# 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.** List **three** ways that lifeguards fulfill their primary responsibility.

(1)

(2)

(3)

**3.** List **five** examples of secondary responsibilities that a lifeguard may have. Remember, secondary responsibilities should never interfere with patron surveillance.

(1)

(2)

(3)

(4)

(5)

**4.** List **five** characteristics of a professional lifeguard.

(1)

(2)

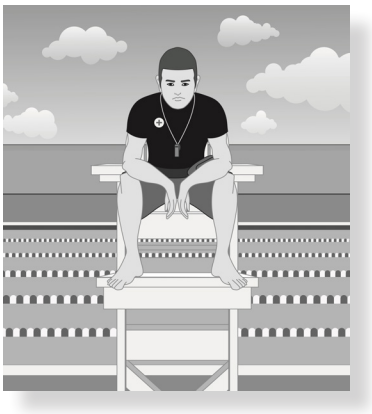
(3)

(4)

(5)

**5.** Explain what it means to be equipped and rescue-ready.

**6.** Identify at least **two** reasons why each lifeguard in the pictures below is not equipped and rescue-ready, along with how to correct the situation.



(1)

(2)

(1)

(2)

(1)

(2)

7. While on surveillance duty, a lifeguard should:

   **a.** Keep a personal mobile phone in their hip pack at all times, in case of an emergency.
   **b.** Stay alert by eating healthy snacks at regular intervals.
   **c.** Be attentive and sit or stand with good posture.
   **d.** Assist patrons with swim testing.

8. 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
   **b.** Abandonment
   **c.** Refusal of care
   **d.** Consent

9. A lifeguard needs to obtain consent from an injured patron before providing first aid care. List **three** things the lifeguard should tell the injured patron in order to obtain their consent.

   (1)

   (2)

   (3)

10. What is the validity period of an American Red Cross Lifeguarding certification? How can an American Red Cross–certified lifeguard get recertified?

11. Why is it important for lifeguards to attend the annual (preseason) training and orientation provided by their employer?

    **a.** It gives lifeguards a chance to practice working together as a team and ensures that everyone on the team is familiar with the facility's layout and equipment.
    **b.** It gives lifeguards a chance to familiarize themselves with the facility's specific procedures and equipment, their responsibilities as employees at that facility and management's expectations.
    **c.** It gives lifeguards an opportunity to practice their skills.
    **d.** All of the above

12. The facility where you work follows best practices for having lifeguards participate in in-service training. The facility expects its lifeguards to complete:

    **a.** At least 1 hour of in-service training each month.
    **b.** At least 1 hour of in-service training each day.
    **c.** At least 4 hours of in-service training each month.
    **d.** At least 4 hours of in-service training each year.

**13.** What is the purpose of in-service training?

**14.** List **four** examples of in-service training session topics.

(1)

(2)

(3)

(4)

**Something to think about:** 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. How should a lifeguard prepare for working at an aquatic facility? What personal lifestyle commitments should a lifeguard make?

# CHAPTER 2 REVIEW

1. List **three** items that a lifeguard should wear or carry with them at all times while on duty, along with why the lifeguard should wear or carry each item.

   (1)

   (2)

   (3)

2. List **three** pieces of emergency response equipment that should be easily accessible to a lifeguard while on duty, along with when each piece of equipment is used.

   (1)

   (2)

   (3)

3. Lifeguards are responsible for:

   **a.** Ensuring that the facility complies with local, state and federal regulations.
   **b.** Creating and updating the facility's policies and procedures manual.
   **c.** Consistently enforcing the facility's rules.
   **d.** Creating rules, regulations and emergency action plans (EAPs).

4. You are completing a facility safety check. Which of the following requires your immediate attention?

   **a.** The "needs maintenance" indicator on the AED is illuminated.
   **b.** There is a spilled beverage on the floor in the locker room.
   **c.** The pool ladder wiggles when you pull on it.
   **d.** All of the above

5. A lifeguard at a waterfront swimming area would be expected to check which of the following as part of the daily facility safety check?

   **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

6. List **five** general safety rules that are often posted at aquatic facilities.

   (1)

   (2)

   (3)

   (4)

   (5)

7. List **five** safety rules that you might see at a waterpark.

   (1)

   (2)

   (3)

   (4)

   (5)

8. List **five** safety rules that you might see at a waterfront.

   (1)

   (2)

   (3)

   (4)

   (5)

9. It is a sunny, hot afternoon, but thunderstorms are in the forecast. You are on surveillance duty when you hear thunder in the distance. What should you do?

   **a.** Allow patrons to keep using the outdoor pool until it starts to rain or you see lightning
   **b.** Advise patrons that they must move to the indoor pool if they want to keep swimming
   **c.** Check a mobile app to determine when the storm will be moving into your area
   **d.** Activate the emergency action plan (EAP) and clear everyone from the pool immediately

**Something to think about:** Lifeguards are responsible for enforcing the rules at their facility. As a lifeguard, how can you prepare to enforce the rules?

# CHAPTER 3 REVIEW

**1.** List **three** characteristics of a distressed swimmer, an active drowning person and a passive drowning person.

Distressed swimmer

(1)

(2)

(3)

Active drowning person

(1)

(2)

(3)

Passive drowning person

(1)

(2)

(3)

**2.** Match each lifeguard station type with how it is typically used.

| | |
|---|---|
| _____ Walking patrol station | A. Used when it is advantageous for the lifeguard to be able to quickly investigate areas of concern or be in close proximity to patrons (for example, to make an assist or enforce the rules) |
| _____ Elevated station | B. Used in waterfront facilities to patrol the outer edge of a swimming area |
| _____ Ground-level station | C. Used when a broad view of the zone and patron activities is needed |
| _____ Floating station | D. Used when it is advantageous for the lifeguard to move within the zone to ensure the best visibility |

**3.** A lifeguard on duty should be able to recognize and reach a distressed swimmer or drowning person within what time frame?

**4.** A lifeguard on duty should be able to recognize an emergency, reach the drowning person and provide ventilations within what time frame? Explain why this time frame is important.

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

**6.** When scanning, a lifeguard on surveillance duty should:

**a.** Passively watch the patrons in their assigned zone.
**b.** Expect that a patron in trouble in the water will shout or wave for help.
**c.** Actively search for signs that someone in the water needs help.
**d.** Keep their head still and stare in a fixed direction.

**7.** You are guarding a lap swim. There are only two patrons in the water. Which strategies can you use to stay engaged and prevent monotony from affecting your work? Select **ALL** that apply.

**a.** Chat with another staff member while you scan your zone
**b.** Change your body position and posture periodically
**c.** Swing your whistle lanyard
**d.** Sit upright and slightly forward

**8.** It is very hot and you catch yourself starting to doze while on the stand. Which strategies can you use to stay alert? Select **ALL** that apply.

**a.** Get out of the heat during your breaks
**b.** Stay hydrated by drinking plenty of water
**c.** Perform light exercise during one of your breaks
**d.** Jump in the pool to wake yourself up and cool off while you are on surveillance duty

**9.** Glare is making it hard for you to see all areas of your zone. What should you do? Select **ALL** that apply.

**a.** Wear polarized sunglasses
**b.** Stand up to look around and through the glare spots
**c.** Nothing; glare is unavoidable in aquatic environments
**d.** Ask your lifeguard manager for permission to reposition the lifeguard station

**10.** Write down the purpose of each type of zone verification drill.

**Visibility drill:**

**Lifeguard station response time testing:**

**11.** Hyperventilation and extended breath-holding can:

**a.** Improve a swimmer's endurance.
**b.** Lead to drowning.
**c.** Increase the amount of oxygen in the blood.
**d.** Prevent death or brain damage as a result of drowning if performed within 1½ to 2 minutes.

**12.** The RID factor is a term used to describe reasons why a drowning may occur while a lifeguard is on surveillance duty. List and explain what the R, I and D in RID stand for.

**R:**

**I:**

**D:**

**13.** Describe how a lifeguard rotation should be performed to ensure that there is no lapse in patron surveillance during the rotation.

**14.** What scanning challenge often occurs at a waterfront but should not exist at a pool?

**a.** Distractions
**b.** Heavy patron loads
**c.** Murky water
**d.** High air temperatures

**15.** Who normally provides training in the use of watercraft at a waterfront facility?

**a.** The organization that issues lifeguard certifications
**b.** Facility management
**c.** The U.S. Coast Guard
**d.** No one; use of watercraft is self-explanatory

**16.** List **three** scanning challenges that might be especially common when guarding a play structure.

(1)

(2)

(3)

**Something to think about:** Effective surveillance relies on several elements. What are these elements and how do they contribute to keeping patrons safe?

