place his/her hands under the back, legs, and waist of the suspected spinal trauma victim. This will help to provide support and stabilization to the spinal column.

FIGURE C.11.16



One lifeguard maintains control of the rescue tubes of all other rescuing lifeguards.

Primary lifeguard provides inline stabilization.

Standing Backboarding

Standing backboarding or what is often referred to as a "standing takedown" is used when a person exhibits the signs of spinal trauma while on land. Or, it is used when a person complains of the symptoms of spinal trauma while on land and standing [5]. According to the United States Lifesaving Association (USLA), this technique should only be used when necessary and the victim is not able to be safely moved into a sitting position or a supine position. Further, it is recommended that the victim have a cervical collar applied prior to moving to provide additional support of the neck [5].

The steps for backboarding a victim who is in the standing position are:

1.) lifeguard provides manual inline stabilization by placing the palms of his/her hands on the victim's ears while facing the victim.
2.) back-up lifeguard will apply the proper size c-collar while standing behind the victim.
3.) a back-up lifeguard will place the spineboard behind the victim.
4.) Two lifeguards will maintain manual inline stabilization while in front of the victim by each placing the palm of his/her hand closest to the victim on the victim's ear. These lifeguards will place his/her other hand under the victim's armpit and grasp a handle of the backboard.
5.) a third back-up lifeguard will grasp the top of the backboard with two hands from behind the victim to assist in guiding the board with the victim to the ground while the other two lifeguards maintain manual inline stabilization and contact with the backboard handles.

Vertical backboarding on land of a victim of suspected spinal trauma – often referred to as a 'standing takedown'.

FIGURE C.6.13

Zero Depth Backboarding

The zero depth backboarding procedures are used in two different circumstances. If a person exhibits the signs of or complains of the symptoms of spinal trauma while on land and is on the ground. Or, if a person exhibits the signs of spinal trauma while in shallow water – a few inches to only wet ground. If the victim's airway, while on his/her back, is out and remains out of the water then the water is shallow enough to utilize the zero depth backboarding procedures.

The procedure for zero depth backboarding are:

1.) primary lifeguard (lifeguard #1) provides manual inline stabilization using the Arm Splints technique from the top of a face-up victim and while standing on one side of a face-down victim. If the victim is face-down, the lifeguard must roll the victim the face-up position once secure in the Arm Splints.
2.) if victim is unresponsive, lifeguard checks for breathing and if not breathing, provides immediate rescue breathing.
3.) if victim is responsive or unresponsive but breathing, lifeguard #1 maintains inline stabilization.
4.) first back-up lifeguard (lifeguard #2) takes over manual inline stabilization from the one side of the victim's head by placing his/her palms over the ears of the victim.
5.) Lifeguard #1 moves victim's arms to the sides of the body and secures a c-collar on the victim.
6.) lifeguard #1 places the arm of the victim on the side he/she will be rolled.
7.) lifeguard #1 grasps the victim at the hip area and ribcage area.
8.) second back-up lifeguard (lifeguard #3) retrieves a backboard.
9.) lifeguard #2 signals lifeguard #1 to roll the victim toward him/herself and lifeguard #3 to slide the backboard under the victim from the opposite side of lifeguard #1.
10.) lifeguard #2 signals lifeguard #1 and lifeguard #3 to roll the victim onto the backboard.
11.) lifeguard #3 retrieves backboard headgear while lifeguard #1 secures the straps from the chest to the feet of the victim (ensuring that the chest strap is secured under the victim's armpits and the waist strap is over top of the victim's hands/arms).
12.) lifeguard #3 assists lifeguard #2 in securing the headgear and head straps. The top head strap goes across the victim's forehead and if the backboard headgear has a second strap it goes on top of the c-collar near the victim's chin.

Prevention of Spinal Trauma & Diving Depths

Understanding allowable diving depths is crucial for ensuring safety during training and in real-life rescue scenarios. The specific depths can vary based on the type of dive, the facility's policies, and safety guidelines. Here's an overview of typical allowable diving depths in a pool setting.

Allowable Diving Depths

1. **Shallow Water Diving**:
   - **Depth**: Typically, shallow water is defined as being less than 5 feet (1.5 meters) deep.
   - **Allowable Dives**: Feet-first entries are generally permitted, as these minimize the risk of injury. Head-first dives should never be permitted in shallow water to prevent potential head or neck injuries.
2. **Standard Surface Diving Depth**:
   - **Depth**: Standard diving depths for head-first surface dives usually range from 5 to 12 feet (1.5 to 3.7 meters).
   - **Allowable Dives**: Both head-first and feet-first surface dives can be performed in this range, as there is adequate water depth to ensure safety.
3. **Deep Water Diving**:
   - **Depth**: Deep water is typically defined as being more than 12 feet (3.7 meters) deep.
   - **Allowable Dives**: In deep water, lifeguards can safely perform both head-first and feet-first dives. The depth allows for a safe descent without the risk of hitting the bottom.

Factors Affecting Diving Depths & Safety Considerations

1. **Type of Dive**: The technique being used (e.g., head-first vs. feet-first) will influence the allowable diving depth. Head-first dives require deeper water to avoid injury.
2. **Pool Design**: Different pools have varying depths, and specific sections may be designated for diving. It's important to be aware of these areas.
3. **Facility Rules**: Each facility may have its own guidelines regarding diving depths, so it's crucial to familiarize yourself with the specific rules of the pool where training is taking place.
4. **Pre-Dive Assessment**: Always assess the water depth and surrounding environment before performing any dive.
5. **Clear Area**: Ensure that the area is clear of other individuals or obstacles to prevent collisions.

In-Water Backboarding

One Rescuer

Rescuer

- Activate EAP
- Initiate & maintain manual inline stabilization
- Enlist help of bystander(s)
- If no bystander available – maintain inline stabilization & await EMS

Bystander

- Retrieves backboard & spare rescue tubes
- Prepares backboard by removing head pillows and unbuckling straps
- Enters pool with backboard and approaches rescuer & victim
- Pushes backboard underneath victim using 1 of 2 methods:

Method #1

- Pushing the down in the center of the flat backboard with both hands until it is deep enough to move under the victim without it touching the victim. Guide the board up to the victim's back. The back of the victim's head should be centered in the center of the headgear pad and the victim's body should be centered and balanced

Method #2

- Grasp the backboard by the rail handles, turn it so that it enters the water from a long side edge (as opposed to entering the water with the back of the board flat against the water). Push the board under the water and victim without it touching the victim. Guide the board up to the victim's back. The back of the victim's head should be centered in the center of the headgear pad and the victim's body should be centered and balanced

Bystander(s)

- Bystander slides the spare rescue tube underneath the backboard, perpendicular to the backboard, at approximately the same level as the victim's chest.
- Bystander buckles two straps over the victim – one under the armpits and across the victim's chest and the other over top of the victim's hands at the waist level.
- Bystander places each head pillow onto the head pad.
- If multiple bystanders are available:
  - The bystander 'duties' remain the same but should be spread across the available bystanders.
  - When moving the victim, available bystanders should be positioned around the backboard so that they may all assist by grasping the hand rails.

Two Rescuers

Primary Rescuer

- Activates EAP
- Initiates manual inline stabilization

Secondary Rescuer

- retrieves backboard & spare rescue tubes
- slides the backboard into the pool keeping the backboard rails against the pool wall
- pushes the backboard down as deep as possible and, ideally, hitting the bottom of the pool

Primary Rescuer

- moves the victim to the backboard, while maintaining manual inline stabilization
- places the victim's back against the backboard

Secondary Rescuer

- lifts-up on the top edge of the board to guide the lower end of the board fully underneath the victim and the back of the victim's head is centered on the head pad
- places top edge of the backboard on the edge of the pool wall and slides it to a position of stability
- simultaneously places the head pillows on each side of the victim's head
- places the head strap across the victim's forehead

Primary Rescuer

- places the one strap under the victim's armpits
- places the next strap over top of the victim's arms at approximately the victim's waist level
- places the final strap over the victim's legs at approximately midway between the knees and ankles

Primary & Secondary Rescuers

- ensures all straps and headgear is secure
- on the primary rescuer's count, the backboard is pulled (lifted slightly as needed) by the secondary rescuer
- primary rescuer assist with extraction by pushing (lifts slightly as needed) from the feet-end of the backboard

Three or More Rescuers – Option #1

Secondary Rescuer

- slides the backboard into the pool keeping the backboard rails against the pool wall
- pushes the backboard down as deep as possible and, ideally, hitting the bottom of the pool

Primary Rescuer

- moves the victim to the backboard, while maintaining manual inline stabilization
- places the victim's back against the backboard

Secondary Rescuer

- lifts-up on the top edge of the board to guide the lower end of the board fully underneath the victim and the back of the victim's head is centered on the head pad
- places top edge of the backboard on the edge of the pool wall and slides it to a position of stability
- simultaneously places the head pillows on each side of the victim's head
- places the head strap across the victim's forehead

Primary Rescuer

- places the one strap under the victim's armpits
- places the next strap over top of the victim's arms at approximately the victim's waist level
- places the final strap over the victim's legs at approximately midway between the knees and ankles

Primary & Secondary Rescuers

- ensures all straps and headgear is secure
- on the primary rescuer's count, the backboard is pulled (lifted slightly as needed) by the secondary rescuer
- primary rescuer assist with extraction by pushing (lifts slightly as needed) from the feet-end of the backboard

Three or More Rescuers – Option #2

Primary Rescuer

- Moves the victim to the side of the pool as close to steps or stairs as possible

Secondary Rescuer

- enters the pool with the backboard
- pushes down in the center of the flat backboard with both hands until it is deep enough to move under the victim without it touching the victim
- guides the backboard up to the victim's back
- centers & balances the victim on the backboard with his or her centered on head pad
- slides spare rescue tube(s) perpendicular under the backboard

Primary Rescuer

- Directs secondary rescuer to assist in moving the victim, while on the backboard so that the feet-end is resting on a stair, on a step, or in the gutter

Secondary Rescuer

- places the one strap under the victim's armpits
- places the next strap over top of the victim's arms at approximately the victim's waist level
- places the final strap over the victim's legs at approximately midway between the knees and ankles
- simultaneously places the head pillows on each side of the victim's head
- places the head strap across the victim's forehead

Primary Rescuer

- ensures all straps and headgear is secure
- directs secondary rescuer to assist in moving the victim
- on the primary rescuer's count, the backboard is pulled (lifted slightly as needed) by the secondary rescuer
- primary rescuer assist with extraction by pushing (lifts slightly as needed) from the feet-end of the backboard

Three or More Rescuers – Option #3

Primary Rescuer

- Moves the victim to the side of the pool as close to steps or stairs as possible

Secondary Rescuer

- enters the pool with the backboard
- turn the backboard so that it enters the water from a long side edge (as opposed to entering the water with the back of the board flat against the water).
- guides the backboard up to the victim's back
- centers & balances the victim on the backboard with his or her centered on head pad
- slides spare rescue tube(s) perpendicular under the backboard

Primary Rescuer

- Directs secondary rescuer to assist in moving the victim, while on the backboard so that the feet-end is resting on a stair, on a step, or in the gutter

Secondary Rescuer

- places the one strap under the victim's armpits
- places the next strap over top of the victim's arms at approximately the victim's waist level
- places the final strap over the victim's legs at approximately midway between the knees and ankles
- simultaneously places the head pillows on each side of the victim's head
- places the head strap across the victim's forehead

Primary Rescuer

- ensures all straps and headgear is secure
- directs secondary rescuer to assist in moving the victim
- on the primary rescuer's count, the backboard is pulled (lifted slightly as needed) by the secondary rescuer
- primary rescuer assist with extraction by pushing (lifts slightly as needed) from the feet-end of the backboard

Chapter Eleven Recap

1.) Signs and symptoms of spinal trauma might include:
   a.) Altered state of consciousness
   b.) Fluids exiting the mouth, nose, ear, and/or eyes
   c.) Neither a or b is correct
   d.) Both a and b

2.) Aquatic facilities must consult and coordinate with their local EMS for guidance on treating victims of spinal trauma.
   a.) True
   b.) False

3.) The Head-Chin-Chest Grip and the Arm Splints are two viable techniques to immobilize the victim of suspected spinal trauma in the water.
   a.) True
   b.) False

4.) When using the Arm Splints technique in shallow water, why is it important for the lifeguard to slowly, gently, and while maintaining inline stabilization to walk the victim around the pool while awaiting the backboard?

ASHI (an HSI company) Basic First Aid – Chapter 12

&

ASHI (an HSI company) Basic Life Support (BLS) – Chapter 13

Chapters twelve (12) and thirteen (13) are to be delivered as a separate ASHI course - Basic Life Support (BLS)/First Aid. All WASH instructors must hold a valid ASHI Instructor certificate at the BLS level. Successful completion of the ASHI Basic Life Support (BLS)/First course leads to an ASHI BLS/First Aid certificate which will remain valid for a period of one (1) year and the Basic First Aid certificate will remain valid for two (2) years from the date listed on the certificate.

All ASHI manuals, ancillary materials and resources for their BLS/First Aid must be referenced and utilized according to the ASHI guidelines.

In-Service Training – Chapter 14

OBJECTIVE(S): 1. Explain the need for continuing practice to keep skills sharp; 2. Explain the need for regular in-service training.

INSTRUCTOR CHAPTER 14 QUICK GUIDE

Chapter 14	Content & Skills Delivery
Mini-Lecture	• Discuss the need for ongoing in-service training sessions • Discuss possible topics and skills that should be included in facility in-service training sessions **Instructor should reference chapter 14 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	NO DEMO
Practice	NO SKILLS PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

In-Service Training

It is not enough for lifeguards to complete a Certification or recertification course every 1-2 years. Lifeguards must be engaged in ongoing professional development and in-service training at the aquatic facility for which he/she will be providing lifeguard coverage.

Regular and routine in-service training ensures the lifeguard(s) are physically and mentally prepared to properly respond during an emergency.

In- service training topics should be varied and should also address facility-specific concerns. Above all, the rescue skills of lifeguards must remain sharp.

In-service must address, at minimum, the following:

- Learning & practicing the EAP
- Facility rules and regulations
- Preventative lifeguarding techniques
- Refreshing of skills learned in the lifeguard/CPR/AED/1st Aid Certification Course
- Overall risk management
- Facility documentation & administrative procedures
- Review of local, state, and federal requirements of lifeguards
- Industry standards for lifeguards, staff, and aquatic facilities

Lifeguards must be held accountable for keeping their lifesaving skills sharp and in good form - one never knows when they will be needed.

Lifeguards should attend regular in-service trainings for continuous improvement.

Special Scenarios – Chapter 15

OBJECTIVE(S): 1. Identify limitations of one lifeguard facilities; 2. Identify physical skills that require adapting if working at one lifeguard facilities; 3. Explain how to adapt physical skills at one lifeguard facilities to be able to provide effective emergency care; 4. Identify the unique challenges presented by specific facility features; 5. Explain how to provide emergency care when dealing with specific facility features.

INSTRUCTOR CHAPTER 15 QUICK GUIDE

Chapter 15	Content & Skills Delivery
Mini-Lecture	• Discuss the unique challenges for a lifeguard at a single lifeguard facility and how to adapt rescue/emergency care skills • Discuss the unique challenges for lifeguards working at a facility with special water features (i.e. slides, log rolls, lazy river, etc…) **Instructor should reference chapter 15 for further details to share with students**
Video	NO VIDEO CLIP
Demonstration	NO DEMO
Practice	NO SKILLS PRACTICE
Reflect	• Provide students time to reflect on information, discuss, and ask questions prior to moving on to next lesson/chapter.

Facilities with One Lifeguard

It is vital for a lifeguard who may find him or herself working alone at a pool or facility to know how to effectively handle an emergency in the absence of trained back-up coverage. Throughout this manual and the WASH lifeguard certification program, there are skills and content knowledge included that address one lifeguard scenarios. General 'rules of thumb' for lifeguards who are working alone include:

- Always activate the EAP prior to responding to an emergency
- Enlist the help of bystanders when available
- If possible, stabilize the victim and await arrival of EMS

Facilities with Special Features

- Splash Pad
- Diving Board
- Slide
- Lazy River
- Log Roll

Special features must be inspected on a daily basis to ensure they are properly functioning and pose no risk to patrons because of operational issues or concerns. Any feature that is not functioning as it is designed and/or has other maintenance related issues should immediately be closed to the patrons. It should not be reopened until and unless the necessary repairs have been completed and inspected. Lifeguards must also remain vigilant during operational hours and report any malfunction; perceived malfunction; loose, broken, missing, or worn pieces or equipment; unusual noises or change in the manner in which the feature is operating including power surges or outages and water delivery or flow issues.

The facility should have safety checklist that is specific to each water or special feature on the property. These checklists must be completed each time the feature is inspected. They should be signed and dated by the person completing the inspection and kept on file in the management office. Of course, any issues should be immediately reported to management and the feature closed to patrons.

Additional attention should be given to how best to position lifeguard staff at the special features. At minimum, there should be at least one lifeguard at the top and the bottom of any slide feature; lifeguards are strategically placed along the entire path of any lazy river type feature; at least one lifeguard in the deep portion and at least lifeguard in the shallow portion of any feature of multiple depths; there are no blind spots in coverage areas; back-up coverage is easily attained.

Generally speaking, when considering the positioning of lifeguards, the aquatics management staff must ensure:

- At least one lifeguard with immediate and easy access to the emergency shut-off button for each special feature
- No portion the water in any of the special features is left unguarded and there are no blind spots in the water
- All lifeguards working the same special feature have a reliable and effective method of communication with one another in addition to whistle signals. Ideally, all lifeguards in the facility share the same method of communication and have the ability to communicate with any and all other staff at the facility.

Missing Person/Child

Any time the lifeguard(s) is notified a person missing, he/she should:

- Obtain the name and complete description – including age, gender, hair color, eye color, clothing description.
- Find out the person's last known location.
- Find out if the missing person was engaged in an activity on the pool deck/beach; was last seen in the water; if the missing person was walking in a particular direction. It is IMPORTANT to note: statistically speaking, missing children and elderly will walk with the wind along the shoreline.
- Find out if the missing person has any medical conditions.
- Obtain any other information that may be helpful in locating the missing person.
- Contact dispatcher with the above information so the dispatcher can alert other lifeguard(s). If there is no dispatcher, alert nearby businesses and utilize any type of communication and/or public address system to alert the public on or around the beach.
- Instruct the family of the missing person to remain in one location so that the lifeguard(s) can easily and quickly make contact as and when needed.
- If the missing person was last seen in the water, lifeguard(s) must immediately assess and investigate to determine if a water search should be conducted.
- Notify the dispatcher when the missing person is located.

Any time a missing child is brought to a lifeguard, the lifeguard(s) should:

- Notify the dispatcher of the missing child being sure to share a complete description – the dispatcher will alert other lifeguard(s).
- If lifeguard does not immediately locate the parents, the missing child should be kept with the lifeguard. It may be useful to use one long whistle blast to gain attention of swimmers and beachgoers and point out the missing child.
- If, after the above public notification, the parents are not located, the child should be taken to the next lifeguard station and the procedure repeated.
- Ensure that the child is comforted and his/her emotional well-being is preserved during the process.
- If this procedure is unsuccessful in locating the parents, the child should be transferred to the local authorities for their assistance in locating the parents.
- At no time during the process, should any lifeguard leave his/her area unguarded.

Chapter Fifteen Recap

1. Lifeguards should utilize bystanders during an emergency at one lifeguard facilities.
   a.) True
   b.) False
2. When using bystander assistance, the lifeguard must provide verbal instructions to the bystander for each sequence of care provided before providing it.
   a.) True
   b.) False

Waterpark Lifeguard Course Outline

Chapter 1 – Introduction to Waterparks

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Diving Boards	• Identify the types of & characteristics of diving boards. •	30
Waterslides	• Identify the types of & characteristics of waterslides.	45
Lazy Rivers	• Identify the characteristics of lazy rivers.	30
Wave Pools	• Identify the characteristics of wave pools.	30
Splash Pads & Other Play Features	• Identify the characteristics of and special features of splash pads and play structures.	30
Total Time (minutes)		165

Chapter 2 – Preventative Lifeguarding & Risk Management in the Waterpark Setting

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Operations Protocols	• Explain the need for operating procedures. • Detail what must be included in the facility's operating procedures.	35
Rules and Safe Usage Directions	• Identify overall standard waterpark rules. • Identify ride or feature-specific waterpark rules. • Explain site-specific waterpark rules.	20
Personal Flotation Devices	• Identify what and where flotation devices are permitted, disallowed, and/or required.	15
EAP's, Risk Inspections, & Audits	• Explain what an EAP for a waterpark must include. • Explain the purpose of facility inspections and audits. • Detail what should be inspected and what follow-up is required. • Explain the benefits of internal and external audits of the facility.	45
Total Time (minutes)		115

Chapter 3 – Patron Surveillance & Scanning in the Waterpark Setting

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Dangers & Special Operational Considerations for Waterpark Lifeguards	• Explain the variety of dangers and special operational considerations at waterparks. • Explain how best to mitigate the risks within waterparks.	40
Communication within waterparks	• Identify the various communication techniques and when & how each should be utilized.	30
Patron Surveillance & Scanning	• Identify the challenges to effective surveillance and scanning in a waterpark setting. • Explain the positioning of lifeguard stations within a waterpark. • Explain when and how individual lifeguards should reposition him/herself to maintain effective surveillance.	35
Lifeguard Rotations within a Waterpark	• Detail the steps of an effective and safe lifeguard rotation in the waterpark setting.	15
Total Time (minutes)		120

Chapter 4 – Water Emergencies in the Waterpark Setting

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Emergency Shutoffs	• Explain the need for emergency shutoffs, where they are located and when and how to utilize them.	15
Water Rescues	• Understand the additional steps that may need to be undertaken to perform a rescue within a waterpark feature. • Understand the special considerations for each type of waterpark feature when executing a water rescue.	60
Total Time (minutes)		75

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		30
Total Time (minutes)		30

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		75
Total Time (minutes)		75

TOTAL WATERPARK LIFEGUARD CURRICULUM COURSE TIME **(does not include the pre-reqs and/or the formal written and/or practical assessments):**
7 Hours, 55 Minutes

IMPORTANT NOTES:
*Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills.
**This is a specialty add-on to the core pool lifeguard course. All participants in this course must hold a current World Academy of Safety & Health (WASH) pool lifeguard certification (alternatively, the pool lifeguard course can be conducted in conjunction with and as a pre-requisite to the waterpark course).
***ASHI Basic Life Support (BLS)/First Aid can be added for those who require it.

PLEASE NOTE: The Waterfront Lifeguard Course is considered an add-on to the pre-requisite Pool Lifeguard Course*

Introduction to Waterparks – Chapter 1

OBJECTIVE(S): 1. Identify the special features within a waterpark; 2. Identify the characteristics of each of these waterpark features.

Waterparks have special features that require additional training for lifeguards in the use of the proper and most effective techniques and preventative measures to ensure patron safety in the waterpark setting. It is important to note that as the aquatics industry continues to evolve, there will likely be new features designed and introduced into waterparks across the world. As an industry, we will need to remain flexible and open to new learning when it comes to providing proper lifeguarding for these new features.

Waterparks have special features not seen at standard swimming pools. These features can include any combination of the following:

Diving Boards

The depth of diving pools can vary and depends on the height of the diving board or boards at the facility. Typically, the pool depth is 4 meters (13.12 feet) when there is a springboard and/or a 5 meter platform and the pool depth is 5 meters (16.40 feet) if there is a 10 meter platform.

Spring Board: springboards are flexible and have hinges on the end attached to the pool deck. These diving boards can be 1 meters or 3 meters above the surface of the water. Modern springboards use aircraft-grade aluminum in their construction and have an epoxy resin on the board's surface to create a slip-resistant surface. Additionally, these springboards have, what is called, a fulcrum located halfway between the board's attachment on the pool deck and the end of the board over the water. This fulcrum is adjustable and is used to tighten (or loosen) the board.

High Dives and Platforms: platforms are stationary diving structures that can be 5 meters, 7 meters and 10 meters in height and are built into a diving "tower". These platforms and structures, typically, utilize concrete in their construction. Often times, they have a mat on the platform's surface to prevent divers from slipping.

Waterslides

There are several types of waterslides all with their own unique features and characteristics which require the lifeguard(s) to be familiar with and know how to react to emergencies on each type of slide at the facility he or she will be working.

Kiddie Slides: these slides all share similar characteristics in that they are slow riding, not too tall or steep, empty into a very shallow catch pool that is, typically no deeper than a few inches. These slides can be free-standing or they can be, in some facilities, attached to or a part of another structure or splash pad area. It is not uncommon for these types of slides to either mounted to the pool deck or be part of the mold of the pool's wall.

Tube Slides: as the name implies, users sit a top or inside a tube while descending the slide. The profile of these slides is u-shaped and they are open to the air on the top of the slide. Typically, these slides have high walls to prevent users from leaving the slide while descending.

Mat or Pad Slides: riders use a foam or PVC mat to sit on as he/she descends the slide. These slides may have a single lane or, as is usually the case, have multiple lanes and accommodate multiple riders at one time. They are not usually steep slides.

Speed Slides: riders descend at high rates of speed in or on a slide that is typically steep, narrow and straight down from the starting point to the rider release point. These slides are between 75 feet and 300 feet in length and can be open or an enclosed body slide.

Drop Slides: riders are plunged into a deep area of the catch pool from a height. These slides are of a simple design and do not require a tremendous amount of space within the facility to install. They can and are easily added to existing pools who need to conserve space and money.

The drop slide into the "catch pool".
FIGURE C.1.1
World Academy of Safety & Health

Rafting Slides: riders descend the slide on top of or inside a raft. The slides and, subsequently, the rafts can be a variety of sizes to accommodate a single rider or a family of riders all in one raft. The slide itself can contain multiple features that include areas that are open, closed, curves and changes in elevation with the slide transitioning multiple times between uphill and downhill patterns.

A raft slide with single riders on a tube descending the feature.
FIGURE C.1.2
World Academy of Safety & Health

Serpentine Slides: the single characteristic that sets these slides apart from the other types of slides is the fact that they constantly twist and change directions. The changes of direction are a result of a series of sharp twisting curves in the slide.

Lazy Rivers

Lazy river features are shallow, long winding pools in which water moves in a single direction at between 1-3 miles per hour (mph) which equates to about 2-3 feet per second. These pools are "closed" features meaning that there is no distinct starting or ending point. Instead, users are able to enter and exit the water in multiple locations along the pools' route. In some cases, only users on rafts or inner tubes are permitted in this type of pool while in other facilities, users with or without rafts are permitted to utilize these pools.

Wave Pools

These swimming pools have artificially or mechanically generated waves which can be similar to those found in open tidal water environments. These pools are narrower at the back where the waves are generated as compared to the front of the pool where the water meets the "beachfront".

There are various entry and exit points within a wave pool that can include: ladders on the side walls of the pool and zero entry along the shallowest portion of the pool or "beachfront".

One specialty type of wave pool growing in popularity is the surf pool. They are specifically designed for the sport of surfing and there are no other users in these pools. The waves being generated have also been designed to create the best experience for those wanting to surf.

Play Features, Spray Pools and Splash Pads

Based upon the exact play structures, water depth and other factors within these features, lifeguards may or may not be required.

Play Features: these structures usually include a few different features within the larger structure. For example, within a play feature one may find small kiddie waterslides; very shallow kiddie pools; and small spray nozzles either in the raindeck itself or above the ground.

Spray Pools and Splash Pads: Typically, these types of features have little to no depth or standing water associated with them. These features include: spray nozzles in the raindeck that propel water upwards into the air; spray nozzles above the ground; movable spray nozzles; and shower features in various shapes that drop water onto users. The floor of these features is usually composed of non-slip rubber.

Preventative Lifeguarding – Chapter 2

OBJECTIVE(S): 1. Explain the need for operating procedures; 2. Detail what must be included in the facility's operating procedures; 3. Identify overall standard waterpark rules; 4. Identify ride or feature specific waterpark rules; 5. Explain site specific waterpark rules; 6. Identify what and where flotation devices are permitted, disallowed, and/or required; 7. Explain what an EAP for a waterpark must include; 8. Explain the purpose of facility inspections and audits; 9. Detail what should be inspected and what follow-up is required; 10. Explain the benefits of internal and external audits of the facility.

Operational Protocols

These protocols are designed to mitigate risk and provide for an overall safer environment throughout the waterpark for guests, colleagues, vendors and anyone else visiting the facility. There should be broad operating protocols that govern the overall waterpark and there should also be ride or feature-specific operating protocols that govern each feature or ride within the waterpark.

The operating protocols should be: posted in a location for all staff to easily see and access them; available at each ride or feature; included in staff and facility handbooks. Additionally, the ride or feature-specific operating protocols should be available to all staff members and should, at a minimum, provide an overview of:

- Rules & Signage for the Feature
- Staffing & Training
- Safety Protocols & Rider Requirements
- Inspections & Audits
- Emergency Action Plan & Flow of Water

Rules and Regulations

Similar to the operating protocols, there should be rules for the overall safe operation of the waterpark and there should be ride or feature-specific rules that go above and beyond or into greater detail than the standard set of facility rules.

The overall facility rules should be prominently posted at all facility entrances; high traffic areas within the waterpark; all ticket windows; and dispatch areas of waterslides and other rides or features.

The ride or feature-specific rules should be prominently posted at the entrance to each respective feature. These rules must include safe use directions for each specific ride or feature. At a minimum, they must include:

- Height requirements
- Weight requirements
- Positioning of users on the ride/feature
- Rafts required or prohibited between users
- Age requirements
- Clothing requirements or prohibitions
- Timing, space & distance requirements

It is important that the established broad rules for the waterpark as well as each ride or feature within the waterpark originate from:

- Manufacturer's recommendations
- Industry standards, best practices, and recommendations
- Facility specific rules and guidelines

Personal Flotation Devices

Rules related to personal flotation devices within a waterpark will likely be varied from one ride or feature to another. For example, some rides will require personal flotation devices for users of a particular age, height and weight. Other rides will not permit the wearing of personal flotation devices for any users.

Waterpark managers should check local laws as some may require use of lifejackets throughout the waterpark and/or on particular rides or features within a waterpark. When and if required, it is important for waterpark facilities to provide staff proper training on the use of and sizing of lifejackets. It is equally important to Properly maintain the lifejackets ensuring they will continue functioning properly.

Lifejacket/Personal Flotation Devices used for specific rides or features within a waterpark.
FIGURE C.2.1
World Academy of Safety & Health

EAP's, Risk Inspections & Audits

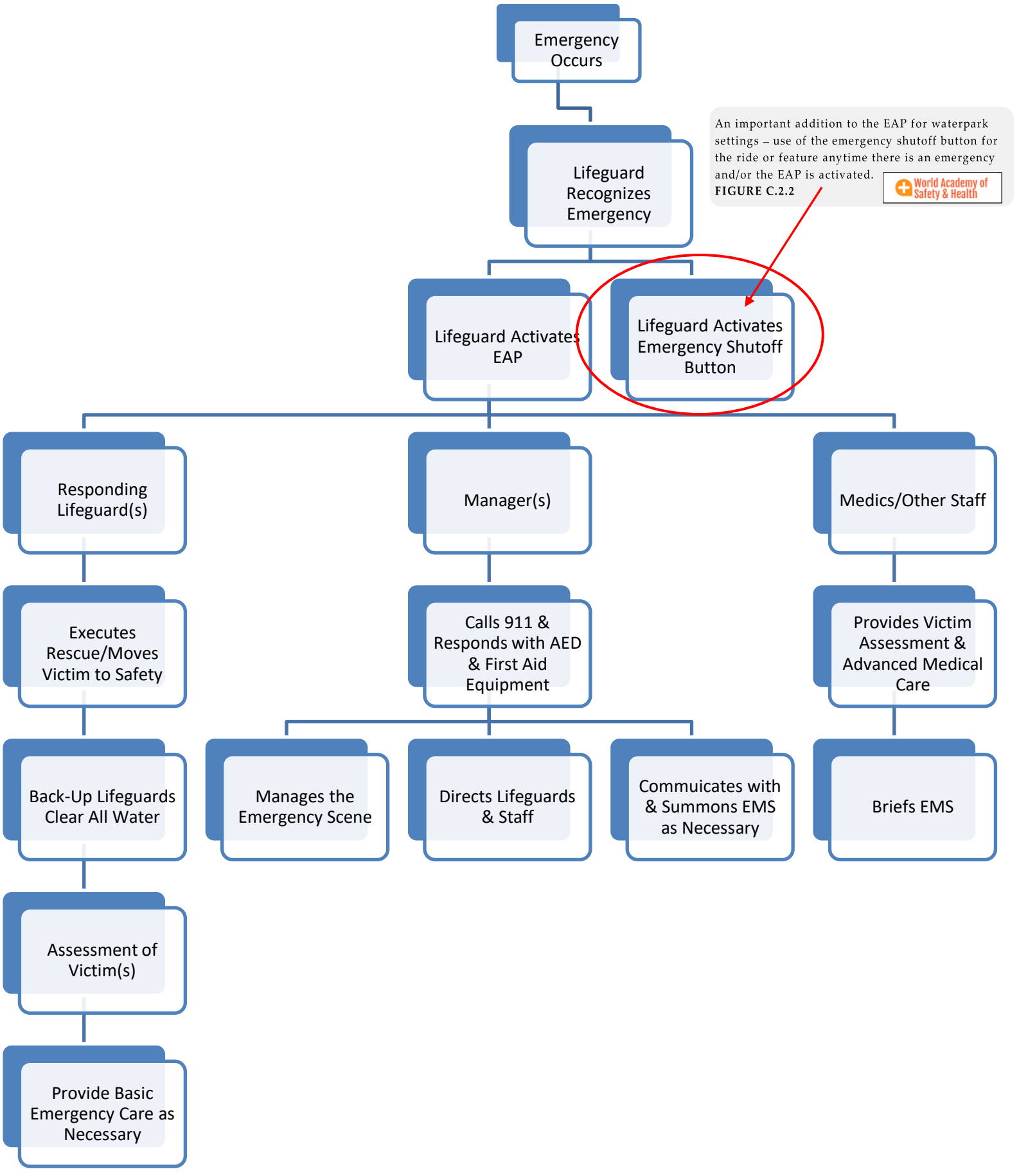
During in-service training, waterpark management should routinely review and practice the facility's Emergency Action Plan (EAP) with all employees. All waterpark facilities should also conduct daily inspections and regular internal audits to mitigate risk.

The EAP must be published, easily accessible and posted in visible locations for lifeguards to see. A well-designed EAP states, specifically, what each staff member should do, when he/she should do it, and exactly how to do it by outlining exact procedures.

Activation of the EAP must occur every time there is an emergency and/or a lifeguard or other staff member recognizes an emergency and/or victim. Typically, in an aquatic environment, activation of the EAP occurs with the whistle signal being used to signify a water or land-based emergency.

Facility inspections should occur, at a minimum, on a daily basis prior to opening. The inspection must include: rescue equipment, first aid supplies and equipment, each ride and feature within the facility, the unguarded areas such as the pool decks and pump rooms, and pool water quality. The purpose of these daily inspections is to identify items and/or areas that may pose a risk to patrons and/or employees. Any issue with rescue equipment, a lack of first aid supplies, unsafe condition with a ride or feature, and/or other unsafe area(s) must be documented and immediately reported. The facility should not open to swimming until and unless all equipment is stocked and in good working condition and all deck conditions are safe for use.

The facility should provide a daily checklist for the purpose of daily inspections. The completed checklists should be consistently and accurately completed and kept on file in the facility's office. Even with an inspection occurring at the start of each day, lifeguards and other staff must remain vigilant throughout the day to identify anything out of the ordinary with each ride or feature as problems may develop during the course of the daily operation.



An important addition to the EAP for waterpark settings – use of the emergency shutoff button for the ride or feature anytime there is an emergency and/or the EAP is activated.

FIGURE C.2.2

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Patron Surveillance & Scanning in the Waterpark Setting – Chapter 3

OBJECTIVE(S): 1. Explain the variety of dangers and special operational considerations at waterparks; 2. Explain how best to mitigate the risks within waterparks; 3. Identify the various communication techniques and when and how each should be utilized; 4. Identify the challenges to effective surveillance and scanning in a waterpark setting; 5. Explain the positioning of lifeguard stations within a waterpark; 6. Explain when and how individual lifeguards should reposition him/herself to maintain effective surveillance; 7. Detail the steps of an effective and safe lifeguard rotation in the waterpark setting.

Dangers and Special Operational Considerations

Remember, the primary purpose of a lifeguard's presence is the safety and well-being of the people (patrons and co-workers) at the aquatic facility. The rides and features found in many waterparks present unique challenges for lifeguards – most features require multiple lifeguard stations. Waterslides must have a lifeguard at the top of the slide (dispatch area), at least one lifeguard in the catch pool and possibly additional lifeguards at exit points. Additionally, many users may quickly become scared, panicked, dizzy, and/or unsure of him or herself while in, on or around certain waterpark rides and features. For example, wave pools do not constantly produce waves. When waves are going to be produced, typically a noise signals patrons that wave action is about to commence. This will send some running to exit the pool. During this time, lifeguards must pay special attention to those attempting to exit the pool, those remaining in the pool, and those who may become disoriented or otherwise require assistance once the wave action begins.

To mitigate these impacts and to be able to effectively respond when needed, the following areas should be closely monitored:

- Time and space intervals
- Steps/stairs to the dispatch area or slide entrance
- Slides, particularly raft slides, for users who may have fallen off the mat or raft
- Catch pools, wave pools and lazy river entry points
- Collisions between users; between users and the slide; between users and the terminus
- Catch pools, wave pools and lazy river exit points

Waterslide Dispatch Area which requires a lifeguard to monitor the time and space intervals of the users.
FIGURE C.3.1

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Statistically, most injures in waterparks are a combination of accidents that occur on or around waterslides and slips and falls on wet surfaces – a combined 78.1% of all injuries occurring inside waterparks. According to a study conducted by staff at Akdeniz University,

> *In water park injuries, while children suffer especially head and maxillofacial trauma, extremity and spinal injuries are frequent in the adult group. Unless sufficient and required safety precautions are maintained during water park activities, fatal injuries may occur. Although extremity traumas are common in water park injuries, fatal injuries particularly due to spinal and head trauma should not be disregarded. Waterslides comprise an important injury source in water parks*[15].

Prevention of emergencies and accidents within a waterpark must be a team effort – lifeguards and staff at all locations within the facility must maintain effective patron surveillance and continually reinforce the rules with patrons. For example, at a waterslide the lifeguard at the dispatch position should remind each rider of all rules; the lifeguard at the catch pool area should move riders away from the slide's entry point; the other lifeguards at the exit points should maintain patron surveillance in the catch pool.

