



The life of the beach.

Surf Life Saving Queensland PROFICIENCY RECORD

**BRONZE MEDALLION /
CERTIFICATE II IN PUBLIC SAFETY
(AQUATIC RESCUE)**

Name: _____

Club: _____

Date: _____

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GUIDE TO CONDUCTING 2006 / 2007 PROFICIENCY

During the 2006 / 2007 proficiency period all members who successfully complete the assessment will receive nationally recognised qualifications in accordance with the following schedule:

Bronze Medallion

☞ PUA21004 – Certificate II in Public Safety (Aquatic Rescue)

STEPS TO COMPLETE THE 2006 / 2007 PROFICIENCY

- Step 1: Attend pre – proficiency training session. This session will bring you up to date with the new Surf Life Saving Skills and any SLSQ procedures that have changed. It will also introduce the Proficiency Workbooks and how this season's proficiencies will be run.
- Step 2: Complete pre-requisite pool swim (Bronze medallion and SRC)
- Step 3. Complete Authenticity statement
- Step 4: Complete all sections of this workbook
- Step 5: Attend the club proficiency day and submit relevant workbooks. You are responsible for having your workbook completed and signed off by both peers and assessors on a club proficiency day.
- Step 6: Complete all practical activities as directed by the chief assessor on the day.

Instructions for 2006-2007 Proficiency

SLSQ has designed three proficiency workbooks to assist you to become proficient for the 2006-2007 season. This year you will also receive a statement of attainment as well as your proficiency. The workbooks contain peer assessments, questions and research for you to complete. These are designed to demonstrate your individual skills and knowledge for each unit of competency.

The 3 Proficiency workbooks are:

- Bronze Medallion – Book 1
- ARC & Defib – Book 2
- IRB Driver/Crew – Book 3

These workbooks may be completed in your own time leading up to the club proficiency day. The practical tasks using the peer assessment may be completed whilst on patrol, this way your Patrol Captain can sign off on your skills (if they hold the award).



Instructions specific to Bronze Medallion

Your club or branch will advise you of times for the club proficiency day. By this date you need to have completed the theory sections within this workbook, the peer assessments should be signed off and your timed pool swim completed.

Your assessor will use the Observation Checklist in Step 5 & 6 at the back of this workbook when they watch you complete your practical demonstration

Instructions on how to use the Peer Assessment

The club will arrange times when trainers and assessors will be present to oversee the peer assessments. They will offer assistance and guidance during the sessions.

Peer assessment benefits both participants and should be viewed as a training session to assist in the development of skills and knowledge.

Peer assessments will be conducted by a fellow club member who holds the award. They are to give the scenario to the patrol member being assessed and write down either their answers or tick the boxes next to actions the patrol member completes.

Once completed an assessor/chief instructor etc will view the answers and actions to check if they are correct. Should the assessor feel that some answers or actions are not correct, they may ask the patrol member to re-do the peer assessment.

Instructions on how Club Proficiency may be run

The club or branch may set up 4 - 6 stations (or as many as practicable). Each station will reflect the patrol; each station should have 4-6 patrol members at one time, or they may be conducted whilst you are on patrol.

As the scenario is rotated, each patrol member must assume a different role – e.g.: First Aid, water rescuer and lost child coordinator.

The scenario is being used to demonstrate the communication skills of each member and the ability to follow SLSQ procedures in relation to patrolling Queensland beaches, as well as the correct use of rescue & communication equipment.

The assessor will use an observation checklist to assess each patrol member's competency in the skills identified above. Each patrol member must complete one (1) scenario on the club proficiency day.

Each scenario should follow this outline:

- Must be no longer than 10 minutes in length
- The patrol is to check the conditions by conducting a swim & provide feedback to fellow team members and the patrol captain
- Each member of the patrol team must participate
- A pre patrol briefing/meeting is conducted and all members participate
- Must have interaction with public:
 - Bystanders during incident asking questions
 - Public coming up to patrol arena to ask questions regarding surf conditions



2006 / 2007 Proficiency Workbook
Book 1 of 3

- Communication Skills:
 - Language used is appropriate for job role
 - Seeks clarification if required
 - Communicates effectively and appropriately with fellow team members & member of the public, using agreed verbal and non verbal communication methods
 - Appropriate Surf Life Saving terminology is used on communication equipment
- A piece of communication equipment must be used
- Evacuation of swimmers must occur during the scenario
- A lost child must be in the scenario
- Assistance Required must be signalled and responded to by the patrol team and care is rendered by members of the patrolling team
- Appropriate rescue equipment is identified for the rescue
- Appropriate personal protective equipment (PPE) must be worn at all times
- Hazards are identified and minimised/controlled in line with organisational procedures
- Surf Conditions are negotiated
- Equipment is recovered in preparation for the next scenario
- Simulated patrol area must be correctly identified
- Patient's condition is assessed, constantly monitored and treatment is modified as necessary
- Patient is made comfortable using available resources
- DRABCD action plan is followed
- Hand over to Emergency Services
- Each member must have a Scenario Observation Checklist completed by the Assessor and attached to their Proficiency Workbook.

Instructions to Assessors

Each patrol member will have their own workbook. It contains all relevant documentation to determine competency, including a copy of the observation checklist you must complete when watching the candidates perform individual tasks. Beside each task in the observation checklist is a tick box, as the patrol member completes the task the assessor should tick the appropriate box. Page 15 contains a CPR checklist which must be signed off by an Assessor.

At the end of each observation checklist you will find questions to ask, if the candidate answers the questions correctly please tick the box. The Assessor Guide to proficiency questions contains model answers to these questions.

If you are unsure please contact SLSQ Training Department for clarification.

BM – refers to 32nd Edition of the Surf Life Saving Training Manual

FAECM – refers to Surf Life Saving First Aid and Emergency Care manual

POM – refers to the SLSQ Patrol Operations Manual 2006-2007

Surf Life Saving Queensland
2006 / 2007 Proficiency Paper Bronze Medallion /
Certificate II in Public Safety (Aquatic Rescue)
V1.5 August 2006



STEP 1: PRE – PROFICIENCY TRAINING SESSION

Declaration:

I _____ have attended the Surf Life Saving Queensland pre proficiency training session with my club.

- I have been advised of the 2006 / 2007 SLSQ patrol operations manual which contains relevant policies to my role as an operational patrolling member of Surf Life Saving Queensland.
- I have been trained in the new resuscitation skills at the pre-proficiency training session.

Signed: _____

Club Representative: _____

Signature: _____

Date: _____

STEP 2: COMPLETE AUTHENTICITY DECLARATION

Declaration:

I, _____ declare that I am submitting the answers in this Workbook as my own work.

