



## Virtual In-Services: Now and Beyond

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# REQUIREMENTS

- **Certifying Agency**
  - American Red Cross
  - Ellis and Associates
  - Star Guard
- **State and Local Laws**
  - Ex: Texas Model Aquatic Health code requires one hour of in-service per week

# PLATFORMS

- Zoom
  - Password protected
  - Meeting waiting room
- WebEx
- Skype
- Adobe
- Email
- Youcanbook.me\*
  - Scheduling appointments
    - <https://untaquatics.youcanbook.me>
    - <https://app.youcanbook.me/#/dashboard>

# PLATFORMS

- **Google\***
  - Docs
    - Planning
  - Sheets
    - Tracking/Documenting
      - [Audit Form](#)
  - Forms (Interactive and collaborative)
    - Surveys
    - [Quizzes](#)
      - Facility EAP Specific and Certifying Agency Specific
    - [Worksheets](#)
      - Facility EAP Specific and Certifying Agency Specific
    - Self Evaluations/Feedback
  - Meet
    - Video chat
  - Voice
    - Call

# INFANT CONSCIOUS CHOKING/OBSTRUCTED AIRWAY

- \_\_\_\_\_ (point with finger)
- EAP (\_\_\_ whistle blasts)
- Size up \_\_\_\_\_
- Consent (State name and \_\_\_\_\_ of certification)
- \_\_\_\_\_ up
- If infant stops coughing, speaking or breathing, proceed to \_\_\_\_\_
- Carefully position infant \_\_\_\_\_ along your \_\_\_\_\_
- Support the infants head and \_\_\_\_\_ with your hand
- Lower infant onto your \_\_\_\_\_ (keeping the infant's head lower than their chest)
- Same arm, same leg
- Give \_\_\_ firm back blows with the \_\_\_\_\_ of hand (between shoulder blades)
- Each strike should be a distinct attempt to dislodge the object
- Position the infant between both of your forearms, supporting the \_\_\_\_\_ and neck
- Turn the infant \_\_\_\_\_-up
- Lower the infant on your opposite thigh (keeping the infant's head \_\_\_\_\_ than their chest)
- Same arm, same \_\_\_\_\_ now on the other side
- Put two (or three) fingers on the center of the chest just below the nipple line
- Give 5 chest thrusts (compress to \_\_\_\_\_ inches in depth)
- Each \_\_\_\_\_ should be a distinct attempt to dislodge the object
- Repeat giving 5 back blows and 5 chest thrusts until airway is no longer obstructed or infant becomes \_\_\_\_\_
- Infant becomes unconscious
- Instruct another to call \_\_\_\_\_
- Lay infant onto \_\_\_\_\_, flat surface
- \_\_\_\_\_ compressions (using \_\_\_\_\_ fingers, compress to 1 ½ inches in depth)
- Open airway and \_\_\_\_\_ for obstruction ( \_\_\_\_\_ attempting ventilations)
- If object is present, finger sweep. If there is no object do *not* perform a \_\_\_\_\_ finger sweep
- Give two \_\_\_\_\_
- If first breath does not go in, re-tilt/\_\_\_\_\_. If second breath does not go in, continue to \_\_\_\_\_
- Continue to provide care by repeating this cycle until:
  - The victim begins to \_\_\_\_\_ on their own
  - Another trained rescuer takes over
  - More advanced medical personnel, such as \_\_\_\_\_, takes over
  - You are too \_\_\_\_\_ to continue
  - The scene becomes \_\_\_\_\_
- Fellow lifeguard on staff arrives
- Position- Lifeguard 1 at \_\_\_\_\_ of infant (cephalic position), Lifeguard 2 at foot of infant
- Lifeguard 2 finds correct hand position to compress (encircling \_\_\_\_\_ technique)
- Place thumbs on \_\_\_\_\_ of chest, just below the nipple line. Place both hands underneath the infants, supporting back with fingers
- Perform \_\_\_\_\_ chest compressions (using just \_\_\_\_\_, compress to 1 ½ inches in depth)
- Hands \_\_\_\_\_ compress or \_\_\_\_\_ the side of the ribs
- Lifeguard 1 opens \_\_\_\_\_ and looks for obstruction (before attempting ventilations)
- If object is present, \_\_\_\_\_ sweep. If there is no object, do *not* perform a blind finger sweep
- Lifeguard 1 gives \_\_\_\_\_ ventilations
- If first breath does not go in, re-tilt/reseal. If second breath does not go in, continue to compressions.
- Lifeguards change position at least every \_\_\_\_\_ minutes ( \_\_\_\_\_ cycles of 15 compressions and 2 ventilations)
- Lifeguard 2 calls for position change at \_\_\_\_\_ of last compressions cycle (use the word "change" in place of compression "15")
- Before switching positions, Lifeguard 1 opens the airway and checks for obstruction (gives two ventilations then moves to the \_\_\_\_\_ of the infant)
- Lifeguard 1 now begins compressions
- Continue to provide care by repeating this cycle and switching when necessary until:
  - The victim begins to \_\_\_\_\_ on their own
  - Another trained \_\_\_\_\_ takes over
  - More advanced medical personnel, such as EMS, take over
  - You are too exhausted to continue
  - The \_\_\_\_\_ becomes \_\_\_\_\_

squeeze	finger	unconscious	breathe	do not	blind	level
face-down	Recognize	heel	thumbs	scene	9-1-1	compressions
	neck	chest thrust	3	ventilations	leg	looks
	center	end	Glove	face	firm	30
	thumbs	rescuer	forearm	5	EMS	breathe
	10	thigh	back blows	2	airway	unsafe
	2 - 3	unsafe	lower	2	15	exhausted
	before	scene	head	1 ½	head	reseat



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# PLATFORMS

- **Google\***
  - Groups (Interactive and collaborative)
    - Forum/Threaded discussion – Q&A

Google Search for messages

Groups NEW TOPIC Mark all as read Actions Filters

UNT Lifeguards (In-Service Assignment 3) Shared privately  
4 of 4 topics (5 unread) ★ Tags · Manage group · Manage members · Members · About

### Hello UNT Lifeguards!

This forum will be used for the purpose of the April 19 - April 25 in-service assignment #3.

Use the link provided below to answer questions 1-4. These are opinion based so there is no right or wrong however please provide at least 2-3 sentences per response. Once you have responded please post your submission onto the forum and respond to one other post. The goal is to start an educated discussion on the subject matter. We will help facilitate if necessary but fully believe you are capable without our guidance.

Reminder you will have one week from the postage date to complete this in-service assignment.

<https://yonigottesman.com/pool-video/>

Please let us know if you have any questions.

As always thank you and you are appreciated!

"Learn boldly, live to inspire."

Edit welcome message Clear welcome message

<input type="checkbox"/>	<b>Question 1 (7)</b> By me - 11 posts - 28 views	Ap
<input type="checkbox"/>	<b>Question 4 (7)</b> By me - 9 posts - 21 views	Ap
<input type="checkbox"/>	<b>Question 3 (9)</b> By me - 10 posts - 19 views	Ap
<input type="checkbox"/>	<b>Question 2 (8) Completed</b> By me - 9 posts - 27 views	Ap

# TOOLS AND RESOURCES

- **Equipment (GET CREATIVE)**

- Manikins
  - ADULT - Simulate with:
    - Pillows and ball
  - INFANT – Simulate with:
    - Teddy bear
    - Baby doll
- Training AED
  - Simulate with:
    - Book (AED)
    - Sticky Notes/Pieces of paper (Pads)
    - Phone charger/Head phones (Plug)
- Pocket Mask
  - Simulate with:
    - Open top container
      - Ex: milk jug





# TOOLS AND RESOURCES CONTINUED

- **Equipment (GET CREATIVE)**

- BVM
  - Simulate with:
    - Empty container
      - ex: Lotion bottle/Shampoo bottle
- Gloves
  - Simulate with:
    - Winter gloves/garden gloves
    - Hand motion
- Lifeguard Manual
  - Provide link to online copy



# CONTENT

- **TOPICS**

- **Housekeeping:**

- Check-in:
      - Overall well being
      - Transparent
    - Resources

- **Non-water skills:**

- First Aid
      - Common facility specific injuries
    - AED
    - CPR
    - Ventilations
    - Customer Service

- **Water skills:**

- Entries and Approaches
    - Rescues
    - Scenarios

- **Putting it all together:**

- Multiple responder scenarios
      - 4 participants

# EXECUTION/ENGAGEMENT

- **Not Mandatory**
  - Completion is compensated (incentive)
- **Expectations**
  - Clarify/establish specific standards
    - Exactly what is expected
    - Performance is not pass/fail
  - Factor level of training (capable)
    - Self/team assessment factored in
      - Has this been routine or will this be a new depth of practice
      - Age appropriate (level of difficulty)
      - Staff size
  - Empathize
    - Understand they do not have all the stimulus cues
    - It is okay to not know

# EXECUTION/ENGAGEMENT

- **Vocalize**
  - Talk through start to finish
    - List steps in sequential order
      - Back track if necessary and start from there
  - Prompt accordingly and guide if necessary
    - Push/Pull
    - Guided Discovery
- **Act out**
  - Simulate

# EVALUATING/RESULTS

- **Feedback**
  - Positive and corrective
    - Maintain standards
  - Identify strengths
  - Restate areas for improvement
- **Reassessment**
  - Use as evaluation of self
  - Establish own strengths and weaknesses
    - What areas need improvement
- **Retention**
- **Tracking**
  - [Documentation](#)
    - Rubrics
    - Point Values

# SUMMARY

- **Adaptability**
- **Buffers**
  - Plan more time than expected
    - Technical difficulties
  - Over prepare
- **Level of difficulty**
  - Distribution of content
    - Challenging but doable
  - Administration/Feasibility
- **Time allotment**
  - Can the activity be done within the hour
  - Do you have the time
- **Accessibility**
  - Resources
- **Other considerations:**
  - School
  - Second jobs
  - Family
  - Clubs/Organizations



RECREATIONAL  
SPORTS

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