Communication

Waterpark facilities use similar, of not the same, systems of communication as other aquatics facilities. Though there are some special considerations within waterparks. For example, a dispatch area lifeguard may not be able to see the lifeguards at the bottom of the slide. Hence, he or she must be able to communicate with management and fellow lifeguards using a method that does not require any visual contact.

Examples of the methods of communication that can be used within a waterpark include: telephone, hand signals, handheld flags, whistles, megaphones, air horns, public address systems, electronic switches and buttons, two-way handheld radios. Each area and/or feature within a waterpark may require a different methos of communication based upon that feature's layout and other characteristics.

Surveillance

Lifeguards in waterpark environments may have their ability to effectively scan the water and provide sufficient patron surveillance. There are many features that may impede the lifeguards' line of sight and make it difficult or impossible to see large areas of the feature. For example, fountains, waterfalls, water dumps, and spray features all may make it impossible for lifeguards to scan and effectively provide surveillance of areas in and around these features. Additionally, when lifeguarding at a wave pool, it may become impossible to see users in the lull of each passing wave from the stationary, seated lifeguard station.

In these cases, lifeguards must re-position themselves or stand up to provide proper and effective surveillance to all users in all areas within the lifeguard's zone of coverage. If re-positioning is not sufficient, the lifeguard(s) must walk around to ensure surveillance of all users is possible and effective. If there remain areas within the lifeguard's zone of coverage that are difficult to scan, additional lifeguard(s) may be required so that the entire zone is effectively scanned.

Proper Scanning

Effective and proper scanning does not change from a swimming pool to a waterpark. But, it may require adjustments based upon the feature being scanned. Proper scanning in the waterpark setting still occurs in three stages:

4. Scanning & Sizing Up
5. Focusing & Sizing Up
6. Activating EAP

To properly and effectively **scan and size up**, the lifeguard must visually inspect his or her assigned area while looking for the common signs and symptoms of distress or drowning. There may be features within a waterpark ride that impede the lifeguards' ability to see the entirety of the zone of coverage. In a lazy river, for example, the lifeguard may have to walk throughout his or her zone of coverage to ensure effective scanning is possible. While at a wave pool, the lifeguard(s) may find that it is necessary to stand at his or her station.

If the lifeguard observes anything unusual, erratic or otherwise concerning he or she should **focus** on the patron(s) exhibiting this behavior and/or the area of the ride or feature where the activity is taking place and **size up again**. The focusing and sizing up stage requires the lifeguard(s) to be familiar with the hazards and the behaviors of someone in trouble for each ride within the waterpark. Additionally, when sizing up a possible situation or person requiring assistance, the lifeguard must learn to differentiate between someone who requires assistance and someone who may have been caught off-guard or been knocked over but is able to get up and exit the ride or feature without assistance. The ability to determine who requires assistance and who does not is a learned skill that each lifeguard will further develop with each shift and his or her familiarity with each ride increases.

If the lifeguard decides, based on his or her sizing up activities, that a response is required then the facility Emergency Action Plan (EAP) should be immediately activated.

Rotations

Rotations of lifeguards within a waterpark setting should be conducted in the same manner they are conducted in non-waterpark aquatic facilities and swimming pools.

Steps of an Effective & Safe Rotation

The transition from one lifeguard to another must take place in a manner consistent with constant patron surveillance. At no time during the transition should patron surveillance be compromised. There must always be at least one lifeguard maintaining surveillance duties.

Steps:

6. Incoming lifeguard stands next to the lifeguard station, careful not to impede the view of the lifeguard in the stand.
7. Incoming lifeguard begins patron surveillance from the standing position and communicates this to the lifeguard in the stand.
8. Lifeguard in the stand passes the rescue tube to the incoming lifeguard; gathers belongings; exits the lifeguard stand; maintains a standing position and patron surveillance on the opposite side of the stand from the incoming lifeguard.
9. Outgoing lifeguard maintains patron surveillance while incoming lifeguard gets situated in the stand and takes over patron surveillance and communicates this to the outgoing lifeguard.
10. Outgoing lifeguard s now free to move on to the next lifeguard station in the rotation cycle.

Steps of an Effective & Safe Dispatch Lifeguard Rotation

Steps:

1. Incoming dispatch lifeguard stands next to the dispatch lifeguard station, careful not to impede the view of the dispatch lifeguard.
2. Incoming and outgoing dispatch lifeguards communicate any pertinent information to one another.
3. Outgoing dispatch lifeguard maintains surveillance and rider dispatch duties while the incoming dispatch lifeguard gets situated.
4. Incoming and outgoing dispatch lifeguards dispatch at least one rider together.
5. Incoming dispatch lifeguard takes over full surveillance and rider dispatch duties.
6. Outgoing dispatch lifeguard s now free to move on to the next lifeguard station in the rotation cycle.

Water Emergencies – Chapter 4

OBJECTIVE(S): 1. Explain the need for emergency shutoffs, where they are located and when and how to utilize them; 2. Understand the additional steps that may need to be undertaken to perform a rescue within a waterpark feature; 3. Understand the special considerations for each type of waterpark feature when executing a water rescue.

Emergency Shutoffs

Sometimes referred to as the E-stop or kill switch, this button deactivates the power supply to the feature(s) of a waterpark ride (i.e. wave generator in a wave pool, water flow current in a lazy river). These shutoff buttons are red in color and are usually found on or near the lifeguard station. No matter where the emergency shutoff button is located for each ride within the waterpark, each lifeguard should know exactly where each one is and how to access it when needed.

Water Rescues

Due to the unique challenges presented by the features within a waterpark, water rescue procedures must be adapted to the conditions found within the feature for each rescue. It will be difficult if not impossible for lifeguard(s) to effectively respond and adapt the rescue procedure to the ride and conditions found if never practiced during in-service sessions. It is vital that lifeguards are trained and practice executing rescues of all kinds in all situations and locations within a waterpark's rides and features.

Special Considerations When Executing a Rescue in Waterpark Setting

- Always ensure the emergency shutoff button has been activated.
- Always:
  - Know your water depth.
  - Always enter at the deepest point if possible.
  - Always enter the water feet first with the slide-in entry or compact jump entry.
- Never fight the flow of water. Always move with the flow of the water:
  - Attempt water entry in the deepest "up current" position in a waterpark feature involving flow. In other words enter the water in a spot that the current helps move you toward the victim(s) as opposed to entering the water "down current" and fighting the flow to reach the victim(s).
  - Always attempt victim extraction by moving the victim the same direction as the flow of water.
  - Always position lifeguards facing away from the flow of water to help shield the victim(s) from the flow and to make it easier for lifeguards to secure and support the victim(s).
  - If possible, float with the victim(s).
- Always be prepared to initiate rescue breathing in the water as extinction in the waterpark setting can take longer given the unique layouts and features.

These guidelines and considerations apply to spinal trauma in the waterpark setting as well.

Waterfront Lifeguard Course Outline

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Special Considerations	• Identify special and unique features when guarding open water. • Explain best practices for dealing with the special features of open water environments.	65
Submerged Victims	• Explain how to mark a victim's last known position in an open water environment. • Detail the procedures (shallow and deep water) to conduct a line search to locate a submerged victim when bottom cannot be seen.	65
Equipment	• Identify special equipment used to lifeguard in an open water environment. • Demonstrate effective use of rescue equipment and technique(s).	240
Total Time (minutes)		370

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		30
Total Time (minutes)		30

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		75
Total Time (minutes)		75

TOTAL WATERFRONT LIFEGUARD CURRICULUM COURSE TIME **(does not include the pre-reqs and/or the formal written and/or practical assessments):**
6 Hours, 10 Minutes

IMPORTANT NOTES:
*Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills.
**This is a specialty add-on to the core pool lifeguard course. All participants in this course must hold a current World Academy of Safety & Health (WASH) pool lifeguard certification (alternatively, the pool lifeguard course can be conducted in conjunction with and as a pre-requisite to the waterfront course).
***ASHI Basic Life Support (BLS)/First Aid can be added for those who require it.

PLEASE NOTE: The Waterfront Lifeguard Course is considered an add-on to the pre-requisite Pool Lifeguard Course*

Purpose of Certification and Training Course

The purpose of the World Academy of Safety & Health (WASH) Lifeguard Curriculum and Certification program is to provide the participant(s) with the confidence, content knowledge, and physical skills to recognize, respond, and recover in the event of an emergency in or around a swimming pool, aquatics facility, or non-tidal open water.

This program offers the flexibility to be able to adapt the physical skills and/or the type of emergency response and care to the specific and/or special circumstances at an aquatic facility.

This course is not designed to train lifeguards to supervise other lifeguards. In order to provide lifeguard supervision, successful completion of a management or supervisory course is necessary.

All course participants have electronic access (using the student login on lifeguardcertifications.com) to course manuals, course slide presentations, and course skills video clips beginning with class registration and until the expiration date on the WASH certificate.

Certification Policies & Procedures

Provider-Level Course Prerequisites

Prior to the start of the course participants:

- Must be, at minimum, fifteen (15) years of age by the final meeting date of the course to be eligible to enroll.
- Must successfully demonstrate the course's pre-requisite physical skills:
  - Swim 500 yards using only front crawl or breaststroke without resting. This is an untimed event.
  - Tread water using only one's legs for two (2) minutes.
  - Swim twenty-five (25) yards, dive to a depth between six (6) feet and twelve (12) feet to retrieve a ten (10) pound weight, return to the surface, swim twenty-five (25) yards back to the starting point while keeping the ten (10) pound weight above the water's surface. The participant must exit the pool without use of stairs or steps with the 10-pound weight in hand. Each participant will have a maximum of 1 minute and 40 seconds to complete this prerequisite skill.

Requirements for Successful Completion of Provider-Level Course

In order to earn a World Academy of Safety & Health (WASH) Waterfront Lifeguard certificate, participants:

- Must be present for all class meetings. This includes but may not be limited to classroom sessions, pool sessions, another in-person sessions.
- Must meet the course objective for each lesson by successfully demonstrating each required physical skill.
- Must earn a minimum score of eighty (80) percent on the final proctored written exam.

Certification Period for Provider-Level Course

Each World Academy of Safety & Health (WASH) Lifeguard certificate will have a validity period of one (1) year from the date of completion. This date as well as the certificate expiration date will be shown on the certificate itself.

Each American Safety & Health Institute (ASHI), an HSI company, certificate earned during a World Academy of Safety & Health (WASH) course will have a validity period of one (1) year from the date of completion. The Basic First Aid certificate will have a validity period of two (2) years from the date of completion. These dates as well as the certificate expiration date will be shown on the certificate itself.

World Academy of Safety & Health (WASH) reserves the right to suspend, revoke, or otherwise temporarily and/or permanently terminate the validity of any WASH certificate at any time and for any reason. This is at the sole discretion of World Academy of Safety & Health (WASH).

Certification Renewal Requirements for Prover-Level Course

There are three (3) options available to World Academy of Safety & Health (WASH) certified lifeguards once their certificate expires.

- If the certificate is no more than 30 days expired, the person may choose to enroll and complete an abbreviated recertification World Academy of Safety & Health (WASH) lifeguard certification course to earn back their lifeguard certificate. This lifeguard recertification course requires successful completion of the following components for a participant to earn back their lifeguard certificate: pre-requisite physical skills as outlined in Lifeguard Participant Manual, Policies & Procedures, Section I Course Prerequisites; all required physical skills included in the course curriculum; and final exam.

- If the certificate is no more than 30 days expired, the person may choose to CHALLENGE the course. By successfully demonstrating the physical skills and passing the final written exam, the participant can renew his/her World Academy of Safety & Health (WASH) lifeguard certification.

- If the certificate is 31 days or more expired, the person must enroll and successfully complete a full World Academy of Safety & Health (WASH) lifeguard certification course to earn back their lifeguard certificate.

Course Design

Course Overview:

The WASH Lifeguard training course is intended for individuals who will seek employment as a pool lifeguard at a facility without special waterpark features such as lazy rivers, waterslides, diving boards, and any other water features. There are several course pre-requisites that can be found in Section I of Policies & Procedures.

The goal of this course is to develop and equip students with the knowledge, skills, and confidence to respond during an in-water or dryland emergency while working as a pool lifeguard. WASH encourages instructional design and skill application that provides flexibility in terms of the best approach and response to an emergency based upon each individual facility's circumstances and constraints. WASH believes this approach allows for more real-world scenarios to be addressed and the most appropriate emergency response taught and practiced.

Program & Curriculum Structure:

Pool Lifeguard training is a World Academy of Safety & Health (WASH) core course.

Pre-Requisite(s):

Any person wishing to earn the WASH waterfront lifeguard certificate must successfully complete the pool lifeguard core course (with exceptions being given to Lifeguard Instructors currently holding a valid certificate from another certifying agency recognized by WASH). Once the pool lifeguard training is successfully completed, participants will have the option to add additional *Units of Study* to earn additional specialty certificates that can include:

- Waterfront Lifeguard (lakefront/non-tidal)
- Waterpark Lifeguard
- Lifeguard Supervisor
- Surf Rescue Lifeguard (open tidal water)

Delivery Methods:

In-Person, instructor-led training classes and blended format classes will be offered. Content will be provided via instructor lecture, instructor-facilitated discussion, small group work, video segments and slide presentations. The recommended student to instructor ratio is 10:1.

Evaluation of Participants

Formal Evaluation of Required Physical Skills:

Each participant will be evaluated on a pass-fail basis for all required physical skills. Each participant must successfully demonstrate each required physical skill.

Formal Evaluation of Content Knowledge:

The written final exam is a required element to earn certification. This exam must be proctored by an Authorized World Academy of Safety & Health (WASH) instructor and is untimed – instructor(s) must provide each participant adequate time to complete the exam.

A participant must score an eighty (80) percent or better on the final written exam. If a participant is unable to meet this minimum score, he or she cannot be issued a certificate and must retake the course.

Certification:

When a World Academy of Safety & Health (WASH) certificate is issued it signifies that the participant, on the date of completion as listed on the certificate, met all course objectives by successfully demonstrating for the WASH Instructor listed on the certificate:

- an understanding of content knowledge as based upon his or her score on the final written exam
- each required physical skill as listed on the Skills Assessment Form (SAF)

A valid WASH certification card does not guarantee the cardholder's current or future performance. It is the employer's responsibility to verify the cardholder's ability to successfully perform all job duties and responsibilities.

Course Pre-Requisites

Prior to the first class session (or during the first class session) of any World Academy of Safety & Health (WASH) lifeguard certification course, each participant must successfully complete the course prerequisite physical skills.

If a participant fails to successfully complete and one of the pre-requisite physical skills, he/she will not be permitted to continue in the course.

- Verify all participants will be, at minimum, fifteen (15) years of age by the final class meeting.
- Continuously swim, using only the front crawl, for 500 yards (see Figure Pre.1.1).
- Tread water, using only one's legs, for two (2) minutes (see Figure Pre.1.2).
- Swim front crawl for twenty-five (25) yards; dive to a depth of between nine (9) and twelve (12) feet to retrieve a ten (10) pound weight; return to the surface with the weight; swim twenty-five (25) yards back to the starting point while keeping the ten (10) pound weight above the water's surface; exit the pool with the ten (10) pound weight without using the stairs and/or steps. This skill must be completed within one (1) minute and forty (40) seconds (see Figure Pre.1.3).
- Hold a current World Academy of Safety & Health (WASH) Pool Lifeguard certificate. Or, enroll in the WASH Pool Lifeguard certification course prior to enrolling in the waterfront add-on course.

Figure Pre.1.1

Figure Pre.1.2

Figure Pre.1.3

Special Considerations – Chapter I

OBJECTIVE(S): 1. Identify special and unique features when guarding open water; 2. Explain best practices for dealing with the special features of open water environments; 3. Explain how to mark a victim's last known position in an open water environment; 4. Detail the procedures to conduct a line search to locate a submerged victim when the bottom cannot be seen; 5. Identify special equipment used to guard in open water environments; 6. Demonstrate effective use of rescue equipment & technique(s).

Lifeguarding at a non-tidal waterfront such as a lake presents unique challenges not seen by lifeguards at swimming pools. Conditions at a lake also dictate that the lifeguard be proficient in skills above and beyond what the pool lifeguard must effectively utilize.

Typically, lifeguards are not able to see to any significant depth in a lake. Certainly, they are not able to see the bottom. This, of course, presents a challenge to patron surveillance. Lifeguards must keep track of swimmers knowing that if one submerges, it is not as straightforward as seeing the victim on the bottom as the lifeguard would likely be able to do in a swimming pool setting.

Additionally, if and when a submerged victim is recognized in a swimming pool, the responding lifeguard(s) is able to see the victim as he or she executes the appropriate rescue. In a lake, that is not the case. Instead, the lifeguard must make use of landmarking and line searches.

Special Considerations at Waterfront Facilities

The swimming area at a waterfront facility should be marked with a distinct border provided around this swimming area. This will:

- Keep possible dangers to swimmers out of the area – i.e. paddleboats, canoes, etc.
- Keep the swimmers in the area so that lifeguards can more easily scan and keep watch over the patrons as well as more easily communicate with the swimmers.
- Allow for strategic positioning of lifeguards to ensure effective patron surveillance can be maintained.
- Allow for management to monitor the swimming area for underwater hazards.

Underwater Hazards

The swimming area should be inspected on, at least, a daily basis and prior to opening to swimmers for underwater hazards. These hazards should immediately be removed. If it is not possible to immediately remove the hazard, the lifeguard should communicate with management so that the area can be closed or the object marked above the water line so that lifeguards can keep patrons away from that area until the hazard is removed. Whether to close the area or mark the hazard is a decision based on the unique circumstance at the facility and must be made with patron safety as the number one priority. If patrons cannot safely use any portion of the swimming area without the hazard being removed then the area must close until the object is taken out of the water.

Docks and Piers

Floating and stationary piers and docks are common structures found at waterfront facilities. Often times, these structures are used for other recreational activities other than swimming. These include fishing, canoe or paddleboat rentals, or even boat traffic approaching the area. It is crucial that there is a clearly marked safety area surrounding these structures to keep swimmers away.

If the pier or dock includes any features such as a slide or diving board then boat traffic must be kept away and the rental area for canoes and paddleboats must be on the other side of the structure. In cases like these, there should be a clearly marked swimming area surrounding the landing zone of the slide or diving board.

Whether swimming is permitted in the area or it is strictly reserved for boats, canoes, and other activities lifeguard(s) should be assigned to the area using the same general principles of assignment used when positioning lifeguard(s) in the general swimming area.

Environmental Conditions

Changing environmental conditions throughout the day can have a dramatic impact on the water conditions at any waterfront or open water facility. These environmental conditions and their subsequent impact on water conditions should be monitored closely throughout that day. If there are any changes in the water conditions that make it unsafe for swimming, the area must be closed until conditions improve enough to make swimming safe.

Wind can lead to currents where they did not previously exist or changes to existing currents. Rain can also have a significant impact on water conditions. For example, heavy rain can:

- Negatively impact water clarity
- Decrease the water temperature
- Increase water levels which, in turn, can impact water currents
- Change the contour of the bottom which may lead to changes in water depth and/or changes to water currents

Life Jackets

Using lifejackets in non-tidal open water is crucial for enhancing safety and ensuring the well-being of individuals participating in water activities. Here's a detailed explanation of the importance, types, and proper use of lifejackets in these environments.

Importance of Lifejackets

1. **Safety**: Lifejackets provide buoyancy, helping to keep individuals afloat and reducing the risk of drowning in open water, where conditions can change rapidly.
2. **Confidence**: Wearing a lifejacket can increase comfort and confidence, allowing individuals to engage in water activities with a greater sense of security.
3. **Rescue Aid**: In emergencies, lifejackets make it easier for rescuers to locate and assist individuals in distress.

Types of Lifejackets

1. **Type I (Offshore Life Jacket)**:
   - Designed for open, rough, or remote waters.
   - Offers the most buoyancy and can turn most unconscious people face-up in the water.
2. **Type II (Near-Shore Life Jacket)**:
   - Suitable for calm waters and situations where quick rescue is likely.
   - Provides good buoyancy but may not turn an unconscious person face-up.
3. **Type III (Flotation Aid)**:
   - Designed for activities such as water skiing or kayaking.
   - Allows for more freedom of movement while providing buoyancy but may not turn an unconscious person face-up.
4. **Type V (Special Use Life Jacket)**:
   - Designed for specific activities (e.g., kayaking, windsurfing).
   - Must be worn as directed to count toward regulatory buoyancy requirements.

Proper Use of Lifejackets

1. **Selection**:
   - Choose a lifejacket that is appropriate for the activity and water conditions. Ensure it is certified by the appropriate safety organizations (e.g., U.S. Coast Guard).
2. **Fit and Adjustment**:
   - Ensure the lifejacket fits properly. It should be snug but not too tight, allowing for movement without slipping off.
   - Adjust all straps and buckles according to the manufacturer's instructions to secure the jacket.
3. **Inspection**:
   - Before use, inspect the lifejacket for any signs of damage, such as tears, frayed straps, or compromised buoyancy material.
   - Check that all closures (zippers, buckles) are functional.
4. **Wearing the Lifejacket**:
   - Always wear the lifejacket when engaging in water activities, especially in open water where conditions can be unpredictable.
   - Ensure it is worn correctly, with all straps fastened and the jacket positioned properly on the body.
5. **Education and Training**:
   - Educate participants about the importance of lifejackets and proper usage before water activities.
   - Offer training on how to put on and adjust lifejackets effectively.

Considerations in Non-Tidal Open Water

- **Environmental Factors**: Be aware of specific conditions such as water temperature, weather changes, and potential hazards (e.g., currents, underwater obstacles).
- **Group Activities**: When engaging in group activities, ensure everyone wears a lifejacket and is aware of safety protocols.
- **Supervision**: Ensure that all participants are supervised by a qualified adult or lifeguard, especially children or inexperienced swimmers.

Conclusion

Lifejackets are an essential safety measure in non-tidal open water activities. By selecting the right type, ensuring proper fit and use, and fostering a culture of safety, individuals can significantly reduce the risk of accidents and enhance overall enjoyment in the water.

Submerged Victim in Shallow Water – Chapter 2

Shallow Water Line Search

A shallow water line search is utilized when a victim slips below the surface of the water at a depth in which lifeguard(s) can easily walk and the bottom is not visible (i.e. lakefront setting).

Either the lifeguard who saw this occur or the primary lifeguard who is communicating with the bystander who saw the victim slip under the water, should immediately attempt to triangulate the victim's last known position. To accomplish this, the lifeguard should:

- Make a visual note of the victim's last known position prior to submerging.
- Quickly identify:
  - a stationary object beyond this position;
  - a stationary object that is perpendicular to this position and;
  - a stationary object that is behind you, the rescuer, on the shoreline.
- These three objects relative to the victim's last known position will allow you to maintain a marking of the depth and/or distance from the shoreline of the victim's last known position as well as the being able to maintain the victim's last known position relative to the position of the lifeguard line search in the water.
- As additional lifeguards arrive on scene, they will each enter the water, forming a line in which they are arm's length apart from the lifeguard on either side – to ensure this distance is maintained throughout the search, the lifeguards can interlock arms.
- The most senior lifeguard in the water will be the primary rescuer responsible for directing the search line and will communicate directly with the lifeguard onshore.
- The line should begin either up current or up wind from the victim's last know position; the shortest person must be in the shallowest of the water and the tallest person in the deepest part of the water with no person ever being deeper than chest deep; the line should begin to walk in the direction of the victim's last known position with each person in the line sweeping his or her feet left to right and right to left across the bottom in an effort to feel and locate the victim; the line moves at the pace of the slowest walking person.
- The line search must continue in a back-and-forth fashion across the water until the victim is located.

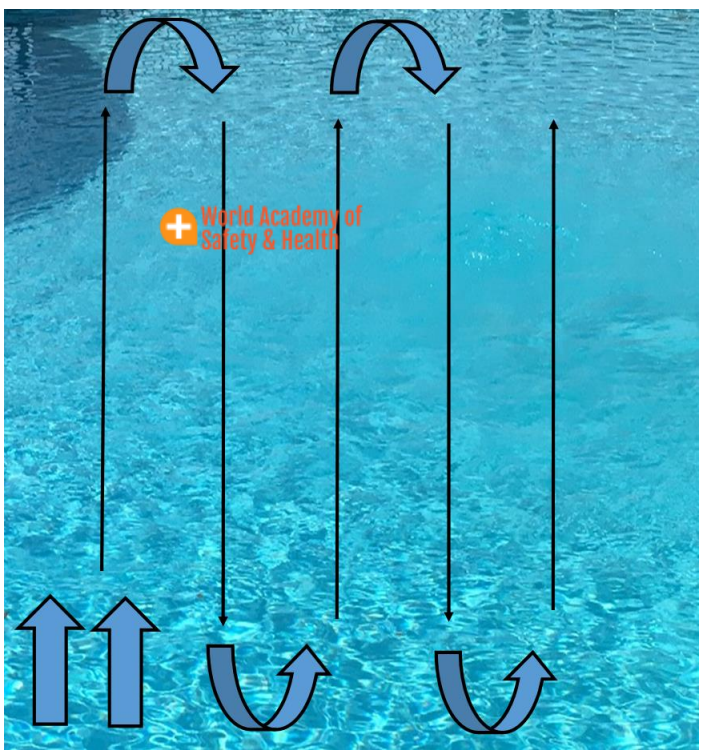


Figure CW2.1

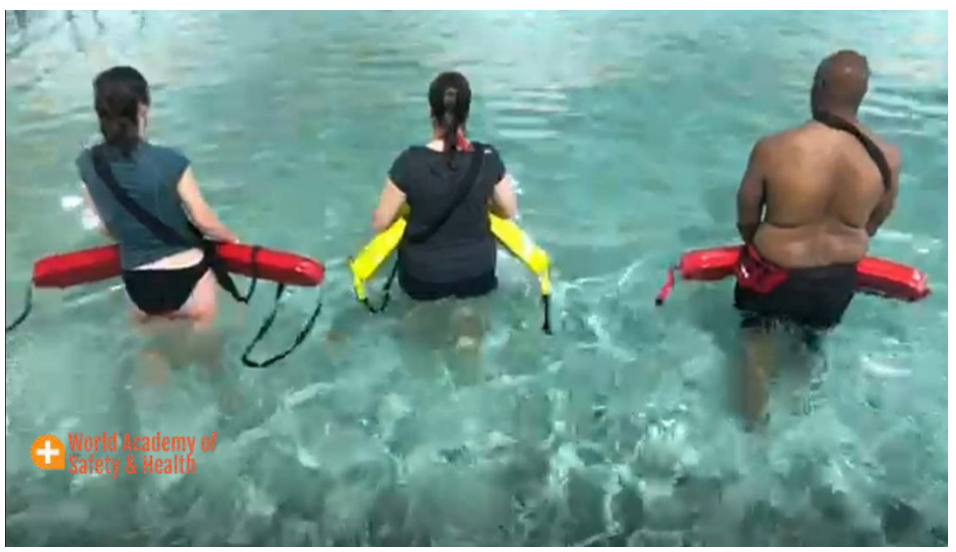


Figure CW2.2

Submerged Victim in Deep Water – Chapter 3

Deep Water Line Search

Either the lifeguard who saw this occur or the primary lifeguard who is communicating with the bystander who saw the victim slip under the water, should immediately attempt to triangulate the victim's last known position. To accomplish this, the lifeguard should:

- Make a visual note of the victim's last known position prior to submerging.
- Quickly identify:
  - a stationary object beyond this position;
  - a stationary object that is perpendicular to this position and;
  - a stationary object that is behind you, the rescuer, on the shoreline.
- These three objects relative to the victim's last known position will allow you to maintain a marking of the depth and/or distance from the shoreline of the victim's last known position as well as the being able to maintain the victim's last known position relative to the position of the lifeguard line search in the water.
- As additional lifeguards arrive on scene, they will each enter the water with mask and fins, forming a line in which they are arm's length apart from the lifeguard on either side.
- The most senior lifeguard in the water will be the primary rescuer responsible for directing the search line and will communicate directly with the lifeguard onshore.
- The line should begin either up current or up wind from the victim's last know position; the shortest person must be in the shallowest of the water and the tallest person in the deepest part of the water; the line should begin by performing a head-first surface dive to the bottom and taking the number of underwater swim strokes as preassigned by the primary rescuer in the direction of the victim's last known position with each lifeguard in the line sweeping his or her hands, arms and feet left to right and right to left across the bottom and through the water column and visually looking through the water all in an effort to locate the victim; lifeguards should resurface in an upright position once he or she has completed the preassigned number of underwater swim strokes; once all lifeguards have resurfaced, the primary rescuer moves the line to the lifeguard who is farthest back.
- The line search must continue in in this same pattern across the water until the victim is located; the search is taken over by local EMS services; or the search is terminated by local EMS services.

Locating Submerged Victim – Chapter 4

If the victim is located by lifeguards during a line search – deep or shallow water – he or she must immediately be brought to the surface of the water. Lifeguard(s) should accomplish this by any means necessary with the most desired technique being one in which the victim is grasped under each armpit by one or more lifeguards.

Once at the surface, the victim should be kept on his or her back while ensuring his or her face is clear of the water. The lifeguards should work as a team to move the victim to the shoreline as quickly and efficiently as possible. Once on the beach, the victim should be assessed and the appropriate emergency care provided based on the victim's condition.

Figure CW4.1

Use of Mask and Fins

1. Equipment Overview:

- **Mask**: Provides clear visibility underwater by creating a watertight seal around the eyes and nose. It allows the rescuer to see clearly in various lighting conditions.
- **Fins**: Help increase propulsion and speed through the water, enabling the rescuer to cover more ground efficiently and conserve energy during the search.

2. Preparation Before the Dive:

- **Check Equipment**: Ensure the mask is properly fitted and free of leaks. Adjust the straps for comfort and security. Check that the fins are snug but not too tight, allowing for easy movement.
- **Practice Breathing**: Familiarize yourself with breathing techniques using the mask. If it covers the nose, practice exhaling gently to avoid fogging.

3. Entering the Water:

- **Safe Entry**: Enter the water feet-first to avoid potential injury. Once in the water, adjust to the temperature and conditions before beginning the search.
- **Positioning**: If the water is shallow, consider a kneeling or crouching position before diving down to assess the area.

4. Diving Technique:

- **Breath Control**: Take a deep breath before submerging. This will help you dive deeper and stay underwater longer.
- **Streamlined Position**: Maintain a streamlined body position by keeping your legs together and arms at your sides. This reduces drag and allows for smoother movement.

5. Searching for the Victim:

- **Look for Visual Cues**: As you dive, keep an eye out for any signs of the victim, such as movement, clothing, or bubbles.
- **Grid Search Pattern**: Use a systematic approach, such as a grid search pattern, to cover the area thoroughly. Swim in straight lines and periodically check back over previously searched areas.
- **Use of Fins**: Utilize the fins to propel yourself effectively. Kick steadily and avoid excessive splashing to maintain control and avoid creating unnecessary turbulence.

6. Locating the Victim:

- **Touch and Signal**: If you locate the victim, assess their condition quickly. If they are unconscious or in distress, signal for assistance if possible while maintaining control of the victim.
- **Rescue Techniques**: Prepare to use appropriate rescue techniques, such as securing the victim's head above water and towing them to safety.

7. Post-Search Protocol:

- **Reassess**: After the search, evaluate your findings and communicate with fellow rescuers or emergency personnel about the situation.
- **Documentation**: If applicable, document the search efforts, including the area covered and any findings.

Considerations

- **Visibility Conditions**: Water clarity, lighting, and depth can significantly affect visibility. Be prepared to adapt your search technique based on these conditions.
- **Safety**: Always prioritize your safety. If the situation becomes dangerous (e.g., strong currents, debris), consider waiting for additional assistance before continuing the search.

Using a mask and fins effectively enhances the ability to locate submerged victims in non-tidal water, making it a vital skill for lifeguards and rescuers.

Rescue Board Rescues – Chapter 5

Rescue boards are common pieces of equipment routinely used by lifeguards at waterfront facilities. They look similar to a surfboard and are made from a variety of materials. Some rescue boards are composed exclusively form high-density foam while others have a core of plastic or fiberglass which then has an outer covering of high-density foam or rubber.

There are other features that can be added or removed from a board during production. For example:

- fins of varying sizes on the underside
- two handles on the topside while some have handles the entire length of the topside
- foam knee pads on the topside

And, the boards can vary in both size and shape which can have a dramatic impact on the manner in which the board functions in the water.

Rescue boards allow a lifeguard to:

- Reach victim(s), who are a distance from the shore, much quicker as compared to swimming to the victim(s).
- Perform patron surveillance from a different vantage point – i.e. in the water behind the swimmers. This also allows the lifeguard to be in much closer proximity to the swimmers in the case of an emergency.
- Rescue larger victims who otherwise might require multiple lifeguards to bring him or her to shore.
- Efficiently rescue a passive victim who are a distance from shore.
- Rescue multiple victims at one time.
- Perform in-water assessments of a victim.

Lifeguard rescue board with side handles, foam topper, bottom skeg.
FIGURE CW.5.1

Executing Victim Rescue with Rescue Board

- Rescuer can either use the rescue board by paddling prone – laying flat on his or her stomach while stroking the water with both arms simultaneously or one arm followed by the other arm similar to a front crawl swim stroke. Or, the rescuer may kneel on the board with his or her weight centered and while leaning forward and downward extend both arms into the water to stroke simultaneously.
- As the rescuer approaches the victim, he or she should exit the rescue board keeping hold of the board.
- Rescuer should position him or herself on the long side of the board; turn the board upside down in the water; and approach the victim by pushing the board toward the victim and while keeping the board between him or herself and the victim.

ACTIVE VICTIM:

- Rescuer should ask victim to extend one arm; rescuer grab the wrist of the victim's extended arm to help drape it over the rescue board.
- Rescuer will hold the victim on the board by continuing to grasp the victim's wrist against the side edge of the board.
    - Rescuer will gain leverage with his or her kick under the water so that he or she can flip the rescue board right side up in the water while continuing to hold victim's wrist against the board so that the victim ends up on his or her stomach on the board.
    - Rescuer should grasp the victim by the swimsuit and/or waistband (or the hip if necessary) to pull the victim's lower body onto the board.
    - Rescuer can: side stroke to the shoreline while holding the rescue board with the other hand; use a breaststroke kick while pushing the rescue board with both hands from behind to the shoreline; place him or herself on the rescue board by positioning his or her chest between the legs of the victim and paddle with both hands toward the shoreline. An active victim can be asked to help paddle in any of these scenarios.

PASSIVE VICTIM:

- Rescuer grabs one of the victim's wrists and drapes it over the rescue board while pulling the victim's chest onto the rescue board as far as possible.
- Rescuer will hold the victim on the board by continuing to grasp the victim's wrist against the side edge of the board.
- Rescuer will gain leverage with his or her kick under the water so that he or she can flip the rescue board right side up in the water while continuing to hold victim's wrist against the board so that the victim ends up on his or her stomach on the board.
- Victim's head and face must be positioned on the rescue board so as to not take in any water.
- Rescuer should grasp the victim by the swimsuit and/or waistband (or the hip if necessary) to pull the victim's lower body onto the board.
- Rescuer places him or herself on the rescue board by positioning his or her chest between the legs of the victim and paddle with both hands toward the shoreline.

Lifeguard makes a water entry on the rescue board to begin his approach to a possible in-water victim.
FIGURE CW.5.2

FIGURE CW.5.3

Recap

Please list three advantages of rescue boards at waterfront facilities.

Explain how to effectively triangulate the last known position of a submerged victim at a waterfront facility in which the
bottom is not visible.

How does a lifeguard team engage in a shallow water line search for a submerged victim?

Surf Rescue Course Design

Course Overview:
The WASH Surf Rescue training course is intended for individuals who will seek employment as an open tidal water lifeguard or other tidal waterfront environment. There are several course pre-requisites that can be found in Section I of Policies & Procedures.

The goal of this course is to develop and equip students with the knowledge, skills, and confidence to respond during an in-water or dryland emergency while working as an open tidal water lifeguard. WASH encourages instructional design and skill application that provides flexibility in terms of the best approach and response to an emergency based upon each individual facility's circumstances and constraints. WASH believes this approach allows for more real-world scenarios to be addressed and the most appropriate emergency response taught and practiced.

Program & Curriculum Structure:
Surf Rescue training is a World Academy of Safety & Health (WASH) specialty add-on course.

Pre-Requisite(s):
Any person wishing to earn the WASH Surf Rescue certificate must hold a current, valid, and verifiable WASH Pool Lifeguard certificate or a pool lifeguard certificate issued by another nationally and/or internationally recognized certifying body.

Delivery Methods:
In-Person, instructor-led training classes will be offered. Content will be provided via instructor lecture, instructor-facilitated discussion, small group work, video segments and slide presentations. The recommended student to instructor ratio is 10:1.

Equipment:

Minimum Equipment	Recommended Equipment (in addition to minimum)
Rescue tube or rescue can – one for each on duty lifeguard	Extra rescue tubes and/or cans
Fully equipped backboard	Ring buoy(s)
CPR pocket mask – one for each on duty lifeguard	Rescue board(s)
Bag Valve Mask (BVM)	Binoculars
Swim fins	First aid hip pack – one for each on duty lifeguard
Mask and snorkel	Two-way handheld radios
First Aid kit with PPE	Portable Emergency Oxygen
Automated External Defibrillator (AED)	Landmark buoy for submerged victims SAR
Communication devices – whistles, flags, megaphones, air horns, etc	
Identifiable uniform, sunscreen, & other sun safety gear	
Documentation procedures and reports	

Course Outline

Chapter	Topic(s)	Explain the following Content Knowledge	Demonstrate the following Physical Skills
1	Introduction to Surf Lifeguarding	• Benefit of lifeguard services • Costs of drowning incidents	Not Applicable
2	Tidal Water	• Types of waves, formation & effects • Types of currents, tides & bottom contours • Types of hazards	Not Applicable
3	Emergency Action Plan (EAP)	• Purpose of an EAP	Not Applicable
4	Preventative Lifeguarding	• Proper & effective scanning & surveillance techniques • How to recognize victim(s) • Features & characteristics that could be hazard(s) • Advantages of	Not Applicable
5	Surf Rescues	• Advantages & disadvantages or rescue tube & rescue can • Advantages & disadvantages of use of rescue board • Modes of water entry • Approaches to victim • Lifeguard's position of protection • Assessment for spinal trauma • Victim tow techniques • Use of swim fins for rescues • Lifeguard defense & escapes • Deciding between extracting & ventilating • Victim extraction from water	• Surf Dash & Porpoising • Front Crawl & Breaststroke • Use of swim fins & mask/snorkel • Approaches to victim • Lifeguard defenses & escapes • Entry & rescue using rescue board • Effective in-water ventilations • Effective victim extraction
6	Spinal Trauma	• Various spinal injury management techniques • Use of c-collar • Need for local medical direction as it relates to spinal trauma	• Proper spinal injury management techniques • Proper spinal injury victim extraction • Proper spinal injury victim immobilization on backboard
7	Communication & Protocols	• Purpose and functions of communication system • Advantages & disadvantages of all types of communication systems • Organizational signals & procedures • Signals to/from onshore & offshore lifeguards	• Various methods of communication – semaphore, whistle signals, hand signals, radio "calls"
8	Search & Rescue	• Deep and shallow water searches in open tidal water	• Shallow and Deep Water Line Searches

Evaluation of Participants

Formal Evaluation of Required Physical Skills:

Each participant will be evaluated on a pass-fail basis for all required physical skills. Each participant must successfully demonstrate each required physical skill.

