



Quality Management Plan for First Aid Training in Mountain Division



Document Revision History

Issue	Date	Major Changes
1	May 2018	Initial issue for Alberta OHS accreditation

Contact details

Andrew Hill
Mountain Division Training Manager
1023 Ranch Estates Place NW
Calgary, AB, T3G 2B2
Phone: 403 5471913
Email: andrew.hill@skipatrol.ca



TABLE OF CONTENTS

1	INTRODUCTION.....	1
1.1	Document overview.....	1
1.2	Acronyms and abbreviations.....	3
2	QUALITY ASSURANCE.....	4
2.1	Organization.....	4
2.2	Medical Advisors.....	5
2.3	Insurance.....	5
2.3.1	Workers Compensation.....	5
2.3.2	National Insurance Policy.....	6
2.3.2.1	General liability insurance.....	6
2.3.2.2	Errors and omissions insurance.....	7
2.3.3	Special events insurance.....	7
2.4	Record keeping standards.....	7
2.4.1	Privacy.....	7
2.4.2	National Database System.....	8
2.4.3	Attendance records.....	10
2.4.4	eLearning completion records.....	10
2.5	Dispute and complaint resolution processes.....	10
2.6	Change management procedures.....	10
2.6.1	Internal change management.....	10
2.6.2	External change management.....	13
2.6.3	Change communication.....	15
2.7	Instructor training, evaluation and certification.....	15
2.8	First aid certificate administration processes.....	15
2.9	Course delivery information.....	18
2.9.1	Advanced First Aid Course.....	18
2.9.1.1	Instructor-Student ratios.....	18
2.9.1.2	Teaching Aids-Student ratios.....	19
2.9.2	Advanced First Aid - Modified Course.....	19
2.10	Student evaluation processes.....	20
2.10.1	Evaluation process.....	20
2.10.2	Written evaluation.....	20
2.10.2.1	Accommodations for the written evaluation.....	21
2.10.3	CPR/AED evaluation.....	21
2.10.4	Diagnostic evaluation.....	21
2.10.5	Skills evaluation.....	22



2.10.6	Student quizbook.....	22
2.10.7	Alberta OHS written evaluation	22
2.11	Subcontracted first aid agencies	22
3	FIRST AID TRAINING PROGRAM STANDARDS	23
3.1	Training goals and learning objectives	23
3.2	Performance criteria	23
3.3	Medical review.....	24
3.4	Course content review.....	24
4	FIRST AID INSTRUCTOR TRAINING AND CERTIFICATION	25
4.1	Instructor Certification Program.....	25
4.1.1	Assistant Instructor Course	26
4.1.2	Instructor Course	26
4.1.3	Instructor Trainer Course	26
4.2	Instructor qualification standard	27
4.3	Certification period	27
4.4	Instructor recertification	28
4.5	Annual instructor evaluation	29
4.6	Instructor evaluation records	29
5	FIRST AID TRAINING	31
5.1	Advanced First Aid Course.....	31
5.1.1	AFA course competencies	32
5.1.1.1	Alberta OHS publications	36
5.1.2	AFA Certification	37
5.1.3	AFA Recertification.....	37
5.2	Advanced First Aid – Modified Course	38
5.2.1	AFA-M course competencies	39
5.2.2	AFA-M certification and re-certification.....	41

TABLES

Table 1. Teaching Aid – Student Ratios	19
Table 2. CSP Advanced First Aid course duration.....	32
Table 3. CSP Advanced First Aid Course Topics	33
Table 4. Alberta OHS publications.....	36
Table 5. CSP Advanced First Aid - Modified course duration	39



Table 6. CSP Advanced First Aid – Modified Course Topics.....	39
---------------------------------------------------------------	----

FIGURES

Figure 1. National Training and Development Organization	4
Figure 2. Example NDS First Aid Evaluation Record Entry	9
Figure 3. Example NDS Education Record for a CSP member	9
Figure 4. Internal change management process	11
Figure 5. Education Change Request submission form.....	12
Figure 6. Education Change Request status view	13
Figure 7. External change management process	14
Figure 8. Example CSP Identification Card	16
Figure 9. Example NDS-printed First Aid Certificate.....	17
Figure 10. Example CPR/AED Certificate.....	18
Figure 11. Sample Module Outline	23
Figure 12. Valid ICP Certifications status view	28
Figure 13. ICP Time Log.....	29

APPENDICES

Appendix A Quality Assurance Checklist	
Appendix B Instructor Training and Certification Checklist	
Appendix C First Aid Training Course Content Checklists	
Appendix D CSP Instructor Certification Program	
Appendix E Advanced First Aid Course Content	
Appendix F Student Evaluation Samples	
Appendix G Canadian Ski Patrol Manuals and Guides	
Appendix H Medical Advisory Committee & Pre-Hospital Care Advisory Committee	
Appendix I Insurance	





1 INTRODUCTION

This Quality Management Plan (QMP) summarizes the Canadian Ski Patrol (CSP) requirements for delivering training courses in accordance with Alberta's Occupational Health and Safety (OHS) Act, Regulation and Code. It outlines the requirements that the CSP has in place to assure the consistent delivery of high-quality first aid courses for CSP members who are trained in Mountain Division and who provide first aid services at ski areas and other events within the Mountain Division area of responsibility. In addition to quality assurance requirements, the QMP lists the instructor and first aid training program standards. Specific competencies are outlined for the Advanced First Aid level of training offered by the CSP.

The CSP in Mountain Division will:

- a. Meet all the Alberta OHS FA010 QMP requirements as outlined in this document;
- b. Enter into an Approval Agreement with a Director of Medical Services in accordance with section 177 of the Alberta OHS Code; and
- c. Only teach first aid courses approved by a Director of Medical Services.

The CSP is a national organization and a registered charity which provides volunteer first aid services to the snow-sliding industry and at other events throughout the year. The CSP has members in all provinces and territories, except North West Territories and Nunavut. The Mountain Division covers Alberta and Yukon and would include North West Territories and Nunavut if patrols were to be established in those locations. The same quality assurance requirements, instructor and first aid training program standards defined in this QMP are applied nationally, allowing CSP members who have been trained in other divisions to transfer to Mountain Division, and vice versa, without re-training. Training content which is specific to Alberta is identified where appropriate (e.g., Alberta OHS Code Part 11 legal requirements).

All CSP student and instructor materials and course content is available in both English and French. This QMP only includes submissions in English; the French equivalent is available upon request. Access can also be granted to the online eLearning courses upon request.

1.1 Document overview

This QMP is written in accordance with Alberta OHS document FA010 "Quality Management Plan Training Requirements for First Aid Training in Alberta Workplaces" and covers the following areas:

- a. Quality Assurance;
- b. First aid training program standards;
- c. First aid instructor training and certification;
- d. First aid training at the Advanced First Aid level.

The following Appendices and Annexes contain the required checklists, course content information and other information required to be submitted by the FA010 QMP guidelines:

Appendix A – Quality Assurance Checklist

Appendix B – Instructor Training and Certification Checklist

Appendix C – First Aid Training Courses Checklists

Appendix D – CSP Instructor Certification Program

Annex D1 – Instructor Certification Manual



- Annex D2 – Assistant Instructor Course Outline and Modules
- Annex D3 – Instructor Course Outline and Modules
- Annex D4 – Instructor Trainer Course Outline and Modules
- Annex D5 – ICP Certificates and Cards
- Annex D6 – Student Resources
- Annex D7 – Instructor Evaluation Forms
- Annex D8 – Sample ICP Written Exam
- Appendix E – CSP First Aid Training Course Content
 - Annex E1 – Advanced First Aid Course Outlines
 - Annex E2 – Advanced First Aid – Modified Course Outlines
 - Annex E3 – Advanced First Aid Course Modules
 - Annex E4 – Sample Advanced First Aid Recertification Course Outline
 - Annex E5 – Instructor Resources
 - Annex E6 – Student Resources
 - Annex E7 – Course Evaluation Forms
- Appendix F – Student Evaluation Samples
 - Annex F1 – Sample Written Evaluation
 - Annex F2 – Sample CPR/AED Evaluation
 - Annex F3 – Sample Diagnostic Evaluation
 - Annex F4 – Sample AFA Training Record
 - Annex F5 – Sample Student Quizbook
 - Annex F6 – Sample Alberta OHS Written Evaluation
- Appendix G – CSP Manuals and Guides
 - Annex G1 – First Aid Manual
 - Annex G2 – Administration Manual
 - Annex G3 – On-Snow Manual
 - Annex G4 – Training Managers Guide
- Appendix H – Medical Advisory Committee and Pre-hospital Care Advisory Committee
 - Annex H1 – Medical Advisory Committee (MAC) Terms of Reference
 - Annex H2 – Pre-hospital Care Advisory Committee (PCAC) Terms of Reference
 - Annex H3 – Current MAC and PCAC members
 - Annex H4 – Medical Advisors Approval
- Appendix I - Insurance
 - Annex I1 – Workers Compensation Board
 - Annex I2 – General Liability Certificate of Insurance
 - Annex I3 – Special Events Insurance Request

This QMP will be updated and re-issued from time-to-time (no more than once annually) to reflect changes to the referenced first aid standards, CSP course content, manuals, etc.



1.2 Acronyms and abbreviations

The following acronyms and abbreviations are used in this document

AED	Automatic External Defibrillator
AFA	Advanced First Aid
AFA-M	Advanced First Aid - Modified
AI	Assistant Instructor
CGCTF	Canadian Guidelines Consensus Task Force
CPR	Cardio Pulmonary Resuscitation
CSP	Canadian Ski Patrol
DTM	Division Training Manager
eAFA	electronic Advanced First Aid
eAFA-M	electronic Advanced First Aid - Modified
ECR	Education Change Request
eICP	electronic Instructor Certification Program
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
FA	First Aid
HCP	Health Care Provider
I	Instructor
ICP	Instructor Certification
IFRC	International Federation of Red Cross/ Red Crescent
ILCOR	International Liaison Committee on Resuscitation
IT	Instructor Trainer
MAC	Medical Advisory Committee
NDS	National Database System
OHS	Occupational Health and Safety
PCAC	Pre-hospital Care Advisory Committee
QMP	Quality Management Plan
STARS	Shock, Trauma, Air Rescue Society
T&D	Training and Development
VP	Vice President
WCB	Workers Compensation Board
WHMIS	Workplace Hazardous Materials Information System
ZTM	Zone Training Manager



2 QUALITY ASSURANCE

The CSP has a system in place to assure the quality of its training and has the administrative components outlined in this section in place.

A checklist of the FA010 requirements against the CSP implementation is provided in Appendix A.

2.1 Organization

The CSP national organization is described and illustrated in the CSP Administration Manual, Chapter 3 – Organization (see Appendix G, Annex G.2).

Responsibility for training and development rests with the National Vice President (VP) Training and Development (T&D). The National T&D Portfolio is responsible for the research and development phases of first aid and on-snow materials, training and evaluation techniques, as well as the materials and supplies for their necessary implementation.

The National Management Committee, in consultation with the National T&D Portfolio, sets the standards of training through the CSP Manual and associated guidelines.

The reporting relationships of the National T&D Portfolio are shown in Figure 1.

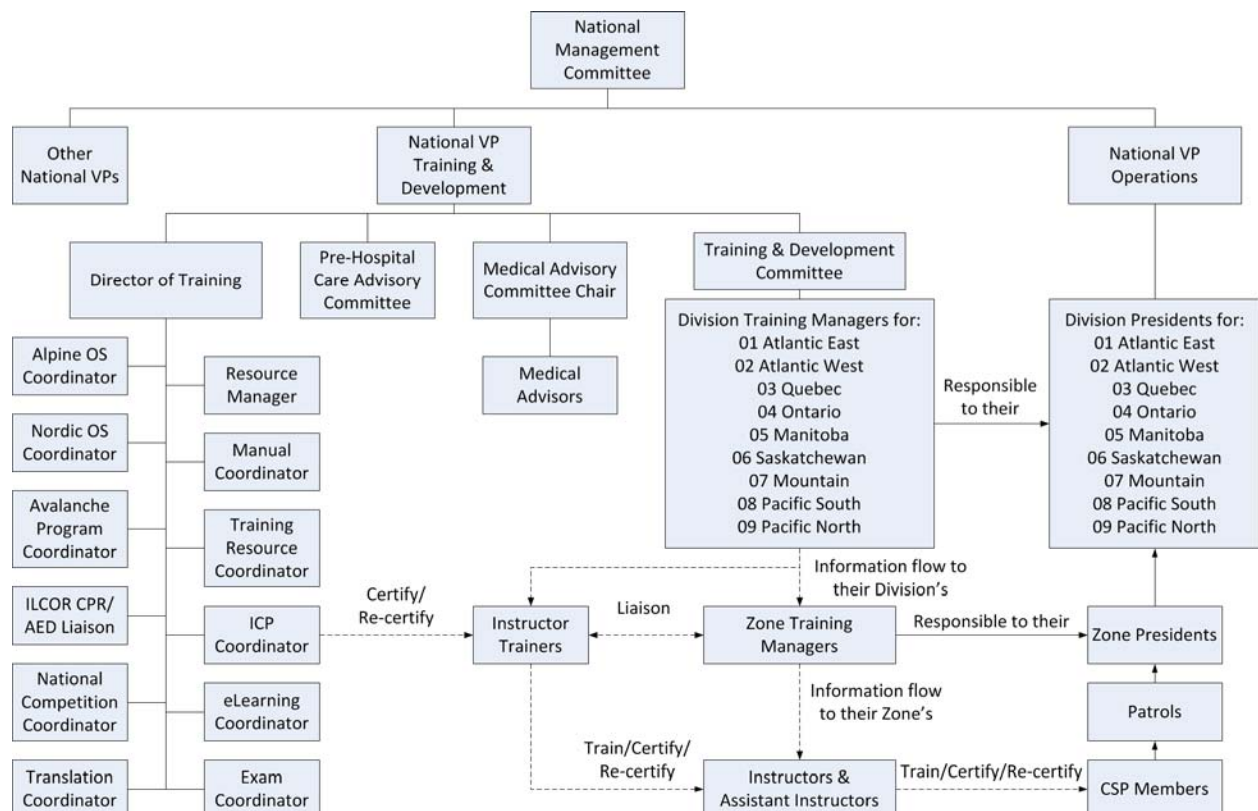


Figure 1. National Training and Development Organization

Division Training Managers (DTM) report directly to their respective division presidents, and the National VP T&D has no direct authority over the DTMs. The DTMs are members of the national training and development committee and their relationship is informational. Similarly, Zone Training Managers (ZTM) report directly to their respective zone presidents and the DTM has no



direct authority over the ZTMs. The National VP T&D, DTMs and ZTMs form a network whose goals are to expedite the transmission of information and training materials and strive to deliver a single and consistent national program.

