



INTERNATIONAL LIFEGUARD

TRAINING PROGRAM™
Manual 5th Edition Updated

SKILL COMPETENCY
WORKBOOK



TEA
ELLISEDUCATION
SERVICES

International Lifeguard Training Program™

Skill Competency Workbook

Table of Contents

Content	Page
Introduction	2
How to use this document	2
Summary of Concept and Skill Competency Objectives	3
Objective 1	4
Objective 2	4
Objective 3	5
Objective 4	5
Objective 5	6
Objective 6	6
Objective 7	7
Objective 8	7
Objective 9	8
Objective 10	8
Objective 11	9
Objective 12	9
Objective 13	10
Objective 14	10
Objective 15	11
Objective 16	12
Objective 17	13
Objective 18	14
Objective 19	15
Objective 20	16
Objective 21	16
Objective 22	17
Objective 23	17
Objective 24	18



International Lifeguard Training Program™

Skill Competency Workbook

Lifeguard Candidate Introduction

ILTP® Instructors use the Skill Competency Objectives described in this workbook as a tool to evaluate each lifeguard candidate's ability to perform each of the critical concept and skill competency objectives of the ILTP® Curriculum. The workbook is in turn given to lifeguard candidates prior to the start of the class. Combined with other resources (described below), this workbook will aid you as you prepare and contribute to your overall success.

How to use this Workbook to Prepare for your Training

In addition to this document, you are provided the following resources to aid in your preparation:

- ILTP® Student Manual and the ILTP® EAsy Guide
- Access to eLearning content and various video clips describing skills in the Pectora library
- Additional handouts (course and facility specific items) and pre-course communications from your instructor(s)

Thoroughly review all provided resources and correlate these to the overall evaluated objectives provided in this document. Before the start of class, test your pre-course study knowledge by attempting to answer the objective components that require an explanation, identification, or definition. This, combined with in classroom or elearning coverage of the concepts will greatly contribute to your mastery of the content. The majority of the items herein are skills that require demonstration as an individual or as part of a team. Consider reviewing the resources which correspond to those skills before class to maximize your confidence going into the class. If you have access to a swimming pool and equipment, this may also include attempting in-water skills and/or BLS & First Aid practice. If you know someone in the class, partner up to quiz each other. **While it is not required that you prepare in this way before attending class, it may improve your chances of success.** Any pre-course preparation, study and practice you can perform prior to the first day of class will give you a definite advantage and is highly encouraged.

How to use this Workbook during your Class

Please bring either an electronic or printed version of this document to each class session and reference as needed or requested by your instructor. Take advantage of the time in class provided to review, drill, and discuss these objectives. Your instructor(s) have many options on how to confirm your accomplishment of each skill competency objective. For example, your instructor may confirm your skill competency as skills are introduced and practiced in the pool or classroom. Alternatively, your instructor(s) may prefer a designated time or set of times in class to go through and check off all objectives with students. This may be completed in stations or it may be done as you and a partner work on a skills and then announce you are ready to have your skills confirmed by an instructor. Your instructor(s) may use a combination of methods to accomplish this task in class. If you are unable to perform to the level needed, your instructor may provide more time for you to practice along with specific feedback on performance and suggestions on how to improve to meet the specific metric we are looking for you to accomplish.

Your mastery of this content will establish your readiness to move on to the course practical examinations. Your instructor(s) are eager to help you in any way they are able, as you work to become a highly effective and fully competent professional lifeguard!



International Lifeguard Training Program™

Skill Competency Workbook

Summary of Skill Competency Objectives

Objective	Competency to be Demonstrated	Completed?
<i>Fundamental Lifeguard Concepts and Skills</i>		
1	Identifying and behaving as a professional lifeguard	<input type="checkbox"/>
2	Identifying and utilizing lifeguard safety precautions	<input type="checkbox"/>
3	Maintain safety through positive guest interactions	<input type="checkbox"/>
4	Recognizing a guest in distress	<input type="checkbox"/>
5	Maintain guest safety through vigilance	<input type="checkbox"/>
6	Understanding an Emergency Action Plan (EAP)	<input type="checkbox"/>
<i>In-water Demonstration of Skills</i>		
7	Demonstration of basic swimming ability (prerequisites)	<input type="checkbox"/>
8	Entering and moving through the water safely	<input type="checkbox"/>
9	Helping responsive guests in distress	<input type="checkbox"/>
10	Unresponsive guest rescues	<input type="checkbox"/>
11	In-water care for unresponsive guests	<input type="checkbox"/>
12	Rapid extrication for unresponsive guests	<input type="checkbox"/>
13	In-water SMR for guests with a suspected spinal injury	<input type="checkbox"/>
14	Backboarding and safe removal of a guest with a suspected spinal injury	<input type="checkbox"/>
<i>Professional Rescuer and First Responder Skills</i>		
15	Maintaining Safety while Assessing a Potential Emergency	<input type="checkbox"/>
16	Rescue Breathing Delivery Quality	<input type="checkbox"/>
17	Quality CPR Delivery	<input type="checkbox"/>
18	AED Administration	<input type="checkbox"/>
19	Management of Airway Complications during BLS Care	<input type="checkbox"/>
20	Managing foreign body airway obstructions (Responsive Adults and Children)	<input type="checkbox"/>
21	Managing foreign body airway obstructions (Responsive Infants)	<input type="checkbox"/>
22	Readying the Trauma Bag and Preparing Oxygen Delivery Equipment	<input type="checkbox"/>
23	Providing BLS Care as an active member of a response team	<input type="checkbox"/>
24	Demonstration of First Aid Response	<input type="checkbox"/>

Lifeguard Candidate Name:



International Lifeguard Training Program™

Skill Competency Workbook

Foundational Objective 1

Identifying and behaving as a professional lifeguard

Completion
Check

The Lifeguard Candidate can:

A. Explain why lifeguards are important.

B. Identify the components of a proper uniform & equipment and why each is critical.

C. Describe the behavior expected of a professional lifeguard.

D. Provide the ways and to whom a lifeguard can be held accountable.

E. Describe how lifeguards maintain their skills at a “test-ready” level.

F. Describe a lifeguard’s primary and secondary responsibilities and why the primary responsibilities cannot be compromised with the secondary concerns.

Foundational Objective 2

Identifying and utilizing lifeguard safety precautions

Completion
Check

The Lifeguard Candidate can:

A. Describe and demonstrate how a lifeguard utilizes and safely wears a rescue tube.

B. Describe the measures lifeguards take to protect themselves from the effects of the sun and how each one specifically offers protection.

C. Explain the impact of sleep, diet, exercise, and hydration on lifeguard safety.

D. Explain how disease is transmitted and ways to avoid exposure.

E. Define and provide examples of PPEs available to lifeguards.

a) Describe what conditions / situations would require use of each.

F. Demonstrate properly putting on, removing, and disposing exam gloves, with:

a) Dry hands;

b) Wet hands.

G. Describe facility controls in place mitigate exposure to bloodborne & airborne pathogens and what a lifeguard should do if a potential exposure is suffered (Exposure Control Plan).



International Lifeguard Training Program™

Skill Competency Workbook

Foundational Objective 3

Maintain safety through positive guest interactions

Completion Check	<i>The Lifeguard Candidate can:</i>
<input type="checkbox"/>	A. Define and describe how lifeguards: a) <i>CARE</i> for guests; b) <i>DEAL</i> with difficult situations. c) <i>LEAD</i> when enforcing pool or attraction rules.
<input type="checkbox"/>	B. Describe ways lifeguards effectively enforce rules.
<input type="checkbox"/>	C. Provide examples of situations that require supervisor involvement and why.
<input type="checkbox"/>	D. Describe the value and use of life jackets by guests at an aquatic facility.
<input type="checkbox"/>	E. Describe situations when guests may need to be cleared from the water and why.

Foundational Objective 4

Recognizing a Guest in Distress

Completion Check	<i>The Lifeguard Candidate can:</i>
<input type="checkbox"/>	A. Define the <i>10/20 Protection™</i> standard and its impact on keeping guests safe.
<input type="checkbox"/>	B. Describe what a Zone of Protection® area is and what documentation aids lifeguards' understanding about each at their aquatic facility.
<input type="checkbox"/>	C. Demonstrate in the pool: the signs, characteristics, and behaviors of a responsive guest in distress.
<input type="checkbox"/>	D. Demonstrate the ability to identify the "normal" characteristics of the training pool, including the features/lighting at the surface, below the surface, and at the bottom.
<input type="checkbox"/>	E. Demonstrate the ability to identify objects on the pool bottom that are not normal such as manikins, silhouettes, diving bricks, etc.
<input type="checkbox"/>	F. Describe the <i>Drowning Process</i> , including details of what occurs to the guest throughout the process and what the guest needs to survive each stage.