Name: _____

Signature: _____ Date: _____



STEP 3 QUESTIONS

PUAOHS001B – Follow defined occupational health & safety policies & procedures

1. Identify 4 workplace hazards:

2. Using one of your identified hazards, explain how you would address the risk for that hazard.

3. Who would you report a workplace hazard to at the surf club?
 - a. Club Captain
 - b. Club Safety Officer
 - c. Club President
 - d. Patrol Captain

4. On patrol, what equipment could you use to control the risk caused by hazardous surf conditions?
 - a. Patrol flags
 - b. Condition flags & warning signs
 - c. Danger No Swimming Sign
 - d. All of the above

5. Who is responsible for Workplace Health & Safety in your surf club?
 - a. All members
 - b. Patrol Captains
 - c. Club President
 - d. SLSQ Board of Directors

6. To find information regarding Occupational Health & Safety for SLSA & SLSQ 24 hrs per day 365 days per year where would you find them?
 - a. Contact SLSA & SLSQ via phone
 - b. Visit SLSA & SLSQ at www.slsa.com.au & www.lifesaving.com.au
 - c. See the SLSQ patrol operations manual
 - d. Contact your Regional Lifesaving Coordinator or Branch Safety Officer

7. What is the club's procedure relating to a "Fire Emergency"?



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8. Using the Patrol Operations Manual – Incident Reporting Procedure – list the steps in reporting a life saving incident that is not deemed to be major:

1 _____
2 _____
3 _____
4 _____
5 _____

9. Using the major incident reporting procedure, list four (4) major incidents.

10. Using the Patrol Signage Catalogue (Patrol Operations Manual) set up correct signage for a boogie board area.

11. During your patrol you are asked to use a chemical to clean an area of the patrol shelter. What document should you read prior to using this chemical?

12. What information, relevant to lifesavers, is contained on a Material Safety Data Sheet?

13. What procedure is used to evacuate swimmers from the water in the event of a shark sighting? (BM p96)



PUAEME001A - PROVIDE EMERGENCY CARE

1. What protection of first aiders (personal protection equipment) is recommended by SLISA? (BM page 16 and FAECM page 5)
 - a. Protective gloves, mask and safety glasses
 - b. Apron, Gloves, safety glasses
 - c. Rain coat, gardening gloves, welding mask
 - d. Spray Jacket, sunglasses, hat

2. How should you interact when communicating with a patient and patrol team members?
 - a. Calm, reassuring, caring
 - b. Overbearing, aggressive, loud
 - c. Assertive, business like, dominating
 - d. Casual, relaxed, nervous

3. What is the correct treatment for a patient who is suffering a major injury with severe bleeding? (BM page 44)
 - a. Call an ambulance, apply direct pressure, keep warm
 - b. Call surfcom
 - c. Remove from danger, call an ambulance, apply direct pressure to the wound, if patient is conscious keep the head level with the heart, give oxygen therapy, protect from heat/cold, keep casualty warm
 - d. Treat at location, apply pressure to the wound, lay the patient on their back

4. How do you use your first aid and emergency care equipment at your club?
 - a. In accordance with manufacturers instructions
 - b. How you have been instructed during training
 - c. Surf Life Saving Australia/SLSQ standards, policies, procedures and protocols
 - d. All of the above

5. When should lifesavers cease CPR on a patient?
 - a. When patrol finishes
 - b. When qualified medical assistance take over
 - c. When they are unable to continue
 - d. Either B or C



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6. What information should be handed over to the paramedics when they arrive? (BM page 60)
- Personal details of patient, injuries sustained and treatment
 - Events leading to the incident, what happened to the patient, patient's vital signs, any injuries and all treatment provided
 - Nothing, ambulance will do their own assessment
 - Injuries to the patient, treatment, which hospital they want to go to and private health cover if applicable
7. What is your level of responsibility as a patrolling lifesaver when the ambulance arrives? (POM section 11)
- Do nothing as your job is done
 - SLSQ personnel should provide assistance to the ambulance officers and follow their directions appropriately (Joint Policy – SLSQ and QAS)
 - Keep doing what you have been doing as you are still in charge
 - Patrol captain takes responsibility
8. After using your first aid kit what should be done next? (BM page 60)
- Put it back in the first aid room
 - Call the club first aid officer
 - Restock, clean, inspect and test equipment and dispose of waste appropriately.
 - Advise the patrol captain
9. Where would you report faults with first aid equipment?
- Club patrol log and advise club first aid officer
 - Club first aid officer
 - Club notice board
 - Write it on the first aid kit
10. Filling out an Incident Report Form (FAECM P187)

Fill out the following incident report form, Joe Bloggs, male dob 30/12/79 aged 26 years, fractured lower right leg, surfing accident next to patrol flags. Treatment: immobilisation, cold packs, oxygen. Referral: Transported by ambulance to hospital.





Incident Report Log

State:

Details of Incident: Date, Time, Location, Name of Victim, Age, DOB, Address. Venue Conditions at Time of incident: Wind, Weather, Sea, Water surface, Wave type.

Please fill in the below relating to the victim

Main incident report section containing: Type of Incident, Victim is, Postcode, Type of activity, Experience in activity, Other Contributing Factors, Description of Incident, Nature of Injury, Body region injured, Initial treatment, Resuscitation, Mechanism of Incident, Location of incident, Who first sighted the rescue, Who conducted the rescue, Main Language Spoken, Referral, Other Services, Treating Person, Person Completing from.



