



LIFESAVING SOCIETY

*The Lifeguarding Experts*

## Aquatic Supervisor Candidate Self-Assessment

Please provide the information requested below and complete your assessment of the learning outcomes and performance requirements on the following pages. Return the completed form to your instructor prior to the start of the Aquatic Supervisor course.

**Note:** *This self-assessment will be used only by your Aquatic Supervisor Instructor and the Lifesaving Society for administrative purposes and to communicate with you before and during the course.*

**Candidate Name:** \_\_\_\_\_

**Date of birth (Year/Month/Day):** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Lifesaving Society ID #:** \_\_\_\_\_

**Summary of work experience**

**Summary of volunteer experience**

**Why are you taking this course?**

**What is one thing you are hoping to learn?**

## Aquatic Supervisor Self-Assessment

This self-assessment presents the learning outcomes and performance requirements that candidates must demonstrate to pass the Lifesaving Society Aquatic Supervisor course.

**Pre-course:** Review the self-assessment checklist and assess yourself on learning outcomes and each performance requirements for each unit. Send your completed self-assessment to the course instructor and bring your copy to the course.

**On course:** You and the instructor will use the self-assessment checklist to track your progress throughout the course. It might be helpful to think of the learning outcomes as personal learning goals. Ideally, by the end of the course, you and the instructor will agree that you have achieved all of them.

Unit 1 Opening Session: Introduction and The Lifesaving Society	
Learning Outcomes <i>What you are expected to know, understand, and/or be able to demonstrate</i>	Performance Requirements <i>The standard at which you must perform to be successful</i>
<p>You:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how Lifesaving Society initiatives in drowning research, public education, training programs, lifeguarding, aquatic safety standards, lifesaving sport and management training relate to its mission.</li> <li><input type="checkbox"/> Understand where and how to access information from the Society.</li> </ul>	<p>You can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide proof of required prerequisites.</li> <li><input type="checkbox"/> Commit to active participation and 100% attendance.</li> <li><input type="checkbox"/> Accept the learning outcomes and performance requirements.</li> <li><input type="checkbox"/> Demonstrate behaviour consistent with Lifesaving Society values.</li> <li><input type="checkbox"/> Relate Lifesaving Society programs and services to the Society's drowning prevention mission.</li> <li><input type="checkbox"/> Identify how Aquatic Supervisor relates to the drowning prevention mission of the Lifesaving Society.</li> </ul>

Self-Assessment		
<input type="checkbox"/> I am confident in my ability to demonstrate all learning outcomes and performance requirements.	<input type="checkbox"/> I am comfortable with some of the performance requirements and have learning to do with some items.	<input type="checkbox"/> I will be learning about this information for the first time in the Aquatic Supervisor course.

Questions and Notes:

Unit 2 The Role of the Supervisor	
<p><b>Learning Outcomes</b></p> <p><i>What you are expected to know, understand, and/or be able to demonstrate</i></p>	<p><b>Performance Requirements</b></p> <p><i>The standard at which you must perform to be successful</i></p>
<p>You:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand a supervisor’s role in ensuring safe aquatic operations.</li> <li><input type="checkbox"/> Develop problem-solving and decision-making skill in framing situations and identifying appropriate criteria that lead to successful outcomes.</li> <li><input type="checkbox"/> Can work through common situations supervisors face in the aquatic workplace.</li> </ul>	<p>You can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how the role of a supervisor differs from those of instructors and lifeguards.</li> <li><input type="checkbox"/> Define key responsibilities of the deck-level supervisor.</li> <li><input type="checkbox"/> Describe how staff job performance and public safety are affected by a supervisor’s behaviour.</li> <li><input type="checkbox"/> Propose different approaches to solving problems and making decisions and explain the pros and cons of each.</li> <li><input type="checkbox"/> Accurately identify and frame issues (i.e., define the problem) and generate viable options to solve problems.</li> </ul>

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Questions and Notes:

Unit 3 Rules of the Water	
Learning Outcomes <i>What you are expected to know, understand, and/or be able to demonstrate</i>	Performance Requirements <i>The standard at which you must perform to be successful</i>
<p>You:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can identify government regulations that govern aquatic facility operations.</li> <li><input type="checkbox"/> Understand how Lifesaving Society guidelines and standards apply to aquatic facility operations.</li> <li><input type="checkbox"/> Understand how employer policies and procedures apply to the implementation of regulations, standards and guidelines to various aquatic operations.</li> <li><input type="checkbox"/> Understand the supervisor's responsibility in ensuring employee labour standards are upheld.</li> </ul>	<p>You can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Illustrate with examples how government regulations, Lifesaving Society guidelines and standards, and related employer policies and procedures impact the safe operation of aquatic facilities.</li> <li><input type="checkbox"/> Describe a supervisor's options for resolving three examples of non-compliance with regulations, with employer policies, or with Lifesaving Society guidelines and standards.</li> <li><input type="checkbox"/> Analyze a sample aquatic employment situation: identify the issue(s) at play and outline how the supervisor should handle it.</li> <li><input type="checkbox"/> Describe the role of the Public Health Inspector in aquatic operations.</li> <li><input type="checkbox"/> Describe the function of a workplace health and safety committee mandated by government.</li> </ul>

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Questions and Notes:

Unit 4 Facility Management	
Learning Outcomes <i>What you are expected to know, understand, and/or be able to demonstrate</i>	Performance Requirements <i>The standard at which you must perform to be successful</i>
<p>You:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how to create a culture of safety among aquatic staff as a powerful risk management tool.</li> <li><input type="checkbox"/> Understand safety considerations arising from facility amenities/attractions (e.g., spas, water slides, bulkheads, docks, inflatable waterparks, watercraft).</li> <li><input type="checkbox"/> Understand the importance of and how to use daily safety inspection checklists.</li> <li><input type="checkbox"/> Understand the purpose and basic operation of a pool filtration system including contaminant control, removal and disinfection.</li> <li><input type="checkbox"/> Know what recreational water illnesses (RWIs) are and understand the protocols to manage cases of in-water fecal fouling, blood and vomit.</li> <li><input type="checkbox"/> Understand basic information on safe chemical treatment of swimming pool water.</li> </ul>	<p>You can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe three ways to nurture a culture of safety among aquatic staff.</li> <li><input type="checkbox"/> Identify potential hazards associated with different environments, amenities and program offerings.</li> <li><input type="checkbox"/> Assess risks using risk assessment tools and recommend appropriate action.</li> <li><input type="checkbox"/> Describe the basic function of a pool's filtration system.</li> <li><input type="checkbox"/> Describe what recreational water illness is and how to manage incidents of fecal fouling, blood and vomit to ensure the safety of patrons.</li> <li><input type="checkbox"/> Describe the appropriate actions to be taken for a minimum of three common problems in an aquatic operation.</li> </ul>

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Questions and Notes:

## Unit 5 Safety Supervision in Programs and Services

### Learning Outcomes

*What you are expected to know, understand, and/or be able to demonstrate*

You:

- Understand the program and safety standards related to instructor-candidate and lifeguard-bather ratios and when they apply.
- Understand the purpose and use of facility admission standards and swim tests.
- Understand how to evaluate and modify safety supervision zones to reflect users, activities, and facility design.
- Understand the role of the supervisor in the delivery of safe and successful learn-to-swim, lifesaving and leadership training programs.
- Understand safety issues arising from special events (e.g., swim meets, competitions) and what supervision adjustments may be necessary.
- Understand the importance of following the facility's documented policies and procedures related to safety supervision.

### Performance Requirements

*The standard at which you must perform to be successful*

You can:

- Identify regulations, guidelines, standards and policies applicable to aquatic safety supervision including staff qualifications, bather loads and instructor/lifeguard-bather ratios.
- Identify factors that impact safety supervision and how these are managed within a variety of aquatic programs and services.
- Describe how a facility admission standard and patron swim tests contribute to safety.
- Identify risk zones within a facility and recommend appropriate safety supervision protocols for a variety of aquatic programs (learn-to-swim programming, events, group rentals, competitions, etc.).
- Describe how deck-level supervisors manage instructional programming activities.

### Self-Assessment

I am confident in my ability to demonstrate all learning outcomes and performance requirements.