International Lifeguard Training Program™

Skill Competency Workbook

Foundational Objective 5

Maintain safety through vigilance

Completion Check	<i>The Lifeguard Candidate can (performed at the pool):</i>
<input type="checkbox"/>	A. Demonstrate different scanning patterns and techniques used by lifeguards.
<input type="checkbox"/>	B. Describe common distractions to vigilance; how lifeguards avoid them and why.
<input type="checkbox"/>	C. During the lifeguard training class, provide vigilant surveillance of a designated area of the pool (instructor defined zone at the training pool).
<input type="checkbox"/>	D. Demonstrate performance of the <i>10/20 Protection™</i> standard by recognition and recovery of a submerged manikin or silhouette in the training pool.
<input type="checkbox"/>	E. Perform a lifeguard rotation with a partner (with or without equipment exchange)*: <ol style="list-style-type: none"> As the incoming lifeguard, perform a proactive bottom scan, communicating that the bottom is clear, then take over scanning until their partner is ready relinquish the station. The lifeguard takes the station and begins 10/20 scanning. As the outgoing lifeguard, maintain 10/20 until the incoming is ready, then safely positions themselves to watch the zone to allow the incoming lifeguard to take the station. When ready, perform an outgoing proactive bottom scan and communicate that the bottom is clear.

* To the extent possible at the training location, instructors replicate a typical rotation that would occur at the operational facility, including the station type, proactive bottom scan procedures, arrival with equipment or equipment exchange and any other site-specific point, where applicable or available during training.

Foundational Objective 6

Understanding an Emergency Action Plan (EAP)

Completion Check	<i>The Lifeguard Candidate can:</i>
<input type="checkbox"/>	A. Describe the types of emergencies lifeguards may face at aquatic facilities.
<input type="checkbox"/>	B. Define what an “Emergency Action Plan” is and how these are utilized by aquatic facilities during an emergency.
<input type="checkbox"/>	C. Explain how supplemental responders may aid lifeguards during an emergency.
<input type="checkbox"/>	D. Describe the importance of teamwork when responding to an emergency.
<input type="checkbox"/>	E. Demonstrate common whistle codes and hand signals used at aquatic facilities.
<input type="checkbox"/>	F. Demonstrate how to contact EMS at your facility, including what should be communicated and why.



International Lifeguard Training Program™

Skill Competency Workbook

Objective 7

Demonstration of basic swimming and water ability (prerequisites)

Completion Check	<i>The Lifeguard Candidate can:</i>
<input type="checkbox"/>	A. Swim, using the front crawl and/or the breaststroke without stopping: a) Shallow Water Candidates: 50 yards/meters b) Pool Candidates: 100 yards/meters; c) Special Facilities Candidates: 200 yards/meters.
<input type="checkbox"/>	B. Retrieve the 4.5-kg Brick off the pool bottom: a) Shallow Water Candidates: i) Brick placed on the bottom at a depth of 5-feet / 1.52 meters (or deepest depth at the shallow water facility); ii) 10-feet / 3.05 meters underwater swim to retrieve the brick and return to the surface. b) Pool/Special Facilities Candidates: i) Brick placed at the deepest point in the training pool (or the deepest depth at candidate's work facility); ii) Surface dive to bottom to retrieve the brick and return to the surface.
<input type="checkbox"/>	C. Tread water without the use of hands: a) Shallow Water Candidates: not required; b) Pool Candidates: 1-minute; c) Special Facilities Candidates: 2-minutes.
<input type="checkbox"/>	D. Exit the pool without requiring the use of a ladder

In-water Objective 8

Entering and moving through the water safely

Completion Check	<i>The Lifeguard Candidate can safely:</i>
<input type="checkbox"/>	A. Activate the EAP and perform a compact jump from deck and/or from a stand*.
<input type="checkbox"/>	B. Activate the EAP and perform an ease in entry*.
<input type="checkbox"/>	C. Perform an approach stroke with the rescue tube, using a modified breaststroke and/or modified front crawl stroke (distance appropriate for typical Zone of Protection® area size at the aquatic facility/credential level of candidate).

