



National Ski Patrol Continuing Education Course Guidelines for NSP Instructors

February 2, 2018 (Rev. 5)

**National Ski Patrol System
133 South Van Gordon Street, Suite 100
Lakewood, Colorado 80228
303-988-1111
www.nsp.org**

Table of Contents

Introduction and Course Objectives	3
Instructor Development Review Module	6
• How Adults Learn	7
• Human Relations and Communications.....	9
• Instructional Management	11
• Lesson Planning: The Six-Pack Format	12
• Lesson Content and Instructional Resources	13
• Instructional Methods	14
• Monitoring and Evaluation.....	15
• The Instructor Mentoring Program	17
• Review of Administrative Procedures for Instructors	18
• The American Disabilities Act and NSP Training Programs ..	20
Discipline Specific Review Module.....	21
Appendix: Forms for Use in this Course.....	22
• Senses and Learning Inventory	A-1 and A-2
• Blank Six-Pack Lesson Plan	A-3
• Annotated Six-Pack Lesson Plan	A-4
• NSP Instructor Mentoring Completion Form	A-5
• NSP Liability Release Waiver Form.....	A-6
• Sample Teaching Tool: OEC5E "Stickman" Patient Assessment Tool	A-7

Introduction and Course Objectives

Introduction: The National Ski Patrol Continuing Education Course Guidelines for NSP Instructors was designed by the National Instructor Development Committee as a guide for all National Ski Patrol education disciplines to use to provide continuing education to NSP instructors. This course, when presented as recommended herein, will fulfill the continuing education requirement for all instructors of all disciplines to complete a continuing education course for their specific NSP education discipline at least once every three years.

Course Objectives: The objectives of the National Ski Patrol Continuing Education Course for NSP Instructors are to provide a review of the material included in the NSP Instructor Development Course and the accompanying textbook, "Instructor Development: Training the Adult Learner", and to provide reviews and updates to NSP Instructors on the latest materials and information pertaining to the discipline in which they teach.

The National Ski Patrol Continuing Education Course Guidelines for NSP Instructors Consists of Two Modules:

1. A review of some of the principles from the Instructor Development Course and the course textbook, "Instructor Development – Training The Adult Learner."
2. A presentation which offers continuing education and update material to instructors relative to the specific discipline in which they teach.

Length of the Continuing Education Course:

The course should be 60 – 90 minutes minimum, with at least ½ of that time devoted to a review of the Instructor Development material. You are not required to teach all of the included Instructor Development material. You may choose certain portions to teach to fulfill the ID material review requirement. The course can be longer than this minimum if additional educational material and updates are to be presented.

Are There Certain Sections of the Instructor Development Material that Should be Covered in Every Continuing Education Course?

The Instructor Development Committee recommends that the lessons on Six-Pack Lesson Planning, Mentoring, Administrative Procedures, and the American Disabilities Act be reviewed in each CE Course.

Who May Teach the Continuing Education Course?

It is recommended that the course be taught by a current Instructor Trainer for the discipline which is being covered. The IT may invite an Instructor Development instructor to attend to cover the ID material if he/she prefers.

Are Instructor Skills and Student Evaluation Techniques Tested or Evaluated During the Continuing Education Course?

No, it is not the intent of the Instructor Continuing Education Course to evaluate or test instructors' skills and student evaluation techniques during the course. The course is intended only to provide continuing education to the instructors. Instructor skills and student evaluation techniques should be continually monitored during classes and training sessions by the Instructor Trainer assigned to the course being taught. All instructors must be monitored while teaching at least once every three years by their assigned Instructor Trainer in their discipline. It is optional to add evaluation of instructor skills and student evaluation techniques after the Continuing Education Course if time permits.

How Should the Course Be Registered?

There are two options to register your Continuing Education Course:

#1) There is a Continuing Education Course for each discipline in which you are certified to teach listed in the "Register A Course" section of your Instructor Tool Page (see Figure 1 on next page). By registering a Continuing Education Course for your discipline, this assumes that you will also teach the Instructor Skills Review Portion in addition to your discipline specific CE material.

#2) You may also choose to register the NSP Instructor Skills Review for Continuing Education Course as a separate course in addition to registering your discipline specific course (see Figure 1 on next page). This has some advantages. It will give you the option to teach the Instructor Skills Review (Instructor Development) portion at a separate time and to instructors of other disciplines. You may also invite an Instructor Development Instructor to teach that portion as well. As an example, some regions and divisions have "Continuing Education Days" for instructors of all disciplines, where the Instructor Development section is taught to all attendees at once, and then each discipline breaks out to do their discipline-specific CE material. Note that a multi-discipline instructor need only take the Instructor Development Skills Review portion once every three years even if he/she teaches in more than one NSP discipline. Registering the NSP Skills Review for Continuing Education Course separately may also make it easier to track information for instructor updates and recertification. The students will have to enroll in both courses to have both show on their education record.

Is the NSP Instructor Skills Review for Continuing Education Course mandatory?

No, this course is not required, but the instructor skills portion of continuing education is required, along with the discipline CE portion. All NSP Instructors in all disciplines must complete these two portions of continuing education at least once during their 3-year instructor certification. If these components are not completed before the 3-year instructor certification expires, the instructor is not eligible to be recertified until they are completed. The NSP Instructor Skills Review for Continuing Education Course may be done as 1) a standalone course, 2) in conjunction with a discipline-specific CE course, or 3) as an "assumed" portion of a discipline-specific CE course.