Formal Evaluation of Content Knowledge:

The written final exam is a required element to earn certification. This exam must be proctored by an Authorized World Academy of Safety & Health (WASH) instructor and is untimed – instructor(s) must provide each participant adequate time to complete the exam.

A participant must score an eighty (80) percent or better on the final written exam. If a participant is unable to meet this minimum score, he or she cannot be issued a certificate and must retake the course.

Certification:

When a World Academy of Safety & Health (WASH) certificate is issued it signifies that the participant, on the date of completion as listed on the certificate, met all course objectives by successfully demonstrating for the WASH Instructor listed on the certificate:

- an understanding of content knowledge as based upon his or her score on the final written exam
- each required physical skill as listed on the Skills Assessment Form (SAF)

A valid WASH certification card does not guarantee the cardholder's current or future performance. It is the employer's responsibility to verify the cardholder's ability to successfully perform all job duties and responsibilities.

Course Pre-Requisites

During the first class session of any World Academy of Safety & Health (WASH) surf certification course, each participant must successfully complete the course prerequisite physical skills.

If a participant fails to successfully complete and one of the pre-requisite physical skills, he/she will not be permitted to continue in the course.

- Verify all participants will be, at minimum, eighteen (18) years of age by the final class meeting.
- Verify training in the WASH pool lifeguard course or equivalent course from another nationally and/or internationally recognized certifying body.
- Continuously swim, using only the front crawl, for 500 yards in 10 minutes or less.
- Tread water for one (1) minute while holding a ten (10) pound dive brick with both hands.
- Swim 25 yards using only freestyle stroke in 20 seconds or less.
- Execute a shallow head-first dive, freestyle sprint 25 yards, recover ten (10) pound dive brick from pool gutter (or pool edge), return to the starting point 25 yards away and exit the pool with the dive brick.
- Run one (1) mile in 7 minutes, 30 seconds or less.

Introduction to Surf Lifeguarding – Chapter 1

Lifeguards at beaches, oceans, and other tidal waters are vital to drowning prevention. According to the United States Lifesaving Association (USLA), the chances of a fatal drowning at a beach guarded by a USLA agency lifeguard is 1 in 18 million[26].

> *When making decisions about using lifeguards and other means of increasing public safety in aquatic settings, policy makers should use available local evidence. This evidence includes:*
>
> - *the effects that lifeguards have had on patrons' safety and attitudes;*
> - *the number of people using the facility or beach area during the past years;*
> - *the incidence of water-related injuries and drownings at the facility or beach area during those time periods;*
> - *data on the number of water-related injuries and drownings at pools and beaches in the local area or state with and without lifeguards, for comparison; and*
> - *the level of lifeguards provided (e.g., number of lifeguards per number of persons using the facility).*
>
> *In addition to these factors, policy makers should consider public attitudes about lifeguards and legal issues related to using lifeguards[4].*

The cost of lifeguards including recruitment and hiring, training, salaries, and equipment is often the biggest hurdle for organizations and municipalities/governments in approving lifeguard services. It is important for decision-makers to consider the possible risks and costs associated with not providing lifeguards. For instance, there are costs associated with insurance payouts; long-term medical care for non-fatal drowning victims; and mental health costs for families of drowning victims. According to the National Safety Council in 1997, the estimated cost was $790,000 USD for each unintentional injury death[15]. This equates to more than $1.4 million in 2022.

According to the World Health Organization (WHO), there were approximately 236,000 fatal drownings worldwide in 2019 and, overall, drowning is the 3rd leading cause of unintentional death worldwide. Examining data only in the United States, the costs related to drowning incidents along the coastline are in excess of $273 million on an annual basis[28].

Data provided by the Centers for Disease Control (CDC) indicates that, "nonfatal drowning can result in long-term health problems and costly hospital stays"[5] as evidenced by:

- *For every child who dies from drowning, another eight receive emergency department care for non-fatal drowning.*[7]
- *More than* ***40%*** *of drownings treated in emergency departments require hospitalization or transfer for further care (compared with 8% for all unintentional injuries).*[7]

Figure C1.1

Tidal Water – Chapter 2

Tidal Cycles

The Earth is not a perfect circle or sphere. For this reason, not every geographic area on our planet experiences the same tidal cycles. If the Earth was a perfect circle then all regions of the world would experience two equally proportioned high and low tides in each 24-hour period of time.

As the Earth rotates, large landmasses (i.e. continents) prevent the tidal bulges from moving west. Therefore, this water is unable to freely and, hence, establish unique tidal patterns in each ocean and/or in different regions of the same ocean[21].

Semi-Diurnal Tides – The most common tidal pattern. High tide and low tide occur twice during a 24-hour period of time and the variation in height of each successive high and low tide is minimal. This is typically found on the east coast if the United States.

Diurnal Tides – High and low tide each occur once during a 24-hour period of time. This is typically found in the Gulf of Mexico.

Mixed Tides –. This is typically found on the west coast of the United States as well as many Pacific islands.

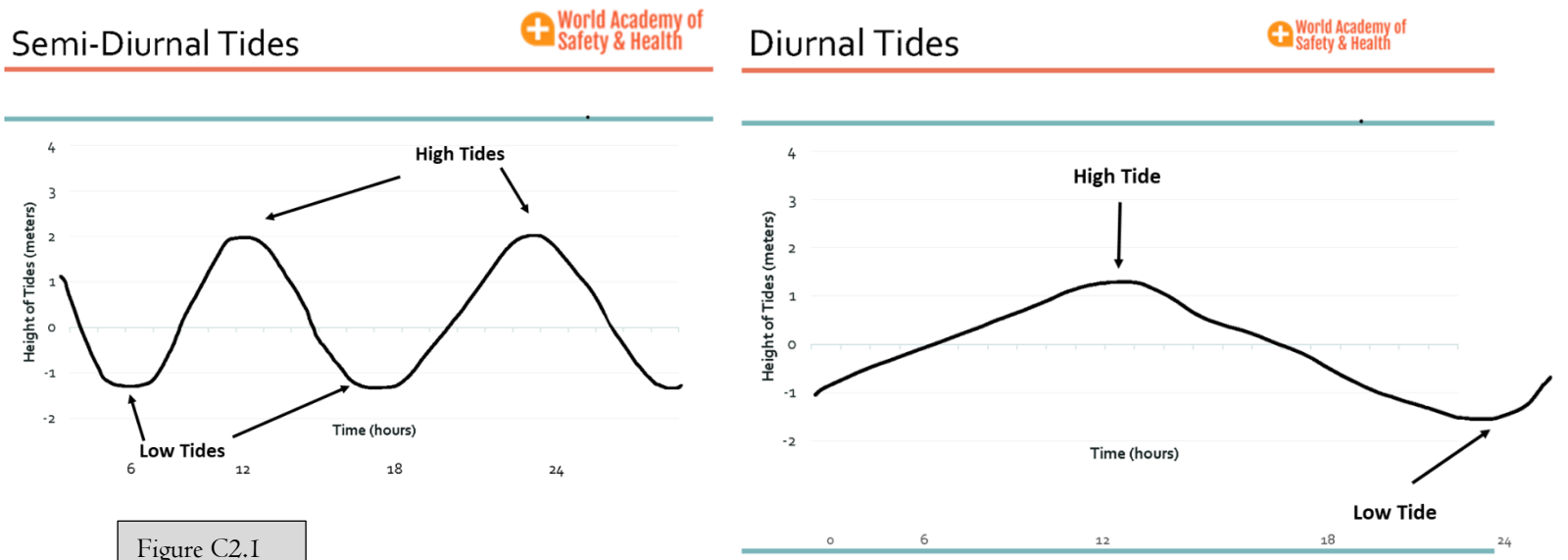


Figure C2.1

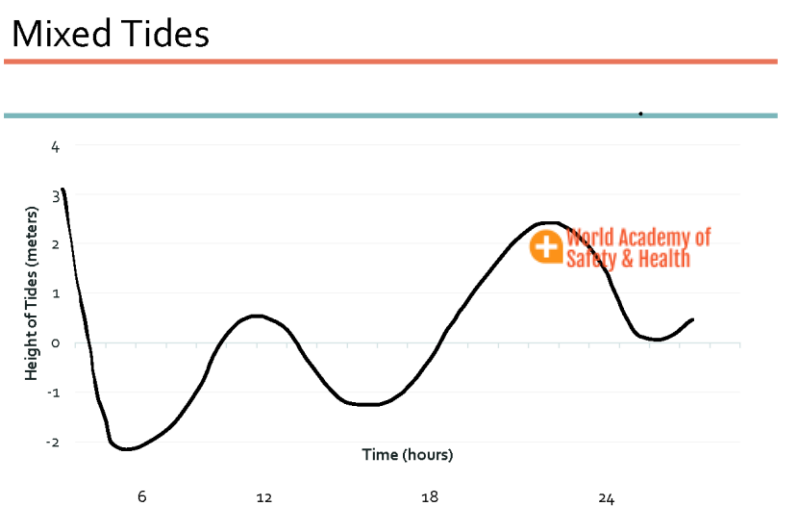


Figure C2.3

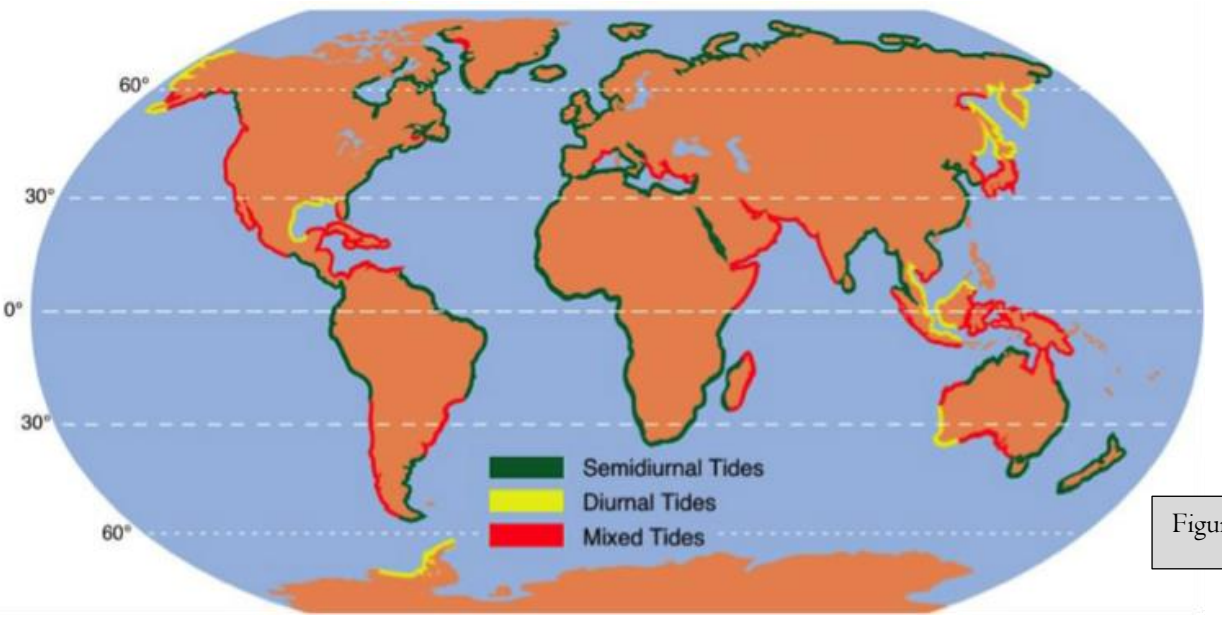


Figure C2.4

Waves

Ocean waves all share the same characteristic component parts. These include:

- **Crest** – the highest point of a wave
- **Trough** – the lowest point of a wave
- **Height** – the distance between the crest and the trough
- **Amplitude** – the distance between the crest or the trough and the resting position of the water's surface
- **Period** – the time between two consecutive wave crests
- **Frequency** – the number of waves that pass by a fixed position in a given amount of time

Wind waves are caused by a friction between the local winds and the surface of the water.

Swell waves or ground swell are generated by the wind associated with distant weather systems. Local winds have little to no impact on swell waves.

Ocean Currents

According to the National Oceanic Atmospheric Administration (NOAA), an "ocean current describes the movement of water from one location to another. Currents are generally measured in meters per second or in knots (1 knot = 1.85 kilometers per hour or 1.15 miles per hour)[18].

Rip Currents

A rip current is when a volume of water flows away from the beach or shoreline in a narrow channel. These currents, typically, occur at surf beaches where there is a gap or split in a sandbar and/or near other structures such as a jetty, dock, pier or similar object. They are surface currents and can only pull a swimmer away from the shoreline – they do not pull a swimmer under the water.

> *Rip currents can form in a gap between sandbars, piers, or parts of a reef. Such underwater obstacles block waves from washing directly back to sea. The water from these waves, called feeder waves, runs along the shore until it finds an opening around the obstacle.*

> *The stream of water, now a rip current, rushes to the opening, just like water down a drain. A rip current flows more quickly than the water on either side of it, and may stir up sediment from the beach. This sometimes makes rip currents easy to spot as dark or muddy lines running from the beach out toward the ocean. Rip currents are also usually more calm-looking than the surrounding water. Once past the obstacle (between the sandbars or piers), a rip current loses pressure and stops flowing*[15].

Often times, rip currents and undertows are confused with one another. Unlike rip currents, an undertow is an ocean current that flows along the bottom of the water column. An undertow can also pull a swimmer beneath the water's surface[15].

Rip currents can be as narrow as 10 feet in width but can also be as wide as 100-200 feet in width. The water is usually moving 1-2 feet per second (approximately 1.09-2.19 kilometers per hour or .59-1.18 knots) but, can be as fast as 8 feet per second (approximately 8.8 kilometers per hour or 4.74 knots)[18].

Why are Rip Currents Dangerous

- Rescues performed at surf beaches, over 80% of the time, are the result of rip currents[18].
- Pull people away from shore no matter the person's swimming ability.
- Can appear, disappear and reappear at a moment's notice and can also increase in strength at any moment.

How to Recognize a Rip Current

- Cloudy, murky, and/or discolored channel of water
- Flattened area of water within the breaking waves
- Outward flow of water while the flow of water on either side of the narrow channel in question is flowing inward. This is most often identified by a line of debris, seaweed, foam or other objects moving away from the shoreline in the channel.
- The outward flow of water is choppier than the surrounding water.

Escaping the Pull of a Rip Current

- Relax and float until the current ends – the longer rip currents extend only a few hundred feet from the surf zone and weaken as they move farther from the shoreline.
- Never attempt to swim against the outgoing current – you will likely tire quickly.
- Once 'released' from the pull of a rip current, swim parallel to the shore until well clear of the current. Only then should you begin swimming toward the shoreline.
- Sometimes the current weakens enough and/or circles back to the shoreline while you are floating to allow you to swim back to the beach.

Figure C2.5

Figure C2.6

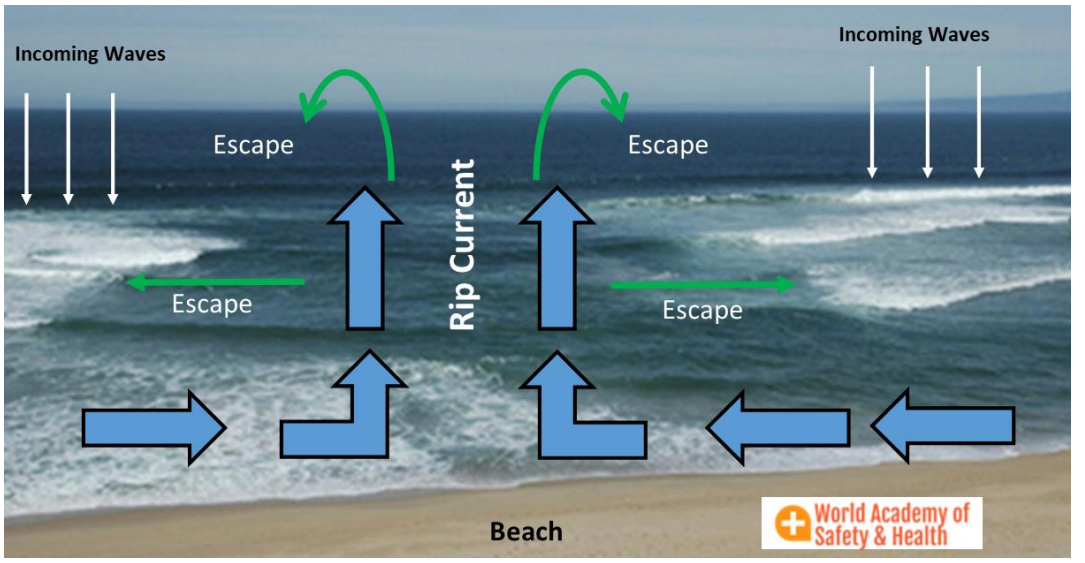


Figure C2.7

Longshore Current

When a wave reaches the beach, there is a release of a tremendous amount of energy that, in turn, creates a current that flows alongside or parallel to the coast within the area of breaking waves. This current moving along the shoreline is called a longshore current.

The velocity of a longshore current is influenced by several factors all having to do with the original wave reaching the coast (i.e. the velocity of incoming wave, angle of the incoming wave, slope of the ocean floor leading up to the beach). For example, the steeper the angle of the breaking wave or the steeper the ocean floor then the resulting longshore current will travel with greater velocity.

A wave breaks and runs up the beach and then begins to recede down the beach and back into the water. Longshore currents move onto the beach and then away from the beach as a "sheet" of water taking with it sand and other debris from the beach and can lead to beach erosion. This movement of sand, debris, and other sediment is referred to as longshore drift.

Emergency Action Plan (EAP) – Chapter 3

An Emergency Action Plan (EAP) is an established set of protocols and procedures designed to be activated and followed during an emergency.

EAP's are written procedures that must be presented to every staff member and practiced on a regular basis. The more familiar the lifeguard staff is with the EAP, the more efficient and effective the response will be during an actual emergency.

The EAP must be published, easily accessible and posted in visible locations for lifeguards to see. A well-designed EAP states, specifically, what each staff member should do, when he/she should do it, and exactly how to do it by outlining exact procedures.

Activation of the EAP must occur every time there is an emergency and/or a lifeguard or other staff member recognizes an emergency and/or victim. Typically, in an aquatic environment, activation of the EAP occurs with the whistle signal being used to signify a water or land-based emergency.

EAP's are designed specifically for each facility and that facility's unique layout, staffing, equipment, level of training and more. Rarely are two EAP's exactly the same though many will have overlapping protocols.

Review and practice of the EAP must be a part of a facility's routine In-Service Training or Continuing Education for all staff with a responsibility during an emergency.

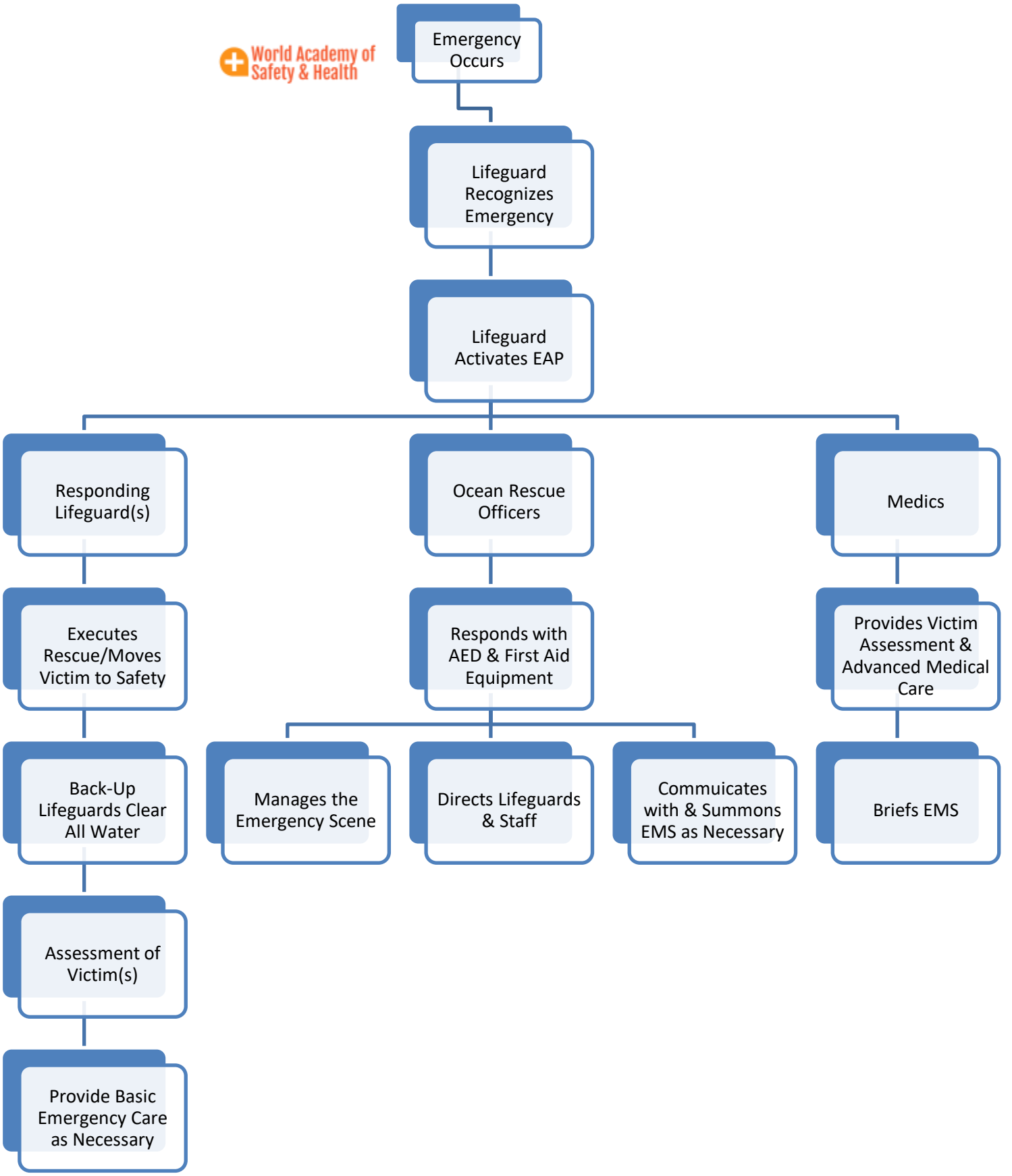
It is advisable for training to be coordinated together with local EMS to ensure a well thought out, medically sound, and seamless response during an emergency.

This type of training should be conducted, at minimum, once per month for all staff members.

Effective communication and coordination is vital to the overall effectiveness and quality of the EAP and, in turn, the outcome for the victim(s). In many jurisdictions, the EAP is required by the health department and when the facility is inspected, the EAP will be examined.

Additionally, many insurance companies will ask for this document to ensure that the facility for whom they are providing insurance is taking proper risk management steps.

Surf Beach Sample Emergency Action Plan (EAP)



Preventative Lifeguarding – Chapter 4

Each lifeguard organization must decide between preventative lifeguarding and reactive lifeguarding.

Preventative lifeguarding is a series of techniques used to stop accidents, rescues, and other emergency incidents from occurring. It requires the lifeguard(s) to engage in continual swimmer surveillance during the entirety of his/her shift and stop behaviors that could lead to an emergency incident.

Reactive lifeguarding is more similar to most other first responders and emergency services departments in that the lifeguards do not keep a constant, watchful eye on the beach or the swimmers. Instead, the lifeguard(s) are not assigned to a specific swimming area or beach but, rather, are on roving patrols across the entire shoreline. In this case, the lifeguards respond to an emergency call for help as opposed to working to prevent it.

Surveillance

Lifeguards in open water environments can utilize a variety of methods to engage in patron surveillance. It also occurs from many vantage points depending on the environmental conditions, layout of the swimming area, training level of the lifeguards, and available equipment.

The most traditional method of watching swimmers is from an elevated lifeguard station or chair. In some locations, there is one lifeguard assigned to each chair while in other locations, there are two lifeguards assigned to each chair.

Other widely used methods of patron surveillance include: use of an elevated platform in the water located either amongst the swimmers or behind the swimmers; drone coverage; rescue board deployment; patrol vessels.

Scanning & Victim Recognition

Not all drowning victims exhibit the same behaviors. Generally speaking, a victim:

- is unable to make any forward progress in the water – all movements are being used in an attempt to get air.
- has both arms extended to the side and is simultaneously slapping the water with both hands or is pushing down on the water trying to support him or herself and stay able the water.
- is vertical in the water with an ineffective or no kick or,
- is horizontal in the water with the face down in the water.

Drowning victims may be vertical in the water with the head tilted back with the face looking toward the sky or the horizontal victim may have his or her head face down in the water. In either case, the victim is, typically, unable to shout or wave for help. Without assistance, the victim will eventually submerge and might continue to struggle in an effort to resurface. The struggle will cease as the victim becomes passive and unconscious below the water's surface. It is possible that some victims never exhibit a struggle and, instead, slip under the water and begin the drowning process – this is, usually, more difficult to identify than the victim on the water's surface.

The lifeguard is watching for:

- **Head low in the water** – The victim's face and mouth can submerge and resurface repeatedly as he or she struggles to get air and each time he or she gasps for air, water can be inhaled. A strong or healthy swimmer is easily able to keep his or her head high in the water and above the water's surface. A person unable to do this may require assistance.
- **Low Stroke** – A strong or healthy swimmer is easily able to bring his or her elbows out of the water with each swim stroke. A swimmer dragging his or her elbows in the water is a sign that he or she may require assistance.
- **Little to no kick** – A strong or healthy swimmer maintains a strong kick of his or her legs. No kick and/or no breaking of the water's surface with a kick is a sign that he or she may require assistance. Often times, the victim is more vertical than horizontal in the water when there is an ineffective kick.

Typically, a swimmer displays a low head in the water, a low stroke, and little to no kick simultaneously.

Additional signs of distress in the water include:

- **Hair in Eyes** – for most swimmers, brushing his or her wet hair off or away from the face and eyes is instinctive behavior. When a swimmer makes no attempt to do this, it should be seen as a sign of distress.
- **Grasping the Water with Both Arms** – when a swimmer struggles to keep his or her head above water and begins to panic, he or she begins to rapidly slap the surface of the water of slash both arms through the water with both hands at the same time. When a lifeguard observes this type of behavior, the lifeguard must immediately respond.
- **'Climbing the Ladder'** – when a swimmer struggles to keep his or her head above water and begins to panic, he or she begins to engage in what appears to be an upward crawl in the water. This is an ineffective method to keep one's head above water and, when observed, requires the immediate response from lifeguard(s).
- **'Bicycle Spokes'** – a distressed swimmer, as recognized by fellow bathers, with the distressed swimmer in the middle and fellow bathers moving toward him or her from all sides to provide assistance looks like a bicycle wheel with the good Samaritans being the spokes of the wheel and the distressed swimmer being at the center of the wheel.
- **Waving of the Hands** – a swimmer who may be tired yet is not yet in a panic or in dire need of assistance may wave his or her hands for assistance from lifeguard(s).
- **Unusual and/or Erratic Behavior or Activity** – any behaviors and/or activities exhibited by swimmer(s) that seem unusual or erratic should be given additional scrutiny to determine if a lifeguard response is required.

It is not always a linear progression from distressed swimmer to drowning.

There are situations in which a victim never displays the signs or symptoms of distress. Instead, they could already be submerged in the water and, therefore, the lifeguard never sees the signs of distress.

Hazards

Each location presents unique features that are and/or could easily become hazards to swimmers and other beachgoers. These hazards can be naturally occuring and a result of the environment or they can be man-made hazards. Some examples include:

Rocks and Jetties
Piers
Storm Drains
Reefs
Sandbars
Poor Swimmer

Docks
Marine Life
Drop Offs & Gullies
Rip Currents
Temperature lunctuations
Surf/Wave Action

Severe Water Conditions
Backwash
Excessive Splashing
Wave Knocks Person Over
Unattended Children
Edges of Swim Crowd

No matter the hazard(s) present, it is important for the lifeguard to recognize the features; understand how the feature(s) is or can be a danger; maintain vigilance in patron surveillance and preventative actions to keep swimmers and beachgoers away from the hazard(s); and understand how to most effectively execute a rescue on and/or near the hazard(s) in question.

The swimming area at a waterfront facility should be marked with a distinct border provided around this swimming area. This will:

- Keep possible dangers to swimmers out of the area – i.e. boats, kayaks, PWC's, etc.
- Keep the swimmers in the area so that lifeguards can more easily scan and keep watch over the patrons as well as more easily communicate with the swimmers.
- Allow for strategic positioning of lifeguards to ensure effective patron surveillance can be maintained.
- Allow for management to monitor the swimming area for underwater hazards.

Using a marked buoy line to set a distinct swimming area. This helps lifeguards with swimmer surveillance and also keeps the are free of vessel traffic—motorized and non motorized.

Underwater Hazards

The swimming area should be inspected on, at least, a daily basis and prior to opening to swimmers for underwater hazards. These hazards should immediately be removed. If it is not possible to immediately remove the hazard, the lifeguard should communicate with management so that the area can be closed or the object marked above the water line so that lifeguards can keep patrons away from that area until the hazard is removed. Whether to close the area or mark the hazard is a decision based on the unique circumstance at the facility and must be made with patron safety as the number one priority. If patrons cannot safely use any portion of the swimming area without the hazard being removed then the area must close until the object is taken out of the water.

Docks and Piers

Floating and stationary piers and docks are common structures found at beachfront facilities. Often times, these structures are used for other recreational activities other than swimming. These include fishing, canoe or paddleboat rentals, or even boat traffic approaching the area. It is crucial that there is a clearly marked safety area surrounding these structures to keep swimmers away.

If the pier or dock includes any features such as a slide or diving board then boat traffic must be kept away and the rental area for PWC's, kayaks, wind or kitesurfers must be on the other side of the structure. In cases like these, there should be a clearly marked swimming area surrounding the landing zone of the slide or diving board.

Whether swimming is permitted in the area or it is strictly reserved for boats, kayaks, and other activities the lifeguard(s) should be assigned to the area using the same general principles of assignment used when positioning lifeguard(s) in the general swimming area.

Environmental Conditions

Changing environmental conditions throughout the day can have a dramatic impact on the water conditions at any waterfront or open water facility. These environmental conditions and their subsequent impact on water conditions should be monitored closely throughout that day. If there are any changes in the water conditions that make it unsafe for swimming, the area must be closed until conditions improve enough to take swimming safe.

Wind can lead to currents where they did not previously exist or changes to existing currents. Rain can also have a significant impact on water conditions. For example, heavy rain can:

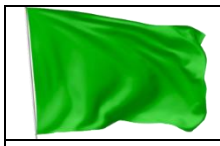
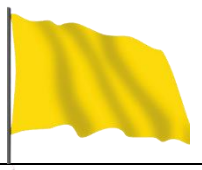
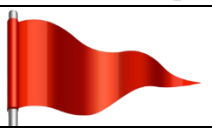
- Negatively impact water clarity
- Decrease the water temperature
- Increase water levels which, in turn, can impact water currents
- Change the contour of the bottom which may lead to changes in water depth and/or changes to water currents

Beach Warning Flag System

Beach warning flag systems are designed to help the public in assessing risk prior to entering the water. With or without warning systems in place, swimmers and beachgoers should always be encouraged to check with the lifeguard prior to entering the water. Even the most experienced swimmers and/or those who feel they are familiar with the ocean should check-in with the lifeguard about current conditions. Further, every piece of beach is different and, therefore, presents unique hazards that may be specific to that beach and/or region. The local lifeguard service will have the most reliable, most up-to-date, and most detailed information about the ocean water and conditions.

Like other communication systems, it is important that the beach warning flag system is uniform and standardized. Standardization of the flag system with the various colored flags having the same meaning from one location to another serves to help limit public confusion. Thus, increasing overall public beach safety.

Use of beach warning flag systems begain in the state of Florida in 2005. At that time, it was used as a simple method of warning the public about the danger or liklihood of rip currents. Rip current risk is determined by a combination of the speed and direction of the wind; the tidal ranges; and the localized surf conditions. For lifeguards, the most important tool at their disposal are their eyes. Looking the water will quickly allow an assessment of it's current behavior.

	Safe to Swim
	Caution; Moderate Risks; Medium Hazard of Strong Currents and/or Heavy Surf
	Extreme Caution; High Risks; High Hazard of Strong Currents and/or Heavy Surf
	Dangerous Marine Life Present
	Extreme Danger and Swimming Area CLOSED
	Marks the Swimming Area with Lifeguards
	Watercrft Area
	Dirty Water

The standard flag colors and meanings for beachgoers. This system should be used on all beaches to increase overall public safety.
FIGURE C.4.2

A "Swimming Area" flag flying on a local beach. They should be attached to a 5-8 pole (PVC or wood) so that they are more easily seen from a distance on the beach. They should be placed deep enough each morning that they do not blow over and should be high enough up the beach so that the incoming tide does not wash away the sand in which they are posted.
FIGURE C.4.3

Surf Rescues – Chapter 5

Immediately after recognizing a water emergency, the lifeguard must activate the facility's Emergency Action Plan (EAP) by whatever means is outlined in the plan – this is typically by using a specific whistle signal reserved for this purpose.

The lifeguard(s) then immediately moves into the respond phase and quickly assesses and decides whether to execute an assist or to signal a full rescue and enter the water to perform the water rescue. In either case, the lifeguard makes contact with the victim, executes the assist or rescue and safely begins to move the victim back to the beach for extraction from the water. The lifeguard should then assess the victim and provide any additional emergency care necessary.

A rescue or incident report should be completed prior to releasing the victim.

Assists

Assists are used to help a tired swimmer without entering the water and/or signaling a full water rescue. There are two types of assists:

Tossing Assist

Lifeguard tosses a ring buoy to the tired swimmer. This is usually utilized from an elevated position such as a dock, pier, platform, vessel. Steps to follow when using a tossing assist:

- Place the rope attached to the ring buoy on a flat surface and place foot on this rope. This ensures that the lifeguard has the ability to pull the victim to the platform once they grab the flotation device that is tossed.
- The lifeguard should toss the flotation device over the head of the victim and beyond or behind the victim. This ensures that the flotation device is not thrown short of the victim's reach. Instead, it lands behind the victim allowing the lifeguard to slowly begin pulling the throw line or rope in a controlled manner bringing the flotation device to the victim.
- Once the victim has a firm grip on the flotation device, the lifeguard should slowly pull the throw line without any sudden jerks of the rope to the edge of the platform.

Reaching Assist

Lifeguard extends a reaching pole, rescue tube or can, or his or her hand/arm to the tired swimmer. This is usually utilized from an elevated position such as a pier, dock, platform, or vessel. Steps to follow when using a reaching assist:

- Lifeguard should stand at the edge of the platform ensuring he or she has a strong base with feet shoulder width apart. The lifeguard should shift his or her weight back away from the edge of the platform to avoid the victim pulling on the reaching pole causing the lifeguard to be pulled into the water.
- Once the victim has a firm grip on the reaching pole, the lifeguard should begin to slowly and in a controlled manner use the pole to pull the victim to the side of the platform.

Water Entries

Surf Dash

This entry should be used when the lifeguard is entering the water from the beach. The lifeguard must always enter the water "up current'. In other words, lifeguard(s) should use the current to his/her advantage when making an entry and approach to a victim so that the current pushes the rescuing lifeguard(s) laterally (parallel to shoreline) toward the victim during the swim from the beach.

The lifeguard should be wearing the rescue can, keeping it in one hand along with the towline and begin to run into the water. Effort should be made to bend one's knees and lift one's feet and legs out of the water to clear each incoming wave – this is often referred to as "high knees". This technique allows the lifeguard to move through the surf zone as quickly as possible and mitigate the effect of the breaking waves and whitewater.

Once the lifeguard reaches a depth in which it becomes difficult or impossible to lift his/her feet and legs out of the water to clear the waves, then he/she should begin to dive head-first over the incoming waves. This usually occurs when the lifeguard is about knee to thigh deep.

To effectively dive over the waves, the lifeguard should:

- Keep arms and hands extended over his/her head to protect one's head, neck and face from striking the bottom (***FIGURE C.5.1***).
- Once over the wave and under the water, grab the sandy bottom with both hands, grabbing a fistful of sand in each hand.
- Move both arms backwards through the water column, tossing the handfuls of sand behind you while, simultaneously, re-establishing both feet on the bottom to be able to push off the bottom for the next head-first dive over the next incoming wave.
- Continue this movement until reaching a depth in which it becomes more effective and efficient to swim to your victim (***FIGURE C.5.2***).
- Once swimming, the lifeguard should dive head-first (***FIGURE C.5.3***) under each incoming wave and come up on the other side to immediately resume his/her swim stroke (***FIGURE C.5.4***).

FIGURE C.5.1

FIGURE C.5.2

FIGURE C.5.3

FIGURE C.5.4

Lifeguard is seen jumping from an elevated position keeping his/her feet down and the rescue is being worn and held in one hand..
FIGURE C.5.5

Elevated Feet-First Dive

This entry should be used when the lifeguard must enter the water from an elevated position (***FIGURE C.5.5***). This entry must only be used when the lifeguard is certain that he/she will be entering deep water and there are no underwater hazards that he/she might strike upon entry.

Elevated Head-First Surface Dive

This entry should be used when entering the water from a platform and is most commonly used when entering from a vessel.

The lifeguard should be wearing the rescue tube and holding with one hand as he/she stands on the edge of the platform. The lifeguard should use one hand to push him/herself away from the platform while entering the water head-first.