PART B: RESUSCIATION REPORT FORM

<p>1. Patients condition when first observed:</p> <p><input type="checkbox"/> ¹Conscious</p> <p><input type="checkbox"/> ²Unconscious</p> <p><input type="checkbox"/> ³Breathing</p> <p><input type="checkbox"/> ⁴Not Breathing</p> <p><input type="checkbox"/> ⁵Pulse Present</p> <p><input type="checkbox"/> ⁶Pulse Absent</p> <p>1a Resuscitation was administered</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>2. Colour of patient when first observed:</p> <p><input type="checkbox"/> ¹Normal <input type="checkbox"/> ²Pale</p> <p><input type="checkbox"/> ³Blue <input type="checkbox"/> ⁴Grey</p> <p>3. Patients colour changed during resuscitation</p> <p><input type="checkbox"/> ¹Normal <input type="checkbox"/> ²Pale</p> <p><input type="checkbox"/> ³Blue <input type="checkbox"/> ⁴Grey</p> <p>4. Airway of the patient was obstructed when first observed by:</p> <p><input type="checkbox"/> ¹Vomit</p> <p><input type="checkbox"/> ²Seaweed</p> <p><input type="checkbox"/> ³Dentures</p> <p><input type="checkbox"/> ⁴Clenched jaw</p> <p><input type="checkbox"/> ⁵Airway was clear</p> <p>5. How long was it, from when the incident was first reported to the time of the first artificial breaths:</p> <p><input type="checkbox"/> ¹0-1 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10 min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>6. How long was EAR carried out for:</p> <p><input type="checkbox"/> ¹0-1 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10 min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>7. Which method was used?</p> <p><input type="checkbox"/> ¹Mouth to Mask</p> <p><input type="checkbox"/> ²Mouth to Mouth</p> <p><input type="checkbox"/> ³Mouth to Nose</p> <p><input type="checkbox"/> ⁴Bag valve mask</p> <p>8. What oxygen equipment was used:</p> <p><input type="checkbox"/> ¹Oxygen Therapy</p> <p><input type="checkbox"/> ²Air Bag Resuscitator</p>	<p>9. How long was oxygen administered for:</p> <p><input type="checkbox"/> ¹0-1 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10 min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>10. The patient regurgitated / vomited due to:</p> <p><input type="checkbox"/> ¹Mechanical Device</p> <p><input type="checkbox"/> ²Blocked Airway</p> <p><input type="checkbox"/> ³Revival</p> <p>11. An Airway was Inserted: (type)</p> <p><input type="checkbox"/> ¹OP Airway</p> <p><input type="checkbox"/> ²Combitube</p> <p><input type="checkbox"/> ³LMA Mask</p> <p><input type="checkbox"/> ⁴Other</p> <p>12. How long was it, from when the incident was first reported to the time an airway was inserted?</p> <p><input type="checkbox"/> ¹0-1 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10 min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>13. How long was ECC carried out?</p> <p><input type="checkbox"/> ¹1-3 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10 min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>14. A defibrillator was used by:</p> <p><input type="checkbox"/> ¹Lifesaver</p> <p><input type="checkbox"/> ²Lifeguard</p> <p><input type="checkbox"/> ³Ambulance</p> <p><input type="checkbox"/> ⁴Doctor</p> <p>15. How long was it, from the incident was first reported to the time the defibrillator was applied?</p> <p><input type="checkbox"/> ¹0-1 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10 min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>16. How many times was a shock delivered?</p> <p><input type="checkbox"/> ¹ <input type="checkbox"/> ²</p> <p><input type="checkbox"/> ³ <input type="checkbox"/> ⁴</p> <p><input type="checkbox"/> ⁵ <input type="checkbox"/> ⁶Other</p> <p>17. Did the patient regain consciousness?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>18. How long was it, after calling for assistance, that the ambulance arrived?</p> <p><input type="checkbox"/> ¹0-1 min <input type="checkbox"/> ²1-3 min</p> <p><input type="checkbox"/> ³3-5 min <input type="checkbox"/> ⁴5-10min</p> <p><input type="checkbox"/> ⁵10-20 min <input type="checkbox"/> ⁶Other</p> <p>19. The patient conveyed to hospital by?</p> <p><input type="checkbox"/> ¹Ambulance</p> <p><input type="checkbox"/> ²Helicopter</p> <p><input type="checkbox"/> ³Private vehicle</p> <p><input type="checkbox"/> ⁴Other</p> <p>20. Which hospital was the patient conveyed to?</p> <p>21. What condition was the patient in when transport?</p> <p><input type="checkbox"/> ¹Conscious</p> <p><input type="checkbox"/> ²Unconscious</p> <p><input type="checkbox"/> ³Deceased</p> <p><input type="checkbox"/> ⁴Unknown</p> <p>22. Condition on discharge from hospital (if known)</p> <p><input type="checkbox"/> ¹Full recovery</p> <p><input type="checkbox"/> ²Deceased</p> <p><input type="checkbox"/> ³Unknown</p> <p>23. Trauma counselling was arranged for the rescuer/s</p> <p><input type="checkbox"/> ¹Yes</p> <p><input type="checkbox"/> ²No</p> <p>24. Was a carry used:</p> <p><input type="checkbox"/> ¹Yes</p> <p><input type="checkbox"/> ²No</p> <p>If yes, what kind? _____</p> <p>Name of person completing form: (If different from other side of form)</p> <p>_____</p> <p>Position: _____</p> <p>Phone: _____</p> <p>e-mail: _____</p> <p>Signature: _____</p>
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Please provide brief details of the incident including any recommendations:



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11. In the 32nd Edition of the Surf Life Saving Training Manual there are 6 guidelines for safe lifting and carrying. Please identify what those guidelines are. (BM page 12)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

12. What is the role of the following body systems: (BM page 31–34 and FAECM page 9-16)

Circulatory system: _____

Respiratory system: _____

Skeletal system: _____

Digestive system: _____

Nervous system: _____

Urinary system: _____

Skin: _____

13. List five (5) possible causes of unconsciousness. (BM page 60)

- _____
- _____
- _____
- _____
- _____

14. What is the recommended treatment of an unconscious patient? (BM page 60)

- _____
- _____
- _____



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15. What are the steps in the chain of survival (BM page 63)

16. What treatments are used to control external bleeding? (BM page 37)

17. What are the treatments for fractures? (BM page 45)

Minor Fracture

Major Fracture

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

18. What are the treatments for soft tissue injuries? (BM page 44)

19. What is the treatment for burns? (BM page 50)

20. List four (4) surf life saving recommendations on personal hygiene? (BM page 7)

21. What are the Australian Resuscitation guidelines for an adult requiring CPR?



ASSESSOR CHECKLIST FOR CPR

ITEMS TO BE ASSESSED	C	NYC	
Assess Danger			
Check Danger to Oneself, By-standers, Patient (Check & Remove Hazards)			
Adequately assess and remove danger			
Assess Response			
Check "COWS" (Toe Tap if required)			
Check "Signs of Life" – Not Moving, Unconscious, Unresponsive			
Simulated Calling for assistance (either self call or using bystanders)			
Assess Airway – Dry Patient			
Apply Backward Head Tilt (Adult & Child Only)			
Patient was assessed on their back			
Patient's Mouth was opened correctly – using pistol grip and head support			
Observe obstructions in airway (if applicable)			
If obstruction found – patient was rolled and assessed as a wet patient			
Assess Airway – Wet Patient			
Place patient into lateral position ensuring patient care			
Patient's head was positioned correctly (Mouth open angled toward the ground)			
Demonstrated removing foreign objects from mouth correctly			
Assess Breathing			
Patient is assessed whilst on their back			
Check "Sign Of Life" – Not Breathing Normally			
Candidate demonstrated "Looking, Listening & Feeling" for breathing utilising backward head tilt & Pistol Grip			
No Breathing found – 2 Rescue Breaths Delivered			
Perform Compressions			
Hands in correct position (Centre of Chest)			
Hand Technique is correct (2 hands, 1 hand, 2 fingers)			
Correct Depth of Compression (1/3 rd depth of chest)			
Correct Compression Rate (30:2) 5 cycles in 2 minutes at least			
Correct Change over of rescuer after 1 cycle (2 minutes)			
Assessors must visually assess all of the above criteria and sign below			
Name and Signature of Assessor			Date: / /

Signature of Patrol member being assessed _____ Date: _____



PEER ASSESSMENTS – PROVIDE EMERGENCY CARE

It is important to write down the questions to these answers once you have given the scenario to the patrol member. Ask them to tell you what they are doing.

Requirements: 1 patient, 1 bystander & 1 ambulance officer to attend

Scenario: Advise the patrol member that their patient has been in a boating accident and has a deep gash to the left leg the casualty is conscious. Patient has been cut by a boat propeller and needs urgent attention.

<p>1.1 1.2 2.1 2.2 3.1 3.2 4.1 4.2 4.3 4.5 4.6</p>	<p>During the demonstration does the patrol member</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek medical assistance, by phoning or asking someone to do so <input type="checkbox"/> Do they put gloves on <input type="checkbox"/> Use of eye protection (if available) <input type="checkbox"/> Follow DRABCD plan to determine the condition of the casualty <input type="checkbox"/> Asks questions to establish what has happened <input type="checkbox"/> Continually reassures casualty in a calm manner <input type="checkbox"/> Apply direct pressure and compression bandaging to prevent further blood loss. <input type="checkbox"/> Remove casualty from the boat, using an appropriate carry using the bystander <input type="checkbox"/> Keep their head level with the heart and raise their legs. <input type="checkbox"/> Keep the patient warm with a blanket, but do not allow overheating. <input type="checkbox"/> Keep movement to a minimum. <input type="checkbox"/> Moisten the patient's lips, but do not give them anything by mouth. <input type="checkbox"/> Give oxygen therapy <input type="checkbox"/> Protect the patient from excessive heat or cold. <input type="checkbox"/> Patient is monitored for symptoms of Shock <p><i>Once bleeding is under control complete body check to establish any other injuries</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Neck, up over head and down across the face <input type="checkbox"/> Shoulders and front of chest, abdomen and pelvis including ribs <input type="checkbox"/> Front and back of upper limbs <input type="checkbox"/> Front and back of lower limbs <input type="checkbox"/> Back <input type="checkbox"/> Fill out First Aid Treatment Record ready for handover to ambulance <p><i>When medical assistance arrives the Learner should follow these steps:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Inform of the events leading up to the incident <input type="checkbox"/> What happened to the patient <input type="checkbox"/> The patient's vital signs and times assessed <input type="checkbox"/> Any injuries the patient has sustained <input type="checkbox"/> All treatment provided by the first aider
<p>5.1 5.2 7.1 6.1 6.2</p>	<p><i>When emergency has finished the patrol member should</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Check the first aid box to see what was used <input type="checkbox"/> Replenish kit

Signature of Patrol member being assessed _____ Date: _____

Name and signature of Peer Assessor _____ Date: _____



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Fractures

It is important to write down the questions to these answers once you have given the scenario to the patrol member. Ask them to tell you what they are doing.

Requirements: 1 patient, 1 bystander & 1 ambulance officer to attend

Scenario: Advise the patrol member that their casualty has a broken lower leg after a fall from a ladder whilst painting the outside of the surf club.

- 1.1
- 1.2
- 2.1
- 2.2
- 3.1
- 3.2
- 4.1
- 4.2
- 4.3
- 4.5
- 4.6

During the demonstration does the patrol member

- Seek medical assistance, by phoning or asking someone to do so
- Do they put gloves on
- Use of eye protection (if available)
- Follow DRABCD plan to determine the condition of the casualty
- Asks questions to establish what has happened
- Continually reassures casualty in a calm manner
- Leaves casualty in position found
- Use appropriate bandaging to stabilise the fracture.
- Keep the patient warm with a blanket, but do not allow overheating.
- Keep movement to a minimum.
- Moisten the patient's lips, but do not give them anything by mouth.
- Give oxygen therapy
- Protect the patient from excessive heat or cold.
- Patient is monitored for symptoms of Shock

Once fracture is under control complete body check to establish any other injuries

- Neck, up over head and down across the face
- Shoulders and front of chest, abdomen and pelvis including ribs
- Front and back of upper limbs
- Front and back of lower limbs
- Back

Patient is now unconscious:

- Places patient in recovery position and monitors Signs of life
- Fill out First Aid Treatment Record ready for handover to ambulance

When medical assistance arrives the Learner should follow these steps:

- 5.1
- 5.2
- 7.1
- 6.1
- 6.2

- The events leading up to the incident
- What happened to the patient
- The patient's vital signs and times assessed
- Any injuries the patient has sustained
- All treatment provided by the first aider
-

When emergency has finished the patrol member should

- Check the first aid box to see what was used
- Replenish kit

Signature of Patrol member being assessed _____ Date: _____

Name and signature of Peer Assessor _____ Date: _____



PUACOM001B – Communicate in the workplace

The 32nd Edition Surf Life Saving Training Manual - Unit 8 will assist you with these questions

As a patrolling life saver we must communicate with people using a range of different methods.

In the questions below, choose the most appropriate method for communicating your ideas and information. Some questions may have more than one right answer, make sure you circle each answer which you feel may be the correct one.

How would you communicate the following information?

1. You need to move swimmers back between the flags
 - a. Verbal communication
 - b. Non-verbal (using hand/flag signals) communication
 - c. Written communication

2. You need the IRB to check a submerged object that has been spotted out past the breakers?
 - a. Verbal communication
 - b. Non-verbal (using hand signals) communication
 - c. Written communication

3. We need to record statistics about our patrol, how would you capture the statistics required by SLSQ?
 - a. Verbal communication
 - b. Non-verbal (using hand signals) communication
 - c. Written communication

4. When dealing with the media patient confidentiality is a concern for lifesavers. Should the names of patients be provided to the media at any time? (POM Section 25 General Media Guidelines).
 - a. Yes
 - b. No

5. Fill out the patrol logbook on the following page with the information contained below:

Morning patrol, 5 patrolling members, 4 board rescues at 9:am, wind direction = SE @ 15 knots, 3 IRB rescues at 11:30, population of 300 in water, 200 on beach at mid patrol and the tide is falling at the end of patrol. There were 3 blue bottle stings.



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5. As a patrolling life saver we also need to be able to listen to communications from other people, and understand what they are trying to tell us. There are 3 levels of listening, what are they? (BM p88)

6. What are the 5 skills to ensure effective communication? (BM p88)

7. When we are using verbal communication we also use non-verbal communication at the same time e.g.: body language, gestures, posture and eye contact

It is important that we use non-verbal communication that is consistent with our verbal communication. Identify in the following pictures whether the non-verbal communication is appropriate by placing a tick (yes) or cross (no) in the box provided.



Why did you make this choice?



Why did you make this choice?

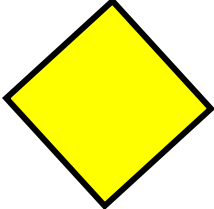




Why did you make this choice?