Figure 1. Course Registration through nsp.org (example of course selection screen)

*** Course Title**

(Select)

(Select)

Incident Command System 100

* Incident Command System 200

Incident Command System 700

Instructor Continuing Education Clinic - Instructor Development

Instructor Continuing Education Clinic - MTR

Instructor Continuing Education Clinic - OET

Instructor Development

Instructor Development - ECourse

Introduction to Patrolling

Mountain Travel and Rescue Clinic

Mountain Travel and Rescue Enhancement Seminar

Mountain Travel and Rescue Fundamentals

Mountain Travel and Rescue Level 1

Mountain Travel and Rescue Level 2

NSP Instructor Skills Review for Continuing Education

OST Alpine Toboggan Sr. T/E Clinic

Senior - Evaluation - Alpine Skiing

Senior - Evaluation - Alpine Toboggan

Snowsports Enhancement Seminar

*** Course End Date**

Assisting Instructors
(enter Member number separated by a comma)

Notes (100 character limit)

Discipline specific CE courses. You will only see the disciplines in which you are authorized to teach.

Instructor Development portion of a CE course (may be done as a standalone course).

Save & Close Cancel

Instructor Development Review Module

Lesson Objectives: Review some characteristics of good instructors

Did you ever notice?.....

Good instructors have mastered "The Art of Teaching."

You'll notice certain things about really good instructors:

- They have a passion for what they teach.
- They make teaching seem effortless.
- They really know and understand their subject matter.
- They build credibility and inspire confidence in their teaching abilities.
- They have a talent for "reading" their students to help determine their needs.
- They make teaching and learning fun.
- They focus on their teaching and try to continually improve.

How did they get that way?

Some are born teachers, some studied years and earned degrees to teach, but many developed their skills from teaching and learning in everyday life. We have all taught something to someone in our lives, and more importantly, we have all learned from an instructor or teacher at some point in our lives. So we are all consumers of education and probably have had both good and bad educational experiences.

Many NSP instructors do not have formal education in teaching, but through their personal experiences and the NSP education programs, they have become successful, dynamic instructors in their disciplines. Today, we will review some of the principles that may make us better instructors.

How Adults Learn

Lesson Objectives: Summarize the characteristics of adult learners; list the different learning styles and how these affect teaching.

The “Art of Teaching” is the subtle dynamic interplay between the teacher, the student, and the course content. Knowing your subject matter is not enough. To effectively teach, we have to have some understanding of how people learn and some of the teaching strategies of learning.

Some interesting things about teaching adults:

- You must get and maintain their visual and auditory attention.
- You should try to remove or reduce distractions.
- You should relate the lesson to something they already know or have previously learned.
- You should make it real and meaningful – get them emotionally involved.
- You need to plan enough time to cover your material and repeat key items.

A few characteristics of adult learners:

- Adults are active learners, they want clear goals and want to participate and provide input.
- They are swayed by first impressions of you, the instructor.
- They want to be comfortable while learning.
- They prefer to integrate the new information with past learning.
- They like to know the “why” of the subject matter, and it should be explained clearly.
- They want the subject matter to be immediately useful.
- They are very concerned with time and those who waste it.
- They have a 15-20 minute attention span, so you must vary your activities.
- They tend to challenge the instructor and sometimes seek recognition.

Learning Styles

Students have different learning styles that you need to address in your lessons. Some learn best one way, and some are well balanced and can learn by all styles.

The different learning styles are:

- Visual.....they learn best by what they see.
- Auditory.....they learn best by what they hear.
- Kinesthetic.....they learn best by what they physically touch or emotionally feel.

When you plan your lessons, you must remember to use varying learning styles so the majority of your students can benefit from their particular learning style. It is not necessary to teach your complete lesson in each of the three styles, but the more senses you can touch in your presentation, the more learning will occur.

An interesting set of statistics from various studies tells us that people tend to retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and do
- 70% of what they say
- 90% of what they say and do!!!

So, the more of the learning styles you involve your students in, the more likely they are to retain the information.

Suggested Activities:

Ask the instructor group if each knows which learning style they prefer. If they do not know, you may administer a simple "Senses and Learning Inventory Test" (available in the appendix of this manual) so each instructor would know if they are a visual learner, auditory learner, kinesthetic learner, or a well-balanced learner who can learn by any style. The test takes about 5 minutes.

Ask the instructor group how they would arrange a lesson from their discipline that would lend itself to all learning styles. For instance, in OET, you are at the top of the mountain with your OET students and are going to work on toboggan handling in the bumps. How could they address all 3 learning styles in their lesson?

Human Relations and Communications

Lesson Objectives: Review qualities necessary for effective instruction; review listening and communications skills; review effective feedback techniques

Studies and our research in our own classes show that students respond best to these qualities in their instructors:

- Encourages student participation
- Knows the subject well
- Fair, consistent, reliable
- Warm, friendly, accepting attitude
- Dynamic, spontaneous, enthusiastic
- Sense of humor
- Self-confident
- Practices what he/she preaches
- Uses variety of teaching methods

NSP Instructor Development focuses on three communication qualities of effective instructors:

- They have excellent listening skills.
- They are good at interpreting and sending non-verbal communication.
- They provide excellent constructive feedback to their students in a positive manner.

Some ways to build effective listening skills:

- Concentrate on what your students are saying; maintain eye contact.
- Design activities into the learning that allow students to participate.
- Don't interrupt!
- Respect every student's right to share their views.
- Clarify what the student is saying if it is not clear to you.
- Encourage the students to ask you to clarify if they don't understand you.
- Search for the total meaning of the message, not just the details.
- Pay close attention to non-verbal messages, actions, and expressions.

Did you know that it has been shown that up to 70% of what people communicate is non-verbal? Nonverbal communication is:

- Body language: posture, eye contact, stance, hand movement...etc.
- Physical characteristics: physique, height, weight, hygiene, dress...etc.
- Appropriate touching behavior: pat on back, hand shake or touch...etc.
- Voice characteristics: quality, pitch, rhythm, resonance, and inflections.
- Body position: personal space and position of body relative to the students.

Be careful of the non-verbal messages you are sending!!!

Providing constructive feedback for successful performance and for poor or failed performance:

It is not too difficult to provide positive feedback when the student performs the skills correctly. Here are some ways to help prevent poor performance and to provide positive constructive feedback if the student does not perform well:

Prior to evaluation:

- Establish clear concise concluding objectives and expectations.
- Provide a positive, supportive training environment where students aren't afraid to try new skills.
- Provide effective specific ongoing feedback.
- Provide praise or recognition for goals achievement to motivate students.

After evaluation:

- Remain calm and professional.
- Involve the student; ask them their evaluation of their performance if appropriate.
- Be an active listener; don't interrupt.
- Begin with something positive about their performance if possible.
- Provide immediate feedback; be descriptive rather than evaluative.
- Relate the feedback to the established objectives.
- Concentrate on correcting the skill or performance, not the individual or personality.
- Be specific on how to improve the skill or performance; avoid generalities.
- Correct one skill at a time; not several all at once.
- After correcting the skill, immediately redirect their behavior toward improving performance.
- Provide mentoring or other opportunities to practice the skill.
- If significant errors need to be corrected, consider taking the student aside and discuss privately.
- Try to end on a positive note.

Suggested Activities:

Pose this question to your instructor group: "What is the best instructor you have ever had and what made that instructor so good?" (Does not have to be ski patrol related...any instructor in their life that motivated them to learn the material and succeed in the class).

Next, pose this question to your instructor group: "What is the worst instructor you have ever had and what made that instructor so bad?" Relate their answers to those qualities of good instructors from above.

Instructional Management

Lesson Objectives: Review instructional management tasks of an instructor putting on a course as they relate to organization, quality management and safety.

It's all about planning! Before they can teach a course, instructors must consider and plan for:

Establishing course dates and times	Gathering & checking course equipment
Obtaining course location/facilities	Determine any audio-visual needs
Registering course with NSP	Prepare course outline
Publicizing course to attract students	Prepare course lesson plans
Setting and collecting course fees	Consider NSP Quality Management
Anticipating class size	Copy and distribute course handouts
Ordering and/or preparing class material	Address multiple learning styles
Preparing course completion certificates	Plan for student and instructor safety
Prepare liability release forms	Plan testing and evaluation methods
Preparing student enrollment paperwork	Prepare for evaluation and testing
Anticipate instructor needs/ratios	Collect course evaluations
Check weather conditions/forecasts	Distribute completion certificates
Advise clothing and dress requirements	Clean up instructional area
Verify restroom facilities	File course completion rosters
Consider nutrition and beverage needs	Send thank you letters to hosts
Preparing class site/location	More.....

Wow! A lot to think about just on this partial list to put on a successful course!!!

Suggested Activities:

Ask the instructors for ways that they make their classes known to the patrollers in their region.

Ask the instructors what liability and safety issues they need to consider when putting on their particular class. Once those issues are identified, how can they manage and mitigate the risks in putting on their course?

Lesson Planning: The Six-Pack Format

Lesson Objectives: Review lesson planning using the six-pack method.

The lesson guides in the Instructor Manuals tell us what to teach, but the essence of our teaching lies in the lesson plan. It is the instructor's most important tool. The Instructor Development textbook recommends we use the proven "Six-Pack Format" to plan our lessons. The Six-Pack Format consists of the following parts:

The Beginning of Your Lesson

- **The Set:** This is where we grab the student's attention and motivate them to focus and learn what we are about to teach.
- **The Concluding Objectives:** This is what we would like the students to know by the end of the lesson.

The Heart of Your Lesson

- **The Content Delivery:** This is where we pass on the new information of the lesson by way of one or more of the Instructional Methods we choose.
- **The Learning Activities:** This is where the student practices the new skill or digests the new information, and where the instructor monitors the students and provides feedback.

The Ending of Your Lesson

- **The Student Summary:** This is where we involve the students in reiterating the essential parts of the lesson or skill just learned (the concluding objectives). It also gives you, the instructor, further opportunity to monitor the student's learning. This step may include a "Set" for the next lesson.
- **Monitoring and Evaluation:** This is where we use a formal or informal evaluation process to determine if the student has attained the objectives and if our teaching methods were successful.

Suggested Activities:

Distribute copies of the blank six-pack lesson form from the appendix and separate your instructor group into small groups and assign each group a simple topic from their discipline for which they are to design a six-pack lesson plan. If time allows and equipment is available, have two or three groups present a simple six-pack lesson to the group.

Note: In the appendix, there is also a template of a six-pack lesson plan explaining in detail each of the parts of the Six-Pack Format.

Lesson Content and Instructional Resources

Lesson Objectives: Review the components of a lesson guide and the various instructional resources available from NSP and other sources.

Every lesson plan is a balance between what is to be learned and how it is to be taught. The **“what”** of the lesson is already defined for us as NSP instructors in the course content and lesson guides of the accompanying text and instructor manual.

The **“how”** of the lesson plan is up to us as instructors. That’s where the fun comes in, that is, for us to create the best way to teach the students the “what” of their lesson.

The components of the lesson guide are:

- Lesson (or chapter) number and title
- Instructor and student resources
- Concluding objectives
- Essential content
- Activities for problem solving, summary, and evaluation

The objectives of the lesson, that is, what the patroller is expected to know or do when the lesson is complete, drive the rest of the lesson. These objectives are behavioral in that they require students to demonstrate knowledge, skills, or attitudes that are measurable and observable. They also drive and motivate the student to learn and actively participate in the lesson. The instructor reviews the essential content and then designs the activities to present the content, summarize the lesson, and evaluate if the student has digested the material and can meet the objectives.

The NSP has numerous resources to help us as instructors to present our lessons, such as the textbook, instructor manual, instructor web, Ski Patrol Magazine....etc. NSP instructors are encouraged to develop lessons and presentations to add to the NSP instructor website. Electronic learning and hybrid courses, such as the NSP Instructor Development E-Course, are becoming valuable educational tools in today's society. Of course, the internet also offers many additional resources for assisting us in preparing and presenting our lessons.

Suggested Activities:

Review with the instructor group the lesson guides from their instructor manual and ask the instructors how they have best used those lesson guides in their teaching.

If internet access is available, show the instructor group the NSP instructor web and other web resources that are available for their discipline.

Instructional Methods

Lesson Objectives: Review, compare, and contrast various instructional methods.

These instructional methods:

- Introduce a lesson.
- Provide students with relevant new material.
- Encourage student interaction with the new material.
- Help students integrate new material with previously learned material.
- Have students practice.
- Bring a closure to the subject.

Each complete lesson consists of three parts:

- The Set: To introduce the student to the lesson content
- The Heart: Contains the core of instruction
- The Summary: Recaps the information, evaluates the behaviors, and analyzes the effectiveness of the learning activity

Remember, we must address all three learning styles in our methods:

- Visual.....they learn best by what they see.
- Auditory.....they learn best by what they hear.
- Kinesthetic.....they learn best by what they physically touch or emotionally feel.

Which method is best? That's up to us as instructors to match the best Instructional Method with the student and the objectives.

Here are some of the choices:

Lecture	Analogies
Demonstration	Problem-Solving
Model	Video Feedback
Audio-Visual Aids	Multimedia Product
Reading	Skit
Scenarios	Categorization/Sorting
Questioning and Group Discussion	Games
Skill Stations	Electronic Media
Role Playing	More.....

Suggested Activities:

Suggest topics from your discipline and ask the instructor group what the most-effective instructional methods might be. Ask the instructors some of the best methods that have worked for them.

Monitoring and Evaluation

Lesson Objectives: Review the two types of evaluations; review monitoring and evaluation of the types of courses for this discipline.

As instructors, we are not only responsible for preparing lessons and instructing students, but we are also expected to evaluate whether the students actually learned the appropriate knowledge and skills. We do this through monitoring and evaluation.

Monitoring should be ongoing throughout the lesson to continually check the student's learning progress. We must be prepared to adjust our teaching strategies if monitoring proves the students are not progressing toward the objectives.

Evaluation can occur at the end of major parts or sections of the lesson, at the end of a group of lessons, or at the end of the course. Evaluations should be consistent, objective and fair, and should relate directly to the concluding objectives.

There are two types of evaluations:

- Knowledge-based content tests to measure knowledge through objective and/or subjective questions
- Performance-based evaluations that require performance of a skill

We must always try to be unbiased in our monitoring and evaluations and leave our personal feelings and attitudes out of the process. Assess your student's performance on objective observations of their learning behaviors.

You can design your own evaluation tool using the "What, Why, When, Who, and How" method:

- **What (content):** what concluding objectives are to be evaluated?; how are the objectives to be evaluated?; what observable behaviors will be checked for learning/mastery?
- **Why (purpose):** determine students knowledge, check skill ability, group students for practice, refine and modify the program.
- **When (timing):** when to evaluate, where are the logical places to evaluate knowledge/skills?
- **Who (evaluators):** you, other instructors, outside instructors, student self or peer evaluation, multiple evaluators necessary?
- **How (evaluation method):** knowledge-based written tests, performance-based skill checks, how to use the scoring guide/scale?

Suggested Activities:

Ask the instructor group if they have designed any evaluation tools for their courses.

Show the "OEC Stickman Patient Assessment Tool" used by many instructors in the Far West Division in their testing and training (sample is available in the appendix of this manual).

The Instructor Mentoring Program

Lesson Objectives: Review the steps to proceed through the Instructor Mentoring Program: review the "NSP Instructor Mentoring Completion Form", which is page 2 of the Instructor Application Packet.

The Instructor Development Course provides an introduction to the art and science of teaching, but it does not delve into the specific curriculum content you will actually teach. That content focus begins with mentoring, in which new instructors are teamed with experienced instructors for individual training and guidance. This relationship fosters a positive learning experience for the new instructor, and provides support and examples of specific discipline-related instruction. The mentoring portion of the Instructor Development process involves the instructor trainee in real course situations and provides the opportunity to participate and develop experience, much like the guided practice portion of the six-pack method taught in the ID course.

After completion of the Instructor Development Course, the instructor candidate submits an instructor application to the Region Program Administrator and/or the Division Program Supervisor and enters the Instructor Mentoring Program in the specific discipline in which they would like to teach. Under the direction and supervision of an experienced instructor mentor and instructor trainer, the instructor candidate will assist in teaching two or more lessons. When it is ascertained by the instructor trainer that the instructor candidate is competent to begin teaching, they are appointed as an instructor for a three-year period.

In the appendix is the "NSP Instructor Mentoring Completion Form" that illustrates how the instructor candidate proceeds through the steps of the NSP Instructor Mentoring Program.

Suggested Activities:

Ask the instructor group who has been asked to be a mentor for their discipline and have them discuss the effectiveness of the mentor-mentee relationship.

Ask if any instructors in the group were recently mentored and have them discuss how that helped them in gaining instructor certification.

Distribute copies of the "NSP Instructor Mentoring Completion Form", which is in the appendix and also is page two of the Instructor Application Packet, and review how a new instructor candidate would proceed through the Mentoring Program.

Review of Administrative Procedures for Instructors

Lesson Objectives: Review the responsibilities of an NSP Instructor and the forms and procedures necessary to teach courses and to maintain instructor certification.

Instructor Responsibilities

Teaching:

- Actively teaches program's courses.
- Actively teaches program's continuing education/refreshers.
- Maintains cooperative relationship with assigned instructor trainer.

Quality Assurance:

- Maintains personal competency in all knowledge and skill areas.
- Teaches within the NSP curriculum as outlined in the textbook and instructor manual.
- Is responsible for student competency validation.
- Certifies students' successful completion of course.
- May be appointed to act as a mentor for an instructor intern.

Administration:

As the instructor of record (IOR):

- Establishes courses and dates through division per division guidelines.
- Preregisters all courses with the national office by logging on to his/her page on the NSP web site (www.nsp.org) and clicking on the Education Tools button.
- Orders required texts and material in timely manner.
- Organizes and plans courses.
- Facilitates the mentoring relationship with individual instructors and their assigned trainees.
- Has students complete and turn in the NSP Liability Release Waiver (included in the appendix of this manual).
- Distributes education certificates to students who successfully complete the course.
- Collates course and instructor evaluations and forwards them to the division supervisor.
- Completes course records and mails them to the national office and the division discipline supervisor within two weeks of course completion.
- Maintains personal teaching and continuing education record.

Recertification:

- Instructors must maintain an Instructor Activity Log of his/her teaching activities.
- Instructors must teach at least one course or lesson every three years.
- Instructors must complete a Continuing Education Course in his/her discipline at least once every three years.
- Instructors must be evaluated by an Instructor Trainer in his/her discipline at least once every three years.

Communication Reminders for NSP Instructors:

NSP Instructors are reminded to follow the chain of command in their discipline when dealing with inquiries, requests, issues, or problems. They are also asked to remind patrollers to also follow this same chain of command. For example, if there is an issue with an OEC course in your region, first contact the OEC Instructor of Record for that course. If that instructor cannot answer or deal with the issue, he/she should contact the OEC Instructor Trainer that is assigned to the course. If it cannot be solved at that level, the OEC Instructor Trainer will take the issue to the Region OEC Program Administrator, and then on to the Division OEC Program Supervisor if necessary. Only the Division Program Supervisors should be contacting the National Office or National Program Directors if the issue cannot be solved at a region or division level.

It is not recommended for patrollers and instructors to call the national office with these discipline specific questions and issues. The NSP office staff usually does not have the authority to change or correct a course error or patroller education record without input from the Division Program Supervisors. Please follow the recommended chain of command and most likely the issue will be dealt with and solved in a more timely and efficient manner.

Suggested Activity:

Review the NSP Liability Release Waiver that all students should complete before an NSP course (included in the appendix of this manual).

If internet access is available, show them the Instructor Activity log and where to find the various administrative forms for courses, such as the latest "Course Completion Roster" which changes frequently as new courses are introduced.

The American Disabilities Act and NSP Training Programs

Lesson Objectives: Define and review the American Disabilities Act and discuss how it applies to NSP education programs.

The American Disabilities Act is a federal civil rights law that was passed in 1990 and went into effect beginning in 1992. It was amended in 2008. Its purpose is to protect people with disabilities from discrimination in employment and access to goods and services and requires businesses, and other organizations and entities to provide reasonable accommodations for people with disabilities.

A reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual with a disability to enjoy an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an average similarly-situated person without a disability. examples of reasonable accommodations include making existing facilities accessible; job restructuring; part-time or modified work schedules; acquiring or modifying equipment; changing tests, training materials, or policies; and providing qualified readers or interpreters.

The term disability means: (1) a person who has a physical or mental impairment that substantially limits one or more major life activities, (2) a person with a record of a physical or mental impairment that substantially limits one or more major life activities, and (3) a person who is regarded as having a physical or mental impairment that substantially limits one or more major life activities.

The definition of major life activities include, but are not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working.

The ADA and NSP: What You Need to Know as an Instructor.

NSP education programs are not subject to laws regulating public accommodations or similar terms. Nevertheless, wherever possible, NSP desires to provide its education programs to all eligible persons who can meet the reasonable requirements of the program. Within the significant time and budget constraints of a non-profit organization, NSP instructors will strive to provide reasonable accommodations to students with disabilities. It is incumbent upon prospective students to bring relevant disabilities to the attention of the instructor, and to propose and work out a plan with the instructor for reasonable accommodations that will meet the requirements of the program and the needs of the student.

The instructor has discretion to restrict the participation of a student in all or any part of the program. For instance, the instructor may restrict participation where, in the instructor's judgment, the student cannot complete the program objectives even with available reasonable accommodations, the student's participation may pose unmanageable safety hazards, or the student's participation will be significantly detrimental to the completion of the program objectives of the other students.

Discipline-Specific Review Module

The National Instructor Development Committee encourages each of the NSP education disciplines (Avalanche, Instructor Development, Mountain Travel and Rescue, Outdoor Emergency Care, and Outdoor Emergency Transportation) to design their own continuing education content to supplement and compliment the review of the Instructor Development material. This may consist of, but is not limited to:

- Program updates from the region, division and national program staff
- Textbook or instructor manual updates or new releases
- Continuing education topics from the program instructor manuals
- Teaching tips specific to the skills and topics in the program
- Guest speakers from the program staff or from related groups or agencies
- Presentations by outside affiliated groups that relate to the program
- Films, videos, or other program-related multimedia presentations
- Practice teaching sessions for discipline-specific skills and material
- Instructor contributions and demonstrations of teaching methods and materials

When offered in combination with the National Ski Patrol Instructor Skills Review Course, all of these educational opportunities would qualify the course as a Continuing Education Course for the specific discipline which is being addressed in this module.

Note: Any educational material which is presented which is not part of the NSP curriculum for that program should be identified as from the source and not from NSP supporting education resources.

Appendix: Forms for Use in this Course

- Senses and Learning Inventory Test (2 pages) A-1 and A-2
- Blank Six-Pack Lesson Plan A-3
- Annotated Six-Pack Lesson Plan A-4
- NSP Instructor Mentoring Completion Form A-5
- NSP Liability Release Waiver Form A-6
- Sample Teaching Tool: OEC5E "Stickman" Patient Assessment Tool A-7

Senses and Learning Inventory

Instructions: For each item, select A, B or C (the choice you would most prefer). Place an X in the appropriate space.

1. If I were to give someone directions to the High Lonesome lift, I would:
A. _____ draw a map.
B. _____ tell them.
C. _____ write directions.
2. When I visit a new ski area, I am most interested in:
A. _____ seeing things.
B. _____ meeting people.
C. _____ feeling good.
3. When I buy a new car, I look primarily for:
A. _____ a car that looks good.
B. _____ a car with a quiet ride.
C. _____ a car than handles well.
4. When I go to a restaurant, I primarily want:
A. _____ attractive surroundings.
B. _____ interesting company.
C. _____ good food.
5. The first impression I have of people relates to:
A. _____ their general appearance.
B. _____ how they talk.
C. _____ the feelings they convey.
6. I learn best if I can:
A. _____ watch slides.
B. _____ just listen.
C. _____ write notes.
7. To instruct someone, I prefer to:
A. _____ prepare slides.
B. _____ plan verbal presentations.
C. _____ design activities.
8. I can usually tell if someone's mad at me by:
A. _____ the look on their face.
B. _____ the tone of their voice.
C. _____ the way they act.
9. If I had to choose among the following professions, I would become a(n):
A. _____ architect.
B. _____ author.
C. _____ sculptor.

10. After seeing a good movie, I enjoy recalling:
- A. _____ the cinematography.
 - B. _____ the sound track.
 - C. _____ the action scenes.
11. I like to be greeted with:
- A. _____ a smile or wave.
 - B. _____ "hi" or "hello."
 - C. _____ a handshake.
12. When given a new task to do, I generally learn most quickly from:
- A. _____ a diagram and/or a picture.
 - B. _____ a verbal description.
 - C. _____ a trial run.
13. When I relax, I enjoy:
- A. _____ movies and/or TV.
 - B. _____ concerts and/or listening to the stereo.
 - C. _____ sports and/or hobbies.
14. When at leisure, I am likely to:
- A. _____ see images in my mind.
 - B. _____ talk silently to myself.
 - C. _____ be aware of how I feel.
15. When studying something new, I generally:
- A. _____ try to form an image of what I am learning.
 - B. _____ talk to myself about the subject.
 - C. _____ try to grasp the important concepts.
16. When I think of someone I knew, I:
- A. _____ see an image.
 - B. _____ recall their voice.
 - C. _____ remember a feeling.

Count the number of responses on the A lines, B lines and C lines.

A. _____	B. _____	C. _____
Visual	Auditory	Kinesthetic

Six Pack Lesson Plan Reference

Set

Concluding Objective

Content Delivery

Learning Activities

Student Summary

Monitoring and Evaluation

LESSON PLAN

LESSON TITLE: *State the specific lesson title. Multi-phased lessons or classes of long duration can use more than one lesson plan.*

<p>INSTRUCTOR MATERIALS</p> <p><i>Include all materials you will need for your lesson (laptop, projector, CDs, flip charts, etc.). This is also important for outdoor presentations. Also include any assistants you need.</i></p>	<p>STUDENT MATERIALS</p> <p><i>Expected materials should be planned early enough so students can be informed prior to class. Such things as workbooks, or materials specific to your lesson should be listed here.</i></p>	<p>REFERENCES</p> <p><i>List all book and workbook references here. Much of this can be found in the appropriate lesson guide. Both instructor and student references can be listed.</i></p>
---	---	---

TIME

INSTRUCTOR & STUDENT BEHAVIOR

	<p>SET</p> <p><i>Include a brief statement of your set. A complete scripted version of a complicated set is not necessary. Remember, the set is an attention getter. It should stir the interest of the student for what is to follow, and provide relevance to the student's need to learn the upcoming material.</i></p>	
	<p>CONCLUDING OBJECTIVE(S)</p> <p><i>This is the most important part of any lesson plan. It should dictate what is included in every step. Use the key verbs for the desired learning level. Prefix each objective with, "the student will be able to ...". In most "real world" lessons there are multiple objectives. "The student will be able to describe...", and "the student will be able to demonstrate...", are common combinations.</i></p>	
<p><i>By doing so, you are ensuring that all material is given for each step.</i></p>	<p style="text-align: center;">INFORMATION DELIVERY</p> <p><i>Information Delivery is how you are going to present the information to your class. It is the essential content. Are you going to deliver the information as a lecture, a lecture/discussion, a demonstration, role playing, a group activity, etc., or a combination of several methods?</i></p> <p><i>Student behavior should also be considered in this step. Your methods should involve interaction among the students, as well as with the instructor. How will this be accomplished?</i></p>	<p><i>Ongoing monitoring is a vital part of information delivery. It can be as simple as a "question and answer" session. Immediate and frequent feedback will help you make "on the fly" adjustments to information delivery.</i></p>
<p><i>By doing so, you are ensuring that all material is given for each step.</i></p>	<p style="text-align: center;">STUDENT ACTIVITIES</p> <p><i>Practice activities should be a part of every lesson. Scenarios, drills, and tasks give students the opportunity to reinforce the information that has been presented. Each new concept or skill should be practiced under the direction of the instructor. This guided practice reduces the chance that all or part of the skill will be practiced incorrectly. Proper planning on behalf of the instructor will ensure that instructional methods are used that generate observable student behavior.</i></p> <p><i>Independent practice is most appropriate outside of the lesson or formal learning environment. After students are able to demonstrate a skill, they should be encouraged, or required, to practice the skill to gain competency. You should provide ideas for effective independent practice.</i></p>	<p><i>Guided practice is the most effective form of ongoing monitoring at this point, however, this is primarily applicable to skill based information. Reassess your lesson plan if your student activities do not incorporate observable behavior.</i></p>
<p><i>By doing so, you are ensuring that all material is given for each step.</i></p>	<p style="text-align: center;">STUDENT SUMMARY</p> <p><i>The students should supply the summary, not the instructor. The instructor should guide the summary by asking specific questions. Use questions that prompt the student for specific information that relates to the concluding objective(s) and the delivered information. Do not use questions that require only a "yes" or "no" answer. Let the student supply the information. More complicated or multi-phased topics may require summaries during the course of the lesson. Use the summary to tie into practical aspects or skills, and to tie into the next lesson.</i></p>	<p><i>An effective student summary enables the instructor to see if the concluding objective(s) have been matched with the lesson.</i></p>
<p><i>By doing so, you are ensuring that all material is given for each step.</i></p>	<p style="text-align: center;">MONITORING & EVALUATION</p> <p><i>Not all lessons involve formal evaluations, however ongoing monitoring is always essential and should always involve constructive feedback. If a final evaluation is required, will it be necessary to create the evaluation instrument or can a pre-existing one be used? OEC CPUs are excellent evaluation criteria, if they match your lesson material. If you are going to construct your own evaluation, it will either be "knowledge based" or "performance based". "Knowledge based" evaluations are best suited to paper and pencil type exams, where "performance based" evaluations require skill performance or demonstration. Special care should be taken to assure objectivity in performance based evaluations.</i></p>	

Instructor Trainee Mentoring Completion Form

(Must be submitted with Instructor Application Form to Division Supervisor)

Program Name: (Avalanche (1 or 2), ID, MTR, Nordic, OEC, OET, PES, etc.):			Application Date:			
Trainee Name		NSP #	Division	Region	Patrol	
Address		City		State	Zip Code	
Email		Home Phone		Cell Phone	ID Class Date	
					ID Class # #	
Mentor Name		NSP #	Phone		Email	
Date:		Reviewed NSP Mentoring Guide		Date:		
				Observation of experienced Instructor (if needed)		
Date:		Initial mentoring meeting with Trainee		Date:		
				Pre-observation conference with Mentor		
Mentor Observation of Trainee (minimum of two)		Topic			Successful	Unsuccessful
Date:					<input type="checkbox"/>	<input type="checkbox"/>
Date:					<input type="checkbox"/>	<input type="checkbox"/>
Date:					<input type="checkbox"/>	<input type="checkbox"/>
Post-observation Conference with Trainee		Recommend:	<input type="checkbox"/> Forward to IT for observation <input type="checkbox"/> Needs further mentoring			
Date:		Comments*:				
IT Name		NSP #	Phone		Email	
<small>The IT performing the evaluation of the Trainee should be from the same discipline. Other arrangements may be made if this is not feasible for the circumstances. (see NSP P&P 4.4.3)</small>						
IT Observation of Trainee		Topic			Successful	Unsuccessful
Date:					<input type="checkbox"/>	<input type="checkbox"/>
Date:					<input type="checkbox"/>	<input type="checkbox"/>
Post-Observation conference with Mentor and Trainee		Recommend:	<input type="checkbox"/> Instructor Appointment <input type="checkbox"/> Further mentoring/observation			
Date:		Comments*:				
Date:		Mentor Signature:				
Date:		Trainee Signature:				
Date:		IT Signature:				
Division Program Supervisor or Regional Administrator Approval/Concurrence						
As the _____ Program Supervisor/Regional Administrator for the _____ Division, I approve the instructor appointment of the intern for the education program indicated above.						
Division Supervisor Name		NSP #	Phone		Email	
Date:		Supervisor Signature:				

*The back of this form may be used for additional comments.

NATIONAL SKI PATROL SYSTEM EVENT/TRAINING RELEASE FORM

I agree I am voluntarily participating in this EVENT/TRAINING. I understand that the EVENT/TRAINING may involve extensive field work on first aid scenarios, skiing, and toboggan handling along with other activities which ski patrollers encounter in their duties of patrolling a ski area. I realize there are inherent risks in this type of activity including changing weather conditions, changing snow surface conditions, ice, bare spots, rocks, stumps, trees and the possibility of collisions with manmade and natural objects or other skiers and such activity can be dangerous and can result in serious injury or death. I knowingly assume the risk of participation and understand I can withdraw from this EVENT/TRAINING at any time. I understand that by participating in this EVENT/TRAINING I may also encounter additional risks not inherent to a normal participant to the sport of skiing. I agree to personally assume all of these risks. I also agree that I will rely solely on my own judgment regarding my personal safety and ability with regard to the terrain, circumstances and conditions in which I may be placed upon and asked to demonstrate or perform to accomplish the tasks involved in EVENT/TRAINING, and that I will decline to perform any activities if I believe I am placing myself in an unsafe situation or subject to possible injury or death if I proceeded.

As a requirement of this EVENT/TRAINING, I acknowledge that I agree to waive any right I might have to file a lawsuit for any injury or death resulting from my participation in this EVENT/TRAINING and I hereby remise, release, and forever discharge the ski area hosting the event, the National Ski Patrol System, Incorporated and its members, both individually and jointly, and I agree that no one else may file a lawsuit in my name related to my participation in this EVENT/TRAINING. If any part of this Release shall be determined to be unenforceable, all other parts shall be given full force and effect.

Participant Signature: _____ Date: _____

Participant Name: (printed) _____

Address: _____ Phone: _____

ADDENDUM TO RELEASE

The above Participant is less than 18 years of age; the undersigned parent or guardian hereby consents to the above Participant participating in the EVENT/TRAINING and signs this Release on behalf of the Participant.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name: (printed) _____

Address: _____ Phone: _____

.....
Not part of Release and for record keeping purposes only.

To be completed by instructor: _____ Date: _____

Event/Training: _____ Location: _____

Sample Teaching Tool - Outdoor Emergency Care Patient Assessment Checklist for OEC5E (Developed and Used in Far West Division)

Scene Size-Up:

- Scene Safety: Approach/Hazards/Bystanders/Witnesses
- Scene secured and marked: edges downhill
- Arrival on scene: initiates Standard Precautions/BSI
- Introduces self, obtains consent to examine/treat
- Determines MOI and/or NOI/chief complaint
- What happened? What hurts? How long ago? LOC?
- Identifies number of patients & LOR (AVPU/GCS) of each
- Forms general impression:
- Extrication issues for each patient
- Need for c-spine immobilization
- Where: notes location
- Additional assistance and/or investigation needed?

Primary Assessment:

- Assesses ABCDs: Airway, Breathing, Circulation, Disability/Deformity
- Stabilizes ABCDs
- Provides necessary interventions for airway/breathing
- Checks for and controls any major bleeding
- Confirms and monitors LOR (AVPU/GCS)
- Calls for equipment/additional personnel/transport

Secondary Assessment:

- Detailed head-to-toe body assessment/physical exam: DCAP-BTLS
- SAMPLE history from patient/family/friends/bystanders
- Obtains baseline set of vital signs
- Provides interventions per protocols
- Treats for shock
- Maintains spinal immobilization if applicable
- Prepares patient for transport/EMS needed?
- Reassesses vital signs and primary assessment (at least every 5 minutes)

GLASGOW COMA SCALE:

- Eyes**
- 4** Opens eyes spontaneously
 - 3** Opens eyes to verbal stimuli
 - 2** Opens eyes to pain
 - 1** Does not open eyes
- Verbal**
- 5** Speaks coherently
 - 4** Speaks confusedly
 - 3** Mutters words in response to pain
 - 2** Moans in response to pain
 - 1** No verbal response to pain
- Motor**
- 6** Follows commands
 - 5** Localizes pain
 - 4** Withdraws from pain
 - 3** Has a flexor response to pain
 - 2** Has an extensor response to pain
 - 1** No motor response to pain

Total _____

LOR ASSESSMENT:

Awake/Alert **AA&O** x 1=Name
Verbal **AA&O** x 2=Also Place
Pain **AA&O** x 3=Also Time
Unresponsive **AA&O** x 4=Also Events

PAIN ASSESSMENT:

Onset
Provocation
Quality
Radiation
Severity
Time

DCAP-BTLS:

Deformities
Contusions
Abrasions
Punctures/Penetrations
Burns/Bleeding
Tenderness
Lacerations
Swelling

VITAL SIGNS:

- Pulse
- Respirations
- Skin Color
- Skin Temperature
- Skin Moisture

SAMPLE:

Signs/Symptoms
Allergies
Medications
Past Medical History
Last Meal
Events Prior