I am comfortable with some of the performance requirements and have learning to do with some items.

I will be learning about this information for the first time in the Aquatic Supervisor course.

Questions and Notes:

## Unit 6 Managing Your Aquatic Team

### Learning Outcomes

*What you are expected to know, understand, and/or be able to demonstrate*

### Performance Requirements

*The standard at which you must perform to be successful*

You:

- Understand how to motivate team members and how to use coaching and mentoring techniques to improve team performance.
- Understand how to use a variety of training and evaluation methodologies to influence staff performance.
- Understand the importance of full-team participation in training, the consequences of a failure to participate, and the impact that failure can have on teamwork effectiveness and performance.
- Understand the need to document training content and participation.

You can:

- Identify the purpose of staff training in ensuring a safe aquatic operation.
- Describe various tactics for the motivation of staff.
- Explain the difference between staff training and staff evaluation.
- Identify a range of training topics for instructor and lifeguard staff. Prioritize the topics in three categories: “mandatory”, “recommended”, and “optional” and explain the criteria used to make this determination.
- Develop a training plan that includes a purpose statement, desired learning outcomes, evaluation criteria and learning activities.
- Describe how immediate feedback impacts staff performance.
- Explain how in-the-moment training opportunities improve team performance and ensure a safe aquatic operation.
- List the elements of staff training that must be documented and explain why.

### Self-Assessment

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Questions and Notes:

Unit 7 Customer Engagement	
<p><b>Learning Outcomes</b></p> <p><i>What you are expected to know, understand, and/or be able to demonstrate</i></p>	<p><b>Performance Requirements</b></p> <p><i>The standard at which you must perform to be successful</i></p>
<p>You:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the elements and characteristics of effective customer service.</li> <li><input type="checkbox"/> Understand and can articulate the rationales underlying common aquatic facility rules and know how to communicate these effectively to influence patron behaviour.</li> </ul>	<p>You can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List at least three characteristics of good communications and describe how they are employed in supporting positive customer service.</li> <li><input type="checkbox"/> Articulate the rationale underlying rules and standard operating procedures.</li> <li><input type="checkbox"/> Identify tactics/tools that will assist in evaluating customer service experiences.</li> <li><input type="checkbox"/> Communicate aquatic safety rules and procedures in a way that encourages acceptance and compliance.</li> </ul>

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Questions and Notes:



## Unit 8 Emergency Response – as a Supervisor

<b>Learning Outcomes</b> <i>What you are expected to know, understand, and/or be able to demonstrate</i>	<b>Performance Requirements</b> <i>The standard at which you must perform to be successful</i>
<p>You:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how the role of the supervisor differs from that of instructors and lifeguards in preventing and responding to incidents and emergencies.</li> <li><input type="checkbox"/> Understand strategies used by the aquatic team to prevent incidents.</li> <li><input type="checkbox"/> Understand the supervisor's post-incident responsibilities.</li> <li><input type="checkbox"/> Know what information needs to be collected and retained following an incident and why.</li> </ul>	<p>You can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the key factors in incident prevention and how these are influenced by the deck-level supervisor.</li> <li><input type="checkbox"/> Describe or demonstrate their role as a supervisor in the management of an aquatic emergency.</li> <li><input type="checkbox"/> Outline the possible interactions that may follow an aquatic emergency vis-à-vis paramedics, police, fire, internal chain of command, media, and incident evaluation.</li> <li><input type="checkbox"/> Describe the documentation required during and following a) minor incidents, and b) major emergencies and how this information is captured.</li> </ul>

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Questions and Notes:

Unit 9 Closing Session	
<b>Learning Outcomes</b> <i>What you are expected to know, understand, and/or be able to demonstrate</i>	<b>Performance Requirements</b> <i>The standard at which you must perform to be successful</i>
You: <input type="checkbox"/> Understand that the Aquatic Supervisor course provides a springboard to aquatic supervisor responsibilities and to potential volunteer leadership roles within the Lifesaving Society.	You can: <input type="checkbox"/> Identify opportunities to volunteer within the Lifesaving Society.

Self-Assessment		
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Questions and Notes: