



Chapter 1 Review

1. What is the primary responsibility of a lifeguard?

- A** | To encourage patrons to participate in water safety educational programs
- B** | To prevent drowning and other injuries from occurring at their aquatic facility
- C** | To schedule and participate in frequent in-service trainings
- D** | To deliver patron safety orientations and administer swim tests

2. Provide three examples of how lifeguards fulfill their primary responsibility:

- 1)
- 2)
- 3)

3. List five examples of secondary responsibilities that should never interfere with patron surveillance:

- 1)
- 2)
- 3)
- 4)
- 5)



Chapter 1 Review

4. List five characteristics of a professional lifeguard:

- 1)
- 2)
- 3)
- 4)
- 5)

5. Lifeguards should:

- | | |
|---|--|
| A Keep a cell phone in their hip packs at all times, in case of emergency. | C Always be attentive and sit or stand upright when on surveillance duty. |
| B Stay alert by eating at the lifeguard stand. | D Assist patrons with swim testing when on surveillance duty. |

6. 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?

- | | |
|------------------------|----------------------------|
| A Negligence | C Refusal of care |
| B Abandonment | D Consent |



Chapter 1 Review

7. List the five steps that a lifeguard should take when obtaining consent from an injured or ill person before providing first aid or emergency care:

1)

2)

3)

4)

5)

**8. What is the validity period of an American Red Cross Lifeguarding certification?
How does an American Red Cross certified lifeguard get recertified?**

9. Why is it important to attend a pre-season orientation and training?

A | To ensure that lifeguards understand their responsibilities and know how to perform their job

B | To ensure that lifeguards get practice with their facility's safety and rescue equipment and emergency action plans

C | To ensure lifeguards understand codes, rules and regulations of the facility

D | All of the above



Chapter 1 Review

10. What does EAP stand for?

11. Why is it important for lifeguards and other team members to understand and practice the EAP?

12. What is the best practice for the frequency of in-service training participation at well-managed aquatic facilities?

A | At least 1 hour of in-service training each month

C | At least 1 hour of in-service training each day

B | At least 4 hours of in-service training each year

D | At least 4 hours of in-service training each month

13. What are the benefits of regular, frequent in-service training?



Chapter 1 Review

14. List four topics that could be discussed during in-service training:

1)

2)

3)

4)



QUESTION FOR FUTURE GUIDED DISCUSSION

Being a professional lifeguard is about more than blowing a whistle and wearing a uniform. A lifeguard must be mentally, physically and emotionally prepared at all times to do their job. So, how should a lifeguard prepare for working at an aquatic facility? What personal lifestyle commitments should a lifeguard make?



Chapter 2 Review

1. What items are considered to be personal protective equipment for a lifeguard?

2. What equipment should be worn or carried by a lifeguard at all times while on duty? List at least two and include the reason(s) why this equipment should be worn or carried.

1)

2)

3. What safety equipment/items should be easily accessible for a lifeguard while on duty? List at least two and describe how/when each item is used.

1)

2)



Chapter 2 Review

4. As a lifeguard, you are responsible for:

- | | |
|--|--|
| A Ensuring that your facility is in compliance with local, state and federal regulations. | C Consistently enforcing your facility's rules and regulations. |
| B Creating and reviewing your facility's policies and procedures manual. | D Creating rules, regulations and emergency action plans. |

5. List five common rules and regulations often posted at an aquatic facility.

1)

2)

3)

4)

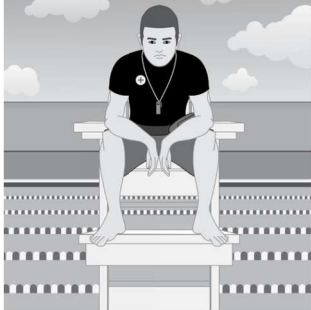
5)

6. Explain what it means to be “equipped and rescue-ready.”



Chapter 2 Review

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



QUESTION FOR FUTURE GUIDED DISCUSSION

Effective surveillance includes several elements. What are these elements and why are they instrumental to keeping patrons safe?



Chapter 2 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:

1. Which list of typical safety checklist items, along with others, applies to a lakefront swimming area?

- A** | Water chemistry, circulation system, drain covers, starting blocks
- B** | Bottom conditions, pier attachments, buoys, safety lines
- C** | Emergency shut offs, tubes, communication between ride dispatch and landing
- D** | Wave height, tide charts, rip currents, beach flags

2. Which list of typical rules, along with others, applies to a lakefront swimming area?

- A** | No diving in shallow water, no running on pool deck, shower before entering the water
- B** | Ride slides feet-first, stay on tubes, observe minimum height or weight requirements
- C** | No swimming under piers, no fishing near swimming area
- D** | Shower before entering, limit time in high temperature water, remove swim caps



Chapter 2 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS



1. In a waterpark setting, what additional items might be included in a safety checklist?

2. Why should waterparks have signs posted at every attraction stating the water depth?

3. What rules are typically covered for waterpark attractions?

4. What are some factors that make lifeguarding waterparks different than a typical pool?



Chapter 3 Review

1. In general, there are three types of swimmers in distress or drowning victims. List each type with three observable characteristics for each.

1)

-
-
-

2)

-
-
-

3)

-
-
-

2. Match each station type with its general use:

_____ Roving Stations

A. Puts you close to the patrons to easily make assists

_____ Elevated Stations

B. Used in waterfront facilities to patrol the outer edge of a swimming area

_____ Ground-Level Stations

C. Ideal for a single guard facility

_____ Floating Station

D. Good to use with a crowded zone



Chapter 3 Review

3. A lifeguard on duty should be able to recognize and reach a drowning victim within:

4. The size of a zone should allow for a lifeguard to recognize an emergency, reach the victim, extricate and provide ventilations within _____. Explain why.

5. What is the difference between total and zone coverage?

Total coverage:

Zone coverage:

6. Lifeguards should be actively _____ their zones.

A | Changing

C | Creating

B | Watching

D | Searching

Why? _____



Chapter 3 Review

7. You are guarding a lap swim with only two patrons. All of the following will help you deal with the monotony EXCEPT for which?

- A** | Stay fully engaged and do not let attention drift.
- B** | Change body position and posture periodically.
- C** | Swing your whistle lanyard.
- D** | Sit upright and slightly forward.

8. It is very hot in your facility and you are starting to doze on the stand. All of the following can help you stay alert EXCEPT for which?

- A** | Stay in a cooler area during breaks.
- B** | Stay hydrated while drinking plenty of water.
- C** | Rotate more frequently.
- D** | Jump in the pool while on surveillance duty to cool off.

9. The glare of the lights on the water and the water movements are making it hard to see all areas of your zone. Circle all acceptable options.

- A** | Wear polarized sunglasses.
- B** | Adjust your body position; stand up to look around and through the glare spots.
- C** | Reposition the lifeguard station with the permission of your supervisor.
- D** | Be aware of the normal appearance of the bottom of the pool; know the appearance of drains, colored tiles or painted depth markings.
- E** | Do not change your position as the lifeguard stations are placed to be aesthetically pleasing.

10. Why is it important for lifeguard managers to conduct drills to test zones?



Chapter 3 Review

11. Fill in the blank: _____, 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.

12. RID stands for

R: _____

I: _____

D: _____

13. During rotation, both lifeguards must ensure there is no lapse in patron surveillance, even for a brief moment. To ensure this, what should each lifeguard do?

The incoming lifeguard should:

The outgoing lifeguard should:



QUESTION FOR FUTURE GUIDED DISCUSSION

What are some common injuries at a pool? How can a lifeguard treat and prevent them?



Chapter 3 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. Which scanning challenge often occurs at waterfronts but should not exist at pools?

A | Distractions

C | Murky water

B | Heavy patron loads

D | High air temperature

2. Who normally provides training for watercraft used at some waterfront facilities?

A | The lifeguard's training agency

C | Facility management

B | The lifeguard figures it out

D | The U.S. Coast Guard



Chapter 3 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK LIFEGUARDS:



1. In a waterpark setting, which type of lifeguard stations might you encounter in a rotation?

2. What are lifeguards guarding at dispatch stations responsible for?

3. What are some characteristics unique to waterpark features that may make it more difficult to see a drowning victim?

4. What are some scanning challenges that you may encounter when guarding a play structure? What tactics can you use to counteract them?



Chapter 4 Review

1. List the three major strategies a lifeguard can use to help prevent injuries at an aquatic facility.

1)

2)

3)

2. List three things that can help determine if a life jacket is appropriate for use.

1)

2)

3)

3. Many facilities have unique challenges that demand different kinds of surveillance. For each situation listed below, list two guidelines you should keep in mind when providing surveillance for patrons.

Guarding areas for young children:

1)

2)

Play structures:

1)

2)



Chapter 4 Review

4. Identify three strategies for ensuring safe group visits.

1)

2)

3)

5. Why is it important to educate your patrons about safety in, on and around the water?

6. You are in the lifeguard office taking a break from surveillance duty and a camp counselor requests a swim test for a new camper. You use the Red Cross water competency sequence to conduct a swim test. Describe these steps in order:

1)

2)

3)

4)

5)



Chapter 4 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. At waterfront facilities using swim tests for group visits, areas for nonswimmers should:

- A** | Begin in shallow water and grade seamlessly into deep water appropriate for swimmers.
- B** | Be separated from the swimmer area with a continuous barrier, such as a pier or buoyed lifeline.
- C** | Extend slightly into deep water for practice.
- D** | Include designated deep water areas for diving.



Chapter 4 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:



- 1. Many facilities have unique challenges that require different guarding strategies. For each situation listed below, list two guidelines you should keep in mind when guarding patrons at the following attractions.**

Aquatic attractions:

1)

2)

Wave pools:

1)

2)

- 2. What additional challenges might you face when enforcing rules in a waterpark?**

- 3. What are some responsibilities of a lifeguard assigned the landing zone of a slide?**

- 4. What are some examples of rules or policies that might be found in a waterpark setting?**



Chapter 5 Review

1. Why should an EAP be facility specific?

2. Provide three examples of situation-based EAPs.

1)

2)

3)

3. Place the following EAP actions in order for a situation where the victim is responsive and does not require additional care:

- _____ Rescue
- _____ Equipment check/corrective action
- _____ Signal
- _____ Return to duty
- _____ Report, advise, release



Chapter 5 Review

4. Describe the actions of the additional safety team members listed below during a rescue where the victim is unresponsive and requires additional emergency care.

Other lifeguards:

1)

2)

Additional safety team members:

(Front desk staff, maintenance staff or others as designated by the EAP)

1)

2)

3)

4)

5)

5. When completing a report, you should:

A | Include all details about the incident, including your opinion about how the incident happened.

B | Allow witnesses to discuss their thoughts about the incident before compiling their statement onto one report.

C | Collect all factual information about what was seen, heard and the actions taken.

D | Not allow the victim to leave until you have completed the report and your supervisor has signed it.



Chapter 5 Review

6. Who should deal with questions from the media after an incident? Select all that apply.

- A** | The lifeguard who performed the rescue
- B** | The front desk attendant who called 9-1-1
- C** | The facility manager
- D** | The company spokesperson
- E** | EMS personnel

Why? _____

7. Why might a supervisor chose NOT to re-open a facility that was closed during an emergency? Provide one example.

8. Members of the safety team, including non-lifeguard personnel, should be:

- A** | Trained and certified in first aid and CPR/AED at the same level of the lifeguard team (for professionals).
- B** | Trained in first aid and CPR for non-professionals.
- C** | Trained in CPR if they interested in receiving training.
- D** | Trained to follow the other EAP duties that do not involve providing care.



Chapter 5 Review

9. After an emergency has been resolved, there are still three important tasks to complete. Explain each task.

Report:

Advise:

Release:

10. 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 areas where these emergencies could occur.

1)

2)

3)



Chapter 5 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. An EAP for a missing person includes quickly checking if the person is in the water. Checking for a submerged victim is most difficult for which area?

- A** | Spa with the bottom obscured by water jets
- B** | Lap swimming area in a pool with lane lines
- C** | Underneath play structures in a swimming pool
- D** | Underneath play structures at a waterfront with murky water



Chapter 6 Review

1. List the general procedures, in order, for situations involving a water rescue.

1)

2)

3)

4)

5)

6)

7)

2. What are some factors that should be considered when deciding how to enter the water? (Select all that apply)

A | Location of the victim

E | Water temperature

B | Location of other swimmers

F | Your location

C | Size of the victim

G | Facility design/set-up

D | Condition of the victim

H | Type of equipment used

3. In addition to the correct answer(s) above, what additional factors should be considered when deciding how to enter the water and why?



Chapter 6 Review

4. Identify the appropriate entry for each scenario listed below:

SCENARIO	ENTRY
You are seated on an elevated lifeguard stand in the deep end during recreational swim and spot a passive-drowning victim. The area surrounding your station is clear of patrons and objects.	
You are searching your zone from an elevated station when you spot a patron who appears to have a head injury as a result of diving in shallow water.	
You spot an active drowning victim while searching your zone from a ground-level station located in the middle of the pool where the water is 4' deep.	
You are searching your new zone as you walk toward the elevated lifeguard stand in the deep end before a rotation and you spot an active drowning victim.	
You have just rotated to a roving station during open swim at a crowded waterfront and spot a swimmer in distress.	

5. What are the two most common assists and when should each be used?

1)

2)



Chapter 6 Review

Select the appropriate rescue or extrication method for the scenarios below:

6. You are approaching a victim who is vertical in the water, near the surface in 4 feet of water. The victim is facing you and appears to be unconscious.

- A** | Active victim front rescue
- B** | Passive victim front rescue
- C** | Passive victim in extreme shallow water – face-up
- D** | Submerged victim in shallow water

7. You are approaching a child who is facing away from you and struggling to keep their head above water.

- A** | Active victim rear rescue
- B** | Active victim front rescue
- C** | Passive victim rear rescue
- D** | Passive victim front rescue

8. You are approaching a victim from behind who appears to be unconscious.

- A** | Passive victim front rescue followed by extrication using a backboard
- B** | Passive victim rear rescue followed by a two person removal
- C** | Passive victim front rescue followed by a walking assist
- D** | Passive victim rear rescue followed by extrication using a backboard

9. A victim in the water is not breathing.

- A** | Always remove a victim who is not breathing from the water as soon as possible to provide care. However, if doing so will delay care, then perform in-water ventilations until you can remove the victim.
- B** | Give ventilations in the water, then remove the victim from the water.
- C** | Give ventilations and CPR in the water for 1 minute, 30 seconds and then remove them from the water.
- D** | Wait for additional assistance to remove the victim from the water.



Chapter 6 Review

10. What are four core objectives in any rescue situation?

1)

2)

3)

4)



Chapter 6 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS



1. What should you consider when deciding what entry to use at a wave pool?

- 1)
- 2)
- 3)
- 4)
- 5)

2. What attraction features might impact the removal of the victim from the water?

- 1)
- 2)
- 3)
- 4)



Chapter 7 Review

1. Touching soiled dressings that are contaminated with potentially infectious material is an example of:

- A** | Indirect contact
- B** | Direct contact
- C** | Droplet contact
- D** | Vector-borne contact

2. Examples of work practice controls include:

- A** | Disposing of sharp items in a puncture resistant, leak-proof, labeled container
- B** | Removal and proper disposal of soiled protective clothing as soon as possible
- C** | Cleaning/disinfecting all equipment and work surfaces possibly soiled by blood or other potentially infectious material
- D** | All of the above

3. The OSHA recommended solution to use for disinfecting contaminated or soiled equipment and surfaces is:

- A** | 4 cups of bleach per gallon of water
- B** | 1 cup of ammonia per gallon of water
- C** | 1/4 cup of antibacterial soap per gallon of water
- D** | 1 part bleach per 9 parts of water

4. Place 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.



Chapter 7 Review

5. Describe six actions you should take or determinations that you should make while performing a scene size-up:

1)

2)

3)

4)

5)

6)

6. Provide a situation and specific example of when you should move a victim who is on land.



Chapter 7 Review

7. 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 Care First?

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

Adult:

Child:

Infant:

9. 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 Review

1. Fill in the blanks: 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 types of respiratory emergencies:

Respiratory distress:

Respiratory arrest:

3. List five possible causes of respiratory distress.

1)

2)

3)

4)

5)

4. When caring for a person in respiratory distress:

A | Ask the victim to stand and lean back to make breathing easier.

B | Determine the exact cause of respiratory distress before providing initial care.

C | Do not allow the victim to take their prescribed medication.

D | Maintain an open airway and summon EMS personnel.



Chapter 8 Review

5. List five possible causes of respiratory arrest.

1)

2)

3)

4)

5)

6. When checking to see if someone is breathing (circle all that apply):

A | Look to see if the victim's chest clearly rises and falls.

D | Look away from the victim's chest.

B | Check for breathing before checking for a pulse.

E | Keep the victim's mouth closed.

C | Check for breathing and a pulse simultaneously.

F | Listen and feel for air against the side of your face.

7. Fill in the blanks. The normal breathing rate for an adult is between ____ and ____ breaths per minute.

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



Chapter 8 Review

9. When giving ventilations to an adult who is not breathing but has a definitive pulse, you should give ventilations:

A | 2 every 5 to 6 seconds

C | 1 every 3 seconds

B | 2 every 3 seconds

D | 1 every 5 to 6 seconds

10. When giving ventilations to a child who is not breathing but has a definitive pulse, you should give ventilations:

A | 2 every 5 to 6 seconds

C | 1 every 3 seconds

B | 2 every 3 seconds

D | 1 every 5 to 6 seconds

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

12. All of the following describe appropriate care for a conscious person with an airway obstruction (choking) EXCEPT:

A | Check the victim for breathing and a pulse for no more than 10 seconds.

C | Obtain consent; if the victim is a child, get consent from a parent or guardian.

B | Perform a combination of 5 back blows followed by 5 abdominal thrusts.

D | If the victim cannot cough, speak or breathe, activate the EAP and have someone summon EMS.



Chapter 8 Review

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



Chapter 9 Review

1. Describe the five links in the Cardiac Chain of Survival for adults:

1)

2)

3)

4)

5)

2. Fill in the blank: For each minute CPR and defibrillation are delayed, the victim's chance for survival is reduced by about ____ percent.

3. What should you do if you think someone is having a heart attack?

4. Signs of cardiac arrest include (circle all that apply):

A | Sudden collapse

D | Unresponsiveness

B | Vomiting

E | Rapid pulse

C | No pulse



Chapter 9 Review

5. What is the objective of CPR?

6. Fill in the blank: Compressions given at the correct rate are at least ____ per minute to a maximum of ____ per minute.

7. What is the appropriate compression depth when providing CPR on an adult?

- | | |
|--|----------------------|
| A At least 2 inches but no more than 2.4 inches | C 2 inches |
| B At least 2.4 inches but no more than 3 inches | D 1½ inches |

8. When providing two-rescuer CPR, when should rescuers change positions?

- | | |
|---|---|
| A At least every 2 minutes | C During the analysis of the AED |
| B After 5 cycles of 30 compressions and 2 ventilations | D All of the above |

9. You arrive on the scene when another lifeguard is performing CPR, what should you do first?



Chapter 9 Review

10. When performing two-rescuer CPR on an infant, describe how lifeguards should modify the following:

Compression-to-ventilation ratio:

The compression technique:

11. Provide three examples why a lifeguard could or should stop CPR:

1)

2)

3)

12. True or False: It is not appropriate to use an AED on a victim who is pregnant?

Why?



Chapter 10 Review

1. When completing a secondary assessment, lifeguards use **SAMPLE** to gather a brief history of the responsive victim. What does the mnemonic **SAMPLE** stand for?

S _____

A _____

M _____

P _____

L _____

E _____

2. List five symptoms of sudden illnesses:

1)

2)

3)

4)

5)



Chapter 10 Review

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

1)

2)

3)

4)

5)

6)

4. How should you provide care for a victim experiencing a diabetic emergency?

**5. When would you summon EMS personnel for a victim of a diabetic emergency?
Provide two examples.**

1)

2)



Chapter 10 Review

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

1)

2)

3)

7. You are lifeguarding at a crowded facility and recognize a patron in the water who appears to be having a seizure. Place 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.	
Summon EMS personnel.	
If breathing normally, position the victim on their side and monitor airway and breathing.	

8. You are conducting a secondary assessment on an adult patron who lost their balance on the pool deck. The patron is slurring his speech while explaining that his arm is feeling numb. What sudden illness could this patron be experiencing?

A | Cardiac arrest

C | Seizure

B | Diabetic emergency

D | Stroke



Chapter 10 Review

9. What does FAST stand for?

F _____

A _____

S _____

T _____

When would you use it? _____

10. What are a lifeguard's objectives while waiting for EMS personnel to arrive?

1)

2)

3)

4)

5)



Chapter 10 Review

11. The following are signs and symptoms of shock, EXCLUDING:

- | | |
|---|---|
| A Altered level of consciousness | C Restlessness or irritability |
| B Warm or dry skin | D Nausea or vomiting |

12. Fill in the blank. _____ is a life-threatening condition that occurs when the body's systems are overwhelmed by heat and stop functioning.

List three signs and symptoms of the condition described above:

1)

2)

3)



Chapter 11 Review

- 1. Head, neck or spinal injuries often are caused by high-impact/high-risk activities. List three examples of high-impact/high-risk activities in an aquatic environment.**

1)

2)

3)

- 2. Place 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.	
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.	

BENCHMARKS FOR LIFEGUARDS

Lifeguards must provide appropriate care and effective spinal management for victim's of a suspected head, neck or spinal injury. Lifeguards should:

- Tend to life-threatening situations via an appropriate assessment.
- Use rescue techniques that are appropriate and effective for the situation (high risk, high impact).
- Prioritize the safety of victim, yourself and others during all parts of the rescue.
- Handle rescues with a sense of urgency.

BENCHMARKS FOR LIFEGUARDING OPERATIONS:

Lifeguard managers should ensure that:

- Lifeguards practice the appropriate spinal backboarding technique(s) at a variety of locations within your facility where spinal injuries are most likely to occur.



Blog Post #5 | End of Summer

August 27th 9:00 pm

I can't believe our season is coming to an end!

I spoke with Emma earlier this month about how I can gain more management experience and she suggested I apply for the head lifeguard position. I submitted my application, interviewed and guess what – I got the job! To prepare for my new position, I registered for the American Red Cross Lifeguard Management online course. I'm really excited to learn more about management and emergency action planning. As head lifeguard, I will be responsible for planning in-service training and evaluations, which means I'll get to work with Emma and our Red Cross examiner to help keep our safety team trained and prepared. I can't wait until next summer!

11-3 WRAP-UP

Although they are rare, head, neck and spinal injuries do occur at aquatic facilities. They can cause lifelong disability or even death. Prompt, effective care is needed. As a professional lifeguard, you must be able to recognize and care for victims with head, neck or spinal injuries. To decide whether an injury could be serious, consider both its cause and the signs and symptoms. If you suspect that a victim in the

water has a head, neck or spinal injury, make sure to summon EMS personnel immediately. Minimize movement by using in-line stabilization. Secure the victim to a backboard to restrict motion of the head, neck and spine. When the victim is out of the water, provide the appropriate care until EMS personnel arrive and assume control of the victim's care.

Caring for Head, Neck and Spinal Injuries on Land

If you suspect that a victim on land has a head, neck or spinal injury, activate the facility's EAP and follow the general procedures for injury or sudden illness on land:

- Size up the scene.
- Perform a primary assessment.
- Summon EMS personnel.
- Perform a secondary assessment.
- Provide the appropriate care.

Caring for a Non-Standing Victim

If you suspect that a victim on land has a head, neck or spinal injury, have the victim remain in the position in which they were found and protect them from further injury from others until EMS personnel assume control (Figure 11-8). Do not attempt to align the head and neck, unless the victim is not breathing and you cannot maintain an open airway. Gently position the victim's head in line with the body only if you cannot maintain an open airway.

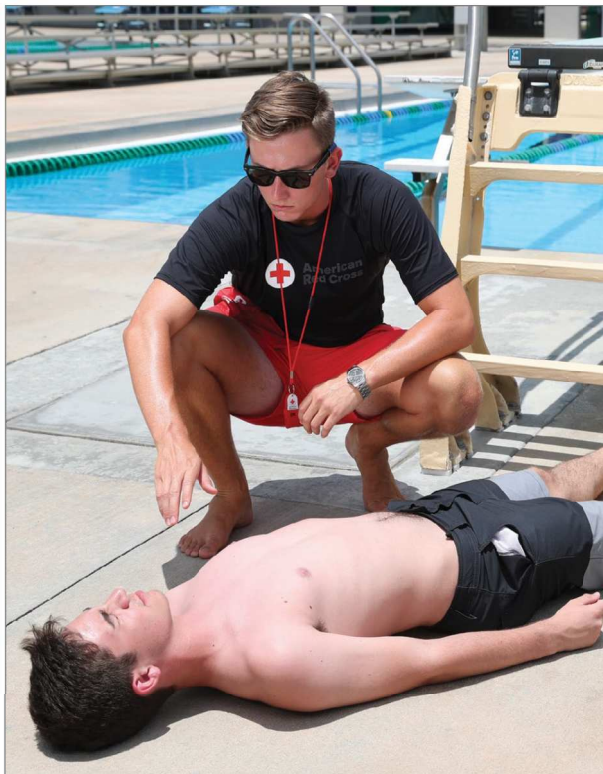


Figure 11-8 | If a non-standing victim has a suspected head, neck or spinal injury, keep them positioned as they were found until EMS personnel assume control.

Use appropriate personal protective equipment, such as disposable gloves and breathing barriers.

Approach the victim from the front so that they can see you without turning the head. Tell the victim not to nod or shake their head but instead by responding verbally to your questions, such as by saying "yes" or "no."

Caring for a Standing Victim

If you encounter a patron who is standing but has a suspected head, neck or spinal injury, activate your facility EAP, have someone bring a chair and have the victim sit so they don't fall. Protect them from further injury and comfort them until more advanced help arrives. Minimize movement of the victim's head by telling the victim to remain still and avoid turning or twisting their head, neck or back. Most victims will self-splint by limiting their own motion if pain exists.

If the victim's condition becomes unstable (e.g., the victim complains of dizziness, has a potential life-threatening condition or begins to lose consciousness), and a chair is not available, slowly lower the victim to the ground with the assistance of other lifeguards. Try to limit excessive movement of the head, neck or spine while the victim is being lowered.

Catch Pools

The water in a catch pool moves with more force than in a winding river and can make it difficult to hold a victim still.

- If a person is suspected of having a head, neck or spinal injury in a catch pool, immediately signal other lifeguards to stop sending riders.
- If possible, someone should stop the flow of water by pushing the emergency stop button.
- Once in-line stabilization is achieved and the victim is turned face-up, move the victim to the calmest water in the catch pool if water is still flowing (Figure 11-6). If there is only one slide, the calmest water is usually at the center of the catch pool. If several slides empty into the same catch pool, calmer water usually is between two slides (Figure 11-7, A—B).
- Place the victim on a backboard, following the facility's spinal backboarding procedures.

Speed Slides

A head, neck or spinal injury may happen on a speed slide if the patron twists or turns their body the wrong way, strikes their head on the side of the slide, or sits up and tumbles down off the slide. The narrow space of a speed slide is problematic for rescuing a victim with a head, neck or spinal injury. Backboarding can be a challenge because the water in the slide is only 2 or 3 inches deep and does not help to support the victim.

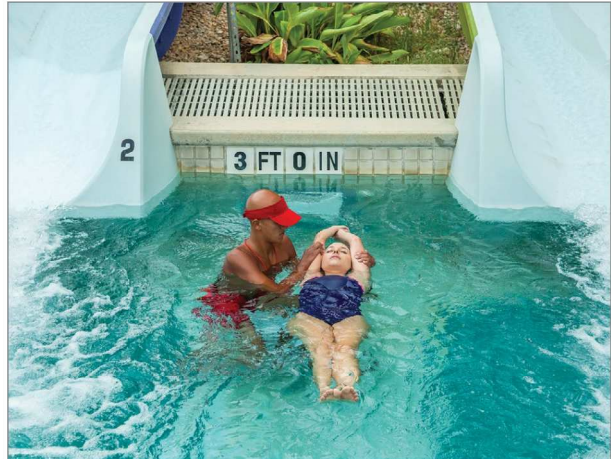


Figure 11-6 | Move the victim to the calmest water in the catch pool once manual in-line stabilization is achieved.

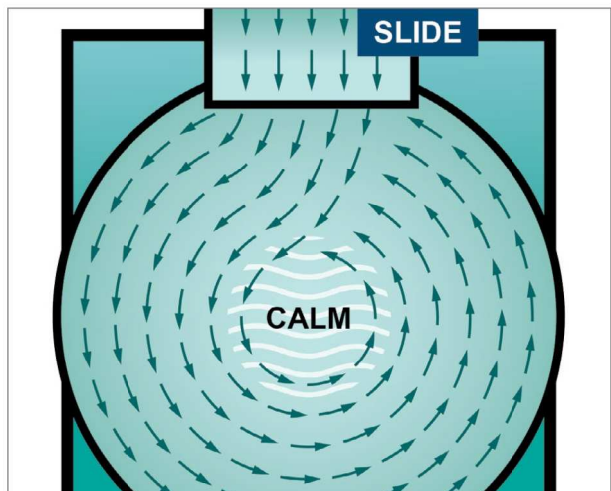


Figure 11-7A | Catch pool with only one slide

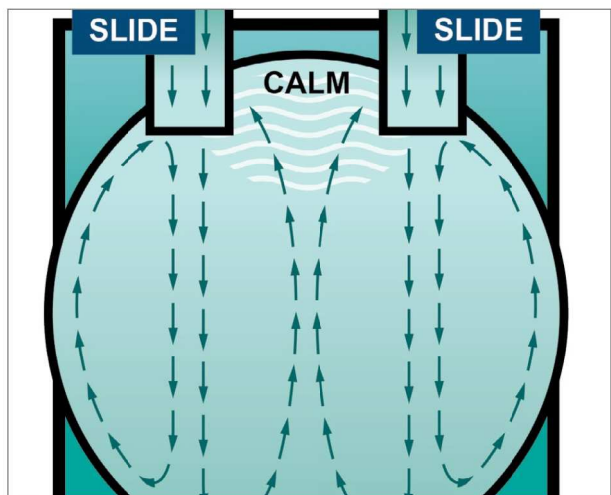


Figure 11-7B | Catch pool with two slides

Special Situations

In-line stabilization and backboarding can be more difficult to perform in some waterpark attractions and waterfront facilities that have extremely shallow water, moving water or confined spaces. Caring for a victim of a head, neck or spinal injury in these situations requires modification of the techniques for in-line stabilization and extrication from the water. During orientation and in-service trainings, your facility's management should provide information and skills practice for in-line stabilization and backboarding procedures used at the facility for its specific attractions and environments. These trainings should include emergency shut-off procedures to stop water flow and movement.

Extrication from Extremely Shallow Water

Many facilities have extremely shallow water, such as zero-depth pools, wave pools and sloping beaches. To remove a victim from a zero-depth or sloping entry, have sufficient lifeguards on each side of the backboard to support the victim's weight. After the victim is secured to the backboard:

- After reaching the zero-depth entry, the lifeguards slightly lift the head end of the backboard, carefully pulling the backboard and victim out of the water.
- Gently lower the backboard and the victim to the ground once out of the water, using proper lifting techniques to prevent injuring yourself.

Moving Water

You may need to modify the way you care for a person with a head, neck or spinal injury if waves or currents are moving the water. In water with waves, move the victim to calmer water, if possible. At a waterfront, a pier or raft may break or block the waves. If there is no barrier from the waves, have other rescuers form a "wall" with their bodies to block the waves. At a wave pool, stop the waves by pushing the emergency stop (E-stop) button. Remember, even though the button has been pushed, residual wave action will continue for a short time.

Rivers, Streams and Winding River Attractions

A special problem in rivers, streams and winding rivers at waterparks is that the current can pull or move the victim. At waterparks, the facility's EAP may include signaling another lifeguard to stop the flow of water in a winding river by pushing the E-stop button. In all cases:

- Ask other lifeguards or patrons for help in keeping objects and people from floating into the rescuer while they are supporting the victim.
- Do not let the current press sideways on the victim or force the victim into a wall. This would twist the victim's body. Keep the victim's head pointed upstream into the current. This position also reduces the splashing of water on the victim's face.
- Once the in-line stabilization technique is performed and the victim is turned face-up, slowly turn the victim so that the current pulls their legs around to point downstream.
- Place the victim on a backboard by following the facility's spinal backboarding procedures.