

# TRAINING REGISTRATION FORM

Complete one form per participant



Course	Class Date(s)
<input type="checkbox"/> Lifeguard <input type="checkbox"/> Lifeguard Review <input type="checkbox"/> Shallow Water Lifeguard <input type="checkbox"/> Shallow Water Review	

First Name	Last Name	Age	DOB MM/DD/YYYY
Address/ City/State/Zip	Cell Phone	Email	
Medical Conditions / Allergies			
Emergency Contact Name	Emergency Contact Phone	Emergency Contact Relationship	

## PROGRAM POLICIES

**No Refunds** –Class fees are nonrefundable and no refunds will be issued once fees have been submitted. In the event that a participant is unable to pass the prerequisites or final exams the participant may transfer to a class at a later date (if available). If a participant is absent from any scheduled class days or times, the participant will not be offered a transfer or refund of any kind.

**No Visitors** – Only registered participants are allowed on the pool deck or in the classrooms during training. All visitors including parents must wait in the parking lot.

**I HAVE READ AND AGREE TO THE TERMS OF THE STATED PROGRAM POLICIES AND CLEARLY UNDERSTAND THE NO REFUND POLICY.**

\_\_\_\_\_  
Participants Signature or Parent/Guardian Signature (if under age 18)

\_\_\_\_\_  
Today's Date

## RELEASE OF LIABILITY FOR PARTICIPANTS - READ BEFORE SIGNING

IN CONSIDERATION OF MYSELF and/or my minor child/ward ("my child"), being allowed to participate in any way in the Safe Swim program, related events and activities including but not limited to Lifeguard Training, Lifeguard Instructor Training, CPR/AED/First Aid Training, and Water Safety Instructor Training, the undersigned acknowledges, appreciates, and agrees that:

The risk of injury to myself and/or my child from the activities involved in these programs is significant, including the potential for permanent disability and death, and while particular rules, equipment, and personal discipline may reduce this risk of serious injury does exist; and,

FOR MYSELF, SPOUSE, AND CHILD, I KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS, both known and unknown, EVEN IF ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES or others, and assume full responsibility for my and/or my child's participation; and,

I willingly agree to comply with the program's stated and customary terms and conditions for participation. If I observe any unusual significant concern in my and/or my child's readiness for participation and/or in the program itself, I will remove myself and/or child from the participation and bring such attention to the nearest official immediately; and,

I myself, my spouse, my child and on behalf of my/our heirs, assigns, personal representatives and next to kin, HEREBY RELEASE THE other participants, sponsoring agencies, sponsors, Safe Swim program owners and staff, advertisers, and if applicable, owners and lessors of premises used to conduct the event (collectively the "Released Parties"), WITH RESPECT TO ANY AND ALL INJURY, DISABILITY, DEATH, or loss or damage to person or property incident to my and/or my child's involvement or participation in these programs, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES OR OTHERWISE, to the fullest extent permitted by law.

I, for myself, my spouse, my child, and on behalf of my/our heirs, assigns, personal representatives and next of kin, HEREBY INDEMNIFY AND HOLD HARMLESS all the above released parties from any and all liabilities incident to my and /or my child's involvement or participation in these programs, EVEN IF ARISING FROM THEIR NEGLIGENCE, to the fullest extent permitted by law.

**I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.**

\_\_\_\_\_  
Participants Full Name

\_\_\_\_\_  
Participants DOB

\_\_\_\_\_  
Participants Signature or Parent/Guardian Signature (if under age 18)

\_\_\_\_\_  
Today's Date

# LIFEGUARD CLASS STUDY GUIDE

Print a copy to complete during class

Name: \_\_\_\_\_

## Chapter 1: The Professional Lifeguard (Pages 3-17)

1. The primary responsibilities of a professional lifeguard include:
  - a. Monitoring \_\_\_\_\_ in and near the water through \_\_\_\_\_.
  - b. Preventing \_\_\_\_\_ by minimizing or eliminating \_\_\_\_\_ situations or \_\_\_\_\_.
  - c. Enforcing \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ patrons about them.
  - d. Recognizing and responding \_\_\_\_\_ and \_\_\_\_\_ to all emergencies.
  - e. Administering \_\_\_\_\_ and \_\_\_\_\_, including using an \_\_\_\_\_ (AED), and, if trained, administering emergency oxygen when needed.
  - f. Working as a \_\_\_\_\_ with other lifeguards, facility staff and management.
  - g. Secondary responsibilities must \_\_\_\_\_ interfere with \_\_\_\_\_.
2. What are the characteristics of a professional rescuer?
3. Match the following:

