



National Lifeguard Instructor Update Clinic Trainer Notes

June 18, 2012





LIFESAVING SOCIETY

The Lifeguarding Experts

NATIONAL LIFEGUARD INSTRUCTOR UPDATE CLINIC – TRAINER NOTES

Published by the Lifesaving Society, 400 Consumers Road, Toronto,
Ontario, Canada M2J 1P8 Phone: 416-490-8844 Fax: 416-490-8766
E-mail: experts@lifeguarding.com Web: www.lifesavingsociety.com

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The Lifesaving Society is Canada's lifeguarding expert. The Society
works to prevent drowning and water-related injury through its training
programs, Water Smart® public education, drowning prevention
research, aquatic safety management and lifesaving sport.

Annually, over 800,000 Canadians participate in the Society's
swimming, lifesaving, lifeguard and leadership training programs. The
Society sets the standard for aquatic safety in Canada and certifies
Canada's National Lifeguards – the professional standard for lifeguards
in Canada.

The Society is an independent, charitable organization educating
Canadians since awarding its first Bronze Medallion in 1896.

The Society represents Canada internationally as an active member of
the Commonwealth Royal Life Saving Society and the International Life
Saving Federation, and is the governing body for lifesaving sport – sport
recognized by the International Olympic Committee.

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POWERPOINT SLIDES

Download from www.lifesavingsociety.com

NOTE TO TRAINERS

These *Notes* are designed for the National Lifeguard Instructor Update Clinic introducing the revised National Lifeguard training program. The *Notes* define the Update Clinic objective and learning outcomes, and provide a content outline, suggested learning activities, resources and PowerPoint slides. The PowerPoint presentation features key points which Trainers should use *in conjunction with* the Notes to cover the required content.

Photocopy the PowerPoint slides and distribute them to participants or use them as overheads.

Participants – who must attend? NLS Instructors, NLS Examiners and NLS Instructor Trainers are required to participate in this Update Clinic in order to maintain their certification status.

Conductor(s) – who can teach the Update Clinic? Clinics are delivered by National Lifeguard Instructor Trainers who have attended the National Lifeguard Instructor Update Clinic.

Administration – Participation in the Update Clinic must be recorded on an Aquatic Master Sheet which is submitted promptly to the Society's office indicating *NLS Pool Update Clinic*. If the clinic also covered the NLS Waterfront option, Trainers will indicate *NLS Waterfront Update Clinic* on the Aquatic Master Sheet. The Society will record Update Clinic participation on each member's personal record and display it on *Find a Member*.

The Lifesaving Society does not charge a fee for the clinic. However, Affiliates may need to apply an appropriate fee to cover costs.

NLS Instructors and Examiners need to buy the revised *National Lifeguard Award Guide* and must have the award guide for participation during the Update Clinic. All NLS Instructor courses will be using the new award guide. See literature resources page 5.

NOTE TO TRAINERS *(cont'd)*

Recertification

The *NLS Instructor Update Clinic* is valued at three credits towards the recertification of the individual's leadership certifications.

After June 30, 2014, NLS Instructors will not be recertified without proof of participation in an NLS Instructor Update Clinic.

Transition to new standards

The Society encourages the transition to the revised NLS training program as soon as practical. However, everyone must be using the revised NLS training program by June 30, 2014.

NLS Instructor Trainers must attend a NLS Instructor Trainer Update Clinic before teaching NLS Instructor Courses. As of September 1, 2012, all NLS Instructor Courses will be covering the revised NLS training program. NLS Instructor Trainers who have not been updated by then may not teach NLS Instructor courses.

National Lifeguard Instructors should change their teaching, evaluation or performance of NLS skills only when their employers have implemented the revised NLS training program.

CLINIC OBJECTIVE

- ☐ The objective of the National Lifeguard Instructor Update Clinic is:
 - To ensure National Lifeguard Instructors and Examiners understand the revised NLS training program and the implications for planning, teaching and evaluating the Society's NLS award.

LEARNING OUTCOMES

- ☐ As a result of this clinic, participants:
 - Can locate Test Items, Purpose Statements, Learning Outcomes, Must Sees, and Notes in the revised *National Lifeguard Award Guide*.
 - Understand the new NLS test items and performance criteria.
 - Can identify the four certification options offered in the NLS program and their relationship to each other.
 - Know how to use *Alert Insert* and revised NLS test sheets.
 - Understand the significance and requirements of the new National Lifeguard Examination Policy.

SUGGESTED TIME GUIDELINES

- ☐ Present the Update Clinic in the format and timeline that suits your needs and those of the facility and participants. The recommended minimum time is 5 hours: approx. 2.5 hours class and 2.5 hours pool with a maximum group size of 25 candidates to 1 instructor.

Topic	Slide Num.	Time
Welcome / Introduction	1-5	30 min.
Update Clinic purpose & group work	6-8	15 min.
Background & benefits: revised NLS	9-12	15 min.
Content overview	13-29	45 min.
NLS Recerts	30-32	15 min.
NLS Examination Policy	33	15 min.
Teaching NLS	34-36	30 min.
NLS stations: practice & review	37-42	130 min.
Wrap-up	43-44	20 min.
Total Time (300 min.)		5.0 hr.
Optional Waterfront stations: slides 45-51		2.0 hr.

LITERATURE RESOURCES

- ❑ The revised 3rd edition of the *National Lifeguard Award Guide* must be purchased by NLS Instructors and Examiners.
- ❑ *Alert* incorporates an 8-page *Insert* that captures new or newly emphasized content found in the revised NLS program. *Alert Insert* is also available as a stand-alone document for current NLS Instructors and Trainers. Instructors can view or download *Alert Insert* at www.lifesavingsociety.com.
- ❑ The summer 2012 *Lifeline* mailed to all current Lifesaving Society Instructors and Affiliate Members features an announcement of the revised NLS.
- ❑ The following documents can be downloaded from www.lifesavingsociety.com:
 - *What's new for Affiliates?*
 - *What's new for NLS Instructors?*
 - *What's new for Recertifying NLS lifeguards?*
 - *Alert Insert*
 - *Changes in Alert: Lifeguarding in Action*
 - *NLS Recertification Notes for Instructors*
 - *National Lifeguard Examination Policy*
 - Revised NLS test sheets (readily identifiable by the new National Lifeguard logo and “Revised 2012” at the top. Current NLS tests sheets will be available until June 2014.)

FOLLOW-UP QUESTIONS

- ❑ Follow-up questions have been created to accompany PowerPoint slides to help guide and recall the information presented.

CONTENT OUTLINE

Welcome / Introduction

(30 min.) PowerPoint slides 1-5



Slide 1: Opening slide

- ☐ **Welcome on behalf of the Lifesaving Society**, Canada's lifeguarding experts. **Introduce yourself** and ask participants to do likewise.
- ☐ Record participant information on the ***Aquatic Master Sheet*** and distribute credit cards. Indicate "***NLS Instructor Update Clinic***" on the Aquatic Master Sheet. Keep a copy of the completed Sheet before sending it to Lifesaving Society for processing.



Slide 2: National Lifeguard

- ☐ Use Slide 2 alongside slide 3 as an opportunity to set the tone to build excitement about the revised National Lifeguard program. Stress that:
 - The whole point of the revision is to **MAKE GOOD LIFEGUARDS BETTER.**
 - The new look represents the pride of a coast-to-coast National Lifeguard training program: a lifeguard proudly stands vigilant over Canada's waters, backed by Canada's national symbol and supported by the Lifesaving Society – Canada's lifeguarding experts.
 - Pride in our humanitarian mission is expressed in the new National Lifeguard advertisement: **BE BETTER. DO GOOD.**
 - Ask candidates to express what NLS means to them.



Slide 3: BE BETTER. DO GOOD.



Slide 4: National Lifeguard

- ☐ Use the Slide 4 quote to summarize the emotion and pride associated with the NLS award to help set the tone for the rest of the clinic.



Slide 5: Agenda

- ☐ Use Slide 5 to review the agenda.

UPDATE CLINIC PURPOSE & GROUP WORK

(15 min.) PowerPoint slides 6-8



Slide 6: Purpose

- ☐ Use Slide 6 to review objectives and purpose of the clinic (see Objectives & Learning Outcomes) and schedule.
 - Introduce the concept of *follow-up questions*: throughout the update or at the end, ask questions directed either at individuals or at the group to assist in the learning process of new content.



Slide 7: NLS Inst. Update Clinic

- ☐ Use Slide 7 to outline who needs to attend the Update Clinic. In addition NLS Instructors must also attend a mandatory *First Aid Update Clinic* by September 30, 2013. Direct candidates to the *CPR Update* section on the Society's home page www.lifesavingsociety.com for additional information.
- ☐ All NLS Instructors must be teaching and evaluating the new National Lifeguard training program by June 30, 2014. National Lifeguard Instructors should change their teaching, evaluation or performance of NLS skills only when their employers have implemented the new NLS award.



Slide 8: Teaching NLS

- ☐ Use Slide 8 as a group work activity to share teaching ideas and resources. Inform candidates we will review the list before heading to the pool to discover how their list might change as they progress through the Update Clinic.

UPDATE CLINIC PURPOSE & GROUP WORK *(cont'd)*

(15 min.) PowerPoint slides 6-8

- **Make a checklist:** in groups, brainstorm a checklist of items NLS Instructors should have when preparing to teach their revised NLS course. Ask instructors to create a list of “must-have” resources and equipment alongside “nice-to-have” teaching resources. The group should identify the following items as mandatory:
 - CPR masks, gloves
 - Spineboard
 - 20 lb. object
 - CPR manikins
 - *Alert* manual with *Alert Insert*
 - Revised *National Lifeguard Award Guide*
 - Revised National Lifeguard test sheets
 - First aid supplies
 - Minimum length, width and pool depth
 - Additional suggestions, stop watch, etc.

BACKGROUND & BENEFITS TO REVISED NLS

(15 min.) PowerPoint slides 9-12



Slide 9: Background - benefits

- Use Slide 9 to highlight the key benefits of revising the NLS training program. Stress that:
 - The Lifesaving Society reviews and revises the National Lifeguard training program on a regular basis to ensure it remains relevant to the needs of lifeguard employers and current with North American and international best practices.
 - Regular revision ensures that the Society provides an up-to-date, reasonable, comprehensive and balanced program for professional lifeguarding training in Canada.

BACKGROUND & BENEFITS (cont'd) TO REVISED NLS

(15 min.) PowerPoint slides 9-12



Slide 10: Background - process

- ☐ Use Slide 10 to highlight the background of how changes to lifeguard standards were developed. Stress that:
 - The National NLS Revisions Committee with representation from all Branches reviewed the NLS curriculum. Changes were presented for the approval of the Lifesaving Society national board of directors.
 - Great care was taken to review the lifeguard programs and standards from Royal Life Saving Society Commonwealth and surf lifesaving nations, the standards of the International Life Saving Federation and the work of the United States Lifeguard Standards Coalition.
 - The revised test items were piloted with over 2,000 candidates across Canada to ensure they were effective, achievable and consistent with the intended purpose.



Slide 11: Background -principles

- ☐ Use Slide 11: show changes are based on 5 principles.
 - ***Demonstrated need*** – *e.g.* reflects the needs and requirements of aquatic facility owners/operators across Canada. A nationally standardized NLS Recert was identified as a need.
 - ***Research based*** – *e.g.* reflects current research, international standards and best practices. The new Endurance Challenge Item (swim 400 metres in 10 min.) based on Cooper's research measuring aerobic fitness; reasonable aerobic fitness needed by guards to perform their jobs.
 - ***Consistent with regulations*** – *e.g.* who may use or be certified in the use AED or oxygen varies among provinces; the NLS curriculum allows for regional flexibility.

BACKGROUND & BENEFITS TO REVISED NLS (cont'd)

(15 min.) PowerPoint slides 9-12

- **Consistent with international standards** – *e.g.* The International Lifesaving Federation establishes benchmarks for lifeguarding skills, knowledge and abilities worldwide. The revised NLS reflects those benchmarks, such as the new underwater swim test item.
- **Consistent with Lifesaving Society values** – *i.e.*
 1. Humanitarian principles are the basis of our organization.
 2. People are our most important resource.
 3. Our organization is dynamic and action-orientated.
 4. Our organization is based on mutual respect, trust and integrity.
 5. Our organization fosters innovation and creativity.

The revised NLS award reflects these values – *e.g.* Lifeguard teams must have mutual respect, trust and integrity to work effectively together in performing rescues.



Slide 12: Background - competencies

- ☐ Use Slide 12 to highlight the lifeguard competencies. Stress that:
 - The updated NLS curriculum is grounded in important lifeguard competencies, which are guided by the 5 principles previously illustrated.
 - The 4 lifeguard competencies – judgment, knowledge, skill and fitness – are reflected throughout the revised National Lifeguard test items.

CONTENT OVERVIEW

(45 min.) PowerPoint slides 13-29



Slide 13: NLS content overview

- ❑ Use Slide 13 to highlight the key areas which will be discussed. Set the tone for the topics to be covered in the revised NLS award. The details follow in subsequent slides.
 - *Alert* incorporates an 8-page *Insert* that captures new or newly emphasized content in the revised NLS program. *Alert Insert* is also available as a stand-alone document. Instructors can view or download *Alert Insert* at www.lifesavingsociety.com. See *Alert Insert* handout.
 - *Alert* features a new cover with the new National Lifeguard Identity and some minor interior copy changes to conform to ILCOR revisions. See *Changes in Alert* handout.



Slide 14: New Award Guide

- ❑ Use Slide 14 to draw attention to the revised *National Lifeguard Award Guide*. Stress that:
 - Recently adopted 2010 international resuscitation guidelines have been folded into the revised NLS award.
- ❑ Use Slide 14 to introduce the revised award guide with a focus on the “Foreword” (page iii): Stress that:
 - **Purpose statements:** specify the why the item is included.
 - **Learning outcomes** (NEW): define what the candidate is expected to know, understand/or be able to demonstrate.
 - **Must Sees:** criteria define the performance standard at which the candidate must perform to be successful.



Slide 15: New Award Guide

- ❑ Use Slide 15 to review “What’s new in this Edition” (page vi-viii). See also *What’s new for NLS Instructors?* handout.

CONTENT OVERVIEW (cont'd)

(45 min.) PowerPoint slides 13-29



Slide 16: NLS Award Guide

- ❑ Use Slide 16 to review the main points under ***Note to National Lifeguard Instructors*** (page ix-x). Stress that:
 - These Notes apply to multiple test items across all NLS Options. For example, see 1st Notes bullet on page 22.
 - ***Evaluating knowledge:*** In Society's training program, knowledge is best measured during practical application of items.
 - ***Candidate safety:*** Ensure environmental conditions do not adversely affect candidate safety. Candidates should be familiar with emergency procedures of facility.
 - ***Lifeguard communication:*** Lifeguard communication must always be professional and respectful.
 - ***First Aid:*** Conditions are limited to those in Appendix A.
 - ***Management of spinal-injured victim:*** Teach candidates to rescue in a variety of environments (land, walking, deep and shallow water, stairs, etc.).
 - ***Lifeguard situations:*** Evaluation of at least three situations per candidate including single and multiple lifeguard situations. Whenever possible, include a minimum of 10 simulated patrons in addition to the victim(s) for evaluation of situations.



Slide 17: NLS content overview

- ❑ Use Slide 17 to note what has stayed the same in the revised NLS award. Stress that:
 - Instructional times (40 hrs.) and prerequisites (minimum 16 years of age, SFA/AEC, BX) remain the same for Pool and Waterfront options.
 - ***Follow-up question:*** What is an AEC award?

A: *Aquatic Emergency Care* (AEC) is a Lifesaving Society award used by some Branches in lieu of Standard First Aid. In Ontario a Standard First Aid certification is required to meet first aid requirements under Regulation 1101 for the workplace

CONTENT OVERVIEW (cont'd)

(45 min.) PowerPoint slides 13-29



Slide 18: NLS content overview

- ❑ Use Slide 18 to note what is new in the revised NLS award. Stress that
 - NLS is still organized in four options. However, the “Core” module has been retired and integrated into each of the NLS Options. This allows for specific content unique to each option to flow seamlessly during instruction and evaluation of test items.



Slide 19: Prerequisites

- ❑ Use Slide 19 to highlight what has changed. Stress:
 - The progression among the four National Lifeguard certification options – a candidate must hold the National Lifeguard Pool certification prior to earning the Waterpark certification. Similarly, a candidate must hold the Waterfront certification before earning the Surf certification.



Slide 20: Must sees

- ❑ Use Slide 20 to highlight the revised NLS test items have been test piloted across Canada. Stress that:
 - More than 2,000 candidates were involved in the test pilots. This ensured test items were achievable by candidates and consistently instructed and evaluated by instructors, examiners and trainers.



Slide 21: Treatment protocols

- ❑ Use Slide 21 to highlight the requirement for CPR manikins for evaluating Pool Item 9b and Waterfront Item 10b. Using the *National Lifeguard Award Guide*, have candidates review the Must Sees and note section for these items. Stress that:
 - This is an individual skill, candidates performs assessment on a victim and switches to a manikin.

CONTENT OVERVIEW (cont'd)

(45 min.) PowerPoint slides 13-29

- Individual barrier device must be used, and the manikin can be an adult, child or infant. No AED is available for this item.



Slide 22: Treatment: CPR 2010

- Use Slide 22 to highlight NO changes to the CPR sequence for drowning victim. Stress that:
 - Drowning victims are in urgent need of oxygen. Unlike cardiac arrest victims, heart failure is more likely due to a lack of oxygen than an underlying heart condition. It is not uncommon for drowning victims to respond quickly after a few rescue breaths.
 - **Follow-up question:** Is the term “secondary drowning” used in the guidelines or referenced in the CFAM or CLSM to define complications from drowning?

A. No. The term “secondary drowning” was discontinued in the previous international resuscitation guidelines. The *Canadian First Aid Manual* (p. 33) and *Canadian Lifesaving Manual* (p. 8-19) reference the drowning process.

“Drowning” can have fatal and non-fatal outcomes.



Slide 23: Treatment: jaw thrust

- Use Slide 23 to introduce an alternate technique used to open the airway for spinal victims. Stress that:
 - The jaw thrust is taught only in the NLS course and is not instructed in EFA or SFA courses. Inclusion of the jaw thrust resulted from the recent NLS revision.
 - **Follow up-question:** Is the jaw thrust now taught in the new NLS award and for recertifying candidates?

A: The jaw thrust is instructed/evaluated only in the revised NLS award, or the revised NLS recertification course, not in the previous (old) award.

CONTENT OVERVIEW (cont'd)

(45 min.) PowerPoint slides 13-29



Slide 24: Lifeguard supervision

- ❑ Use Slide 24 to highlight continuous scanning and position are the foundations of lifeguard surveillance. Have candidates reference the *Alert Insert* “Positioning & Scanning”. Stress that:

- Renewed emphasis on scanning results from Affiliate feedback and the Society’s learning from inquests and court cases involving drownings in supervised pools.
- Based on research the Lifesaving Society has adopted a 10-30 second scanning window. The time it should take a lifeguard to effectively scan their designated supervision zone.
- Scanning the pool bottom must be a priority.
- Scanning sample patterns may include Starburst, Arcing, and Zig-Zag methods.
- Shallow water blackout victims do not fit the typical profile of an at-risk swimmer, e.g. gutter-grabber. Review the definition and tips for lifeguards in the *Alert Insert*.



Slide 25: Pivot guard & arm signals

- ❑ Use Slide 25 to introduce the Pivot Guard system of organizing lifeguards at a waterpark”. Using the *Alert Insert* stress that:
 - The pivot guard has 3 responsibilities and must be seen by all guards on deck. All communication passes through the pivot guard.
 - Review the diagrams in the *Alert Insert* to illustrate how a pivot guard is positioned.
 - If a pivot guard must leave his or her position, another guard assumes the pivot position and/or role.
- ❑ Standardized arms signals have been adopted from the International Life Saving Federation. Use the *Alert Insert* to introduce some of the suggested arm signals to be used for waterfront or surf environments.

CONTENT OVERVIEW (cont'd)

(45 min.) PowerPoint slides 13-29



Slide 26: Physical standards

- ❑ Use Slide 26 to introduce the revised physical standards. Stress that:

- The Society chose physical standards that best reflect today's physical requirements to perform the job. The Society reviewed physical standards from the International Life Saving Federation (ILS) and the Fédération Internationale de Natation (FINA).



Slide 27: Physical standards

- ❑ Use Slide 27 to provide a brief overview of the physical standards across all National Lifeguard options. Stress that:

- Fitness is a cornerstone of the lifeguard's job responsibilities enabling the guard to remain vigilant, attentive and alert to signs of potential trouble, and to respond safely and with confidence in an emergency.
- A test is required to measure the minimum level of fitness required by lifeguards. The Lifesaving Society supports the ILS position that swimming is a reasonable method of testing physical fitness in lifeguards.
- The Society has established specific and relevant job-related performance requirements to ensure the minimum level of fitness required for the job.
- These standards are congruent with ILS and those of other national lifesaving organizations.
- The revised NLS fitness items require physical competencies in anaerobic power, muscular strength, muscular endurance and aerobic fitness.
- The physical requirements are designed to be gender neutral and were piloted with more than 2,000 candidates 16 to 61 years of age across Canada with 90% success rate.

CONTENT OVERVIEW (cont'd)

(45 min.) PowerPoint slides 13-29



Slide 28: NLS revisions

- ❑ Using Slide 28, as an option introduce revisions to the NLS award, show the YouTube video *NLS Revisions – Pool Fitness Skills* available on the Lifesaving Society's website or YouTube channel. Stress that the video:

- Features physical standards for the pool certification.
- Highlights additional changes further explored during this Update Clinic.



Slide 29: Physical standards

- ❑ Use Slide 29 to show which physical standards have been revised or are new for the Pool option. Stress that:

- Four of the physical standards now have a timed component to them: specifically 2a, 2c, 2d and 2e.
- The object recovery requires 20 lb. weight (e.g., brick).
- The underwater swim was added as lifeguards may be called upon to perform an underwater search as part of their job function.
- A 15 m underwater swim is a component of the revised lifeguard standards.
- The 400 m (in 10 min.) endurance challenge is a demonstration of aerobic fitness. It is derived from the Cooper test (i.e., swim as far as possible in 12 minutes) and ILS recommendations. Cooper found a very high correlation between the distance someone can swim in 12 minutes and their aerobic fitness.
- The 400 m in 10 minutes represents a pace time of 37.5 sec. per 25 m.

NLS RECERTS

(15 min.) PowerPoint slides 30-32



Slide 30: NLS Recerts

- ❑ Use Slide 30 to introduce the National *NLS Recertification Notes for Instructors*. Stress that:
 - There are mandatory items to be completed on every NLS recertification. All victim management items, lifeguarding situations and specific physical standards. This ensures consistency across Canada.
 - *NLS Recertification Notes for Instructors* is a national policy.



Slide 31: NLS Recerts

- ❑ Use Slides 31 and 32 along with the *NLS Recertification Notes for Instructors* to review the required items to be covered in the revised National Lifeguard Recert. Stress that:
 - Design situations to be realistic, selected from the suggested list in the *NLS Recertification Notes for Instructors*.
 - The NLS Recert exam must follow the pre-selected list of victim types for major and minor lifeguard situations as outlined in the *NLS Recertification Notes for Instructors*.
 - The majority of situations should occur in the water.
 - Additional lifeguard education or specific topics or techniques added by the Lifesaving Society Branch, the Affiliate or the NLS Instructor may not form part of the candidate's evaluation for NLS certification.



Slide 32: NLS Recerts

NLS EXAMINATION POLICY

(15 min.) PowerPoint slides 33



Slide 33: NLS examination policy

- ❑ Use Slide 33 to introduce the *National Lifeguard Examination Policy*. Stress that:
 - The *National Lifeguard Examination Policy* (effective September 1, 2012) is a policy of the Lifesaving Society Ontario for NLS Instructors and NLS Examiners. The *Policy* defines the minimum conditions under which NLS examinations may occur (see *National Lifeguard Examination Policy* handout):
 - NLS test sheets may only be submitted by an Affiliate Member.
 - Minimum pool facility specs.
 - Minimum equipment required.
 - Minimum number of candidates.
 - Minimum lifeguarding situations required.
 - Minimum number of potential victims.
 - Mandatory items on recertifications.

TEACHING NLS

(30 min.) PowerPoint Slides 34-36



Slide 34: Teaching NLS

- ❑ Use Slide 34 to revisit the checklist they created at the beginning of the Update Clinic and what they would change, add or delete as a result of the information they have learned so far.
 - Note the new requirement for a CPR manikin to practice breaths and compressions.

TEACHING NLS (cont'd)

(30 min.) PowerPoint Slides 34-36



Slide 35: Teaching NLS

- ❑ Use Slide 35 to highlight a group learning activity (lifeguard situations) for NLS Instructors. Have the group prepare their answers, using flip chart paper, for review on the pool deck. Use this as an opportunity for NLS Instructors to share teaching ideas and resources. Stress that:

- The 10-30 sec. scanning widow must be evaluated during a lifeguard situation. Ensure lifeguards scan the bottom for victim. E.g. shallow water blackout victims do not fit the typical profile of an at-risk swimmer.
- The use of rescue aids is encouraged. Candidates should practice rescue response with a variety of rescue aids (e.g. rescue tube, rescue can, PFDs, etc.)
- Use the award guide and the *National Lifeguard Examination Policy* to help create lifeguard situations.

- ❑ Have groups report on various methods in creating lifeguard situations with reference to
 - The benefits or features of their method. E.g. allows for quick feedback, time management allowing for lots of practice time, etc.
 - List three or more factors when considering how to set up a lifeguard situation. E.g. Number of candidates, beginning of course requiring a walk through or demo of a guard situation, etc.
 - How is feedback delivered? E.g. Instructor-lead versus peer feedback, and when is it delivered?

TEACHING NLS (cont'd)

(30 min.) PowerPoint Slides 34-36

- ☐ Emphasize key factors for creating successful and efficient lifeguard situations used to evaluate an individual lifeguard or team performance. Such as:
 - Realistic victim scenarios
 - Time needed to set up
 - Appropriate first aid supplies at hand
 - Where possible a victim simulation kit should be used to help portray realistic victim types (e.g. make-up, red food colour for bleeding, oatmeal for vomit, medical alerts, empty pill bottles, petroleum jelly and Plasticine for wounds, etc.) See *Instructor Notes*, Teaching and Resuscitation and First Aid.
 - Specialized techniques or skills have been instructed for a particular situation, e.g. double clutch rescues



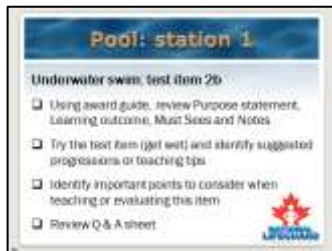
Slide 36: Teaching NLS

- ☐ Use Slide 36 to provide an overview of what will be covered in the pool session.
- ☐ Instruct candidates to bring their Lifeguard Situation Set-Ups (Group Work 2) to the pool to be reviewed.
 - Alternatively trainers may take up the group work assignment in the classroom versus the pool deck.

NLS STATIONS: PRACTICE AND REVIEW – Setting Up Stations

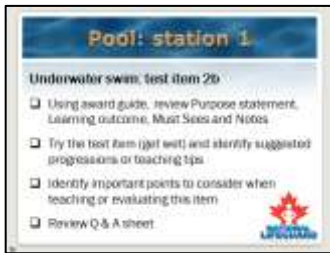
(130 min. / approx. 15 min. per station.) PowerPoint slides 37-42

- ❑ What you need: PowerPoint slides, Q & A sheet, lifesaving equipment, markers, flip chart paper, tape, etc. Plan for the following:



- Print the selected six individual stations (NLS test items) provided in the PowerPoint presentation slides 33-98. Post around the pool in appropriate locations.
- Beside each PowerPoint slide post the Q & A sheet for discussion and review by instructors, are found in the preceding pages titled “Station 1, 2, etc.”
- Provide flip chart paper beside each station for groups to record their suggested progressions and teaching tips or feedback on the item. Alternatively record or take notes in their award guides.
- Ensure candidates have the revised *National Lifeguard Award Guide* to reference the test items at each station.
- Encourage instructors to try the test item for identifying suggested progressions or teaching tips.
- Divide the class into small groups (four or five) to review the test items. Groups may work through each of the six stations or be assigned one or two station to report back to the whole class on the item(s).
- Provide additional lifesaving equipment for each station as needed, e.g. training manikin, etc.

STATION 1 – POOL



UNDERWATER SWIM: TEST ITEM 2B

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: May I push off the wall?

Q2: May candidates use goggles or masks?

Q3: What classifies as submerged?

Q4: Are there any safety concerns with breath holding?

Answers:

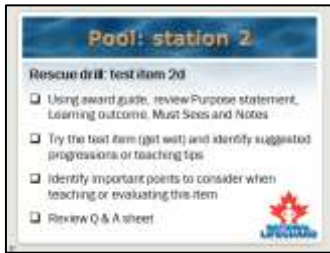
A1: Yes.

A2: Yes they can, but are encouraged to try without.

A3: Candidates must submerge 1.5 m – 2 m making sure the body does not break the surface.

A4: Prevent candidates from attempting to hyperventilate and education them about shallow water blackout. Swims greater than 15 m are discouraged.

STATION 2 – POOL



RESCUE DRILL: TEST ITEM 2D

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: What are the minimum and maximum depths from which the manikin or victim is to be recovered?

Q2: If we don't have manikins, what other options are there?

Q3: If water splashes over or waves go over the victim's face are the Must Sees still completed for this item?

Answers:

A1: The minimum depth for a victim or manikin must be 1.5 m with a maximum of 3 m.

A2: You can use a fellow candidate of similar size and weight.

A3: Disregard water flowing over the victim's mouth and or nose due to bow wave or wash created by the rescuer or victim.

STATION 3 – POOL



MANAGEMENT OF SUBMERGED NON-BREATHING VICTIM: TEST ITEM 9B

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: Can a manikin be used in place of a victim during the removal for this item?

Q2: Is the modified under arm lift removal acceptable?

Q3: Does it matter when the candidate switches to the CPR manikin – after removal or after assessment?

Answers:

A1: No. Rescue manikins lack limbs for proper simulation of removal of an unconscious victim.

A2: Yes, but the removal is often awkward and requires more strength to ensure the victim's elbows are held close to the body and pointing down (see *Canadian Lifesaving Manual* pg. 4-25).

A3: Candidates may switch to the CPR manikin after removal or after assessment; either is okay.

STATION 4 – POOL



SPRINT CHALLENGE: TEST ITEM 2C

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: If a turn is required, may the candidate perform a flip turn?

Q2: If a candidate's head briefly goes underwater, must they repeat the item?

Q3: After pushing off the wall or while swimming if water is splashed over their face, must they repeat the item?

Answers:

A1: A candidate's head may not submerge if a turn is required.

A2: Yes, a candidate's head must be up and eyes forward.

A3: No, water washed over the face is allowed. This may happen during a strong push off from the wall or from fast arm action generating waves.

STATION 5 – POOL



ENDURANCE CHALLENGE: TEST ITEM 2E

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Note: the focus in this station is on teaching tips and progressions versus swimming for 10 minutes.

Questions:

Q1: May candidates use goggles or masks? May I dive in from the deep end? May I do flip turns?

Q2: If a candidate stops to adjust goggles or takes a brief rest, must the candidate repeat the item?

Q3: Should stroke technique be evaluated?

Q4: What combination of strokes are best to complete the endurance challenge?

Answers:

A1: Yes.

A2: Yes.

A3: Swimming strokes are not evaluated.

A4: Any combination of recognizable strokes is permitted. Which stroke(s) are used is up to the candidate.

STATION 6 – POOL



SPINAL-INJURED VICTIM: TEST ITEM 9C

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: What if the jaw thrust does not open the airway?

Q2: If performing rescue breathing on a spinal victim in water, may I stop rescue breathing to stabilize the victim on a spineboard?

Q3: What lifesaving kick is used to evaluate candidates?

Answers:

A1: Use Head-tilt/Chin-lift to open the airway.

A2: Rescue breaths should not delay stabilization on a spineboard and removal to the pool deck where CPR can be performed.

A3: Lifesaving kicks include, whip kick, scissor, inverted scissor and eggbeater. It is recommended that candidates use eggbeater kick as referenced in the *Canadian Lifesaving Manual*.

NEXT STEPS & WRAP-UP

(20 min.) PowerPoint slides 43, 44



Slide 42: Wrap-Up

- ☐ Have candidates change and meet in classroom for final wrap-up and administration. Alternatively wrap up on the pool deck. Slide 43 shows the continued communication rollout of the update clinic. Stress that:

- The Aquatic Master Sheet must be completed before leaving.
- As of September 1, 2012 NLS Instructor Trainers must ensure their NLS Instructor courses use the revised / new NLS standards.
- NLS Instructor Trainers need to complete an Aquatic Master Sheet indicating *NLS Instructor Pool Update Clinic*. If the waterfront option for the clinic was also conducted Trainers need indicate *NLS Instructor Waterfront Update Clinic* on the Aquatic Master Sheet as well.
- Clinic participation will be tracked in the Lifesaving Society's member database and displayed on *Find a Member*.
- The clinic is valued at 3 credits for recertification purposes.

- ☐ Use Slide 44 for final questions, comments or thoughts.



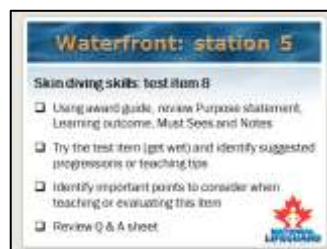
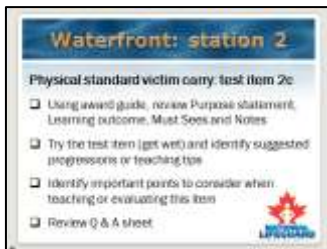
Slide 40: Thank you

WATERFRONT OPTION

(120 min.) PowerPoint slides 45-51



Slide 44: Waterfront option



- ❑ Provide an overview of what will be covered in the waterfront session. Stress that:
 - The Waterfront option session consists of six stations of 15 minutes duration.
 - Physical standard rescue sprint: item 2b
 - Physical standard victim carry: item 2c
 - Management of distressed or drowning victim: item 10a
 - Use of rescue craft: item 7
 - Skin diving skills: item 8
 - Management of spinal-injured victim: item 10c
 - Bring award guides to each station.
 - Groups should work together to identify helpful progressions and teaching tips for each station.
 - Have groups identify questions with answers for each station. Review the group's questions and answers with the whole class during the wrap-up session.
 - Review the section on "Setting up stations" and ensure the proper rescue equipment is available for the six waterfront stations.
 - Trainers should schedule appropriate break time before moving from pool to waterfront stations.

STATION 1 – WATERFRONT



PHYSICAL STANDARD RESCUE SPRINT: TEST ITEM 2B

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: If a candidate loses a fin, does it affect the evaluation?

Q2: If conditions on the beach do not allow for a 5 m approach, can the item still be evaluated?

Q3: What if your rescue aid does not have a loop? Could you use a lifejacket?

Answers:

A1: The loss of one or both fins does not affect evaluation.

A2: If conditions require an approach less than 5 m, then strive for as close to the 5 m as possible. The approach may not be more than 5 m.

A3: Yes.

STATION 2 – WATERFRONT



PHYSICAL STANDARD VICTIM CARRY: TEST ITEM 2C

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: What happens if we do not have 5 m of beach to approach the water?

Q2: What if you have large amounts of shallow water during the approach?

Q3: May I drag a victim over a rocky bottom?

Answers:

A1: Strive for as close to 5 m as possible.

A2: Candidates may start victim carry and removal in shallow water.

A3: Select an appropriate carry for victim removal such as a firefighter's carry.

STATION 3 – WATERFRONT



MANAGEMENT OF DISTRESSED OR DROWNING VICTIM: TEST ITEM 10A

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: Does the candidate require the use of a rescue aid for this item?

Q2: Does the victim need to be of similar size to the rescuer?

Q3: Is it okay if the victim's head submerges briefly?

Answers:

A1: Yes.

A2: Yes, victims should be similar in size to the rescuer.

A3: The candidate must support and control the victim's airway out of the water.

STATION 4 – WATERFRONT



USE OF RESCUE CRAFT: TEST ITEM 7

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: May candidates use a canoe?

Q2: May a motorized rescue craft be used?

Answers:

A1: Yes, surfboards, canoes, kayaks and rowboats may be used as suitable rescue craft.

A2: For this item, the rescue craft must be human-powered.

STATION 5 – WATERFRONT



SKIN DIVING SKILLS: TEST ITEM 8

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: How deep do I have to swim under water?

Q2: I do not have a mask. May I use goggles?

Q3: If my mask and snorkel fill with water, do I have to clear them?

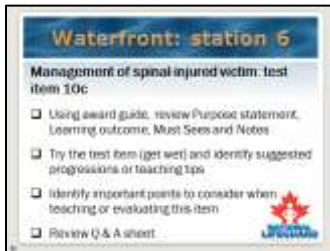
Answers:

A1: Head-first surface dive (1.5 m to 2 m depth).

A2: No, a mask must be used.

A3: Only the snorkel must be purged / cleared of water with ease.

STATION 6 – WATERFRONT



MANAGEMENT OF SPINAL-INJURED VICTIM: TEST ITEM 10C

With reference to the *National Lifeguard Award Guide* answer the following questions and check your answers below.

Questions:

Q1: What spinal roll over techniques can be used?

Q2: Must the victim be breathing?

Q3: May candidates use the assistance of back-up lifeguards?

Answers:

A1: Candidates should practice a variety of roll-over and immobilization techniques to adapt to the waterfront features and design.

A2: Candidates should be prepared to respond to a breathing or non-breathing victim.

A3: Yes.

LEARNING ACTIVITIES

Overhead masters

Present the related PowerPoint overheads or photocopy and distribute them to participants. Review the information. Answer questions. Be enthusiastic! Share our pride in the new program!

Cards

List the new items on index cards (one per card). Divide participants into groups, and give each group a series of cards. Participants decide on creative ways to teach the item and its reference page number in the *Alert* manual and list these on the back of card. Then groups share their ideas with each other.

Stations

Participants work through a series of stations in small groups. At each station, post a Task Card. On one side of the card, list an NLS skill and a teaching strategy or activity. On the back of the Task Card write the NLS item description. Participants perform the item and then gather for a few minutes to brainstorm other ideas for presenting or practicing the item.

Role-playing

Divide participants into pairs. Assign each pair a different NLS award item. Using the Purpose and Must Sees for the item from the *National Lifeguard Award Guide*, pairs create two or three demonstrations.

At least one demonstration barely meets the Must See criteria. At least one demonstration does not meet it. Other demonstrations may show various degrees of skill level.

or

The group watches the demonstrations and decides whether or not the Purpose and Learning Outcome have been met. The group provides “support” for their decision with reference to the *National Lifeguard Award Guide*. As a variation, provide Task Cards instead of using the *National Lifeguard Award Guide*.