This entry should only be used in deeper water and when the responding lifeguard is certain of the water's depth and absence of any underwater hazards.

Approaching the Victim

The lifeguard should always allow the rescue tube or rescue can to trail behind him/her as he/she approaches to the victim(s). This will allow the lifeguard to choose between the front crawl arm stroke and reach the victim with maximum swim speed.

The lifeguard should maintain visual contact with the victim during the entirety of his/her swim approach. Hence, the lifeguard must be swimming with his/her head up and out of the water (***FIGURE C.5.6***). When lifeguard is within arm's length of the victim, he/she should stop approaching, reach behind him/herself and grab hold of the rescue can towline; pull the rescue can to him/herself; and hand the rescue can to the victim – always keeping between him/herself and the victim.

Lifeguard uses font crawl stoke to approach a victim and keeps her head out of the water in order to maintain constant visual contact with the victim.
FIGURE C.5.6

Water Rescues

Water rescues can come in many forms and can occur at any time. Lifeguards must always be prepared and expecting an emergency to occur.

Rescue Tube and Rescue Can

The lifeguard rescue tube should be on the lifeguard's person at all times when on duty and responsible for emergency response. To properly wear a rescue tube or a rescue can, the lifeguard should place one arm and his or her head through the strap so that the strap lays in a diagonal direction across the lifeguard's chest. Rescue tubes are available:

- in a variety of high visibility colors (i.e. red, orange, yellow, bright blue, etc…)
- in a variety of sizes with the most common being 40" and 50"
- in various buoyant materials with the most common being closed cell dense foam

Rescue tubes and rescue cans will:

- provide enough buoyancy for both lifeguard and victim
- help calm a panicked victim once he or she is able to grasp the rescue tube
- provide a barrier between the lifeguard and victim to prevent the lifeguard from being grabbed by a panicked victim

A lifeguard should never enter the water to execute a rescue without properly wearing the rescue tube or rescue can.

Always remember, it is vital for the lifeguard to activate the EAP prior to entering the water to execute a rescue and/or make contact with any victim.

Contact and Control

Generally speaking, when a lifeguard contacts a victim, the rescue tube or rescue can provides a certain level of comfort to a victim and can help to mitigate the behaviors of a panicked victim. It is important for the lifeguard to protect him or herself from a panicked victim – the rescue tube or rescue can should always be kept between the lifeguard and the victim and used as a barrier to help prevent a panicked victim from being able to grab hold of an approaching lifeguard. If a victim is able to reach and grab a lifeguard, the tube should be immediately removed from the lifeguard's head and arm, pushed toward the victim, and the lifeguard should swim away from the panicked victim. Leaving the rescue tube with the panicked victim will keep him or her afloat until the lifeguard can re-approach and contact the victim safely.

Rescue Procedure and Coverage

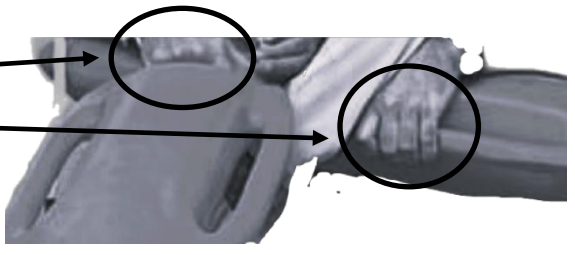
1. Lifeguard recognizes victim(s) and removes excess clothing and puts the rescue tube or rescue can strap over his/her head and one arm.
2. Activate the EAP by using 6 or more short whistle blasts often referred to as "blowing shorts" and the whistle blasts should not stop until the lifeguard enters the water. This should be the universal sound of an active water rescue.
3. Lifeguard enters the water using the "Surf Dash" as previously described and approached the victim while maintaining visual contact with victim.
4. The water entry point is determined by quickly assessing the direction and strength of the prevailing water current/movement.
5. Lifeguards on either adjacent side of the rescue will cover or stand up on the stations/chairs.
6. A covering lifeguard may have to scan the water of the rescuing lifeguard(s).
7. Lifeguard arrives to victim.

Once the lifeguard reaches the victim and passes the rescue tube or rescue can, the lifeguard will have two choices:

1. If victim is conscious and able to maintain a grip on the rescue tube or rescue can, the lifeguard will:
    a. Pass the rescue can or tube to the victim and tell them to hold it tightly with both hands and to help kick if he/she is able to do so.
    b. Roll onto his/her back so that he/she is facing the victim and begin to backstroke to the shoreline.

2. If victim is unconscious; the lifeguard is not able to effectively swim the victim to shore; or the victim is unable to maintain grip on rescue tube or rescue can, the lifeguard will:
    a. If lifeguard is using a rescue can:
        1. Place the rescue can diagonally in front of the victim; lifeguard places his/her arms under victim's arms; lifeguard will place victim between him/herself and the rescue can; the victim's arms will freely rest draped over the rescue can.
        2. Signal for back-up lifeguard(s).
        3. Primary lifeguard will maintain a grip on his/her rescue can with one hand and grab the secondary lifeguard's rescue can handle with the other hand (***FIGURE C.5.7***).
        4. Secondary lifeguard will begin to swim primary lifeguard and victim to the shoreline.
        5. As additional back-up lifeguards arrive to assist, each will hand his/her rescue can to previous responding lifeguard in the "chain" and turn to begin swimming to the shoreline.
        6. All back-up lifeguards should be holding the handle of the can of the lifeguard in front of him/her with one hand and using the other hand to help sidestroke to the shoreline.

Please note that if a lifeguard either does not have long enough arms or does not have the strength to maintain a grip on the secondary lifeguards' rescue can handle, the lifeguarding service leadership should consider tying loops in all rescue can towlines. This will allow lifeguards to slip his/her hand through the loop; drape the loop around his/her wrist; and hold the towline in the palm of his/her hand (***FIGURE C.5.9***).



Primary lifeguard holds rescue with one hand across the front of the victim and grasps the handle of the back-up lifeguard's rescue can during a 'chain' rescue.
FIGURE C.5.7

Victim grasping rescue tube as the Lifeguard uses the backstroke to return the victim to the shoreline.

FIGURE C.5.8

Loop tied in the rescue can towline for a lifeguard during a 'chain' rescue to slip his/her hand and wrist to maintain a connection with his/her back-up lifeguard.
FIGURE C.5.9

b. If lifeguard is using rescue tube:

1. Place the rescue tube straight across the front of the victim; clip the rescue tube closed (*FIGURE C.5.11*) so that it forms a circle around the victim's torso; lifeguard places both arms under the armpits of the victim so that his/her elbows rest in the victim's armpits; lifeguard places both hands on the victim's shoulders.
2. Signal for back-up lifeguard(s).
3. Primary lifeguard will maintain a grasp of the victim in the recue tube and the back-up lifeguard will hand the primary lifeguard the towline loop of his/her rescue tube.
4. Primary lifeguard will slip his/her arm and wrist through the loop and hold the towline in the palm of his/her hand.
5. Secondary lifeguard will begin to swim primary lifeguard and victim to the shoreline.
6. As additional back-up lifeguards arrive to assist, each will hand his/her rescue tube towline loop to the previous responding lifeguard in the "chain" (*FIGURE C.5.12*) and turn to begin swimming to the shoreline.
7. All back-up lifeguards should be holding the towline loop of the rescue tube of the lifeguard in front of him/her with one hand and using the other hand to help sidestroke to the shoreline.

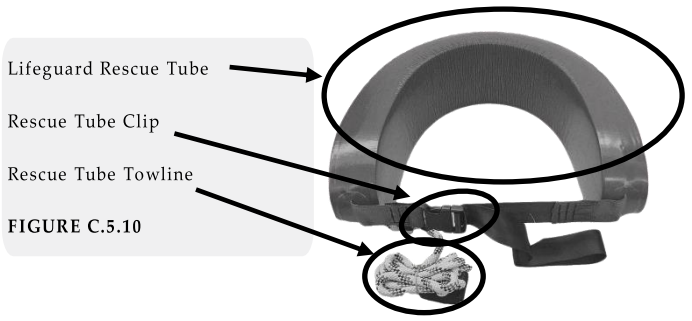
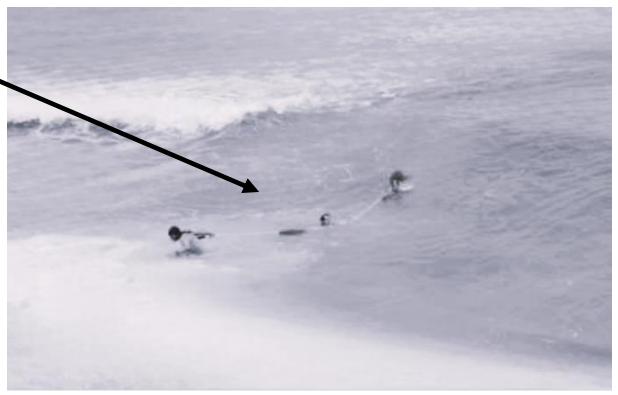


FIGURE C.5.10


Rescue tube clipped around victim.
FIGURE C.5.11


Lifeguard Chain Rescue
FIGURE C.5.12

Multiple Victim

This type of rescue involves 2 or more drowning victims at the same time. The victims could be any combination of passive, active or, simply, a distressed or tired swimmer.

The best response to multiple victims is to have at least one lifeguard for each victim enter the water. However, this is not always possible. When there are more victims than lifeguards to perform a rescue, the responding lifeguard(s), using the most appropriate entry and rescue technique for the circumstance, shall:

- Activate EAP.
- assist the victim who is in the most danger. In other words, the lifeguard will quickly assess and decide which of the victims needs attention first.
- perform rescue on the victim in greatest need.

If all victims are active, the lifeguard should:

- Secure the first victim and then swim, with the first victim, to the second victim.
- Assist the second victim in grabbing hold of the rescue tube or the rescue can handles. If using a rescue tube, the second victim should be instructed to wrap his/her arms and legs around victim #1.
- Signal for back-up lifeguards to assist in bringing victims to the shoreline (if available, a lifeguard with a line buoy should be deployed)

If one victim is passive, the lifeguard should:

- Lifeguard secures the passive victim on the rescue tube or rescue can first.
- If victim is unresponsive, lifeguard checks for breathing and if not breathing, provides immediate rescue breathing.
- Signal for back-up lifeguards to assist in bringing passive victim to the shoreline (if available, a rescue board or kayak should be deployed if the victim is pulseless).
- If victim is responsive and/or is unresponsive but breathing, the lifeguard should secure the victim on the rescue tube or rescue can; signal for back-up lifeguards; and swim to the next victim.

Submerged Victim

The following procedure should be utilized when a submerged victim is easily seen from the water's surface by the responding lifeguard(s) and/or the lifeguards' assigned post from the shoreline:

- Activate EAP.
- Lifeguard approaches victim using either the front crawl or the breaststroke keeping the rescue tube high and tight across chest and under rescuer's armpits.
- Lifeguard should allow the rescue tube to float on the water's surface while continuing to wear the rescue tube strap as he or she approaches the victim's underwater position.
- Lifeguard shall perform either a feet-first or head-first dive to reach the victim in the water column or on the bottom of the pool.
- Lifeguard shall reach one arm under one of the victim's armpits from the rear so that the victim's back is flush against the lifeguard's chest and the lifeguard's arm is able to reach across the front of the victim's chest.
- Lifeguard may choose to push off the bottom with his or her feet and/or begin to kick to propel both victim and rescuer to the water's surface. This is likely unnecessary as the buoyancy of the rescue tube is enough to propel both victim and rescuer to the water's surface.
- Lifeguard shall simultaneously begin to reach for the rescue tube tow line with the hand of his or her free arm. Once the tow line is in hand, the rescuer should begin to feed the tow line to his or her hand that is across the victim's chest.
- Lifeguard shall slide the rescue tube between the victim's back just below his or her shoulder line and the lifeguard's chest.
- Lifeguard shall lean the victim back on the tube (just as was done for a passive victim at the water's surface).
- Lifeguard shall open and maintain an airway and provide in-water ventilations (discussed in detail later in the chapter) if necessary.

Chapter 8 – Search and Rescue discusses and outlines the procedures for submerged victims not immediately and easily seen from the water's surface by the responding lifeguard(s).

Rescue Board Rescues

Rescue boards are common pieces of equipment routinely used by lifeguards at waterfront facilities. They look similar to a surfboard and are made from a variety of materials. Some rescue boards are composed exclusively form high-density foam while others have a core of plastic or fiberglass which then has an outer covering of high-density foam or rubber.

There are other features that can be added or removed from a board during production. For example:

- fins of varying sizes on the underside
- two handles on the topside while some have handles the entire length of the topside
- foam knee pads on the topside

And, the boards can vary in both size and shape which can have a dramatic impact on the manner in which the board functions in the water.

Rescue boards allow a lifeguard to:

- Reach victim(s), who are a distance from the shore, much quicker as compared to swimming to the victim(s).
- Perform patron surveillance from a different vantage point – i.e. in the water behind the swimmers. This also allows the lifeguard to be in much closer proximity to the swimmers in the case of an emergency.
- Rescue larger victims who otherwise might require multiple lifeguards to bring him or her to shore.
- Efficiently rescue a passive victim who are a distance from shore.
- Rescue multiple victims at one time.
- Perform in-water assessments of a victim.

Lifeguard rescue board with side handles, foam topper, bottom skeg.
FIGURE C.5.13

Executing Victim Rescue with Rescue Board

- Rescuer can either use the rescue board by paddling prone – laying flat on his or her stomach while stroking the water with both arms simultaneously or one arm followed by the other arm similar to a front crawl swim stroke. Or, the rescuer may kneel on the board with his or her weight centered and while leaning forward and downward extend both arms into the water to stroke simultaneously.
- As the rescuer approaches the victim, he or she should exit the rescue board keeping hold of the board.
- Rescuer should position him or herself on the long side of the board; turn the board upside down in the water; and approach the victim by pushing the board toward the victim and while keeping the board between him or herself and the victim.

ACTIVE VICTIM:

- Rescuer should ask victim to extend one arm; rescuer grab the wrist of the victim's extended arm to help drape it over the rescue board.
- Rescuer will hold the victim on the board by continuing to grasp the victim's wrist against the side edge of the board.
- Rescuer will gain leverage with his or her kick under the water so that he or she can flip the rescue board right side up in the water while continuing to hold victim's wrist against the board so that the victim ends up on his or her stomach on the board.
- Rescuer should grasp the victim by the swimsuit and/or waistband (or the hip if necessary) to pull the victim's lower body onto the board.
- Rescuer can: side stroke to the shoreline while holding the rescue board with the other hand; use a breaststroke kick while pushing the rescue board with both hands from behind to the shoreline; place him or herself on the rescue board by positioning his or her chest between the legs of the victim and paddle with both hands toward the shoreline. An active victim can be asked to help paddle in any of these scenarios.

PASSIVE VICTIM:

- Rescuer grabs one of the victim's wrists and drapes it over the rescue board while pulling the victim's chest onto the rescue board as far as possible.
- Rescuer will hold the victim on the board by continuing to grasp the victim's wrist against the side edge of the board.
- Rescuer will gain leverage with his or her kick under the water so that he or she can flip the rescue board right side up in the water while continuing to hold victim's wrist against the board so that the victim ends up on his or her stomach on the board.
- Victim's head and face must be positioned on the rescue board so as to not take in any water.
- Rescuer should grasp the victim by the swimsuit and/or waistband (or the hip if necessary) to pull the victim's lower body onto the board.
- Rescuer places him or herself on the rescue board by positioning his or her chest between the legs of the victim and paddle with both hands toward the shoreline.

Lifeguard makes a water entry on the rescue board to begin his approach to a possible in-water victim.
FIGURE C.5.14

FIGURE C.5.15

Landline Rescues

This type of rescue involves what is often referred to as a "line buoy". It is a rescue can attached to marine line (600-800 feet or 182.88-243.84 meters in length and .25-.50 inches or .64-1.27 cm in diameter) and this line is attached to a stationary point on the beach.

Landline system used for rescues which may require rescuer to swim long distances and/or to swim in very rough and unfavorably dangerous conditions.
FIGURE C.5.16

Typically, lifeguards utilize one of three types of landline setups. The first option is more traditional in nature and entails a spool of marine line that is able to freely dispense as the lifeguard enters the water. One end of the line is attached to the spool and the other end is attached to the line buoy as shown in ***FIGURE C.5.16***. The second option is a rescue throw bag (***FIGURE C.5.17***). The line is self-contained in the bag and the lifeguard(s) on the beach maintain control of the bag while the other end is connected to the line buoy. The third option is having the line spooled on the winch of a Motorized vehicle. In this case, the line is mechanically dispensed as the lifeguard enters the water and can be mechanically reeled in to return the lifeguard and victim to the beach.

Rescue throw bag which can be used instead of a landline for areas in which rescues will require shorter swims. This throw bag also tends to be more portable than the landline system.
FIGURE C.5.17

Once the lifeguard reaches the victim with the line buoy he/she has two choices:

1.) Pass the rescue can to the victim so that he/she places the rescue can diagonally in front of the victim; lifeguard places his/her arms under victim's arms; lifeguard will place victim between him/herself and the rescue can; the victim's arms will freely rest draped over the rescue can

2.) Pass the rescue can or tube to the victim and tell them to hold it tightly with both hands and to help kick if he/she is able to do so.

In either of the above cases, once the victim has a grasp on the rescue can, the lifeguard will signal the lifeguard(s) on the beach to begin pulling the line back to the shoreline (***FIGURE C.5.18***). If possible, the lifeguard and the victim should assist the "pullers" by
kicking

Lifeguard pulls the landline back to the beach with both the swimming lifeguard and victim(s) attached to the other end of the line.
FIGURE C.5.18

Rescue Kayak

Kayaks to be used for lifeguards and/or rescues should be 10-12 feet (3.05-3.66 meters) in length, be open topped, and weigh between 40-50 pounds (18.14-22.68 kg). Kayaks can be used for water patrol, a more advantageous position for patron surveillance and scanning, or for water rescues.

Positioning in the Rescue Kayak

To maneuver the kayak safely, the lifeguard should:

- Sit straight up in the kayak with shoulders square.
- Grip the paddle at shoulder-width and neck to chin height.
- Lean backwards through incoming waves while holding the paddle at or above the level of your head.
- Lean forward with feet secured in the foot wells and paddle once a wave passes and you are within the lull.

Navigation of the Rescue Kayak

- **Launching** – drag the kayak into ankle to knee-deep water; place hands on ether side of the kayak; sit in the kayak; immediately grab the paddle and begin paddling.
- **Paddling** – push the water with one side of the paddle while pulling the water with the other side of the paddle. Ideally, it should approximately be 60% push and 40% pull.
- **Turning** – use a backstroke of the paddle on the side/direction you want to turn the kayak. Follow the backstroke with a forward stroke of the paddle on the opposite side/direction you want to turn the kayak.
- **Stopping** – use a backstroke on alternating sides of the paddle; jump out of the kayak feet-first.
- **Approaching Victim** – always maintain visual contact with the victim; rescuer and victim should be facing one another; ensure the victim is on one side of the kayak.

The kayak should always be kept at a 45-degree angle to the waves when moving through the surf/impact zone. The lifeguard must also ensure that maximum speed is reached prior to attempting to move through incoming waves/swell.

Executing Victim Rescue with Kayak

ACTIVE VICTIM:

- Rescuer approaches facing the victim and keeping the victim to one side of the kayak.
- Rescuer straddles the kayak with his/her legs while remaining seated on top of the kayak.
- Rescuer assist the victim in placing both arms/hands on top of and across the kayak.
- Rescuer instructs victim to kick his/her legs while pulling the victim at he arms/shoulders and waist onto the kayak.
- Rescuer pulls the victim's legs onto the kayak so that the victim is face-down and his/her head is near the bow and his/her feet are near the rescuer.
- If the rescuer is unable to maneuver the victim onto the kayak using the method described above:
  - rescuer should maneuver the kayak so that the victim is able to grab hold of the bow.
  - rescuer instructs the victim to grasp the bow firmly with both hands.
  - rescuer attempts to return the victim to the beach or other safe area.

PASSIVE VICTIM:

- Rescuer approaches facing the victim and keeping the victim to one side of the kayak.
- Rescuer should exit the kayak on the side nearest to the victim.
- Rescuer, while exiting the kayak, should maintain grasp on the kayak with one hand and roll the kayak upside-down while exiting.
- Rescuer grasps the wrist of the victim and pulls him/her toward the kayak.
- Rescuer places/drapes the victim's arms over the top of the kayak.
- Rescuer climbs on top of the upside-down kayak while maintaining a grasp on both of the victim's arms ensuring they remain draped over the top of the kayak.
- Rescuer exits the kayak on the opposite side of the victim while, simultaneously, rolling the kayak to the upright position. Rescuer will gain leverage with his or her kick under the water so that he/she is more easily able to flip the kayak upright.
- Rescuer climbs aboard the kayak.
- Rescuer straddles the kayak and moves the victim's legs onto the kayak.
- Rescuer should position the victim on his/her back if rescue breathing is required.
- Rescuer returns the victim to the beach or other safe area.

MULTIPLE VICTIMS:

- Rescuer should approach the victim in the greatest distress first.
- Rescuer should follow the procedures outlined above in both the 'ACTIVE' and 'PASSIVE' sections.
- Rescuer will then, with the first victim aboard, will approach the second victim.
- Rescuer should either follow the procedures outlined above in the 'ACTIVE' and 'PASSIVE' sections. Sometime, the rescuer will need to use his/her judgement and enter the water with the rescue tube to secure and move the second victim onto the kayak instead of following the 'ACTIVE' or 'PASSIVE' procedures.
- Rescuer should have the second victim firmly grasp the stern of the kayak with both hands.
- Rescuer should instruct victims to grasp the side of the kayak if/when there are more than two (2) victims.
- Rescuer should position victim(s) on his/her back if rescue breathing is required. Other conscious victims can be given the rescue tube in these cases so they may float and await back-up lifeguard(s).
- Rescuer(s) should return the victims to the beach or other safe area.

Personal Watercraft (PWC) Rescues

The ideal PWC for open water rescues is the WaveRunner as opposed to the Jet Ski as the WaveRunner has seating for multiple people. This allows the driver of the WaveRunner to take along 1-2 rescuing lifeguards if needed. Additionally, the WaveRunner is much more stable in the water and allows a Rescue Sled to be towed behind the PWC. PWC operators should avoid navigating within the surf/impact zone whenever possible and should never jump the waves.

The PWC should always be operated at a safe speed based upon the prevailing conditions (wind speed and direction, waves/swells, etc) and slow speeds are absolutely necessary when moving through waves and when approaching a victim.

Features and of Rescue PWC

- **Rescue Sled** – high-density foam and highly buoyant with a 2-3 point attachment to the PWC to allow superior stability in the water with and without victim(s) aboard. Must be able to accommodate, at minimum, 2 victims.
- **Rescue Tube** – attached to the PWC in such a manner to allow easy and quick deployment.
- **Side Handles** – run along both side of the PWC hull on or around the foot well. These are used for victims to grab hold of the PWC and can be useful when there is more than a single victim requiring assistance at one time.
- **Wear and Tear Protector** – this, usually rubber or silicone, is applied to the stern of the PWC to prevent the rescue sled from damaging the PWC's hull.

Equipment on Rescue PWC

- **Portable Hand-Held Radio (or other onboard communication system)** – ideally the two-way communication system is built into the PWC driver's helmet. It may also be a two-way hand-held radio mounted to the steering mechanism or to the driver's life vest in either case, the radio must be secure in a sealed waterproof radio bag.
- **Life Vest(s) for PWC Driver** – must allow for superior mobility while being worn by the PWC driver.
- **Helmet for Driver** – must allow PWC driver: superior mobility; to wear sunglasses or other protective eyewear; should be equipped with two-way communication system.
- **First Aid Kit with CPR Mask** – this should be kept in water tight sealed bag under the PWC seat.
- **Fire Extinguisher** – used for fire onboard PWC and for other vessels that may require it.
- **Knife** – used to cut tangled line.
- **Compass** – best if mounted on PWC steering mechanism.
- **Tow Rope with Clip** – used as a back-up to the rescue sled; used to assist a vessel; used to provide assistance is sled being used by other victim(s).
- **Mask, Fins, Snorkel** – to be used in the case of a submerged victim search.

The PWC, in many locations, is replacing some of the more traditional modes of rescue. And, in other locations, is supplementing the traditional modes of rescue depending upon each circumstance. Executing a rescue using a PWC has advantages:

- allows for much quicker response times
- allows for better mobility in rough water conditions
- allows for a quicker return to the beach when advance medical care is required
- provides flotation for all victims of a mass rescue until back-up lifeguards arrive

PWC Rescue Operation

Making a safe launch of a rescue PWC, the lifeguard(s) should follow this protocol:

- Ensure water is clear of swimmers in the launch area.
- Push trailer into a few inches of water; tilt trailer toward water so that PWC begins to slide off trailer; and push PWC from trailer into the water with bow pointing into the incoming waves/swell (ideally during a lull).
- PWC operator mounts PWC and starts it as the rescuer climbs aboard.
- The PWC operator, PWC rescue lifeguard and any other lifeguards who helped launch the PWC, will check the area for swimmers and yell "CLEAR" if it is safe for the PWC to proceed.
- The bow of the PWC should be kept perpendicular to or at a 45-degree angle to the incoming waves/swell until clear of the surf/impact zone.

Making a rescue using the PWC:
CONSCIOUS VICTIM

- If possible, the victim should raise one hand/arm out of the water and above his/her head.
- PWC operator should begin a slow approach to the victim and finalize the approach only when it is safe to do so based upon the conditions (prevailing winds, swell size and direction, etc).
- PWC operator will approach the victim so that the rescuer is facing the victim and the victim is kept on one side of the PWC.
- The rescuer extends an arm and grabs the victim's wrist and forearm.
- Rescuer guides the victim alongside of the PWC and onto the rescue sled.
- Rescuer instructs the victim to firmly grasp the rescue sled handles with both hands.
- Rescuer returns the PWC to the beach or other safe location for the victim to be evacuated by back-up lifeguard(s).
- If the PWC has a rescuer onboard in addition to the operator:
  - above procedure remains the same except that the rescuer secures the victim and moves him/her to the rescue sled.
  - once victim is face-down on the rescue sled, the rescuer should lay on top of the victim placing his/her arms under the victim's armpits and firmly grasping the handles. The victim should be instructed to also firmly grasp the handles of the rescue sled.
- If the above procedure is ineffective, the operator (if alone) or the rescuer (if accompanying the operator) should utilize the rescue tube to assist and secure victim and then move victim to the rescue sled.

UNCONSCIOUS VICTIM

- PWC operator should begin a slow approach to the victim and finalize the approach only when it is safe to do so based upon the conditions (prevailing winds, swell size and direction, etc).
- PWC operator signal or call for back-up.
- PWC operator enters the water with the rescue tube to approach and secure the victim.
- PWC must decide if:
  - he/she is able to move victim onto the rescue sled and secure the victim to the sled.
  - he/she is able to safely return to the beach or other safe location with the victim.
- If it is not possible for the operator to secure the victim to the rescue sled and/or to move the PWC back to the beach with the unconscious victim aboard, the operator will signal or call for back-up and float in the water with the victim secured to the rescue tube.
- If the PWC has a rescuer onboard in addition to the operator:
  - once the operator approaches the victim, the rescuer leaves the PWC with the rescue to secure the victim and move him/her to the rescue sled (operator can assist rescuer in getting the victim aboard).
  - once victim is face-down on the rescue sled, the rescuer should lay on top of the victim placing his/her arms under the victim's armpits and firmly grasping the handles.
  - victim should be kept on his/her back if it is determined rescue breathing and/or CPR is required.

Landing PWC on Beach

- PWC operator should signal to lifeguard(s) on the beach that he/she is preparing to come ashore.
- Lifeguard(s) should clear the landing zone of swimmers.
- PWC operator brings PWC into the surf/impact zone and turns the PWC off and dismounts the PWC.
- PWC operator must maintain firm grip and control of the PWC.
- PWC is guided to shore within a lull (and behind an incoming wave).
- Lifeguard(s) bring trailer to shallow water and the PWC is allowed to float onto the trailer with the assistance of a wave pushing it onto the trailer.

1

Figure C5.19

2

Figure C5.20

3

Figure C5.21

4

Figure C5.22

The basic stages of an active victim rescue using a Personal Watercraft (PWC).
#1 – approach while facing & keeping victim on one side of PWC. Extend arm closest for victim to grab
#2 – victim grabs rescuers wrist while rescuer secures victim by grabbing wrist/forearm.
#3 – forward momentum of PWC helps rescuer to move victim to the rescue sled.
#4 – rescuer assists victim onto the rescue sled in a belly down position while grasping sled's handles with two hands.

FIGURES C.5.19-C.5.22

In-Water Ventilations

There are times when a lifeguard encounters an unresponsive passive victim who is not breathing. In these cases, it is crucial to ventilate as soon as possible. If the lifeguard is not able to recognize and extract this victim within seconds, ventilations must be provided while in the water.

In-water ventilations can be provided while the passive unresponsive victim is on the rescue can or tube. Additionally, if the lifeguard places the victim on a rescue board, ventilations can also easily be provided once the victim.

To provide ventilations to a victim in the water, the lifeguard should:

- Ensure the rescue tube is against the victim's back just below his or her shoulder line and under his or her armpits with arms draped over the tube.
- Position him or herself at the top of the victim's head with CPR pocket mask to ensure the airway is open to initiate ventilations.

Ventilations in the water can also be provided to a spinal trauma victim in much the same way as described above. Once the victim is on a rescue board, the lifeguard should position him or herself on the side of the rescue board with a CPR pocket mask to ensure an open airway and to initiate ventilations.

Escapes

Active victims only objective is survival. The victim will do anything to keep his or her head above water and breath. This includes grabbing for and latching onto any stationary object and/or person in the water. This includes the rescuing lifeguard.

A lifeguard cannot allow the victim to grab him or her and possibly becoming a victim him or herself. Hence, it is standard practice for rescuing lifeguards to approach an active victim from the rear as to limit the victim's ability to grab hold of the lifeguard.

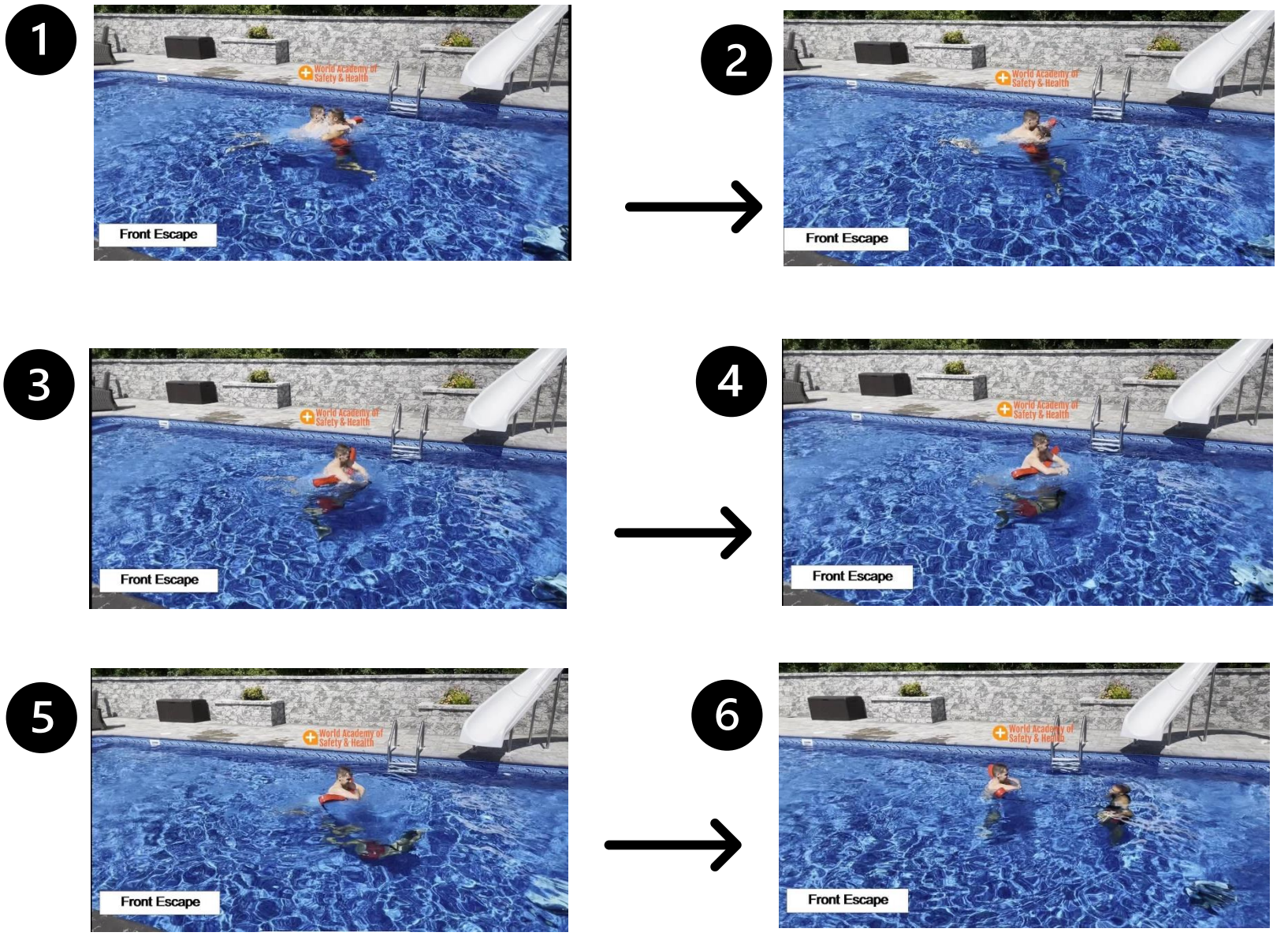
There will be times, no matter the precautions a lifeguard takes, that he or she will be grabbed and possibly held underwater by a panicked active drowning victim. In these cases, it is vital that the lifeguard be very well versed in performing both rear and front victim hold escape maneuvers.

Anytime a lifeguard is grabbed by a victim, his or her initial reaction and first action must be immediate. If not wearing a rescue tube, the lifeguard should:

1.) Tuck his or her chin against his or her chest
2.) Submerge him or herself in the water by pushing up with both hands and arms as many times as is needed to submerge. The victim will likely release his or her hold in an effort to return to the water's surface.
3.) Return to the surface and re-approach the victim from the rear and execute a rear rescue by placing one arm over the top of the victim's shoulder, across the victim's chest and under the opposite armpit. Use a side stroke to move the victim to safety.

If wearing a rescue can or tube, the lifeguard should:

1.) Tuck his or her chin against his or her chest
2.) Forcefully push up on the victim's elbows to break the victim's hold.
3.) Submerge him or herself.
4.) Return to the surface and re-approach the victim from the rear and execute a rear rescue by placing one arm over the top of the victim's shoulder, across the victim's chest and under the opposite armpit. Use a side stroke to move the victim to safety.


1
World Academy of Safety & Health
Front Escape
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World Academy of Safety & Health
Front Escape

Extraction From the Water

- **Assisted Walk** – one or more lifeguards place one arm around the waist of the conscious victim while being removed from the water and drapes one of the victim's arms around the lifeguard's neck and over his/her shoulder. The lifeguard(s) carries the rescue can or tube in his/her other hand and escort victim to the sand.
- **Chair Carry** – two lifeguards facing one another, interlock arms by holding one another's wrists – right arms to left arms, respectively. The two forward most arms scoop the victim under his/her knees and the two rear most arms support the victim's back. The victim's left arm is draped around one lifeguard's neck while the victim's right arm is draped around the other lifeguard's neck.
- **Victim Beach Drag** – lifeguard stands behind the victim and places his/her arms under the victim's armpits far enough so that the lifeguard's elbows rest under the victim's armpits. The lifeguard interlocks his/her hands and fingers in front of the chest of the victim. The lifeguard begins to walk backwards out of the water dragging the victim 's heels across the ground.

Medical Emergencies

If a call for emergency medical care is received by a lifeguard and:

One lifeguard is assigned to the area:

- Lifeguard notifies, via agency's communication system, the lifeguard supervisor of the medical emergency and the location of the victim(s).
- Lifeguard uses whistle to immediately notify the swimmers they will be unsupervised and should clear the water immediately.
- Lifeguard responds to the medical emergency being sure to take a communication device and medical response bag.
- Lifeguard provides an update, via the agency's communication system, to lifeguard supervisor and/or advanced medical team.

Two or more lifeguards are assigned to the area:

- One of the lifeguards (lifeguard #1) responds to the medical emergency being sure to take a communication device and medical response bag.
- Lifeguard #1 assesses the victim(s) and determines if a supervisor is required and/or if immediate advanced medical care is required.
- Lifeguard #1 provides an update, via the agency's communication system, to lifeguard #2 and lifeguard supervisor of the condition of the victim(s).
- Lifeguard #2 remaining within the assigned area begin to clear the water in anticipation of providing back-up coverage at the scene of the medical emergency.
- Only once all lifeguards return to the assigned are will swimmers be permitted back in the water.

There is a Lifeguard supervisor nearby:

- The lifeguards notify, via the agency's communication system, the assigned supervisor of the emergency while providing as much detail as possible starting with the location so that the supervisor may begin his/her route while receiving additional information.
- The lifeguard supervisor responds to the medical emergency.
- The lifeguard supervisor assesses the victim(s) and determines if more advanced medical care is necessary.

All medical aids other than minor basic first aid require the lifeguard and/or lifeguard supervisor to accurately complete an agency incident report. Though the details of the report can be completed post-incident, it is vital that the victim's information be gathered while on-scene. This would include: victim's signs and symptoms, allergies, medications, past pertinent medical history, last oral intake, events leading to incident which is often referred to as SAMPLE; first and last name; phone number; local address and permanent home address; and any other contact information for victim and family members and/or friends accompanying the victim.