_____ Duty to Act	_____ Standard of Care	_____ Confidentiality
_____ Abandonment	_____ Negligence	_____ Documentation
_____ Consent	_____ Refusal of Care	_____ Good Samaritan Law

  - a. While on the job, you have a legal responsibility to act in an emergency.
  - b. Once care is initiated, it must be continued until EMS personnel or someone with equal or greater training arrives and takes over.
  - c. Some injured or ill people may refuse care, even if they desperately need it. For significant injuries, you should call EMS to evaluate the situation. For non-life threatening emergencies, make it clear that you are neither denying nor withholding and that you are not abandoning the victim.
  - d. Protects people against claims of negligence after having provided emergency care in good faith.
  - e. The minimum you are expected to meet which may be established in part by your training program and in part by state or local authorities.
  - f. An injured or ill person must give permission before responders can provide first aid and emergency care.
  - g. When a person is injured or suffers additional harm because lifeguards failed to follow the standard of care or failed to act at all.
  - h. Reports filled out as soon as possible after the incident.
  - i. You should not share personal information with individuals not directly associated with an injured person's medical care, which may constitute a breach of the victim's privacy.
4. A lifeguard is texting while on surveillance duty and fails to recognize a swimmer in distress. What legal principle could be a problem for this lifeguard?
5. Provide (3) three examples of how lifeguards fulfill their primary responsibility:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
6. What are (5) five examples of secondary responsibilities that should never interfere with patron surveillance?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
7. What are the steps that a lifeguard should take when obtaining consent from an injured or ill person before providing first aid or emergency care?
8. What does EAP Stand for? **E** = \_\_\_\_\_ **A** = \_\_\_\_\_ **P** = \_\_\_\_\_

## Chapter 2: Facility Safety (Pages 25-48)

1. Match the following: A. Equipment you wear/carry -or- B. Equipment for emergencies (easily accessible)

\_\_\_ Backboard                      \_\_\_ Rescue Tube                      \_\_\_ AED                      \_\_\_ Whistle  
\_\_\_ Gloves                      \_\_\_ First Aid Kit                      \_\_\_ Resuscitation Mask

2. List five (5) common pool rules:

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

3. How do you respond to a patron breaking the rules or engaging in dangerous activities?

4. Identify at least two (2) reasons why each lifeguard in the images below is not equipped or rescue-ready and indicate what can be done to improve each situation.



1.  
2.



1.  
2.



1.  
2.

5. Information about which hazardous chemicals are in the facility, where the chemicals are stored, the specific dangers of those chemicals, how to identify the chemical hazards, how to protect themselves and others from being exposed and what to do if they are exposed are located in the \_\_\_\_\_ or \_\_\_\_.

## Chapter 3: Surveillance and Recognition (Pages 57-88)

1. Match the following: \_\_\_ Distressed Swimmer \_\_\_ Drowning Active Victim \_\_\_ Drowning Passive Victim

- Head above water, breathing, horizontal or diagonal body position, little or no forward progress, able to call for help, at the surface of the water.
- Face-up or face-down in water, submerged, not breathing, horizontal or vertical, no movement, no sound.
- Head tilted back with face looking up, struggles to breathe, vertical body position, no forward movement, cannot call out for help, either at the surface of the water or sinking.

2. Lifeguards should be able to recognize and respond to a drowning victim within \_\_\_\_\_ seconds.

3. \_\_\_\_\_, which can be described as rapid, deep breathing, is a dangerous technique used by some swimmers to try to swim long distances underwater or to hold their breath for an extended period while submerged in one place. If you see these dangerous activities, you must intervene.