Further details on the National Training and Development Portfolio and the main job descriptions can be found in Appendix G, Annex G.4, CSP Training Managers Guide, 2018 edition pages 5 to 9.

2.2 Medical Advisors

The CSP has a Medical Advisory Committee (MAC) which reports to the National VP T&D. The purpose of the MAC is to provide timely advice and support related to the current medical research, treatment, transport, and training information appropriate to CSP services to ensure that the CSP remains Canada's premier provider of snow-sliding safety and rescue services. The members of the MAC are practising physicians with specialties relevant to the CSP, including but not limited to: cold weather treatment, emergency care, transportation (medical aspects), etc. The members of the MAC should have an established connection to the snow-sliding industry.

The MAC is responsible for proactively reviewing the CSP First Aid manual, curriculum and training materials to ensure that the CSP is operating within current guidelines and protocols as recommended, and for "signing off" on any revisions.

The terms of reference for the MAC can be found in Appendix H, Annex H.1.

In addition, the CSP has a Pre-hospital Care Advisory Committee (PCAC) which reports to the National VP T&D. The purpose of the PCAC is to provide timely advice and support related to the current pre-hospital care medical research, treatment, transport, and training information appropriate to CSP services to ensure that the CSP remains Canada's premier provider of snow-sliding safety and rescue services. Members of the PCAC are practising pre-hospital care professionals (nurses, paramedics, EMTs, etc.) with an established connection with the snow-sliding industry.

The PCAC chair attends the MAC meetings and is responsible for distributing information and meeting minutes to the other PCAC members.

The terms of reference for the PCAC can be found in Appendix H, Annex H.2.

The current MAC and PCAC members are identified in Appendix H, Annex H.3.

2.3 Insurance

2.3.1 Workers Compensation

The Workers Compensation Board (WCB) classifies ski resorts in two categories: for-profit and not-for-profit.

If the ski resort is operated by a for-profit company, the CSP members providing first aid services to those employers without remuneration are classified as un-paid workers. As a result the CSP members are covered under the Workers' Compensation Act and the ski area is required to include an appropriate value of service for these members as part of their reported insurable earnings.



If the ski resort is operated by a not-for-profit company, the CSP members providing first aid services to those employers without remuneration are considered volunteers and are not covered by the WCB, unless the resort specifically requests optional coverage for them. If the optional WCB coverage is not provided the CSP members are covered by the CSP's national liability insurance policy.

The WCB policy with regards to ski areas and the CSP is included in Appendix I, Annex I.1, WCB CSP Policy Letter.

2.3.2 National Insurance Policy

In accordance with CSP Regulations, Article 2 – National office directives, Section 2.2.8 Insurance coverage (see Appendix G, Annex G.2, CSP Administration Manual, page 2-25), the CSP maintains suitable insurance coverage. Periodic reviews are held to ensure appropriateness of the level and type of coverage. The CSP national office manages the various required policies ensures that renewals are competitive and handles requests for coverage. The types of coverage include but are not limited to:

- a. Property and liability coverage for the national office;
- b. Coverage extended to renters, suppliers and storage locations;
- c. Third-party liability coverage for the activities of all regular members of the CSP.

2.3.2.1 General liability insurance

FA010 requires the CSP to have general liability insurance in accordance with the Alberta Insurance Act in the amount of not less than \$2,000,000 inclusive per occurrence. This insurance must include bodily injury, personal injury and property damage including loss of use.

A Certificate of Insurance for the CSP's national General Liability Insurance is included in Appendix I, Annex I.2. This provides a limit of \$5,000,000 for any one occurrence and in the aggregate during the period of insurance separately with respect of Products Liability/Completed Operations Liability combined.

CSP members are covered by the CSP's general liability insurance policy when they are on duty or at an officially sanctioned Zone event (i.e., regular duty or attending a first aid competition). Coverage is afforded only on the basis of the skills taught by the CSP as laid out in the latest version of the Patroller's Manual, or in approved alternate methods or pilot projects, as they are developed from time to time, and including any updates or amendments to said procedures. The use of specialized equipment and/or techniques is also covered by the policy, if provided for training or after the approval procedure established by the national VP Training and Development (approved alternatives).

There is no coverage for loss of income or eventual disability following an accident or a disease contracted by the patroller while performing services for the system (or of course in other circumstances). If this is considered important, individual CSP members who do not have such coverage privately, e.g., through their employer, are encouraged to obtain their own disability insurance personally and independently of the CSP.

The CSP and the members are not covered in case of an accident implying the use of a snowmobile or other motorized vehicle. This clearly excludes the operation by CSP members of the ski area's motorized equipment, including snowmobiles, groomers, cars or other equipment,



except if they are remunerated employees of the ski area (in which case they should confirm insurance coverage through their employer).

2.3.2.2 Errors and omissions insurance

FA010 requires the CSP to have errors and omissions insurance in an amount of not less than \$1,000,000 per claim insuring its liability resulting from errors and omissions in the performance of its professional services. This insurance is required to remain in place for a period of 12 months following the completion of or termination of the Approval Agreement with the Government of Alberta.

The CSP's general liability insurance policy provides protection for:

"All Head Office sanctioned activities of the insured anywhere in Canada including liability arising out of negligence in the rendering of first aid to an injured person but excluding liability arising out of organized first-aid skiing lessons to non-patrol members."

The above statement is a direct quote from the policy and indicates that the CSP member is covered for negligence in their performance of delivering first-aid and rescue services and with respect to any claim for negligence arising out of these services. The coverage extends to first aid and on-hill/on-trail training.

2.3.3 Special events insurance

In addition to providing first aid services at snow resorts during the winter skiing season, CSP zones and patrols may provide first aid services at special events throughout the year, for example: backcountry and road foot races, mountain bike parks and races, concerts, air shows, etc.

Before providing these services the CSP zone/patrol is required to obtain insurance for the event from the national insurance broker as a rider to the national general liability insurance policy. Sample insurance requests are provided in Appendix I, Annex I.3.

2.4 Record keeping standards

2.4.1 Privacy

In accordance with CSP Regulations, Article 1 – Governance, Section 1.1.8 Privacy (see Appendix G, Annex G1, CSP Administration Manual, page 2-14), the CSP, its members and employees will safeguard the personal information of members, former members, clients and employees of the CSP collected by the organization in accordance with applicable privacy laws and regulations.

In order to comply with national and provincial privacy laws, the education records for a particular CSP member are available for viewing in the National Database System (NDS) only by authorised members, as determined by their NDS security level. Authorised members include:

- a. zone and division training managers;
- b. zone and division administration officers; and
- c. zone and division presidents.



CSP members can also view their own record in the NDS and edit personal information, such as address and contact details.

2.4.2 National Database System

Records of examinations are kept in accordance with CSP Regulations, Article 5 – Education, Section 3 – Filing of examination results (see Appendix G, Annex G.2, CSP Administration Manual, page 2-36). This requires that the results of all examinations are filed without undue delay with the national office, which shall keep them for at least two (2) years.

In practice, the results for the written, skills, diagnostic and CPR/AED evaluations, along with the date they were taken, are entered by a ZTM or DTM into the CSP member record maintained in the NDS, as per the example shown in Figure 2. The evaluation completion status is recorded as one of: Passed (met the evaluation standard); Failed (did not meet the evaluation standard); or, Incomplete (evaluation not yet taken).

A CSP member's record includes the first-aid and on-snow education records for all years since joining the CSP, as per the example shown in Figure 3.

The NDS record does not include the actual evaluation score or a copy of the evaluation itself. In accordance with the CSP's Training Managers Guide (Appendix G, Annex G.4, 2018 edition page 15), any written record of evaluation results or summative testing results are to be kept no shorter term than 30 days following data entry into the NDS, or no longer than one year, after which the evaluation results are to be destroyed. Where the course is accredited and the jurisdiction specifies different retention requirements, those requirements should be followed.



2017 ~~FOR STEPHEN~~ (07015617) First-Aid Certification

Year of Certification : 2017

Written : Passed

Written, First Attempt Date : 2017-09-24 (YYYY-MM-DD)

Written, Second Attempt Date : (YYYY-MM-DD)

Skills : Passed

Skills, First Attempt Date : 2017-09-24 (YYYY-MM-DD)

Skills, Second Attempt Date : (YYYY-MM-DD)

Diagnostic : Failed

Diagnostic, First Attempt Date : 2017-09-24 (YYYY-MM-DD)

Diagnostic, Second Attempt Date : (YYYY-MM-DD)

CPR : Incomplete

CPR Date : 2017-09-24 (YYYY-MM-DD)

CPR Level : CPR Level HCP and AED

CPR Agency (or Trainer):

Training Notes :

Cancel

Update & Quit

(Print this Note)

Go (Back) to the Main menu

Figure 2. Example NDS First Aid Evaluation Record Entry

CSP Education

First Aid												
Year	Written	1st Att. Written	2nd Att. Written	Skills	1st Att. Skills	2nd Att. Skills	Diag	1st Att. Diag	2nd Att. Diag	CPR	CPR Date	CPR By
2014	✔	2014-11-22	-	✔	2014-11-22	-	✔	2014-11-22	-	✔	2014-10-04	CSP
2015	✔	2015-09-20	-	✔	2015-09-20	-	✔	2015-09-20	-	✔	2015-09-20	Chris Oliver
2016	✔	2016-09-11	-	✔	2016-09-11	-	✔	2016-09-11	-	✔	2016-09-11	Chris Oliver

On-Snow

Year	Discipline	PFI	Date	Restriction
2014	Alpine	✔	2014-11-18	-
2015	Alpine	✔	2014-02-08	-

✔ Passed ✖ Failed ⚠ Incomplete ! Unknown

New! |Print Certification Card|

* If this information is incorrect, please contact your Zone President, Zone Administrator or Zone Training Officer.

Figure 3. Example NDS Education Record for a CSP member



2.4.3 Attendance records

The ZTMs are responsible for maintaining attendance records for:

- a. candidates taking the new patroller AFA and AFA-M training courses in order to ensure that the minimum class attendance standard is met; and
- b. members attending the annual AFA re-certification course.

The lead Instructor Trainer for an Instructor Certification Program (ICP) course is responsible for maintaining attendance records for that course.

2.4.4 eLearning completion records

The online CSP eLearning system automatically maintains a record of which modules and quizzes have been completed by a candidate or member for a course in which they have been registered.

The records for all participants are viewable by all users with the role of 'Teacher' for a course and include reports of: which course modules have been viewed; the number of times the module was viewed; the timestamp of the most recent viewing; which quizzes have been completed; the number of times a quiz has been attempted; and, the quiz grades.

2.5 Dispute and complaint resolution processes

The CSP has respectful workplace policy and procedures in place for receiving and resolving complaints between members within the organization and with third-parties. This policy is in accordance with By-Law 1, Section 8 - Dispute Resolution, as described in the CSP Administration Manual (see Appendix G, Annex G.2, CSP Administration Manual, page 2-9).

The complaint and dispute resolution process related is described in Appendix G, Annex G.5 Mutual Respect Policy.

2.6 Change management procedures

Changes to CSP training materials may originate from:

- a. Internal changes; or
- b. External changes.

2.6.1 Internal change management

The CSP implements an Education Change Request (ECR) process, through the NDS, to update CSP manuals and training materials. The basic ECR process is outlined in Appendix G, Annex G4 Training Managers' Guide and illustrated in Figure 4.

Any CSP member can submit an ECR using the NDS ECR submission form shown in Figure 5. Before creating an ECR the originator can view the list of current ECRs and view the details to determine if a similar ECR has already been raised and its current review progress, as shown in Figure 6.

