

# FT R090: USLA LIFEGUARD ACADEMY I

**Originator**

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**College**

Oxnard College

**Discipline (CB01A)**

FT - Fire Technology

**Course Number (CB01B)**

R090

**Course Title (CB02)**

USLA Lifeguard Academy I

**Banner/Short Title**

USLA Lifeguard Academy I

**Credit Type**

Credit

**Start Term**

Fall 2020

**Catalog Course Description**

The Oxnard College Lifeguard Academy is a 90 hour foundational course for aspiring emergency medical responders interested in career opportunities as Open Water Rescuers; either within lifeguard agencies or the fire service. This rigorous academy includes lecture and hands on training in the ocean environment and follows the United States Lifesaving Association required course curriculum for Aquatic Rescue Response Teams, Open Water Lifeguard Certification, and meets the State Fire Marshal requirements for Open Water Rescuer- Basic. The course will include training in marine weather, aquatic hazards, communications, lifesaving rescue techniques, specialized equipment use, medical aid, lifesaving history and aquatic agency career paths. Successful completion of this course requires that students be athletically fit with strong swimming skills and maintain an 80% passing grade for all academic and manipulative tests per State Fire Training. Limitations to Enrollment: Valid CPR card (BLS) Healthcare Provider; swim test completion of 500 yards within 12 minutes; Advanced First Aid or higher. Applies to Associates Degree.

**Taxonomy of Programs (TOP) Code (CB03)**

2133.00 - \*Fire Technology

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

various beaches with unique topographic or bathymetric features, Natural resource /interpretative centers, training and conditioning facilities, radio dispatch centers.

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

35

**Maximum Contact/In-Class Lecture Hours**

35

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

87.5

**Total Maximum Contact/In-Class Hours**

87.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

70

**Maximum Outside-of-Class Hours**

70

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Limitations on Enrollment**

Others (specify)

**Other Limitations on Enrollment**

Valid CPR Card (BLS) Health Care Provider, and Title 22 First Aid or EMT R109 (Emergency Medical Responder) or EMT R169 (Emergency Medical Technician) or equivalent, and Swim Test Completion 500 yards within 12 minutes

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Complete the USLA swim test (500 meters in less than 10 minutes).   |
| 2 | Perform open water rescue.  |
| 3 | Recognize and execute hand signals used during ocean rescues.   |
| 4 | Determine by reading the water, environmental conditions, marine life to perform an offensive or defensive rescue using the proper PPE for the conditions.                          |
| 5 | Identify signs that may help to indicate various drowning presentations.  |
| 6 | Understand and describe the high risk groups that enter the water. They will be able to identify what the drowning process looks like and what is going on in the drowning persons. |

- 7 Describe the components of a swimming rescue and the importance of each component being followed and successfully completed.
- 8 Describe and understand the proper procedure and questions when conducting a witness interview, the reason for the interview, and the reason for empathy and honesty during the interview.
- 9 The student shall successfully complete a show of lifeguard skills
- 10 Describe the characteristics of the water and the way it moves and what is causing it to move as it pertains to the needs of the open water rescuer, the importance of reading water properly and what is gained when proper reading of the water is accomplished.
- 11 Describe how to properly store the rescue paddle board for immediate rescue needs. Describe and demonstrate the proper way to lift and carry the rescue paddle board to the water and when to mount the board. Describe and demonstrate the proper stroke to use to paddle and maneuver the rescue paddle board.
- 12 Properly approach a victim and observe the victims condition. The student will demonstrate how to safely evade a panicked victim until the victim can be safely secured and reapproached for a contact rescue.
- 13 Properly ready a rescue tube for stand by and rescue use. Perform a contact rescue by properly using the rescue tube as the flotation and tether device for the victim.
- 14 Ready a rescue can for stand by and rescue use. Perform a contact rescue by properly using the rescue can as the flotation and tether device.
- 15 The student will swim to a submerged victim, make contact with the victim(s) and bring the victim(s) to the surface of the water using given means available. The student will swim the victim to shore or if a rescue craft is available and is closer, to a rescue craft and assist in loading the victim(s) into/onto the craft/sled
- 16 Demonstrate an understanding of the Incident Command System (ICS) and the need for the use of the ICS system during water rescue incidents. The student will start building the ICS upon dispatch and become familiar with Incident Command terminology, positions within ICS and apply this knowledge to the open water rescue emergency.
- 17 Illustrate specific dangers and situations that arise when using a helicopter in a water rescue scenario.
- 18 Understand the dangers and situations of night operations, reduced visibility by fog, storms or rain, when to go or say "This is beyond your limitations/abilities."
- 19 Demonstrate their ability to read the water around obstacles in the water and why the water behaves the way it does when in contact or around the object. The student will take into account depth, current, distance, sub-surface obstacles, wave action, while setting up a safe plan to perform a contact rescue. The student will enter the water from an obstacle and successfully perform a contact rescue.
- 20 Recognize the hazards during deployment and retrieval from watercraft. Students will gain an understanding of extended rescue capabilities and the associated limitations with the introduction of watercraft.
- 21 Work together as part of a team, building on their personal and independent capabilities and limitations. Students will utilize the incident command system and delegate positions with tactical objectives to systematically actualize a plan for a successful rescue.
- 22 Students will utilize the incident command system and delegate positions with tactical objectives to systematically actualize a plan for a successful rescue.