Spinal Trauma – Chapter 6

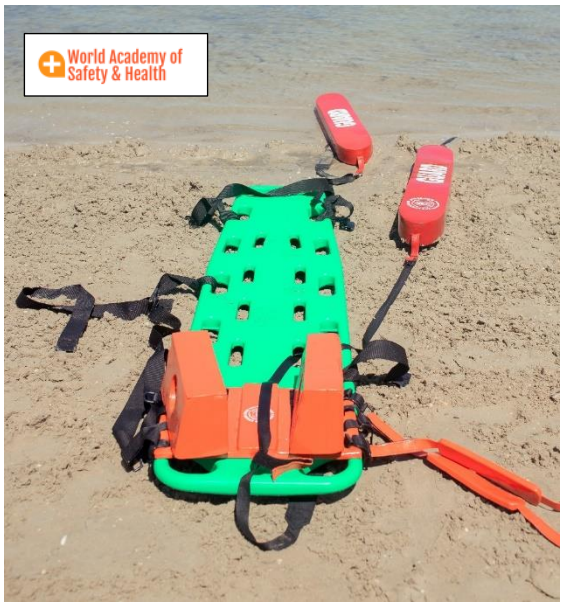


Figure C6.1

Recognizing Signs & Symptoms

Spinal Trauma should be suspected in any of the following circumstances:

- Pain in Head, Neck and/or Back
- Fluids Exiting Nose, Mouth, Ears or Eyes
- Numbness and/or Weakness
- Altered State of Consciousness
- Imbalance on Their Feet

Stabilization of Spinal Trauma

Effectively managing a victim of a spinal injury can be scary. It is important that the lifeguard remember that so long as the victim has a pulse, is breathing, and is not suffering any additional immediately life-threatening injuries, lifeguards and other rescuers should take their time to ensure there are no sudden or erratic movements of the victim and that inline stabilization is constantly maintained.

Citing the latest research, many medical professionals, EMS services, Medical Directors and others in both the medical profession and emergency services now suggest not backboarding a victim when spinal trauma is suspected.

> *Recent evidence regarding spinal immobilization with backboards has shown limitations to their usefulness in preventing neurologic injury, and several papers have demonstrated harm in the form of more frequent pressure ulcers, decreased pulmonary function, and greater pain for patients 1-4. Because of these findings, many EMS protocols have shifted away from routine use of backboards for anything other than extrication. While this change is progressive and shows a reasonable response to the literature, it took decades to occur. The evidence against cervical collar use is similarly mounting, yet there is little sign that practice recommendations are changing* [10].

When it comes to splinting an injury, lifeguards are taught not to splint unless the victim must be moved. This is exactly how we should approach the idea of backboarding here. And, that a victim should only be moved if leaving them in their current position would cause further harm as they await EMS arrival.

Victims of spinal trauma should be treated in a similar way – backboarding of a victim with suspected spinal trauma should only be done if and when local EMS protocol dictates it. Aquatic facilities must coordinate with their local EMS for guidance.

Backboarding a victim does not come without inherent risk of causing more harm, paralyzation or even death. If treatment of victims of spinal trauma is approached from a benefit analysis point of view, according to the National Association of EMS Physicians and American College of Surgeons Committee on Trauma,

> *Long backboards are commonly used to attempt to provide rigid spinal immobilization among emergency medical services (EMS) trauma patients. However, the benefit of long backboards is largely unproven.*

The long backboard can induce pain, patient agitation, and respiratory compromise. Further, the backboard can decrease tissue perfusion at pressure points, leading to the development of pressure ulcers.
Utilization of backboards for spinal immobilization during transport should be judicious so that the potential benefits outweigh the risks [18].

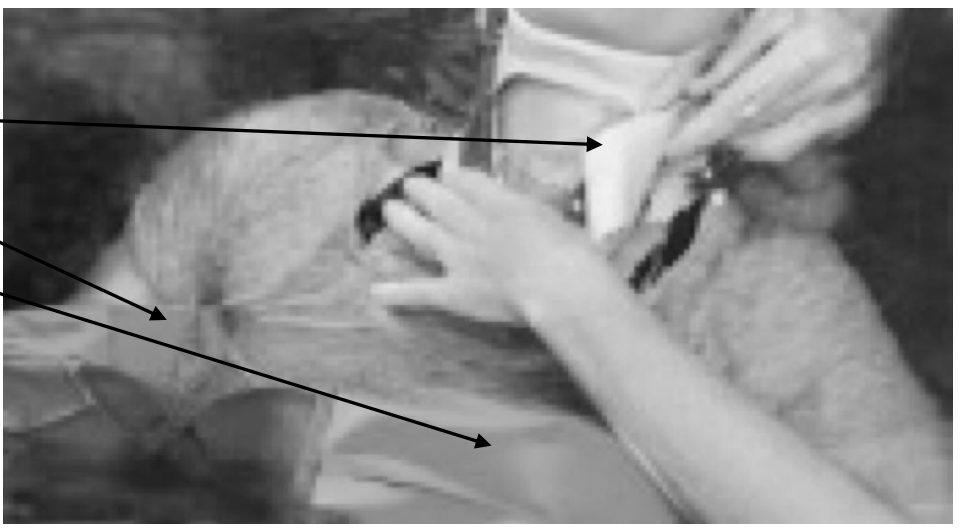
- *Appropriate patients to be immobilized with a backboard may include those with:*
  - *Blunt trauma and altered level of consciousness*
  - *Spinal pain or tenderness*
  - *Neurologic complaint (e.g., numbness or motor weakness)*
  - *Anatomic deformity of the spine*
  - *High-energy mechanism of injury and any of the following:*
    - *Drug or alcohol intoxication*
    - *Inability to communicate*
    - *Distracting injury*

Patients for whom immobilization on a backboard is not necessary to include those with all of the following:
- *Normal level of consciousness (Glasgow Coma Score [GCS] 15)*
- *No spine tenderness or anatomic abnormality*
- *No neurologic findings or complaints*
- *No distracting injury*
- *No intoxication* [18]

BOTTOM LINE:
- *There is no high-level evidence that prehospital spinal immobilization positively impacts patient-oriented outcomes*
  - *Spinal Immobilization Does NOT Help Immobilize the Cervical Spine*
  - *Spinal Immobilization Does NOT Decrease Rates of Spinal Cord Injury*
  - *Spinal Immobilization Increases the Difficulty of Airway Management*
  - *Spinal Immobilization Can Cause Pressure Ulcers*
  - *Spinal Immobilization Changes the Physical Exam*
  - *Spinal Immobilization Worsens Pulmonary Function*
  - *Spinal Immobilization Increases Intracranial Pressure*
- *There is no evidence that immobilizing awake, alert patients without deficits/complaints provides benefit*
- *Selective spinal immobilization protocols can help identify patients at low risk for injury and avoid immobilization* [18].

Do we backboard? Do we use a C-collar? Do we only use manual inline stabilization?

- Always use manual inline stabilization both in-water and on land for any suspected spinal.
- Only backboard a victim of suspected spinal trauma when required by local medical direction.
- Participate in additional in-service training using the equipment, facility, local protocols and facility protocols for spinal trauma victims.



Application of C-Collar to an in-water victim suffering an apparent spinal trauma injury.

Rescue tube can also be seen clipped around the victim under his/her armpits.

FIGURE C.6.2

Arm Splints

To effectively perform this skill, the lifeguard should:

- Activate the EAP.
- Approach the victim by either using the breaststroke or by walking being careful to limit any disturbance in the water.
- Align hip closest to the victim near the victim's hip.
- Use arm closest to the victim to grasp the victim's outer arm farthest from the lifeguard near the bicep while simultaneously using arm farthest from the victim to grasp the victim's outer arm closest to the lifeguard near the bicep.
- Simultaneously move the victim's arms up alongside the victim's head so that the victim's biceps are against the victim's ears (***FIGURE C.6.2***).
- Apply pressure to both of the victim's arms so that the head and neck are immobilized. This pressure should be firm and evenly distributed on both sides of the victim's head.
- Slowly and smoothly walk around the pool in the direction the victim's head is pointing as you perform this entire skill and after the victim is rolled to the face- up position (***FIGURE C.6.3***).

This will help the victim's lower body to remain buoyant and float near the water's surface which will keep the victim's entire body more streamlined.

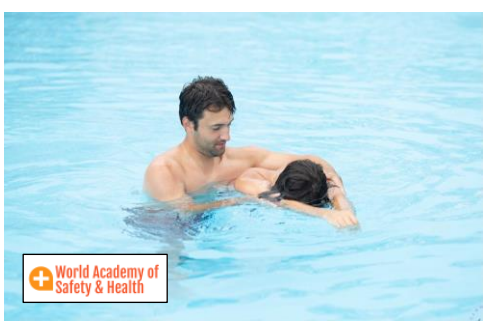


Figure C6.3

Figure C6.4

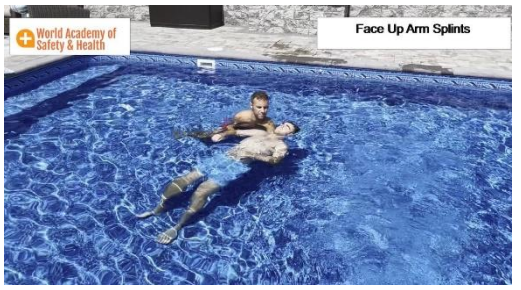


Figure C6.5

Figure C6.6

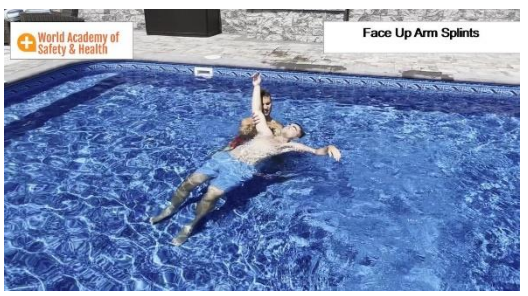


Figure C6.7

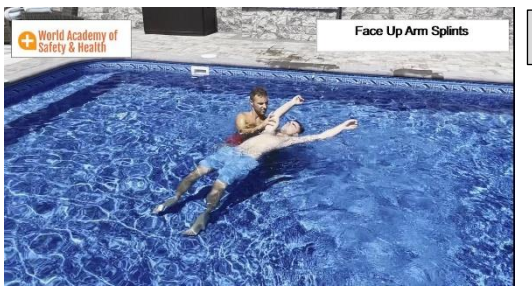


Figure C6.8

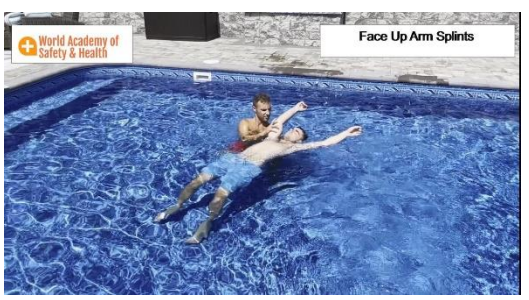


Figure C6.9

Backboarding Spinal Trauma Victims

The following are generalized set of procedures for backboarding. They are designed to provide a broad understanding of the goals of backboarding in various situations and environments. Each facility's design, protocols, and techniques are different and local medical direction and EMS protocols may differ from one jurisdiction to another. For these reasons, it is vital for a lifeguard to receive additional in-service training from his or her employer based upon the employer's specific procedure and technique(s) as well as the local medical direction and local EMS protocols.

The overall goal of backboarding an in-water victim of spinal trauma is the ability to extract this person from the pool without causing additional injury. There are many techniques used to effectively backboard a victim. All techniques are based upon the same set of principles and the specific detailed steps are dependent upon the circumstance:

- Maintaining inline stabilization of the head, neck and back of the victim.
- Backboard is placed underneath the victim and raised up to the victim.
- One or more backboard straps, headgear pillows and head strap(s) are utilized.
- Extraction from the pool in a safe and effective manner.

The most desirable circumstance is having at least four trained rescuers available when handling a situation in which a spinal trauma victim must be backboarded.

Seated Stable Carry

This spinal injury management technique was originally developed for use at surf beaches [5]. It is most easily used in water no deeper than the lifeguard's waist.

To effectively perform this skill, the lifeguard should:

- activate the EAP.
- approach the victim by either using the breaststroke or the walking being careful to limit any disturbance in the water.
- approach the victim from behind.
- place arm closest to the victim under the victim's armpit farthest from the lifeguard.
- place arm farthest from the victim under the victim's armpit closest to the lifeguard.
- arms should be far enough under the victim's armpits to allow the palms of the lifeguard's hands to reach the victim's ears to provide manual inline stabilization.
- once the lifeguard's arms are fully under the victim's armpits and the lifeguard's hands are providing manual inline stabilization, lifeguard should lift the victim up so that his or her back is flush against the lifeguard's chest.
- while facing the victim, a second rescuer picks up both legs of the victim from behind the knees and pushes the victim against the first rescuer's back as the first rescuer walks the victim out of the water.

This technique is also easily used with a spinal trauma victim on land who is seated, standing, or laying in a prone position.

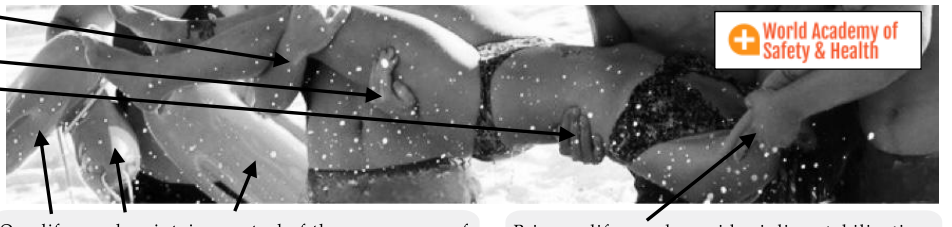
Other responding back-up lifeguards should place themselves in the water between the victim and the oncoming wave action with his/her backs facing the incoming swells and whitewater. The bodies of these back-up lifeguards along with their rescue cans will help to mitigate the impact the breaking wave action has on the victim.

Figure C6.10

Figure C6.11

When additional lifeguards are available, each of the back-up lifeguards should place his/her hands under the back, legs, and waist of the suspected spinal trauma victim. This will help to provide support and stabilization to the spinal column.

FIGURE C.6.12



One lifeguard maintains control of the rescue cans of all other rescuing lifeguards. These were also used on the way to the beach to block the crashing surf.

Primary lifeguard provides inline stabilization.

Standing Backboarding

Standing backboarding or what is often referred to as a "standing takedown" is used when a person exhibits the signs of spinal trauma while on land. Or, it is used when a person complains of the symptoms of spinal trauma while on land and standing [5]. According to the United States Lifesaving Association (USLA), this technique should only be used when necessary and the victim is not able to be safely moved into a sitting position or a supine position. Further, it is recommended that the victim have a cervical collar applied prior to moving to provide additional support of the neck [5].

The steps for backboarding a victim who is in the standing position are:

1.) lifeguard provides manual inline stabilization by placing the palms of his/her hands on the victim's ears while facing the victim.
2.) back-up lifeguard will apply the proper size c-collar while standing behind the victim.
3.) a back-up lifeguard will place the spineboard behind the victim.
4.) Two lifeguards will maintain manual inline stabilization while in front of the victim by each placing the palm of his/her hand closest to the victim on the victim's ear. These lifeguards will place his/her other hand under the victim's armpit and grasp a handle of the backboard.
5.) a third back-up lifeguard will grasp the top of the backboard with two hands from behind the victim to assist in guiding the board with the victim to the ground while the other two lifeguards maintain manual inline stabilization and contact with the backboard handles.

Vertical backboarding on land of a victim of suspected spinal trauma – often referred to as a 'standing takedown'.

FIGURE C.6.13

Zero Depth Backboarding

The zero depth backboarding procedures are used in two different circumstances. If a person exhibits the signs of or complains of the symptoms of spinal trauma while on land and is on the ground. Or, if a person exhibits the signs of spinal trauma while in shallow water – a few inches to only wet ground. If the victim's airway, while on his/her back, is out and remains out of the water then the water is shallow enough to utilize the zero depth backboarding procedures.

The procedure for zero depth backboarding are:

1) primary lifeguard (lifeguard #1) provides manual inline stabilization using the Arm Splints technique from the top of a face-up victim and while standing on one side of a face-down victim. If the victim is face-down, the lifeguard must roll the victim the face-up position once secure in the Arm Splints.
2) if victim is unresponsive, lifeguard checks for breathing and if not breathing, provides immediate rescue breathing.
3) if victim is responsive or unresponsive but breathing, lifeguard #1 maintains inline stabilization.
4) first back-up lifeguard (lifeguard #2) takes over manual inline stabilization from the one side of the victim's head by placing his/her palms over the ears of the victim.
5) Lifeguard #1 moves victim's arms to the sides of the body and secures a c-collar on the victim.
6) lifeguard #1 places the arm of the victim on the side he/she will be rolled.
7) lifeguard #1 grasps the victim at the hip area and ribcage area.
8) second back-up lifeguard (lifeguard #3) retrieves a backboard.
9) lifeguard #2 signals lifeguard #1 to roll the victim toward him/herself and lifeguard #3 to slide the backboard under the victim from the opposite side of lifeguard #1.
10) lifeguard #2 signals lifeguard #1 and lifeguard #3 to roll the victim onto the backboard.
11) lifeguard #3 retrieves backboard headgear while lifeguard #1 secures the straps from the chest to the feet of the victim (ensuring that the chest strap is secured under the victim's armpits and the waist strap is over top of the victim's hands/arms).
12) lifeguard #3 assists lifeguard #2 in securing the headgear and head straps. The top head strap goes across the victim's forehead and if the backboard headgear has a second strap it goes on top of the c-collar near the victim's chin.

Protocols & Communication – Chapter 7

In-Service Training

It is not enough for lifeguards to complete a Certification or recertification course every 1-2 years. Lifeguards must be engaged in ongoing professional development and in-service training at the aquatic facility for which he/she will be providing lifeguard coverage.

Regular and routine in-service training ensures the lifeguard(s) are physically and mentally prepared to properly respond during an emergency.

In- service training topics should be varied and should also address facility-specific concerns. Above all, the rescue skills of lifeguards must remain sharp.

In-service must address, at minimum, the following:

- Learning & practicing the EAP
- Facility rules and regulations
- Preventative lifeguarding techniques
- Refreshing of skills learned in the lifeguard/CPR/AED/1st Aid Certification Course
- Overall risk management
- Facility documentation & administrative procedures
- Review of local, state, and federal requirements of lifeguards
- Industry standards for lifeguards, staff, and aquatic facilities

Lifeguards must be held accountable for keeping their lifesaving skills sharp and in good form - one never knows when they will be needed. Lifeguards should attend regular in-service trainings for continuous improvement.

Lifeguard Techniques, Stations & Positioning

Generally speaking, when considering the positioning of lifeguards, the management staff must ensure:

- Lifeguard should be provided a stand/chair/tower/station that is elevated above the beach and the level of the swimming area.
- Lifeguard stands/chairs/towers/stations are placed close enough to the water to allow the lifeguard to effectively scan and perform swimmer surveillance, but, far enough up the beach so that the high tide does not disrupt the stability of the stand/chair/tower/station.
- Lifeguard services should consider alternate methods of swimmer surveillance (i.e. stationary elevated platform in the water if there is limited wave action; in water patrol by lifeguard(s) using a rescue board, kayak or other non-motorized vessel).
- All lifeguards have a reliable and effective method of communication with one another and, at minimum, one lifeguard must have a direct line of communication to local authorities; management; and/or other emergency services.

Lifeguard chair for two lifeguards as some areas assign partners to each lifeguard station/location.
FIGURE C.7.1

Lifeguard tower for one or multiple lifeguards. Used in select geographic areas and can be equipped with telephones, climate control, polarized windows & more.
FIGURE C.7.2

Lifeguard chair for a single lifeguard. It is elevated above the level of the swimmers and far enough behind the high tide line that it is not washed away or damaged by the incoming tidal flow and/or wave action.
FIGURE C.7.3

Missing Person/Child

Any time the lifeguard(s) is notified a person missing, he/she should:

- Obtain the name and complete description – including age, gender, hair color, eye color, clothing description.
- Find out the person's last know location.
- Find out if the missing person was engaged in an activity on the beach; was last seen in the water; if the missing person was walking in a particular direction. It is IMPORTANT to note: statistically speaking, missing children and elderly will walk with the wind along the shoreline.
- Find out if the missing person has any medical conditions.
- Obtain any other information that may be helpful in locating the missing person.
- Contact dispatcher with the above information so the dispatcher can alert other lifeguard(s). If there is no dispatcher, alert nearby businesses and utilize any type of communication and/or public address system to alert the public on or around the beach.
- Instruct the family of the missing person to remain in one location so that the lifeguard(s) can easily and quickly make contact as and when needed.
- If the missing person was last seen in the water, lifeguard(s) must immediately assess and investigate to determine if a water search should be conducted.
- Notify the dispatcher when the missing person is located.

Any time a missing child is brought to a lifeguard, the lifeguard(s) should:

- Notify the dispatcher of the missing child being sure to share a complete description – the dispatcher will alert other lifeguard(s).
- If lifeguard does not immediately locate the parents, the missing child should be kept with the lifeguard. It may be useful to use one long whistle blast to gain attention of swimmers and beachgoers and point out the missing child.
- If, after the above public notification, the parents are not located, the child should be taken to the next lifeguard station and the procedure repeated.
- Ensure that the child is comforted and his/her emotional well-being is preserved during the process.
- If this procedure is unsuccessful in locating the parents, the child should be transferred to the local authorities for their assistance in locating the parents.
- At no time during the process, should any lifeguard leave his/her area unguarded.

Communication

All facilities must have a system of communication in place. This system must include a set of communication procedures that outline 'call signs' or other easily identifiable terms used for each person and/or location within the facility and methods of communication to be used (telephone, hand signals, handheld flags, whistles, megaphones, air horns, public address systems, two-way handheld radios, etc.). The system should also address:

- Communication between lifeguards on the beach
- Communication between lifeguard(s) and swimmers/beachgoers
- Communication between in-water lifeguards and on-the-beach lifeguards
- Communication between lifeguards and supervisors
- Communication between aquatics staff and supervisors (or lifeguards) and other facility staff members
- Communication with local EMS services

In most organizations, communication between lifeguards is typically accomplished using one of three established systems – hand signals, whistle signals, and flag signals (i.e. semaphore). The communication systems must be standardized within a geographic area and from one organization to another within that area. This ensures rapid response and quality patient care by providing smooth and seamless interaction between all trained surf lifeguards during normal operations as well as during an emergency.

Some facilities who have worked closely with local EMS services may have a designated person with a two-way handheld radio that is able to connect directly to the EMS dispatcher. This can eliminate the need for telephone calls and may increase efficiency and response times during an emergency.

Local emergency telephone numbers as well as hotline numbers (i.e. poison control) should be posted and easily accessible at each swimming area and/or lifeguard station within a facility. This telephone number list must also be posted and available in any and all facility offices. It is advisable for any person responsible for calling any emergency phone numbers to keep these numbers saved in his/her mobile device.

Whistle Signals

Acme Thunderer whistle recommended for beachfronts, ocean rescue, & other open water environments.
FIGURE C.7.4 World Academy of Safety & Health

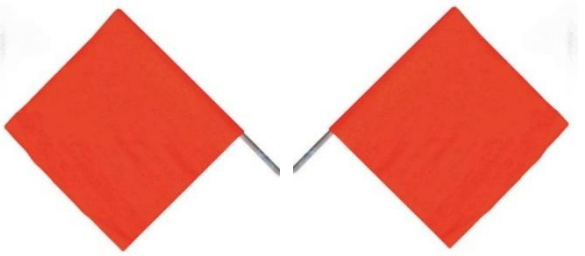
A whistle can be an effective mechanism to communicate with fellow lifeguards, with members of the public, and with supervisors. As with any form of communication within an organization and within particular geographic areas where there are the same and/or similar services offered to citizens, whistle signal communication within lifeguard services must remain standardized. This standardization ensures seamless interaction between lifeguards and/or lifeguard agencies during emergencies and normal operations, thus, allowing the agencies to provide the best victim care possible.

Standard Whistle Signals

One Long Blast	Attention of Swimmer(s)
Two Short Blasts	Attention of Lifeguard(s)
Two Long Blasts	Land Emergency; Medical Emergency
Series of Short Blasts	Water Rescue; Water Emergency

Flag Signals

Two 18"x18" semaphore flags, each mounted on a 24" wood pole for handheld flag signaling and communication between lifeguards.
FIGURE C.7.5 World Academy of Safety & Health



Semaphore is a system or method of signaling to others using a pre-established "signal alphabet". It is often referred to as the language of the ocean.

Originating in France, the semaphore system was developed by Claude Chappe in 1790 and was used during emergency situations on or around ships and/or the ocean and for the government to communicate during the French Revolution. During the 1700's and early 1800's, semaphore was performed using light signals. Semaphore using flags was not developed until 1866[16].

Present day use is typically found along beaches so that lifeguards and/or lifeguard stations may effectively communicate with one another. It is also frequently used to signal to airplanes and pilots. In today's system, one flag (typically orange or another high visibility color) is held in each hand and the person's arms are placed in distinct and specific positions with each position representing a letter or number in the semaphore "alphabet".

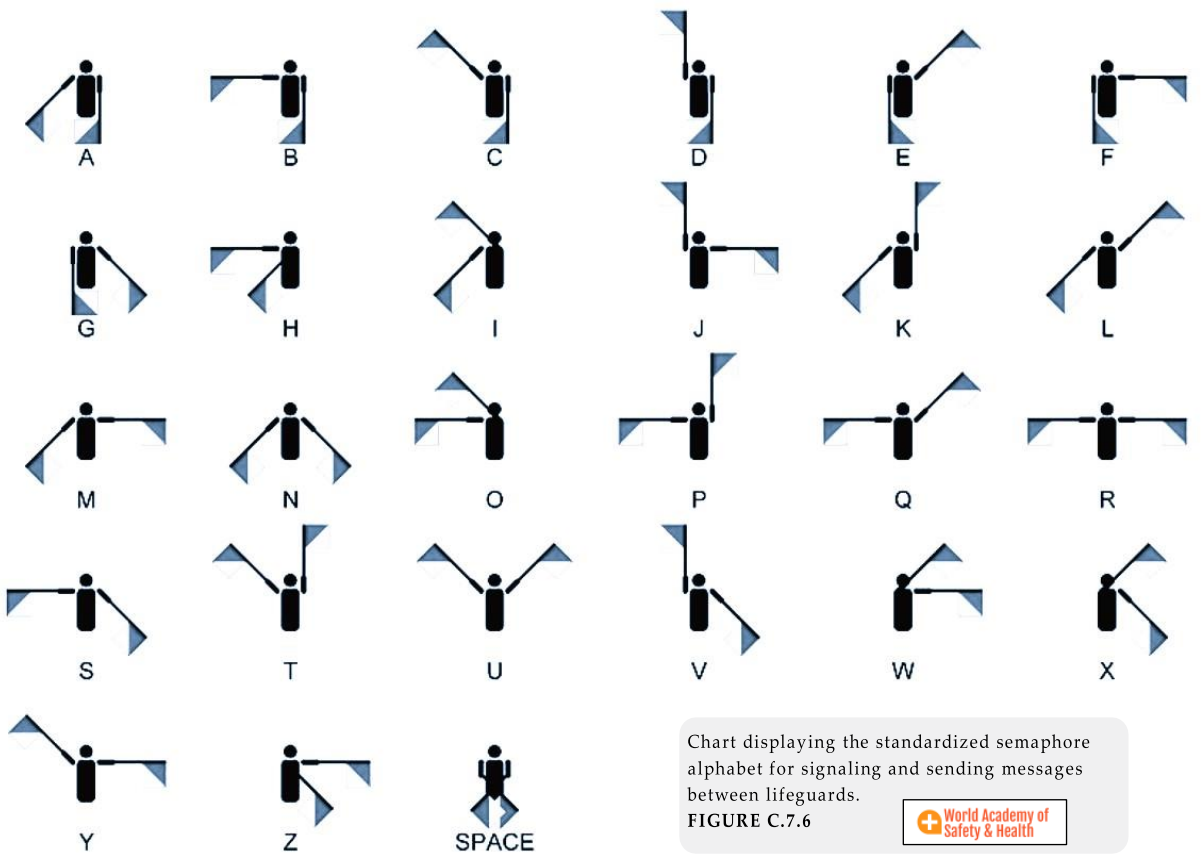


Chart displaying the standardized semaphore alphabet for signaling and sending messages between lifeguards.
FIGURE C.7.6 World Academy of Safety & Health

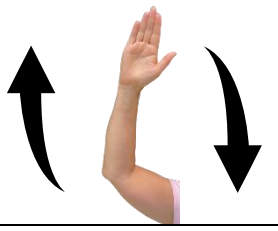
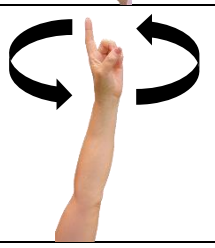
Handheld Portable Radios

If an organization is using a system of communication that includes handheld radios, there are a few mandatory components of such a system that require

A universal or standard set of "ten codes" does not exist. Instead, the use of, meaning of and protocol surrounding "ten codes" varies form one jurisdiction to another and/or from one organization to another.

A full list of "ten codes" can be found in *Appendix A*.

Hand Signals

	**Pointing** - to a Person or Situation to Alert a Fellow Lifeguard of a Situation
	**Tapping the Tap of your Head** – Request a Fellow Lifeguard Watch your Area
	**Creating a 'Circle" Above your Head with Two Arms** – All Okay
	**Making Fist with One Hand while Simultaneously Grabbing the Wrist of that Hand** – Submerged Victim
	**One Hand Straight Over Head Moving the Arm Back & Forth Left to Right** – Signal other Lifeguard(s) that CPR and AED is/are Needed
	**One Hand Straight Over Head Moving the Arm Up and Down While in Water** - Signal Lifeguard(s) on Beach to Begin to Pull the Landline
	**One Hand Straight Over Head on Land or in Water** – Need Immediate Assistance
	**One Hand Straight Over Head While Making a Fist While in Water** – Signal to Lifeguard(s) on Beach to Stop Pulling Landline
	**Arm Extended Over Head with Finger Pointing Upward and Motioning a "Circle" motion with Finger** - Incoming Watercraft, Vessel, or Other Watersport Object; Call a Lifeguard to the Beach from the Water

Signage

It is important to use clear, concise signage to communicate safety information to the public. At minimum, signs should be displayed at each entrance to the beach and/or swimming area(s); on the lifeguards stations (whether towers, buildings, chairs, etc); and roadways leading to beaches and/or swimming area(s). Signs should be customized for the unique features and dangers at each geographically specific beach and/or swimming area(s). At a minimum, all signs should include information about rip currents – what they are, why they are dangerous, how to recognize one, how to escape one. The signs should include a diagram of a rip current with indicators of how to escape. Additionally, agencies should consider adding a few general safety rules and hours of operation hours for lifeguards with a warning not to swim outside of lifeguarded hours.

Uniforms

Lifeguards must be issued a uniform that makes him/her easily identifiable by members of the general public as well as by colleagues and other emergency services personnel. Uniforms should:

- at minimum, include: whistle, hat/visor, shirt, swim trunks, and swimsuit (female lifeguards). Other uniform pieces to consider include: rashguard, jacket, sweatpants/sweatshirt, sun gaiter.
- be labeled with agency logo and/or with any combination of the following: GUARD; LIFEGUARD; BEACH PATROL; OCEAN RESCUE; SURF RESCUE.
- be of a color that is easily seen from a distance on the beach. It is also advisable to consider which colors are most easily seen while under water (neon green, yellow, orange).
- not be worn while off duty.

Reporting System

Each lifeguard agency should implement a data reporting system. The data that is reported on a daily basis should, at minimum, include: preventative actions, assists, rescues, missing persons, first aids. Agencies should also consider reporting subcategores such as multiple victim rescues, minor versus major first aids, and spinal trauma. This data will inform program recommendations, protocols and other decisions related to overall safety and program integrity.

Ideally, this system should be electronically maintained. Agencies using the WASH Surf Rescue program are asked to report annual data, itemized by action and month, to the **WASH** corporate office no later than January 15th of each year for the previous calendar year (admin@lifeguardcertifications.com or online https://lifeguardcertifications.com/agency-reporting/.

Distress Signals from Vessels

There are standardized visual and audible signals that all vessels should use if in distress. However, these standardized signals can change from inland to international waters. Additionally, each region of the world and/or each maritime organization can indicate acceptable and standard distress signals to be used. Therefore, it is vital that the lifeguard(s) know and understand the acceptable standardized signals to be used on the geographic area in which he/she will be working.

Visual Signals can include:

- Signal Flares
  - Red Hand-Held Flare – day and night use
  - Parachute Flare – day and night use
  - Red Meteor – day and night use
- Air Horn, Bell, Whistle
- Orange Flags
- Floating or Hand-Held Orange Smoke Signal
- Electric SOS Lights

In addition to the distress signals commonly used by vessels, it is important for lifeguard(s) to be familiar with other audible signals used by vessels if there tends to be high vessel traffic and/or nearby watersports, sport fishing, or other recreational marina activities.

There are different sound signal combinations for various vessel movements on the water. These signals will be either short (approximately 1 second) and/or prolonged (approximately 4-6 seconds) sounds. If power vessels are within sight of each other and are meeting or crossing within a half mile of one another; each vessel is moving; and each is maneuvering as authorized and/or required by the Inland rules the vessels must use the following sound signals.

When one vessel #1 approaches another vessel #2 and hears either one or two short sound signals, and the sound signal is both understood and vessel #1 can safely let vessel #2 do it, then vessel #1 is required to respond to vessel #2's sound signal with the same sound signal in response.

- **One Short Sound Signal -** When a vessel passes near another vessel, it will navigate around them by leaving them on the left side. If a vessel is behind another vessel, going the same direction and about to overtake it, one short sound signal means: "I intend to pass you on YOUR starboard side, MY port side".
- **One Prolonged Sound Signal –** When a vessel is leaving the dock and/or slip, it signals to other vessels a change in status and that it is getting underway. A prolonged sound signal is also used when a vessel is approaching a bend in a river where vessels coming from another direction cannot be seen. It is sometimes referred to as the "blind bend signal".
- **Two Short Sound Signals –** When a vessel passes near another vessel, it will navigate by leaving them on the right side. If a vessel is behind another vessel, going the same direction and about to overtake it, two short sound signals means: "I intend to pass you on YOUR port side, MY starboard side."
- **Three Short Sound Signals –** When a vessel is operating in astern propulsion, for example backing away from a dock or out of a slip.
- **One Prolonged Sound Signal + Three Short Sound Signals –** Technically, this is two different signals in succession. One prolonged sound signal indicates the vessel is getting under way, and three short sound signals indicates the vessel is backing up. This is what is used when the vessel is leaving a dock or slip in reverse.
- **Five Short Signals -** This is the DANGER signal. If one vessel does not understand the intent of vessel #2, or feel that vessel #2's proposed navigation is dangerous to either vessel, then vessel #1 is required to use the DANGER signal.

As a rule of thumb, inland and international sound signaling differs in that the use of sound signals in inland waters indicates a vessel's intended action while the use of sound signals in international waters indicates a vessel's actual course of action at that time.

Weather Related Procedures

The beach should be cleared whenever there lightning is seen or it is known to be in the area. Agencies should consider at least one portable lightning detector to equip the lifeguards with the most up-t-date, real-time storm and lightning information. Clearing of the beach must include the non-swimmers who are only on the beach. All persons must be directed to take cover in the closest indoor space until the storm has passed and it is deemed safe, by the lifeguards, to return to the beach.

Clearing of the beach can take place using a communication system such as a public address system and/or a megaphone. If the appropriate communication equipment is not available, the lifeguard(s) must use his/her whistle and loudly announce the clearing of the beach due to the incoming weather and/or, once the water has been cleared, walk person to person on the beach making the appropriate notification.

Lifeguard(s) must remain near his/her assigned beach but in the nearest indoor and/or closed safe area.

Opening and Closing Procedures

The daily opening and closing of beaches and swimming areas should adhere to a prescribed set of procedures to ensure personnel and equipment are prepared, functional and operational to start and end each day and that proper notification is made to swimmers at the end of each day.

The following are basic daily opening procedures:
- All lifeguards and staff report to 'lifeguard headquarters" for roll call, daily announcements, and safety checks and maintenance of all equipment.
- Lifeguards are dispatched to his/her assigned beach and/or swimming area for the day.
- Lifeguards, upon arrival at his/her assigned beach and/or swimming area, checks the beach and water for hazards.
- "Lifeguard headquarters" conducts a radio and/or other communication device check to verify there is clean and uninterrupted communication between each lifeguard station and a supervisor and/or "lifeguard headquarters" and lifeguard indicates that he/she is operational.

The following are basic daily closing procedures:
- "Lifeguard headquarters" announces the closing of beaches and/or swimming areas.
- Lifeguards ensure his/her water is clear of all swimmers and that beachgoers understand lifeguard hours have concluded for the day prior to leaving his/her lifeguard station.
- Lifeguards ensure signage indicates lifeguards are off duty and there should be no swimming until lifeguards come back on duty the next day.
- Lifeguards communicate to "lifeguard headquarters" once he/she is no longer operational.
- Lifeguards return to "lifeguard headquarters" to check equipment functionality, charge communication devices, fuel vessels and other equipment, complete any reports, and restock first aid kits.

Physical Disturbances

Whenever possible, the lifeguard(s) should only notify the local authorities of the disturbance and provide as many details as possible when reporting it. If the lifeguard(s) is/are unable to make contact with the local authorities and it becomes necessary for the lifeguard(s) to confront or investigate the disturbance him/herself, at minimum, two lifeguards with his/her rescue cans will approach the persons involved in the disturbance. Lifeguard(s) should do no more than request that the persons involved in the disturbance leave the beach immediately.

At no point should patron surveillance or the safety of swimmers be compromised. The safety in the water must remain the priority even of there is a disturbance on the beach.

When No Rescue Equipment is Available

WASH does not recommend attempting a water rescue without a piece of lifesaving equipment when such equipment is available to the lifeguard/rescuer. Further, WASH does not advise lifeguard(s) attempt any in-water rescue in the absence of the proper lifesaving equipment. That said, it is possible for any piece of lifesaving equipment to fail and/or malfunction during the execution of a rescue and/or for a lifeguard/rescuer to find him/herself in a situation in which a water rescue is required and there is no lifesaving equipment available. In these cases, the lifeguard/rescuer may choose to render assistance and, therefore, must be familiar with rescue techniques without the assistance of flotation devices.