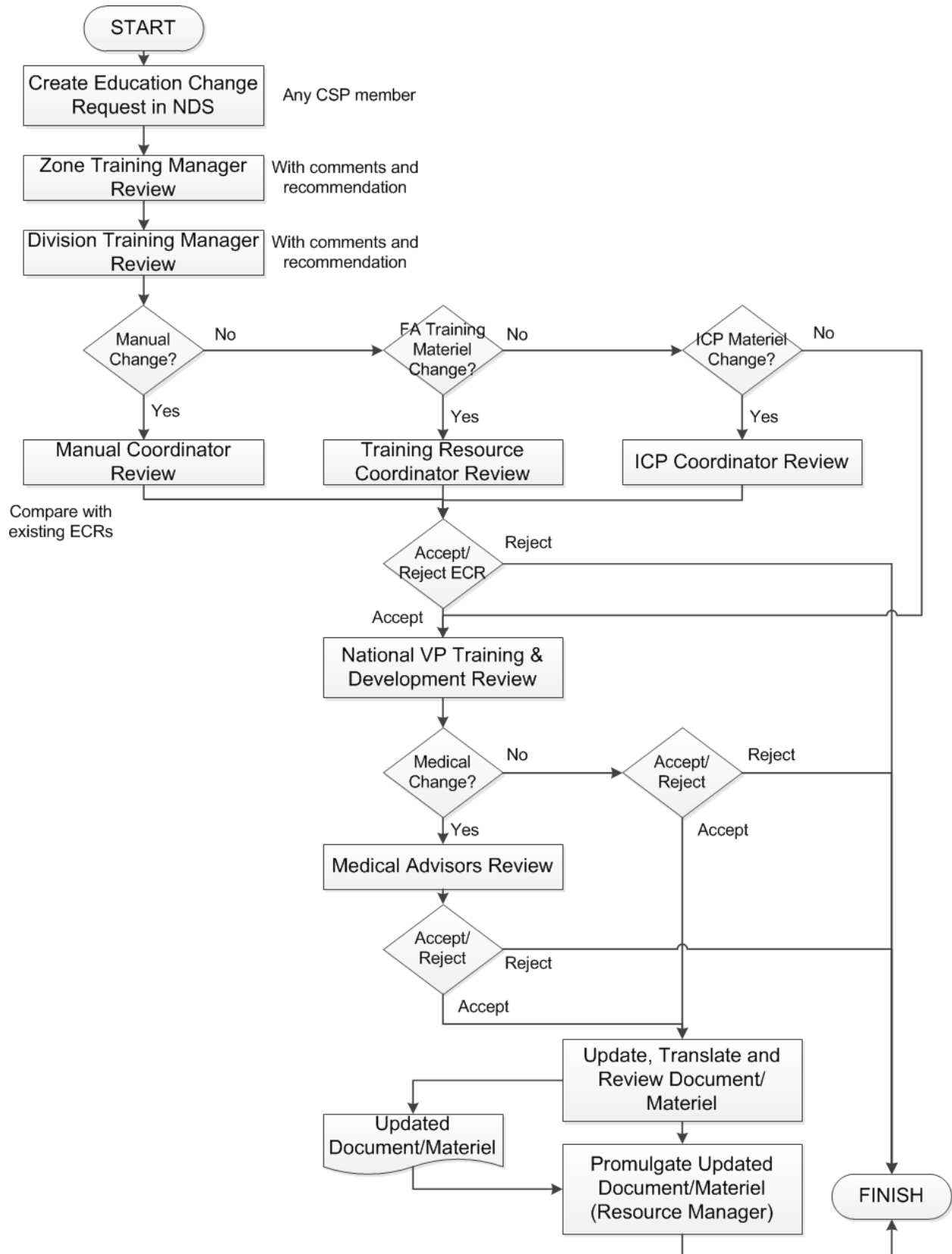


Figure 4. Internal change management process



Education Change Request

Complete this form to submit a request for a change to CSP education documents (Patrolter's Manual, ICP documents and presentations) only. You may submit a request anytime throughout the year.

If you have any questions, please direct them to your Zone Education Officer.

→ Required fields

CSP ID of the submitter		01011229	UPDATE
Name of the submitter		ANDREW HILL	
Don't know the ID number, you can do a search!			

Tell us which document this request applies to?

→ CSP Patrolter's Manual:	<input type="radio"/> Administration Section <input type="radio"/> First Aid Section <input type="radio"/> Operation Section
→ Instructor Certification Document:	<input type="radio"/> Instructor's Manual <input type="radio"/> Instructor Course <input type="radio"/> On Scene
→ CSP Program Modules:	<input type="radio"/> Course Outline <input type="radio"/> Module Outline <input type="radio"/> Powerpoint <input type="radio"/> Quiz Book

Chapter/Slide #:	
Page #:	
Column #:	
Paragraph #:	
File Name of Document (if applicable):	

→ Original text:

→ Proposed text:

→ Reason Justification:

Select file to attach to the submission:

Choose File

No file chosen

Once this form has been submitted, you will receive a confirmation email containing the ECR number which you can use to follow the progress of this change request.

Please complete all applicable fields of this form.

SUBMIT

 or

GO BACK

Figure 5. Education Change Request submission form



View Education Change Request

ECR Number	Date Submitted	Submitter	DIV/ZONE	ZEO	DEO	Natl. Coord.	VP Ed	Priority	Progress	Action
2017-0339	2017-12-16	CHRISTOPHER ROBIN OLIVER	07/01	✓	✓	!	!	!	3	View
2017-0338	2017-10-29	GUY DESHAIES	03/03	✓	✓	!	!	!	3	View
2017-0337	2017-10-10	DENISE C. SIMMOTT	04/02	✓	✓	!	!	!	3	View
2013-0182	2013-05-31	LOUIE S PANOZZO	04/02	✓	✓	!	!	!	3	View
2013-0181	2013-05-31	LOUIE S PANOZZO	04/02	✓	✓	!	!	!	3	View
2013-0180	2013-05-31	LOUIE S PANOZZO	04/02	✓	✓	!	!	!	3	View
2013-0179	2013-05-30	JUSTIN LANE	08/04	✓	✓	✓	✓	3	✓	View
2013-0178	2013-05-30	JUSTIN LANE	08/04	✓	✓	✓	✓	3	✓	View
2013-0177	2013-05-28	JUSTIN LANE	08/04	✓	✓	✓	✓	3	✓	View
2013-0176	2013-05-28	JUSTIN LANE	08/04	✓	✓	✓	✓	3	✓	View

Figure 6. Education Change Request status view

2.6.2 External change management

Changes to CSP manuals and training materials may also result from external changes identified through research by the MAC and/or PCAC, for example, the changes to ILCOR standards on a 5-year cycle.

The external change management process is illustrated in Figure 7.

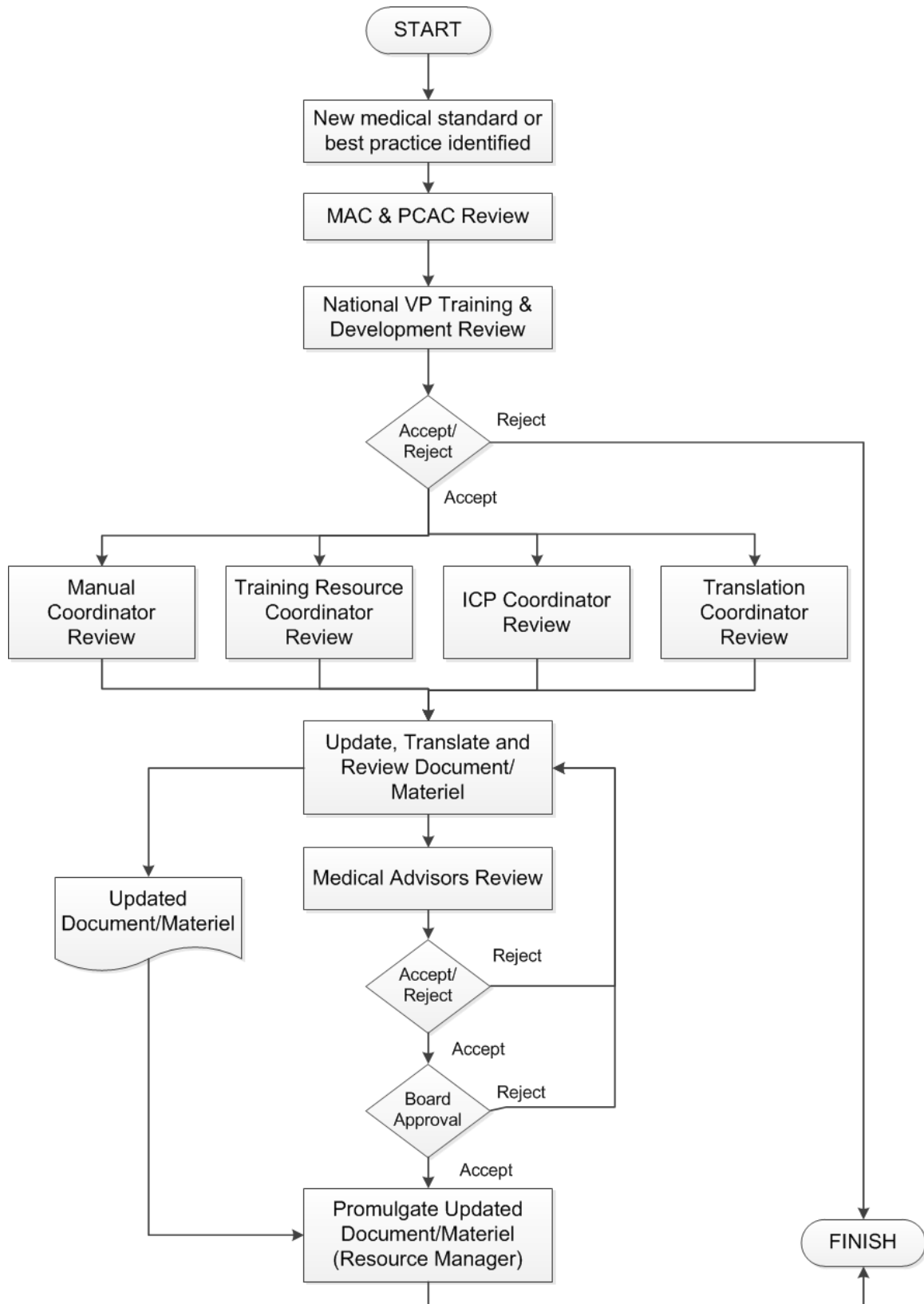


Figure 7. External change management process



2.6.3 Change communication

Changes to the CSP manuals and training materials are communicated to the instructors annually through the Instructor Yearly Update (IYU) process, described in Appendix D, Annex D1 Instructor Certification Manual, pages 10 and 11.

The material that has been updated is communicated to CSP members through the AFA Recertification Agenda and its referenced material which is maintained on the NDS. All CSP members have access to the current electronic versions of the CSP Manual sections (FA, Administration, Operations) through the NDS. Where pages have changed in the CSP manual a 'changed pages' document is also made available through the NDS so that those patrollers who prefer a printed document need only print and replace the affected pages.

The Mountain Division DTM will be responsible for informing the Alberta OHS Director of Medical Services of any changes to the material provided with this QMP.

2.7 Instructor training, evaluation and certification

The CSP has an Instructor Certification Program (ICP) for the training of Assistant Instructors (AI), Instructors (I) and Instructor Trainers (IT). The goals of the ICP are twofold:

1. improve and standardize the instruction and material of CSP education programs; and
2. achieve and maintain federal and/or provincial accreditation for CSP education programs.

The definition, requirements and qualifications of AI, I and IT are provided in Appendix D, Annex D.1 Instructor Certification Manual.

Details of the courses for training, evaluating and certifying instructors are provided in Appendix D, Annex D.1 Instructor Certification Manual.

2.8 First aid certificate administration processes

The CSP National Office is responsible for issuing CSP identification cards on an annual basis to members in good standing who have been registered by their zone administrators and have completed their training certifications according to the information entered for that member by the ZTM into the NDS.

The CSP identification card also acts as the first-aid certification for a CSP member. In accordance with By-Law 1, Article 2, Section 1 – Administrative, 2.1.1 National dues and CSP identification card, (see Appendix G, Annex G.2, CSP Administration Manual, page 2-24):

- i. An identification card approved by the board of directors and identifying the certification of training shall be issued annually to every duly registered regular member. Training certifications will not be acknowledged on the identification card until all training criteria have been met and all examinations have been successfully completed.
- ii. An identification card shall not be issued to a regular member unless the national office has received satisfactory evidence that she or he has succeeded in the required examinations according to CSP standards.

An example of the CSP identification card is shown in Figure 8. The CSP member identity is a 9-digit number in the form DD Division, ZZ Zone, nnn Individual number, YY Year of joining.



Figure 8. Example CSP Identification Card

All member information must be entered into the NDS before 31 December and the cards are issued shortly thereafter. The CSP identification card is valid until 31 December of the year following certification.

A zone administrator can request the CSP National Office to issue a duplicate CSP identification card for a member.

A CSP member is able to print a copy of their first aid certification at any time from their personal information page on the NDS, an example is shown in Figure 9. This may be used if a member requires a first aid certificate before the CSP identification card is issued, subject to the ZTM entering the required first aid training information into the NDS and being signed by the ZTM or certifying Instructor. The “This certificate is approved for Alberta workplaces” wording is only present if the member has an “AB” provincial address.





Canadian Ski Patrol Certification Card		Canadian Ski Patrol Certification Card																
	CSP ID number DDZZnnnYY LAST FIRST name Street Address line 1 Street address line 2 City, AB, Postcode	CSP ID number DDZZnnnYY LAST FIRST name Street Address line 1 Street address line 2 City, AB, Postcode																
Registered for 2017		Advanced First Aid Training:																
DOB : mm/dd/yyyy Gender :M Membership:Regular Member Patroller Area(s) : Ski-area name		<table><thead><tr><th>Discipline</th><th>Year</th><th>P/F/I</th></tr></thead><tbody><tr><td>Written</td><td>2017-10-29</td><td>✓</td></tr><tr><td>Skills</td><td>2017-10-29</td><td>✓</td></tr><tr><td>Diagnosis</td><td>2017-10-29</td><td>✓</td></tr><tr><td>CPR/AED</td><td>2017-10-29</td><td>✓ Lv HCP and AED</td></tr></tbody></table>		Discipline	Year	P/F/I	Written	2017-10-29	✓	Skills	2017-10-29	✓	Diagnosis	2017-10-29	✓	CPR/AED	2017-10-29	✓ Lv HCP and AED
Discipline	Year	P/F/I																
Written	2017-10-29	✓																
Skills	2017-10-29	✓																
Diagnosis	2017-10-29	✓																
CPR/AED	2017-10-29	✓ Lv HCP and AED																
Signature		Instructor Signature																
On Snow Training:		Visitations																
<table><thead><tr><th>Discipline</th><th>Year</th><th>P/F/I</th><th>Restrictions</th></tr></thead><tbody><tr><td>Alpine</td><td>2017</td><td>✓</td><td></td></tr></tbody></table>		Discipline	Year	P/F/I	Restrictions	Alpine	2017	✓		<table><tbody><tr><td>-</td><td>-</td></tr><tr><td>-</td><td>-</td></tr><tr><td>-</td><td>-</td></tr></tbody></table>		-	-	-	-	-	-	
Discipline	Year	P/F/I	Restrictions															
Alpine	2017	✓																
-	-																	
-	-																	
-	-																	
Valid until December 31 2018 This certificate is approved for Alberta workplaces		1. The holder of this card is not authorized to incur any obligation or create any liability on behalf of the CSP / Le détenteur de cette carte n'est pas autorisé à encourir d'obligation ni à assumer de responsabilité au nom de la P.C.S.																

Figure 9. Example NDS-printed First Aid Certificate

A separate CPR/AED certificate is issued by the certified Instructor on completion of a CPR/AED course (part of the AFA and AFA recertification courses) and successful CPR/AED written evaluation. This card is valid for 12 months following certification. An example CPR/AED certificate is shown in Figure 10.



 **CANADIAN SKI PATROL™**
Certifies that:

has completed a course in cardiopulmonary resuscitation to CSP national requirements.

Level _____ AED type _____ Issue date _____

Instructor _____ Expiry date _____

All CSP CPR courses developed in accordance with the International Liaison Committee on Resuscitation
E. C. C. 2015 Guidelines.

Level HCP: Adult, child, infant CPR and choking, One and two-rescuer CPR, AR, BVM and AED.

Canadian Ski Patrol
4531 Southclark Place, Ottawa ON K1T 3V2
www.skipatrol.ca

Figure 10. Example CPR/AED Certificate

2.9 Course delivery information

The following course delivery information is provided for each course:

- Scope of the course;
- Learning objectives and how each objective is met, consistent with the required first aid competencies identified in Section 5 of this document;
- Course content for each learning objective (theory and practical) and where in the course materials the information is found;
- Instructor course material, equipment lesson plans, suggested schedules, methods of instruction, acceptable ratios (student/equipment/instructor) and rationale to support the ratios;
- Practice scenarios;
- Student course material;
- Copies of certificates and instructions provided to instructors for issuing certificates, if applicable; and
- Description of the first aid re-certification process.

2.9.1 Advanced First Aid Course

The scope of the AFA course is outlined in paragraph 5.1.

The detailed description of the course delivery information, including learning objectives, course content, student and instructor course materials, is provided in Appendix C, section C.1 Advanced First Aid Course checklists and Appendix E AFA Course Content.

Examples of the certificates are provided in paragraph 2.8. The AFA re-certification process is described in paragraph 5.1.3.

2.9.1.1 Instructor-Student ratios

The maximum number of students per Instructor is 18 for the AFA, and AFA-M, course, including CPR/AED instruction.

The Instructor-to-student ratio is based on certified Instructors only; the presence of Assistant Instructors in the class does not extend the ratios.



The Instructor-to-student ratio has been determined based on typical class sizes, available classroom facilities and the number of certified Instructors available in a zone. Larger zones (e.g. Calgary, Edmonton) can typically accommodate up to 50 new patroller candidates per course and will have 4 Instructors, plus Assistant Instructors, per class. Smaller zones will typically have less than 20 new patroller candidates per course and will have 2 Instructors, plus Assistant Instructors, per class.

2.9.1.2 Teaching Aids-Student ratios

The recommended teaching aids to student ratios for the AFA and AFA-M courses, including CPR/AED, are outlined in Table 1.

The teaching aid-to-student ratios are based on sharing available equipment and participation in small teams to practice scenarios and FA skills.

Table 1. Teaching Aid – Student Ratios

Teaching Aid	Ratio (up to 18 students per Instructor)
Adult mannequins	1:2
Baby mannequins	1:2
AED trainers	1:2
Bag Valve Mask	1:2
Pocket mask	1:1
Blankets	1:3
Triangular bandages	Each student to be provided with 6 at start of course
Adjustable C-collar	1:4
Backboards	1:6
Cardboard splinting material	1:3
Oxygen unit	1:6
EpiPen trainer	1:18
Latex gloves (S, M, L, XL)	Min 2 boxes per size per class
Assorted helmets (ski, motorcycle, bicycle)	Min 1 of each type per class (students to provide personal helmet)
Ski and snowboard boots	Min 1 of each type per class (students to provide personal boots)

2.9.2 Advanced First Aid - Modified Course

The scope of the AFA-M course is outlined in paragraph 5.2.



The detailed description of the course delivery information, including learning objectives, course content, student and instructor course materials, is provided in Appendix C, section C.2 Advanced First Aid – Modified Course checklists and Appendix E AFA Course Content.

Examples of the certificates are provided in paragraph 2.8. The AFA re-certification process is described in paragraph 5.1.3.

2.10 Student evaluation processes

The student evaluation processes are described in Appendix G, Annex G4 Training Managers' Guide.

The written evaluation with solution sheet, the CPR/AED written evaluation with solution sheet and the diagnostic evaluations with information sheets are only made available to the DTMs and ZTMs via the NDS.

The written evaluation study guide, the student quizbook, a patient assessment checklist, and a blank AFA training record are made available to all patrollers through the NDS.

2.10.1 Evaluation process

It is the responsibility of each CSP candidate and member to prepare for the evaluation process by using all of the resources provided by the CSP, including the student quizbook, written evaluation study guide, the CSP First Aid Manual, and any pre-evaluation courses including yearly updates, recertification and AFA courses.

2.10.2 Written evaluation

The purpose of the written exam is to evaluate how well patrollers have retained subject specific material and the comprehension of its meaning and significance as found in the CSP First Aid Manual.

The written evaluation questions change every year. A written evaluation study guide based on that year's written evaluation topics is provided to all CSP members through the NDS.

The written evaluation is a 100-question multiple choice exam. The national minimum standard or passing mark for the written exam is 80%.

Candidates who achieve the minimum standard are required to correct their responses to achieve a score of 100% and may use their CSP manual to determine the correct response, or use an instructor for assistance if necessary.

Candidates who fail to achieve the minimum standard on their first attempt are allowed a second attempt; however, they do not get the opportunity to review their incorrect answers from the first attempt. A candidate who is unsuccessful on their second attempt will not be certified as a CSP patroller. Individual exemptions may be granted at the discretion of the ZTM or DTM.

The written evaluation is available in both English and French and it is the patroller's choice as to which version to use regardless of the language used during the course.

A sample written evaluation and the corresponding written evaluation study guide are provided in Appendix F, Annex F1.



2.10.2.1 Accommodations for the written evaluation

There may be students who encounter difficulty demonstrating their ability to meet the evaluation standards due to a learning disability, language barrier, etc. The CSP has obligations under the Human Rights Code to meet the needs of all its members regardless of place of origin, citizenship, disabilities, etc. It is the responsibility of the candidate patroller to identify any needs for accommodation to the course coordinator early in the course or before evaluations.

Accommodations are individualized strategies used to improve students' learning and/or performance. They do not include changes to the course contents or expectations, but may entail changes to the learning environment, teaching strategies and/or the evaluation strategies. For example: a student may need the instructor to read the written exam questions due to language difficulties; a student may require the written evaluation to be administered over two or more sessions due to difficulties with reading fatigue.

2.10.3 CPR/AED evaluation

Patrollers are expected to complete the written CPR/AED evaluation at the end of the CPR/AED course module.

The written CPR/AED evaluation is a 20-question multiple choice exam. The national minimum standard or passing mark for the CPR/AED written evaluation is 80%.

The written CPR/AED evaluation is available in both English and French and it is the patroller's choice as to which version to use regardless of the language used during the course.

A sample CPR/AED written evaluation is provided in Appendix F, Annex F2.

2.10.4 Diagnostic evaluation

The diagnostic evaluation is designed to assess a patroller's ability to identify a medical concern, prescribe the appropriate treatment and to communicate effectively with a patient. The diagnostic evaluation is done in real time with the patroller communicating with the patient as they would in a real situation.

Five diagnostic evaluation scenarios are made available each year, together with an instructor's information sheet for each scenario. Unless a second attempt is required, a candidate is only evaluated on one scenario.

Diagnostic evaluations are typically performed in a classroom setting. It is the instructor's responsibility to ensure that the candidate is adequately briefed on the scenario and setting and that the 'patient' is able to give the correct signs and symptoms in order to provide a fair assessment.

There are two criteria for successful completion of the diagnostic evaluation: all starred (*) items must have been completed; and, the minimum indicated passing mark (80%) must be attained.

Candidates who fail to achieve the minimum standard on their first attempt are allowed a second attempt. The second attempt will use a different scenario to the first attempt. Whenever possible, two instructors who were not involved in the first attempt will evaluate the candidate on the second attempt. A candidate who is unsuccessful on their second attempt will not be certified as a CSP patroller. Individual exemptions may be granted at the discretion of the ZTM or DTM.



Sample diagnostic evaluations and the associated instructor's information sheet are provided in Appendix F, Annex F3.

2.10.5 Skills evaluation

Every patroller must complete the AFA training record each season. The candidate must properly demonstrate the skills on the AFA training record to an instructor or instructor trainer to get them signed off. The skills do not need to be performed in one session and can be signed off at any time during the year. All skills on the AFA training record must be signed off before the ZTM or DTM can indicate in the NDS that the Skills evaluations have been passed in order to certify the patroller.

A sample AFA training record is provided in Appendix F, Annex F4.

2.10.6 Student quizbook

The student quizbook provides a knowledge check following each session of modules in the AFA course. The same questions are used for the traditional classroom AFA course and the eLearning eAFA course eSession quizzes.

A sample student quizbook is provided in Appendix F, Annex F5.

2.10.7 Alberta OHS written evaluation

Patrollers and candidate patrollers for zones within Alberta are required to take the Alberta OHS written evaluation following the AB001 Alberta OHS Legislation module. The Alberta OHS written evaluation contains five questions that relate to Alberta's legislated requirements for workplace first aid. The AB001 Alberta OHS Legislation module and the Alberta OHS written evaluation are presented during the AFA course and annually thereafter at the AFA re-certification course.

The Alberta OHS written evaluation is provided in Appendix F, Annex F6.

2.11 Subcontracted first aid agencies

The CSP Mountain Division does not currently subcontract its first aid training to third-party agencies.

If a CSP member is unable to attend a scheduled CSP CPR/AED session they are required to obtain an HCP-level CPR/AED certificate from a recognized CPR/AED training agency (e.g. Red Cross, St John Ambulance, Life Saving Society) at their own expense.




3 FIRST AID TRAINING PROGRAM STANDARDS

The first aid training standards include course content with learning objectives, as well as the additional aspects of training described in this section.

3.1 Training goals and learning objectives

Training goals and objectives for each aspect of a course's content are a necessary part of teaching and learning. Each of the course modules contained in Appendix E, Annex E.3 is accompanied by a module outline that details the learning outcomes, instructor resources, student resources, assigned reading, assessment method/questions and topic/activities related to the module. Where videos are available that demonstrate a skill being performed, these are included with the course modules in Appendix E, Annex E.3.

A sample module outline is illustrated in Figure 11.

 CANADIAN SKI PATROL PATROUILLE CANADIENNE DE SKI®		National Education Program Module Outline		
Module ID	FA187			
Module title	Immobilizing -Specific Treatments - Lower arm			
Stream	First Aid			
Version	2			
Status	Final			
Last updated	November 30 2014			
Length (minutes)	20			
Learning outcomes	The student will: <ul style="list-style-type: none">• understand the signs and symptoms of lower arm injury• understand and demonstrate the treatment of lower arm injury			
Instructor Resources	eFA187 Immobilizing- Lower Arm.pptx FA supplies: triangular bandages, splints, gloves			
Student Resources	Quizbook			
Assigned reading	Patroller's Manual First Aid Chapter 15			
Assessment	T/F: It is not necessary to extend the splint beyond the fingertips and elbow. (false) The knot of the large arm sling should be padded and tied on the injured side. (true)			

Module content				
Topic/Activity ID	Topic / Activity	Manual reference	Slide reference	Length (minutes)
Immobilizing - Lower Arm	- signs and symptoms - explain and demonstrate the splinting of lower arm	Ch 15	eFA187 Immobilizing- Lower Arm.pptx	20

Figure 11. Sample Module Outline

3.2 Performance criteria

First aid is skills based and therefore performance criteria are required for each learning objective for each course.

During the course itself, instructors make continuous assessments of a student's performance through: questioning in class; using the student quizbook; or, reviewing the student's online eLearning session quizzes. The student quizbook and the eLearning session quizzes use the same questions for the same module. Within the eLearning system the session quizzes are not made available to the student until all of the session's modules have been completed. A sample student quizbook is provided in Appendix F, Annex F.5.



Practical first aid skills are assessed by instructors through observation of the skill being performed. Students are provided with a patient assessment checklist (included in Appendix E, Annex E8) which is progressively worked through during class sessions.

Each student and re-certifying CSP member is also provided with an AFA Training Record (see Appendix F, Annex F.4), which is a checklist of the skills that must be completed and signed off by an instructor before the candidate has their diagnostic evaluation.

In order to complete a first aid course the student candidate, and re-certifying CSP members, are evaluated through a written exam (see paragraph 2.10.2) and a diagnostic evaluation (see paragraph 2.10.4).

3.3 Medical review

First aid practice has a medical and/or research basis. The CSP is a member of the Canadian Guidelines Consensus Task Force (CGCTF), together with: Canadian Red Cross, Heart and Stroke Foundation, Lifesaving Society and St. John Ambulance. The CGCTF was established to review the consensus on science completed by the International Federation of Red Cross/ Red Crescent (IFRC) and the International Liaison Committee on Resuscitation (ILCOR) in 2015.

The CGCTF provides collaborative discussion and interpretation of the new science and best practice recommendations as applicable to first aid and resuscitation training. Its intent is to build consensus on guideline changes for adoption across Canada in an effort to ensure current training practises and standards are accessible and will be used by each agency to develop materials and Instructor updates.

The first aid material presented with this QMP is consistent with the CGCTF guidelines published in 2016. All changes to the FA manual or AFA course content are reviewed by the MAC as and when a change is introduced through the change management process described in paragraph 2.6. All first aid material is approved by the CSP medical advisors, see paragraph 2.2, and a statement of approval for the material included with this QMP is provided in Appendix H, Annex H.4.

3.4 Course content review

The first aid course content is reviewed on a regular basis by the MAC and PCAC, see paragraph 2.2, to ensure that it reflects the latest industry 'best practice', provincial requirements and CGCTF guidelines. Generally, the MAC performs some of the research, makes decisions, and then the PCAC produces the material for inclusion the manual. This is then sent out for commentary and revisions by the national VP T&D and the manual and training resource coordinators.

Changes to manuals and course material can also be proposed by any CSP member using the ECR process described in paragraph 2.6.



4 FIRST AID INSTRUCTOR TRAINING AND CERTIFICATION

A checklist of the FA010 requirements for First Aid Instructor Training and Certification against the CSP implementation is provided in Appendix B.

4.1 Instructor Certification Program

In order to teach first aid courses in Alberta all first aid instructors, in accordance with FA010, must:

- a. have successfully completed a training program of not less than 30 hours duration from an Agency recognized by the Director of Medical Services and passed a written and practical examination covering at least the following areas:
 - i. principles of instruction;
 - ii. principles of adult learning;
 - iii. lesson planning;
 - iv. demonstration and lecture techniques;
 - v. use of training aids;
 - vi. methods of student evaluation;
 - vii. pertinent legislation relating to work sites and first aid particularly the *Occupational Health and Safety Act*, Regulation and Code;
- b. be part of an evaluation process;
- c. have a thorough knowledge of the first aid training standards at the level they are required to teach.

All CSP instructors are trained and certified through the CSP's Instructor Certification Program (ICP). The details of the ICP are contained in Appendix D, Annex D.1 Instructor Certification Manual.

The CSP offers three ICP courses:

1. Assistant Instructor (AI);
2. Instructor (I) and
3. Instructor Trainer (IT).

CSP members who have instruction certification with another relevant agency who wish to become a CSP Instructor can have that certification recognized as an Instructor (Conditional).

The ICP is equally applicable to AFA instructors and On-Snow (OS) instructors. Only instructors with an AFA focus who have completed their AFA instructor certification will teach the AFA courses, although those instructors may also have an OS certification.

Within an ICP course, practical evaluations are performed through the assignment of lecture topics and practical skill demonstration topics to the students. Written evaluations are made of the candidate instructor's presentation and demonstration skills by both the IT(s) running the course and the other course students using the Instructor Observation and Peer Evaluation forms respectively (included in Appendix D, Annex D.7). An ICP Course Evaluation form is also completed by the students.



4.1.1 Assistant Instructor Course

The primary focus of the AI Course is on the general principles for teaching adults and prepares the candidate to assist an Instructor.

The AI Course length is 16 hours.

The AI Course outline and modules are provided in Appendix D, Annex D.2.

The candidates must complete a written exam, an example of which is provided in Appendix D, Annex D.8.

On successful completion of an AI Course the candidate is provided with a course completion certificate. Before being certified as an AI in the NDS, however, the candidate must complete their annual AFA re-certification and attend an IYU in the desired discipline (i.e., AFA and/or OS). An AI card can then be issued. The AI card includes the course date, the expiry date and the certifying IT's signature. Examples of the AI Course certificate and the AI certification card are provided in Appendix D, Annex D.5.

An AI can assist with the instruction of patrollers under the supervision of a certified Instructor.

4.1.2 Instructor Course

The Instructor Course involves more advanced teaching principles and will prepare the candidate to develop and run a complete teaching program. The Instructor Course prepares the candidate to instruct and evaluate patrollers.

The Instructor Course length is 16 hours.

There are two options available for taking the Instructor Course:

- The traditional Instructor course where all theory presentations and the practical exercises and evaluations are provided in a classroom; and
- An eInstructor course where theory is provided through on-line presentations and the practical exercises and evaluations are provided in a classroom.

The Instructor and eInstructor Course outlines and modules are provided in Appendix D, Annex D.3.

On successful completion of an Instructor Course the candidate is provided with a course completion certificate. Before being certified as an Instructor in the NDS, however, the candidate must have completed 20 hours of CSP related instruction in the previous year as an AI, must complete their annual AFA re-certification and attend an IYU in the desired discipline (i.e., AFA and/or OS). An Instructor card can then be issued. The Instructor card includes the course date, the expiry date and the certifying IT's signature. Examples of the Instructor Course certificate and Instructor certification card are provided in Appendix D, Annex D.5.

A certified Instructor can teach and evaluate patrollers to national standards.

4.1.3 Instructor Trainer Course

The Instructor Trainer Course involves advanced teaching principles and will prepare the candidate to develop and run a complete instructor education program. The Instructor Trainer Course prepares the candidate to instruct and evaluate instructors.



The Instructor Trainer Course length is 12 hours.

The Instructor Trainer Course outline and modules are provided in Appendix D, Annex D.4.

On successful completion of an Instructor Trainer Course the candidate is provided with a course completion certificate. Before being certified as an Instructor Trainer in the NDS, however, the candidate must have completed 30 hours of CSP related instruction in each of the two previous years as an Instructor, must complete their annual AFA re-certification and attend an Instructor Trainer Yearly Update. An Instructor Trainer card can then be issued. The Instructor Trainer card includes the course date, the expiry date and the certifying ICP Coordinator's signature. Examples of the Instructor Trainer Course certificate and Instructor Trainer certification card are provided in Appendix D, Annex D.5.

A certified IT can teach and evaluate AIs and Instructors to national standards.

4.2 Instructor qualification standard

FA010 requires instructors certified to deliver different levels of first aid to have proof of current qualification in first aid as follows:

- a. If teaching emergency first aid, the instructor must have current certification as a standard or advanced first aider
- b. If teaching standard first aid, the instructor must have proof of current certification as a standard or advanced first aider;
- c. Instructors certified to deliver advanced first aid must have proof of current qualification as an advanced first aider as defined in the *OHS Code*.

Within the CSP all instructors have AFA certification and, as CSP members, must re-certify annually by passing the written, CPR/AED, diagnostic and skills evaluations at the AFA level, as described in this document. All CSP instructors are registered in the NDS as advanced first aiders.

4.3 Certification period

FA010 requires the valid certification term of an instructor be a maximum of 3 years.

When an instructor is certified as an AI or I, the IT for the course enters the information into the NDS. Instructor Trainers can be trained by another currently certified IT but their certification status in the NDS can only be entered by the national ICP Coordinator (see Figure 1). The NDS automatically applies an expiry date 3 years from the date of the course date. The NDS allows DTM, ZTM and IT to view the ICP certification status and expiry date of each instructor, as illustrated in Figure 12. Previously certified instructors whose certification is no longer valid can also be viewed in the NDS.



ICP Certification

Instructors Admins

Instructors Trainers

Instructors

Instructors Conditional

Assistant Instructors

Go [\[Back\]](#) to the ICP menu

Showing from 1-100 of 628

A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

[1-2-3-4-5-6-7]

Name	ID	Zone	Certified By	End Cert. Date	FA	OS	AV	EP	Action
AKOW SHARI	040403308	Kawartha	CARSON ROB	2021-03-07					View/Edit
ALLAN DONALD	080601308	East Kootenay	WILCOX RILEY HEATHER	2019-08-01					View/Edit
ALUIN JANICE SYLVIA	040408010	Kawartha	TURNER CHARLIE	2019-07-04					View/Edit
AMBROSE DENNIS	060400416	QuAppelle	MCKAY CATHY	2021-01-20					View/Edit
ANDERSON BARRY	070302913	Edmonton	FITZGERALD PAMELA	2020-08-26					View/Edit
ANGEL JASON	010301614	Nova Scotia	BROWNING ROSIE	2020-08-13					View/Edit
ANTONIEWICZ ROMAN	030502515	Gatineau	MURPHY DEVON	2020-09-19					View/Edit
ANTONSON ANDY K	071220397	Pembina	OLDFIELD ELIZABETH M.	2018-08-31					View/Edit
ARSENEAU RENÉ	030304800	Eastern Township	HERRON WENDY	2020-09-11					View/Edit
ASSELIN PIERRE	030302906	Eastern Township	HERRON WENDY	2020-03-19					View/Edit
ATKINSON BOB	081101681	Blue River	ELDER SUSAN EVELYN	2020-08-09					View/Edit

Figure 12. Valid ICP Certifications status view

4.4 Instructor recertification

FA010 requires that instructors must, upon recertification:

- demonstrate instructional ability including teaching at a minimum *two courses per year*;
- participate in continuing education;
- demonstrate first aid skills;
- be current in course content.

The Instructor Certification Manual, see Appendix D, Annex D.1, pages 9 to 12 outlines the CSP requirements for re-certification at each instructor level. These include: Instructor Yearly Updates (IYU) which includes changes to the course content; and, Instructor Re-certification which includes demonstration of first aid skills and professional development.

The CSP within a particular zone will typically run at least two courses per year that require instructors to teach or participate in instruction and/or evaluation:

- a new patroller AFA course; and,
- a returning patroller AFA re-certification course.

The number of new patroller AFA courses will depend on the recruiting requirements of the zone. The number of AFA re-certification courses will depend on the number of returning patrollers in the zone.

As per the CSP Instructor Certification Manual, see Appendix D, Annex D.1, pages 4 to 5, an Instructor must have at least 20 hours of CSP-related instruction from the previous year to re-certify and an IT must have at least 30 hours of CSP-related instruction from the previous year to re-certify. CSP instructors at all levels record their hours of instruction in their ICP Time Log in the NDS, where it can be viewed and filtered to ensure that these teaching hours are met, as shown in Figure 13.



ICP Time Log

Right now, ANDREW HILL (070119291)
From Calgary Zone

Right Now This Member is an: **Instructor Trainer**

Certified by: **BRIAN LOW** On: **2017-06-25** Up Until: **2020-06-25**

ICP Time LOG:

Narrow your search: From: To: Date format (YYYY-MM-DD)

Refresh

Date	Subject	# of Persons	Hours	Verified	Action
2018-03-11	Nakiska new patroller orientation day 3	1	8		View/Edit
2018-02-02	Spinal Motion Restriction and head injury protocols Vacuum mattress practice	24	6		View/Edit
2018-01-14	Nakiska new patroller orientation	1	8		View/Edit
2018-01-07	Nakiska new patroller orientation	1	8		View/Edit
2017-12-31	Nakiska new patroller orientation	1	8		View/Edit
2017-11-23	Diagnostic exams	8	3		View/Edit
2017-11-20	New patroller course	40	3		View/Edit
2017-11-18	New patroller course (field day)	40	8		View/Edit
2017-11-16	New patroller course	40	3		View/Edit

Figure 13. ICP Time Log

4.5 Annual instructor evaluation

FA010 requires that an Agency must ensure that each instructor delivering training is evaluated on an *annual* basis to make sure that there is:

- a. appropriate use of instructor materials;
- b. an effective presentation style;
- c. coverage of the complete course curriculum;
- d. evidence of first aid practices that are current.

As per the CSP Instructor Certification Manual, see Appendix D, Annex D.1, page 14, the ZTMs and other representatives of the CSP will monitor the quality of the instruction delivered to students of CSP courses and programs.

Instructors at all levels will receive yearly feedback about their instructing. Areas of personal feedback could include:

1. Personal teaching knowledge and motor skills;
2. Teaching skills and their application to different learners;
3. Inter-personal communication, both verbal and non-verbal.

Feedback is provided using the Instructor Monitoring form (included in Appendix D, Annex D.7).

4.6 Instructor evaluation records

FA010 requires that the agency maintain a written record of each instructor's evaluation results that is dated and signed by the instructor being evaluated and the evaluator, and that identifies the courses taught.



The Instructor Monitoring form (included in Appendix D, Annex D.7) is dated and signed by the instructor and the evaluating IT. A copy is provided to the instructor. The original copy is maintained by the IT or ZTM.

Each instructor is responsible for keeping their record of courses taught and the associated instruction hours in their ICP Time Log in the NDS.

The Instructor Monitoring forms and the ICP Time Logs are consulted when re-certifying an instructor.



5 FIRST AID TRAINING

The CSP offers the following first aid courses in Mountain Division:

1. Advanced First Aid (AFA) Course, which is provided to all candidates wishing to join the CSP. This course is also available to candidates who wish to become paid patrol employees of a ski area; and
2. Advanced First Aid – Modified (AFA-M) Course, which is available to candidates wishing to join the CSP who are currently paramedics or other medical professionals with advanced first aid training.

5.1 Advanced First Aid Course

The CSP AFA Course provides an advanced first aid course that includes triage, rescue, transportation of casualties and oxygen administration.

There are no prerequisites for taking the CSP AFA Course as all FA competencies that are covered in emergency and standard first aid courses are included in the CSP AFA Course.

There are two options available for taking the AFA course:

- The traditional AFA course where all theory presentations and hands-on practical exercises and evaluations are provided in a classroom; and
- An eAFA course where theory is provided through on-line presentations and the evaluations and hands-on practical exercises and skills evaluations are provided in a classroom.

The national AFA Course duration provides a minimum of 60 hours of training, organized as 20 3-hour in-class sessions, including a field day, skills sign-off and the written and diagnostic exams. This duration does not include the time required for reading assignments or to complete the Student Quizbook. The detailed AFA Course outline is provided in Appendix E, Annex E.1.

The national eAFA Course duration provides a minimum of 61 hours 40 minutes of training, organized as 19 on-line sessions taken at the candidate's own pace with a runtime of 13 hours 40 minutes and 16 3-hour in-class sessions, including a field day, skills sign-off and the written and diagnostic exams. This duration does not include the time required for reading assignments or to complete the module quizzes (online Student Quizbook). The detailed eAFA Course outline is provided in Appendix E, Annex E.1.

It is the CSP ZTM's decision as to which method will be used for a particular candidate intake. The content of both course options is the same. The ZTM also has the discretion to add or extend the in-class sessions to provide additional practice and skills evaluation time.

Within the CSP Mountain Division, the following additional modules are provided:

- a. AB001, a 30-minute in-class session covering the Alberta OHS Code Part 11 requirements and written evaluation;
- b. OS107 Incident Management, a 30-minute in-class session covering the principles of emergency scene management in the context of a ski patroller.

Following completion of the national AFA/eAFA course the new patroller continues with area-specific AFA training at their selected ski area, this may include but is not limited to:



- area-specific FA protocols, as directed by the ski area's medical advisor (e.g., spinal motion restriction protocols, Glasgow Coma Scale, CPR/AED in a moving toboggan, use of Naloxone, use of Entonox or other pain-relieving medication);
- communication protocols (e.g., radio procedures, colour-coding of patients, EMS call procedures);
- patient transport and evacuation procedures (e.g., patient positioning in a toboggan, EMS ambulance, STARS helicopter);
- available equipment (e.g. vacuum mattress, scoop stretcher, trauma packs, pulse oximeter, blood pressure cuff, airway packs, AEDs, Sager splint); and
- patient first aid documentation procedures (e.g., National Ski Area Accident Report, Collision Report, Witness Report, Refusal of Care, WCB Injury Report).

The total duration making up to the minimum 75 hours required for an AFA course in Alberta is summarized in Table 2.

Table 2. CSP Advanced First Aid course duration

	AFA Course Duration	eAFA Course Duration
National AFA curriculum (16 x 3-hour classes, 6hr field day, 2x 3-hr evaluations)	60 hrs	
National eAFA curriculum (on-line sessions, 10 x 3-hour classes, 6hr field day, 2x 3-hr evaluations)		61 hrs 40 min
Additional practice sessions	3 hr	2 hr
AB001 Alberta OHS Legislation	30 min	30 min
OS107 Incident Management	30 min	30 min
Reading assignments	2 hr	2 hr
Student quizbook	1 hr	1 hr
Ski area specific training (minimum)	8 hr	8 hr
Total	75 hours	75 hours 40 min

5.1.1 AFA course competencies

The CSP AFA course topics are summarised in Table 3. Serials 1 to 17 are as defined in Alberta OHS FA010 Part D for an Advanced First Aid course. Serials 18 to 25 are additional topics provided by the CSP AFA course.

The detailed mapping of these topics to the CSP AFA course learning objectives, materials and evaluation criteria and methods is provided in Appendix C, Table C2.

All AFA course topics, with the exception of the Alberta-specific material, are fully described in the CSP First Aid Manual (see Appendix G, Annex G.1) which is provided to all candidate and returning members.



Table 3. CSP Advanced First Aid Course Topics

Serial	Topic
1	Emergency scene management
(a)	Discuss and comply with the legal requirements that relate to workplace first aiders in Alberta
(b)	Demonstrate principles of safety when providing first aid, including routine/standard precautions to prevent disease transmission
(c)	Apply the principles of emergency scene management
(d)	Conduct a proper scene survey using principles of safety
(e)	Conduct a primary survey of casualties for life-threatening conditions
(f)	Perform ongoing casualty care until transfer to medical aid
2	Shock, unconsciousness, fainting
(a)	Recognize and provide first aid for shock
(b)	Recognize and provide first aid for unconsciousness
(c)	Recognize and provide first aid for fainting
3	Breathing emergencies – adult casualty
(a)	Recognize and provide first aid for breathing emergencies
(b)	Recognize and provide first aid for breathing emergencies with suspected head/spinal injuries
(c)	Recognize and provide first aid for choking emergencies
4	Wound care
(a)	Recognize and provide first aid for external wounds
(b)	Recognize and provide first aid for internal bleeding
(c)	Provide first aid for amputations and care for amputated tissue
(d)	Recognize eye injuries
(e)	Recognize and provide first aid for chemical burns to the eyes and skin
(f)	Recognize and provide first aid for thermal injuries to the skin and eyes
(g)	Recognize and provide first aid for eye injuries
(h)	Recognize and provide first aid for frostbite
5	Cardiovascular emergencies and one-rescuer and two-rescuer, adult CPR (lay rescuer and health care provider level)
(a)	Apply knowledge of risk factors of cardiovascular disease
(b)	Apply principles of first aid for cardiovascular emergencies
(c)	Recognize and provide first aid for angina and heart attack
(d)	Recognize and provide first aid for cardiac arrest



(e)	Recognize and provide first aid for stroke
(f)	Recognize the need for and provide CPR
6	Automatic External Defibrillators
(a)	Recognize the benefits of automated external defibrillators
(b)	Safely use an AED
(c)	Follow the AED use policy
(d)	Demonstrate and practice first aid procedures incorporating AED use
7	Secondary survey
(a)	Apply principles of secondary survey
(b)	Determine history of casualty
(c)	Check consciousness, breathing rate & rhythm, skin colour & dampness
(d)	Perform head-to-toe examination for secondary injuries
(e)	Provide first aid for non-life threatening conditions
8	Bone and joint injuries of upper and lower limbs, muscle strains
(a)	Recognize and provide first aid for bone and joint injuries of upper and lower extremities and muscle strains
9	Head, spinal and pelvic injuries
(a)	Recognize and provide first aid for head/spinal injuries
(b)	Control bleeding from scalp and ears
(c)	Recognize and provide first aid for pelvic injuries
10	Medical conditions
(a)	Recognize and provide first aid for diabetic emergencies
(b)	Recognize and provide first aid for seizures
(c)	Recognize and provide first aid for asthmatic emergencies
(d)	Recognize and provide first aid for allergic reactions
11	Heat and cold emergencies
(a)	Recognize and provide first aid for heat related conditions: heat cramps, heat exhaustion; heat stroke
(b)	Recognize and provide first aid for cold related conditions: hypothermia, frostbite
12	Triage – multiple casualty management
(a)	Define the term and goal of triage
(b)	Describe the principles of first aid when multiple casualties are involved and triage is indicated
(c)	Describe a two or three level triage system



(d)	List the steps involved in triage
13	Rescue and transportation
(a)	Describe the principles of proper body mechanics for lifting casualties
(b)	List the indications and contraindications for moving a casualty
(c)	Discuss three types of one-rescuer carries
(d)	Discuss four types of two-rescuer carries
(e)	Explain the types and principles of using stretchers
(f)	Describe the first-aid principles for rescuing workers from common occupational hazards: confined spaces, trenches, presence of harmful gases
(g)	Explain safety considerations when helicopters are the method of transport
14	Emergency childbirth and miscarriage
(a)	Describe first aid specific to emergency childbirth
(b)	Describe first aid specific to miscarriage
15	Oxygen administration
(a)	Describe the normal respiratory cycle
(b)	List the indications for oxygen therapy
(c)	Explain the safety precautions when using the oxygen tanks
(d)	Describe the equipment used for oxygen delivery
(e)	Calculate how long oxygen in the tank will last
(f)	State principles involved in oxygen therapy
(g)	Explain, demonstrate and practice delivering oxygen therapy
(h)	Explain, demonstrate and practice inserting an oral pharyngeal airway (OPA)
(i)	Explain, demonstrate and practice suctioning of the mouth
(j)	Explain, demonstrate and practice ventilation with a bag-valve mask (BVM)
(k)	Explain pulse oximetry, why it is used, indications for pulse oximetry and if less than normal what it indicates, factors that may produce less accurate reading and considerations for using pulse oximetry monitors at a work site
16	Advanced splinting and multiple common injuries
(a)	Describe the signs and symptoms of bone and joint injuries
(b)	Explain the principles of splinting in first aid
(c)	Describe the potential problems to avoid when splinting
(d)	Describe different types of splints including indications and contraindications
(e)	Review and practice first aid for injuries requiring an upper extremity splint and a lower extremity splint



17	Advanced head and spinal care
(a)	Describe the limitation in the use of cervical collars
(b)	Describe the limitations for using a backboard
(c)	Describe and practice the techniques for using a backboard
18	Anatomy and physiology
(a)	Describe and understand the anatomy and function of the major systems of the body
19	Breathing emergencies – child and infant
(a)	Recognize and provide first aid for breathing emergencies in a child
(b)	Recognize and provide first aid for breathing emergencies in an infant
20	Cardiovascular emergencies – child and infant (HCP level)
(a)	Recognize the need for and provide CPR for children and infants
21	Altitude emergencies
(a)	Recognize and provide first aid for altitude related emergencies
22	Poisoning, drug and medication abuse
(a)	Recognize and provide first aid for poisoning emergencies
(b)	Recognize and provide first aid for drug abuse emergencies
23	Critical Incident Stress Management
(a)	Recognize and describe the causes, signs and symptoms and the process of treatment for critical incident stress
24	Pediatric First Aid
(a)	Describe the anatomical and physiological differences between adult and child patients
(b)	Describe and demonstrate how to communicate with child patients
(c)	Describe and demonstrate differences between child and adult patient assessments
25	Persons with Disabilities
(a)	Perform a basic patient assessment of persons with disabilities
(b)	Provide treatment for persons with physical disabilities
(c)	Provide treatment for persons with intellectual disabilities

5.1.1.1 Alberta OHS publications

Information from the Alberta OHS publications identified in Table 4 is included in the AFA course to the extent indicated.

Table 4. Alberta OHS publications

ID	Title	
----	-------	--



FA009	First Aid Records	<p>Patient first aid records are the responsibility of the ski area management, or an event organizer.</p> <p>CSP members receive area-specific training on the area's or event's first aid record keeping requirements.</p>
FA011	Workplace First Aiders and Legal Requirements	<p>Included in course module AB001 Alberta OHS Legislation.</p>
FA012	Developing a First Aid Plan	<p>Development of a first aid plan is the responsibility of the ski area management, or an event organizer.</p> <p>CSP members receive area-specific training on the ski area's or event's first aid plan.</p>
FA013	Oxygen Equipment and Related Training Requirements at Worksites	<p>Oxygen training is included in the AFA course oxygen modules FA121 to FA126 and in the CSP First Aid manual, Chapter 5 Oxygen.</p> <p>Provision of oxygen equipment at a ski area is the responsibility of the ski-area management.</p> <p>CSP members receive area-specific training on the ski area's available oxygen equipment.</p>
FA014	Medication in First Aid Kits	<p>Any medication kept in first aid kits maintained by the ski area is the responsibility of the ski-area management. It is noted in FA014 that routine inclusion of over-the-counter medications in FA kits is not recommended.</p> <p>CSP members will assist individuals with administering their own prescribed medications if the patient identifies the medication on their own and is unable to take it without assistance, as per protocols defined in the CSP First Aid Manual.</p>
FA015	Automated External Defibrillators in the Workplace	<p>AED training is included in the AFA course AED modules FA140 to FA141 and in the CSP First Aid manual, Chapter 7 AED.</p> <p>Provision of AEDs at a ski area is the responsibility of the ski-area management.</p> <p>CSP members receive area-specific training on the use, care and maintenance of the ski area's AED equipment, if available, according to the manufacturer's specifications.</p>

5.1.2 AFA Certification

The AFA certificate is valid until 31 December in the year following the course completion date. The certification and expiry date is included on the member's CSP identity card and NDS-printable first aid certificate, see paragraph 2.8.

5.1.3 AFA Recertification

All CSP members must be re-certified annually in order to patrol at a ski area.



The objective of the AFA Recertification course is:

- a. To update returning patrollers to any new training requirements, new first aid procedures or changes to procedures, updates to rules and regulations; and
- b. To verify that returning patrollers have the required knowledge and skills to meet the requirements for continuing membership in the CSP;

The purpose of the recertification process is not to retrain patrollers on specific subjects and materials learned during the AFA course, but to verify their knowledge to a level to meet patrol requirements and refresh their skills.

The AFA Recertification course is a minimum of 16 hours, including written, diagnostic and skills evaluations. The AFA recertification course agenda follows the same pattern every year; however, the course content is updated annually to cover a different focus set by the CSP VP Training and Development. A sample AFA Recertification course outline and material is included in Appendix E, Annex E.4. Within the CSP Mountain Division, the AB001 Alberta OHS Legislation module and written evaluation is included under the “First Aid local protocols and practices” timeslot to cover the Alberta OHS Code Part 11 requirements.

CSP members are also required to attend annual ski area specific training, depending on ski area management policy.

CSP members may take a leave of absence of up to two years before they have to re-take the AFA course.

5.2 Advanced First Aid – Modified Course

The CSP AFA-M course is available to candidate patrollers who are currently paramedics or other medical professionals, or who have advanced first aid certification from another recognized organization (see Appendix G, Annex G.4, Training Managers Guide, pages 11-12). The AFA-M course is designed solely for transitioning members with previous advanced first aid training into the CSP environment where they will be able to put their skills to use.

As with the AFA course, there are two options available for taking the AFA-M course:

- a traditional AFA-M course where all theory presentations and hands-on practical exercises and evaluations are provided in a classroom; and
- an eAFA-M course where theory is provided through on-line presentations and the evaluations and hands-on practical exercises and skills evaluations are provided in a classroom. These in-class sessions may be combined with the eAFA course in-class sessions.

The AFA-M/eAFA-M courses include a pre-course that is to be completed prior to the in-class course, consisting of reading designated chapters of the CSP First Aid Manual. It is acknowledged that some of the modules in the pre-course program may not cover new material for those in the medical profession. The purpose of this part of the course is to provide familiarization with the terminology used by patrollers and provide information on the level of expertise and knowledge which will be of assistance when working with other patrollers. The remaining modules in the pre-course provide new knowledge that will be reinforced during the on-snow portion of training.

The detailed AFA-M and eAFA-M course outlines are provided in Appendix E, Annex E.2. The course durations are summarized in Table 5.



As with candidate patrollers who complete the AFA course, the candidate who has completed the AFA-M course is also provided with area-specific FA training, as described in paragraph 5.1.

Table 5. CSP Advanced First Aid - Modified course duration

	AFA-M Course Duration	eAFA-M Course Duration
National AFA-M curriculum (6 x 3-hour classes, 6 hr field day, evaluations)	30 hrs	
National eAFA-M curriculum (on-line sessions, 5 x 3-hour classes, 6 hr field day, evaluations)		30 hrs 35 min
AB001 Alberta OHS Legislation	30 min	30 min
OS107 Incident Management	30 min	30 min
Pre-course and reading assignments	2 hr	2 hr
Student quizbook	1 hr	1 hr
Ski area specific training (minimum)	8 hr	8 hr
Total	42 hours	42 hours 35 min

5.2.1 AFA-M course competencies

The AFA-M course is provided to new members who already have advanced first aid certification with another recognized organization, including HCP-level CPR/AED certification that is valid until at least the end of the current ski season. The AFA-M course reviews CSP-specific protocols for assessment and treatment options for an injured patient. As such, the AFA-M course competencies are a subset of those described for the AFA course; however, the successful candidate is expected to have the complete set of competencies described in paragraph 5.1.1.

The AFA-M/eAFA-M course topics are summarised in Table 6. The detailed mapping of these topics to the AFA-M course learning objectives, materials and evaluation criteria and methods is provided in Appendix C, Table C4.

Table 6. CSP Advanced First Aid – Modified Course Topics

Serial	Topic
1	Pre-Course review
(a)	CSP history, organization and administration
(b)	Anatomy and physiology
(c)	Infectious diseases and universal precautions
(d)	Medical conditions
(e)	Environmental injuries



(f)	Poisoning, medication and drug abuse
2	Legal requirements
(a)	Discuss and comply with the legal requirements that relate to workplace first aiders in Alberta
3	Emergency scene management and Patient Assessment
(a)	Apply the principles of emergency scene management
(b)	Conduct a proper scene survey using principles of safety
(c)	Conduct a primary survey of casualties for life-threatening conditions
(d)	Recognize and provide first aid for unconsciousness
(e)	Make a transport decision
(f)	Apply principles of secondary survey
(g)	Check and record vital signs
(h)	Perform head-to-toe examination for secondary injuries
(i)	Determine history of casualty
4	Triage – multiple casualty management
(a)	Describe the principles of first aid when multiple casualties are involved and triage is indicated
(b)	Describe and practice a triage system for multiple patients
5	Wound care
(a)	Review and practice bandaging to control bleeding from external wounds
(b)	Review and practice bandaging to cover external wounds at specific sites
(c)	Review and practice first aid for amputations, impaled objects and evisceration
(d)	Review and practice sling bandages
16	Immobilize fractures and dislocations
(a)	Review and practice immobilizing fractures and dislocations of the upper body and extremities
(b)	Review and practice immobilizing fractures and dislocations of the lower extremities
(c)	Review and practice immobilizing fractures and dislocations of the pelvis/hip
(d)	Review and practice stirrup bandages
(e)	Review and practice ski boot removal
9	Spinal injuries
(a)	Review and practice methods for applying C-spine control
(b)	Review and practice the techniques for using a backboard, with patient tiedown
(c)	Review and practice helmet removal
(d)	Review and practice the techniques for straightening a patient



(e)	Review and practice the techniques for standing patient immobilization on a backboard
10	Rescue and transportation
(a)	Review and practice patient carrying methods
11	Critical Incident Stress Management
(a)	Recognize and describe the causes, signs and symptoms and the process of treatment for critical incident stress
12	Persons with Disabilities
(a)	Perform a basic patient assessment of persons with disabilities
(b)	Provide treatment for persons with physical disabilities
(c)	Provide treatment for persons with intellectual disabilities

5.2.2 AFA-M certification and re-certification

A candidate who completes the AFA-M course is certified as a CSP member as described in paragraph 5.1.2 and is re-certified annually as described in paragraph 5.1.3.





Appendix A

Quality Assurance Checklist





A QUALITY ASSURANCE CHECKLIST

This checklist outlines the information submitted so that an assessment of the CSP's quality assurance and relevant program standards can be made.

Agency Name: Canadian Ski Patrol

Item	Information to Submit	Location in Materials (Resource Title, Page Number(s))
Organizational Chart	Communication and reporting lines of those who develop and deliver policies and training, medical advisors and instructors	QMP section 2.1 Organization, page 4
Medical Advisor (Physician)	Every agency must have a medical advisor who reviews and approves course content on a regular basis. The submission should include the name and relevant experience of the medical advisor, the frequency of reviews, and dated and signed verification of the last review by the medical advisor.	QMP section 2.2 Medical Advisors, page 5 QMP section 3.3 Medical Review, page 24 Appendix H, Annex H.1 Medical Advisory Committee Appendix H, Annex H.3 MAC and PCAC Members Appendix H, Annex H.4 Medical Advisors Approval
Workers' Compensation Insurance	Documents to verify that the Agency is covered by worker's compensation insurance, the account is in good standing and applies in Alberta.	QMP section 2.3.1 Workers compensation, page 5 Appendix I, Annex I.1 Workers Compensation Board
General Liability Insurance & Errors/Omissions	Documents to verify that the Agency meets the minimum coverage levels in all areas specified. In addition, evidence must show that it applies in Alberta.	QMP section 2.3.2 National insurance policy, page 6 QMP section 2.3.3 Special Events insurance, page 7 Appendix I, Annex I.2 General Liability Insurance Policy Appendix I, Annex I.3 Special Events Insurance Request
Record keeping standards	The application should include an explanation of the record keeping standards used. Policies and procedures can be outlined; examples of specific records should be included.	QMP section 2.4 Records keeping standards, page 7 QMP section 2.4.2 National Database System, page 7
Record keeping standards	Documents that describe the record keeping policies, and show what documents are kept relating to student certification. In addition, the submission must state how compliance is maintained with privacy laws.	QMP section 2.4.1 Privacy, page 7 QMP section 2.4.2 National Database System, page 7 QMP section 2.4.3 Attendance records, page 9 QMP section 2.4.4 eLearning completion records, page 9



Item	Information to Submit	Location in Materials (Resource Title, Page Number(s))
Complaint and dispute resolution	Describe the process used for resolving any complaints about the course, material, instructor or any other matter pertaining to first aid training.	QMP section 2.5 Dispute and complaint resolution, page 9 Appendix G, Annex G.5 Mutual Respect Policy, pages 2 to 3 MRP Appendix B Complaint Flowchart, page 7 MRP Appendix C Making a Formal Complaint, pages 8 to 9 MRP Appendix D Guidelines for Conducting Investigations, pages 10 to 13
Making changes	Explain the process for incorporating changes. Describe how often content is reviewed and revised and the basis for the changes. In addition, identify who reviews and revise course content. Cover all required material listed in the quality assurance section.	QMP section 2.6 Change management procedures, pages 9 to 15
Instructor information	All requirements outlined in Instructor Training and Certification must be met. Use the Instructor Checklist that follows.	QMP section 2.7 Instructor training, evaluation and certification, page 15 Appendix B, Instructor Training and Certification Checklist
QA for third-party provider	Explain how quality assurance is maintained if the course(s) are taught by third-party providers.	QMP section 2.11 Subcontracted First Aid agencies, page 21
Issuing Certificates	Include an explanation of the process or system that is used to track first aider certification and issue certificates. The process should enable students to verify certification if their wallet card or certification is lost.	QMP section 2.8 First aid certificate administration, pages 15 to 17
Course Delivery	Information specific to each course must be submitted and include all requested materials and all training competencies. Use the course information checklist that follows.	QMP section 2.9 Course delivery information, pages 18 to 20 Appendix C, First Aid Training Course Checklists
Student Evaluation	Send examples of specific forms used for evaluating students and describe processes for evaluating student competencies.	QMP section 2.10 Student evaluation processes, pages 20 to 22 Appendix F, Annex F.1 Written Evaluation Appendix F, Annex F.2 CPR/AED Written Evaluation Appendix F, Annex F.3 Diagnostic Evaluation Appendix F, Annex F.4 AFA Training Record



Item	Information to Submit	Location in Materials (Resource Title, Page Number(s))
		Appendix F, Annex F.5 Student Quizbook Appendix F, Annex F.6 Alberta OHS Written Evaluation Appendix G, Annex G.4 Training Managers' Guide, 2018 edition, pages 14 to 19





Appendix B

Instructor Training and Certification Checklist





B INSTRUCTOR TRAINING AND CERTIFICATION CHECKLIST

The instructor checklist includes all of the Instructor Training and Certification requirements identified in section 4 of the QMP.

Information to Submit	Location in Materials (Resource Title, Page Number(s))
<p>Provide evidence that instructor(s) must complete a training program of 30 hours minimum duration.</p> <p>Note: In order to become a fully qualified Instructor a candidate must complete both the AI course (16 hrs) and the I course (16 hrs), total 32 hrs.</p>	<p>QMP paragraph 4.1.1 Assistant Instructor Course, page 26 (16 hours)</p> <p>QMP paragraph 4.1.2 Instructor Course, page 26 (16 hours)</p> <p>Appendix D, Annex D.1 Instructor Certification Manual, Assistant Instructor Course, page 8 (16 hours)</p> <p>Appendix D, Annex D.1 Instructor Certification Manual, Instructor Course, page 8 (16 hours)</p>
<p>State where in your submission the following subject areas can be found:</p>	
<p>(a) Principles of instruction</p>	<p>Appendix D, Annex D.2 AI Course Outline and Modules:</p> <p>D.2.1 Module Outlines: ICP102 Intro to AI.pdf ICP103 Teaching and Learning.pdf ICP107 Instructional Styles.pdf ICP110 Communications.pdf</p> <p>D.2.2 Modules ICP102 Intro to AI.pptx ICP103 Teaching and Learning.pptx ICP107 Instructional Styles.pptx ICP110 Communications.pptx</p> <p>Appendix D, Annex D.3 Instructor Course Outline and Modules:</p> <p>D.3.1 Module outlines: eICP203 Introduction to Instructor.pdf</p> <p>D.3.2 Modules: eICP203 Introduction to Instructor.pptx</p> <p>Appendix D, Annex D.6 Student Resources: Introduction to Instruction, The Instructor, pages 5 to 7</p>
<p>(b) Principles of adult learning</p>	<p>Appendix D, Annex D.2 AI Course Outline and Modules:</p> <p>Module outlines: ICP103 Teaching and Learning.pdf ICP104 Learning Styles.pdf ICP111 Difficult Behaviours.pdf</p> <p>Modules:</p>



	<p>ICP103 Teaching and Learning.pptx ICP104 Learning Styles.pptx ICP111 Difficult Behaviours.pptx Student material: Learning Styles Inventory.pdf Appendix D, Annex D.3 Instructor Course Outline and Modules: D3.1 Module outlines: eICP204 Learning Review.pdf ICP210 Group Dynamics.pdf D3.2 Modules: eICP204 Learning Review.pptx ICP210 Group Dynamics.pptx Appendix D, Annex D6 Student Resources, Introduction to Instruction, The Adult Learner, pages 2 to 4 The Art of Teaching, pages 8 to 11</p>
(c) Lesson planning	<p>Appendix D, Annex D.2 AI Course Outline and Modules: D.2.1 Module outlines: ICP108 Lesson Planning.pdf D.2.2 Modules: ICP108 Lesson Planning.pptx D2.3 Student material: Lesson Plan Forms 1 to 3 Appendix D, Annex D.3 Instructor Course Outline and Modules: D3.1 Module outlines: eICP208 Lesson Plans Review.pdf eICP209 Time Management.pdf D3.2 Modules: eICP208 Lesson Plans Review.pdf eICP209 Time Management.pdf Appendix D, Annex D.6 Student Resources: Introduction to Instruction, Lesson Planning, pages 22 to 25</p>
(d) Demonstration and lecture techniques	<p>Appendix D, Annex D.2 AI Course Outline and Modules: D2.1 Module outlines: ICP105 4Ds.pdf D2.2 Modules: ICP105 4Ds.pptx Appendix D, Annex D.3 Instructor Course Outline and Modules: D3.1 Module outlines: eICP211 Presentations.pdf D3.2 Modules: eICP211 Presentations.pptx Appendix D, Annex D.6 Student Resources:</p>



	Introduction to Instruction, The Art of Teaching, pages 12 to 14
(e) Use of training aids	Appendix D, Annex D.2 AI Course Outline and Modules: D2.1 Module outlines: ICP106 Audio Visual.pdf D2.2 Modules: ICP106 Audio Visual.pptx Appendix D, Annex D.6 Student Resources: Introduction to Instruction, The Art of Teaching, pages 15 to 17
(f) Methods of student evaluation	Appendix D, Annex D.2 AI Course Outline and Modules: ICP112 Constructive Feedback ICP114 Evaluation Appendix D, Annex D.3 Instructor Course Outline and Modules: ICP217 Candidate Evaluation Appendix D, Annex D.6 Student Resources: Introduction to Instruction, Evaluation, pages 18 to 21
(g) Pertinent Alberta legislation	Appendix D, Annex D.2 AI Course Outline and Modules: D2.1 Module outlines: AB001 Alberta OHS Legislation.pdf D2.2 Modules: AB001 Alberta OHS Legislation.pptx
Provide evidence that instructor qualifications exceed the level of first aid being taught as outlined in the <i>Instructor Training and Certification</i> .	QMP paragraph 4.2 Instructor qualification standard, page 26 Appendix D, Annex D.1 Instructor Certification Manual, Levels of certification, pages 5 to 7
Provide evidence that the instructor certification is a maximum of 3 years.	QMP paragraph 4.3 Certification period, page 27 Appendix D, Annex D.1 Instructor Certification Manual, ICP, page 11
Provide evidence that the recertification program includes an assessment of instructional competencies, participation in continuing education and assessment of first aid competency. Submit policies or procedures for requiring assurance that the instructor has taught during the certification period, and assurance that the instructor stays current in course content.	QMP paragraph 4.4 Instructor recertification, page 28 Appendix D, Annex D.1 Instructor Certification Manual, Quality Assurance, pages 10 to 15
Describe the instructor evaluation process and submit instructor evaluation forms. The Quality Management Plan requires that instructor evaluation be done by a first aid agency instructor on an annual basis to ensure use of instructor materials, effective presentation style, course curriculum is covered, and knowledge	QMP paragraph 4.5 Annual instructor evaluation, page 29 QMP paragraph 4.6 Instructor evaluation records, page 29



of current practices in first aid is maintained.	Appendix D, Annex D.1 Instructor Certification Manual, Monitoring of Instructors, pages 14 to 15 Appendix D, Annex D.7 Instructor Evaluation Forms
--------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix C

First Aid Training Course Content Checklists





C FIRST AID TRAINING COURSE CONTENT CHECKLISTS

A checklist is provided for each of the following first aid courses offered by the Canadian Ski Patrol in Mountain Division:

- a. Advanced First Aid Course; and
- b. Advanced First Aid Course – Modified.