### Course Objectives

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**Upon satisfactory completion of the course, students will be able to:**

- 1 Identify the importance of a lifeguard maintaining a position of safety when effecting a rescue.
- 2 Describe the appropriate method of entry for shallow, deep and/or unfamiliar water or surf conditions.
- 3 Recite the characteristics of a proper approach to a victim.
- 4 Explain considerations when making contact with a victim.
- 5 Compare victim approaches for different rescue situations: front surface, rear surface, or underwater.
- 6 Explain the value of a cross-chest tow, modified cross-chest tow, or armpit tow for a given rescue.
- 7 Describe appropriate methods of lifting and removing a victim from the water.
- 8 Describe defenses and escapes from a panicked victim.
- 9 Identify the advantages of using swim fins during rescue.
- 10 Compare the priority of resuscitation over removal of a victim from the water.
- 11 List the advantages and disadvantages of reaching, wading, and throwing assists.
- 12 Analyze the need to assess for spinal injury prior to effecting a rescue or moving a victim.
- 13 Demonstrate the shallow water dive and porpoising.

- 14 Perform the heads-up breast stroke and heads-up crawl stroke.
- 15 Demonstrate the front surface approach, rear surface approach and submerged victim approach.
- 16 Perform appropriate methods of lifting and removing a victim from the water.
- 17 Demonstrate defenses and escapes from a panicked victim or victims.
- 18 Don and use swim fins.
- 19 Don, clear and use a swim mask and snorkel.
- 20 Provide proper spinal injury management during a rescue.
- 21 Perform a surface dive and recovery of a minimum 150 pound victim from a depth of at least 10 feet of water.
- 22 Name the primary and additional functions of a lifeguard.
- 23 Identify the need for lifeguarding policies and standard procedures.
- 24 Explain the role of public relations in lifeguarding.
- 25 Demonstrate appropriate methods of communicating with the public.
- 26 List the functions of tower systems, particularly those used by the employing agency.
- 27 Explain the uses of mobile vehicle support.
- 28 Explain the uses of both motorized and non-motorized vessel support.
- 29 Explain the correct procedure communicating with local agencies to include ambulance, police and rescue personnel.
- 30 Display and emergency operation plan to summon and utilize local agencies as needed.
- 31 Describe the importance of equipment maintenance.
- 32 List the factors which increase the risk of legal action.
- 33 Identify the purpose of uniforms.
- 34 Explain the importance of in-service training.
- 35 Explain the need for skin and eye protection from environmental exposure.
- 36 Identify the risks of personal injury to lifeguards posed by trauma and biohazards, particularly during training and rescue responses.
- 37 List the methods of promoting personal safety through the use of wetsuits and other protective gear and the use of rescue equipment and victims as buffers from sources of injury.
- 38 Identify the need for and methods to access back-up in emergencies.
- 39 Identify various types of waves and the forces effecting their formation.
- 40 List the characteristics and means of recognizing the types of currents experienced in open waters.
- 41 Describe each type of rip current.
- 42 Recognize the hazards associated with rip, longshore, tidal or river currents, inshore holes, rocks, reefs, lightning, offshore winds, bottom contours and composition, jetties and piers, and sand collapse.
- 43 Name the basic functions of a communications system.
- 44 Identify the usefulness and limitations of personal contact, a whistle, flags, telephones and intercoms, 2-way radios, public address systems, megaphones, hand signals and signs.
- 45 Identify arm signals from a lifeguard in the water for assistance, resuscitation, missing swimmer and all clear.
- 46 Identify arm signals from a lifeguard on shore to return to the beach, go farther out, go left, go right, stay there or search there.
- 47 Describe the diver flag.
- 48 Name the signs used by local agencies.
- 49 Describe appropriate phone procedures.
- 50 Explain appropriate radio procedures for internal agency and adjacent agencies.
- 51 Demonstrate all methods of inter-lifeguard communication used, hand signals, whistle systems, 2-way radios, cell phones.
- 52 Demonstrate all methods of lifeguard to swimmer communications, personal contact, whistle, public address systems, megaphones.
- 53 Explain the need for precision in keeping written records.
- 54 List important details which should be included in an accident report.
- 55 Identify the importance of incident and activity reports as legal documents.
- 56 Describe the need for keeping accurate statistics on agency activities.

- 57 Explain the value of annual reporting of agency statistics to the USLA.
- 58 Identify ways to recognize potential victims and proper water scanning techniques.
- 59 Recognize the hazards of calm and rough water, cold water, jetties, piers, storm drains, rocks, reefs, creeks or streams, rip currents, harmful water animals and surf.
- 60 Describe the indications and signals of distress from motorized boats, sailboats, divers, surfers, paddle boarders, sailboarders and kite surfers.
- 61 Describe the value of an offshore platform in management of a swimming crowd and identification of victims in distress.
- 62 List the usefulness and limitations of the rescue tube and bouy in situations involving unconscious victims, multiple victims, panicked victims and in-water ventilations.
- 63 Identify the usefulness and limitations of the rescue paddle board during long distance rescue, multiple victim rescue, rough water or high surf rescue,in-water ventilations.
- 64 Explain the considerations when utilizing a helicopter for a rescue.
- 65 Identify considerations when assisting a disabled vessel and the passengers thereof.
- 66 Explain the considerations for rescue situations involving a pier, rock areas, scuba divers, rip currents or various types of surf conditions.
- 67 Recite the benefits, limitations,and proper methods of motorized and non-motorized vessels used for preventive lifeguarding, calm water rescue, rough water rescue, multiple victim rescue, victim transport, victim resuscitation and CPR, a landline.
- 68 Demonstrate the use of the rescue tube or buoy for the conscious, unconscious or panicked victim, in-water ventilations and multiple victims.
- 69 Demonstrate the use of a rescue paddle board for the conscious, or unconscious victim, providing ventilations on a paddle board or for multiple victims.
- 70 Identify conditions which warrant suspicion of spinal injuries.
- 71 Describe methods of handling suspected spinal injuries.
- 72 List the symptoms and treatment for resuscitation of drowning victims, injuries from aquatic life common to a given area, and cold water injuries,
- 73 Demonstrate methods for safely extricating a person with suspected spinal injuries from distress.
- 74 Identify methods for establishing landmarks in searches for submerged victims.
- 75 Describe the usefulness and limitations of the parallel, fan and circular search patterns.
- 76 Explain the usefulness and limitations of the use of masks, fins, and snorkel in search and rescue operations.
- 77 Identify the usefulness and limitations of scuba in search and rescue operations.
- 78 List considerations in body recovery.
- 79 Describe line and shore signals for search and recovery.
- 80 Explain the use of cross-bearings in fixing the "last known point" of the victim.
- 81 Demonstrate a parallel, fan, and circular search.
- 82 Demonstrate the use of cross-bearings and marker bouys.
- 83 Explain the physical conditioning need of an open water rescuer, routine physical training and meeting swim and skill standards annually.
- 84 Explain and describe why water rescue starts with prevention education.
- 85 Investigate the perception the general public has of search and open water rescuers and our responsibility to that idea.
- 86 Examine the need for contact rescues.
- 87 Compare the difference between an Open Water Rescuer and a Lifeguard.
- 88 Recognize the disadvantages of a Open water rescuer i.e. dependent on someone else's recognition, advanced stages of rescue event, no back-up resources.
- 89 Assess the forces of wind, water, temperature and current.
- 90 Describe these forces and their outcome when one or more are combined.
- 91 Develop an understanding of the way water acts around obstacles in the water.
- 92 Explain and relate the escalation of risks i.e. talk, reach, throw, row, wade, go & tow
- 93 Know their limitations in all facets of contact rescue swimming.
- 94 Determine the factors that can change an offensive rescue to a defensive rescue.

- 95 Explain the ability of additional equipment to perform a contact swimming rescue.
- 96 Describe the proper protective equipment required for the environmental conditions.
- 97 Compose observations made of swimmers while still on dry land.
- 98 Explain through sight, the abilities of potential swimmers before they enter into the water.
- 99 Explain through behavior, the abilities of potential swimmers before they enter into the water.
- 100 Explain, by the conditions of the water, the threat to potential and actual swimmers.
- 101 Explain, by weather conditions, the threat to potential and actual swimmers.
- 102 Evaluate, by watching a person enter into the water, their comfort level with the water.
- 103 Evaluate, by watching a person's swimming abilities, their chance of success while in the water.
- 104 Describe the high risks groups of drowning and the stimulus of the swimmer and non-swimmer.
- 105 Describe the observation of a swimmer with their head low in the water.
- 106 Describe the observation of a swimmer with an up and down stroke.
- 107 Describe the observation of a swimmer with no leg kick.
- 108 Describe the observation of a swimmer allowing waves to break over them.
- 109 Describe the observation of a swimmer with hair in their face.
- 110 Describe the observation of a swimmer with glassy eyes, or a far-away stare.
- 111 Describe the process of secondary drowning, or second day drowning, parking lot drowning.
- 112 Describe the affects and differences between warm water and cold water drowning.
- 113 Identify and correctly recite the components of a contact swimming rescue.
- 114 Describe the reason and meaning behind the Recognize component
- 115 Describe the reason and meaning behind the Respond component.
- 116 Describe the reason and meaning behind the Contact and Control component
- 117 Describe the reason and meaning behind the Signal and Save component
- 118 Describe why the order of these components are important and why one component must be completed before moving onto the next one.
- 119 Comprehend and recite the proper terminology of all the equipment used by a open water rescuer.
- 120 Comprehend and recite the duties of the open water rescuer and how they fall into line during a water rescue operation.
- 121 Describe the different options of communication a open water rescuer can use.
- 122 Memorize and display the industry standard (USLA) hand signals used for communication between team members on shore and in the water.
- 123 Explain when to use hand signals and their importance.
- 124 describe the information needed from the witness to better perform a successful rescue. Who, what, where, when, why and how many.
- 125 Learn the questions required to ask of the witness to obtain the needed information.
- 126 Describe the demeanor/empathy to have when speaking with the witness.
- 127 Know the forms to use and how to fill out when speaking with the witness.
- 128 Describe the reason to express honesty to the witness during the witness interview.
- 129 Explain the reason to keep the witness nearby during the search part of the rescue.
- 130 Explain drowning support groups available to them to participate with on line.
- 131 The student will understand the start and successful completion parameters of the swim.
- 132 Enter the water wearing the PPE desired for warmth during the swim, no swimming aids allowed.
- 133 Wade or dolphin out to water deep enough to swim without touching bottom.
- 134 Perform the watermanship skills test as required by the AHJ or IADRS test form.
- 135 Upon completion of the AHJ swim standard, remove yourself from the swim area and rest.
- 136 Remain in the general area, on shore, until all students have completed the swim.
- 137 Immediately inform an instructor if medical or physical problems are encountered.
- 138 Examine stroke technique; employ improvement points provided by instructors.
- 139 Read the water correctly describing what is causing the movement of the water.
- 140 Describe what happens when moving water comes in contact with an obstacle in the water.

- 141 Describe what produces waves, how their formed, how they lift and how they break and why.
- 142 Describe the energy that travels through water and how it affects the water.
- 143 Describe why wave energy moves through the water in a beach break.
- 144 Describe why wave energy is stationary in moving water.
- 145 Describe what happens when moving water comes in contact with slower moving or still water.
- 146 Describe how water wants to maintain an equal balance and what is formed because of this physical trait
- 147 Describe how water erodes away at stationary objects and deposits the erosion in a different location.
- 148 Describe the procedure of reading the characteristics of the water by reading the geology of the surrounding land.
- 149 Describe the safety hazards when entering into unfamiliar water.
- 150 Dolphining technique.
- 151 Perform the proper entry from an elevated platform.
- 152 Perform the proper entry from a boat.
- 153 Describe and demonstrate the proper way to ready the rescue paddle board for rescue use.
- 154 Describe and demonstrate the proper way to lift and carry the rescue paddle board as you head toward the water line.
- 155 Describe and demonstrate the proper position of the board when entering the water and the proper depth to mount the board in the prone position to start paddling.
- 156 Describe and demonstrate the proper position of the board and water conditions to move from the prone position to your knees and continue paddling.
- 157 Describe and demonstrate the proper stroke to use to move the board in the desired direction and how to make small maneuvers of the board while traveling forward.
- 158 Describe and demonstrate the proper method to turn Rescue Paddle Board greater than 45 degrees.
- 159 Describe and demonstrate the proper way to approach the distressed swimmer in the water and the position of the board.
- 160 Describe and demonstrate the proper actions if the distressed swimmer attempts to attack you while performing the rescue.
- 161 Describe and demonstrate the proper actions if the distressed swimmer has made physical contact with you to use you as a floatation device.
- 162 Describe and demonstrate the proper actions for placing a conscious swimmer onto the board.
- 163 Describe and demonstrate the proper actions for placing an un-conscious swimmer onto the board.
- 164 Describe and demonstrate the proper open water rescuers position on the board to paddle the swimmer to safety.
- 165 Describe and demonstrate properly paddling the board in while maintaining communication and observation of the distressed swimmer.
- 166 Describe and demonstrate the proper way to push through a breaking wave with a distressed swimmer on the board.
- 167 Describe and demonstrate the proper way to remove and protect the distressed swimmer from the board while in a breaking wave.
- 168 Describe and demonstrate assisting the distressed swimmer into shore while watching the water conditions.
- 169 Describe and demonstrate the proper transfer of the distressed swimmer to EMS with a report of your actions and findings.
- 170 Demonstrate the proper swim to maintain visual contact with the victim(s).
- 171 Demonstrate the proper distance to stop from the victim to make communication and avoid attack of a panicked victim(s).
- 172 Demonstrate proper communication with the victim and explain how the rescue will proceed.
- 173 Demonstrate the proper release of a panicked victim using the submerge and push off technique.
- 174 Demonstrate calming the victim and actions to take to remain safe.
- 175 Demonstrate re-approaching the victim and perform a successful contact rescue.
- 176 Understand why some victims don't want to be rescued, 5150, fugitive, embarrassment.
- 177 Describe and demonstrate properly securing the tether of the rescue tube around the rescue tube into the stand by position.
- 178 Describe and demonstrate properly removing the rescue tube from the stand by position placing the tether around your head and over your strong shoulder when in knee deep water.
- 179 Describe and demonstrate the desired head up stoke out to the distressed swimmer and properly evaluate the swimmer.