**Stand or deck level starting points matching site specific set up.*



International Lifeguard Training Program™

Skill Competency Workbook

Objective 9 Helping Responsive Guests in Distress

Completion Check	The Lifeguard Candidate can:
<input type="checkbox"/>	A. Demonstrate a guest assist from the deck.
<input type="checkbox"/>	B. Perform a Grab and Lift rescue and take the guest to safety (optional) <small>(If a zero-depth entry, shallow water pool is operated at training facility, otherwise discuss and perform during pre-service training is appropriate).</small>
<input type="checkbox"/>	C. Perform a Front Hug rescue and take the guest to safety.
<input type="checkbox"/>	D. Perform a Front Drive rescue and take the guest to safety.
<input type="checkbox"/>	E. Perform the Rear Hug rescue and take the guest to safety.
<input type="checkbox"/>	F. Perform a Duck Pluck rescue and take the guest to safety.
<input type="checkbox"/>	G. Perform the Deep Water submerged rescue and take the guest to safety.*
<input type="checkbox"/>	H. Describe the communication between lifeguard and guest that occurs during each rescue and the steps they would take following bringing the guest to safety.

*Performed at the deepest depth at candidate's work facility. Optional for Shallow Water candidates.

In-water Objective 10 Unresponsive Guest Rescues

Completion Check	The Lifeguard Candidate can:
<input type="checkbox"/>	A. Safely perform the Unresponsive Guest Rear Hug Rescue a) Position guest face up on the rescue tube (rescue phase complete).
<input type="checkbox"/>	B. Safely perform the Unresponsive Duck Pluck Rescue a) Position guest face up on the rescue tube (rescue phase complete).
<input type="checkbox"/>	C. Safely perform the Unresponsive Deep Water Submerged Rescue* a) Position guest face up on the rescue tube (rescue phase complete).

*Performed at the deepest depth at candidate's work facility. Optional for Shallow Water candidates



International Lifeguard Training Program™

Skill Competency Workbook

In-water Objective 11 In-water Care of Unresponsive Guests

Completion Check

The Lifeguard Candidate can safely:

- A. Open the airway and check for breathing:
 - a) Perform and maintain a jaw thrust with head tilt;
 - b) Quickly check for spontaneous breathing (*up to 5 seconds*).
- B. Deliver two ventilations:
 - a) Retrieve a rescue breathing mask;
 - b) Properly place and seal using a jaw thrust with head tilt.
 - c) Guest in Distress indicates good seal and jaw thrust (provides a 'thumbs up').
- C. Perform rescue breathing while quickly moving the guest to the extrication point:
 - a) Properly place and seal using a jaw thrust with head tilt;
 - i) Deliver 1 breath every 6 seconds (counting aloud) for an adult (simulation)
 - ii) Deliver 1 breath every 3 seconds (counting aloud) for a child over 1 year (simulation)
 - b) Continue rescue breathing while moving toward the extrication point.

In-Water Objective 12 Rapid Extrication of Unresponsive Guests

Completion Check

The Lifeguard Candidate can:

- A. Perform the in-water portion of the Pool Edge technique:
 - a) Place guest against the board, help on-deck responder grab the guest's arm/wrist, and remove the rescue tube;
 - b) Assist by pushing the board while the on-deck responder pulls, sliding the guest safely out of the water.
- B. Perform the on-deck portion of the Pool Edge technique:
 - a) Retrieve the backboard, remove head immobilizer and put on exam gloves;
 - b) Position the board at the edge, awaiting the in-water lifeguard to arrive;
 - c) Grab the guest's arm/wrist with one hand, while holding the board with the other hand, slide and pull the board and guest out of the water.
- C. Positively contribute as a lifeguard team member using the Carry Out technique.*
 - a) Safely remove guest from the water in a coordinated effort with other lifeguard responders.

**Performed if possible at the training pool using stairs or zero-depth area.*



International Lifeguard Training Program™

Skill Competency Workbook

Objective 13

SMR for guests with a suspected spinal injury

Completion Check

The Lifeguard Candidate can safely perform:

A. In extremely shallow water and/or when caring for a guest who is standing or sitting in an aquatic attraction (not practical to backboard), initiate and maintain an appropriate SMR technique while communicating with the guest.

B. In shallow water, initiate and maintain SMR underarm vise grip technique, while communicating with the guest. Switch to overarm to facilitate backboarding.

C. In deep water (cannot touch the bottom), initiate and maintain SMR with an underarm vise grip technique utilizing the rescue tube for support, while communicating with the guest.*

D. In deep water, retrieve a submerged guest utilizing the SMR underarm vise grip technique; rotate and maintain SMR when breaking the surface, confirm responsiveness and/or breathing. Take the guest to the extrication point with secondary assistance.*

**Performed at the deepest depth at candidate's work facility. Optional for Shallow Water candidates.*

Objective 14

Backboarding and safe removal of a guest with a suspected spinal injury

Completion Check

The Lifeguard Candidate can demonstrate:

A. Using the pool edge technique, as the in-water lifeguard:
a) properly positioned guest on the board, straps put in place to secure guest to board;
b) employ the squeeze play to allow head immobilizer placement;
c) help slide the guest and board safely out of the water.

B. Using the pool edge technique, as an on-deck guard:
a) position the backboard at the pool edge, angle/adjust to allow guest placement;
b) take over SMR to allow straps to be applied;
c) once squeeze play is secured, properly place head immobilizer;
d) help slide the guest and board safely out of the water.

C. As a member of a team using the Carry Out technique actively contribute to securing the guest to the board and safely carrying out the board with the team.

D. Proper communication with the guest and lifeguard team in each role.



International Lifeguard Training Program™

Skill Competency Workbook

Objective 15

Maintaining Safety while Assessing a Potential Emergency

Completion
Check

The Lifeguard Candidate can, on a live guest or manikin (where indicated):

A. Perform an effective survey of the scene, including what may be happening and if it is safe to approach.

B. Determine assistance/equipment needs, put on available PPE.

C. Perform the “Tap & Shout” technique to determine responsiveness on a live guest

D. Activate EAP/EMS using simulated/verbalized communication.

a) Facility whistle code or radio code, hand signals, verbal shouts, etc.

b) Describe what a completely alone responder (no bystanders, away from work) would do if the patient is an adult, a child, and an infant.

E. Position the patient face up, on a firm (hard), flat surface.

a) Carefully place an unresponsive adult patient (live guest) who is face down, face up.

b) Carefully place an unresponsive infant (manikin) on to a secure platform, face up.

F. Perform an effective assessment of pulse & breathing for up to 10 seconds (live guest):

i) Open airway (head-tilt, chin-lift) and get positioned to observe and listen for breathing.

ii) Locate the carotid pulse (everyone over the age of 1 year – Children/Adults)

(1) Indicate when pulse is felt; provide a verbal description of pulse

iii) Place “infant” head in a neutral position, with only a slight head tilt.

iv) Locate the brachial pulse (infants under the age of 1 year).*

(1) Indicate when pulse is felt; provide a verbal description of pulse.

G. Perform Basic Airway Management techniques (partners):

a) Head-tilt, chin-lift on a live guest.

b) Jaw Thrust with head-tilt performed on a live guest.

c) Jaw Thrust without head tilt performed on a live guest.

d) Recovery position for on an unresponsive but breathing live guest.

e) Infant airway in neutral position (on an infant manikin).

H. Describe the difference between normal breathing and agonal breathing.

I. Describe situations where a lifeguard should assume no pulse is felt during the 10 second check.

A. Describe when a lifeguard may suspect that the patient is a victim of an opioid overdose and care if:

a) The patient is breathing.

b) The patient is not breathing but has a pulse.

c) The patient is not breathing and has no detectable pulse.

* An “infant” brachial pulse will be located on partner.



International Lifeguard Training Program™

Skill Competency Workbook

Objective 16

Rescue Breathing Delivery Quality

Completion
Check

The Lifeguard Candidate can, on a live guest or manikin (where indicated):