Rescue Techniques Without Rescue Equipment

- **Cross Chest Carry** – rescuer places one arm over one shoulder and across the chest of the victim so that the rescuer's hand is under the opposite armpit of the victim. The rescuer places his/her hip under the backside of the victim and then uses a kick (egg-beater, flutter, scissors, frog) and a sidestroke with his/her free hand to move the victim to the shoreline.
- **Single Armpit Tow –** from behind the victim, rescuer places one hand (arm closest to the water's surface) under one armpit of the victim while keeping his/her forearm straight and against the victim's torso. Rescuer uses the scissors or frog kick along with short, powerful sidestroke pulls with the free arm. Rescuer can breathe using one of two techniques: 1.) rescuer keeps head above the water's surface while verbally reassuring the victim or; 2.) rescuer keeps head under the water and executes two sidestrokes between returning to the surface to breath. This technique allows the victim's body to move into a more streamlined position which will reduce drag in the water.
- **Double Armpit Tow** – from behind the victim, rescuer places both hands under the victim's armpits while keeping both forearms straight and against the victim's back. Rescuer must use only the inverted breaststroke kick to move the victim to the shoreline. The rescuer should keep his/her head above water to breath while towing the victim.
- **Wrist Tow** – using one hand, the rescuer grasps one wrist and forearm of the victim and creates space between his/her body and the victim. If victim is face-down, the rescuer must reach across his/her body (rescuer right hand to victim's left wrist or vice versa) and immediately dip the victim's arm into the water while, simultaneously, turning the victim's arm so that the victim flips to a face-up position. Rescuer turns either onto his/her back or onto one side and uses a kick (egg-beater, flutter, scissors, frog) and either a sidestroke or backstroke with his/her free arm to move the victim to the shoreline.
- **Chin Tow:**
  - **Passive Victim:** rescuer approaches the face-down victim and reaches across his/her body (rescuer right hand to victim's left wrist or vice versa) and immediately dip the victim's arm into the water while, simultaneously, turning the victim's arm so that the victim flips to a face-up position. Rescuer grasps the victim's chin with one hand (using caution not to cover the airway) and pull victim until streamlined. Rescuer pulls victim toward him/her and moves into the cross-chest carry.
  - **Active Victim:** rescuer approaches victim from behind. Rescuer submerges and grasps the victim's legs to spin the victim so that he/she is facing away from you. Rescuer maintains contact with the victim's legs and returns to the water's surface to perform a chin grab on the victim (using caution not to cover the airway) and pull the victim until streamlined. Rescuer pulls the victim toward him/her and moves into the cross-chest carry.

Escapes Without Rescue Equipment

- **Wrist Pull –** used when the victim grasps the rescuer's wrist/forearm. Rescuer makes fist and pulls his/her hand toward the victim's fingers to break the grip. The rescuer should pull in the direction of his/her chest to avoid striking him/herself in the head or face. The rescuer can place his/her other hand on the grasped hand to help with the pull and can place a foot on the victim's torso to help push away from the victim.
- **Rear Choke Hold –** used when victim grasps rescuer from behind. Rescuer should, simultaneously tuck his/her chin to his/her chest toward one shoulder and using his/her hands push the victim's arms up and go under the water. Rescuer, while going under the water should grasp the victim's arm that is lowest in the water and grab the elbow and wrist and pull it back and down behind the victim.

Use of Vehicles and All-Terrain Vehicles (ATV)

Vehicles may be used to maintain overall beach safety. Among other things, they allow for lifeguards to move from one location to another quickly and efficiently they can be used during a missing person search; they can be used to respond to land-based emergencies and/or emergencies just off the beach; and they can be used for crowd control purposes.

Equipment Aboard Vehicle and ATV

- Rescue Tubes and/or Rescue Cans
- Line Buoy (landline setup)
- First Aid Kit with CPR Mask and Bag Valve Mask (BVM)
- Oxygen Tank
- Mask, Fins, Snorkel (multiple sets)
- Automated External Defibrillator (AED)
- Two-Way Radio
- Spineboard (when possible)
- Rescue Board (when possible)
- Helmet(s) for ATV

Shallow Water Line Search

The lifeguard(s) must activate the EAP and initiate a line search when a submerged victim: cannot immediately and easily be seen by the lifeguard(s) from the shoreline (or his/her assigned post); submerges while the lifeguard(s) is/are responding and approaching the victim and the lifeguard(s) cannot immediately and easily be seen by the lifeguard(s); slips under the water with only bystander(s) witnessing the submersion; slips under the water without the lifeguard or any other bystander witnessing the submersion.

A shallow water line search is utilized when a victim slips below the surface of the water at a depth in which lifeguard(s) can easily walk and the bottom is not visible.

Either the lifeguard who saw this occur or the primary lifeguard who is communicating with the bystander who saw the victim slip under the water, should immediately attempt to triangulate the victim's last known position. To accomplish this, the lifeguard should:

- Make a visual note of the victim's last known position prior to submerging.
- Quickly identify:
  - a stationary object beyond this position;
  - a stationary object that is perpendicular to this position and;
  - a stationary object that is behind you, the rescuer, on the shoreline.
- These three objects relative to the victim's last known position will allow you to maintain a marking of the depth and/or distance from the shoreline of the victim's last known position as well as the being able to maintain the victim's last known position relative to the position of the lifeguard line search in the water.
- As additional lifeguards arrive on scene, they will each enter the water, forming a line in which they are arm's length apart from the lifeguard on either side – to ensure this distance is maintained throughout the search, the lifeguards can interlock arms.
- The most senior lifeguard in the water will be the primary rescuer responsible for directing the search line and will communicate directly with the lifeguard onshore.
- The line should begin either up current or up wind from the victim's last know position; the shortest person must be in the shallowest of the water and the tallest person in the deepest part of the water with no person ever being deeper than chest deep; the line should begin to walk in the direction of the victim's last known position with each person in the line sweeping his or her feet left to right and right to left across the bottom in an effort to feel and locate the victim; the line moves at the pace of the slowest walking person.
- The line search must continue in a back-and-forth fashion across the water until the victim is located.

Deep Water Line Search

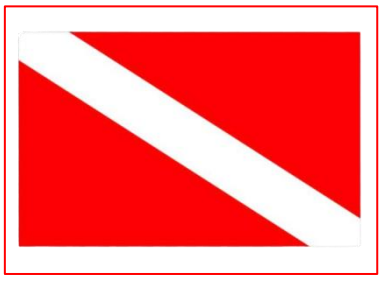
Either the lifeguard who saw this occur or the primary lifeguard who is communicating with the bystander who saw the victim slip under the water, should immediately attempt to triangulate the victim's last known position. To accomplish this, the lifeguard should:

- Make a visual note of the victim's last known position prior to submerging.
- Quickly identify:
  - a stationary object beyond this position;
  - a stationary object that is perpendicular to this position and;
  - a stationary object that is behind you, the rescuer, on the shoreline.
- These three objects relative to the victim's last known position will allow you to maintain a marking of the depth and/or distance from the shoreline of the victim's last known position as well as the being able to maintain the victim's last known position relative to the position of the lifeguard line search in the water.
- As additional lifeguards arrive on scene, they will each enter the water with mask and fins (*FIGURE C.8.1*), forming a line in which they are arm's length apart from the lifeguard on either side.
- The most senior lifeguard in the water will be the primary rescuer responsible for directing the search line and will communicate directly with the lifeguard onshore.
- The line should begin either up current or up wind from the victim's last know position; the shortest person must be in the shallowest of the water and the tallest person in the deepest part of the water; the line should begin by performing a head-first surface dive to the bottom and taking the number of underwater swim strokes as preassigned by the primary rescuer in the direction of the victim's last known position with each lifeguard in the line sweeping his or her hands, arms and feet left to right and right to left across the bottom and through the water column and visually looking through the water all in an effort to locate the victim; lifeguards should resurface in an upright position once he or she has completed the preassigned number of underwater swim strokes; once all lifeguards have resurfaced, the primary rescuer moves the line to the lifeguard who is farthest back.
- The line search must continue in in this same pattern across the water until the victim is located; the search is taken over by local EMS services; or the search is terminated by local EMS services.

It is vital that any time lifeguards are submerged in the water, for any reason, that at least one Marker Buoy s used to notify nearby boat traffic of persons under the water's surface.

Mask and fins to be used during a deep water submerged victim search.
FIGURE C.8.1

Any time lifeguards are performing and activity, including submerged victim deep water line searches, the "Diver Down" flag must be deployed.
FIGURE C.8.2



Locating Submerged Victim

- If the victim is located by lifeguards during a line search – deep or shallow water – he or she must immediately be brought to the surface of the water. Lifeguard(s) should accomplish this by any means necessary with the most desired technique being one in which the victim is grasped under each armpit by one or more lifeguards.
- Once at the surface, the victim should be kept on his or her back while ensuring his or her face is clear of the water. The lifeguards should work as a team to move the victim to the shoreline as quickly and efficiently as possible. Once on the beach, the victim should be assessed and the appropriate emergency care provided based on the victim's condition.

Ten Codes

10-1	Receiving you poorly	10-41	Moved to different channel
10-2	Receiving you well	10-42	Traffic accident located at……
10-3	This channel in use	10-43	Traffic congestion located at……
10-4	Okay, Roger, Yes, I understand	10-44	I have a message for……
10-5	Relay the message	10-45	Stations on this channel identify yourself
10-6	Busy, Not able to talk now	10-50	Break
10-7	Out of service	10-60	What is the next message number
10-8	In service	10-62	Unable to copy your transmission. Use telephone
10-9	Please repeat your last message/transmission	10-63	Net directed to…….
10-10	Was 10-6. Now on call	10-64	Net clear
10-11	Talking to fast	10-65	Awaiting your next message
10-12	Visitors are present	10-67	All units comply
10-13	Advise weather conditions	10-70	Fire at…..
10-16	Make a pick up at	10-71	Proceed with your transmission in code
10-17	Important business	10-73	Ending conversation on radio
10-18	Anything for me/us?	10-77	Not receiving you
10-19	Return to headquarters/base	10-81	Reserve hotel for……
10-20	What is your present location?	10-82	Reserve room for…….
10-21	Contact by telephone	10-84	Telephone number is……
10-22	Make in-person contact with	10-85	Address is……..
10-23	Stand-by	10-89	Radio repairman needed
10-24	Assignment is complete	10-91	Talk closer to the radio mic
10-25	Contact another station by radio	10-92	Adjust your transmitter
10-26	Disregard last message/transmission	10-93	Check my frequency on this channel
10-27	I am changing to channel…….	10-94	Give me a long count
10-28	Proper station identification	10-99	All units
10-29	Time is up for contact	10-100	Rest stop
10-30	Violates regulations	10-200	Police needed at……..
10-31	No longer violating regulations		
10-32	Will advise readability of signal		
10-33	Emergency traffic only on this station		
10-34	In trouble, require assistance		
10-35	Urgent matter cannot discuss via radio		
10-36	Time check		
10-37	Send tow truck		
10-38	Injuries, ambulance required		
10-39	Your message has been delivered		

Ocean and Beach Terminology & Definitions

Amplitude – distance form the water's rest position to the top of the wave's crest.
Backbeach – the soft sand portion of the beach prior to reaching the roadside or other off-beach location.
Backwash – outward (or seaward) flow of water that was left over on the beach from previous waves. It flows under the new incoming waves.
Brackish – a mix of salt and freshwater.
Contour – the elevation of the seafloor.
Crest – the highest point of a wave.
Cusp – the arc(s) creating in the sand from the incoming waves and subsequent outflow of the backwash.
Downdrift – the direction that currents move sand, sediment, and other debris.
Ebb Tide – period of time during which the tide is falling.
Feeder – flow of water parallel to the shoreline that all converge to form the neck (or beginning) of a rip current.
Fetch – the distance, over the water, the wind blows in one direction.
Foreshore – area of beach that s under water during a high tide and is exposed to air during a low tide. Synonym to intertidal zone.
Frequency – the number of waves that pass by a fixed point in a given amount of time.
Groin – shoreline perpendicular structures designed to mitigate the sediment transport or erosion of a beach and/or to maintain updrift beaches.
Gully – underwater canyon or hole. An inshore gully refers to a deeper area as a result of a hole in the bottom.
Height – the distance between consecutive crest and a trough of a wave.
Inlet – a recess or narrow passage through a barrier island that leads into a bay.
Longshore – synonym of littoral. A current that is created by a series of waves reaching the shoreline, breaking, and releasing sudden bursts of energy that then run parallel to the shoreline.
Lull – time between wave sets.
Neap Tide – describes the tide immediately after the first or third quarters of the moon phase. It leads to the least amount of difference between consecutive high and low tides.
Offshore – wind blowing from the land to the water.
Onshore – wind blowing from the water to the land.
Outside – a shallow area that causes waves to break farther form shore and well behind the "inside" break.
Period – time it takes for two consecutive wave crests (or consecutive troughs) to pass a specified stationary point
Plunging Breaker – waves that move along a steep sloping bottom and the wave can form a powerful barrel with enormous close-outs.
Salinity – amount or percent of salt dissolved in the water.
Sea Wall – coastal defense structure, usually man-made, to mitigate the impact of coastal processes including but not necessarily limited to wave action, erosion, wind, and storm swell.
Shorebreak – waves breaking directly on the shoreline usually with great impact.
Slack Tide – period of time during which the tide is not rising or falling.
Spilling Breaker – waves that move along a gradual sloping bottom and the crest collapses down (or "breaks") the face of the wave.
Surf Line – the point in which the waves are impacted by bottom contour and form "breakers".
Surf Zone – area where waves typically break.
Swell – series of waves that propagate along the water/air line and are influenced by gravity. Wind transfers energy from the air to the water and swell is not influenced by local winds but rather by distant weather systems.
Tide Line – highest point of a tide.
Tide Pool – seawater left behind in the intertidal zone during low tide
Trough - lowest point of a wave.
Water Column – the space filled with water between the water's surface and the bottom.
Wave – circular movement of water caused by energy moving through the water.
White Caps – during the breaking of a wave, the air and seawater mix causing white caps in which there is a turbulent flow of water beneath the white caps.

PART III

Lifeguard Instructor S.I Course

Please reference ***PART I*** of this *Instructor Manual, v.2021* for all program administration guidelines. Any administrative information specific to the WASH Lifeguard Instructor S.I Course is included below.

Program Design

The World Academy of Safety & Health (WASH) Lifeguard Instructor S.I Course is designed for to effectively train and prepare successful candidates/participants to deliver provider-level WASH lifeguard courses to others. The pre-requisites to enroll in the WASH Lifeguard Instructor S.I course include:

- Be at least eighteen (18) years of age
- Hold a current, valid and verifiable World Academy of Safety and Health (WASH) provider-level Lifeguard certification AND the ability to provide verifiable documentation of, at minimum, five (5) years of continuous valid lifeguard certification from a nationally and/or internationally recognized certifying body.
- Sufficient experience to effectively communicate the content and deliver the lifeguard trainings (ability to provide, at minimum, five years of verifiable successful work experience as a lifeguard would satisfy this requirement).
- Hold a valid ASHI, an HSI company, BLS and First Aid Instructor certificate and be aligned with an authorized ASHI Training Center OR register for this course with World Academy of Safety and Health (WASH) as part of the WASH Lifeguard Instructor S.I training course.

The WASH Lifeguard Instructor S.I Course is currently offered as a blended format class and attendance at all in-person sessions is required. The goal of the course is to develop an understanding of the basic principles of teaching and learning and to develop instructional skills. Requirements for successful completion include:

- Demonstrate all required physical skills from the provider-level course(s)
- Meet all course objectives
- Pass the provider-level final exam with a minimum score of eighty (80) percent
- Successfully deliver two (2) assigned lessons from the provider-level course
- Conduct Participant Skills Practice
- Conduct Final Skills Assessment

The WASH Lifeguard Instructor S.I certification has a validity period of two (2) years. The WASH Lifeguard Instructor S.I Course needs only to be taken one time. Once a candidate successfully completes the course, renewal does not require any type of recertification course. Instead, the renewal requirements include:

- Serve as Instructor S.I of record for, at minimum, one WASH Lifeguard Certification course during the Lifeguard Instructor S.I certification validity period.
- Successfully complete any and all WASH Instructor S.I updates that may be published during the certification validity period.
- Maintain a valid ASHI, an HSI company, BLS/First Aid Instructor certificate.
- Remain affiliated or aligned with a WASH Authorized Training Center (ATC) and an ASHI Training Center.

Equipment and Materials

- Student Manuals and Instructor Manual (most up-to-date version is located in the WASH online portal).
- Provider-level Lifeguard Course and Instructor Course Slide Presentations
- Skill Video Clips
- Lesson Demonstration Feedback Form (LDFF)
- Skills Assessment Form (SAF) and Instructor Candidate Skills Assessment Form (ICSAF)
- Student Authorization Request (SAR)
- Quality Assurance Guidelines (most up-to-date version is located in the WASH online portal)
- Provider Course Outline
- Instructors in the Know

Authorized Training Centers and Authorized Instructors

Candidates who successfully complete the WASH Lifeguard Instructor S.I Course are not authorized to teach any WASH courses until and unless he or she:

- Affiliates with or becomes a WASH Authorized Training Center
- Holds or earns a valid ASHI, an HSI company, Basic Life Support (BLS)/First Aid Instructor certification
- Affiliates with or becomes an ASHI Training Center

Authorized Training Centers (ATC) and Instructors have or will be granted access to the WASH ATC & Instructor Online Portal. This is a password protected area of the WASH website, specifically, designed to assist ATC's and Instructors with course administration, course delivery and an area for general WASH information and updates to be publicly announced. This online portal contains program manuals, current price lists, course administrative paperwork, course videos, course slide presentations, and much more.

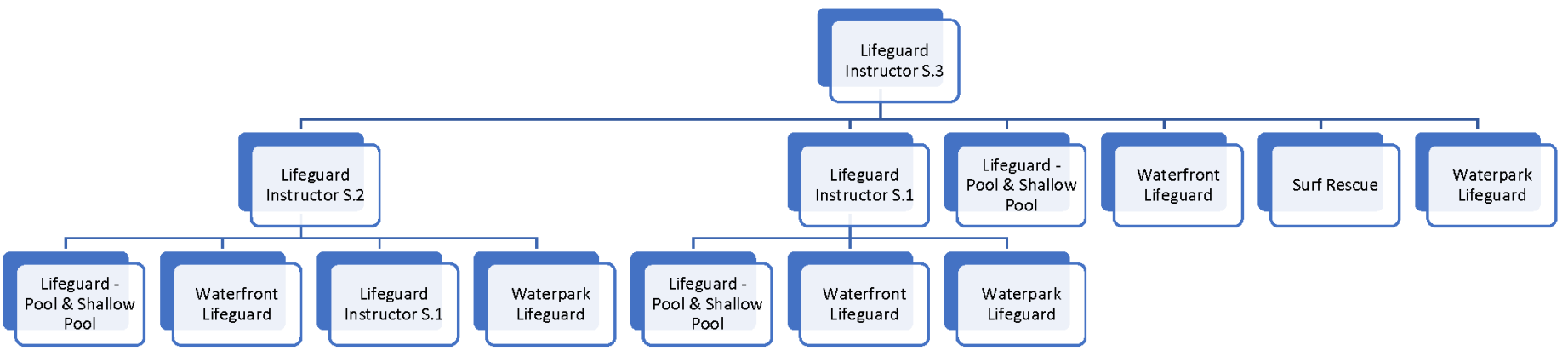
Once a course is delivered, an instructor may choose to submit the Student Authorization Request (SAR) via email, mail, or online using the ATC & Instructor Online Portal.

The Instructors in the Know document provides both ATC's and Instructors with a broad overview of how the WASH program is designed to operate.

Instructor Hierarchy

World Academy of Safety & Health

Instructor Hierarchy Chart



Instructor S.I Course Delivery

Course Outline

Lesson	Objective(s) and/or Physical Skills		Approximate Time (minutes)
	Content/Knowledge	Skills	
Introduction & Expectations	Describe the skills necessary to deliver effective training, course expectations and requirements to instructor candidates.		10
Demonstration of Skills	Describe and explain how to effectively execute a skill demonstration to instructor candidates.	Perform skill demonstrations for instructor candidates.	180
Conducting Skills Practice Session	Describe how to conduct a skills practice session with feedback and coaching being provided.	Perform skills practice session providing feedback and coaching.	120
Using Slide Presentation & Video Clips to Guide Discussion and Mini-Lectures	Explain how to effectively use the course slide presentation and video clips to deliver content and guide skills practice.		90
Delivering Lessons	Describe how to facilitate learning by delivering an effective lesson.	Demonstrate the effective lesson(s).	240
Conducting Final Skills Assessment	Describe how to effectively conduct a final skills assessment of instructor candidates.	Perform an effective skills assessment.	120
Continuing Instructor Development	Explain the purpose of the initial training provided in the WASH Instructor S.I course and the purpose of continuing education.		15
Course Administration	Explain how to complete required course documentation.	Demonstrate completion of all required course documentation.	45
ATC & Instructor Online Portal	Explain and demonstrate how to navigate the WASH ATC & Instructor Online Portal and what resources are available to instructors.		45
Final Written Exam	Demonstrate content knowledge.		45
Performance of Skills	Demonstrated throughout the course & prerequisites.		X

Total Time: 15 HOURS, 10 MINUTES *

*****The recommended lesson and course times are based upon an Instructor S.I to instructor candidate ratio of 1:6. These recommended times do NOT take into account breaks and transitions. Breaks (5-10 minutes) should be provided every 1-1.5 hours throughout the course. WASH recognizes there are many variables that influence these recommended times including but may not be limited to: facility layout, experience and prior training of instructor candidates, proficiency of instructor candidates, equipment ratios, and WASH Instructor S.I to instructor candidate ratios.

WASH Instructor S.1 Course Objectives

The World Academy of Safety & Health (WASH) Lifeguard Instructor S.2/S.3 conducting the WASH Lifeguard Instructor S.1 course will:

- Deliver the course in accordance with the most up-to-date version of the WASH Quality Assurance Guidelines.
- Deliver the course in accordance with the course outline, curriculum, and manual(s).
- Effectively plan and prepare the course lessons and utilize the WASH course resources.
- Evaluate the physical skills, content knowledge, teaching and presentation ability, and the feedback and evaluation skills of each candidate.
- Provide constructive feedback to each candidate that is focused, specific, detailed, and helps candidate improve.
- Model professionalism, organization and effective preparation.
- Maintain proper candidate to instructor and candidate to equipment ratios based upon the WASH guidelines for these ratios.
- Effectively explain how to access and navigate the WASH ATC and Instructor online portal system.
- Maintain and submit in a timely manner all required course documentation.

All World Academy of Safety & Health (WASH) Lifeguard Instructor S.1 candidates will, by the conclusion of this training course, be able to:

- Demonstrate all physical skills required in the WASH provider-level lifeguard course(s).
- Explain and demonstrate effective use of course resources including: slide presentation, skills video clips, manuals, outlines.
- Demonstrate the ability to design effective lesson plan(s).
- Demonstrate effective lecture techniques, facilitation techniques, guided questioning techniques, and small group practice.
- Efficiently and effectively evaluate the lifeguarding skills of provider-level course participants.
- Effectively provide constructive feedback to provider-level course participants.
- Demonstrate a deep understanding and familiarity with the WASH provider-level curriculum, outlines and manuals.

WASH Instructor S.2 Activities for Delivering Instructor S.1 Course

Introduction & Expectations

All WASH Instructors should be taught to create a learning environment that is welcoming and safe for all participants. This starts with the initial interaction between instructor and each participant or candidate.

WASH Instructor S.2's should be sure to:

- Greet candidates as they arrive
  - Arrive early enough to already be setup prior to the arrival of the first candidate
  - Greet candidates by introducing yourself in a friendly, professional and welcoming manner
  - Explain the layout of the learning environment and general safety information to the candidates
  - Explain the course expectations to candidates
- Begin and end the course on time
  - Be considerate of the candidates' time and be sure to start and end on time. If some require remediation or additional time, consider working with them in a manner that permits the remaining candidates to leave on time
  - Consider using a warm-up activity to begin the course as well as to begin each lesson. This may provide you with valuable information about the candidates' level of prior knowledge and experience
  - Attempt to build a rapport with each candidate. This may be accomplished by asking questions, being interested in hearing about prior training and the reason they have chosen to enroll in the course, and/or about their chosen profession
  - Share the course outline and general itinerary with candidates
- Demonstration of Skills
- Conducting Skills Practice Session
- Using Slide Presentations and Video Clips to Guide Discussion and Mini-Lectures
- Delivering Two Assigned Lessons from the Provider-Level Course
- Conducting Final Skills Assessment
- Continuing Instructor Development
- Course Administration
- ATC & Instructor Online Portal
- Final Written Exam
  - Outline the requirements for successful course completion
- Assign each instructor candidate two provider-level course lessons to prepare for presentation later in the course.
- Always conclude each course lesson with a wrap-up that includes an opportunity for candidates to process and reflect on what they learned. Be sure to allow any questions from candidates prior to moving on to the next lesson.

Demonstration of Skills

- WASH Instructor S.2 verifies all provider-level course skills for each WASH Instructor S.1 candidate
- WASH Instructor S.2 demonstrates all provider-level course skills while explaining to WASH Instructor S.1 candidates how to effectively teach each skill in a provider-level course
- Each demonstration should be first completed on dryland and should be from the beginning of the skill and continue straight through to the end of the skill
- Demonstrate each skill a second time on dryland talking aloud through each detail of the skill being performed
- Demonstrate each skill in the water
- Ask for questions

- Each instructor candidate demonstrates each of the skills from the provider-level course
- WASH Instructor S.2 provides feedback to instructor candidates and assesses the ability of each candidate to competently demonstrate each skill to course participants
- Ask for questions

Conduct Skills Practice Session

- WASH Instructor S.2 will demonstrate how to effectively complete a skills practice session
  - WASH Instructor S.2 will choose a skill and conduct a practice session with the instructor candidates
  - WASH Instructor S.2 will assign an instructor candidate to act as the 'WASH Instructor S.1' and a few other candidates to act as 'provider-level course participants'
  - 'WASH Instructor S.1' will conduct a skill practice session of a skill of his or her choice with the 'provider-level course participants' providing them with feedback and coaching
  - After sufficient practice, each 'provider-level course participant' will be asked to perform each required skill for evaluation. The evaluation must be documented on the Skills Assessment Form (SAF) found in *Appendix C*
- WASH Instructor S.2 provides feedback to instructor candidates and assesses the ability of each candidate to competently and effectively conduct a skills practice session with course participants
- Each instructor candidate is required to successfully complete a skills practice session
- Ask for questions

Use Slide Presentation & Video Clips to Guide Mini-Lectures

- WASH Instructor S.2 delivers the provider-level course slide presentation by chapter
- WASH Instructor S.2 shows each corresponding provider-level course video clip immediately after completing that chapter's portion of the slide presentation
- Emphasize key points immediately after each chapter's slide presentation and video clip(s) has been presented
- Ask for questions
- Review the chapter's learning objectives that should be supported by the slides and video clips
- Informally assess candidates for understanding
- Ask for questions

Delivering Lessons

- Instructor candidates will each present two lessons with other instructor candidates acting as provider-level course participants
- Each instructor candidate should utilize the WASH model for course and lesson delivery:
  - Mini-Lecture guided by the presentation of the slides from the corresponding chapter/lesson
  - Present video clips from corresponding chapter/lesson
  - Demonstrate skills presented in the chapter/lesson
  - Conduct skills practice sessions for skills in the chapter/lesson
  - Allow course participants time to process, reflect and ask questions about the content and skills from the chapter/lesson

- WASH Instructor S.2 conducts a post-presentation debrief after each candidate's lesson presentation. This debrief should occur in three stages:
  - Allow the instructor candidate to self-assess and provide his or her thoughts about what went well and what areas could be improved
  - Allow other instructor candidates to provide feedback
  - WASH Instructor S.2 provides feedback ensuring the focus is positive reinforcement even when sharing areas requiring improvement
  - Ask for questions

Candidate Lesson Demonstrations

- Each WASH Instructor S.1 candidate will demonstrate the delivery of two assigned lessons & will be assessed using the Lesson Demonstration Feedback Form (LDFF)
- The WASH Lifeguard Instructor S.2/S.3 as well as the other WASH Instructor S.1 candidates should complete an LDFF for each lesson demonstration – this is a great opportunity to practice providing feedback
- Lesson demonstrations will allow each WASH Instructor S.1 candidate to gain experience with: lesson planning; navigating the WASH manuals and other teaching resources; setting up and conducting skills sessions; evaluating participant skills; providing constructive feedback; and timing of lesson components
- When assigning the lesson demonstrations, the WASH Instructor S.2/S.3 must ensure that each candidate gains experience with both lecture-based and skills-based lesson delivery
- During each lesson demonstration, the WASH Instructor S.1 candidates must show effective use of:
  - WASH Instructor Manual
  - WASH Course Slide Presentation(s)
  - WASH Skills Video Clips
  - WASH Skills Assessment Form (SAF)
  - WASH Course Outline(s)
  - Other WASH teaching resources

Conduct Final Skills Assessment

- WASH Instructor S.2 will demonstrate how to effectively complete a final skills assessment using *Section VI Skills A, B, and C* on the Skills Assessment Form (SAF) found in *Appendix C* and the Final Skills Scoring Rubric found in *Appendix D*
  - WASH Instructor S.2 will assign an instructor candidate to act as the 'WASH Instructor S.1' and another instructor candidate to act as a 'provider-level course participant'
  - 'WASH Instructor S.1' will conduct a final skills assessment with a 'provider-level course participant'
- WASH Instructor S.2 provides feedback to instructor candidates and assesses the ability of each candidate to competently and effectively conduct a final skills assessment with course participants
- Each instructor candidate is required to successfully complete a full final skills assessment and successfully complete the required documentation
- Ask for questions

Continuing Instructor Development

- Explain that the WASH Lifeguard Instructor S.1 Course is designed to set a foundation for instructors. It should be followed up with consistent and ongoing training and professional development
- Explain that the most valuable and productive training is the actual teaching of classes
- Encourage instructor candidates to use instructional skills developed during the WASH Lifeguard Instructor S.1 Course as soon and as often as possible

- Encourage instructor candidates to:
  - Skills may degrade over time without use
  - Practice skills often
  - Teach classes often
  - Seek out a mentor – an experienced instructor who is able to guide you, support you and offer productive feedback
  - Attend conferences, workshops, symposiums, and other professional growth meetings
  - Join online discussion groups and network with other instructors
- Ask for questions

ATC & Instructor Online Portal

- Provide overview of and how to navigate the WASH website
- Assist instructor candidates in setting up a WASH Online Portal account
- Discuss and explain course resources located in the online portal
  - Video clips should be downloaded so a class is never interrupted by spotty or lack of internet service
  - Slide presentation(s) should be downloaded so a class is never interrupted by spotty or lack of internet service
  - Student and Instructor Manuals should be downloaded so a class is never interrupted by spotty or lack of internet service
- Ask for questions
- Explain the use of the administrative forms and documents located in the online portal.
- Demonstrate where to find and how to utilize the online submission option for the Student Authorization Request (SAR) within the portal
- Explain the WASH Scholarship Program
- Ask for questions

Final Written Exam

- Each instructor candidate is required to successfully complete the final written exam with a minimum score of ninety (90) percent

World Academy of Safety & Health (WASH) recognizes that no two classes are the same and the prior knowledge, skill proficiency, previous training and experience and learning needs can vary widely from one class to another as well as from one course participant to another. WASH courses are designed with a built-in flexibility for instructors to adapt to needs of the course participants. For example, an instructor is permitted to consider any or all of the following:

- Video guided practice
- Asking another course participant whose skills are highly competent to demonstrate and/or practice with other course participants
- Work one-on-one with participant(s) as time allows
- Discuss with participant(s) any possible barriers that are impeding the learning process (i.e. language barriers, learning disability, etc) and how you might be able to help improve performance

Delivering a Provider-Level Course

Introduction

Instructors should be taught to create a learning environment that is welcoming and safe for all participants. This starts with the initial interaction between instructor and each course participant.

Instructors should be sure to:

- Greet participants as they arrive
  - Arrive early enough to already be setup prior to the arrival of the first participant
  - Greet participants by introducing yourself in a friendly, professional and welcoming manner
  - Explain the layout of the learning environment and general safety information to the participants
  - Explain the course expectations to participants
- Begin and end the course on time
  - Be considerate of the participants' time and be sure to start and end on time. If some require remediation or additional time, consider working with them in a manner that permits the remaining course participants to leave on time
  - Consider using a warm-up activity to begin the course as well as to begin each lesson. This may provide you with valuable information about the participants' level of prior knowledge and experience
  - Attempt to build a rapport with each participant. This may be accomplished by asking questions, being interested in hearing about prior training and the reason they have chosen to enroll in the course, and/or about their chosen profession
  - Share the general course itinerary with participants
    - Successful completion of self-paced online module (if enrolled in blended format course)
    - Attendance at all in-person class sessions
    - Successful demonstration of skills
    - Successful completion of Final Skills Assessment
    - Successful completion of Final Written Exam
  - Outline the requirements for successful course completion
- Always conclude each course lesson with a wrap-up that includes an opportunity for participants to process and reflect on what they learned. Be sure to allow any questions form participants prior to moving on to the next lesson.

Presentation of Content to Course Participants

Presentation of course content should remain standardized throughout the course. The following general guidelines should be utilized in the order listed for each chapter in the course. Instructors should ensure that each of these 5 steps is followed for a chapter prior to presenting the next chapter.

All instructors should follow these general guidelines for presenting content:

1. Guided Mini-Lecture Using Slide Presentation by Chapter
   - State Chapter objectives
   - Use slide presentation one chapter at a time and the next chapter should not be presented until steps #2-5 have been completed for the chapter
   - Ask for questions
2. Video Clips by Chapter and Corresponding Skill
   - Review & emphasize key points
     - Refer to corresponding pages in Student Manual
     - Ask questions of students for informal assessment purposes

3. Instructor Demonstration of each Skill(s) in each Chapter
    - The demonstration should be from the beginning of the skill and continue straight through to the end of the skill
    - Demonstrate each skill a second time talking aloud through each detail of the skill being performed
    - Ask for questions
4. Student Practice of Skills and/or Student Activity
    - Ask for questions
    - Practice on dryland first
    - Practice in the water second
        - Continually monitor the skills practice of all participants providing immediate and constructive feedback and coaching for all participants to hear to ensure skills are practiced correctly. Coaching should include as much positive reinforcement as possible.
            - Practice alone (with partners if skill requires it)
            - Practice with peers
            - Guided practice with instructor providing scenarios for participant(s) to work through
    - Ask for questions
5. Students provided time to process, reflect and ask questions prior to moving to the next chapter

Formal Evaluation of Participants in Provider-Level Course

Evaluation of all participants is required in all WASH training courses. Formal evaluation occurs in two ways:

- **Skills Assessment**

Instructor must utilize the Skills Assessment Form (SAF) when conducting the skills assessment. Instructors should use the Final Skills Scoring Rubric for the final three skills. One form must be completed for each participant in the course. When conducting a skills assessment, the instructor should make every attempt to limit embarrassment or humiliation of any student and limit the disruption to other participants who may be preparing for his or her own skills assessment.

Instructor must ensure all required portions of the Skills Assessment Form (SAF) are complete for each course participant. Sign and date each form. These are kept by the instructor and the ATC for a minimum of three (3) years. WASH reserves the right to inspect these forms during this time period during general quality assurance reviews and/or for purposes related to a formal quality assurance investigation.

Instructor should allow any student who did not meet the objective for one or more skills to be re-evaluated following the necessary remediation. If a student is unable to meet the objective for one or more skills on the second attempt then that student must re-attempt the entire class at a later date.

- **Final Written Exam**

Each participant must score a minimum of eight (80) percent on the final written exam as one of the requirements to earn certification. This exam is given at the conclusion of the WASH course; it is a closed-book exam; and it must be proctored by a WASH Instructor. Both the exam and the exam answer key can be found in the WASH Instructor Manual, v.2021 in Appendix A and B respectively. Please keep in mind that the exam answer key is a confidential document and should not be shared with any person

Instructor of record for a WASH course must complete and submit a Student Authorization Request (SAR) for each successful participant enrolled the course. This is the official course record and is maintained by the World Academy of Safety & Health (WASH) corporate office for a minimum period of seven (7) years. This is also the form used by WASH to issue Lifeguard Certificates to successful participants. This can also be completed and submitted online in the ATC & Instructor Online Portal.

PART IV

Lifeguard Instructor Cross-Over Course

Purpose of Course

The World Academy of Safety & Health (WASH) Instructor Cross-Over Course is an online module and in-person skills verification designed for lifeguard instructors with valid and verifiable authorization/certification/license from a nationally and/or internationally recognized certifying body who wish to become Instructors of the World Academy of Safety & Health (WASH) Lifeguard Certification program.

World Academy of Safety & Health (WASH) recognizes and honors a valid and verifiable lifeguard instructor authorization from a nationally and/or internationally recognized certifying body. To this end, when a candidate submits a current lifeguard instructor authorization and successfully completes the steps listed in 'Course Requirements', a WASH Lifeguard Instructor certification will be issued at the same level to which the candidate is presently authorized through the other certifying body.

This is a self-paced course that is designed to be completed independently.

Course Requirements

- Submission of valid and verifiable Lifeguard Instructor issued by another nationally and/or internationally recognized certifying body
- Submission of valid ASHI, an HSI company, Basic Life Support (BLS) Instructor certificate OR successful completion of the ASHI *Instructor Development Course (IDC)* and ASHI *New Instructor Application*
- Affiliate with an ASHI training center OR apply to become an ASHI training center by completing the *ASHI Training Center Application*
- Successfully Self-Paced Online Instructor Cross-Over Module
- Successful demonstration and verification of all WASH lifeguard program physical skills
- Review, in full, the WASH Lifeguard certification program – including both the instructor and student manuals; all course video clips; course slide presentations; quality assurance guidelines; program and course documents (i.e. instructors in the know, skills assessment form, final skill scoring rubric, student authorization request, etc.)
- Complete, sign and submit the *WASH Authorized Instructor & Authorized Training Center (ATC) Contract*

Course Administrative Procedures

1. Register for the WASH Instructor Cross Over Course
2. Submit a copy of valid and verifiable lifeguard instructor authorization/certification/license from a nationally and/or internationally recognized certifying body
3. Once a of a valid lifeguard instructor authorization/certification/license from a nationally recognized certifying body is uploaded, you will receive an email with a link to access the Self-Paced Online Instructor Cross-Over Module
4. Complete full review of the WASH lifeguard certification program
5. Submit a copies of: valid ASHI, an HSI company, Basic Life Support (BLS) Instructor certificate OR completion of an *ASHI New Instructor Application* AND proof of affiliation with an ASHI training center OR apply by completing the *ASHI Training Center Application*
6. Complete, sign and submit the *WASH Authorized Instructor & Authorized Training Center (ATC) Contract*

PART V

Lifeguard Instructor S.2 Course

Please reference ***PART I*** of this *Instructor Manual, v.2021* for all program administration guidelines. Any administrative information specific to the WASH Lifeguard Instructor S.2 Course is included below. ***Please Note: WASH Lifeguard Instructor S.3 certification is only available to World Academy of Safety and Health (WASH) program and course developers at this time.***

Program Design

The World Academy of Safety & Health (WASH) Lifeguard Instructor S.2 Course is designed for to effectively train and prepare successful candidates/participants to deliver WASH Lifeguard Instructor S.1 courses to others. The pre-requisites to enroll in the WASH Lifeguard Instructor S.2 course include:

- Hold current, valid and verifiable World Academy of Safety and Health Lifeguard Instructor S.1 certificate
- Maintained a World Academy of Safety and Health Lifeguard Instructor S.1 certificate for, at minimum, two (2) years
- Sufficient experience to effectively communicate the content and deliver the lifeguard instructor trainings
- In good standing with World Academy of Safety and Health as a Lifeguard Instructor S.1
- Served as Lead Instructor of record for a successful delivery of, at minimum, one (1) World Academy of Safety and Health provider-level Lifeguard course in each twelve (12) month period while holding a WASH Lifeguard Instructor S.1 certificate
- Written Letter of Recommendation from employer

The WASH Lifeguard Instructor S.2 Course is currently offered as a blended format class and attendance at all in-person sessions is required. The goal of the course is to develop an understanding of the basic principles of teaching and learning and to develop and refine both instructional and evaluation skills. Requirements for successful completion include:

- Demonstrate all required physical skills from the provider-level course(s)
- Meet all course objectives
- Pass the provider-level final exam with a minimum score of eighty (80) percent
- Successfully deliver four (4) assigned lessons from the WASH Lifeguard Instructor S.1 course
- Conduct Participant Skills Practice
- Conduct Final Skills Assessment
- WASH uses an apprenticeship model: must co-teach first two Lifeguard Instructor S.1 courses and record and submit the third course for review. If these three courses are successfully delivered per WASH Quality Assurance Guidelines, v.101 the probation period concludes.