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Another form of communication is graphic communication. This type of communication allows information to be passed on to our beach goers in the form of signage. Please answer the following questions on graphic communication

8. Using graphic communication what is the most appropriate method of advising the public of a dangerous rip?
- c. Swimming Prohibited Sign, Red Danger Flag, Direction to a lifesaving patrol sign
 - d. Direction to a lifesaving patrol sign, strong current sign
 - e. Emergency evacuation flag
 - f. Emergency evacuation flag, swimming prohibited sign, direction to a lifesaving patrol sign
9. Match the following symbolic signs with the correct sign function

Colour and shape requirements for symbolic signs	
<p><i>Regulatory prohibition:</i></p> <p>Signs containing instructions. Failure to follow is either an offence at law, or a breach of safety procedure</p>	
<p><i>Warning:</i></p> <p>Signs warning of a particular hazard or hazardous condition, or that an activity is not allowed</p>	
<p><i>Information or permissive:</i></p> <p>Signs giving information about water safety features or indicating a location where a particular activity is permitted</p>	

10. During our patrol we may receive information or instructions (from the patrol captain, another patrol member or from a beach goer) that are unclear, if this were to happen to you, what would be your course of action to clarify those instructions?

PUATEA001A – Work in a team

1. Identify the duties for the following members of a patrol (POM Section 7)

Patrol Captain: _____

Patrol Member: _____

IRB Driver: _____

2. What is the purpose of a surf life saving patrol? (BM page 125)
- a. To baby sit people on the beach
 - b. To relax and get a tan while watching the water
 - c. To provide a safe beach and aquatic environment
 - d. Learn how to use surf life saving equipment properly
3. On a crowded beach after a rescue has been performed, what should other members on patrol do to assist?
- a. Stand and watch with the rest of the crowd
 - b. Yell at the crowd to stay back and not coming any closer
 - c. Take on a crowd control responsibility to ensure that there is no interference by onlookers during the completion of a rescue
 - d. Take on a crowd control role but allow onlookers to get as close as they want to the rescuer and the patient
4. Which of the following is not a recognised duty of a patrolling member? (POM Section 7)
Patrol members shall:
- a. Be asked to go to the shops
 - b. Be called upon to assist in beach patrol work
 - c. Be called upon to move the flags
 - d. Be asked to stand at the waters edge
5. During a pre-patrol briefing each member of the patrolling team is given a role in case of an emergency. If the patrol captain is participating in a rescue, who would take charge of the patrol?
- a. Club Captain
 - b. Patrol Vice Captain
 - c. Lifeguard
 - d. IRB Driver



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6. Prior to a morning patrol, members should arrive minutes prior to the start of patrol to attend the pre – patrol briefing?
- 60
 - 30
 - 45
 - 5
7. During patrol a new bronze medallion member has expressed interest in gaining further knowledge about your beach. What specific information would you provide?
- Common beach conditions, typical rescues, beach visitations, back up support from Operations Support, ambulance etc...
 - Where is the closest food vendor, supporters club opening hours, club facilities
 - Toilets, Rips, Wave Types, best surf locations
 - All of the above
8. During a patrol, a new bronze medallion member participates in a rescue with you and does an exceptional job of keeping all members of the public back from your attempts to revive a casualty. At the debriefing what would you do to acknowledge their efforts?
-
9. A member who has recently gained their bronze medallion has expressed interest in gaining further SLSA awards. Where would you direct them to gain this information?
- Direct them to the club captain
 - Direct them to the Regional Lifesaving Service Coordinator
 - Direct them to the Club Chief Training Officer and Part 1 of the SLSA training manual
 - Direct them to the club administrator
10. Prior to opening the beach, you are asked to test the water conditions. What kind of information would you provide to your patrol captain and what expectations would you have on a response?
- Factual Information to the patrol captain and that the captain would act according to the information provided
 - Not do anything at all
 - Send another person to verify your information
 - None of the above
11. During a rescue you have to deliver CPR, after the debriefing meeting your Patrol Captain privately expresses their concern to you that your CPR skills are not up to the standard they should be and suggests that you contact the Chief Training Officer to arrange a refresher training session. What would you do?
- Arrange the refresher training session
 - Disagree with the patrol captain and state that you feel your skills are ok
 - Ask your friend if they think you need retraining
 - Transfer to another club



PUAOPE002A – Operate communication systems and equipment

1. Identify the frequency band the SLSQ radio network operates on? (BM page 99)
 - a. VHF
 - b. UHF
 - c. CB
 - d. HF

2. If a rescue is in progress, requiring assistance, what information should be communicated to Surfcom? (BM page 100)
 - a. People, Position, Problem, Progress
 - b. Location, gender, distance from shore, wind direction
 - c. People, Location, Beach Type, Wind Direction
 - d. Position, Wind Direction, Tide Times, Number of People

3. What equipment could be used to ensure the optimum performance of the radio?
 - a. Charger, garbage bag, transom clip,
 - b. Waterproof bag, shoulder harness, spare battery
 - c. Waterproof bag, shoulder transom mount, spare battery
 - d. "D" Shackle, radio sock, spare battery

4. If a radio is dropped into the water what checks should be completed prior to returning the radio into service? (BM page 102)
 - a. Check for damage
 - b. Check for water penetration
 - c. Check that the unit is operating correctly
 - d. All of the above

5. How does a UHF radio signal travel? (BM page 99)
 - a. Repeater
 - b. Satellite
 - c. Line of sight and repeaters
 - d. Bounce off the ionosphere

6. What radio terminology would you use to say "Your last message has been received, understood and will be complied with"? (BM page 102)
 - a. Roger
 - b. Wilco
 - c. Over
 - d. Affirmative



7. Who would you report a radio fault with after patrol? (BM page 102)
- Branch Radio Officer
 - Club Radio Officer
 - Patrol Captain
 - Radio Technician
8. What alternative communication methods are used during patrol if the radio network is not operational? (more than one may be correct)
- Mobile Phone
 - Nothing
 - Club Phone
 - Flag / Hand Signals
9. If damage is found on the radio and water has penetrated the bag or case what steps should be followed to reduce the damage ? (Identify the missing step): (BM page 102)
- Turn off the radio
 - Remove the radio the bag or case
 - Remove the battery
 - Submerge in fresh water
 - Pat dry the excess water and dry it in the air, out of the sun
 - _____
 - Contact your club radio officer about what to do if a radio has been damaged
 - Take the radio to a competent repair person and have it serviced immediately
- Spray the unit with WD40
 - Do not use spray for cleaning the unit unless it is special radio / electric spray
 - Do not spray the unit
 - Put back together and return to service
10. Where would you document a faulty radio?
- Radio Log Book
 - Patrol Log Book
 - Incident Report Log
 - Nothing, call the club radio officer
11. Which information is NOT required during sign on?
- Beach status (opened, closed, surveillance)
 - Members on patrol
 - IRB (Inflatable Rescue Boat) radio check
 - Radios, ATV (All Terrain Vehicle), 4WD (Four Wheel Drive), Defibrillator as these are included in "All equipment operational" report, provided they are operational as per your Patrol Agreement



