

• Complete lessons 1-6 & 11 before
Day 1 Lecture.

• Complete lessons 7-10 before
Day 3 Lecture.



Name:

Date:

Lifeguard Study Notes

Answers to the questions below can be found in the **Lifeguarding Manual PDF**.

Please summarize in your own words; do not copy directly from the book.

Bring this packet with you to each classroom session.

Chapter 1 – The Professional Lifeguard

1. Name 3 primary responsibilities of a lifeguard:

2. Name 3 secondary responsibilities of a lifeguard:

3. Name 3 characteristics of a professional lifeguard:

4. As part of the FIND decision-making process, define what each letter stands for:

a. F=

b. I=

c. N=

d. D=

5. Briefly define each term below:

a. Duty to act.

b. Stand of care.

c. Negligence.

d. Abandonment.

e. Confidentiality.

f. Documentation.

g. Consent.

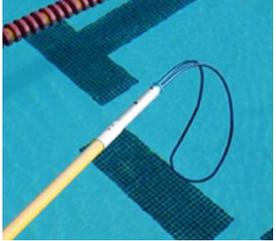
h. Refusal of Care.

i. Good Samaritan Laws.

6. Describe what an Emergency Action Plan (EAP) is.

Chapter 2 – Facility Safety

7. Name the type of rescue equipment shown below:

8. Define what **Recreational Water Illnesses (RWIs)** are and the required treatment plan.

9. Describe the procedure for dealing with **Lightning** and **Thunderstorms** in the pool.

10. Explain what the **Material Safety Data Sheet (MSDS)** is and the purpose for using it.

Chapter 3 – Surveillance and Recognition

11. Define what **drowning** is and the drowning process.

12. Define what a **laryngospasm** is.

13. Describe the 5 elements of **effective surveillance** in the pool.

14. Describe the differences between the 3 types of swimmers below and possible causes:
 - a. Distressed Swimmer.

 - b. Drowning Victim—Active.

 - c. Drowning Victim—Passive.

15. Name 5 guidelines for effective scanning in the pool:
 - a.

 - b.

 - c.

 - d.

 - e.

16. Name 3 challenges with scanning:

- a.
- b.
- c.

17. Define the RID Factor and briefly explain what it means.

- a. R=
- b. I=
- c. D=

18. Define **zone coverage**.

19. Define **total coverage**.

20. Define **emergency back-up coverage**.

21. Name 2 types of lifeguard stations.

Chapter 4 – Injury Prevention

Although not all emergencies can be prevented, knowing what causes life-threatening injuries can help you to prevent many of them.

22. Name 2 life-threatening emergencies.

a.

b.

23. Name 2 non-life-threatening emergencies:

a.

b.

Patrons may be unfamiliar with a facility's features or get so excited that they do not read signs or pay attention to the rules. If patrons are not following the rules, it is your job to inform them of the possible consequences. Explaining rules in a positive way encourages patrons to behave safely.

24. Describe a dangerous scenario and how you would approach and prevent a patron from engaging in that risky behavior.

Chapter 5 – Emergency Action Plans

25. Familiarize yourself and review the following emergency water rescue procedures:

- Drowning victim—active.
- Drowning victim—passive.
- Spinal injury victim—passive on surface.
- Spinal injury victim—passive submerged.

26. Describe a missing person procedure.

27. Describe the steps in a sample Emergency Action Plan.

28. Describe the importance of writing an incident report after an emergency.
Also explain what type of information needs to be written in the incident report.

Chapter 6 – Water Rescue Skills

TRAIN TO THE STANDARD, MEET THE OBJECTIVE.

In this course and throughout your ongoing training, you will be taught how to perform water rescues based on the lifeguarding standards. You will learn these techniques in a specific manner. However, in the real world, no two aquatic emergencies are exactly alike. Actual rescue situations often are fast-moving and rapidly changing. You may not be able to follow each step exactly as you have learned and practiced. So, in an actual rescue, keep in mind the skill steps you have learned, but your primary focus should be on the overall objective—**saving the victim's life**.

During this course and on the job, you must make decisions and handle situations as they occur. Keep in mind these four core objectives in any rescue situation:

- Ensure the safety of the victim, yourself and others in the vicinity. This includes the entry, approach, rescue, removal and care provided.
- Use a rescue technique that is appropriate and effective for the situation.
- Provide an appropriate assessment, always treating life-threatening conditions first.
- Handle the rescue with a sense of urgency.

29. Define the different types of water entries below:

- a. Slide-in entry.
- b. Stride jump.
- c. Compact jump.
- d. Run-and-swim entry.

30. Describe the following rescues for victims **at or near the surface** of the water:

- a. Active victim front rescue.
- b. Active victim rear rescue.
- c. Passive victim rear rescue.

Chapter 7 – Before Providing Care and Victim Assessment

31. Name 3 bloodborne pathogens of primary concern to lifeguards.
32. Name 4 conditions that must be met for a pathogen to spread.
33. Describe the procedure if a lifeguard is exposed to blood or other body fluids.
34. Describe what must be evaluated during a **primary assessment**.
35. Describe what must be evaluated during a **secondary assessment**.
36. An **adult** is considered anyone age ____ years or older.
37. A **child** is considered anyone age ____ year to about ____ years old.
38. An **infant** is considered anyone younger than ____ year.

Chapter 8 — Breathing Emergencies

39. Describe 2 signs and symptoms of **respiratory distress**:

Giving ventilations is a technique for breathing air into a victim to provide the oxygen necessary to survive. The air you exhale contains enough oxygen to keep a person alive. Each ventilation should last about 1 second and make the chest clearly rise. The chest should fall before you give the next ventilation.

40. For an **adult**, give 1 ventilation every ____ seconds.

41. For a **child** or **infant**, give 1 ventilation every ____ seconds.

When you give ventilations, the victim may **vomit**. Many victims who have been submerged vomit because water has entered the stomach or air has been forced into the stomach during ventilations. If this occurs, quickly turn the victim onto his or her side to keep the vomit from blocking the airway and entering the lungs.

42. Describe what **anaphylaxis** is, signs and symptoms, and treatment plan.

43. Describe the procedure for helping a **conscious choking adult or child**.

44. Describe the procedure for helping a **conscious choking infant**.

45. Describe the procedure for treating an **unconscious** adult or child from **choking**.

46. Describe the procedure for treating an **unconscious** infant from **choking**.

Chapter 9 — Cardiac Emergencies

47. List the 4 links in the Cardiac Chain of Survival.
48. Describe what a **heart attack** does to the heart, ways of recognizing it, and treatment plan.
49. Describe what **cardiac arrest** is and the purpose of **CPR** and when it should be done.

Table 9-1: Summary of Techniques for CPR—Adult, Child and Infant

	Adult	Child	Infant
Hand position	Heel of one hand in center of chest (on lower half of sternum) with the other hand on top 	Two or three fingers on the center of the chest (just below the nipple line) 	Two or three fingers on the center of the chest (just below the nipple line) 
Compression depth	At least 2 inches	About 2 inches	About 1½ inches
Ventilations	Until chest clearly rises (about 1 second per ventilation)		
Cycles (one rescuer)	30 chest compressions and 2 ventilations		
Cycles (two rescuers)	30 chest compressions and 2 ventilations	15 chest compressions and 2 ventilations	
Rate	At least 100 compressions per minute		

50. Describe the purpose of the **Automated External Defibrillator (AED)** and when it should be used.

Using SAMPLE to Take a Brief History

51. Use the SAMPLE mnemonic as an easy way to remember what you should ask about when you are taking the brief history. Define what each letter means and provide a brief description.

- S=
- A=
- M=
- P=
- L=
- E=

52. Describe treatment for a **low blood sugar** (diabetic) emergency.

53. Describe procedure for treating a **seizure** on land and in the water.

54. Describe how to identify a **stroke**.

55. Describe how to care for **external bleeding**.

56. Describe how to care for **nosebleeds**.

57. Describe how to care for **eye injuries with an impaled object**.

58. Describe how to care for an **amputated finger**.

59. Describe how to care for **jellyfish stings**.

60. Describe how to care for **poisonings**.

61. Describe how to care for **heat-related emergencies**.

62. Describe how to care for **cold-related emergencies** like frostbite and hypothermia.

63. Describe how to care for **broken bones**.

64. Describe how to care for **emergency childbirth**.

After completing this chapter, be sure to watch the corresponding videos online to go over the skills.

Chapter 11 — Caring for Head, Neck and Spinal Injuries

Head, neck or spinal injuries often are caused by high-impact/high-risk activities.

65. Name 3 types of activities that can cause head, neck or spinal injuries.

66. Describe the signs and symptoms of head, neck, or spinal injuries.

67. Describe the **head-splint technique** for manual in-line stabilization for victims in the water.

68. Describe the steps of the **spinal backboarding procedure**.

69. Briefly explain how to perform the following skills to secure a victim suspected of having a spinal injury.

- Spinal backboarding procedures—shallow water

- Spinal backboarding procedures—deep water

- Spinal injury removal from the water on a backboard