The WASH Lifeguard Instructor S.2 certification has a validity period of two (2) years. The WASH Lifeguard Instructor S.2 Course needs only to be taken one time. Once a candidate successfully completes the course, renewal does not require any type of recertification course. Instead, the renewal requirements include:

- Serve as Instructor S.2 of record for, at minimum, one WASH Lifeguard Certification course during the Lifeguard Instructor S.2 certification validity period.
- Successfully complete any and all WASH Instructor S.2 updates that may be published during the certification validity period.
- Maintain a valid ASHI, an HSI company, BLS/First Aid Instructor Trainer (IT) certificate.
- Remain affiliated or aligned with a WASH Authorized Training Center (ATC) and an HSI/ASHI Training Center.

Equipment and Materials

- Student Manuals and Instructor Manual (most up-to-date version is located in the WASH online portal).
- Instructor Course Slide Presentations
- Lesson Planning Form (LPF)
- Lesson Demonstration Feedback Form (LDFF)
- Instructor Candidate Skills Assessment Form (ICSAF)
- Student Authorization Request (SAR)
- Quality Assurance Guidelines (most up-to-date version is located in the WASH online portal)
- WASH Lifeguard Instructor S.1 and S.2 Course Outlines
- Instructors in the Know

Instructor S.2 Course Delivery

Course Outline

Lesson	Objective(s) and/or Physical Skills		Approximate Time (minutes)
	Content/Knowledge	Skills	
Introduction & Expectations	Describe the skills necessary to deliver effective training, course expectations and requirements to Lifeguard Instructor S.2 candidates.		20
Curriculum & Program Overview	1.) Review the WASH provider & instructor level courses. 2.) Review pre-requisite & successful completion requirements for each WASH provider & instructor level program/course. 3.) Review provider & instructor level course resources.		30
Delivering Lessons	Describe how to facilitate learning by delivering an effective lesson.	Demonstrate the effective Lifeguard Instructor S.1 lesson(s).	240
Observation & Critiquing of Sample Lessons	1.) Explain how to effectively plan, create, & deliver a lesson. 2.) Explain the best practices of providing constructive feedback.	1.) Practice using the Lesson Planning Form. 2.) Demonstrate teaching others how to use the Lesson Planning Form. 3.) Practice using the Lesson Demonstration Feedback Form.	360

Conducting Instructor S.1 Skills Assessment	Describe how to effectively conduct an Instructor S.1 skills assessment of Instructor S.1 candidates.	1.) Perform an effective skills assessment providing feedback & coaching. 2.) Practice using the Instructor Candidate Skills Assessment Form.	180
Continuing Instructor Development	Explain the purpose of the initial training provided in the WASH Instructor S.2 course and the purpose of continuing education.		15
Course Administration	Explain how to complete required provider-level & instructor-level course documentation.	Demonstrate completion of all required provider and instructor level course documentation.	60
ATC & Instructor Online Portal	Explain and demonstrate how to navigate the WASH ATC & Instructor Online Portal and what resources are available to instructors.		45
HSI/ASHI Instructor Trainer (IT)	Explain how to access the HSS/ASHI IT upgrade section and how to fulfill requirements to earn the HSI/ASHI IT authorization		20

Total Time: 16 HOURS, 10 MINUTES

***The recommended lesson and course times are based upon an Instructor S.2 to instructor candidate ratio of 1:6. These recommended times do NOT take into account breaks and transitions. Breaks (5-10 minutes) should be provided every 1-1.5 hours throughout the course. WASH recognizes there are many variables that influence these recommended times including but may not be limited to: facility layout, experience and prior training of instructor candidates, proficiency of instructor candidates, equipment ratios, and WASH Instructor S.2 to instructor candidate ratios.

WASH Instructor S.2 Course Objectives

The World Academy of Safety & Health (WASH) Lifeguard Instructor S.3 conducting the WASH Lifeguard Instructor S.2 course will:

- Deliver the course in accordance with the most up-to-date version of the WASH Quality Assurance Guidelines.
- Deliver the course in accordance with the course outline, curriculum, and manual(s).
- Effectively plan and prepare the course lessons and utilize the WASH course resources.
- Evaluate the content knowledge, teaching and presentation ability, and the feedback and evaluation skills of each candidate.
- Provide constructive feedback to each candidate that is focused, specific, detailed, and helps candidate improve.
- Model professionalism, organization and effective preparation.
- Maintain proper candidate to instructor and candidate to equipment ratios based upon the WASH guidelines for these ratios.
- Maintain and submit in a timely manner all required course documentation.

All World Academy of Safety & Health (WASH) Lifeguard Instructor S.2 candidates will, by the conclusion of this training course, be able to:

- Demonstrate the ability to plan, design, and deliver effective lesson plan(s) for the Instructor S.1 course.
- Demonstrate effective lecture techniques, facilitation techniques, guided questioning techniques, and small group practice.
- Efficiently and effectively evaluate the lifeguarding skills of provider-level course participants.
- Effectively provide constructive feedback to provider-level course participants.
- Demonstrate the ability to evaluate the effectiveness of a lesson and provide appropriate and constructive feedback to the S.1 candidate(s).
- Demonstrate the ability to plan, design, and deliver effective lesson plan(s) for the Instructor Crossover course.
- Demonstrate a deep understanding and familiarity with both the WASH provider-level and instructor-level curriculum, resources, outlines and manuals that must include: shallow pool, pool, waterpark, waterfront, instructor S.1, instructor crossover courses (instructor S.3 may add the surf rescue materials if there is an S.2 candidate who is surf rescue certified and intends to deliver this course).

WASH Instructor S.3 Activities for Delivering Instructor S.2 Course

Introduction & Expectations

All WASH Instructors should be taught to create a learning environment that is welcoming and safe for all participants. This starts with the initial interaction between instructor and each participant or candidate.

WASH Instructor S.3's should be sure to:

- Greet candidates as they arrive
  - Arrive early enough to already be setup prior to the arrival of the first candidate
  - Greet candidates by introducing yourself in a friendly, professional and welcoming manner
  - Explain the layout of the learning environment and general safety information to the candidates
  - Explain the course expectations to candidates
- Begin and end the course on time
  - Be considerate of the candidates' time and be sure to start and end on time. If some require remediation or additional time, consider working with them in a manner that permits the remaining candidates to leave on time
  - Consider using a warm-up activity to begin the course as well as to begin each lesson. This may provide you with valuable information about the candidates' level of prior knowledge and experience
  - Attempt to build a rapport with each candidate. This may be accomplished by asking questions, being interested in hearing about prior training and the reason they have chosen to enroll in the course, and/or about their chosen profession
  - Share the course outline and general itinerary with candidates
- Use Slide Presentations, Manuals, and Course Outlines to Guide Discussion and Mini-Lectures
- Explain Continuing Instructor S.1 and S.2 Development
- Review Course Administration – for provider level, Instructor S.1, and Instructor Cross-Over courses
- Review and Highlight features of the ATC & Instructor Online Portal
- Assign each Instructor S.2 candidate two Instructor S.1 course lessons to prepare for presentation later in the course.
- Always conclude each course lesson with a wrap-up that includes an opportunity for candidates to process and reflect on what they learned. Be sure to allow any questions from candidates prior to moving on to the next lesson.

Use Slide Presentation, Manuals, & Course Outlines to Guide Mini-Lectures

- WASH Instructor S.3 uses the Lifeguard Instructor S.1 resources (presentations, manuals, outlines, etc) to detail the delivery of the course to the Lifeguard Instructor S.2 candidates
- Emphasize key points immediately after each chapter has been presented
- Ask for questions
- Review each chapter's learning objectives that should be supported by the lessons and skills sessions
- Informally assess candidates for understanding
- Ask for questions
- Explain the use of the: *Instructor Candidate Lesson Planning Form (LPF), Instructor Candidate Lesson Demonstration Feedback Form (LDFF), and Instructor Candidate Skills Assessment Form (ICSAF)*
- Ask for questions

Observing & Critiquing Sample Lesson Demonstrations

- Each WASH Instructor S.2 candidate will demonstrate the use of the *Lesson Planning Form (LPF)* and the delivery of two assigned Instructor S.1 course lessons & will be assessed using the *Lesson Demonstration Feedback Form (LDFF)*
- The WASH Lifeguard Instructor S.3 as well as the other WASH Instructor S.2 candidates should complete an *LDFF* for each lesson demonstration – this is a great opportunity to practice providing constructive feedback
- Lesson demonstrations will allow each WASH Instructor S.2 candidate to gain experience with: lesson planning; navigating the Instructor S.1 Course Outline and other teaching resources; observing, evaluating, and critiquing sample lesson demonstrations and S.1 skills demonstrations; providing constructive feedback; and timing of lesson components
- When assigning the lesson demonstrations, the WASH Instructor S.3 must ensure that each candidate gains experience with both lecture-based and skills-based lesson delivery as well as S.1 candidate evaluation
- During each lesson demonstration, the WASH Instructor S.2 candidates must show effective use of:
  - WASH Instructor Manual
  - WASH Course Slide Presentation(s)
  - WASH *LPF & ICSAF* (when appropriate)
  - WASH Instructor Candidate Skills Assessment Form (ICSAF)
  - WASH Instructor S.1 Course Outline(s)
  - Other WASH instructor-level teaching resources
- WASH Instructor S.3 conducts a post-presentation debrief after each S.2 candidate's lesson presentation. This debrief should occur in three stages:
  - Allow the instructor candidate to self-assess and provide his or her thoughts about what went well and what areas could be improved
  - Allow other instructor candidates to provide feedback
  - WASH Instructor S.3 provides feedback ensuring the focus is positive reinforcement even when sharing areas requiring improvement
  - Ask for questions
- Each WASH Instructor S.2 candidate must demonstrate:
  - Allow effective use of the *Lesson Demonstration Feedback Form (LDFF)*
  - Effective constructive verbal feedback

Conduct Instructor S.1 Skills Assessment

- WASH Instructor S.2 will demonstrate how to effectively complete a Instructor S.1 candidate skills assessment using the *Instructor Candidate Skills Assessment Form (ICSAF)*
  - WASH Instructor S.3 will assign an instructor S.2 candidate to act as the 'WASH Instructor S.2' and another instructor candidate to act as a 'Instructor S.1 course participant'
  - 'WASH Instructor S.2' will conduct aa Instructor S.1 skills assessment with a 'Instructor S.1 course participant'
- WASH Instructor S.3 provides feedback to Instructor S.2 candidates and assesses the ability of each candidate to competently and effectively conduct an Instructor S.1 skills assessment
- Each Instructor S.2 candidate is required to successfully complete an Instructor S.1 skills assessment and successfully complete the required documentation (ICSAF)
- Ask for questions

Continuing Instructor Development

- Explain that the WASH Lifeguard Instructor S.1 Course is designed to set a foundation for instructors and the WASH Instructor S.2 course is designed to further develop the candidates' understanding of the basic principles of teaching and learning and to further develop and refine both instructional and evaluation skills. They both should be followed up with consistent and ongoing training and professional development
- Explain that the most valuable and productive training is the actual teaching of classes
- Encourage Instructor S.2 candidates to use instructional and evaluation skills developed during the WASH Lifeguard Instructor S.2 Course as soon and as often as possible
- Skills may degrade over time. Hence, encourage instructor candidates to:
  - Practice skills often
  - Teach classes often
  - Seek out a mentor – an experienced Instructor S.2 or S.3 who is able to guide you, support you and offer productive feedback
  - Attend conferences, workshops, symposiums, and other professional growth meetings
  - Join online discussion groups and network with other instructors
- Ask for questions

ATC & Instructor Online Portal

- Provide review of features and navigation of the WASH website
- Discuss and explain course S.2 resources located in the online portal
  - Video clips should be downloaded so a class is never interrupted by spotty or lack of internet service
  - Slide presentation(s) should be downloaded so a class is never interrupted by spotty or lack of internet service
  - Student and Instructor Manuals should be downloaded so a class is never interrupted by spotty or lack of internet service
- Ask for questions

HSI/ASHI Instructor Trainer (IT)

Participants in the WASH Lifeguard Instructor S.2 course must also earn his/her HSI/ASHI Instructor Trainer (IT) certification within his/her ASHI OTIS online portal.

- Instructor S.2 candidate must login to his/her HSI/ASHI portal
- Once logged in, select 'Instructor Development'
- Watch, in full, all of the Instructor Trainer (IT) videos
- Once complete, his/her HSI/ASHI Training Center will need to pay the 'Update Fee' (WASH Lifeguard Instructor S.2 candidate's HSI/ASHI Training Center is likely to invoice the candidate for the upgrade fee)

World Academy of Safety & Health (WASH) recognizes that no two classes are the same and the prior knowledge, skill proficiency, previous training and experience and learning needs can vary widely from one class to another as well as from one course participant to another. WASH courses are designed with a built-in flexibility for instructors to adapt to needs of the course participants.

Delivering an Instructor S.1 Course

Introduction

Instructors should be taught to create a learning environment that is welcoming and safe for all participants. This starts with the initial interaction between instructor and each course participant.

Instructors should be sure to:

- Greet participants as they arrive
  - Arrive early enough to already be setup prior to the arrival of the first participant
  - Greet participants by introducing yourself in a friendly, professional and welcoming manner
  - Explain the layout of the learning environment and general safety information to the participants
  - Explain the course expectations to participants
- Begin and end the course on time
  - Be considerate of the participants' time and be sure to start and end on time. If some require remediation or additional time, consider working with them in a manner that permits the remaining course participants to leave on time
  - Consider using a warm-up activity to begin the course as well as to begin each lesson. This may provide you with valuable information about the participants' level of prior knowledge and experience
  - Attempt to build a rapport with each participant. This may be accomplished by asking questions, being interested in hearing about prior training and the reason they have chosen to enroll in the course, and/or about their chosen profession
  - Share the general course itinerary with participants
    - Successful completion of self-paced online module
    - Attendance at all in-person class sessions
    - Successfully demonstrate all physical skills from the provider-level courses at an instructor level
    - Successful demonstration of two sample provider-level course lessons as assigned by the Instructor S.2
    - Effectively conduct a provider-level course Final Skills Assessment
    - Successful completion (minimum score of 80%) of the final written exam
    - Review instructor continuing development, administration of WASH courses, and the WASH ATC & Instructor online portal
  - Outline the requirements for successful course completion
- Always conclude each course lesson with a wrap-up that includes an opportunity for participants to process and reflect on what they learned. Be sure to allow any questions form participants prior to moving on to the next lesson.

Presentation of Content to Course Participants

Presentation of course content should remain standardized throughout the course. The content and topics listed in the WASH Lifeguard Instructor S.1 Course Outline must be included in each Instructor S.1 course being delivered.

Formal Evaluation of Participants in Lifeguard Instructor S.1 Course

Evaluation of all participants is required in all WASH training courses. Formal evaluation occurs in three ways:

- **Evaluation of Sample Lessons**

Each Instructor S.1 candidate must deliver two assigned sample lessons from the WASH Lifeguard Instructor S.1 course. Each lesson will be evaluated by the WASH Lifeguard Instructor S.2 delivering the training using the WASH *Lesson Demonstration Feedback Form (LDFF)*.

- **Final Written Exam**

Each participant must score a minimum of eight (80) percent on the final written exam as one of the requirements to earn certification. This exam is given at the conclusion of the course; it is a closed-book exam; and it must be proctored by the WASH Instructor S.3 delivering the course – or, in some jurisdictions and countries, the written exam must be given and proctored by a separate and different Trainer or Examiner. Please follow your local protocols.

- **Final Skills Assessment**

Each Instructor S.1 candidate must effectively conduct and assess participants during a provider-level course Final Skills Assessment. Instructor S.1 candidates must demonstrate effective use of the Final Skills Rubric for the provider-level course(s) and demonstrate effective and constructive feedback – both written and verbal.

Instructor of record for a WASH course must complete and submit a Student Authorization Request (SAR) for each successful participant enrolled the course. This is the official course record and is maintained by the World Academy of Safety & Health (WASH) corporate office for a minimum period of seven (7) years. This is also the form used by WASH to issue Lifeguard Certificates to successful participants. This can also be completed and submitted online in the ATC & Instructor Online Portal.

Appendix A – Final Exam

PART V

World Academy of Safety & Health

World Academy of Safety & Health LLC

P.O. Box 311 Riderwood, MD 21139 Phone: 800-484-0419 Email: admin@lifeguardcertifications.com

Final Exam – Lifeguard Course

Directions:

- The final exam must be proctored by a World Academy of Safety & Health (WASH) Authorized Instructor S.1, Instructor S.2 and/or Instructor S.3 in good standing and working under the direction of a current Authorized Training Center (ATC).
- To successfully complete this final exam, a minimum score of 80% must be earned.
- This final exam is a closed book exam and Instructor must verify participant identity by checking a picture ID.
- The signatures of both the WASH Authorized Instructor S.1, Instructor S.2 and/or Instructor S.3 and the participant must be present on the last page of the final exam booklet along with the date signed/completed.

Lifeguard

1) The EAP should be based upon the facility's unique layout, staffing, equipment, and level of training.
    a) True
    b) False
2) Aquatics facilities and lifeguards should defer to local EMS and/or local medical direction with regard to the proper protocol for using backboarding victims of spinal trauma.
    a) True
    b) False
3) When a lifeguard utilizes the Arm Splints technique to immobilize a victim of suspected spinal trauma, which of the following best describes why he or she slowly walks the victim around the pool once the head and neck are immobilized?
    a) It makes it easier for a second rescuer to grab the feet and legs to assist in lifting the victim from the pool.
    b) It allows for more space to slide the backboard under the victim.
    c) It allows the lower body, more specifically, the legs to float creating a more streamlined position and better immobilization of the back.
    d) Easier for the lifeguard to keep the victim afloat.
4) During a lifeguard rotation, patron surveillance should never be compromised.
    a) True
    b) False
5) A backboard can be used to extract either a passive or active victim from the pool.
    a) True
    b) False
6) The primary purpose of a lifeguard's job is patron safety.
    a) True
    b) False
7) Once a person successfully completes a World Academy of Safety & Health lifeguard certification course there is no need for any additional training.
    a) True
    b) False
8) It is acceptable and is an industry standard for the lifeguard top take up to 25 seconds to recognize a possible victim.
    a) True
    b) False
9) The five stages of the 'Respond' phase are:
    1.) Activation of the Emergency Action Plan (EAP)
    2.) Water Entry (as needed)
    3.) Execute in-water rescue
    4.) Extract victim from water (as needed)
    5.) Complete required rescue report/incident report
    a) True
    b) False
10) Lifeguards need not concern themselves with personal protective equipment until they see or are having to deal with bodily fluid during an emergency.
    a) True
    b) False
11) It is important for a lifeguard to efficiently and accurately complete all required reports and paperwork and to do so in a timely manner because these documents can be subject to subpoena.
    a) True
    b) False
12) Approximately 1 in 5 drowning deaths are adults between 25-35 years of age.
    a) True
    b) False
13) Effective communication is a vital component of any effective EAP.
    a) True
    b) False

14) We know that drownings occur most often when there is no lifeguard on duty. When there is a lifeguard on duty, the RID factor has been identified as causes of drowning incidents. Which of the following best describes the RID factor?
    a) Recovery, Intrusion, Distraction
    b) Response Time, Incident Command, Drowning Incidents
    c) Recognition, Intrusion, Distraction
    d) Recognition, Intrusion, Drowning Risk
15) In most cases, those working in emergency services have jobs that are responsive in nature. In other words, they are called once an emergency has occurred. Lifeguards, on the other hand, have jobs that should be preventative in nature. In other words, lifeguards should be working to prevent or eliminate emergencies from occurring.
    a) True
    b) False
16) Even a lifeguard may appear, to the untrained eye, to be sitting in the stand daydreaming, the reality is that a lifeguard is constantly working by scanning the water for signs of trouble every minute of the time he or she is in the stand and responsible for patron surveillance.
    a) True
    b) False
17) All of the following are signs of a swimmer in distress EXCEPT:
    a) head low in the water
    b) arms extended ineffectively slapping the water
    c) bobbing up and down in the water
    d) head above the water's surface with a strong kick and forward progress
18) Zones of coverage are established based upon the number of lifeguards on staff.
    a) True
    b) False
19) Each zone of coverage should only ever have one lifeguard responsible for patron surveillance in that area.
    a) True
    b) False
20) Anytime there are at least two distinct zones of coverage in a swimming area, there is an area where two zones meet and overlap. This area is always scanned by the lifeguard(s) assigned to each of the respective zones. We call this overlapping coverage.
    a) True
    b) False
21) Which of the following best describes the technique a lifeguard should use when scanning the swimming when performing patron surveillance?
    a) visually inspect the area for signs of distress; examine both the water's surface and below the water's surface; look closer at any swimmer(s) you think may be exhibiting any signs of distress
    b) quickly visually inspect only the water's surface so that you are better able to look at all the swimmers as quickly as possible
    c) only visually inspect the area below the water's surface since most signs of distress start below the water with lack of kick by a swimmer in distress
    d) scanning is completed differently from one facility to another and what the lifeguard should look for differs based upon the population of swimmers at each facility
22) Rotations of lifeguards is a dangerous practice that tends to take the attention of each lifeguard away from patron surveillance.
    a) True
    b) False
23) Lifeguard rotations should be completed, at minimum, every 20 minutes to ensure each lifeguard on staff remains alert.
    a) True
    b) False
24) When a lifeguard is executing a tossing assist, he or she must ensure that the ring buoy or rescue tube is tossed beyond the victim to eliminate the risk of tossing the flotation device short of the victim's reach and wasting time having to pull the flotation device back to the deck to redeploy.
    a) True
    b) False
25) Only a shepherd's crook should be used to effectively execute a reaching assist.

a) True
b) False

26) The two most commonly used entries used by pool lifeguards are:
a) walk-in entry and the slide in entry
b) head-first dive entry and feet first dive entry
c) cannon ball jump entry and scissors jump entry
d) cannon ball jump entry and run-in entry

27) A lifeguard should always approach an active victim from the front as to not cause further panic in the victim.
a) True
b) False

28) The only difference between an active and passive victim is that the passive victim is too tired to panic or to help kick once the lifeguard secures him or her.
a) True
b) False

29) When spinal trauma is suspected, the lifeguard should always use the slide-in entry to lessen the movement of water and, hence, lessen the possible movement of the victim's back.
a) True
b) False

30) A lifeguard should always use the slide-in entry for a passive victim if he or she is unsure how or what caused the victim to become passive.
a) True
b) False

31) A passive victim should always be rolled face-up in the water and the lifeguard should assess airway and breathing. If needed, two ventilations should be provided while the victim is on the tube and still in the water.
a) True
b) False

32) Lifeguards should never use the rescue tube with more than one victim on it at the same time.
a) True
b) False

33) Patron surveillance and assisting distressed swimmers is the lifeguard's only responsibility. The overall safety and management of risks in other areas of the pool facility - i.e. pump rooms, pool deck, etc. - is the sole responsibility of the pool's manager.
a) True
b) False

34) Every aquatics facility must have an EAP of which every staff member is familiar. And, this EAP must be practiced on a regular basis.
a) True
b) False

35) EAP refers to:
a) Emergency Assistance Plan
b) Emergency Action Plan
c) Emergency Aquatic Protocols
d) Emergency Accident Procedures

36) It is advisable for all aquatics facilities to develop relationships with local emergency services teams. The EAP should be routinely practiced together with these emergency services departments to ensure seamless execution when needed.
a) True
b) False

37) Which best describes the signs and symptoms of spinal trauma?
a) Dizziness; Bloodshot eyes; Confusion; Severe Bleeding
b) Respiratory distress; Shock; Confusion; Nausea
c) Nausea; Dizziness; Poor capillary refill; Constricted pupils
d) Pain in Head, neck and/or back; Fluids exiting nose, mouth, Ears, or eyes; Numbness and/or weakness; Altered state of consciousness; Imbalance on their feet

38) The two most commonly used techniques to stabilize the head, neck, and back of a suspected victim of spinal in the pool are:
a) Arm Splints and Head-Chin-Chest Grip
b) C-Spine and Horse Collar

c) C-Collar and Spinal Straightness
d) Spinal Correction and Arm Splints

39) Under no circumstances should the lifeguard(s) immobilize a victim of suspected spinal trauma on a backboard.
a) True
b) False

40) It is not unusual for pool facilities to have only one lifeguard or staff member. In these cases, it is appropriate to have by-standers assist the lifeguard keeping in mind that the bystander is not trained and should only do exactly as the lifeguard instructs.
a) True
b) False

41) Which of the following is not an example of a lifeguard obtaining consent of a victim requiring first aid?
a) The victim is unconscious and has sustained life threatening injuries. The lifeguard assumes implied consent and initiates emergency care.
b) The victim is conscious and choking. The lifeguard asks permission to provide care and the victim shakes her head indicating permission to provide emergency care.
c) The lifeguard asks the conscious victim if he/she can assist. The victim declines emergency care. The lifeguard, however, determines that the victim's condition is life threatening and therefore provides care anyway.
d) The conscious victim declines emergency care form the lifeguard. A few minutes later, the victim loses consciousness as a result of his/her injuries. The lifeguard now assumes implied consent and provide emergency care.

42) Once a lifeguard begins emergency care, under the law it is considered abandonment if the lifeguard discontinues emergency care. There are a few circumstances in which the lifeguard is permitted to discontinue care. Which of the following is NOT one of these reasons?
a) The lifeguard's shift ends while he or she is providing emergency care and awaiting the arrival of EMS.
b) Someone of equal of higher certification takes over emergency care for the victim
c) The scene becomes too unsafe for the lifeguard to continue providing emergency care
d) Victim no longer requires emergency care

43) It is important that the lifeguard understand the proper whistle signals to be used at the facility in which he or she is employed.
a) True
b) False

44) Once a lifeguard's World Academy of Safety & Health certification expires, the lifeguard has a maximum of thirty (30) to successfully complete a recertification course. If the lifeguard fails to successfully complete a recertification class within this timeframe, he or she must complete a full World Academy of Safety & Health lifeguard certification course to earn back his or her certificate.
a) True
b) False

45) During the thirty (30) day certification grace period, the lifeguard is still permitted to work under his or her certificate.
a) True
b) False

46) It is the responsibility of any certified lifeguard to know and understand any state and/or local regulations, policies, or laws governing lifeguards in his or her geographic location.
a) True
b) False

47) All lifeguards should inspect both the first aid kit and the rescue equipment at his or her facility prior to the start of each shift to ensure it is functional and ready to be used in the case of an emergency.
a) True
b) False

48) A lifeguard must know and understand all of the rules at the facility in which he or she is working.
a) True
b) False

49) A lifeguard should close the pool to swimmers if he or she is unable to clearly see the filter

return grate on the bottom of the pool.
a) True
b) False

50) At pool facilities with only one staff member, it is best for the lifeguard to use techniques to assist distressed swimmers that allow the lifeguard to remain on deck to lessen the chances of trouble in the water for the lifeguard.
a) True
b) False

Final Exam Score: _____%

Instructor Name: _____ Instructor ID #: _____

Instructor Signature: _____ Date: _____

Instructor Training Center Affiliation: _____

Appendix B – Final Exam Answer Key(s)

Lifeguard

1) The EAP should be based upon the facility's unique layout, staffing, equipment, and level of training.
    a) True
    b) False
2) Aquatics facilities and lifeguards should defer to local EMS and/or local medical direction with regard to the proper protocol for using backboarding victims of spinal trauma.
    a) True
    b) False
3) When a lifeguard utilizes the Arm Splints technique to immobilize a victim of suspected spinal trauma, which of the following best describes why he or she slowly walks the victim around the pool once the head and neck are immobilized?
    a) It makes it easier for a second rescuer to grab the feet and legs to assist in lifting the victim from the pool.
    b) It allows for more space to slide the backboard under the victim.
    c) It allows the lower body, more specifically, the legs to float creating a more streamlined position and better immobilization of the back.
    d) Easier for the lifeguard to keep the victim afloat.
4) During a lifeguard rotation, patron surveillance should never be compromised.
    a) True
    b) False
5) A backboard can be used to extract either a passive or active victim from the pool.
    a) True
    b) False
6) The primary purpose of a lifeguard's job is patron safety.
    a) True
    b) False
7) Once a person successfully completes a World Academy of Safety & Health lifeguard certification course there is no need for any additional training.
    a) True
    b) False
8) It is acceptable and is an industry standard for the lifeguard top take up to 25 seconds to recognize a possible victim.
    a) True
    b) False
9) The five stages of the 'Respond' phase are:
    1.) Activation of the Emergency Action Plan (EAP)
    2.) Water Entry (as needed)
    3.) Execute in-water rescue
    4.) Extract victim from water (as needed)
5.) Complete required rescue report/incident report
    a) True
    b) False
10) Lifeguards need not concern themselves with personal protective equipment until they see or are having to deal with bodily fluid during an emergency.
    a) True
    b) False
11) It is important for a lifeguard to efficiently and accurately complete all required reports and paperwork and to do so in a timely manner because these documents can be subject to subpoena.
    a) True
    b) False
12) Approximately 1 in 5 drowning deaths are adults between 25-35 years of age.
    a) True
    b) False

13) Effective communication is a vital component of any effective EAP.
a) True
b) False

14) We know that drownings occur most often when there is no lifeguard on duty. When there is a lifeguard on duty, the RID factor has been identified as causes of drowning incidents. Which of the following best describes the RID factor?
a) Recovery, Intrusion, Distraction
b) Response Time, Incident Command, Drowning Incidents
c) Recognition, Intrusion, Distraction
d) Recognition, Intrusion, Drowning Risk

15) In most cases, those working in emergency services have jobs that are responsive in nature. In other words, they are called once an emergency has occurred. Lifeguards, on the other hand, have jobs that should be preventative in nature. In other words, lifeguards should be working to prevent or eliminate emergencies from occurring.
a) True
b) False

16) Even a lifeguard may appear, to the untrained eye, to be sitting in the stand daydreaming, the reality is that a lifeguard is constantly working by scanning the water for signs of trouble every minute of the time he or she is in the stand and responsible for patron surveillance.
a) True
b) False

17) All of the following are signs of a swimmer in distress EXCEPT:
a) head low in the water
b) arms extended ineffectively slapping the water
c) bobbing up and down in the water
d) head above the water's surface with a strong kick and forward progress

18) Zones of coverage are established based upon the number of lifeguards on staff.
a) True
b) False

19) Each zone of coverage should only ever have one lifeguard responsible for patron surveillance in that area.
a) True
b) False

20) Anytime there are at least two distinct zones of coverage in a swimming area, there is an area where two zones meet and overlap. This area is always scanned by the lifeguard(s) assigned to each of the respective zones. We call this overlapping coverage.
a) True
b) False

21) Which of the following best describes the technique a lifeguard should use when scanning the swimming when performing patron surveillance?
a) visually inspect the area for signs of distress; examine both the water's surface and below the water's surface; look closer at any swimmer(s) you think may be exhibiting any signs of distress
b) quickly visually inspect only the water's surface so that you are better able to look at all the swimmers as quickly as possible
c) only visually inspect the area below the water's surface since most signs of distress start below the water with lack of kick by a swimmer in distress
d) scanning is completed differently from one facility to another and what the lifeguard should look for differs based upon the population of swimmers at each facility

22) Rotations of lifeguards is a dangerous practice that tends to take the attention of each lifeguard away from patron surveillance.
a) True
b) False

23) Lifeguard rotations should be completed, at minimum, every 20 minutes to ensure each lifeguard on staff remains alert.
a) True
b) False

24) When a lifeguard is executing a tossing assist, he or she must ensure that the ring buoy or rescue tube is tossed beyond the victim to eliminate the risk of tossing the flotation device short of the victim's reach and wasting time having to pull the flotation device back to the deck to redeploy.

a) True
b) False

25) Only a shepherd's crook should be used to effectively execute a reaching assist.
a) True
b) False

26) The two most commonly used entries used by pool lifeguards are:
a) walk-in entry and the slide in entry
b) head first dive entry and feet first dive entry
c) cannon ball jump entry and scissors jump entry
d) cannon ball jump entry and run-in entry

27) A lifeguard should always approach an active victim from the front as to not cause further panic in the victim.
a) True
b) False

28) The only difference between an active and passive victim is that the passive victim is too tired to panic or to help kick once the lifeguard secures him or her.
a) True
b) False

29) When spinal trauma is suspected, the lifeguard should always use the slide-in entry to lessen the movement of water and, hence, lessen the possible movement of the victim's back.
a) True
b) False

30) A lifeguard should always use the slide-in entry for a passive victim if he or she is unsure how or what caused the victim to become passive.
a) True
b) False

31) A passive victim should always be rolled face-up in the water and the lifeguard should assess airway and breathing. If needed, two ventilations should be provided while the victim is on the tube and still in the water.
a) True
b) False

32) Lifeguards should never use the rescue tube with more than one victim on it at the same time.
a) True
b) False

33) Patron surveillance and assisting distressed swimmers is the lifeguard's only responsibility. The overall safety and management of risks in other areas of the pool facility - i.e. pump rooms, pool deck, etc. - is the sole responsibility of the pool's manager.
a) True
b) False

34) Every aquatics facility must have an EAP of which every staff member is familiar. And, this EAP must be practiced on a regular basis.
a) True
b) False

35) EAP refers to:
a) Emergency Assistance Plan
b) Emergency Action Plan
c) Emergency Aquatic Protocols
d) Emergency Accident Procedures

36) It is advisable for all aquatics facilities to develop relationships with local emergency services teams. The EAP should be routinely practiced together with these emergency services departments to ensure seamless execution when needed.
a) True
b) False

37) Which best describes the signs and symptoms of spinal trauma?
a) Dizziness; Bloodshot eyes; Confusion; Severe Bleeding
b) Respiratory distress; Shock; Confusion; Nausea
c) Nausea; Dizziness; Poor capillary refill; Constricted pupils
d) Pain in Head, neck and/or back; Fluids exiting nose, mouth, Ears, or eyes; Numbness and/or weakness; Altered state of consciousness; Imbalance on their feet

38) The two most commonly used techniques to stabilize the head, neck, and back of a suspected victim of spinal in the pool are:

a) Arm Splints and Head-Chin-Chest Grip

b) C-Spine and Horse Collar

c) C-Collar and Spinal Straightness

d) Spinal Correction and Arm Splints

39) Under no circumstances should the lifeguard(s) immobilize a victim of suspected spinal trauma on a backboard.

a) True

b) False

40) It is not unusual for pool facilities to have only one lifeguard or staff member. In these cases, it is appropriate to have by-standers assist the lifeguard keeping in mind that the bystander is not trained and should only do exactly as the lifeguard instructs.

a) True

b) False

41) Which of the following is not an example of a lifeguard obtaining consent of a victim requiring first aid?

a) The victim is unconscious and has sustained life threatening injuries. The lifeguard assumes implied consent and initiates emergency care.

b) The victim is conscious and choking. The lifeguard asks permission to provide care and the victim shakes her head indicating permission to provide emergency care.

c) The lifeguard asks the conscious victim if he/she can assist. The victim declines emergency care. The lifeguard, however, determines that the victim's condition is life threatening and therefore provides care anyway.

d) The conscious victim declines emergency care from the lifeguard. A few minutes later, the victim loses consciousness as a result of his/her injuries. The lifeguard now assumes implied consent and provide emergency care.