- 180 Describe and demonstrate your actions and perform them to the distressed swimmer as you introduce the rescue tube.
- 181 Inform the distressed swimmer to turn 180 degrees and properly secure the rescue tube around the distressed swimmer
- 182 Describe and demonstrate the proper actions if the distressed swimmer attempts to attack you or climbs your tether while performing the rescue.
- 183 Describe and demonstrate the proper actions of escapes if the distressed swimmer has made physical contact with you to use you as a floatation device
- 184 Describe and demonstrate swimming the distressed swimmer to safety maintaining communication and observation of the distressed swimmer
- 185 . Describe and demonstrate properly assisting the distressed swimmer into shore while watching the water conditions and communicating with victim.
- 186 Describe and demonstrate properly transferring the distressed swimmer over to EMS with a report of your actions and findings.
- 187 The student will swim to the area the victim(s) was last seen.
- 188 The student will make visual contact of a victim a minimum of 10 feet and a maximum of 12 feet below the surface of the water. If the water is opaque a buoy can be used to mark the area of the victim.
- 189 The student will perform a size up and determine a rescue plan
- 190 The student will communicate the rescue plan with the crew of the rescue craft.
- 191 The student will, dive below the surface make contact with the victim
- 192 Using their hands or a given device, the student will securely swim the victim to the surface.
- 193 The student will assure that the victims' airway is out of the water
- 194 The student will swim the victim over to the rescue craft and assist in loading the victim into/onto the craft/sled.
- 195 Describe the difference between a division and a group.
- 196 Describe Unity of Command and how it benefits the water rescue operations.
- 197 Describe Span of Control.
- 198 Describe Delegation of Authority.
- 199 Describe the staff positions of the Incident Command System.
- 200 Describe Incident Site Management.
- 201 Recite the positions of an incident site for water rescue operations.
- 202 Describe the resources available for a water rescue incident and why they would be called.
- 203 Describe the zones that can be set up for the water rescue incident and the area of each zone.
- 204 Describe what form 214 is, when it's used and the information needed to fill one out.
- 205 Become familiar with industry terminology of helicopter crew members when using the helicopter for water rescue operations.
- 206 Describe and discuss the difference between a static and a hoist line.
- 207 Describe the proper way to approach and leave the area of the helicopter.
- 208 Describe the proper way to enter and exit the helicopter and under who's permission
- 209 Describe the requirements of the landing zone and how to prepare a landing zone.
- 210 Describe the hazards when attempting night or low visibility responses.
- 211 Describe the limitations of the open water rescuer during night or low visibility responses.
- 212 Describe the hazards during storms.
- 213 Understand the different expenditure of energy when operating at night or low visibility.
- 214 Describe the different PPE required during night or low visibility responses.
- 215 Describe the different resources required during night or low visibility responses.
- 216 Describe the different communication required during night or low visibility responses.
- 217 The student will demonstrate their ability to read the water around obstacles in the water and why the water behaves the way it does when in contact or around the object
- 218 Students will discuss the complexities of introducing a motorized method of delivery of Open water rescuer services to a rescue scenario.
- 219 Each student will be exposed to the outcome of mechanical failure of the water craft after deployment has been completed

220	Students will develop an understanding of who is responsible for their deployment, its location and timing
221	Upon making entry the Open water rescuer will provide hand signals to the craft operator of their status i.e. Ok, assistance needed or abort mission.
222	While in the water, Open water rescuer will act as his/her own Incident Unit controller reporting to Incident Command (IC)
223	Once assessment is complete, and contact rescue is secure; Open water rescuer will communicate with craft operator for pick-up
224	Open water rescuer will package and deliver victim(s) to the motorized craft remaining vigilant of his/her safety and the outcome of the crafts mechanical failure.
225	Open water rescuer will be the last to board the craft, ensuring the safety of victim(s) and craft crew.
226	Open water rescuer will be the last to board the craft, ensuring the safety of victim(s) and craft crew.
227	Once back under the care and control of the craft operator, the Open water rescuer will return to be a part of the boat crew within the Incident Command structure.
228	The students shall agree on one student becoming the Incident Commander (IC).
229	The student as IC shall set up command assign other students to positions and delegate authority as needed.
230	The student will, through the use of radios, hand signals and speaking, communicate all actions to the IC or their designee.
231	The student will use the training and skills they have obtained over the last two days to perform the rescue of the single distressed swimmer
232	The scenario ends when the swimmer is handed off to EMS and all students involved in the scenario have been accounted for.
233	Each student will evaluate the effectiveness, risks and alternatives for rescuing the passengers of a disabled watercraft.
234	Close consideration will be applied to each situation in order to protect the lives and safety of rescuers and the passengers of the watercraft.
235	Clear and simple instructions will be communicated to the passengers to don Personal Floatation Devices (PFDs)
236	Open water rescuers will account for the number of person's onboard (POB), their ages, medical conditions. The increased risk to all parties in the event abandoning ship or remaining onboard is called for will be evaluated.
237	The choice to direct passengers to abandon ship will take into account for rapidly evolving and increasing hazards to staying onboard the craft i.e. surf, currents and/or especially hazardous conditions of the boat such as fuel in the bilges, flooding, fire or any other hazard(s).
238	Having the passengers remain onboard the craft will be taken into consideration. The crafts operator will be required to turn engine(s) off and show the keys to the Open water rescuer prior to the swimmer approaching.
239	Students will demonstrate their understanding of options for attaching to the disabled watercraft.
240	Students will demonstrated their ability to tow and maneuver the disabled craft under swimming power alone as a solo swimmer.
241	Students will demonstrate their understanding of the option to introduce other Open water rescuers, work in cooperation and in tandem to tow and maneuver the disabled watercraft
242	Open water rescuer(s) will work in tandem to reduce vessels rate of drift, hold station, or pull the boat to a safe location under their own power.
243	The student will perform all skills using the utmost safety while performing the skills.
244	The scenario ends when all distressed rescued victims are handed off to EMS and all students involved.

## Course Content

### Lecture/Course Content

1. Basic Rescue
  - a. Identify the importance of a lifeguard maintaining a position of safety when effecting a rescue.
  - b. Identify the appropriate method of entry for various types of water conditions, including if applicable to the agency's beaches:
    - i. Shallow/deep water.
    - ii. Unfamiliar water.
    - iii. Surf.
  - c. Describe the characteristics of a proper approach to a victim.
  - d. Verbalize considerations when making contact with a victim.
  - e. Explain the appropriate approach for different rescue situations:

- i. Front or rear surface.
    - ii. Underwater.
  - f. State the value of each tow method below for a given rescue situation:
    - i. Chest tow.
    - ii. Modified chest tow.
    - iii. Armpit tow.
  - g. Identify the appropriate method of lifting and removing a victim from the water.
  - h. Explain the priority of resuscitation over removal of a victim from the water.
    - i. Describe defenses and escapes from a panicked victim.
    - j. List the advantages of using swim fins during rescues.
  - k. Name the advantages and disadvantages of reaching, wading, and throwing assists.
    - l. Describe the need to assess for spinal injury prior to effecting a rescue or moving a victim.
- 2. Professional Lifeguarding
  - a. List the primary and additional functions of a lifeguard.
  - b. Explain the need for policies and standard operating procedures.
  - c. Describe the role of public relations in lifeguarding.
  - d. Identify appropriate methods of communicating with the public.
  - e. Explain the functions of tower systems, particularly those used by the employing agency.
  - f. List the uses of mobile vehicle support, if used by the agency.
  - g. Describe the uses of both motorized and non-motorized vessel support.
  - h. Explain the correct way to interface with other local safety agencies including ambulance services, police and rescue personnel.
    - i. Recite the emergency operations plan, EOP, to summon and utilize responding agencies when needed.
    - j. Identify the importance of equipment maintenance.
    - k. Name factors which increase the risk of legal action.
    - l. Identify the purpose of uniforms.
  - m. Explain the importance of in-service training.
  - n. Describe the need for skin and eye protection from environmental exposure.
  - o. Identify the risks of personal injury to lifeguards posed by trauma and biohazards, particularly during training and rescue responses.
  - p. List methods of promoting personal safety through use of the following:
    - i. Wetsuits and other protective gear.
    - ii. Rescue equipment.
    - iii. Victims as buffers from sources injury.
  - q. Explain the need for and methods to access back-up during emergencies.
- 3. Environmental Conditions
  - a. Describe the various types of waves and the forces effecting their formation.
  - b. Identify the characteristics and means of recognizing the types of currents.
  - c. Name each type of rip current present at beaches.
  - d. Explain the hazards associated with each of the following:
    - i. Rip currents.
    - ii. Longshore currents.
    - iii. Tidal currents.
    - iv. River currents.
    - v. Inshore holes
    - vi. Rocks.
    - vii. Reefs.
    - viii. Lightning.
    - ix. Offshore winds.
    - x. Bottom contours and composition.
    - xi. Jetties and piers.
    - xii. Sand collapse.
- 4. Communications
  - a. Identify the basic functions of a communications system.
  - b. Describe the usefulness and limitations of the following means of communication:
    - i. Personal contact.
    - ii. Whistle.
    - iii. Flags.

- iv. Telephones and intercoms.
  - v. Two-way radio.
  - vi. Public address systems.
  - vii. Megaphones.
  - viii. Hand signals.
  - ix. Signs.
  - c. Identify the following arm signals from a lifeguard in the water:
    - i. Assistance required.
    - ii. Resuscitation required.
    - iii. Missing swimmer (Code X).
    - iv. All clear (OK).
  - d. Identify the following arm signals from a lifeguard on shore:
    - i. Return to the beach.
    - ii. Go farther out.
    - iii. Go left.
    - iv. Go right.
    - v. Stay there; Search there.
  - e. Describe the diver flag.
  - f. Explain appropriate phone procedures.
  - g. Explain appropriate two-way radio procedures for:
    - i. Internal communications.
    - ii. Inter-agency communications.
5. Records and Reporting
- a. Recognize the need for precision record keeping.
  - b. Explain the importance of incident and activity reports as legal documents.
  - c. List the important details which should be included in an accident report.
  - d. Identify the need for keeping accurate statistics on agency activities.
  - e. Describe the value of annual reporting of agency statistics to the USLA.
6. Preventive Lifeguarding
- a. Name ways to recognize potential victims and proper water scanning techniques.
  - b. Describe the hazards of the following:
    - i. Calm and rough water.
    - ii. Cold water.
    - iii. Jetties.
    - iv. Piers.
    - v. Storm drains.
    - vi. Rocks.
    - vii. Reefs.
    - viii. Creeks or streams.
    - ix. Rip currents and other currents.
    - x. Water animals, particularly those which can cause harm.
    - xi. Surf.
  - c. Describe the indications and signals of distress from the following:
    - i. Motorized boats.
    - ii. Sailboats.
    - iii. Divers.
    - iv. Surfers.
    - v. Paddleboarders.
    - vi. Sailboarder.
    - vii. Kite surfers.
  - d. Identify the value of an offshosre platform in the management of a swimming crowd and identification of victims in distress.
7. Rescue Techniques and Procedures
- a. Explain the usefulness and limitations of the rescue tube and rescue bouy in the following situations:
    - i. Unconscious victim.
    - ii. Multiple victim rescue.
    - iii. Defense against a panicked victim.
    - iv. In-water ventilations.
  - b. Explain the usefulness and limitations of the rescue paddleboard in the following situations:

- i. Long distance rescue.
- ii. Multiple victim rescue.
- iii. Rough water or high surf rescue.
- iv. Providing ventilations on a rescue board.
- c. List the considerations when utilizing a helicopter for a rescue.
- d. Name the considerations when assisting a disable vessel and the passengers thereof.
- e. Describe the considerations for the following rescue situations:
  - i. From a pier.
  - ii. From a rock area.
  - iii. Of a scuba diver.
  - iv. Of victims in a rip current.
  - v. Of victims in various surf conditions.
- f. Describe the benefits, limitations and proper methods of motorized and non-motorized vessels for the following tasks:
  - i. Preventive lifeguarding.
  - ii. Calm water rescue.
  - iii. Rough water rescue.
  - iv. Multiple victim rescue.
  - v. Victim transport.
  - vi. Victim resuscitation and CPR.
- g. Identify the usefulness and limitations of landlines.
- 8. Medical Aid in the Aquatic Environment
  - a. Identify conditions which warrant suspicion of spinal injuries.
  - b. Describe methods of handling suspected spinal injuries.
  - c. Explain the signs and symptoms and treatments for the following injuries or medical problems:
    - i. Resuscitation of a drowning victim.
    - ii. Injuries from aquatic life.
    - iii. Cold water injuries.
- 9. Search and Recovery
  - a. Identify the methods for establishing landmarks in searches for submerged victims.
  - b. Explain the usefulness and limitations of the parallel, fan, and circular search patterns.
  - c. Explain the usefulness and limitations of the use of masks, fins, and snorkel in search and rescue operations.
  - d. Explain the usefulness and limitations of scuba in search and rescue operations.
  - e. List the considerations in body recovery.
  - f. Describe line and shore signals for search and recovery.
  - g. Identify the use of cross-bearings in fixing the "last known point" of the victim.

### Laboratory or Activity Content

- 1. Basic Rescue
  - a. Demonstrate the following:
    - i. Shallow water dive and porpoising.
    - ii. Heads up breast stroke and heads up crawl stroke.
    - iii. Front surface approach; rear surface approach; submerged victim approach.
    - iv. Cross-chest tow; modified cross-chest tow; armpit tow.
    - v. Lifting and removing methods for victim from the water.
    - vi. Defenses and escapes from a panicked victim.
    - vii. Donning and using swim fins.
    - viii. Donning, clearing and using swim masks and snorkels.
    - ix. A surface dive and recovery of minimum 150 pound victim from a depth of at least ten feet of water.
    - x. The proper spinal injury management during a rescue.
- 2. Communications
  - a. Demonstrate all methods of inter-lifeguard communications, to include:
    - i. Hand and arm signals,
    - ii. Whistle systems.
    - iii. Two-way radios.
    - iv. Cell or telephones.
  - b. Demonstrate all methods of lifeguard to swimmer communications used by the agency, to include:
    - i. Personal contact.
    - ii. Whistle.

- iii. Public address systems.
- iv. Megaphones.
- 3. Rescue Techniques and Procedures
  - a. Demonstrate the use of the rescue tube or bouy for the following situations:
    - i. Conscious victim.
    - ii. Unconscious victim.
    - iii. Panicked victim.
    - iv. In-water ventilations.
    - v. Multiple victims.
  - b. Demonstrate the use of the rescue paddle board in the following situations:
    - i. Conscious victim.
    - ii. Unconscious victim.
    - iii. Providing ventilations on a rescue board.
    - iv. Multiple victims.
- 4. Medical Aid in the Aquatic Environment
  - a. Demonstrate methods for safely extricating a person with suspected spinal injuries from distress.
- 5. Search and Recovery
  - a. Demonstrate the following search types:
    - i. Parallel.
    - ii. Fan.
    - iii. Circular.
  - b. Demonstrate the use of cross-bearings and marker bouys.

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Skills demonstrations  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Objective exams  
Projects  
Problem-solving exams  
Skills demonstrations  
Skill tests  
Simulations

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Case studies  
Distance Education  
Demonstrations  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Laboratory activities  
Lecture  
Practica  
Role-playing  
Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The Instructor will lecture on the components of a swimming rescue. Students will with a high degree of accuracy, learn the components of a swimming rescue and the importance of each component being followed and successfully completed. (FSTEP Open water Rescuer- Basic TLO 6-1).
2. The Instructor will lecture on the methods of reading and entering the water. Following instruction the student will, with a high degree of accuracy, describe the characteristics of the water and the way it moves and what is causing it to move as it pertains to the needs of the open water rescuer, the importance of reading water properly and what is gained when proper reading of the water is accomplished. (FSTEP Open water Rescuer- Basic TLO 10-1).
3. The instructor will lecture on the capabilities of a rescue paddle board. Following the instruction provided the student will, with a high degree of accuracy, describe how to properly store the rescue board for immediate rescue needs. Describe and demonstrate the proper way to lift and carry the rescue paddle board to the water and when to mount the board. Describe and demonstrate the proper stroke to use to paddle and maneuver the paddle board. (FSTEP Open water Rescuer- Basic TLO 11-1).

**Representative Course Assignments****Writing Assignments**

1. Incident Narratives for given call types.
  1. Major injury
  2. Missing persons
  3. Swimmer in distress
  4. Surf rescue
  5. Resuscitation efforts
  6. Shore based medical
  7. Multi-victim rescue

**Critical Thinking Assignments**

1. The instructor will facilitate a variety of discussions regarding didactic scenarios where students will use visual elements such as pictures and videos of various ocean hazards and people in distress. Students will then analyze these scenarios through various lenses, including; victim, rescue swimmer, back-up swimmer, boat operator, supervisor and Incident Commander.
2. Following lecture and field demonstration and safety briefing students will participate a kinesthetic training where they must assess real-time conditions, hazards and risk. In order to determine and demonstrate a proper response method using proper PPE and rescue equipment provided.
3. Working in groups using provided scenarios, solve problems related to open water rescues in a variety of environments and present conclusions in class.

**Reading Assignments**

1. USLA authored standard operating guidelines.
2. Textbook chapter question completion.
3. Case review of emergency incidents regarding rescuer injury/death during difficult rescues.

**Skills Demonstrations**

1. Approach a victim using a head-up swim stroke.
2. Approach a victim using a spotting stroke technique.
3. Demonstrate the proper technique for the rescue of an active victim.
4. Demonstrate a single person a boat tow.
5. Demonstrate a multiple victim rescue.
6. Perform a specialized rescue.
7. Act as a backup rescuer while another rescuer is performing a rescue.
8. Demonstrate a quick reverse rescue technique.
9. Perform a circular sweep search pattern as part of a rescue team.
10. Successfully don and clear a mask and snorkel.
11. Perform a line sweep search as part of a rescue team.
12. Demonstrate a successful rescue of a passive victim.
13. Demonstrate the proper technique for rescuing a passive victim.
14. Demonstrate proper communication methods using a phone or radio.
15. Demonstrate the proper technique when using a rescue board to rescue an unconscious victim.
16. Demonstrate the proper technique when using a rescue board to rescue a conscious victim.

17. Demonstrate the proper technique to rescue a submerged victim.
18. Demonstrate the proper technique for donning and doffing rescue fins.
19. Demonstrate a proper water entry.

**Other assignments (if applicable)**

1. Students will be given several multiple-choice tests on the curriculum covered in the USLA manual. Example question: What is generated on beaches facing a storm which could be a thousand miles away from that beach?: A. Long Period Waves, B. Wind Generated Waves, C. Strong Longshore Currents, D. Surging waves.
3. Students are expected to submit homework and assignments prior to the given day of classroom or drill instruction.

**Outside Assignments**

**Representative Outside Assignments**

1. In a report define and provide an example of a beach assessment report as it applies to ocean safety. Reports will be evaluated using a rubric developed by the instructor and shared with cadets.
2. Perform physical fitness (running, paddling and swimming as a group and circuit training rotations) daily for 45 minutes.
3. Cadets are assigned multiple reading topics specific to the classroom and drill topics of the week.
4. Students will select a Lifeguard agency, research the minimum qualifications, apparatus staffing, training focus, public relations, demographics, and recent incidents.
5. Cadets will present information to the class in the form of a presentation.



**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**United States Life Saving Association (2017). *Open Water Lifesaving* (3). Pearson.**Resource Type**

Manual

**Description**United States Lifesaving Association (2017-01-01). *Open Water Lifeguard Agency Certification*. United States Lifeguarding Association.**Resource Type**

Manual

**Description**

California State Fire Training Open Water Rescuer- Basic course plan (2014)

**Resource Type**

Other Instructional Materials

**Description**

Training videos, post incident analysis, periodicals, case studies, news footage.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post discussion board topics such as film of a rescue and they will respond to another classmate or two with the intent for dialogue.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post discussion board topics such as film of a rescue and they will respond to another classmate or two with the intent for dialogue.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates.

**Examinations****Hybrid (1%–50% online) Modality**

Online

On campus

**Hybrid (51%–99% online) Modality**

Online

On campus

**Primary Minimum Qualification**

FIRE TECHNOLOGY

**Additional local certifications required**

Minimum Lead Instructor requirements: 5000 hours (cumulative) as a professional lifeguard at a lifeguard agency which meets the minimum recommended guidelines of USLA. Certified to teach approved advanced first aid and CPR .Ability to swim 500 meters over a measured course in ten (10) minutes or less and perform open water rescue. CA State Fire Training Registered Instructor

**Review and Approval Dates****Department Chair**

11/05/2019

**Dean**

11/06/2019

**Technical Review**

11/13/2019

**Curriculum Committee**

11/13/2019

**Curriculum Committee**

12/11/2019

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000591801

**DOE/accreditation approval date**

MM/DD/YYYY