-
- A. Perform Rescue Breathing for an Adult using a resuscitation mask for 2 min or 20 breaths (on a manikin).
- a) **1 breath every 6 seconds**, counting out loud, delivering a ventilation at the 6th (uncounted) second.
 - i) Each delivered breath lasts up to 1 second.
 - ii) Each delivered breath stops as soon as the chest starts to rise.
 - b) 1 ventilation does not go in – stop breath, adjust mask, airway, reattempt (goes in)
-
- B. Perform Rescue Breathing for Child using a resuscitation mask for 2 min or at least 40 breaths (on a manikin).
- a) **1 breath every 2-3 seconds**, (training target of 3 seconds) counting out loud, delivering a ventilation at the 3rd (uncounted) second.
 - i) Each delivered breath lasts up to 1 second.
 - ii) Each delivered breath stops as soon as the chest starts to rise.
 - b) 1 ventilation does not go in – stop breath, adjust mask, airway, reattempt (goes in)
-
- C. Perform Rescue Breathing for an Infant using a resuscitation mask for 2 min or at least 40 breaths (on a manikin).
- a) **1 breath every 2-3 seconds**, (training target of 3 seconds) counting out loud, delivering a ventilation at the 3rd (uncounted) second.
 - i) Each delivered breath lasts up to 1 second.
 - ii) Each delivered breath stops as soon as the chest starts to rise.
 - b) 1 ventilation does not go in – stop breath adjust mask, airway, reattempt (goes in)
-
- D. Perform Rescue Breathing using a BVM for each age group on manikins (switching with a partner, demonstrating all skills):
- a) At the airway position for an adult for 1 minute.
 - i) 1 ventilation does not go in – stop delivery, adjust mask, airway, reattempt (goes in)
 - b) At the bag position for an adult for 1 minute.
 - i) Each delivered breath lasts up to 1 second.
 - ii) Each delivered breath stops as soon as the chest starts to rise.
 - c) At the airway position for a child for 1 minute.
 - i) 1 ventilation does not go in – stop delivery, adjust mask, airway, reattempt (goes in)
 - d) At the bag position for a child for 1 minute.
 - i) Each delivered breath lasts up to 1 second.
 - ii) Each delivered breath stops as soon as the chest starts to rise.
 - e) At the airway position for an infant 1 minute.
 - i) 1 ventilation does not go in – stop delivery, adjust mask, airway, reattempt (goes in)
 - f) At the bag position for an infant 1 minute.
 - i) Each delivered breath lasts up to 1 second.
 - ii) Each delivered breath stops as soon as the chest starts to rise.



International Lifeguard Training Program™

Skill Competency Workbook

Objective 17 Quality CPR Delivery

Completion
Check

The Lifeguard Candidate can, using a manikin:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <p>A. Perform Single Rescuer CPR appropriate for an adult (2-min).</p> <ul style="list-style-type: none">a) 30 chest compressions followed by two ventilations with a mask:<ul style="list-style-type: none">i) Hand Placement: Two hands, center of chest at nipple line;ii) Consistent compressions: 2-2.4 inches depth.iii) Compressions with full recoil at a rate of 100–120 compression/release per min.iv) Ventilations: Open airway, proper mask position/placement.v) Ventilations: Up to 1 second delivery, stopping when the chest starts to rise. |
| <input type="checkbox"/> | <p>B. Perform Single Rescuer CPR appropriate for a child (2-min).</p> <ul style="list-style-type: none">a) 30 chest compressions followed by two ventilations with a mask:<ul style="list-style-type: none">i) Hand Placement: One or two hands, center of chest at nipple line;ii) Consistent compressions: 2-inches depth (1/3 chest depth)iii) Compressions with full recoil at a rate of 100–120 compression/release per min.iv) Ventilations: Open airway, proper mask position/placement.v) Ventilations: Up to 1 second delivery, stopping when the chest starts to rise. |
| <input type="checkbox"/> | <p>C. Perform Single Rescuer CPR appropriate for an infant (2-min).</p> <ul style="list-style-type: none">a) 30 chest compressions followed by two ventilations with a mask:<ul style="list-style-type: none">i) Hand Placement: Two fingers, center of chest, finger width below nipple line;ii) Consistent compressions: 1.5 inches depth (1/3 chest depth).iii) Compressions with full recoil at a rate of 100–120 compression/release per min.iv) Ventilations: Open airway, proper mask position/placement.v) Ventilations: Up to 1 second delivery, stopping when the chest starts to rise. |



International Lifeguard Training Program™

Skill Competency Workbook

Objective 18 AED Administration

Completion
Check

The Lifeguard Candidate can, as simulated using a manikin and AED Trainer:*

A. Retrieve and turn on the AED.

- a) Prepare the guest for application (clothing removal)
- b) Apply the electrode pads as shown on the provided diagram or as prompted.
- c) Follow AED prompts, allowing the AED to analyze the guest's heart rhythm.

B. If the AED Prompts:

- a) Shock advised – confirm all are clear, press indicated shock button and begin CPR.
- b) Shock not advised – immediately begin CPR (adult).

C. Perform CPR for approximately two-minutes and then allow the AED to reanalyze:

- a) Respond to AED prompts, start CPR (may stop after initiation of compressions)

D. Describe adjustments when confronted with:

- a) A child or an infant
- b) Water present on the chest
- c) Excessive hair in locations where the pads are to be placed
- d) Jewelry or piercings
- e) Medication patch
- f) Internal defibrillator
- g) A pregnant woman

** Candidate is the lone rescuer; scenario should reach at least two AED analysis for completion.*



International Lifeguard Training Program™

Skill Competency Workbook

Objective 19

Management of Airway Complications during BLS Care

Completion
Check

The Lifeguard Candidate can:

A. Demonstrate how to respond if an unresponsive guest vomits during BLS care:

- a) Roll the guest onto their side (recovery position);
- b) Clean out the airway using gloved fingers and with the v-vac (simulation);
- c) Return the guest face up and resume care

B. Demonstrate how to respond if the chest does not rise following a ventilation due to an airway obstruction (FBAO):

- a) Stop delivery, remove the mask;
- b) Readjust airway, reposition, reseal mask
- c) Reattempt 1 second ventilation (Still does not go in);
- d) Begin CPR: 30 compressions;
- e) Before breaths: check the mouth, remove anything found with a finger sweep;
- f) Attempt two ventilations (chest rise accomplished).

C. Provide possible reasons for:

- a) Guest vomiting or regurgitation (lung aspiration).
- b) FBAO during care;
- c) Why CPR (chest compressions) is effective to relieve an airway obstruction.
- d) Why an improper airway technique is most likely the cause of a suspected airway obstruction.



International Lifeguard Training Program™

Skill Competency Workbook

Objective 20

Managing foreign body airway obstructions (Responsive Adults and Children)

Completion
Check

The Lifeguard Candidate can, using a live guest:

- A. Assess and manage the scene:
- a) Quickly determine through signs that a guest may be choking.
 - b) Identify as a lifeguard, offer to help; Call for assistance.

- B. Encourage the guest to cough if air exchange is still possible.
- a) PPE (gloves) are addressed unless doing so delays care.

- C. Determine when the obstruction is total then take steps to relieve obstruction.
- a) Quickly move any objects around the guest out of the way; position behind the guest
 - b) Position hands correctly and deliver upward/inward thrusts (Heimlich maneuver)
 - c) Continue thrusts until the guest's airway is relieved or becomes unresponsive.

- D. The guest becomes unresponsive:
- a) Bring arms up under the guest's armpits to support weight.
 - b) Slowly walk the guest down to the ground, protecting the back and head.
 - c) Immediately begin CPR, starting with 30 chest compressions
 - d) Check the airway, remove anything seen, attempt two ventilations

Objective 21

Managing foreign body airway obstructions (Responsive Infants)

Completion
Check

The Lifeguard Candidate can:

- A. Assess the scene:
- a) Quickly determine through signs and symptoms that an infant may be choking;
 - b) Identify as a lifeguard, offer to help; Call for assistance / Activate the EAP.

- B. Allow the infant to cough if it is attempting to do so (air exchange is occurring)
- a) PPE (gloves) are addressed unless doing so delays care.

- C. Determine when the obstruction is total, then take steps to relieve the obstruction:
- a) Take the infant and safely position for back blows;
 - b) Deliver 5 firm back blows between the shoulder blades of the infant;
 - c) Safely position for 5 chest thrusts;
 - d) Deliver 5 chest thrusts in the same location and depth as infant CPR;
 - e) Check the mouth, removing anything found.
 - f) Repeat steps in "C" until the infant's airway is relieved or becomes unresponsive.

- D. If the infant becomes unresponsive:
- a) Gently set the infant onto a firm (hard), flat surface.
 - b) Immediately begin CPR starting with 30 chest compressions;
 - c) Check the airway, remove anything seen, attempt two ventilations



International Lifeguard Training Program™

Skill Competency Workbook

Objective 22

Readying the Trauma Bag and Preparing Oxygen Delivery Equipment

Completion
Check

The Lifeguard Candidate can:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A. Locate in the trauma bag, and prepare for use:
a) The Supplemental Oxygen Tank with regulator (locate)
b) Bag Valve Masks, each size (open, confirm components are attached and functional)
c) Rescue Breathing Mask with O ₂ port (or O ₂ adapter) and oxygen tubing.
d) Manual suction device (assemble and confirm functionality) |
| <input type="checkbox"/> | B. Demonstrate proper device attachment and setting oxygen regulator to 15 lpm (if adjustable) to deliver O ₂ connected to:
a) BVM – tube to oxygen regulator; oxygen tube to the O ₂ port on resuscitation mask. |
| <input type="checkbox"/> | C. Disassemble and/or return each item to its correct location in the trauma bag.* |

*Include only if a functional trauma bag that matches operational equipment is available.

Objective 23

Providing BLS Care as an active member of a response team

Completion
Check

The Lifeguard Candidate/Response Team can:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | A. Demonstrate application of skills as the first responder to arrive at the scene:
a) Perform all assessments, communication, and initiate care based on signs found.
b) Communicate the situation effectively with responding team members as they arrive. |
| <input type="checkbox"/> | B. Demonstrate application of skills at the “Airway/Breathing” position |
| <input type="checkbox"/> | C. Demonstrate application of skills at the “Ventilation/Oxygen” position. |
| <input type="checkbox"/> | D. Demonstrate application of skills at the “CPR/AED” position |
| <input type="checkbox"/> | E. Demonstrate ability to switch positions when initiated. |
| <input type="checkbox"/> | F. Limit interruptions in care to what is necessary and for a maximum of 10 seconds. |
| <input type="checkbox"/> | G. Demonstrate confidence, efficiency, adaptability and effective communication. |
| <input type="checkbox"/> | H. Provide an accurate verbal summary |



International Lifeguard Training Program™

Skill Competency Workbook

Objective 24 Demonstration of First Aid Response

Completion
Check

From a selection of possible first aid emergencies, the Lifeguard Candidate can:*

- | | |
|--------------------------|--|
| <input type="checkbox"/> | A. Perform a <i>Secondary Check</i> on an unresponsive guest.
a) Head-to-toe, verbalize what is being looked for and why.
b) Questions to ask if the guest becomes responsive. |
| <input type="checkbox"/> | B. Demonstrate proper care for a guest who “feels like they will faint”.
a) Counter-pressure maneuvers.
b) Assist to the ground.
c) Care for a possible head or spinal injury. |
| <input type="checkbox"/> | C. Demonstrate proper care for a guest suffering from a severe allergic reaction.
a) Guest interaction to determine cause & if they have an epinephrine autoinjector
b) Guest positioning.
c) Calling for assistance, retrieving epinephrine.
d) Administration of epinephrine.
e) Monitoring, providing a second dose if needed. Preparing for CPR/AED if needed. |
| <input type="checkbox"/> | D. Demonstrate proper care for a guest experiencing respiratory distress.
a) Guest interaction to determine cause & if they have medication accessible.
b) Guest positioning.
c) Calling for assistance, retrieving medicine (if available).
d) Providing Supplemental Oxygen with a non-rebreather mask.
e) Monitoring with pulse oximetry; removing oxygen when it is no longer needed. |
| <input type="checkbox"/> | E. Demonstrate proper care for a moderate-to-major bleeding emergency.
a) Scene safety and Standard Precautions
b) Guest interaction to calm, determine cause. Direct Pressure wound.
c) Bandaging applied, soaks through. Guest suffers hypovolemic shock (care)
d) Bleeding continues, apply tourniquet
e) Bleeding stops, note timing, Monitor, provide care. |
| <input type="checkbox"/> | F. Demonstrate proper care for a guest with a possible <u>heart attack</u> OR <u>stroke</u> .* |
| <input type="checkbox"/> | G. Demonstrate proper care for a guest who <u>ingested a poison</u> OR <u>inhaled a poison</u> .* |
| <input type="checkbox"/> | H. Demonstrate proper care for a guest suffering <u>a seizure</u> OR <u>diabetic emergency</u> .* |
| <input type="checkbox"/> | I. Demonstrate proper care for a <u>puncture wound</u> or <u>snake bite</u> .* |
| <input type="checkbox"/> | J. Demonstrate proper care for an <u>eye injury</u> or <u>nosebleed</u> or <u>dental injury</u> .* |
| <input type="checkbox"/> | K. Demonstrate proper care for a <u>muscle, bone</u> or <u>joint related</u> injury.* |
| <input type="checkbox"/> | L. Demonstrate proper care for <u>heat exhaustion</u> or <u>frost bite</u> .* |
| <input type="checkbox"/> | M. Demonstrate proper care for a guest with a <u>pregnancy complication</u> or <u>burn wound</u> *. |

*Beginning at Letter “F”. The instructor may select one or more emergency per letter to complete as listed (student should be prepared for any emergency). Students need to perform A-E, hitting each key skill benchmark presented.

