

**Course Name: Lifeguard Instructor**

**Duration:** 26.00

**CEUs:** 2.60

**Description:**

A program designed for individuals currently licensed in the ILTP™ Course Lifeguard Program that is extremely hands-on, highly interactive and physically enduring. The course is a comprehensive training program that promotes objective driven, performance based training and is synopsis for individuals wanting to instruct the ILTP™ lifeguard curricula.

The ILTP™ Instructor program is a single, integrated curriculum that includes instructor training in ILTP™ aquatic rescue techniques, First Aid, Health Care Provider CPR, Emergency Oxygen Support, and Automated External Defibrillation as a first responder. This hands-on course teaches how to instruct and assess each concept taught in the lifeguarding course and requires at least two teaching demonstrations of concepts and/or skills in the ILTP™ lifeguard course curriculum and how to instruct vanGUARD 1.0, an Aquatics Leadership Course. Students will perform on deck and in water simulations, drills and exercises. Students will perform rescue techniques as an individual and multiple rescuers. A New ILTP™ Lifeguard Instructor certificate is issued immediately following successful completion of course and is valid for 2 years.

**Audience:**

A course designed for individuals currently licensed in the ILTP™ Lifeguard Program or individuals previously licensed as an ILTP™ Instructor whose certification expired.

**Prerequisites:**

- Persons enrolling in this course must be:
- Be at least 18 years old and possess a current ILTP™ lifeguard license
- Possess a personal copy of the ILTP™ lifeguard textbook or an ILTP™ Online Program passcode.
- Be able meet course prerequisites of swimming 200 yards and retrieve a 10lb brick from the bottom of a pool in water depths up to 16 feet and tread without using hands for at a two-minute period.
- Pay registration and tuition fee before entering the course
- Review and bring course materials to the course
- Have a laptop or electronic tablet to access vanGUARD 1.0 course materials and e-workbooks with adobe's acrobat reader.

**Evaluation:**

Successful evaluation includes:

- Attending all scheduled classes
- Achieving a score of 80% or higher on the course written exam and a score 85% or higher on Lifeguard Instructor Administrative Exam
- Completing all items and skills provided in the Skills Competency Workbook successfully
- Achieving satisfactory evaluations for each performed teaching demonstration of the assigned ILTP™ Lifeguard curriculum concepts or skills

**Note:** Participant records are updated within fifteen (15) days after the last scheduled class for the program. You may access your updated training record after receiving an invitation via SMS/email from Ellis Education Services to complete a class evaluation survey. Upon completion of the class evaluation survey, you will be able to:

1. View your updated student record with the completed class listing

2. Access your training credential (certificate / license)
3. Purchase any eligible CEUs associated with the program
4. Access and print a copy of your updated training record showing all training history and CEUs by using the Print Screen feature in the Portal.

## Outcomes:

In this course students will be able to:

1. Express and describe in one's own words the 10/20 Protection Standard and how it relates to the drowning process.
2. Illustrate and apply all ILTP Lifeguard aquatic rescue, CPR and first aid skills properly as a single and multiple rescuer.
3. Identify the proper methods to instruct, evaluate and test a lifeguard candidate's understanding of and ability to perform concepts and skills within the ILTP™ program curricula content for the appropriate type of aquatic environment and water depth for each course.
4. Design and plan ILTP™ lifeguard course lessons for multiple concepts and skills by applying the E&A administrative policies and procedures with the ILTP™ curriculum content to a teaching demonstration.
5. Perform teaching demonstrations of skills within the ILTP™ Lifeguard course.
6. Recognize and discuss E&A's Instructor Administrative Policies and Procedures for teaching in the ILTP™ program and vanGUARD :Aquatics Leadership Training (Blended Course)
7. Describe the course materials and explain how to teach the vanGUARD: Aquatics Leadership Training (Blended Course)

## Expectations:

Candidates seeking to be licensed as an **INSTRUCTOR** by the **International Lifeguard Training Program (ILTP™)** *must successfully meet all course prerequisites including: minimum age 18, ILTP™ Lifeguard\*, swim and tread prerequisites. **\*If you are not a current or past ILTP™ lifeguard you MUST additionally purchase the ILTP™ Training Standard and course materials. It is highly recommended that you participate in an ILTP™ Lifeguard Training course prior to attending an Instructor Course.***

- Instructor candidates *must attend all* training sessions to be eligible for licensure.
- Lifeguard candidates *must have a copy* of the ILTP™ lifeguard Training Standard and course materials.. ***Please bring your course materials with you to the training course.***
- New Instructor Candidates will be provided an Instructor Resource manual and vanGUARD Student materials, vanGUARD™: Aquatics Leadership IRM, vanGUARD™: Aquatics Leadership Activities Guide and Module Presentations. Renewal Instructors must bring their course materials to the renewal course for reference during the renewal training.
- Candidates *must pay* the appropriate course tuition fee prior to being admitted into the course.
- ILTP course tuition fees *are not* refundable.
- Instructor Trainers may require candidates who do not successfully meet licensing requirements to enroll in another Instructor course prior to being authorized to Instruct lifeguards courses by themselves. The E&A regional representative will work with the Instructor trainer to decide upon a reasonable course of action.

## Suggested preparation:

**In order to assist you in preparing for participation in this course, we have listed suggestions for your consideration. Please review this information and ask your course Instructor/Presenter for clarification of any information you do not clearly understand.**

1. Be on time to every class period. Your instructor takes attendance at the beginning of every class. Instructors Trainers will not permit you to enter the class after the scheduled starting time.
2. Learning can best be accomplished if you are comfortable during training. We strongly suggest that you bring along suitable clothing to keep you warm. The nature of this training requires candidates to be in and out of the water several times during

- each class period. Bring extra clothing to class so that you will remain warm and comfortable.
3. Candidates should bring along a pen or pencil to every class session. We also recommend that you read your course textbooks (ILTP™ Training Standard and IRM- Instructor Resource Manual) and complete the Candidate Review Document prior to attending the first day of class.
  4. All lifeguard training courses require that candidates participate in vigorous physical training. You must be in good physical condition and possess 20/25 corrected vision to participate. If you have any health-related problems that might present a health hazard while participating in training, please communicate with your Client Manager prior to enrolling and communicate to your IT before the course begins. You may be required to seek the opinion of your medical doctor before being permitted to enroll.
  5. Make sure that you read and clearly understand the terms and conditions of your ILTP™ Instructor license before signing it. The terms of your Instructor license agreement require you to be accountable to **Ellis & Associates**, for maintaining the standards outlined in the ILTP™ Administrative Policies document and the ILTP™ Instructor Agreement. While it is not possible for **Ellis & Associates**, to supervise lifeguards trained by every Instructor in the **International Lifeguard Training Program™**, it is important for you to clearly understand your responsibility and duty while performing Instructor services for your employer and Ellis & Associates.
  6. For your health and safety, we suggest that you eat light energy foods and avoid anything that might make you ill during class. Training activities are demanding and therefore your diet should reflect prudent judgment with regard to your eating habits. In addition, if your class is taught out of doors, bring along suitable protection for exposure to sun and wind. We also recommend that you bring along sunglasses, hat/visor, and sun screen lotion.
  7. Candidates will also be judged on maturity, demeanor, and attentiveness during your class. Your course instructor trainer has the final word in determining who passes the course and receives an Instructor license.

## **Additional information:**

### **Teachback Guidelines and Examples for the Instructor Candidate**

As a candidate in an Instructor Training Class you have been assigned several “Teachbacks” by the Instructor Trainer who is facilitating this course. The purpose of teachbacks is to create a classroom setting where the skills and knowledge that you possess, as well as new techniques which you have recently acquired can be displayed and practiced with your fellow participants while being evaluated for their effectiveness. Each instructor candidate will be tasked with completing several teachbacks over the span of the Instructor Training Class, with a variety of topics and teaching environments covered.

As you prepare for your teachbacks we want to offer this guide as a template to assist you in moving forward. As an Instructor, you will add your own personal touches to your teaching style as well as classroom environment and approach to the material. This uniqueness is to be encouraged and with that in mind, please use this information as a starting platform but feel free to add your personal touches wherever and whenever appropriate.

Before we get to the template, let’s talk about some basic best practices for whenever you are working with a group of students, regardless of the setting:

- Know your material – students are very perceptive and can easily differentiate making it work from making it up!
- Take a deep breath – just like the rest of the folks in your class, you are a human too! Focus on the material as well as the classroom environment but be yourself and enjoy what you are doing.
- Learn the names of all of the students you are working with – this adds that personal touch and shows them a small example of your connection to them as well as eliminates the need to refer to them as “Buddy or you”
- Keep in mind that not all students learn in the same manner or at the same pace – do not rely on the same style of teaching for the entire course
- When planning your teachback, an effective strategy for aiding retention of past as well as the present material includes:

Review previous knowledge, preview the current information, deliver the current information and then review it and preview the next step as well

**Successful teachbacks include:**

- A clear set of expectations are required for both the instructor and student. Student learning outcomes (Statements of what students are expected to know and be able to do by the time they complete the activity) are extremely important. They provide a clear direction of where the material needs to go as well as serve as a benchmark for knowing when you have successfully achieved the original goal of this aspect of training.
- Knowledge of the material being presented
- Effective communication on the part of the instructor – these include but are not limited to: Making eye contact, gestures and body language, fidgeting or off task behaviors, appropriate volume and pace and maintaining control of the classroom environment.
- A well articulated plan of action – this does not need to be in extreme detail but getting up in front of a class and deciding to “wing it” is not recommended either. Make sure that this plan involves not only speaking about a topic or skill but also includes appropriate demonstrations and or drill to help students acquire/master the new information.
- A method for evaluating whether the students have been able to process and demonstrate this new material – this can be done in a informal assessment type of way (randomly asking questions of the group or asking them to summarize different aspects of the material) or can be in a more formalized fashion where the participants are asked to demonstrate a skill in a test like environment or actually take some type of more formalized evaluation.

**Sample Teachback:**

**Topic:** Front Drive

**Student Learning Outcome:**

By the end of this activity the students will be able to successfully manage an active guest in distress on the surface of the water facing them.

**Background Knowledge:**

Guards will already be able to perform a compact jump and approach stroke and have already been educated on scanning and recognition of a guest in distress.

**New Knowledge/Action Plan:**

We will introduce the front drive, explain when the use of this rescue would be appropriate, explain and model how to properly execute this rescue and then conclude this portion of training by engaging in an activity that will provide an opportunity for the guards to practice the rescue as well as allow the instructor to evaluate their ability to effectively utilize it.

**When do we use the Front Drive?**

When a guest in distress is active on the surface and facing the guard

**How do we execute the Front Drive?**

Enter the water using the compact jump and approach stroke out to the GID. When you are approximately one body length away from the GID, push the rescue tube slightly under the water and drive it into the chest of the GID. Encourage them to grab onto the tube and continue moving them to a safe location while constantly communicating with them.

**Making it work:**

It may be necessary to adjust the Front Drive. Adjustments include the following:

- Front Hug position
- Flip-over technique
- Push-away technique

**Key Points:**

- **Guest is on the surface facing the rescuer**
- **Extend the arms out to keep the guest away from the lifeguard's body**
- **Continue to drive the guest to the wall, side of the pool or safe area at the conclusion of the rescue**

**Activity:**

We will set up a simple activity which will require 3 guards, 2 will be GID's and one will be the lifeguard. All 3 will begin in the water with the GID's about 10 feet away from the guard on the guard's right and left. The GID's will take turns randomly deciding who will be the active GID and the lifeguard will have to utilize the appropriate skill (in this case limited to the front drive only) to successfully rescue the guest. The other GID will serve as an evaluator for the lifeguard and will provide any feedback necessary.