4. When scanning:

- \_\_\_\_\_ all patrons in your \_\_\_\_\_ of responsibility.
- Stay \_\_\_\_\_.
- Maintain an \_\_\_\_\_ posture.
- Scan the entire volume of water, the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- Scan \_\_\_\_\_ and \_\_\_\_\_ - \_\_\_\_\_ areas carefully.
- Move your \_\_\_\_\_ and \_\_\_\_\_ while scanning and look \_\_\_\_\_ at each area rather than staring in a \_\_\_\_\_.
- \_\_\_\_\_ your body \_\_\_\_\_ or stand up to eliminate \_\_\_\_\_.
- Do not be \_\_\_\_\_ by people or activities \_\_\_\_\_ your \_\_\_\_\_ of \_\_\_\_\_.
- Pay \_\_\_\_\_ attention to \_\_\_\_\_ or \_\_\_\_\_ swimmers.

5. What is the difference between searching and watching?

6. When \_\_\_\_\_, make sure to \_\_\_\_\_, don't \_\_\_\_\_.
7. What does "RID" stand for? **R** = \_\_\_\_\_ **I** = \_\_\_\_\_ **D** = \_\_\_\_\_
8. Match the following: \_\_\_\_\_Zone Coverage \_\_\_\_\_Total Coverage \_\_\_\_\_Emergency Backup coverage
  - a. When you are the only lifeguard conducting patron surveillance while you are on duty. You are responsible for the entire pool.
  - b. When the swimming area is divided into separate zones, one for each lifeguard station. You are responsible for your zone.
  - c. When a lifeguard must enter the water for a rescue, the lifeguards who remain out of the water must now supervise a larger area.
9. Lifeguards should be actively \_\_\_\_\_ their zones. Why?
10. Due to inadequate \_\_\_\_\_ to body tissues, the victim may suffer \_\_\_\_\_. This can occur in as little as \_\_\_\_\_ after submerging. Brain damage or death can occur in as little as \_\_\_\_\_.
11. In general, giving \_\_\_\_\_ often will resuscitate the victim if the ventilations are given within \_\_\_\_\_ to \_\_\_\_\_ minutes of the victim submerging.
12. When you are providing care, an unconscious victim may have isolated or infrequent \_\_\_\_\_ in the absence of other breathing, called \_\_\_\_\_ gasps.
13. Agonal gasps can occur even after the \_\_\_\_\_ has \_\_\_\_\_.
14. Normal, \_\_\_\_\_ is regular, quiet and effortless.
15. Agonal gasps are not breathing; care for the victim as though he or she is \_\_\_\_\_ at all by giving ventilations or providing \_\_\_\_\_.

### Chapter 5: Emergency Action Plans (Pages 119-142)

1. Put the steps in the proper order:

Primary Guard		Secondary Guard		Extra Guards	
	Perform appropriate rescue		Summon EMS personnel		Assist with rescue
	Activate EAP		Report, advise, and release		Grab any necessary equipment
	Enter the water (if necessary)		Attend the Operational Debriefing		Return to Duty
	Provide emergency care as needed		Ensure Back-up Zone Coverage		Check equipment and the facility
	Remove victim from the water		Evacuate the Facility (if needed)		
	Move the victim to a safe exit point		Reopen Facility		
	Report, advise, and release		Take Corrective action		
			Notify chain of command		
			Control Bystanders		
			Clear swimming area		

2. List the three (3) strategies a lifeguard can use to help prevent injuries at an aquatic facility.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
3. Situations that require EAP activation include:
4. After the emergency has been resolved, you and other members of the safety team still have three important tasks to complete (Page 130) list and discuss:
 

**REPORT :** \_\_\_\_\_

**ADVISE:** \_\_\_\_\_

**RELEASE:** \_\_\_\_\_
5. You must be prepared to respond to emergencies that are outside of the immediate aquatic environment and not part of your zone of responsibility. Describe three (3) areas where these emergencies could occur.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

## Chapter 6: Water Rescue Skills (Pages 145-200)

1. Match the following: \_\_\_\_Slide-in entry \_\_\_\_Stride jump \_\_\_\_Compact jump \_\_\_\_Run-and-swim entry
  - a. Use in shallow water, crowded pools or when a victim with a head, neck or spinal injury is close to the side of the pool.
  - b. Use to enter the water from a gradual slope. zero-depth area, such as a shoreline or wave pool.
  - c. Use only if the water is at least 5 feet deep and you are no more than 3 feet above the water.
  - d. Use to enter water from the deck or from a height, depending on the depth of the water. The water must be at least 5 feet deep if you are more than 3 feet above the water, in a lifeguard stand.
2. In murky water, what kind of entry do you perform?
3. When do you perform a simple assist?
4. When do you perform a front rescue?
5. When do you perform a rear rescue?
6. What are some factors that should be considered when deciding how to enter the water?
7. In a two-person extrication from the water (NO SPINAL IS DETECTED), who puts the board in the water?
8. What are four (4) core objectives in any rescue situation?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

## Chapter 7: Before Providing Care and Victim Assessment (Pages 203-230)

1. Touching soiled dressings that are contaminated with potentially infectious material is an example of \_\_\_\_\_ contact.
2. The OSHA recommended solution to use for disinfecting contaminated or soiled equipment and surfaces is \_\_\_\_ part \_\_\_\_\_ per \_\_\_\_ parts water.
3. Put the following general procedures for injury or sudden illness on land in order:

	Perform a primary assessment
	Provide care for the conditions found
	Summon EMS, if needed and not already done
	Size up the scene
	Report, advise and release
	Perform a secondary assessment

4. Describe six (6) actions you should take or determinations that you should make while performing a scene size-up:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
5. The primary assessment includes checking the victim for \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
6. By using the mnemonic AVPU, it can help lifeguards determine the level of consciousness:  
**A** = \_\_\_\_\_  
**V** = \_\_\_\_\_  
**P** = \_\_\_\_\_  
**U** = \_\_\_\_\_
7. During the primary assessment, you find the victim is not breathing and has no pulse. When would you give 2 ventilations before starting CPR?
8. If you are alone when responding to someone who is ill, you must decide whether to Call First or Care First.  
When should you Call First?  
When should you give Care First?

9. How do you tell the difference between an adult, a child and an infant?

Adult: \_\_\_\_\_ Child: \_\_\_\_\_ Infant: \_\_\_\_\_

10. During the primary assessment, you find the victim is not breathing and has no pulse. When would you give 2 ventilations before starting CPR?

### Chapter 8: Breathing Emergencies (Pages 234-270)

1. Lack of oxygen can eventually stop the heart (cardiac arrest) and prevent blood from reaching the brain and other vital organs in as little as \_\_\_\_\_ minutes after submerging. Brain cell damage or death begins to occur within \_\_\_\_\_ to \_\_\_\_\_ minutes.

2. Describe the two (2) types of respiratory emergencies:

Respiratory Distress: \_\_\_\_\_

Respiratory Arrest: \_\_\_\_\_

3. List five (5) possible causes of respiratory distress.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

4. When caring for a person in respiratory distress, you should:

5. What is a lifeguard's objective when caring for a drowning victim who is not breathing?

6. True or False - When checking to see if someone is breathing:

\_\_\_\_\_ Look to see if the victim's chest clearly rises and falls.

\_\_\_\_\_ Look away from the victim's chest

\_\_\_\_\_ Check for breathing before checking for a pulse.

\_\_\_\_\_ Keep the victim's mouth closed.

\_\_\_\_\_ Check for breathing and a pulse simultaneously.

\_\_\_\_\_ Listen and feel for air against the side of your face.

7. The normal breathing rate for an adult is between \_\_\_\_ and \_\_\_\_ breaths per minute.

8. When giving ventilations, give 1 ventilation every \_\_\_\_\_ for an adult and every \_\_\_\_\_ for a child or infant. After \_\_\_\_\_ minutes, you should reassess for \_\_\_\_\_ and a \_\_\_\_\_.

9. Continue giving ventilations until:

a. The victim begins to \_\_\_\_\_ on his or her own.

b. Another \_\_\_\_\_ rescuer takes over.

c. More \_\_\_\_\_ medical personnel, such as \_\_\_\_\_ take over.

d. You are too \_\_\_\_\_ to continue.

e. The victim has no \_\_\_\_\_ and you should begin \_\_\_\_\_.

f. The scene becomes \_\_\_\_\_.

10. What should you do if you are giving ventilations and the victim's chest does not rise after the first breath?

11. For a conscious choking adult, perform a combination of \_\_\_\_ back blows followed by \_\_\_\_ abdominal thrusts. If you cannot reach far enough around the victim use \_\_\_\_\_ thrusts instead.

12. For a conscious choking child, perform \_\_\_\_ back blows and \_\_\_\_ abdominal thrusts with \_\_\_\_\_ force than you use for a \_\_\_\_\_.

13. For a conscious choking infant, perform a combination of \_\_\_\_ back blows and \_\_\_\_ chest thrusts with even \_\_\_\_\_ force.

14. Continue care until: the object is \_\_\_\_\_ and the victim can \_\_\_\_\_ or \_\_\_\_\_, or until the victim becomes \_\_\_\_\_.

15. For unconscious choking, for adult, child or infant, give \_\_\_\_\_ chest compressions, \_\_\_\_\_ inside mouth and \_\_\_\_\_ object if seen, then attempt \_\_\_\_\_.

16. If a conscious choking victim becomes unresponsive, what should you do?



## Chapter 9: Cardiac Emergencies (Pages 273-300)

1. Describe the five links in the Cardiac Chain of Survival for Adults:
  - a. \_\_\_\_\_ of \_\_\_\_\_ and activation of the emergency \_\_\_\_\_ system.
  - b. Early \_\_\_\_\_ to keep \_\_\_\_\_ - \_\_\_\_\_ blood flowing and to help delay \_\_\_\_\_ and \_\_\_\_\_.
  - c. Early \_\_\_\_\_ to help restore an \_\_\_\_\_ rhythm and significantly increase the patient's chance for \_\_\_\_\_.
  - d. Advanced \_\_\_\_\_ support using advanced \_\_\_\_\_ who can provide the \_\_\_\_\_ tools and \_\_\_\_\_ needed to continue the lifesaving \_\_\_\_\_.
  - e. Integrated \_\_\_\_\_ - \_\_\_\_\_ arrest care to optimize \_\_\_\_\_ and \_\_\_\_\_ and treat \_\_\_\_\_ immediately after the return of spontaneous \_\_\_\_\_.
2. What should you do if you think someone is having a heart attack?
3. What does CPR stand for: C = \_\_\_\_\_ P = \_\_\_\_\_ R = \_\_\_\_\_  
What is the objective of CPR?
4. When performing CPR, the compression depth should be at least \_\_\_\_\_ inches for an adult, about \_\_\_\_\_ inches for a child and about \_\_\_\_\_ inches for an infant.
5. For one-person CPR, there are \_\_\_\_\_ compressions to \_\_\_\_\_ ventilations for an adult, child and infant.
6. For two-person CPR, there are \_\_\_\_\_ compressions to \_\_\_\_\_ ventilations for an \_\_\_\_\_ and \_\_\_\_\_ compressions to \_\_\_\_\_ ventilations for a \_\_\_\_\_ and an \_\_\_\_\_.
7. Compressions given at the correct rate are at least \_\_\_\_\_ per minute to a maximum of \_\_\_\_\_ per minute.
8. Why do the number of compressions for an infant change when there are two-rescuers performing CPR?
9. What two (2) techniques change when providing CPR for an infant with two-rescuers?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
10. Once you begin CPR do not stop until:
  - a. You see an obvious \_\_\_\_\_, such as breathing.
  - b. An \_\_\_\_\_ is available and ready to use.
  - c. Another \_\_\_\_\_ rescuer takes over.
  - d. \_\_\_\_\_ take over.
  - e. You are too \_\_\_\_\_ to continue.
  - f. The scene becomes \_\_\_\_\_.
  - g. You are presented with a valid do not \_\_\_\_\_ (\_\_\_\_\_) order.
11. When using an AED:
  - a. Avoid getting the \_\_\_\_\_ or \_\_\_\_\_ wet.
  - b. Do not place the AED pads directly over a \_\_\_\_\_ or other implanted device.
  - c. Remove excess \_\_\_\_\_ that makes pad-to-skin contact difficult.
  - d. Do not place pads directly over \_\_\_\_\_ jewelry or \_\_\_\_\_, instead adjust pad \_\_\_\_\_ if necessary.
12. Is it appropriate to use an AED on a victim who is pregnant? \_\_\_\_\_  
Why?

## Chapter 10: First Aid (Pages 303-338)

1. What does SAMPLE stand for?

When should SAMPLE be used?

**S** = \_\_\_\_\_

**A** = \_\_\_\_\_

**M** = \_\_\_\_\_

**P** = \_\_\_\_\_

**L** = \_\_\_\_\_

**E** = \_\_\_\_\_

2. List five (5) symptoms of sudden illnesses:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3. List the general precautions for injury or sudden illness on land:

4. In a diabetic emergency, give 15 to 20 grams of \_\_\_\_\_ in the form of \_\_\_\_\_ to the victim. If not available, 15 to 20 grams of \_\_\_\_\_ from several sources can be given including glucose and \_\_\_\_\_-containing candies, \_\_\_\_\_, orange juice or whole \_\_\_\_\_.

5. List three (3) reasons why you should summon EMS personnel for a victim who is having, or had a seizure.

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

6. You are a lifeguard at a crowded facility and recognize a patron in the water who appears to be having a seizure. Put the following response and care steps in order.

	Remove the person from the water
	Perform a primary assessment
	Support the person with their head above water until the seizure ends
	Size up the scene
	If breathing normally, position the victim on their side and monitor airway and breathing

7. What does F.A.S.T. stand for and what sudden illness is it for (Page 309)?

**F** = \_\_\_\_\_

**A** = \_\_\_\_\_

**S** = \_\_\_\_\_

**T** = \_\_\_\_\_

8. How can you tell if a person is suffering heat exhaustion or heat stroke (Page 323)?

9. What are the lifeguard's objective while waiting for EMS personnel to arrive?

10. What does R.I.C.E. stand for? (Pages 325-326)

**R** = \_\_\_\_\_ **I** = \_\_\_\_\_ **C** = \_\_\_\_\_ **E** = \_\_\_\_\_

When would you use R.I.C.E.?



## Chapter 11: Caring for Head, Neck and Spinal Injuries (Pages 341-371)

1. What are some signs and symptoms of a head, neck or spinal injury?
2. For a victim of a suspected head, neck or spinal injury, your objective is to \_\_\_\_\_ movement of the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. Higher priority is given to airway management, giving ventilations or performing CPR than to \_\_\_\_\_.
4. The \_\_\_\_\_ technique is used for performing manual in-line stabilization for victims in the water.
5. Put the general rescue procedures for caring for a head, neck, or spinal injury in the water in order:

	Check for responsiveness and breathing
	Activate the EAP (emergency action plan)
	Perform a rescue providing manual in-line stabilization
	Re-assess the victim's condition and provide appropriate care
	Safely enter the water
	Remove the victim from the water using the appropriate spinal backboarding procedure

6. The \_\_\_\_\_ technique is used for performing manual in-line stabilization for victims in the water.
7. When rescuing a victim of a suspected head, neck or spinal injury using the spinal back boarding procedure, communication with the victim is important. What should the lifeguards tell the victim?
8. Put the following Spinal Extraction Steps in order:

