Comprehensive Course Syllabus

WEL 221: Lifeguarding
Fall 2009

Course Description:
The lifeguarding class is a certification program through the American Red Cross for those students at least 15 years of age on or before the last scheduled session, and wishing to be lifeguards at summer pools or at IMSA for work service. There are two swimming pre-requisites for this course which all students must successfully complete the first class session. They are:

1. Swim 300 yards continuously using breaststroke and front crawl (100 yards front crawl, 100 yards breaststroke, 100 yards front crawl-breaststroke combo).
2. Timed Event: Swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-10 feet, retrieve a 10 pound object, return to the surface, and swim 20 yards back to the starting point with the object. Exit the pool without using steps or ladder. Timed event must be completed in 1 minute 40 seconds or less.

There are two certifications earned with the successful completion of this course: Lifeguard Training and First Aid (valid for three years), and CPR for the Professional Rescuer (valid for one year). A $14.50 Lab Fee is required for the CPR portion of this class. This course is combined with Water Polo.

Prerequisite:
Moving and Learning

INSTRUCTOR:
• Name: Mr. Bill Gentzler

• Office Number: D-112

• Telephone number: 630-907-5011

• Email address:

Meeting Days, Time and Room(s)
A&C Days, Mods 16-18, 2:15 – 3:25 p.m.
D-111/Pool

Text(s) / Materials:
American Red Cross Lifeguarding Training Manual will be provided.

Clothing:
For pool, bring suit (no 2-piece), goggles, towel, and lock.

Lab Fee:
There is a lab fee of $14.50 for the purchase of required pocket masks during the CPR/AED portion of the course.

Essential Content:
Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Lifeguarding will:
A. Demonstrate competency in motor skills and movement patterns needed to perform a variety of activities. Students will:
   a. Demonstrate competency to complete the prerequisite test for enrollment in the American Red Cross Life Guarding course
   b. Demonstrate competency in all required skills as deemed necessary to obtain certification
B. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will:
   a. Apply appropriate skills in a rescue situation by using the appropriate emergency action plan for:
      i. Distressed swimmer
      ii. Active drowning
      iii. Passive drowning
      iv. Multiple drowning
      v. Submerged victim
      vi. Escapes
      vii. Removal from water
      viii. Spinal injury management
   b. Adjust rescues to fit the specific demands of the situation by using a decision making model
   c. Demonstrate how to provide care for a victim after removal from the water
      i. Responsibilities of a professional rescuer
      ii. Rescue breathing
      iii. Obstructed airway CPR
      iv. AED
      v. First Aid
      vi. Prevention of disease transmission
C. Participate regularly in physical activity. Students will:
   a. Engage in physical activity that will improve
      i. Overall physical fitness
      ii. Performance in an emergency situation
b. Understand and maintain the appropriate level of fitness to be an effective lifeguard

c. Seek opportunities to improve and enhance fitness levels

D. Achieve and maintain a health-enhancing level of physical fitness. Students will

a. Know how to maintain and enhance appropriate levels of health-related fitness to be an effective lifeguard
   i. Cardio-respiratory endurance
   ii. Muscular strength
   iii. Muscular endurance
   iv. Flexibility
   v. Body composition

b. Evaluate and adjust levels of activity to improve fitness and maintain required level of fitness to guard safety.
   i. Identifies strengths and weaknesses based on performance
   ii. Develops a personal fitness plan to improve fitness levels
   iii. Understand the need for such fitness levels.

c. Meet the fitness requirements of an American Red Cross Lifeguard.

E. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students will

a. Demonstrate respectful personal and social behavior that respects self and others
   i. Resolve conflicts in appropriate ways
   ii. Show cooperative and positive interactions with others
   iii. Show respect and understanding towards others
   iv. Accept responsibility of leader and follower in order to accomplish group goals

b. Understand, apply, and appreciate the social and personal behavioral skills of a lifeguard
   i. Characteristics and responsibilities of a professional lifeguard
   ii. Decision-making skills
   iii. Legal considerations
   iv. How to work as a team
   v. Prevention of injuries
   vi. Communication skills
   vii. Conflict management

c. Model safe actions and behaviors in an aquatic environment

F. Comprehend the value of physical activities for health, enjoyment, challenge, self-expression and/or social interaction. Students will:

a. Recognize the importance of physical activity to promote health and to improve performance.

b. Develop a plan to pursue physical activity

SSLs and Outcomes:
I.A. Students are expected to demonstrate automaticity in skills, concepts, and process that enable complex thought such as
   a. team work and collaboration
   b. preparation for class
   c. self-assess learner responsibility
   d. performance of kinesthetic movement
   e. analysis of fitness and skill levels
I.B. Construct questions which further understanding, forge connections, and deepen meaning in order to
   a. demonstrate competency in discussions, writing, and quizzes
I.C. Students are expected to precisely observe and accurately record findings in order to
   a. analyze, assess, and apply appropriate skills and basic procedures for responding to an emergency situation, adjust rescues to fit the specific demands of the situation and provide emergency care
I.D. Evaluate the soundness and relevance of information and reasoning through
   a. demonstrating understanding of each health related component of physical fitness
   b. comparison of pre and post physical assessment
   c. demonstrating understanding of basic anatomy and physiology
   d. analysis of scenarios through observation and comparison
II.A. Students confront misconceptions through
   a. Discussion
   b. Analysis of previous knowledge and abilities
   c. Creation of questions to further their understanding
II.B. Find and analyze ambiguities inherent within any set of textual, social, physical or theoretical circumstances in order to
   a. approach rescue in an unbiased manner
   b. use research to make more informed decisions about responding to an emergency and providing care
   c. critically evaluate personal and peer behavior in context of environment and community
III.A. Use appropriate technologies as extensions of the mind to
   a. analyze heart rhythms and provide emergency care
III.B. Recognize, pursue, and explain substantive connections within and among areas of knowledge in order to
   a. understand the interconnections of wellness
III.C. Recreate the beautiful conceptions that give coherence to structures of thought in order to
   a. understand the foundation of movement through basic anatomy and physiology
IV.A. Construct judgments based on evidence in order to
   a. adjust rescues to fit the specific demands of the situation
   b. demonstrate how to provide care for a victim after removal from the water
IV.B. Write and speak with power, economy, and elegance
   a. Communication with others for assessing and providing care
IV.C. Identify and characterize the composing elements of dynamic and organic wholes, structures, and systems in order to
   a. understand the interconnectedness of wellness dimensions in the whole of the individual
   b. understand the relationship between structure and function in the body
IV.D. Develop and aesthetic awareness and capability by
   a. developing and using spatial awareness
   b. developing kinesthetic skill required to obtain certification
V.A. Identify, understand, and accept the rights and responsibilities of belonging to a diverse community by
   a. recognizing their own biomechanical ability in order make safe and effective decisions
   b. recognizing their current capacity in order to progress
   c. participating and cooperating in a team
V.B. Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions to
   a. act or behave toward other individuals in a certain, definable way, and, under given circumstances, has a duty to act or refrain from acting.
   b. collaborate with others
V.C. Establish and commit to a personal wellness lifestyle in the development of the whole self in order to
   a. be confident in their own abilities
   b. evaluate and adjust levels of activity to improve fitness and maintain required level of fitness to guard safely.
   c. meet the fitness requirements of an ARC Lifeguard.
   d. make informed decisions about balance of emotional, social, physical, mental, and spiritual dimensions of wellness

Instructional Design and Approach:

The learning experiences will include:
   1. CPR skill work on manikins, breathing devices
   2. AED skill work using AED simulator.
   3. Lifeguard rescues skill working using rescue tube.
   4. Physical fitness training in the water.

Student Expectations:

Attendance:
Class begins at 2:15 p.m. on A & C days. You are allowed five (5) minutes to change on activity days. After these five (5) minutes or 2:20 p.m., you will be counted tardy. Students arriving fifteen (15) minutes late are considered absent. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness. Please refer to the IMSA Attendance and Tardiness procedures outlined in the IMSA Handbook. You are allowed three (3) unexcused
absences for the entire semester course. Three (3) unexcused tardies equal one (1) unexcused absence.

**Locker Rooms & Lockers:**
Please store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be prepared with activity clothing in your locker or you will be sent back to your room to get them and given an **unexcused tardy** for the day.

**Student Responsibility:** All students are expected to:
1. Assume ownership for own learning and challenge his or her potential
2. Attend **all** scheduled class meetings and be **on time**, **prepared**, and **dressed** for class.
3. Participate fully for the entire class period unless otherwise excused from the instructor.
4. Dress appropriately in modest clothing for temperature conditions. For pool, bring suit (no 2-piece), goggles, towel, and lock. For classroom, bring textbook and pocket mask.
5. Act respectfully toward self, others, class environment, and content.
6. Complete a pre- and post- testing for President’s Challenge to pass course, regardless of total class points.
7. Complete all assigned work and submit graded assignments on time. Some assignments will not be graded. **All assignments are due on their assigned due date at the beginning of class. Fifty percent (50%) will be deducted per class day late.**
8. Be held responsible for any concepts, problems or announcements presented in class.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower.
10. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Take all tests and/or quizzes at the scheduled time. Make ups may be allowed for excused absences. Make ups are not allowed for unexcused absences.
12. Not bring food or beverages (other than water bottles with lids) in the Wellness areas.
13. Make sure shoes are clean before entering any Wellness room.
14. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.

**Academic Honesty:**
The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.
It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA’s policy on academic honesty located in the student handbook. It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student’s own efforts.

**Assessment Practices, Procedures, and Processes:**

**Grading:**
All Wellness courses are graded A – D. Grading will be based on participation and attendance, individual and group projects, and self and peer assessments. Students will demonstrate:

1. successful completion of a pre-requisite swim skill assessment
2. competency in all required CPR, First Aid and Lifeguarding skills.
3. competency in the three final skill scenarios
4. knowledge of course content by correctly answering at least 80 percent of questions in each of the four sections of the final written examination.

Upon successful completion of all Lifeguarding course required expectations and assessments, the participant will receive two American Red Cross Universal Certificates; one indicating Lifeguarding/First Aid, which is valid for 3 years, and another indicating CPR/AED for the Professional Rescuer, which is valid for 1 year.

**Learner Responsibility**
Student behavior and participation will be monitored. In-class learner responsibility points will be awarded at 40 points for each quarter. Points will be deducted for the following infractions (but not limited):

**Attendance**
- Tardy – 3 point deduction per time tardy
- Absent – 5 point deduction per time absent, excused and unexcused.
  - Points for Academy excused absences (refer to the student handbook for acceptable excused absences) may be made up. See the instructor for Wellness Make-Up Card.

**Work Ethics**
- On task, follow directions, rules and etiquette
- Acceptable effort; actively engaged in involved in class activities and discussions
- Appropriate dress
- Awake!

**Sequence of Topics and Activities**
The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how
much the student puts into it. The instructor reserves the right to adjust the schedule at any time.

Week 1 (Pre-course Session) – Introduction and President’s Challenge
- Introduction to the Course
- Prerequisite Swimming Skills Evaluation
- President’s Challenge

Week 2 (L1) – The Professional Lifeguard and Injury Prevention
- Characteristics and Responsibilities of a Professional Lifeguard
- Decision Making
- Legal Considerations
- The Lifeguard Team
- How Facility Management Promotes Lifeguard Professionalism
- Preventing Injuries – Patron Safety
- Safety Checks
- Weather Conditions
- Management and Safety
- Rescue Equipment
- Entries and Rescue Approaches
- In-Water Session: Entries and Rescue Approaches
  - Slide-In Entry
  - Stride Jump
  - Compact Jump
  - Rescue Approaches – Front Crawl and Breaststroke

Week 3 (L2) – Patron Surveillance and Emergency Preparation
- Review of Lesson 1
- Patron Surveillance
- Victim Recognition
- Effective Scanning
- Emergency Action Plans
- In-Water Activity: Patron Surveillance and Emergency Preparation
  - Safety Tour of the Facility
  - Lifeguard Rotation
  - Victim Recognition
  - Putting It All Together

Week 4 (L3) – Rescue Skills
- Review of Lesson 2
- General Procedures for Water Emergencies
- In-Water Skill Session: Rescue Skills, Part 1
  - Simple Assist
  - Extensions Assist from the Deck
- Reaching Assist with Equipment
- Throwing Assist
- Swimming Extension Rescue
- Active Drowning Victim Rear Rescue
- Passive Drowning Victim Rear Rescue
- Two-Person Removal from the Water Using a Backboard

Week 5 (L4) – Before Providing Care and Rescue Skills, Part 2
- Review of Lesson 3
- Final Written Exam: Section 1 – Recognition and Response
- Before Providing Care
- Standard Precautions
- Land Skill Sessions: Removing Gloves
- Resuscitation Masks
- General Procedures for Injury or Sudden Illness on Land
- Initial Assessment
- Land Skill Session: Initial Assessment
- Emergency Moves
- Rescue Skills, Part 2
- In-Water Skill Session: Rescue Skills, Part 2
  - Passive Submerged Victim – Shallow Water
  - Multiple-Victim Rescue
  - Feet-First Surface Dive
  - Submerged Victim – Deep Water
  - Front and Rear Head-Hold Escapes

Week 6 (L5) – Breathing and Cardiac Emergencies
- Review of Final Written Exam: Section 1
- Breathing Emergencies
- Rescue Breathing
- Land Skill Session: Rescue Breathing
- Bag-Valve-Mask Resuscitators
- Land Skill Session: Using a Bag-Valve-Mask Resuscitator – Two Rescuers
- Airway Obstruction
- Land Skill Session: Airway Obstruction
  - Conscious Choking
  - Unconscious Choking
- The Cardiac Chain of Survival
- Signs and Symptoms of a Heart Attack
- Cardiac Arrest
- CPR
- Land Skill Session: CPR

Week 7 (L6) – Two-Rescuer CPR and AED
Review of Lesson 5
Two-Rescuer CPR
Land Skill Session: Two Rescuer CPR
Introduction to AEDs
When the Heart Stops and AEDs
Using an AED
Land Skill Session: Using an AED
AED/CPR Skill Scenarios
Final Written Exam: Section 2 – CPR/AED for the Professional Rescuer

Week 8 (L7) – First Aid
Review of Lesson 6
Secondary Assessment
Land Skill Session: Secondary Assessment
Sudden Illness
Wounds
Land Skill Session: Controlling External Bleeding
Caring for Shock
Heat- and Cold-Related Emergencies
Land and In-Water Skill Session: Putting It All Together – First Aid Scenarios

Week 9 (L8) – Injuries to Muscles, Bone and Joints and Caring for Head, Neck and Back Injuries
Review of Lesson 7
Injuries to Muscles, Bones and Joints
Land Skill Session: In-Line Stabilization for a Head, Neck, or Back Injury on Land
Caring for Head, Neck, and Back Injuries in the Water
In-Water Skill Session: Manual In-Line Stabilization Techniques
  • In-Line Stabilization Techniques – Shallow Water
  • In-Line Stabilization Techniques – Deep Water
  • In-Line Stabilization Techniques – Submerged Victim
Using a Backboard
In-Water Skill Session: Using a Backboard
  • Using a Backboard in Shallow Water
  • Using a Backboard in Deep Water

Week 10 (L9) – Final Written Exam and Final Skill Scenarios
Review of Course Material
Final Written Exam: Section 3 –First Aid and Head, Neck and Back Injury
Final In-Water Skill Scenarios