42) Once a lifeguard begins emergency care, under the law it is considered abandonment if the lifeguard discontinues emergency care. There are a few circumstances in which the lifeguard is permitted to discontinue care. Which of the following is NOT one of these reasons?

a) The lifeguard's shift ends while he or she is providing emergency care and awaiting the arrival of EMS.

b) Someone of equal of higher certification takes over emergency care for the victim

c) The scene becomes too unsafe for the lifeguard to continue providing emergency care

d) Victim no longer requires emergency care

43) It is important that the lifeguard understand the proper whistle signals to be used at the facility in which he or she is employed.

a) True

b) False

44) Once a lifeguard's World Academy of Safety & Health certification expires, the lifeguard has a maximum of thirty (30) to successfully complete a recertification course. If the lifeguard fails to successfully complete a recertification class within this timeframe, he or she must complete a full World Academy of Safety & Health lifeguard certification course to earn back his or her certificate.

a) True

b) False

45) During the thirty (30) day certification grace period, the lifeguard is still permitted to work under his or her certificate.

a) True

b) False

46) It is the responsibility of any certified lifeguard to know and understand any state and/or local regulations, policies, or laws governing lifeguards in his or her geographic location.

a) True

b) False

47) All lifeguards should inspect both the first aid kit and the rescue equipment at his or her facility prior to the start of each shift to ensure it is functional and ready to be used in the case of an emergency.

a) True

b) False

48) A lifeguard must know and understand all of the rules at the facility in which he or she is

working.

a) True

b) False

49) A lifeguard should close the pool to swimmers if he or she is unable to clearly see the filter return grate on the bottom of the pool.

a) True

b) False

50) At pool facilities with only one staff member, it is best for the lifeguard to use techniques to assist distressed swimmers that allow the lifeguard to remain on deck to lessen the chances of trouble in the water for the lifeguard.

a) True

b) False

Appendix C – Skills Assessment Form (SAF)

Skills Assessment Form (SAF)

STUDENT NAME: _____

Please place a mark next to the Certification Course in which the student was enrolled:

___ Pool Lifeguarding (P) **___ Shallow Pool Lifeguarding (SP)** **___ Waterfront (WF)** **___ Waterpark (WP)**

Section/Chapter	Skill	Met Standard	Did Not Meet Standard	Required for:	Notes:		
I.Pre-Reqs	**Course Pre-Requisites**						
A.	Age Verification – 15 years of age			P, SP, WF, WP			
B.	10lb Brick Retrieval			P, SP, WF, WP			
C.	100 Yard Front Crawl Swim 300 Yard Front Crawl Swim 500 Yard Front Crawl Swim			SP P, WP WF			
D.	2 Minutes Treading Water with only Legs			P, SP, WF, WP			
II.Chapter 10	**Water Rescues:**						
A.	**Entries:**						
1.	Walking Entry			P, SP, WF, WP			
2.	Dash Entry (zero depth)			WF			
3.	Slip Entry			P, SP, WP			
4.	Cannonball Entry			P, SP, WP			
5.	Scissor Entry			P, SP, WP			
6.	Feet First Dive Entry			P, SP, WF, WP			
7.	Shallow Dive Entry/Head First Surface Dive			P, WF, WP			
B.	**Approaches to Victim:**						
1.	While wearing rescue tube high across chest, swim front stroke to victim			P, SP, WF, WP			
2.	While wearing rescue tube & allowing it to trail, swim front stroke to victim			P, SP, WF, WP			
3.	While wearing rescue tube & allowing it to trail, walk in shallow water to victim			P, SP, WF, WP			
C.	**Escapes From a Victim:**						
1.	Frontal Hold Escape Method			P, SP, WF, WP			
2.	Rear Hold Escape Method			P, SP, WF, WP			
D.	**Water Assist for Victim:**						
1.	Walk Assist			P, SP, WF, WP			
2.	Reaching Assist			P, SP, WF, WP			
3.	Tossing Assist			P, SP, WF, WP			
D.	**Water Rescue for Victim:**						
1.	Active Victim Frontal Rescue			P, SP, WF, WP			
2.	Active Victim Rear Rescue			P, SP, WF, WP			
3.	Active Multiple Victim Rescue			P, SP, WF, WP			
4.	Passive Victim			P, SP, WF, WP			
5.	Submerged Active Victim Shallow Water			P, SP, WF, WP			

6.	Submerged Victim Deep Water			P, WF, WP				
E.	**Removing Victim from Water**							
1.	Drag Assist			P, SP, WF, WP				
2.	Carry Assist			P, SP, WF, WP				
3.	Stabilized Removal (see Spinal Trauma)							
III.Chapter 11	**Spinal Trauma**							
A.	**In-Line Stabilization**							
1.	Arm Splints – Face Up Victim			P, SP, WF, WP				
2.	Arm Splints & Roll - Face Down Victim			P, SP, WF, WP				
3.	Arm Splints – Submerged Victim			P, SP, WF, WP				
4.	Head-Chin-Chest Grip – Face Up Victim			P, SP, WF, WP				
5.	Head-Chin-Chest Grip & Roll – Face Down Victim			P, SP, WF, WP				
6.	Head-Chin-Chest Grip – Submerged Victim			P, SP, WF, WP				
B.	**Spineboard**							
1.	Vertical Spineboarding – On Land			P, SP, WF, WP				
2.	Spineboarding – Shallow Water			P, SP, WF, WP				
3.	Spineboarding – Deep Water			P, WF, WP				
4.	Spineboarding – Zero Depth			P, SP, WF, WP				
5.	Spineboarded Victim Removal from Pool			P, SP, WP				
IV.Chapter12	**CPR/AED –ASHI (an HSI company) Basic Life Support (BLS) Course**			REQUIRED FOR ALL WASH COURSES				
V.Chapter 13	**First Aid – ASHI (an HSI company) First Course**			REQUIRED FOR ALL WASH COURSES				
VI.Final Skills	**Final Skills Assessments**							
A.	Active Victim Rescue			P, SP, WF, WP				
B.	Passive Victim Rescue			P, SP, WF, WP				
C.	Spineboarding In Water with Removal			P, SP, WF, WP				
VII.Exam	Written Exam			P, SP, WF, WP				

Instructor Name: _____ Date: _____

Instructor Signature: _____ Instructor Certification ID: _____

Instructor Training Center Affiliation: _____

Student Name: _____ Date: _____

Student Signature: _____

WATERFRONT SUPPLEMENTAL SKILLS

I.Chapter 16	**Waterfront Entries**			
1.	Surf Dash Entry			
2.	Rescue Board Entry			
3.	Feet First Dive with Mask & Fins			
4.	Head First Dive with Mask & Fins			
J.	**Victim Searches**			
1.	Landmark Victim			
2.	Line Search - Shallow Water			
3.	Line Search – Deep Water			
K.	**Rescue Board**			
1.	Rescue Board Approach to Victim			
2.	Rescue Board Rescue - Active Victim			
3.	Rescue Board Rescue – Passive Victim			
L.	**Waterfront Written Exam Supplement**			

Instructor Name: _____ Date: _____

Instructor Signature: _____ Instructor Certification ID: _____

Instructor Training Center Affiliation: _____

Student Name: _____ Date: _____

Student Signature: _____

Appendix D – Final Skills Assessment Situation Sheet

Each Course Participant is Required to Successfully Complete (Pass) each of the Final Skills Assessments as a Required Component to Earn Authorization

Skill	Rubric (must successfully complete each step)	Assessment
Active Victim Rear Rescue in Deep Water	• Lifeguard candidate starts on the pool deck • Lifeguard candidate activates EAP • Lifeguard properly executes water entry (cannonball jump or scissors jump) • Lifeguard properly uses a swimming approach to the victim (breaststroke or front crawl) with rescue tube across chest and under armpits • Lifeguard keeps rescue tube between victim and him or herself • Lifeguard accurately places rescue tube in the victim's back (just below the victim's shoulder line) • Lifeguard grasps the victim under his or her armpits and lays the victim on the rescue tube and drapes the victim's arms over the rescue tube • Lifeguard swims the victim to the pool's edge for extraction	[ ] Pass [ ] Fail
Passive Victim Rear Rescue in Deep Water (instructor assigns a secondary rescuer)	• Lifeguard candidate starts on the pool deck • Lifeguard candidate activates EAP • Lifeguard properly executes water entry (cannonball jump or scissors jump) • Lifeguard should point out that he r she is certain the victim has not suffered any spinal trauma • Lifeguard properly uses a swimming approach to the victim (breaststroke or front crawl) with rescue tube across the chest and under armpits • Lifeguard keeps rescue tube between victim and him or herself • Lifeguard accurately places rescue tube in the victim's back (just below the victim's shoulder line) • Lifeguard grasps the victim under his or her armpits and rolls the victim to the face-up position on the rescue tube and drapes the victim's arms over the rescue tube • Lifeguard swims the victim to the pool's edge for extraction • Lifeguard works with secondary rescuer to successfully execute the 'quick extract' using the backboard	[ ] Pass [ ] Fail
Spineboarding In-Water with Extraction (instructor must assign other lifeguard candidates to fill the roles of secondary rescuers)	• Lifeguard candidate starts on the pool deck • Lifeguard candidate activates EAP • Lifeguard properly executes water entry (slide-in) • Lifeguard properly uses a swimming approach to the victim (walk or breaststroke) • Lifeguard properly executes manual inline stabilization (arm splints or head-chin-chest grip) • Lifeguard properly directs secondary rescuers to place board underneath victim; place rescue tubes perpendicular under the board; secure victim with backboard straps, head pillows and head strap • Lifeguard ensures all straps are tight and secure • Lifeguard directs secondary rescuers to assist in executing a victim water extraction	[ ] Pass [ ] Fail

If a lifeguard candidate does not pass any of the 3 Final Skills Assessments, the instructor should make a note as to what the candidate failed to successfully complete on the Skills Assessment Form (SAF).

Appendix E – Student Authorization Request (SAR)

World Academy of Safety & Health

P.O. Box 311 Riderwood, MD 21139 Ph: 1-800-484-0419 E: admin@lifeguardcertifications.com Web: lifeguardcertifications.com

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Student Authorization Request (SAR)

(all fields required)

Participant:

First Name: _____Last Name: _____

Email:_____ Phone: _____

Mailing Address: _____

Date of Course Completion: _____

City/State of Course Completion: _____

I, _____, on this day _____ of _____ in

(First and Last Name) (day) (month)

_____ attest that the above-named participant successfully completed all components

(year)

required by World Academy of Safety & Health (WASH) and as outlined in the most recent version of the *WASH Lifeguard Instructor Manual* and *Quality Assurance Guidelines*, to earn certification as: _____.

Instructor ID #: _____ Instructor Training Center Affiliation: _____

_____	_____	_____
(Print Instructor Name)	(Instructor Signature)	(Date)
_____	_____	_____
(Print Participant Name)	(Participant Signature)	(Date)

Appendix F - ATC & Instructor Online Portal Information

Instructor & Authorized Training Center (ATC) Portal:

Each World Academy of Safety & Health (WASH) Authorized Instructor and/or Authorized Training Center (ATC) will be issued unique login credentials for the WASH Portal. This portal contains:

- Course Slide Presentation(s)
- Course Video Clip(s)
- Forms & Documents
  - 'Instructors in the Know' Document
  - Course Outline(s)
  - WASH Lifeguard Instructor Manual
  - WASH Student Manuals
  - Skills Assessment Form (SAF)
  - Final Skills Scoring Rubric
  - Student Authorization Request (SAR)
  - Written Final Exams & Answer Keys
- Administrative Documents & Information
  - Current Instructor Certifications
  - Authorized Training Center (ATC) Authorized Programs/Courses
  - Quality Assurance Guidelines
  - Price Lists
  - Optional Course Resources
  - Current Program Approvals
  - Course Feedback Form for Participants
- 'How To' Videos for Instructors and ATC Directors

ALL RESOURCES/DOCUMENTS/MANUALS AVAILABLE IN ENGLISH & SPANISH

Appendix G – Teaching & Learning

Addressing Different Learning Styles

Students who enroll in World Academy of Safety & Health (WASH) courses are diverse in many ways as they come from a variety of backgrounds and form a variety of geographic locations across the world. Just as important is the fact that they are also diverse in how they learn, compartmentalize information and process that information.

Instructors should have a working understanding of the different styles and preferences of learning. How one learns differs from one person to the next and, as an instructor, it is necessary to know what the various learning styles are and, more importantly, how to ensure the course is delivered in a manner that is consistent with the World Academy of Safety & Health (WASH) philosophy that all learning styles need to be utilized to keep all participants engaged with the learning opportunities.

Generally speaking, there are four different learning styles:

1. Visual Learners
   These people tend to learn by seeing. Students who learn in this manner thrive when content is presented, for example, using graphs, diagrams, and the written word.
2. Auditory Learners
   These people tend to learn by hearing. Students who learn in this manner thrive when content is presented, for example, using lecture, listening to classmates explain a concept, or repeating aloud what was told to them.
3. Kinesthetic Learners
   These people tend to learn by physical engagement. Students who learn in this manner thrive when they are able to use their hands to engage with the content.
4. Reading/Writing Learners
   These people tend to learn by the use of the written word. Students who learn in this manner thrive when content is presented in writing or when asked to read the content.
   (Malvik 2020).

It is also important to keep in mind that it is rare for a person to learn by just one of these styles. Instead, in most cases, the learner engages with content and learning while using several of the styles. The healthiest and most productive learning takes place in an environment that welcomes participants form every learning style and plans activities in each lesson to target each one of the learning styles.

Keep in mind that most teachers and instructors present material and content in the manner in which they learn best. World Academy of Safety & Health (WASH) instructors should be cognizant of this fact and remain self-aware when teaching – it is crucial that your students are given the best learning environment possible and that can start with learning opportunities and activities that include each of the learning styles.

Hands-On Learning

World Academy of Safety & Health (WASH) believes and promotes a learning environment in which the students and instructor(s) all cooperate with one another to accomplish the goal of learning the content and skills by all students. The philosophy of incorporating hands-on learning is not mutually exclusive to including activities throughout the course to address all learning styles. As a matter of fact, these concepts, by their very nature, are intertwined. For example, when a student is practicing a skill, the other students are watching the skill being performed and listening to the coaching provided by the instructor – hence, this single activity is addressing students in the class who might be visual learners, auditory learners and kinesthetic learners. If the instructor has the students read the technical steps

needed to successfully perform the skill prior to the practice session then the students who learn best by reading have also had their needs met.

Hands-on learning provides students with opportunities to apply content and skills to scenarios presented in the courses as well as to future situations. Students will be asked to take responsibility for their own learning, self-evaluate their progress and learn from the learning process (UC Davis, 2011 and Wurdinger & Carlson, 2010). This process allows the students to develop:

- self-confidence when interacting with the content and skills
- strong horizontal and vertical communication skills
- solid decision-making skills
- problem-solving skills

Integration of hands-on learning into teaching requires deciding what the students should gain from such a learning experience. Once the objective is chosen with the lesson plan and necessary materials complete, the instructor must only facilitate and evaluate the hands-on learning activity.

Facilitator Prep

A skilled facilitator is able to effectively engage the learners with the content while maintaining a student-centered approach. When facilitating learning, ensure the environment is a safe space for the sharing of information. When comfortable, people are more open to the process of learning.

Behaviors of a good facilitator:

- Acts as a servant-leader teacher – focuses on the success of the students
- Understands the difference between student-centered and teacher or instructor-centered approaches to teaching and learning
- Leads the students to the information .
- Asks guiding questions – keeps discussions effective and productive
- Assesses students on application of the skills and information as opposed to memorization of facts
- Creates an inclusive environment
- Effectively and clearly communicates directions
- Joins conversations as a neutral party and elicits student participation
- Makes the process of learning easier
- Link the course objectives to the course activities
- Provides coaching in order to reach a desired outcome for the students

Effective Communication Strategies

Successful instructing requires a 50:50 ratio of content knowledge to good communication skills. Effective communication has both verbal and non-verbal components. Body language and general demeanor has as much impact on instructor's effectiveness as all of the other verbal skills.

Verbal skills that impact one's ability to effectively communicate and positively impact student learning:

- Speaking clearly, loudly and concisely
- Actively listening
- Speaking in full sentences with well-developed and well-organized thoughts
- Speaking at a pace that allows students time to process the information being shared
- Providing students with positive feedback.
- Establishing a rapport with students through use of your sense of humor

Appendix H – Sample Documents

World Academy of Safety & Health

P.O. Box 311 Riderwood, MD 21139 Ph: 1-800-484-0419 E: admin@lifeguardcertifications.com W: lifeguardcertifications.com

ACCIDENT/INCIDENT REPORT

Date of Incident: _____ Time of Incident: _____ AM/PM

Weather Conditions: _____

Name of Injured Person: _____

Permanent Address: _____

Present Address: _____

Home Phone: _____ Cell Phone: _____

Date of Birth: _____ Male _____ Female: _____

Parent/Guardian Name (if minor): _____

Description of Injury: _____

_____

_____

_____

_____

Details of Incident: _____

_____

_____

_____

_____

_____

Name(s) of Witnesses: _____

Permanent Address of Witness: _____

Present Address of Witness: _____

Home Phone: _____ Cell Phone: _____

Was Witness Statement Obtained? Yes _____ No _____

Was First Aid or Other Medical Treatment Rendered? Yes _____ No _____

If yes, please describe treatment: _____

_____

_____

_____

_____

_____

Name of Person Rendering Medical Treatment: _____

Home Phone: _____ Cell Phone: _____

Did injury require EMS/Hospital visit? Yes _____ No _____

Name of Hospital: _____

Hospital Phone Number: _____

Photographs Taken? Yes _____ No _____

Signature of Injured Party:

X _____

_____

(Printed Name) (Date)

Signature of Injured Party if Medical Attention was Declined:

X _____

_____

(Printed Name) (Date)

Signature of Person Completing Report:

X _____

_____

(Printed Name) (Date)

Signature of Director/Owner:

X _____

_____

(Printed Name) (Date)

Appendix I – Instructor Candidate Skills Assessment Form (ICSAF)

P.O. Box 311 Riderwood, MD 21139 Ph: 1-800-484-0419 E: admin@lifeguardcertifications.com Web: lifeguardcertifications.com

Instructor Candidate Skills Assessment Form (ICSAF)

Student Name	Demonstrated Skills	Delivered Lesson #1	Delivered Lesson #2	Conducted Practice Session	Completed Written Exam	Conducted Final Skills Assessment

WASH Teacher Name: _____ Date: _____

WASH Teacher Signature: _____ WASH Teacher Certification ID: _____

Additional Resources and Documents are located in the ATC & Instructor Online Portal

Appendix J

Instructor Candidate Lesson Demonstration Feedback Form (LDFF)

Instructor Candidate Name: _____

	Proficiency		Notes:	Areas for Improvement:	Strengths:
	Proficient	Not Proficient			
Content Knowledge Shows good command & knowledge of content; demonstrates breadth & depth of mastery					
Organization Evidences preparation; states clear objectives; summarizes main points; effectively monitors candidate progress					
Teaching Methods Examples that are clear, simple & precise; questions are brief and clear; probes for clarification form students; allows for sufficient wait time					
Use of Resources Effectively uses teaching resources (i.e. manuals, outlines, SAF, videos, slides)					
Evaluation & Feedback Feedback is focused on the skill or scenario; specific and detailed; helps student improve;					

WASH Instructor S.2/S.3 Name: _____ Date: _____
WASH Instructor S.2/S.3 Signature: _____
WASH Instructor S.2/S.3 Certification ID: _____
WASH Instructor S.2/S.3 Training Center Affiliation: _____
Training Center ID: _____

Appendix K

Instructor Candidate Lesson Planning Form (LPF)

Instructor Candidate Name: _____

	TOPIC:
Objective(s):	
Lesson Length: (minutes)	
Teaching/Delivery Method(s):	
Key Points/Skills/Content/Terminology:	
Resources: (video segment(s), manual page references, equipment, slide(s), etc.)	
Guiding Questions:	

Appendix L
Pool Lifeguard Re-Certification
Course Outline

PRE-REQUISITE SKILLS

Skill	Objective(s) and/or Physical Skills	Time (minutes)
Introduction	• Provide Overview of Pre-Requisite Requirements • Verify Participant Identity	15
Performance of Pre-Requisite Skills	• Evaluate the skills of each participant	45
Conclusion	• Provide course details – date(s), time(s), location(s)	5
Total Time (minutes)		65

PREVENTIONS

Chapter 1 – Introduction to Lifeguarding

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Course Introduction	• Introduce oneself and have participants introduce themselves • Outline the purpose of the course	10
Primary Responsibility	• Identify the primary responsibility of a lifeguard	10
Lifeguard Safety & Well Being	• Identify hazards to a lifeguard • Explain how a lifeguard can remain alert while on duty	10
Professional Lifeguard	• Identify the characteristics and behaviors of a professional lifeguard	20
Best Practices & Three "R's"	• Review best practices for on-duty lifeguards	20
Preventative Lifeguarding	• Define preventative lifeguarding • Explain the characteristics & best practices of preventative lifeguarding	15
Legal Information for Lifeguards	• Identify the legal issues for which lifeguards need to have an awareness and understanding • Explain lifeguard responsibilities as they relate to legal issues that include: duty to act, standard of care, negligence, consent, refusal of care, abandonment, confidentiality, documentation	20
Total Time (minutes)		105

Chapter 2 – Personal Protective Equipment (PPE)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Bloodborne Pathogens	• Define bloodborne pathogens	15
Standard Precautions	• Identify the standard precautions to be used when providing emergency care Demonstrate & Practice of: • Removal & proper disposal of gloves	15
Reducing Exposure	• Identify the methods & best practices to prevent exposure to bloodborne pathogens	10
Fecal Clean-Ups	• Identify & explain the best practices when dealing with fecal matter in the swimming area	10
Total Time (minutes)		50

Chapter 3 – Risk Management

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Risk Management & Safety	• Explain general facility risks • Explain how to identify and mitigate risks to patrons	30
Total Time (minutes)		30

Chapter 4 – Rules Enforcement

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Rules Establishment & Enforcement	• Explain the basis of establishing rules • State how to communicate rules to patrons	10
Educating Patrons	• Understand the benefits of educating patrons about rules	10
Hypoxic Blackout	• Define hypoxic blackout and explain the dangers of voluntary hyperventilation	10
Total Time (minutes)		30

RECOGNITION

Chapter 5 – Drowning

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Statistics & Facts	• Identify general facts with regard to accidental drowning incidents across the world	10
Definition & Process	• Define drowning • Explain the drowning process	20
Total Time (minutes)		30

Chapter 6 – Patron Surveillance

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Zone Coverage	• Explain the concept of zone coverage when providing patron surveillance	25
Back-Up Coverage	• Explain the concepts of back-up coverage and explain how it is applied during an emergency	25
Total Time (minutes)		50

Chapter 7 – Scanning

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Techniques	• Understand and be able to execute proper scanning techniques	15
Rotations	• Understand the characteristics of a proper lifeguard rotation • Demonstrate an effective lifeguard rotation	15
Total Time (minutes)		30

Chapter 8 – Victim Recognition

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs of Distress	• Understand and be able to recognize the signs and symptoms of a distressed swimmer	15
RID Factor	• Identify the factors that may lead to accidents and incidents of drowning at guarded facilities	15
Total Time (minutes)		30

RESPOND

Chapter 9 – Emergency Action Plan (EAP)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Emergency Action Plans (EAP's)	• Define an EAP and its purpose • Develop sample EAP's for students' facilities	35
Communication	• Explain the types of and need for reliable communication from lifeguard to lifeguard and between lifeguard(s) and other staff members	10
Total Time (minutes)		45

Chapter 10 – Water Emergencies

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Assists	Demonstration and Practice of: • Tossing Assist • Reaching Assist	35
Water Entries & Approaches	Demonstration and Practice of: • Feet-First Dive • Head-First Dive • Compact Jump • Stride Jump • Slip In • Front Crawl with Head Out of Water & Eyes on Victim(s) • Breaststroke or Walk to a Victim of Suspected Spinal Trauma	35
Water Rescues & Escapes	Demonstration and Practice of: • Front Escape • Rear Escape • Active Victim Rear Rescue • Active Victim Front Rescue • Passive Victim Rear Rescue • Passive Victim Front Rescue • Multiple Victim Rescue • Submerged Victim Rescue	145
Extraction from Water	Demonstration and Practice of: • Walking assist from zero depth • Quick extraction of active or passive victim using backboard • Extraction of Spinal Trauma victim on a backboard	35
Total Time (minutes)		250

Chapter 11 – Spinal Trauma

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs & Symptoms	• Identify the signs & symptoms of possible spinal trauma	30
Stabilization of Suspected Spinal Trauma	• Explain why, when, and how one uses spinal stabilization techniques both in and out of the water. • Explain the need for aquatic facilities to consult local medical direction on best practices in caring for an in-water spinal trauma victim. Demonstration and Practice of: • Head-Chin-Chest Grip • Arm Splints • Seated Stable Carry • Backboarding • Using a C-Collar	150
Total Time (minutes)		180

Chapter 12 – First Aid

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) First Aid Course Outline	SEE ASHI FIRST AID MANUAL	120-150

Chapter 13 – Basic Life Support (BLS)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) BLS Course Outline	SEE ASHI BLS MANUAL	180-240

FACILITIES

Chapter 14 – Continuing Education & In-Services

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Continuing Education & In-Services	• Explain the need for continuing practice to keep skills sharp • Explain the need for regular in-service training	20
Total Time (minutes)		20

Chapter 15 – Special Scenarios

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
One Guard Facilities	• Identify the limitations of one lifeguard facilities • Identify physical skills requiring adaptation if working a one lifeguard facility • Explain how to adapt physical skills at a one lifeguard facility to be able to provide effective emergency care	25
Facilities with Special Features	• Identify the unique challenges presented by specific facility features • Explain how to provide emergency care when dealing with these specific facility features	25
Total Time (minutes)		50

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		45
Total Time (minutes)		45

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		120
Total Time (minutes)		120

TOTAL LIFEGUARD RECERTIFICATION CURRICULUM COURSE TIME (does not include pre-reqs and/or the formal written and/or practical assessments):
15 Hours, 0 Minutes

TOTAL ASHI BLS/FIRST AID COURSE TIME:
5 HOURS, 0 MINUTES – 6 HOURS, 30 MINUTES

TOTAL COURSE TIME (WASH LIFEGUARDING RECERTIFICATION & ASHI BLS/FIRST AID):
20 HOURS, 0 MINUTES – 21 HOURS, 30 MINUTES

IMPORTANT NOTES:
Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills

Appendix M

Lifeguard Challenge Course Outline

PRE-REQUISITE SKILLS

Skill	Objective(s) and/or Physical Skills	Time (minutes)
Introduction	• Provide Overview of Pre-Requisite Requirements • Verify Participant Identity	5
Performance of Pre-Requisite Skills	• Evaluate the skills of each participant	35
Total Time (minutes)		40

RESPOND

Chapter 10 – Water Emergencies

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Assists	Demonstration and Practice of: • Tossing Assist • Reaching Assist	5
Water Entries & Approaches	Demonstration and Practice of: • Feet-First Dive • Head-First Dive • Compact Jump • Stride Jump • Slip In • Front Crawl with Head Out of Water & Eyes on Victim(s) • Breaststroke or Walk to a Victim of Suspected Spinal Trauma	10
Water Rescues & Escapes	Demonstration and Practice of: • Front Escape • Rear Escape • Active Victim Rear Rescue • Active Victim Front Rescue • Passive Victim Rear Rescue • Passive Victim Front Rescue • Multiple Victim Rescue • Submerged Victim Rescue	40
Extraction from Water	Demonstration and Practice of: • Walking assist from zero depth • Quick extraction of active or passive victim using backboard • Extraction of Spinal Trauma victim on a backboard	10
Total Time (minutes)		65

Chapter 11 – Spinal Trauma

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs & Symptoms	• Identify the signs & symptoms of possible spinal trauma	5
Stabilization of Suspected Spinal Trauma	• Explain why, when, and how one uses spinal stabilization techniques both in and out of the water. • Explain the need for aquatic facilities to consult local medical direction on best practices in caring for an in-water spinal trauma victim. Demonstration and Practice of: • Head-Chin-Chest Grip • Arm Splints • Seated Stable Carry • Backboarding • Using a C-Collar	60
Total Time (minutes)		65

Chapter 12 – First Aid

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) First Aid Course Outline	SEE ASHI FIRST AID MANUAL	90-120

Chapter 13 – Basic Life Support (BLS)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) BLS Course Outline	SEE ASHI BLS MANUAL	90-120

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		45
Total Time (minutes)		45

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		45
Total Time (minutes)		45

TOTAL LIFEGUARD CHALLENGE CURRICULUM COURSE TIME:
4 Hours, 35 Minutes

TOTAL ASHI BLS/FIRST AID COURSE TIME:
3 HOURS, 0 MINUTES – 4 HOURS, 0 MINUTES

TOTAL COURSE TIME (WASH LIFEGUARDING CHALLENGE & ASHI BLS/FIRST AID):
7 HOURS, 35 MINUTES – 8 HOURS, 35 MINUTES

IMPORTANT NOTES:
Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills

Appendix N

Shallow Pool Lifeguard Course Outline

PRE-REQUISITE SKILLS

Skill	Objective(s) and/or Physical Skills	Time (minutes)
Introduction	• Provide Overview of Pre-Requisite Requirements • Verify Participant Age & Identity	15
Performance of Pre-Requisite Skills	• Evaluate the skills of each participant	35
Conclusion	• Provide course details – date(s), time(s), location(s)	5
Total Time (minutes)		65

PREVENTIONS

Chapter 1 – Introduction to Lifeguarding

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Course Introduction	• Introduce oneself and have participants introduce themselves • Outline the purpose of the course	10
Primary Responsibility	• Identify the primary responsibility of a lifeguard.	15
Lifeguard Safety & Well Being	• Identify hazards to a lifeguard. • Explain how a lifeguard can remain alert while on duty.	15
Professional Lifeguard	• Identify the characteristics and behaviors of a professional lifeguard.	25
Best Practices & Three "R's"	• Review best practices for on-duty lifeguards. • Identify and understand the three "R's"	25
Preventative Lifeguarding	• Define preventative lifeguarding. • Explain the characteristics & best practices of preventative lifeguarding.	20
Legal Information for Lifeguards	• Identify the legal issues for which lifeguards need to have an awareness and understanding. • Explain lifeguard responsibilities as they relate to legal issues that include: duty to act, standard of care, negligence, consent, refusal of care, abandonment, confidentiality, documentation.	25
Total Time (minutes)		135

Chapter 2 – Personal Protective Equipment (PPE)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Bloodborne Pathogens	• Define bloodborne pathogens.	20
Standard Precautions	• Identify the standard precautions to be used when providing emergency care. Demonstration and Practice of: • Removal and proper disposal of gloves	20
Reducing Exposure	• Identify the methods & best practices to prevent exposure to bloodborne pathogens.	10
Fecal Cleanups	• Identify and explain the best practices when dealing with fecal matter in the swimming area.	10
Total Time (minutes)		60

Chapter 3 – Risk Management

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Risk Management & Safety	• Explain general facility risks. • Explain how to identify and mitigate risks to patrons.	35
Total Time (minutes)		35

Chapter 4 – Rules Enforcement

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Rules Establishment & Enforcement	• Explain the basis of establishing rules. • State how to communicate rules to patrons.	15
Educating Patrons	• Understand the benefits of educating patrons on rules.	15
Hypoxic Blackout	• Explain hypoxic blackout and the dangers of voluntary hyperventilation.	15
Total Time (minutes)		45

RECOGNITION

Chapter 5 Drowning

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Statistics & Facts	• Identify general facts with regard to accidental drowning incidents across the world.	10
Definition & Process	• Define drowning • Explain the drowning process.	25
Total Time (minutes)		35

Chapter 6 – Patron Surveillance

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Zone Coverage	• Explain the concept of zone coverage when providing patron surveillance.	30
Back-Up Coverage	• Explain the concept of back-up coverage and explain how it is applied during an emergency.	30
Total Time (minutes)		60

Chapter 7 – Scanning

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Techniques	• Understand and be able to execute proper scanning techniques.	20
Rotations	• Understand the characteristics of a proper lifeguard rotation. • Demonstrate an effective lifeguard rotation.	20
Total Time (minutes)		40

Chapter 8 – Victim Recognition

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs of Distress	• Understand and be able to recognize the signs and a distressed swimmer.	20
RID Factor	• Identify the factors that may lead to accidents and incidents of drowning at guarded facilities.	20
Total Time (minutes)		40

RESPOND

Chapter 9 – Emergency Action Plan (EAP)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Emergency Action Plans (EAPs)	• Define an EAP and its purpose • Develop sample EAPs for students' facilities	40
Communication	• Explain the types of and need for reliable communication from lifeguard to lifeguard and between lifeguard(s) and other staff members.	15
Total Time (minutes)		55

Chapter 10 – Water Emergencies – SKILLS ONLY EXECUTED IN WATER DEPTHS OF 6 FEET OR LESS

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Assists	Demonstration and Practice of: • Tossing Assist • Reaching Assist	45
Water Entries & Approaches	Demonstration and Practice of: • Feet-First Dive • Head-First Dive • Compact Jump • Stride Jump • Slip In • Front Crawl with Head Out of Water & Eyes on Victim(s) • Breaststroke or Walk to a Victim of Suspected Spinal Trauma	45
Water Rescues & Escapes	Demonstration and Practice of: • Front Escape • Rear Escape • Active Victim Rear Rescue • Active Victim Front Rescue • Passive Victim Rear Rescue • Passive Victim Front Rescue • Multiple Victim Rescue • Submerged Victim Rescue	150
Extraction from Water	Demonstration and Practice of: • Walking assist from zero depth • Quick extraction of active or passive victim using backboard • Extraction of Spinal Trauma victim on a backboard	35
Total Time (minutes)		275

Chapter 11 – Spinal Trauma – SKILLS EXECUTED IN WATER DEPTHS OF 6 FEET OR LESS

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Signs & Symptoms	• Identify the signs & symptoms of possible spinal trauma	35
Stabilization of Suspected Spinal Trauma	• Explain why, when, and how one uses spinal stabilization techniques both in and out of the water. • Explain the need for aquatic facilities to consult local medical direction on best practices in caring for an in-water spinal trauma victim. Demonstration and Practice of: • Head-Chin-Chest Grip • Arm Splints • Seated Stable Carry • Backboarding • Using a C-Collar	155
Total Time (minutes)		190

Chapter 12 – ASHI First Aid

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) First Aid Course Outline	SEE ASHI FIRST AID MANUAL	150-180 minutes

Chapter 13 – ASHI Basic Life Support (BLS)

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
See ASHI (an HSI company) BLS Course Outline	SEE ASH BLS MANUAL	240-300 minutes

FACILITIES

Chapter 14 – Continuing Education & In-Services

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Continuing Education & In-Services	• Explain the need for continuing practice to keep skills sharp. • Explain the need for regular in-service training.	20
Total Time (minutes)		20

Chapter 15 – Special Scenarios

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
One Guard Facilities	• Identify the limitations of one lifeguard facilities. • Identify physical skills that require adapting if working a one lifeguard facility. • Explain how to adapt physical skills at a one lifeguard facility to be able to provide effective emergency care.	25
Facilities with Special Features	• Identify the unique challenges presented by specific facility features. • Explain how to provide emergency care when dealing with these specific facility features.	30
Total Time (minutes)		55

FINAL WRITTEN EXAM

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Written Exam		45
Total Time (minutes)		45

FINAL PHYSICAL SKILLS EVALUATION

Lesson	Objective(s) and/or Physical Skills	Time (minutes)
Final Evaluation of Physical Skills		75
Total Time (minutes)		75

TOTAL SHALLOW POOL LIFEGUARD CURRICULUM COURSE TIME (does not include pre-reqs and/or formal written and/or practical assessments):
17 Hours, 25 Minutes

TOTAL COURSE TIME CPR/AED (ASHI BLS)/FIRST AID:
6 HOURS, 30 MINUTES – 8 HOURS, 0 MINUTES (see chapters 12 & 13)

TOTAL COURSE TIME (WASH SHALLOW POOL LIFEGUARDING & ASHI BLS/FIRST AID):
23 HOURS, 55 MINUTES – 25 HOURS, 25 MINUTES

3-Day Teaching Plan

DAY #1 Topics Pre-Requisites – End of Chapter 9	**Approximate Time:** 9 Hours, 30 Minutes
DAY #2 Topics Chapter 10 – Chapter 12	10 Hours, 15 Minutes – 10 Hours, 45 Minutes
DAY #3 Topics Chapter 13 – Written & Skills Evaluations	7 Hours, 15 Minutes – 8 Hours, 15 Minutes
TOTAL TIME:	**27 Hours, 0 Minutes – 28 Hours, 30 Minutes**

IMPORTANT NOTES:

- Total Time includes CPR/AED (ASHI BLS); ASHI First Aid; Shallow Pool Lifeguarding including pre-requisites and final written and skills exams/evaluations.
- Time for each Lesson includes delivery of Content Knowledge as well as Demonstration & Practicing of Physical Skills

Appendix O

Lifeguard Instructor S.I Course Practice Teaching

Lifeguard Instructor S.I Course Practice Teaching assignment options. Each instructor candidate will be assigned 4 teaching assignments and will be responsible for delivering the lessons in the entire row you have been assigned (i.e. an individual assigned #2 will deliver the following lessons: Drowning Process, Active Victim Rescue – Rear & Front, Rescue Breathing – Adult, and Scenario – Submerged Victim in Deep Water).

Practice Teaching assignment #4 is designed to include a full scenario starting with victim recognition and ending with arrival of and/or transfer to EMS personnel.

Evaluation of practice teaching assignments will be conducted using the *Lesson Demonstration Feedback Form.*

#	Practice Teaching #1	Practice Teaching #2	Practice Teaching #3	Practice Teaching #4
1	Chapter #1 - Professional Lifeguard	Spinal Trauma – Deep Water	Primary Assessment	Scenario – Active Victim in Deep Water
2	Chapter #5 - Drowning Process	Active Victim Rescue – Rear & Front	Rescue Breathing – Adult	Scenario – Submerged Victim in Deep Water
3	Chapters #6-7 Surveillance/ Scanning	Passive Victim Rescue – Rear & Front	Conscious & Unconscious Choking – Adult	Scenario – Passive Victim in Shallow Water
4	Chapter #8 – Victim Recognition	Submerged Victim Rescue	Rescue Breathing – Child & Infant	Scenario – CPR #5
5	Chapter #9 - EAP's	Passive & Active Victim Extractions	Two-Person CPR with AED	Scenario – First Aid #2
6	Chapters #3-4 - Risk Management & Rules	Arm Splints & Head-Chin-Chest Grip	CPR – Child & Infant	Scenario – Passive Victim in Deep Water
7	Chapter #1 - Legal Considerations	Spinal Trauma – Shallow Water	CPR – Adult	Scenario – Spinal Victim in Deep Water
8	Chapter #1 & 5 - Three R's, RID Factor & 10-20	Assists & Entries	Use of AED	Scenario – CPR #3

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Biography of President

Jeff Dudley founded World Academy of Safety & Health (WASH) in 2020 in an effort to reduce water-related accidents by providing affordable, accessible and flexible training option to all populations. He has worked in aquatics since 1990. During this time, he served as Aquatics Director for Seapointe Village; Training Officer, Medic and Ocean Rescue Lieutenant for the Borough of Cape May Point; Official for the United States Lifesaving Association (USLA) National Lifeguard Championships; and has delivered lifeguard, lifesaving, water rescue, and technical rescue trainings and in-services across the world to pool and ocean lifeguards; police departments; 911 operators; search and rescue organizations; customs and border agencies; non-profits; military organizations; disaster management organizations; commercial vessel operators; and fire and EMS departments. Mr. Dudley has authored and co-authored and published several books and manuals related to water and technical rescue as well as maritime safety.

He holds both a bachelor's and master's degree as well as certifications across multiple states in special education, teacher of sciences, administrator I and II. He has worked as an educational professional since 1998 and has held positions of Teacher, Director of Athletics, Dean, Principal, and Head of School in both public and private settings. Dudley has been selected to serve on several regional and national school accreditation review committees.

Dudley lives in Baltimore County, Maryland.

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