12. How long should you pause after holding in the Press to Talk (PTT) before speaking?
- Start talking straight away
 - 1 – 2 seconds to allow for the repeater and receivers to open
 - 5 – 10 seconds as people don't normally listen to the radio
 - The radio starts to transmit when I speak automatically
13. What is the SLSQ pro-word for 'received and understood'?
- Romeo
 - Affirmative
 - Received
 - Roger
14. What channel should be used for Club specific communications such as inter patrol communications, water safety, carnivals, etc.?
- Any as someone will hear no matter what channel you're on
 - Simplex channel. If none is allocated to you, seek advice from SurfCom
 - Don't use a radio as someone will know it has left the patrol
 - Repeater channel
15. At what stage during an incident or rescue should SurfCom be notified?
- Once completed and all details have been collected and reported to the tower
 - As the patrol recognises the incident or rescue and starts responding, or as soon as practically possible
 - SurfCom only needs to be notified if assistance is required
 - All details of incidents are reported during sign off
16. When should a radio have the SLSQ primary working channel selected?
- Always if possible, always during an incident or rescue, and when leaving sight of the patrol
 - Never
 - When SurfCom asks
 - When the tower asks



PUATEA004B – Work effectively in a public safety organisation

1. On a bar and rip beach such as Kurrawa, there are 200 people in the water and a further 500 on the beach, what minimum strength would you expect to be on patrol ? (POM Section 4)
 - a. 3 bronze holders
 - b. 5 bronze holders
 - c. 5 bronze holders & 3 SRC's & IRB Driver
 - d. 5 Bronze holders, 1 IRB Driver & Crew, 1 First Aid, 1 ARC, 1 Defib
2. How often do you need to renew your proficiency for your bronze medallion?
 - a. Annually
 - b. Bi Annually
 - c. Never
 - d. Every 6 Months
3. Lifesavers are required to have adequate fitness and endurance what factors can reduce your performance?
 - a. Being a vegan and not exercising
 - b. Being a shift worker and not getting adequate sleep
 - c. Poor physical fitness, excess alcohol consumption, poor diet, cigarette smoking
 - d. Working late and in a high stress environment
4. What are the signs of stress that could occur after an incident ?
 - a. numbness about the incident, difficulty sleeping, irritable
 - b. does not want to talk about it, recurrent dreams
 - c. constant flash backs, difficulty concentrating
 - d. All of the above
5. Who would the club contact on your behalf if you needed peer support?
 - a. Duty Officer / Regional Lifesaving Coordinator
 - b. SurfCom
 - c. Local Doctor
 - d. Police
6. Who would you report conflict amongst your fellow patrolling members to?
 - a. Club Captain
 - b. Club President
 - c. Club Grievance Officer
 - d. Patrol Captain
7. Where would you find information regarding meritorious recognition awards?
 - a. SLSA Training Manual
 - b. SLSQ Website
 - c. SLSA Website
 - d. All of the above



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8. Who could you provide suggestions for surf lifesaving improvements to ?

- a. Club Captain
- b. Patrol Captain
- c. Club President
- d. All of the above

9. What have been the major external influences on the organisation?

- a. Insurance
- b. Improvements in technology through research
- c. Changes in legislation
- d. All of the above

10. What changes in the organisation are you aware of?

11. Where would I find the codes of conduct for members?

- a. SLSQ website
- b. Club Notice Board
- c. Patrol Operations Manual
- d. All of the Above

12. What is the minimum uniform to be worn whilst on patrol? (POM Section 9)

- a. Patrol Shirt & Shorts, R/Y Patrol Cap, Hat, Sunglasses, Sun Screen
- b. Club swimmers, R/Y Patrol Cap
- c. Patrol Shirt & Shorts, hat, bum bag
- d. Patrol Shirt, Hat, Sunscreen, Rescue Tube

13. List any Surf related meeting you have attended in the past year.

14. What is the role of the committee within your club?

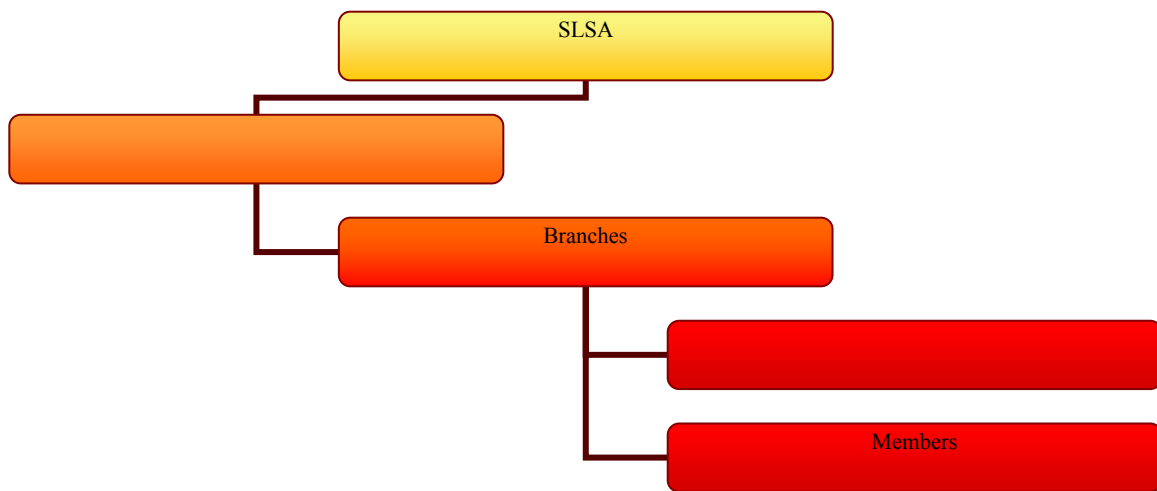
15. Identify how you could communicate information in and around your club.



16. Where would you find the following information?

- Equal opportunity _____
- Conflict resolution _____
- Dress code _____
- Driving vehicles _____
- Harassment _____
- Anti-discrimination _____

17. Complete the following organisational chart of Surf Life Saving



18. Why is it important to have a meeting prior to commencing patrol?

19. SLSQ has undergone a major change in the recent past in relation to training and assessment how has this affected your role within the organisation?

20. What significant change to Surf Life Saving has been implemented from 1 August 2006 following the adoption of the Australian Resuscitation Council Guideline 7 on Cardio Pulmonary Resuscitation (CPR)?



PUASAR009A – Participate in an aquatic rescue operation

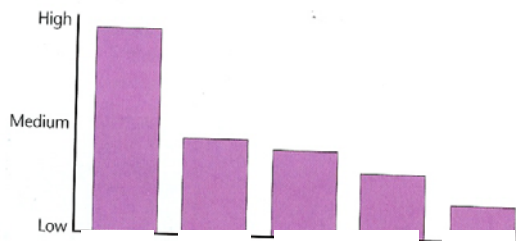
1. How do you identify what piece of rescue equipment would be appropriate for a rescue you were about to participate in?

2. When you have completed a rescue what document will you have to complete?

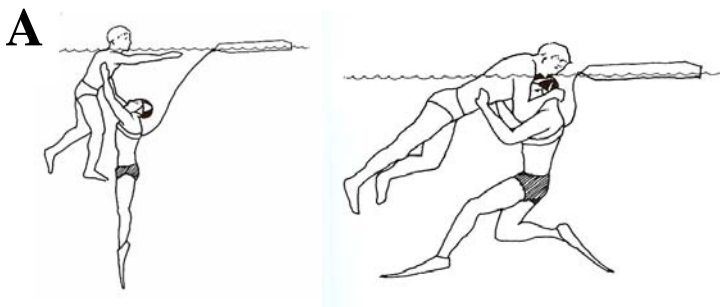
3. There are 4 things you need to assess to evaluate the risk and method in a rescue situation, what are they?

4. What safety precautions should you take when participating in an aquatic rescue?

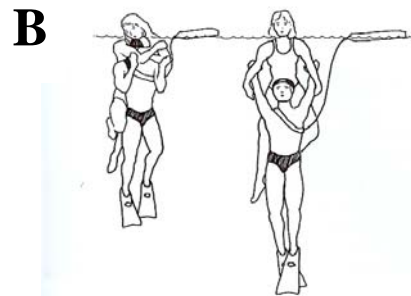
5. Looking at the graph below complete which form of rescue goes with risk factor (BM page 106)



6. Name the releases and escapes for the following pictures:



A: _____



B: _____

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7. There are nine points which the 32nd Edition Manual identifies as important for personal hygiene for surf lifesavers. Name 3

8. Name 3 aids (equipment) you could use during a rescue.

9. During a patient approach what 2 things should you watch continually?

10. On reaching a submerged person what 3 things should you do to bring them to the surface?



PUASAR012A – Apply surf survival & self rescue skills

1. What are the 4 rip types?
 - a. Moving, flash, temporary, travelling
 - b. Temporary, fixed, flash, permanent
 - c. Fixed, travelling, permanent, flash
 - d. Fixed, permanent, large, temporary

2. What are potential hazards in the surf?
 - a. Waves & tides
 - b. Rips & currents
 - c. Inshore holes & wind
 - d. All of the above

3. What type of wave causes the most spinal injuries?
 - a. Spilling
 - b. Plunging
 - c. Surging
 - d. Small

4. List the 5 beach types in order from the most dangerous to least dangerous?
 - a. Reflective, low tide terrace, bar and rip, long shore trough, dissipative
 - b. Low tide terrace, bar and rip, long shore trough, reflective, dissipative
 - c. Dissipative, long shore trough, bar and rip, low tide terrace, reflective
 - d. Dissipative bar and rip, long shore trough, low tide terrace, reflective

5. What is your beach type?

6. What is normal wave type at your beach?

7. Are there any hazards such as rips, gutters or sandbars which regularly appear at your beach?

8. Identify the location of rips in the pictures below, by circling the rip?



9. What are the effects of wind, tide, and swell and ocean floor on surf conditions?

10. During a difficult tube rescue you find upon reaching your patient that you will be unable to safely swim them back to shore. What is your course of action?

11. Identify the characteristics of the following waves:

Plunging Wave

Spilling Wave

Surging Wave

STEP 4 & 5 - CLUB PROFICIENCY DAY

CLUB CAPTAIN / PATROL CAPTAIN SIGN OFF

I, _____ have observed the owner, of this workbook participate in the following patrolling duties: complete pre operational checks on relevant equipment in accordance with SLSQ procedures; respond to incidents including aquatic emergencies in line with organisational requirements.

Signature: _____ Date: _____
(Patrol Captain / Club Captain / IRB Captain)



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Peer Observation

If you are a patrol member please ask your Patrol Captain to complete this observation checklist.

If you are a patrol captain please ask a member of your patrol to complete this observation checklist.

COM001B	The patrol member demonstrates their ability to Communicate in the workplace
1.1, 1.2, 2.1 3, 4, 5, 6	<p><input type="checkbox"/> The patrol member effectively communicates verbally using:</p> <ul style="list-style-type: none"> <input type="checkbox"/> language which is clear and concise and appropriate with SLSQ's procedures <input type="checkbox"/> Actively listens and questions to clarify any issues <p>The patrol member communicates non-verbally using appropriate positive non-verbal communication techniques. (body language)</p> <p>Whilst on patrol communicates with beach goers using positive verbal and non-verbal communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives and receives instructions during the patrol in a clear, concise and accurate manner <input type="checkbox"/> Seeks clarification of instructions if unsure <input type="checkbox"/> Contributes in group discussions and patrol meetings as required <input type="checkbox"/> Prepares and processes routine written information in appropriate logs whilst on patrol
TEA001A	The patrol member demonstrates their ability to Work in a team
1, 2 & 3	<p><input type="checkbox"/> The patrol member contributes to the team activities through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognition of their roles and responsibilities <input type="checkbox"/> Contributes to the patrol goals and objectives <input type="checkbox"/> Completes required activities within allotted timeframe <input type="checkbox"/> Will assist others to complete tasks if requested <input type="checkbox"/> Actively encourages other patrol members to participate <input type="checkbox"/> Will change roles within the patrol as requested <input type="checkbox"/> Participates in all patrol meetings <input type="checkbox"/> Effectively communicates with other patrol members to ensure tasks are completed efficiently <input type="checkbox"/> Shares skills and knowledge with other patrol members <input type="checkbox"/> Gives feedback to other team members in a positive way <input type="checkbox"/> Takes on board feedback from other team members



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TEA004B	The patrol member demonstrates their ability to Work effectively in a public safety organisation
1, 2, 3, 4, 5 & 6	<ul style="list-style-type: none"> <input type="checkbox"/> Manages own work by: <ul style="list-style-type: none"> <input type="checkbox"/> Understanding, acknowledges and implements instructions <input type="checkbox"/> Factors affecting work requirements are identified, impact assessed and appropriate action taken to ensure work requirements are met <input type="checkbox"/> Work load is assessed and priorities set within allocated timeframes <input type="checkbox"/> Monitors own work to ensure compliance with SLSQ's requirements (Is proficient in all awards) <input type="checkbox"/> Will seek out appropriate person if additional support is required <input type="checkbox"/> Can complete patrol tasks with minimum supervision <input type="checkbox"/> Develop and maintain own expertise by: <ul style="list-style-type: none"> <input type="checkbox"/> Patrol information is accessed and clarification sought where necessary <input type="checkbox"/> Ensures all awards are current to ensure level of expertise remains at SLSQ required level <input type="checkbox"/> Seeks training and development of skills <input type="checkbox"/> Maintain work effectiveness by <ul style="list-style-type: none"> <input type="checkbox"/> Level of physical fitness is maintained to perform rescues effectively <input type="checkbox"/> Ability to identify signs of personal stress and seek peer support when required. <input type="checkbox"/> Promote cooperation by: <ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities and duties are undertaken in a positive manner <input type="checkbox"/> Communication with patrol members is conducted in a courteous manner <input type="checkbox"/> Problems and conflict are recognised and resolved through agreed and accepted processes <input type="checkbox"/> Contribution of individuals is recognised and accessed <input type="checkbox"/> Contribute to improving workplace and quality of outcomes <input type="checkbox"/> Promote cooperation <ul style="list-style-type: none"> <input type="checkbox"/> They undertake their patrol responsibilities in a positive manner to promote cooperation and good relationships <input type="checkbox"/> They communicate with other patrol members in a courteous manner <input type="checkbox"/> They have the ability to recognise problems and conflicts and can resolve them through agreed and accepted processes <input type="checkbox"/> They recognise contributions of all individuals <input type="checkbox"/> Contribute to improving workplace and quality of outcomes <ul style="list-style-type: none"> <input type="checkbox"/> Any patrol issues are raised and contributed to with appropriate personnel <input type="checkbox"/> They attend or contribute to patrol meetings in line with their level of responsibility <input type="checkbox"/> Appropriate personnel and resources are accessed and provided with suggestions for improvements in patrol practices and procedures <input type="checkbox"/> They can recognise the impact of external change on SLSQ and recognise how the change will effect their patrolling duties <input type="checkbox"/> Agreed changes to improve patrol outcomes are implemented <input type="checkbox"/> Maintain and represent SLSQ standards <ul style="list-style-type: none"> <input type="checkbox"/> Conduct is at all times in accordance with SLSQ policies, procedures and standards <input type="checkbox"/> Designated patrol uniform are observed and worn correctly