# CHAPTER 4 REVIEW

1. List **three** major strategies a lifeguard uses to help prevent injuries at an aquatic facility.

   (1)

   (2)

   (3)

2. List **three** things that you should look for when checking to make sure a life jacket is appropriate for use.

   (1)

   (2)

   (3)

3. For each feature of an aquatic facility, list **two** special considerations for patron surveillance.

   Wading pool with a maximum water depth of 1 foot

   (1)

   (2)

   Interactive water play area with play structures

   (1)

   (2)

   Speed slide at a waterpark where patrons ride in a raft

   (1)

   (2)

   Winding river

   (1)

   (2)

   Wave pool

   (1)

   (2)

**4.** List **three** strategies a facility may use to promote safety during a group visit.

(1)

(2)

(3)

**5.** You are planning a safety orientation for an elementary school class that will be visiting your facility on a field trip. List **three** subject areas that you want to be sure to cover during the orientation.

(1)

(2)

(3)

**6.** You work at a camp and are responsible for conducting swim tests for campers and staff members. Your camp's swim test is based on the Red Cross water competency sequence. List the **five** critical water safety skills that comprise the Red Cross water competency sequence in order.

(1)

(2)

(3)

(4)

(5)

**7.** You are on surveillance duty at a summer camp pool when you see one of the camp counselors playing repetitive breath-holding games with a group of campers. What should you do?

**a.** Nothing; the camp counselors know how to have fun with the campers and are responsible for their safety
**b.** Time how long each camper remains submerged and activate the emergency action plan (EAP) if the time exceeds 20 seconds
**c.** Get the camp counselor's attention and signal for them to stop what they are doing
**d.** Ban the counselor and the campers from the pool for the rest of the day

8. List **three** responsibilities of a lifeguard who is assigned to work in the dispatch area at the top of a slide and **three** responsibilities of a lifeguard who is assigned to work in the landing zone at the bottom of a slide.

   Dispatch responsibilities

   (1)

   (2)

   (3)

   Landing zone responsibilities

   (1)

   (2)

   (3)

**Something to think about:** Rules help to keep everyone using the facility safe, but only if they are enforced. What strategies can lifeguards use to make enforcing the rules easier and increase the likelihood that patrons will follow the rules? What would you do if an adult patron refused to follow a rule and threatened to complain about you to management?

# CHAPTER 5 REVIEW

1. What does EAP stand for?

2. Why does every facility need to develop its own EAPs that are specific to the facility?

3. List **three** situations that a facility may have EAPs to address.

   (1)

   (2)

   (3)

4. Why is it important for lifeguards and other safety team members to understand and practice their facility's EAPs?

5. A lifeguard identifies a distressed swimmer in their zone. The facility's EAP lists the actions below as the rescuing lifeguard's responsibility. Put them in the correct order.

   ___Rescue

   ___Address contributing factors

   ___Activate EAP

   ___Provide care as needed

   ___Return to duty

   ___Report, advise, release

6. List **three** tasks safety team members other than the rescuing lifeguard may be assigned to do.

   (1)

   (2)

   (3)

7. When completing an incident report, you should:

   **a.** Include all details about the incident, including your opinions about why the incident happened.
   **b.** Encourage witnesses to discuss their thoughts with each other and submit one inclusive witness statement.
   **c.** Record only factual information about what you saw and heard and the actions that were taken.
   **d.** Keep the person with you until after you have completed the report and your lifeguard manager has reviewed and signed it.

8. Who is responsible for answering questions from the media following an incident at an aquatic facility? Select **ALL** that apply.

   **a.** The lifeguard who performed the rescue
   **b.** Emergency medical services (EMS) professionals
   **c.** The facility's designated spokesperson
   **d.** The front desk attendant
   **e.** The facility manager

9. Why should only the people assigned the task of managing inquiries in the EAP provide information to the public about an incident at the facility?

10. Give **one** example of why the facility manager may decide to temporarily close all or part of the facility following an incident.

11. Members of the safety team who are not lifeguards should be:

   **a.** Trained and certified in first aid and CPR/AED at the same level as the lifeguard team and trained to assist the lifeguard team with extrications.
   **b.** Trained and certified in first aid only.
   **c.** Trained and certified in basic water rescue only.
   **d.** Trained only to perform EAP duties that do not involve rescues or providing care.

12. After making a rescue, giving care, or both, there are three tasks that need to be done to complete your interaction with the person. Explain each task.

   **Report:**

   **Advise:**

   **Release:**

**13.** List **three** areas outside of the immediate aquatic environment where an emergency could occur at an aquatic facility.

(1)

(2)

(3)

**14.** You are a lifeguard at a youth camp with a waterfront. During a buddy check at the waterfront, a camper is noted to be missing. The camper was last seen in the water by the pier. The EAP for a missing person is activated. When searching for the missing camper, which area should take priority?

**a.** The camper's tent
**b.** Under the pier
**c.** The woods
**d.** The arts and crafts pavilion

**15.** Why is time critical when a person is missing at an aquatic facility?

**16.** You are a lifeguard at a waterpark. List one action you might have to take after activating the EAP at each of the following attractions.

Wave pool:

Speed slide:

**Something to think about:** Lifeguards have a duty to respond to emergencies. How will you prepare to respond?

# CHAPTER 6 REVIEW

**1.** List the **seven** general steps, in order, that lifeguards follow when a person in the water needs help.

(1)

(2)

(3)

(4)

(5)

(6)

(7)

**2.** You need to enter the water to make a rescue. What factors should you consider when deciding what method you will use? Select **ALL** that apply.

**a.** The location of the person
**b.** The location of other people and objects in the water
**c.** The size of the person
**d.** The condition of the person
**e.** The water temperature
**f.** The water depth
**g.** The type and position of the lifeguard station

**3.** What entry would you use in each of the following situations?

| Situation | Entry |
|---|---|
| Your station is an elevated lifeguard stand at the deep end of the pool. You are on surveillance duty during recreational swim when you recognize a passive drowning person. The area surrounding your station is clear of patrons and objects. | |
| You are searching your zone from an elevated station when you see a patron who appears to have a head, neck or spinal injury as a result of diving into shallow water. | |
| While searching your zone from a ground-level station located where the water depth is 4 feet, you recognize an active drowning person. | |
| During rotation, you are actively scanning your new zone as you walk toward the elevated lifeguard stand at the deep end of the pool. You recognize an active drowning person. | |
| You have just rotated to a walking patrol station during open swim at a crowded waterfront and spot a swimmer in distress. | |

**4.** What are the **two** most common assists and when should each assist be used?

(1)

(2)

**5.** You enter the water to rescue a person who is vertical in the water, near the surface. The person is facing you and appears to be unresponsive. The water depth is 4 feet. Which rescue method will you use?

**a.** Active front rescue
**b.** Passive front rescue
**c.** Passive in water ≤ 3′, face-up
**d.** Passive submerged shallow water

6. You enter the water to rescue a person who is facing away from you and struggling to keep their head above water. Which rescue method will you use?

   **a.** Active  rear rescue
   **b.** Active front rescue
   **c.** Passive rear rescue
   **d.** Passive front rescue

7. You are approaching a person from behind who appears to be unresponsive. You are in a pool with ladders. How will you rescue the person and remove them from the water?

   **a.** Passive front rescue followed by extrication using a backboard at the ladder
   **b.** Passive  rear rescue followed by extrication using a beach drag
   **c.** Passive front rescue followed by extrication using a walking assist
   **d.** Passive rear rescue followed by extrication using a backboard at the pool edge

8. What are the **four** core principles that lifeguards should follow in every rescue situation?

   (1)

   (2)

   (3)

   (4)

**Something to think about:** Entering the water to rescue someone who is in trouble is risky. As a professional lifeguard, you are trained in specialized rescue techniques. How does using the professional rescue techniques you have learned as part of your lifeguard training help to keep you safe when performing a rescue?

# CHAPTER 7 REVIEW

**1.** Match each link in the chain of infection with its description, and then put the links in the proper order.

| | |
|---|---|
| _____ Method of transmission | A. The pathogen must have a way to leave the reservoir. |
| _____ Portal of entry | B. The pathogen must have a place to grow and multiply. |
| _____ Reservoir | C. A microorganism capable of causing disease must be present. |
| _____ Portal of exit | D. The pathogen must have a way of getting from one person to another. |
| _____ Susceptible host | E. The pathogen must have a way of gaining entry to a new reservoir. |
| _____ Pathogen | F. A person who is capable of becoming infected must be present. |

(1)

(2)

(3)

(4)

(5)

(6)

**2.** Why is it important to take standard precautions with every person?

**3.** List and describe **three** actions that employers should take to protect their employees from occupational exposure to bloodborne pathogens, as outlined in the OSHA Bloodborne Pathogens Standard.

(1)

(2)

(3)

**4.** Which of the following are examples of work practice controls? Select **ALL** that apply.

**a.** Requiring employees to wear personal protective equipment (PPE) when performing certain job duties
**b.** Requiring employees who may be exposed to the hepatitis B virus to get an HBV vaccination
**c.** Requiring employees to practice cleaning up spills of blood, body fluids and other potentially infectious materials at work
**d.** Establishing procedures for the disposal of contaminated materials

**5.** What is the purpose of the rapid assessment and the secondary assessment?

Rapid assessment:

Secondary assessment:

**6.** List the **five** components of the rapid assessment in order.

(1)

(2)

(3)

(4)

(5)

**7.** What do you do during the scene size-up?

**a.** Form an initial impression of the person
**b.** Check the scene for safety hazards
**c.** Determine what additional resources are needed
**d.** All of the above

**8.** You have just removed a passive adult from the water following a drowning and are performing a rapid assessment. You find that the person is unresponsive, not breathing and does not have a pulse. What should you do next?

**a.** Begin CPR immediately
**b.** Give 2 initial ventilations and then begin care
**c.** Use an AED
**d.** Give ventilations at a rate of 1 ventilation every 6 seconds

**9.** When using the head-tilt/chin-lift technique or the jaw-thrust maneuver with head extension to open the airway, you must tilt the person's head back. For each person, match the position to which you tilt the head.

| | |
|---|---|
| _____ Adult | A. Slightly past-neutral |
| _____ Child | B. Past-neutral |
| _____ Infant | C. Neutral |

**10.** How long should you check for breathing and a pulse?

**a.** 3 seconds
**b.** 6 seconds
**c.** At least 5 seconds
**d.** No more than 10 seconds

**11.** What are agonal breaths?

**a.** A sign of normal breathing
**b.** A sign of cardiac arrest
**c.** A sign that the person is beginning to breathe again on their own
**d.** A sign of laryngospasm

**12.** Where do you check for a pulse in an adult or child? In an infant?

Adult or child:

Infant:

**13.** What are the **two** parts of the secondary assessment?

(1)

(2)

**14.** To guide your questions when you are obtaining a focused history, use the SAMPLE mnemonic. Write down what each letter in SAMPLE stands for.

**S**

**A**

**M**

**P**

**L**

**E**

**15.** List the **four** general steps, in order, that lifeguards follow when there is a medical emergency.

(1)

(2)

(3)

(4)

**16.** When should you obtain consent?

**a.** Before you activate the emergency action plan (EAP)
**b.** Before you touch the person to assess them or give care
**c.** Before using personal protective equipment (PPE)
**d.** Before you release the person, after providing care

**17.** You are completing your rapid assessment of a person who has just been removed from the water after drowning. You notice frothing around the person's nose and mouth. What should you do?

**a.** Suction the person's upper airway to remove the froth before giving ventilations
**b.** Roll the person onto their side to allow the froth to drain before giving ventilations
**c.** Use a finger sweep to remove the froth before giving ventilations
**d.** Complete your assessment, including providing 2 initial ventilations, and then begin care without taking the time to clear away the froth

**Something to think about:** What are the benefits of taking a systematic approach to assessment?

# CHAPTER 8 REVIEW

1. Lack of oxygen can 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. What is the lifeguard's objective when caring for a person who is not breathing as a result of drowning?

3. What is the rate for giving ventilations to an adult who is in respiratory arrest or respiratory failure?

   **a.** 2 ventilations every 30 seconds
   **b.** 1 ventilation every 3 seconds
   **c.** 2 ventilations every 10 seconds
   **d.** 1 ventilation every 6 seconds

4. What is the rate for giving ventilations to a child or infant who is in respiratory arrest or respiratory failure?

   **a.** 1 ventilation every 5 to 6 seconds
   **b.** 2 ventilations every 15 seconds
   **c.** 1 ventilation every 2 to 3 seconds
   **d.** 2 ventilations every 10 seconds

5. **True or false?** When giving ventilations, it is necessary to maintain an open airway using the head-tilt/chin-lift technique, the jaw-thrust maneuver with head extension or the modified jaw-thrust maneuver.

6. What action can you take to minimize the risk of a person vomiting while you are giving ventilations?

   **a.** Use a bag-valve-mask (BVM) resuscitator instead of a resuscitation mask
   **b.** Use proper technique when giving ventilations; avoid giving too much air or delivering the air too quickly or with too much force
   **c.** Administer emergency oxygen, if local protocols allow and you are trained and certified in administering emergency oxygen
   **d.** Insert an oropharyngeal airway (OPA) or a nasopharyngeal airway (NPA)

7. You are giving ventilations to a person in respiratory arrest. You give a ventilation and the person's chest does not rise. What should you do?

8. An adult patron at the snack bar chokes while eating and cannot speak, cry or cough forcefully. After obtaining consent, what should you do?

   **a.** Bend the person forward at the waist and perform a finger sweep to clear the airway
   **b.** Lower the person to a firm, flat surface and suction the airway
   **c.** Encourage the person to continue coughing to clear the airway
   **d.** Give sets of 5 back blows and 5 abdominal thrusts to clear the airway

9. List **four** situations when it is appropriate to use chest thrusts to clear the airway of an adult or child who is choking.

   (1)

   (2)

   (3)

   (4)

10. Put the steps of caring for a responsive choking adult who becomes unresponsive in the correct order.

    ___ Open the person's mouth, look for the object and, if seen, remove it using a finger sweep

    ___ Lower the person to a firm, flat surface

    ___ Attempt 2 ventilations

    ___ Give 30 compressions

11. How do you care for a responsive choking infant?

    **a.** Give sets of 5 back blows and 5 abdominal thrusts to clear the airway
    **b.** Give sets of 5 back blows and 5 chest thrusts to clear the airway
    **c.** Give chest thrusts to clear the airway
    **d.** Immediately begin CPR, starting with compressions

**Something to think about:** What care offers the best chance for successful resuscitation of a person who has drowned?

# CHAPTER 9 REVIEW

1. List **three** causes of cardiac arrest.

   (1)

   (2)

   (3)

2. Lifeguards play a vital role in implementing the first three links in both the Adult and Pediatric Cardiac Chains of Survival. List the **six** links in the Adult Cardiac Chain of Survival and the **six** links in the Pediatric Cardiac Chain of Survival.

   **Adult Cardiac Chain of Survival**

   (1)

   (2)

   (3)

   (4)

   (5)

   (6)

   **Pediatric Cardiac Chain of Survival**

   (1)

   (2)

   (3)

   (4)

   (5)

   (6)

3. How can you recognize cardiac arrest?

**4.** What is the objective of CPR?

**5.** Providing high-quality CPR is essential when caring for a person in cardiac arrest.

**Question 5A.** List the **five** principles of high-quality CPR.

(1)

(2)

(3)

(4)

(5)

**Question 5B.** Why should lifeguards strive to provide the highest quality CPR at all times?

**6.** Write down the appropriate depth for compressions for an adult, a child and an infant.

**Adult:**

**Child:**

**Infant:**

**7.** At which rate should compressions be given?

**a.** 80 to 120 compressions per minute
**b.** 100 to 120 compressions per minute
**c.** 60 to 120 compressions per minute
**d.** 30 compressions per minute

**8.** You and another lifeguard are performing two-rescuer CPR on an infant. What compression-to-ventilation ratio should you use? What technique should you use to give compressions?

**Compression-to-ventilation ratio:**

**Compression technique:**

9. You are the second lifeguard to arrive on the scene. The rescuing lifeguard has completed the rapid assessment and is giving chest compressions. What is your **best** next action?

   **a.** Kneel at the person's head and place and seal the mask in preparation for giving ventilations
   **b.** Go get the AED
   **c.** Confirm that EMS has been called
   **d.** Take over surveillance duty for the rescuing lifeguard's zone

10. An athlete on a high school swim team experiences sudden cardiac arrest during a swim meet. You are a member of the lifeguard team providing resuscitative care. Two-rescuer CPR is in progress.

    What compression-to-ventilation ratio should be used?

    What is the proper depth for compressions for this person?

    What size bag-valve-mask (BVM) resuscitator should be used for this person?

    To what position should the rescuer managing the airway tilt the person's head back?

    Should the rescuer operating the AED use adult AED pads or pediatric ones?

11. What criteria should you use to decide whether to use pediatric AED pads or the pediatric AED setting on a person in cardiac arrest?

12. **True or false?** It is safe to use an AED on a person who is pregnant.

13. **True or false?** It is not safe to use an AED on a person who has just been extricated from the water.

14. **True or false?** For a small child or an infant, you may use one hand to give compressions.

15. List **three** examples of when it is appropriate to stop CPR.

    (1)

    (2)

    (3)

**16.** Write down the compression-to-ventilation ratio when providing single-rescuer CPR to a child and when providing two-rescuer CPR to a child.

**Single-rescuer child CPR:**

**Two-rescuer child CPR:**

**Something to think about:** How does a coordinated multiple-rescuer team response give a person in cardiac arrest the best chance for survival? What are examples of skills that support effective team dynamics and contribute to a coordinated response?

# CHAPTER 10 REVIEW

1. List **three** signs or symptoms you might expect to see in a person who is experiencing difficulty breathing (respiratory distress).

   (1)

   (2)

   (3)

2. A person is stung by a bee. They do not know if they are allergic to bee stings. What signs and symptoms could indicate a severe allergic reaction (anaphylaxis)? Select **ALL** that apply.

   **a.** Trouble breathing
   **b.** Signs and symptoms of shock
   **c.** Pain at the site of the sting
   **d.** Swelling of the face, tongue or lips
   **e.** Seizures

3. A person is having a seizure in the water. What should you do?

   **a.** Activate the EAP, enter the water, and support the person with their head above water until the seizure ends
   **b.** Activate the EAP, enter the water, perform an appropriate rescue, remove the person from the water immediately and place them in the recovery position on the deck
   **c.** Let the seizure run its course and then activate the EAP, enter the water and perform an appropriate rescue
   **d.** Activate the EAP, enter the water, and place the person in the recovery position on a backboard

4. List **three** situations when it is necessary to call EMS for a person who is having, or just had, a seizure.

   (1)

   (2)

   (3)

5. It is mid-afternoon on a busy summer day at the pool. Another lifeguard rotates off surveillance duty and joins you in the break area. They complain of stomach and leg cramps and say they feel dizzy and like they might throw up. They look pale, and when you touch their skin, it is cool and clammy.

What first aid emergency might this person be experiencing?

**a.** A stroke
**b.** A diabetic emergency
**c.** Anaphylaxis
**d.** Heat exhaustion

Describe the appropriate first aid care for this person.

**6.** What is the most important first aid action you should take if you think a person is having a heart attack?

**7.** A child who is attending a birthday party at the facility where you work has a severe peanut allergy and accidentally eats something that causes an anaphylactic reaction.

What medication can be used to stop the anaphylactic reaction?

**a.** Quick-relief (rescue) medication
**b.** Naloxone
**c.** Epinephrine
**d.** Aspirin

How is this medication administered?

**a.** A tablet taken by mouth
**b.** An injection into the thigh muscle
**c.** A mist inhaled into the lungs
**d.** A mist sprayed into the nose

**8.** The pool operations manager accidentally splashes a liquid pool chemical onto their skin, causing a burn. Write down the first aid care steps for this person.

**9.** Which of the following are signs and symptoms of shock? Select **ALL** that apply.

**a.** Fever
**b.** Rapid breathing
**c.** Pale, ashen (grayish), cool, moist skin
**d.** Unresponsiveness
**e.** A fruity or sweet breath odor
**f.** Confusion, restlessness or irritability
**g.** Nausea or vomiting
**h.** Excessive thirst
**i.** Numbness, weakness or paralysis

**10.** While performing maintenance on an aquatic attraction, a maintenance worker accidentally brushes against a sharp piece of metal and cuts their arm. Blood is spurting from the wound and saturating the worker's shirt sleeve. What first aid care is needed?

**a.** Rinse the wound with clean water, and then apply a bandage
**b.** Apply direct pressure and use a tourniquet if one is available
**c.** Apply a bandage, and then administer a tetanus shot
**d.** Keep the person's arm elevated and apply pressure to the nearest pressure point

**11.** You are a lifeguard at a waterfront. It is a windy, overcast day early in the summer season. You see that a swimmer who has been swimming laps has become distressed, and you initiate a rescue. Once the person is on land, you assess them and recognize that they are showing signs of hypothermia. To care for this person, you should:

**a.** Immerse them in water as hot as they can tolerate without scalding them for at least 20 minutes.
**b.** Apply heat packs or hot water bottles to the person's head, armpits, hands and feet.
**c.** Move them to a warmer place, have them change into dry clothes, and wrap them in a blanket or towel.
**d.** Move them to a warmer place and give them a shot of brandy to warm them up, if you are trained and authorized to do so.

**12.** You are conducting a secondary assessment on an adult patron who lost his 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
**b.** Diabetic emergency
**c.** Seizure
**d.** Stroke

**13.** List **two** situations when it is necessary to call EMS for a person who is experiencing a diabetic emergency.
(1)

(2)

**14.** A patron stumbled while walking through a grassy area and injured their ankle. You note during your secondary assessment that the ankle is painful, swollen and bruised, and the person does not think they can bear weight on it. You activate the EAP and tell another safety team member to call EMS and get the equipment. What care should you provide while you are waiting for EMS professionals to arrive?

**a.** Apply a splint to stabilize the ankle
**b.** Apply a compression wrap to stabilize the ankle
**c.** Apply cold to reduce pain and swelling
**d.** Apply heat to reduce pain and swelling

**15.** To quickly screen a person for signs and symptoms of stroke, remember FAST.

Write down what each letter stands for.

**F:**

**A:**

**S:**

**T:**

Why is it important to act FAST when a person has signs and symptoms of stroke?

**16.** How does opioid overdose affect the body?

**a.** It causes the core body temperature to fall below 95° F (35° C).
**b.** It increases the heart rate.
**c.** It suppresses the drive to breathe.
**d.** It causes prolonged life-threatening seizures.

**17.** An adult patron slips and falls in a shallow water play area and knocks out a tooth. The lifeguard finds the tooth and places it in a container filled with:

**a.** A mixture of ice and water.
**b.** An electrolyte-containing commercial sports drink.
**c.** Hank's Balanced Salt Solution.
**d.** A mixture of sugar and water.

**18.** List **three** first aid situations when you should be prepared to provide CPR and use an AED.
(1)

(2)

(3)

**Something to think about:** Sometimes in a first aid emergency, you will not be able to tell exactly what is wrong with the person. What are some general things you can do in any emergency to help the person?

# CHAPTER 11 REVIEW

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

   (1)

   (2)

   (3)

2. List **five** signs or symptoms of a brain injury.

   (1)

   (2)

   (3)

   (4)

   (5)

3. List **five** signs or symptoms of a spinal cord injury.

   (1)

   (2)

   (3)

   (4)

   (5)

4. Under what **two** conditions should you suspect that an injured person in the water has a head, neck or spinal injury?

   (1)

   (2)

**5.** For each situation below, decide whether to use a **rapid extrication technique** or **extrication with spinal motion restriction.**

| Situation | Extrication Method |
|---|---|
| A lap swimmer suddenly submerges and is rescued from the pool bottom. At the surface, they do not appear to be breathing. | |
| A patron dives off the diving board, strikes another patron in the water and goes limp. When turned face-up, they appear to be breathing. | |
| A wakeboarder at a waterfront experiences a high-speed, face-first fall onto the water. They appear to be unresponsive and not breathing. | |

**6.** A water polo player gets hit in the head with the ball. After the hit, the player appears dazed and seems confused. The game is stopped and the player is able to exit the pool with assistance.

What injury should the lifeguard consider in this situation?

What first aid care should be given to this water polo player?

If the player starts to feel better, should they be allowed to return to the game?

**7.** How can a lifeguard provide in-line stabilization for a person with a suspected head, neck or spinal injury during a rescue? Select **ALL** that apply.

**a.** By using the head-tilt/chin-lift technique
**b.** By using a head splint technique
**c.** By using the head and chin support technique
**d.** By using the modified jaw-thrust maneuver

**8.** Put the steps for responding to a water emergency when a head, neck or spinal injury is suspected in order.

___ Form an initial impression/look for breathing

___ Activate EAP

___ Perform a rescue while providing in-line stabilization

___ Provide emergency care as needed

___Safely enter the water (if necessary)

___ Report, advise, release

___ Remove the person from the water

9. A patron slips and falls off the diving board ladder and lands on their back on the deck. The person is breathing and does not appear to have any bleeding or broken bones. EMS is called. What is the appropriate first aid care for this person?

   **a.** Place them in a recovery position, monitor their condition and maintain their body temperature until EMS professionals arrive
   **b.** Place them on a backboard using the head immobilizer device and chest strap to facilitate transport to the hospital when EMS professionals arrive
   **c.** Ensure their head, neck and spine are in alignment, monitor their condition and maintain their body temperature until EMS professionals arrive
   **d.** Leave them in the position in which they were found, monitor their condition and maintain their body temperature until EMS professionals arrive

10. You enter the water to rescue a person with a suspected spinal injury. The person does not appear to be breathing. What should you do next?

    **a.** Remove the person from the water using a rapid extrication technique
    **b.** Remove the person from the water using an extrication with spinal motion restriction technique
    **c.** Remove the person from the water using a modified rapid extrication technique
    **d.** Delay removal from the water and provide 2 minutes of in-water ventilations

11. List **four** ways additional rescuers can help when it is necessary to rescue and extricate a person with a suspected head, neck or spinal injury from the water.

    (1)

    (2)

    (3)

    (4)

12. Write down specific actions lifeguards should take when a person sustains a head, neck or spinal injury in each of the following aquatic attractions.

    A winding river:

    A slide catch pool:

    A wave pool:

    A speed slide with a narrow runout:

**Something to think about:** When a person has a possible head, neck or spinal injury, communication with the person and with other rescuers is important. What should lifeguards tell the person and why? How does good communication among rescuers help to promote the person's safety and that of the rescuers?