	The assisting responder(s) on deck brings the backboard to the edge of the water and removes the head immobilizer, placing it within reaching distance.
	The rescuing lifeguard places the victim on the center of the backboard with the head on the designated head space.
	The assisting responder(s) on deck places the board at an angle in the water, submerging the head space of the board if possible.
	The rescuing lifeguard moves to the foot end of the board while the assisting responder holds the backboard at the head of the board from the pool deck.
	The rescuing lifeguard enters the water to perform in-line stabilization using the head splint technique and swims with the victim toward the side of the pool.
	Working together, the lifeguards pull and push the backboard onto the deck, then begin to assess the victim's condition and provide the appropriate care.
	With the head of the backboard resting on the pool edge, the assisting responder stabilizes the board by pressing down on it with both elbows and stabilizes the victim by placing both hands on the victim's arms and applying pressure, using the head splint. The rescuing lifeguard can release the arms.
	The assisting responder lifts the head of the backboard so the runners are on the deck.
	The rescuing lifeguard now approaches the board and moves to the side of it. The rescuing lifeguard then places one foot (steps on) the end of the backboard to hold it down.
	The rescuing lifeguard secures one strap across the victim's chest, under the armpits, and then stabilizes the victim by placing one hand and arm on the victim's chin and chest and the other hand and arm under the backboard. The assisting responder then releases the victim's arms and lowers the victim's arms down and secures the victim's head to the backboard using a head immobilizer and strap across the forehead.

9. Describe four (4) ways that additional lifeguards can help during spinal backboarding and extrication from the water.

# ANSWER SHEET: SHALLOW WATER LIFEGUARDING SKILLS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Exam **A** **B**

1. ☐ a ☐ b ☐ c ☐ d
2. ☐ a ☐ b ☐ c ☐ d
3. ☐ a ☐ b ☐ c ☐ d
4. ☐ a ☐ b ☐ c ☐ d
5. ☐ a ☐ b ☐ c ☐ d
6. ☐ a ☐ b ☐ c ☐ d
7. ☐ a ☐ b ☐ c ☐ d
8. ☐ a ☐ b ☐ c ☐ d
9. ☐ a ☐ b ☐ c ☐ d
10. ☐ a ☐ b ☐ c ☐ d
11. ☐ a ☐ b ☐ c ☐ d
12. ☐ a ☐ b ☐ c ☐ d
13. ☐ a ☐ b ☐ c ☐ d
14. ☐ a ☐ b ☐ c ☐ d
15. ☐ a ☐ b ☐ c ☐ d
16. ☐ a ☐ b ☐ c ☐ d
17. ☐ a ☐ b ☐ c ☐ d
18. ☐ a ☐ b ☐ c ☐ d

19. ☐ a ☐ b ☐ c ☐ d
20. ☐ a ☐ b ☐ c ☐ d
21. ☐ a ☐ b ☐ c ☐ d
22. ☐ a ☐ b ☐ c ☐ d
23. ☐ a ☐ b ☐ c ☐ d
24. ☐ a ☐ b ☐ c ☐ d
25. ☐ a ☐ b ☐ c ☐ d
26. ☐ a ☐ b ☐ c ☐ d
27. ☐ a ☐ b ☐ c ☐ d
28. ☐ a ☐ b ☐ c ☐ d
29. ☐ a ☐ b ☐ c ☐ d
30. ☐ a ☐ b ☐ c ☐ d
31. ☐ a ☐ b ☐ c ☐ d
32. ☐ a ☐ b ☐ c ☐ d
33. ☐ a ☐ b ☐ c ☐ d
34. ☐ a ☐ b ☐ c ☐ d
35. ☐ a ☐ b ☐ c ☐ d

## AFTER CLASS INSTRUCTIONS

**Thank you for training with Safe Swim.** Below is some information the help you after class.

### Certification

- Upon successfully completing the online course and the in-class sessions participants will receive an American Red Cross Digital Certificate valid for 2 years
- The certificate will be emailed to you from the Red Cross with in 2 business day after completing the class (please check your spam folder if you do not get the email)
- If you do not receive an email, go to: [www.redcross.org/getcertificate](http://www.redcross.org/getcertificate) and enter your First Name, Last Name, Postal Code (92653) and the Last Date of Class
- If you require a wallet size certificate please call 1-800-RED-CROSS

### Print a Receipt

- To print a class receipt, go to: [www.safeswim.com/print](http://www.safeswim.com/print)
- Note: To customize your class receipt, you will need [Adobe Reader](#) and input the fields as they pertain to the course(s) you completed.



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