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OPE002A	The patrol member demonstrates their ability to use the communication equipment whilst on patrol
1, 2 & 3	<input type="checkbox"/> During the patrol the patrol member uses communication equipment: <ul style="list-style-type: none"> <input type="checkbox"/> Safely and inline with SLSQ procedures <input type="checkbox"/> Checks operation of radios as per SLSQ procedures <input type="checkbox"/> Transmits and receives communications as per SLSQ procedures <input type="checkbox"/> Maintains communication equipment to their level of responsibility <input type="checkbox"/> Understands the procedure for fault reporting
OHS001B	The patrol member demonstrates their ability to follow defined occupational health and safety policies and procedures
1 & 2	<input type="checkbox"/> During the patrol the patrol member follows workplace procedures for hazard identification and risk control to their ability <input type="checkbox"/> During the patrol the patrol member contributes to participative arrangements for the management of OHS to their ability
	During patrols the patrol member has demonstrated the following skills & knowledge
TEA004B	<input type="checkbox"/> The ability to relate to all genders, age and cultural backgrounds <input type="checkbox"/> Has the ability to communicate concerns about own fitness/stress if required <input type="checkbox"/> Can access and interpret patrol information
OHS001B	<input type="checkbox"/> To read a Material Safety Data sheet <input type="checkbox"/> Can fill in Log books as required <input type="checkbox"/> Can identify hazards and risks relating to patrol set up
COM001B	<input type="checkbox"/> Has the ability to communicate in a group setting <input type="checkbox"/> Can follow written instructions <input type="checkbox"/> Can give and receive instructions in line with SLSQ procedures <input type="checkbox"/> Can interact with the public whilst on patrol <input type="checkbox"/> Can use radio and communication systems
Comments	

Signature of Patrol member being assessed _____ Date: _____

Name and signature of Peer Assessor _____ Date: _____



Assessor Observation – Club Proficiency day

Task completed during the Proficiency – Each task may not be completed during one scenario. <i>As the members move from one scenario site to another, they must assume another role so that they complete a role as the rescuer, first aid officer & lost child coordinator</i> 1 – Patrol Captain, 1 – First Aid Officer, 1 – Water rescuer, 2 – IRB Crew 2 – Patrol Members	Tick when performed				
Participate in patrol briefing - Read through previous patrol log notes to identify any defective equipment etc. - Roles and responsibilities are designated for the patrol					
Complete patrol set up tasks - Identify surf conditions, hazards and risks prior to setting up flags - Check all equipment for operational use - Set up patrol shelter as required by beach management plan - Complete radio checks - Fill in Patrol Log book - Answers questions from public regarding surf conditions					
Water Rescue commences – Identified Rescuer commences the rescue - correct rescue equipment is chosen for the rescue - Rescuer identifies surf conditions and hazards present - Rescuer negotiates surf in appropriate amount of time - Patrol used Radio communication is used to alert SurfCom					
Lost Child - Another Patrol Member is approached by member of public to advise that they have lost their child, last seen in the surf - Demonstrates active listening skills, ask questions, summarises last known sighting of children - Radios to Patrol Captain that they have commenced search for Lost Child - radios IRB to ask them to commence parallel runs - Demonstrates communication skills with general public looking for child					
Rescue underway (<i>Assessor to advise patient is unconscious</i>) - rescuer reaches patient and completes rescue as per equipment chosen - Rescuer communicates with patient to determine conscious level - “Assistance Required” signal to alert awaiting patrol members - Patient is secured and rescuer brings patient to shore					



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<p>Task completed during the Proficiency – Each task may not be completed during one scenario. As the members move from one scenario site to another, they must assume another role so that they complete a role as the rescuer, first aid officer & lost child coordinator</p> <p>1 – Patrol Captain, 1 – First Aid Officer, 1 – Water rescuer, 2 – IRB Crew 2 – Patrol Members</p>	Tick when performed										
<p>Onshore patient care commences – First Aid officer takes control</p> <ul style="list-style-type: none"> - Patrol members assist in carry of patient to safe location for treatment to commence - Carry is performed in line with OHS requirements - Bystanders are questioned to see if anyone knows patient - DRABCD action plan is implemented <ul style="list-style-type: none"> -Danger – check for hazards & risks to self and others -Responsiveness – check for response of patient (<i>unconscious</i>) -Request for emergency assistance (ambulance) -Airway – check that airway is clear (<i>airway clear</i>) -Breathing – check to see if patient is breathing normally (<i>not breathing normally</i>) -Re-checks for signs of life (<i>no signs of life</i>) -Compressions commenced - Emergency services alerted if required - Appropriate PPE and hazards are addressed based on injury - Patient's conditions is monitored - Handover to emergency services – protocols followed 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
<p>Once patient is removed by emergency services team</p> <ul style="list-style-type: none"> - patrol debriefing after incident - Accident and Incident log completed - Rescue equipment cleaned and re-stacked - Radio equipment is checked and re-charged 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
<p>Comments from Assessor:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>											

Assessor Name: _____ Date: _____

Signature: _____

Patrol Member Signature: _____



ASSESSOR SIGN OFF

PUA21004 Certificate II in Public Safety (Aquatic Rescue)

Item	Date Completed	Assessor
Workbook Completed & Submitted		Name:
		Signature:
Run Swim Run Completed in 8 minutes 200m x 200m x 200m		Name:
		Signature:
Pool Swim – 400m in 9 minutes		Name:
		Signature:
Bronze Medallion Proficiency scenario		Name:
		Signature: