LIFEGUARDING
Interim Virtual Skills Training

The American Red Cross is providing this guidance sheet for instructors to modify their Lifeguarding program during the COVID-19 pandemic so they can conduct lectures, activities, guided discussions and CPR/AED and First Aid skill practices and evaluations via a virtual web conference. Any components involving water skills must be conducted in person when allowed by state and local authorities.

For more information, refer to COVID-19 information on Red Cross Learning Center.

Note	Please check frequently for updates. As the situation evolves, guidelines related to COVID-19 may change based on additional requirements from federal, state and local public health agencies and recommendations from the Red Cross Scientific Advisory Council.

Course Modifications

Course Delivery Method

- You may deliver the Interim Virtual Skills Training for the following programs:
  - » Lifeguarding Blended Learning (In-Person Skill Session)
  - » Lifeguarding Instructor-Led Training

- These modifications allow for only certain parts of the course to be conducted virtually via web conference and other portions to be taught in person when allowed by state and local authorities. (See the **Lifeguarding Interim Virtual Skills Training Course Outlines.**)

- Blended Learning is the preferred method for the Interim Virtual Skills Training program because you are **not** required to show the videos during the web conference.

- You may deliver the Instructor-Led Training course. However, this method is not preferred at this time due to the potential technical challenges related to playing the required videos via web conference. If you elect to conduct the Instructor-Led Training course, you must meet the technical requirements for playing videos via web conference as detailed below under "Technical Requirements."

- During the web conference, you and each student may train at different locations or at the same facility. However, **no** person may be in the same training room at the same time. Training rooms may be reused for subsequent students after the equipment and high touch surfaces have been thoroughly cleaned and disinfected.

Course Modifications

Class Size

- The Interim Virtual Skills Training course allows for up to 10 students per instructor.

Course Scheduling

- You will likely need to schedule several virtual web conferences and in-person water skills sessions. You may schedule these virtual web conferences and in-person water skills sessions according to your needs providing you follow the course modifications on this guidance sheet and the course outlines.

- Students taking the Blended Learning program must complete the online portion before participating in the virtual web conference and in-person water skills session(s).

- While you may schedule up to 10 students for the virtual web conference, you must evaluate each student or team one at a time during all land skill practices. Evaluating more than one student or team at a time via web conference does not allow for adequate observation. Remember, even though students are working in teams, they each must be in a separate training room. **Note:** The suggested times for virtual CPR/AED and First Aid skill practices and evaluations are based on a 1:1 instructor-to-student ratio. Additional time may be needed to evaluate more than one student or team during the virtual web conference.

- You must conduct the **Prerequisite Swimming Skills Evaluation** and **water skill practices and evaluations** at the pool facility when allowed by state and local authorities. Explain to students in a pre-course communication that they could fail the prerequisite swimming evaluation after completing a significant amount of coursework.

Professionalism

- During the virtual web conference, convey a competent and professional demeanor. Here are five key principles to keep in mind:
  - » Make sure you maintain a professional appearance according to your organization's dress code and policies.
  - » Hold the virtual web conference in a professional or neutral location. Remove items that may be distracting or unprofessional such as clutter, posters and photos, clothes, piles of boxes, food and beverages.
  - » Lights, camera and sound are important. For optimal lighting, place your primary light source behind your camera. This way, the light and the camera point in the same direction. Adjust your camera angle and look straight ahead into the camera so you can make eye contact with the students. Make sure you are close enough to your microphone so the students can hear you talking. Minimize distracting background noises (e.g., animals, family members, appliances, television) and mute your line while others are talking.
  - » Refer to your Instructor's Manual and other course materials to manage time, stay organized and convey accurate and concise information. Keep a pen and notebook handy to jot down some notes with as little visual disruption as possible.
  - » Call in early so you are set up and prepared. You may want to ask students to call in early too, so you can assist them with any technical issues.

Course Modifications

Technical
Requirements

- Ensure that you and the students have a camera-enabled device and high-speed internet **before the start of class.**

- Select and install a web-conference tool **before the start of class.**
    - » Web conferencing tools should facilitate audio calls, video conferencing, screen sharing and live chatting.
    - » Consider the security features you will need such as user authentication, permissions and confidential attendee list.
    - » Consider the mobile needs of your students. Some web conferencing tools offer a mobile app for easy access to video meetings from a mobile device or tablet. Others allow students to call in from mobile devices (audio-only) or join meetings from a mobile-friendly web link.
    - » If you are delivering the Instructor-Led Training program, the web conferencing tool must be able to play course videos at high quality so the students can view the videos without disruption. Your web conference tool must support simultaneous playback of video and audio. You and your students must have sufficient bandwidth to support video playback. The recommended bandwidth speed is 150 mb/s.
    - » Top web-conference tools include Microsoft Teams, WebEx and Zoom.

- Test your device, bandwidth and setup; do a practice run and get feedback **before the start of class.**

- Send the students the appropriate web tool link so they can download and test the tool **before the start of class.**

- The instructor and the students must be able to see and hear one another throughout class.

- If at any time video or audio is poor or lost and unable to be resolved, class should be canceled and rescheduled.

- Sound and camera positioning should allow the instructor to adequately assess all required elements of the skills throughout all skill practices and scenarios.
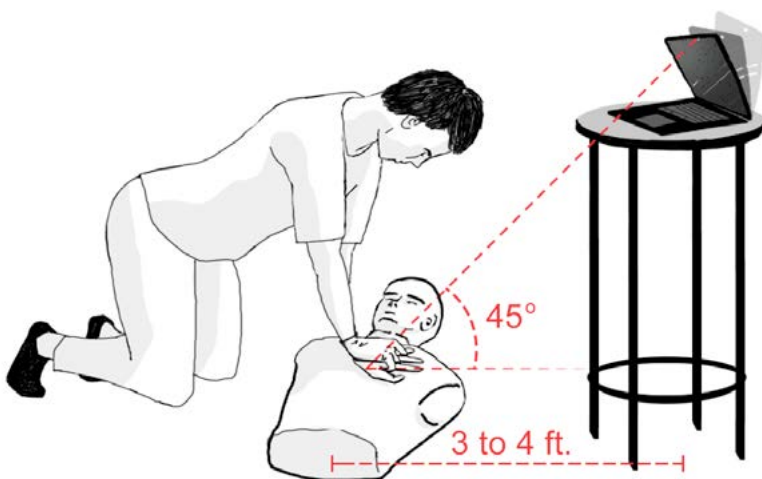
- » Recommended distance is 3 to 4 feet between camera and manikin.
- » Recommended camera angle is roughly 45 degrees.
- » Distance and angle of camera may change depending on student and skill being performed.

Course Modifications

Training Equipment Use

- Every instructor and student must have their own adult and infant manikin, AED trainer, pocket mask, BVM, first aid student training kit and other reusable equipment.
  - » For CPR-related skill practices and scenarios, the students must have a feedback device that provides real-time audio and/or visual feedback on adequacy of compression rate and depth (e.g., clicker, lights, etc.). The feedback device can be integrated into the CPR manikin or serve as an accessory to the manikin. A feedback device that can also measure ventilation adequacy, hand position, recoil, and chest compression fraction is preferred but not required at this time.
- Every student and instructor must have their own disposable equipment (e.g., gloves, student first aid kits).
- You or your designated facility manager should ensure that each student has all the required training equipment **before the start of class.**
  - » If necessary, make arrangements with the students or your designated facility manager to obtain the training equipment.

Training Equipment Decontamination and Disposal

- You or your designated facility manager should thoroughly clean and disinfect all manikins, AED trainers, BVMs and other reusable equipment **immediately after class.**
- Students should dispose of all disposable training equipment as appropriate.
- Students may keep their pocket masks for future use, but you should encourage them to dispose of the one-way-valve after each use.
- If you provided individual students with equipment for use at home or a remote location, ask them to:
  - » Dispose of their gloves
  - » Wipe down the manikin, AED trainer, BVM and other reusable equipment.
  - » Place the manikin back in the bag so you can pick up and decontaminate it before the next class.
- Please review **Manikin Decontamination and Use and SAC COVID-19 Instructor Information** on the Red Cross Learning Center.

Course Modifications

Reducing Risk
of Disease
Transmission

- These general guidelines may need to be modified depending on where you or the students are training. For example, if a student is training at home, they may not need to screen for signs of illness 24 hours prior to class or wear face coverings. However, if they are training at a worksite or healthcare facility, they may need to follow additional facility-specific policies related to minimizing the risk for exposure to COVID-19.

- Explain to students in a pre-course communication (e.g., letters, emails, registration) that they should not attend class and they should reschedule their training if they have been ill or have any symptoms of illness within 24 hours prior to the class. These symptoms include:
  - » Cough
  - » Shortness of breath or difficulty breathing
  - » Or at least two of these symptoms:
    - » Fever
    - » Chills
    - » Repeated shaking with chills
    - » Muscle pain
    - » Headache

- At the start of every class, encourage students who have had any signs of illness within 24 hours of the class to reschedule for a future class.

- Instructors and students must wear cloth face coverings, which may include masks, during class and while in the facility. When giving ventilations, students should briefly lower their masks without touching the front of it. Immediately after giving ventilations, they should put the mask back on.

- Instructors and students must perform hand hygiene using soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol. At a minimum, hand hygiene should be performed at the following times:
  - » Beginning and end of class
  - » Before and after meals and snacks
  - » Before and after skill practice sessions (hand hygiene should be done before putting on gloves and after removing them)

- Every student must wear gloves during all skill practices and scenarios.

- Every student must use a pocket mask or BVM when giving ventilations.

- Instructors and students should cough or sneeze into a tissue or elbow.

- Instructors and students should avoid touching their eyes, nose and mouth.

- Instructors, facility managers and/or students should disinfect high touch surfaces such as doorknobs, switches, handles, counters and other surfaces **immediately after class.**

Course Modifications

Precourse Session

- The "Prerequisite Swimming Skills Evaluation" must be conducted in person when allowed by state and local authorities. However, you may conduct "Introduction to the Precourse Session" and "Verification of Age Prerequisite" during the virtual web conference along with the other virtual course content. Then, conduct the "Prerequisite Swimming Skills Evaluation" and "Wrap-Up" in person along with the other water skills practices when allowed by state and local authorities. Explain to students in a pre-course communication that they could fail the prerequisite swimming evaluation after completing a significant amount of coursework.

Lectures, Activities and Guided Discussions

- For Being Part of a Team, skip the "Superlatives" and "Human Knot" team building activities and start with the guided discussion bullet point: "The lifeguard team must communicate and work together effectively when responding to emergencies."

- For Facility Safety, conduct the "Facility Safety" activity as an instructor demonstration if each student does not have their own personal rescue tube. Show students how to wear a rescue tube while in an elevated lifeguard station or a ground-level station and answer questions.

- Conduct the following small group activities as guided discussions.
  - » "Reasons for the Rules" (ILT)
  - » "Zone Test Drills" (ILT)
  - » "Guarding Special Attractions" (ILT)
  - » "Strategies for a Safe Group Visit" (ILT)
  - » "Emergency Action Plans" (ILT)
  - » "Using an AED in Unique Situations—Fact or Fiction" (ILT)
  - » "Common Injuries" (BL, ILT)
  - » "First Aid Scenarios" (BL, ILT)

- During these guided discussions:
  - » Do **not** divide the class into small groups nor distribute the accompanying activity worksheet. Instead, read the questions and/or scenarios to the students and encourage them to call out or message their responses. Then, have a short discussion on the correct answer for each one. The Interim Virtual Skills Training Course Presentation includes slides to support the guided discussion.

- When giving reading assignments, consider how your class is scheduled. For example, if you are teaching multiple lessons during one virtual session you may need to give multiple reading assignments as appropriate.

Course Modifications

Course Videos: Blended Learning

- Do **not** play the blended learning course videos during the web conference. Instead, explain to students in pre-class communication to review **all** the course videos 24 to 48 hours before the start of the web conference.

- Students can locate the videos on the student video page on the Red Cross Learning Center.

- Ask students if they have any questions about the videos before conducting the skill practices and evaluations.

Course Videos: Instructor-Led Training Course

- Instructors are required to show the videos during the Instructor-Led Training course, because they contain important information about key concepts and skills to help ensure the program objectives are met.
  - » The videos must be played during the web conference in such a way that all students can view the video and hear the audio without disruption. See "Technical Requirements" above.
  - » If you cannot meet these technical requirements, you cannot conduct the Instructor-Led Training course.

- Choose the watch-then-practice method for skill practices when relevant.

Course Modifications

One-Rescuer Land Skill Practice and Evaluation

- One-rescuer land skill practices and evaluations to be taught virtually include:
  - » Removing Disposable Gloves
  - » Using a Resuscitation Mask
  - » Performing a Primary Assessment—Infant
  - » Giving Ventilations—Adult and Child
  - » Giving Ventilations—Infant
  - » Giving Ventilations Using a BVM—Two Rescuers
  - » Conscious Choking—Adult and Child
  - » Conscious Choking—Infant
  - » CPR—Adult and Child
  - » CPR—Infant
  - » Using an AED
  - » CPR with Airway Obstruction
  - » Controlling Bleeding

- During these skill practices:
  - » Evaluate each student one at a time. They should **not** partner when indicated in the instructor's manual.
  - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
  - » For BVM skill practice, one student should operate the BVM (i.e., they should seal the mask with one hand and give ventilations with the other). However, emphasize that two-rescuer BVM is ideal and must be practiced during the "Putting It All Together" water skill practices that include CPR/AED skills.
  - » For the Conscious Choking—Adult and Child and CPR with Airway Obstruction—Adult and Child skill practices:
    - » Demonstrate and review the **modified skill steps** on the Skill Practice: Obstructed Airway Adult or Child course presentation slide.
    - » The students must practice back blows and abdominal thrusts on themselves.
    - » For Secondary Assessment, the students should verbalize the SAMPLE interview questions and the steps of the head-to-toe check.
    - » For the Controlling Bleeding skill practice:
      - Demonstrate and review the modified skill steps on the Controlling Bleeding Skill Chart course presentation slide.
      - The students must practice direct pressure and bandaging on their own arm or leg.

Course Modifications

Two-Rescuer Land Skill Practice and Evaluation

- Two-rescuer land skill practices and evaluations to be taught virtually include:
  - » Performing a Primary Assessment—Adult and Child
  - » Two-Rescuer CPR—Adult and Child
  - » Two-Rescuer CPR—Infant

- During these skill practices:
  - » Ensure that each student remains in a separate training room and has all the necessary equipment to perform their given role at the start of the skill practice.
  - » Select **2** students at a time to participate and assign roles. Alternatively, you can play the role of Rescuer 2.
    - » One student will be the team leader (i.e., Rescuer 1). They will perform the primary assessment and/or compressions.
    - » The other student will be the team member (i.e., Rescuer 2). They will verbalize getting additional resources and the AED or manage the airway and provide ventilations.
    - » To help facilitate the team response and communication while working in separate training rooms, students should verbalize the handoff of action to the next student. For example, the compressor should say, "28, 29, 30. Begin ventilations."
    - » Evaluate each team one at a time.
    - » Verbally provide corrective feedback and/or demonstrate on your own manikin as needed.
    - » Then have students switch roles.
  - » During the Recovery Position skill practice, the student should verbalize the skill steps to their partner.

Water Skill Practices and Final In-Water Skill Scenarios

- Do not instruct, practice or evaluate water skills via web conference. Any skills requiring individuals to get in the water must be evaluated in person when allowed by state and local authorities.

Course Modifications

Final Written Exams

- When administering the final written exams for the Instructor-Led Training course:
  - » Read the exam questions aloud to the students while monitoring them via the web conference.
  - » At the end of the exam, ask students to email their responses to exam questions so you can grade it.
  - » Do not alter the exam content in any way.
  - » Do not email exams to students.

Review Course

- During the Review Course, implement the Interim Virtual Skills Training program modifications noted above when conducting all skill practices and scenarios.