

Award Guide

WaterparkAttendant

A training guide to provide candidates with the knowledge and skill to assist in the safety supervision of a waterpark.



LIFESAVING SOCIETY
The Lifeguarding Experts



LIFESAVING SOCIETY®

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WATERPARK ATTENDANT AWARD GUIDE

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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 research, aquatic safety management and lifesaving sport.

Annually, over 1.2 million 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 Society is an independent, charitable organization educating Canadians since awarding its first Lifesaving Society Bronze Medallion in 1896.

The Society represents Canada internationally as an active member of the Commonwealth Royal Life Saving Society and as Canada's Full Member in the International Life Saving Federation. The Lifesaving Society is the Canadian governing body for lifesaving sport – a sport recognized by the International Olympic Committee and the Commonwealth Games Federation.

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LIFESAVING SOCIETY
The Lifeguarding Experts

Canada's lifeguarding experts

– saving lives for over 100 years.

Almost 500 Canadians die every year in water-related incidents. Most of these are preventable and occur in unsupervised settings, which is why more Canadians need the basic swimming and lifesaving skills to save themselves in an aquatic emergency.

The Lifesaving Society has a long and proud history of teaching swimming and lifesaving to Canadians.

We trace our roots to the late 19th century in London, England where we began as The Swimmers' Life Saving Society. In 1894, Arthur Lewis Cochrane brought the lifesaving skills he learned in his homeland to Canada. And he passed them along to students at Upper Canada College in Toronto, Ontario. In June 1896, 18 of his students were the first recipients of our distinguished Bronze Medallion award. Under the patronage of King Edward VII in 1904, we became The Royal Life Saving Society.

In the 1950s, we were the first Canadian organization to adopt mouth-to-mouth as the method of choice over manual methods of artificial respiration. We started our first CPR training program in the 1960s. In the 1980s, we initiated a project to design an economical CPR training manikin (ACTAR 911™), and we launched our Water Smart® drowning prevention campaign.

In the 1990s, the Society introduced innovative new programs including Boat Operator Accredited Training, the Junior Lifeguard Club and the Canadian Swim Patrol Program, and we launched our Aquatic Safety Management Service. We expanded our First Aid training programs and completely revamped the Bronze medal and the National Lifeguard training programs to suit the needs of the new century.

In 2001, we defined the Canadian Swim to Survive® Standard and subsequently launched our Swim to Survive® program to teach Canadians the minimum essential skills they need to survive an unexpected fall into deep water. Our learn-to-swim program – Swim for Life® – is our latest drowning prevention initiative.

Today, we are known to Canadians simply as the Lifesaving Society, a national volunteer organization and registered charity. And while we've expanded our strengths over the past century to include research and public education, we haven't forgotten the ideals that formed the foundation of our organization.

The Lifesaving Society has always been – and will continue to be – Canada's lifeguarding experts.

Foreword

Award Guides are designed to help instructors plan, teach, and evaluate the awards of the Lifesaving Society's training program. Award Guides are designed for use with the Society's instructor reference materials that present essential teaching and learning principles. For skill descriptions and technical information, instructors should consult the *Canadian Lifesaving Manual*, the *Canadian First Aid Manual* or *Alert: Lifeguarding in Action*.

The Award Guide begins with an at-a-glance overview of the general aim of the award and a list of test items. Next, and for each test item, the Award Guide presents a detailed description including the item's purpose and learning outcome, its evaluation criteria (Must Sees), and Notes:

Purpose Statements specify why the item is included in the training program ("To ensure that lifeguards understand their role and obligations and the lifeguarding principles and practices inherent in the lifeguard's job.").

Learning Outcomes define what the candidate is expected to know, understand and/or be able to demonstrate in each item.

Must See criteria define the performance standard at which the candidate must perform to be successful. Normally, "Must Sees" do not describe skills or performances. Skill descriptions are found in the *Canadian Lifesaving Manual* or *Alert: Lifeguarding in Action*. In many instances various responses are possible.

The instructor and evaluator can use the "Must Sees" as a checklist for success ("fast vertical descent," "depth attained," etc.). If candidates perform an item with the necessary knowledge, skill, fitness, and judgment to achieve its stated purpose and learning outcome, they are probably performing at or above the required standard for the award.

Notes present explanations or limitations of the performance of an item. Suggestions to the instructor and evaluator regarding specific evaluation issues and safety precautions are also offered here.

References guide instructors to the appropriate material in the *Canadian Lifesaving Manual* (CLM), *Alert: Lifeguarding in Action*, or the *Canadian First Aid Manual* (CFAM).

Note to Instructors

The Lifesaving Society's Waterpark Attendant certification is designed to provide candidates with the knowledge and skill to assist in the safety supervision of a waterpark. They monitor waterslides, river rides, wading pools and other amusement devices.

As a result of this training program, candidates will understand:

- roles and responsibilities of a Waterpark Attendant
- how to identify, control and eliminate risks and hazards through facility analysis
- the role and rescue skills needed to respond to emergency situations

Prerequisite: Minimum 14 years of age, Emergency First Aid certification.

Evaluation and certification: Current Lifesaving Instructors teach and certify candidates.

Recertification: Waterpark Attendant is recertified by successfully completing a Waterpark Attendant course.

Candidate recognition: Certification card.

Candidate references: There are no required references for candidates. You can supplement with other handouts or references as applicable.

Instructor references: Instructors require the *Waterpark Attendant Award Guide*. Where applicable, reference provincial regulations (e.g., the Lifesaving Society's *Guide to Ontario Public Pools Regulation, Technical Standards and Safety Authority*).

Technical resources that support test item content are listed in the bottom of the Notes column. CLM refers to *Canadian Lifesaving Manual*, CFAM refers to the *Canadian First Aid Manual*, Alert refers to *Alert: Lifeguarding in Action*.

Required equipment: Classroom supplies such as tables, chairs, flip chart paper, stand and markers, masking tape, and A/V equipment. First aid supplies including barrier devices, adult, child, and infant CPR training manikins, and AED Trainers.

Facility requirements: A pool with minimum width of 5 metres, a minimum length of 15 metres and includes an area with a depth between 1.0 metre and 1.5 metres deep.

Prerequisite: Minimum 14 years of age, Emergency First Aid certification.

Emergency First Aid may be earned before the Waterpark Attendant course or co-delivered with the course – in which case, add 6 to 8 hours to the Waterpark Attendant course.

Recommended time guidelines: Based on a class of 16 to 20 candidates, the recommended course length is 12 hours. The actual time needed will vary with the number and maturity of the candidates, and their prior knowledge, training and experience.

The instructional time guidelines outlined below assist instructors in lesson planning and course scheduling. These guidelines do not include time allocations for refreshment or other breaks.

Fees: The Lifesaving Society exam fee applies to successful and unsuccessful candidates alike.

Waterpark Attendant Course	Classroom	Water
Welcome and introduction	15 min.	
Knowledge items – approx. 1.75 hr.		
Item 1 – The Lifesaving Society	15 min.	
Item 2 – Theory and practice	90 min.	
Fitness items – approx. 0.5 hr.		
Item 3a – Physical standard: sprint challenge		15 min.
Item 3b – Physical standard: underwater swim and object recovery		15 min.
Skills items – approx. 9.0 hr.		
Item 4 – Communication	30 min.	15 min.
Item 5 – Waterpark facility orientation	30 min.	15 min.
Item 6 – Monitoring waterpark features and amenities	30 min.	30 min.
Item 7a – Surveillance: positioning and rotation;	15 min.	20 min.
Item 7b – Surveillance: scanning and observation	15 min.	20 min.
Item 7c – Surveillance: prevention and intervention	15 min.	20 min.
Item 8 – Victim recognition		20 min.
Item 9 – Entries and removals		30 min.
Item 10 – Management of an injured victim	15 min.	60 min.
Item 11 – Spinal injury management	10 min.	45 min.
Item 12 – Drowning resuscitation	15 min.	30 min.
Item 13 – Rescue of non-breathing victim	15 min.	60 min.
Wrap-up	15 min.	
Total time: 12 hr.	5.5 hr.	6.5 hr.

Waterpark Attendant

At-a-glance

Lifesaving Society Waterpark Attendant certification provides knowledge of waterpark operations, waterslides, amusement devices and the lifesaving skills to prevent injuries and promote the safe use of the facilities. The course identifies the role and responsibilities of a Waterpark Attendant and how they integrate as part of a waterpark's safety supervision team. It provides training in how the attendant can identify, control and eliminate risks and hazards through facility analysis.

Knowledge Items

Notes

- All items in Waterpark Attendant are taught and evaluated by a current Lifesaving Instructor.

1. **The Lifesaving Society:** Demonstrate knowledge of the Lifesaving Society and awareness of its training program opportunities.
2. **Theory and practice:** Through practical activities, candidates demonstrate an understanding of the following in a waterpark setting:
 - The role and responsibilities of the Waterpark Attendant.
 - The roles and responsibilities during an emergency of waterpark lifeguards, supervisors, and emergency medical personnel.
 - The legal obligations of the Waterpark Attendant in terms of duty and standard of care, liability and negligence.
 - How government regulations, industry standards and employer policy and procedures affect the Waterpark Attendant's job.
 - The role of water treatment systems in providing a safe and comfortable environment.
 - The hazardous nature of chemicals used in aquatic environments and the special training required for their safe handling.
 - The cause and prevention of shallow water blackout.
 - The administrative tasks that may be assigned to the Waterpark Attendant.

Fitness Items

Reference:
Lifesaving Society Guide to
Ontario Public Pools Regulation

Alert: Lifeguarding in Action
(Alert)

Canadian Lifesaving Manual
(CLM)

Canadian First Aid Manual (CFAM)

See also relevant provincial/
territorial workplace health and
safety regulations.

3a. Physical standard: sprint challenge: Demonstrate anaerobic fitness: Starting in the water, swim 25 metres within 35 seconds (25 yards within 30 seconds).

3b. Physical standard: underwater swim and object recovery: Starting in the water, submerge and swim 10 metres underwater to retrieve a 4.5 kg (10 lb.) object; surface and return the object 10 metres to the start.

Waterpark Attendant

At-a-glance

Skill Items

4. **Communication:** Demonstrate effective communication with patrons, victims, other attendants, lifeguards, supervisors and emergency service personnel.
5. **Waterpark facility orientation:** Demonstrate an understanding of:
 - Features that vary from waterpark to waterpark or from time to time during hours of operation.
 - Potential hazards in waterparks and amenities including waterslides, river rides, amusement devices and play structures.
 - Basic operation of waterslides, amusement devices and play structures.
 - Inspection procedures for waterslides, amusement devices and play structures.
 - Common safety equipment.
6. **Monitoring waterpark features and amenities:** Demonstrate an understanding of safety considerations and effective monitoring for waterpark features and amenities, including:
 - Waterslides
 - River rides
 - Wading pools
 - Play structures
- 7a. **Surveillance:** positioning and rotation: Demonstrate effective positioning and rotation.
- 7b. **Surveillance:** scanning and observation: Demonstrate effective observation skills and scanning techniques.
- 7c. **Surveillance:** prevention and intervention: Demonstrate an ability to recognize situations in which early intervention may prevent a rescue emergency.
8. **Victim recognition:** From land, demonstrate the ability to recognize the appearance of victim types common in waterparks.
9. **Entries and removals:** Demonstrate two entries and two removals (with assistance) appropriate for a waterpark environment, including a removal with a board.
10. **Management of an injured victim:** Demonstrate effective management of an injured victim.
11. **Spinal injury management:** Respond to a suspected spinal-injured victim located in shallow water and on land. Victim may be found breathing or non-breathing, face-up or face-down.
12. **Drowning resuscitation** On a manikin, demonstrate single-rescuer adult, child, and infant drowning resuscitation including ability to deal with complications.
13. **Rescue of non-breathing victim:** Rescue a non-breathing victim located in the water. Remove victim with the assistance of one trained backup. Initiate CPR on a manikin (5 cycles of CPR as a single rescuer, followed by 5 cycles of 2-person CPR).

The Lifesaving Society

Demonstrate knowledge of the Lifesaving Society and awareness of its training program opportunities.

Notes

- The Lifesaving Society's mission is to prevent drowning and reduce water-related injury.
- Examples of training opportunities available to Waterpark Attendant holders include: Bronze Star, Bronze Medallion, Bronze Cross (and subsequent National Lifeguard and leadership training), first aid programs, and lifesaving sport programs and competition.

Purpose

To introduce the Lifesaving Society and its drowning prevention mission. To acquaint candidates with Lifesaving Society training opportunities.

Must See

- ☐ Ability to state the Lifesaving Society mission
- ☐ Ability to give two examples of Lifesaving Society training opportunities available beyond Waterpark Attendant

Reference:

CLM Chapter 1.4 *What is the Royal Life Saving Society Canada?*

Theory and practice

Through practical activities, candidates demonstrate an understanding of the following in a waterpark setting:

- *The role and responsibilities of the Waterpark Attendant.*
- *The roles and responsibilities during an emergency of waterpark lifeguards, supervisors, and emergency medical personnel.*
- *The legal obligations of the Waterpark Attendant in terms of duty and standard of care, liability and negligence.*
- *How government regulation, industry standards and employer policy and procedures affect the Waterpark Attendant's job.*
- *The role of water treatment systems in providing a safe and comfortable environment.*
- *The hazardous nature of chemicals used in aquatic environments and the special training required for their safe handling.*
- *The cause and prevention of shallow water blackout.*
- *The administrative tasks that may be assigned to the Waterpark Attendant.*

Notes

- Provide examples of regulations and guidelines that govern pools, waterslides and amusement devices (e.g., Ontario Public Pools Regulation 565, Technical Standards & Safety Authority, TSSA: Amusement Devices Act).
- Provide examples of regulations that govern workplace health and safety for waterpark attendants (e.g., WHMIS, Occupational Health and Safety, Worker's Compensation) and legislation regarding harassment and violence in the workplace.
- Use oral evaluation and learning activities to test this knowledge – not written tests. Use question and answer techniques to clarify candidate performance

Purpose

To ensure that Waterpark Attendants understand their role and obligations.

Must See

- ☐ Understanding demonstrated through performance and decision-making whenever possible
- ☐ Understanding demonstrated through oral questioning where practical application is not possible
- ☐ Understanding that procedures (e.g., rules, protocols) may vary from waterpark to waterpark
- ☐ Demonstrated understanding of and respect for the professional role and responsibility of the Waterpark Attendant

Physical standard: sprint challenge

Demonstrate anaerobic fitness: Starting in the water, swim 25 metres within 35 seconds (25 yards within 30 seconds).

Notes

- Swimming strokes are not evaluated in this item.
- Candidate may swim head-up or head down (or a combination).
- Candidates may use goggles or mask.

Purpose

To ensure Waterpark Attendants have a minimum level of anaerobic fitness

Must See

- ☐ In-water start
- ☐ Recognizable stroke(s) – any combination
- ☐ Distance completed within the time limit

Reference:

Physical standard: underwater swim and object recovery

Starting in water, submerge and swim 10 metres underwater to retrieve a 4.5 kg (10 lb.) object; surface and return the object 10 metres to the start.

Notes

- Pool depths vary. Place object between 1.0 m and 1.5 m deep.
- A return may include walking with the object.

Purpose

To ensure candidates have the necessary skill to recover a submerged victim.

Must See

- ☐ In-water start
- ☐ Body fully submerged throughout underwater swim to contact object
- ☐ Surface with the object
- ☐ Return object 10 metres

Reference:

Communication

Demonstrate effective communication with patrons, victims, other attendants, lifeguards, supervisors and emergency medical personnel.

Notes

- Provide examples of different types of communication devices used in a waterpark, like two-way radios, phones, etc.
- Emphasize that attendants must respect their employer's policies and protocols concerning abuse, harassment and confidentiality.

Purpose

To develop positive communication skills required by Waterpark Attendants.

Must See

Communication with patrons and victims

- ☐ Ability to provide good customer service and public relations:
 - ☐ Appropriate use of verbal and non-verbal communication skills (e.g., language and tone, facial expression, body language)
 - ☐ Ability to instill and model trust through clear and open communication
 - ☐ Ability to educate patrons about safe practices
 - ☐ Ability to deal positively and fairly with patrons
 - ☐ Recognition of conflict and the need for safety-centred resolution

Communication with other attendants, lifeguards, supervisors, emergency service personnel

- ☐ Appropriate use of communication technique such as hand signals, signalling devices, specialized communication equipment
- ☐ Ability to give and receive directions
- ☐ Immediate and accurate communication with others in an emergency
- ☐ Clear and concise communication with emergency services at earliest possible moment under the circumstances

Reference:

Alert Chapter 3 *Aquatic Emergencies: Communication with emergency services*;
Chapter 7 *Public Relations Problems and Solutions*

Waterpark facility orientation

Notes

- Safety features and safety equipment may include: start, stop and emergency stop (e-stop) button, etc.
- Discussion should include effects of water turbidity on clarity of the water and visibility.
- If possible, provide candidates with a guided tour of the waterpark. Alternatively, use photos to introduce the variety of waterpark features and safety issues.

Demonstrate an understanding of:

- *Features that vary between different waterparks*
- *Features that vary between different periods of time during hours of operation.*
- *Potential hazards in waterparks and amenities including waterslides, river rides, amusement devices and play structures.*
- *Basic operation of waterslides, amusement devices and play structures.*
- *Inspection procedures for waterslides, amusement devices and play structures.*
- *Common safety equipment.*

Purpose

To introduce Waterpark Attendants to common waterpark features, related potential hazards and basic safety protocols.

Must See

- ☐ Ability to identify high-risk areas and hazards in waterparks
- ☐ Ability to identify safety features, safety equipment and safety procedures in waterparks

Reference:

Alert Chapter 11 *Swimming Pool Operation and Safety*

Monitoring waterpark features and amenities

Demonstrate an understanding of safety considerations and effective monitoring for waterpark features and amenities, including:

- *Waterslides*
- *River rides*
- *Wading pools*
- *Play structures*

Notes

- Include examples of ride-on equipment that don't meet minimum safety standards (e.g., inner tubes with low inflation levels)
- Provide examples of dispatch intervals between riders.
- Discussion should include use of: lifejackets, PFDs, puddle jumpers, arm buoys, etc.

Purpose

To ensure Waterpark Attendants understand safety issues and solutions for specific waterpark features and amenities.

Must See

- Ability to explain the underlying safety rationales for various waterpark rules and restrictions
- Ability to describe and demonstrate appropriate dispatch intervals between riders for waterpark features and amenities
- Ability to identify how moving water and moving riders affect how Waterpark Attendants monitor the amenity and respond effectively to an incident.

Reference:

Surveillance: positioning and rotation

Demonstrate effective positioning and rotation.

Notes

- Include practice rotating to the various positions within the facility.
- Emphasize that “buddy watching/lifeguarding” reduces the effectiveness of supervision and must be avoided. See RID factors in *Alert: Lifeguarding in Action*.

Purpose

To develop an understanding of the factors that influence effective positioning. To develop an appreciation for the characteristics of efficient rotation and the importance of maintaining constant surveillance.

Must See

- ☐ Ability to describe factors that affect Waterpark Attendant positioning for park features and amenities
- ☐ Appropriate Waterpark Attendant positioning with consideration for:
 - ☐ Facility features
 - ☐ Danger (high-risk) areas and blind spots
 - ☐ Leisure equipment and patron activity
 - ☐ Location of equipment
 - ☐ Positions of other lifeguards, assistant lifeguards, and waterpark attendants on deck
 - ☐ Changes in visibility
- ☐ Efficient rotation while maintaining effective coverage

Reference:

Alert Chapter 2 *Accident Prevention: Facility analysis and supervision*

Surveillance: scanning and observation

Demonstrate effective observation skills and scanning techniques.

Notes

- Stress that designated zones are assigned to Waterpark Attendants.
- Design scenarios to practice and evaluate scanning techniques and observation skills. Ask candidates to describe what they are seeing as they scan.
- Use a manikin to teach scanning of the pool bottom.
- A Waterpark Attendant should be able to effectively scan their assigned zone within a window of 10 to 30 seconds.

Purpose

To develop the skills required to effectively support Waterpark Attendant surveillance of waterpark amenities.

Must See

- ☐ Continuous scan of designated zone including bottom of the pool or basin
- ☐ Systematic scanning pattern with observable and effective head movement
- ☐ Quick, accurate recognition and analysis of potential incidents and of patrons needing assistance
- ☐ Recognition of communication from other staff (e.g., hand or whistle signals) if applicable

Reference:

Alert Chapter 2 *Accident Prevention: Facility analysis and supervision*

Surveillance: prevention and intervention

Demonstrate an ability to recognize situations in which early intervention may prevent a rescue emergency.

Notes

- Provide examples of at-risk and inappropriate behaviours or activities.
- Include common public relations incidents such as:
 - Height and weight requirements
 - Cultural attire restriction for certain rides
 - Inappropriate patron behaviours
 - Missing person
 - Admission requirements
 - Use of lifejackets
- Provide examples of at-risk supervision zones.

Purpose

To develop the early-recognition skills necessary to prevent incidents.

Must See

- ☐ Vigilant, attentive and alert demeanor
- ☐ Quick, accurate recognition of at-risk or inappropriate behaviours and activities
- ☐ Appropriate intervention and education

Reference:

Alert Chapter 2 *Accident Prevention; Facility analysis and supervision*; Chapter 3 *Aquatic Emergencies: Recognition and intervention*

Victim recognition

From land, demonstrate the ability to recognize the appearance of victim types common in waterparks.

Notes

- Distressed types may include tired, poor, and injured swimmers or patrons with medical conditions.
- Drowning victims may be conscious or unconscious.
- Acquaint Waterpark Attendants with the following:
 - Heat illness (e.g., dehydration, cramps, heat exhaustion, heat stroke)
 - Hypothermia
 - Circulatory emergency (e.g., shock, chest pain)
 - Medical conditions (e.g., anaphylaxis, seizure)
 - Suspected spinal injury

Purpose

To develop awareness of the appearance and capabilities of victims in need of different kinds of assistance

Must See

- ☐ Ability to identify common types of distressed swimmers or drowning victims
- ☐ Ability to identify patrons in need of assistance due to heat, cold or circulatory emergencies, anaphylaxis, seizure disorder

Reference:

CLM Chapter 4.3 *Victim Recognition*

Entries and removals

Demonstrate two entries and two removals (with assistance) appropriate for a waterpark environment, including a removal using a spineboard.

Notes

- The focus in this item is entry and removal in water less than 1.5 m.
- Candidates practice with various entries and removal techniques.
- Candidates must demonstrate use of a spineboard as an extraction tool.

Purpose

To ensure Waterpark Attendants have the skill and fitness required to enter the water and safely remove victims.

Must See

- ☐ Appropriate selection of safe and efficient entry
- ☐ Victim's airway maintained above the surface
- ☐ Recruitment of other Waterpark Attendant(s) or bystander(s)
- ☐ Effective communication with victim and Waterpark Attendant(s) or bystander(s)
- ☐ Selection of removal technique with least risk to rescuer and victim
- ☐ Safe and effective removal without injury to victim, Waterpark Attendant(s) or bystander(s)

Reference:

CLM Chapter 4.8 *Entries*;
Chapter 4.12 *Removals*

Management of an injured victim

Demonstrate effective management of an injured victim.

Notes

- Injuries may include: bleeding, head injury, shock.
- Waterparks will have specific protocols for activating their emergency action plan. Typically, the plan is activated by a specific sequence of whistle blasts.
- While the victim may exhibit any of the conditions or injuries dealt with in Emergency First Aid, the following are most common in wading pool environments and should be emphasized: cuts and scrapes, nosebleeds, heat exhaustion, asthma, diabetes, hyperventilation, seizures, chest pain, and anaphylaxis.

Purpose

To ensure Waterpark Attendants can apply first aid skills in responding to an injured victim.

Must See

- ☐ Quick recognition and immediate response
- ☐ Appropriate selection and effective demonstration of rescue techniques
- ☐ Effective communication (reassurance) with victim
- ☐ Effective communication with waterpark staff including activation of the emergency action plan
- ☐ Appropriate selection and proper use of equipment including barrier devices
- ☐ Victim removal with assistance (if required)
- ☐ ABC assessment and appropriate first aid treatment
- ☐ EMS activated (if required)

Spinal injury management

Respond to a breathing or non-breathing suspected spinal-injured victim located in shallow water and on land. Victim in the water may be found face-up or face-down.

Notes

- Victims should be positioned "head-on" to the flow of current.
- Waterpark Attendants maintain victim care until advised by advanced care providers (e.g., lifeguards, first aid team, EMS) that they are relieved of responsibility.

Purpose

To demonstrate the management of a victim with a suspected spinal injury.

Must See

- ☐ Quick recognition and response
- ☐ Appropriate entry and approach (in-water victim only)
- ☐ Smooth turnover if necessary
- ☐ Restricted motion of victim's head and neck throughout
- ☐ Airway maintained throughout
- ☐ Contact with EMS at earliest possible moment
- ☐ Victim assessment (ABCs) and appropriate care:
 - ☐ Breathing victim: stabilization maintained with assistance
 - ☐ Non-breathing victim: immediate removal from water and initiation of resuscitation
- ☐ Appropriate direction of bystanders
- ☐ Care of victim until relieved of responsibility

Reference:

CLM Chapter 5.10 *Rescue Procedures for Spinal Injuries*;
Chapter 7.2 *The ABC Priorities*

Drowning resuscitation

On a manikin, demonstrate single-rescuer adult, child, and infant drowning resuscitation including ability to deal with complications.

Notes

- “Signs of life” might include victim movement or victim breathing on their own.
- A drowning victim requires oxygen fast. The rescuer’s priority is the immediate provision of ventilation. With a drowning victim, rescuers start CPR with two rescue breaths followed by compressions
- Rescuers (who may be the AED-trained responder) should understand the importance of early defibrillation and how to use an AED (components, activation and pad application).

Purpose

To restore breathing and circulation in an unconscious drowning victim with absent or abnormal breathing.

Must See

- ☐ Assessment of environment for hazards
- ☐ Unresponsiveness established
- ☐ Contact with Emergency Medical Services (EMS)
- ☐ Attempt to obtain an AED and an AED-trained responder
- ☐ Appropriate use of barrier devices
- ☐ Victim positioned on back, airway opened and quick, visual check for normal breathing
- ☐ CPR started with two rescue breaths; application of AED (if available) at earliest possible moment
- ☐ Ability to deal with complications (e.g., vomiting, gastric distention, or aspiration)
- ☐ Resuscitation continued until rescuer relieved of responsibility; or reassessment of ABCs and appropriate treatment if victim shows signs of life

Reference:

CLM Chapter 7.2 *The ABC Priorities*; 7.4 *Rescue Breathing*; 7.5 *CPR and AED*; Chapter 8.3 *Airway and Breathing Problems (Aspiration)*; CFAM *Primary Emergencies*; *AED and Airway Management*

Rescue: non-breathing victim

Rescue of a non-breathing victim located in the water. Remove victim with the assistance of one trained backup. Initiate CPR on a manikin (5 cycles of CPR as a single rescuer, followed by 5 cycles of 2-person CPR).

Notes

- Realistic victim simulation will assist in accurate rescuer recognition and appropriate response.
- Barrier devices such as disposable gloves and pocket masks may be used if available.
- Candidate performs assessment on victim and switches to manikin when ready to perform CPR.
- Candidates should have a basic understanding of critical incident stress and its implication for them as rescuers

Purpose

To prevent loss of life in an aquatic emergency with minimum risk to the rescuer.

Must See

- ☐ Quick, accurate recognition
- ☐ Appropriate assessment of situation – call for help
- ☐ Lowest risk rescues possible under the circumstances with personal safety maintained throughout:
 - ☐ Appropriate choice and use of aid
 - ☐ Safe and effective entry, approach maintain visual contact, and carry
- ☐ Victim's mouth and nose maintained above the surface throughout
- ☐ Victim secured at nearest point of safety
- ☐ Safe and effective removal with bystander assistance Effective use and direction of bystanders where appropriate
- ☐ Contact with Emergency Medical Services (EMS)
- ☐ Victim assessment (ABCs) and appropriate victim care including 5 cycles of drowning resuscitation as a single rescuer
- ☐ Appropriate victim care including 5 additional cycles of 2-person drowning resuscitation
- ☐ Effective use of barrier devices

Reference:

CLM Chapter 4 *The Rescue of Others*; Chapter 6.6 *Conduct the Secondary Assessment (Personal Safety in Assessments)*; Chapter 7 *Lifesaving Priorities: the ABCs*; Appendix A *Stress Reactions to Rescues*

Publications of the Lifesaving Society are available from any Branch office. Inquiries from outside Canada should be directed to the National Office.

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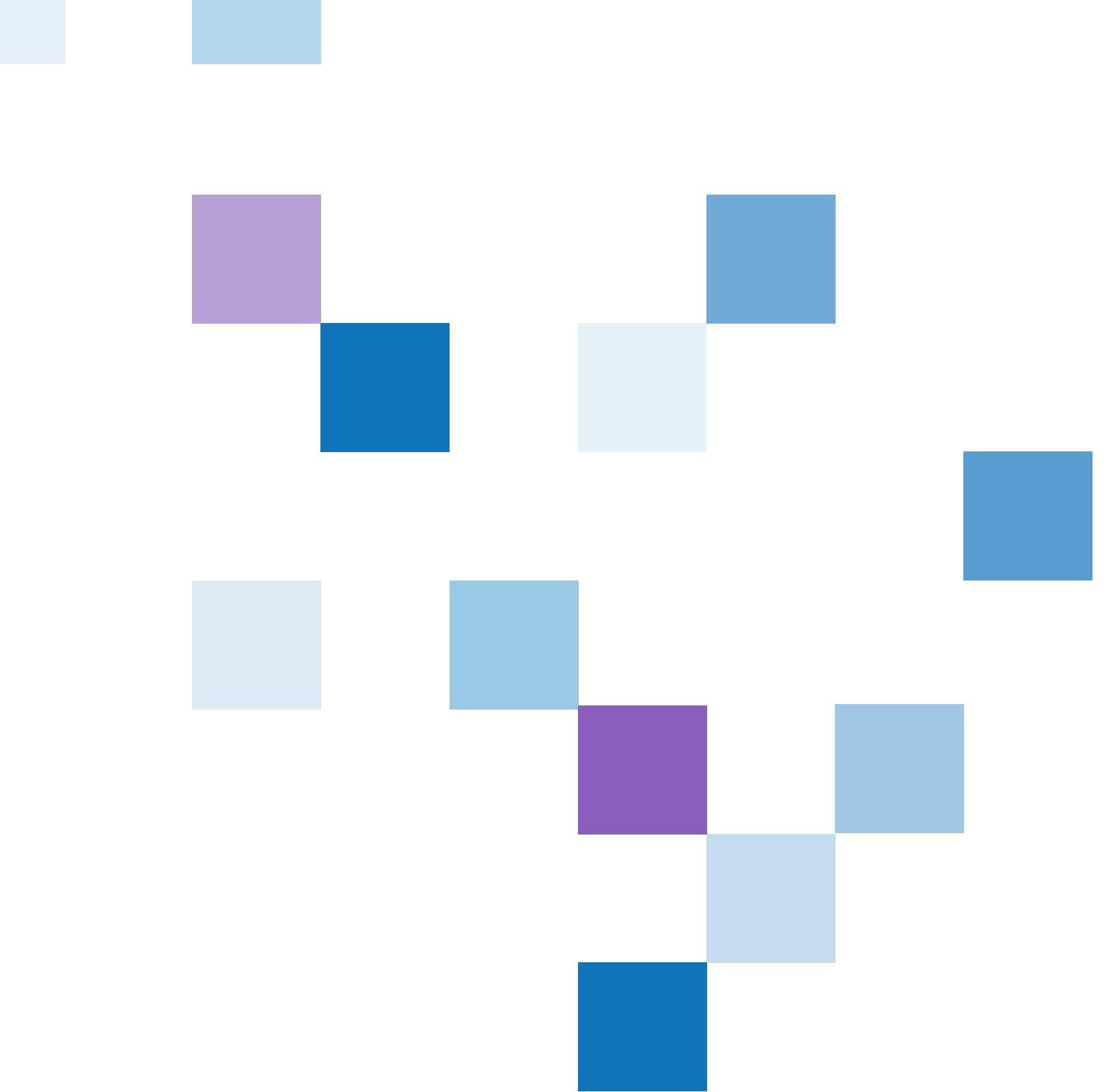
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