C.1 Advanced First Aid Course

The AFA course checklist is provided in Table C1.

The detailed AFA course competencies checklist is provided in Table C2.

Table C1. Advanced First Aid Course Checklist

Information to Submit	Location in Materials (Resource Title, Page Number(s))
Course length i.e., total training time in hours	QMP paragraph 5.1 AFA Course, Table 2, page 31
Student instructor ratios for: (a) general first aid	QMP paragraph 2.9.1.1, page 18
Student instructor ratios for: (b) CPR instruction	QMP paragraph 2.9.1.1, page 18
Prerequisites, if any	QMP paragraph 5.1 AFA Course, page 31
Course Content as listed in the Quality Management Plan course competencies and the specific location of each topic or objective must be identified in the submitted materials. This includes detailing the page numbers in instructor and student materials as well as additional training aids that are used. This is very important as it aids the reviewer in finding the required course content for each topic within each course. See the sample format for details.	See Table C2 below.
Student course materials. Provide a list and samples of the course materials each student receives or requires.	Appendix E, Annex E3 Course Modules, E.3.3 CPR/AED Videos (Note: available to CSP members through the NDS) Appendix E, Annex E3 Course Modules, E.3.4 FA Skills Videos (Note: available to CSP members through the NDS) Appendix E, Annex E.6 Student Resources, Patient Assessment.pdf Appendix F, Annex F.1 Written exam review.pdf Appendix F, Annex F.4 AFA Training Record.pdf Appendix F, Annex F.5 Student Quizbook



	Appendix G, Annex G.1 First Aid Manual Appendix G, Annex G.2 Administration Manual Appendix G, Annex G.3 Operations Manual
Instructor course materials. Materials to be submitted include lesson plans, learning objectives, a description of the instructor methods, instructor manuals and teaching aids.	Appendix E, Annex E.1 AFA Course Outline Appendix E, Annex E.3 Course Modules, E.3.1 Module Outlines Appendix E, Annex E.3 Course Modules, E.3.2 Modules Appendix E, Annex E.3 Course Modules, E.3.3 CPR/AED Videos Appendix E, Annex E.3 Course Modules, E.3.4 FA Skills Videos Appendix E, Annex E.5 Instructor Resources
Instruction policies and procedures.	Appendix G, Annex G.4 Training Managers Guide
Materials used for student theory evaluation, i.e., written exams and the required theory pass mark.	QMP paragraph 2.10.2 Written evaluation, page 20 QMP paragraph 2.10.3 CPR/AED written evaluation, page 21 QMP paragraph 2.10.7 Alberta OHS written evaluation, page 22 Appendix F, Annex F.1 Written Evaluation Appendix F, Annex F.2 CPR/AED Written Evaluation Appendix F, Annex F.6 Alberta OHS Written Evaluation
Skills checked in practical assessments. Send checklists of competencies that are evaluated along with the criteria used to evaluate student competencies.	QMP paragraph 2.10.5 Skills evaluation, page 22 Appendix F, Annex F.4 AFA Training Record Competencies, see Table C2 below.
Scenarios used for practical assessments.	QMP paragraph 2.10.4 Diagnostic evaluation, page 21 Appendix E, Annex E.5 Instructor Resources, AFA Practical Scenarios.pdf Appendix F, Annex F.3 Diagnostic Evaluations



First aid certificates and cards issued to students. Certificates should state that the course is approved for Alberta workplaces once approval is received.	QMP paragraph 2.8 First aid certificate administration process, pages 15 to 18
Examples of specific forms used by students to evaluate the instructor/course.	Appendix E, Annex E.7 Course Evaluation Forms





Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
1	Emergency Scene Management					
(a)	Discuss and comply with the legal requirements that relate to workplace first aiders in Alberta	The student will be able to: - define what is first aid; - identify the qualities of a good first aid provider; - explain their responsibilities as a first aider; - be able to differentiate between actual and implied consent; and - describe Alberta-specific legislation and requirements under the Alberta OHS Code Part 11.	Annex E.3.1 Module Outlines: AB001 Alberta OHS Legislation.pdf FA001 Introduction to First Aid.pdf Annex E.3.2 Modules: AB001 Alberta OHS Legislation.pptx eFA001 Intro to FA.pptx Annex G.1 First Aid Manual: Ch 1 Introduction to First Aid First aider responsibilities, pages 1-1 to 1-3; Legal aspects, pages 1-3 to 1-4.		Correctly describe the responsibilities of a first aider. Correctly describe the difference between actual and implied consent. Correctly answer questions on the Alberta OHS Code Part 11.	Student Quizbook Written evaluation questions Alberta OHS written evaluation, see Appendix F, Annex F6.
(b)	Demonstrate principles of safety when providing first aid, including routine/standard precautions to prevent disease transmission	The student will be able to recognize the risks of infectious diseases and how to protect against them.	Annex E.3.1 Module Outlines: FA111 Infectious Diseases.pdf Annex E.3.2 Modules: eFA111 Infectious Diseases.pptx Annex E.3.4 FA Skills Videos: Donning & Removing Surgical Gloves.mp4 Annex G.1 First Aid Manual: Ch 3 Infectious Diseases and Universal Precautions	Correctly demonstrate how to safely remove contaminated gloves without coming into contact with the contamination.	Correctly demonstrate the use of personal protective equipment (e.g. gloves). Correctly answer questions on universal precautions.	Practical skills assessment. Patient Assessment Checklist Student Quizbook Written evaluation questions Diagnostic evaluation
(c)	Apply the principles of emergency scene management	The student will be able to: - define incident scene management - identify and show understanding of the roles of patrollers at an incident scene See Serial 12 for multiple patient triage scene management.	Annex E.3.1 Module Outlines: FA113 PA- Scene Survey.pdf OS107 Incident Management.pdf Annex E.3.2 Modules: eFA113 PA – Scene Survey.pptx OS107 Incident Management.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 Annex G.3 Operations Manual: Ch 3 Patrol Procedures, Incident Management	Correctly identify and report the incident scene location. Correctly mark the incident scene and approaches.	Correctly assess the need for immediate help if multiple patients (see Serial 12). Correctly assess the needs for marking an incident scene. Student takes charge of an incident scene and directs additional help as required. Student assists as directed by the incident scene manager. Correctly communicates with ski area dispatch, or emergency service operator. Correctly answer questions on incident scene management.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written evaluation questions Diagnostic evaluation
(d)	Conduct a proper scene survey using principles of safety	The student will be able to recognize the principles of safety when performing a scene assessment by: - evaluating the safety of the situation; - ensuring their own personal safety and that of the patient; - assessing whether help is needed immediately.	Annex E.3.1 Module Outlines: FA113 PA – Scene Survey.pdf Annex E.3.2 Modules: eFA113 PA – Scene Survey.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 Scene Survey	Correctly identify potential hazards present in different incident scene scenarios. Correctly apply safety measures as required (e.g. mark approaches to site, stop ski lift, etc.)	Correctly demonstrate and verbalize the scene survey process. Correctly assess the need for immediate help. Correctly answer questions on scene survey.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written evaluation questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
(e)	Conduct a primary survey of casualties for life-threatening conditions	The student will be able to: - approach conscious and unconscious persons; - check and evaluate airway, breathing, circulation and disabilities; - evaluate the six core areas (neck, back, chest, abdomen, pelvis, femurs)	Annex E.3.1 Module Outlines: FA114A PA – Primary Approach.pdf FA114B PA – Primary ABCD.pdf FA114C PA – Primary Evaluation.pdf Annex E.3.2 Modules: eFA114A PA – Primary Approach.pptx eFA114B PA – Primary ABCD.pptx eFA114C PA – Primary Evaluation.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 to 4-9	Correctly approach patient and begin appropriate questioning. Correctly assess presence and quality of airway and breathing (look, listen, feel). Correctly assess presence and quality of circulation (strength and rate at neck and wrist). Correctly assess presence of disabilities (conscious/unconscious) and need for C-spine control. Correctly performs hands-on examination of core areas (neck, back, chest, abdomen, pelvis, femurs), demonstrating appropriate palpation techniques.	Correctly identifies life threatening injuries and conditions. Student makes critical intervention to open airway, if required. Student makes critical intervention to assist breathing, if required. Student makes critical intervention to control severe bleeding, if required. Student makes critical intervention to apply C-spine control, if required. Correctly answer questions on primary assessment.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation
(f)	Perform ongoing casualty care until transfer to medical aid	The student will be able to: - make a transportation decision and understand the difference between 'Load and Go' and 'Stay and Treat': - communicate severity of injury; - request additional help and/or equipment.	Annex E.3.1 Module Outlines: FA115 PA – Transportation Decision.pdf Annex E.3.2 Modules: eFA115 PA – Transportation Decision.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-8 to 4-9 Transportation Decision	Maintain patient in a position of comfort. Keep patient warm. Maintain C-spine control, if required. Maintain airway and assist breathing, if required. Continue CPR, if required. Conduct secondary survey (see Serial 7).	Correctly answer questions on transportation decision. Correctly answer questions on patient care required until toboggan arrives. Correctly answer questions on patient care until EMS arrives.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation
2	Shock, unconsciousness, fainting					
(a)	Recognize and provide first aid for shock	The student will be able to: - define shock and describe the various types of shock; - recognize the signs and symptoms of shock; - explain and demonstrate the treatment for shock.	Annex E.3.1 Module Outlines: FA147 – Shock and Severe Bleeding.pdf Annex E.3.2 Modules: eFA147 Shock and Severe Bleeding.pptx Annex G.1 First Aid Manual: Ch 9 Shock and Severe Bleeding, p9-1 to 9-9	Correctly measure and record vital signs and symptoms presented by patient. Correctly control external bleeding. Keep patient warm. Lay patient down and treat gently. Correctly apply oxygen. Activate EMS.	Student correctly identifies shock from signs and symptoms presented in a scenario. Student correctly demonstrates treatment for shock. Correctly answer questions on signs and symptoms of shock. Correctly answer questions on types of shock.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
(b)	Recognize and provide first aid for unconsciousness	The student will be able to: - assess and record the level of consciousness of a patient using the Alert, Verbal, Pain, Unresponsive (AVPU) scale; - understand the various causes of unresponsiveness; - explain and demonstrate the treatment for an unresponsive patient; - demonstrate the semi-prone recovery position.	Annex E.3.1 Module Outlines: FA207 – MC-Unresponsive and Lowered LOC Basic.pdf FA208 MC-Unresponsive and Lowered LOC Intermediate.pdf Annex E.3.2 Modules: eFA207 MC Unresponsive and Lowered LOC Basic.pptx eFA208 MC-Unresponsive and Lowered LOC Intermediate.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Unresponsiveness and lowered level of consciousness, p16-16 to 16-18	Correctly assess patient's LOC on the AVPU scale. Correctly assess whether C-spine control is required. Correctly demonstrates placing patient in semi-prone recovery position.	Correctly demonstrates placing patient in semi-prone recovery position. Correctly demonstrates application of C-spine control, if required. Correctly answer questions on causes of unresponsiveness.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation
(c)	Recognize and provide first aid for fainting	The student will be able to: - recognize the signs and symptoms and explain the treatment for syncope (fainting); - recognize the signs and symptoms and explain the treatment for hyperventilation.	Annex E.3.1 Module Outlines: FA204 – MC-Hyperventilation and Syncope.pdf Annex E.3.2 Modules: eFA204 MC Hyperventilation and Syncope.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Hyperventilation, p16-14 to 16-15 Ch 16 Medical Conditions, Syncope, p16-16	Correctly demonstrate treatment for syncope: - Lay the patient down if feeling faint, with head lower than heart; - Apply cool cloth to forehead; - Loosen restrictive clothing. Correctly demonstrate treatment for hyperventilation: - Calm and reassure patient; - Slow patient breathing rate by mimicking yours.	Correctly recognises signs and symptoms preceding syncope. Correctly recognises signs and symptoms of hyperventilation. Correctly answer questions on causes and treatment of hyperventilation and syncope.	Practical skills assessment Student Quizbook Written exam questions
3	Breathing emergencies – adult casualty					
(a)	Recognize and provide first aid for breathing emergencies	The student will be able to: - demonstrate how to properly check and evaluate airway and breathing in a conscious and unconscious person. - demonstrate 3 methods of opening the airway. - demonstrate how to perform Artificial Respiration for adult, child and infant.	Annex E.3.1 Module Outlines: FA114B – PA-Primary Assessment ABCD.pdf FA127 BLS-Clearing the Airway.pdf FA128 BLS- Artificial Respirations.pdf Annex E.3.2 Modules: eFA114B – PA-Primary Assessment ABCD.pptx FA127 BLS-Clearing the Airway.pptx FA128 BLS- Artificial Respirations.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 to 4-5. Ch 6 Basic Life Support Causes or airway/breathing problems, p6-2 to 6-4 Clearing the airway, p6-5 to 6-11, Artificial respirations, p6-12 to 6-20	Correctly demonstrate checking for obstructed airway and opening it if obstructed using the following methods: Head tilt-Chin lift; Jaw lift; and Modified Jaw Thrust. Correctly asks questions of a conscious person to evaluate any breathing difficulties. Correctly demonstrates evaluation of breathing for an unconscious person by look, listen, feel for 10 seconds. Correctly assist ventilations for person with no breathing using pocket face mask or bag-valve mask and activate EMS. Correctly assists a person with breathing difficulties by calling for	Correctly assesses and recognises a person with obstructed or partially obstructed airway. Correctly assesses and recognises a person with breathing difficulties. Correctly takes action to resolve airway and/or breathing difficulties. Correctly answer questions on breathing emergencies.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
				oxygen and being prepared to assist with artificial respirations.		
(b)	Recognize and provide first aid for breathing emergencies for suspected head/spinal injuries	The student will be able to: - describe the signs and symptoms and complications of spinal injuries	Annex E.3.1 Module Outlines: FA154 – Spinal Injuries.pdf Annex E.3.2 Modules: eFA154 Spinal Injuries.pptx, slides 7-9. Annex G.1 First Aid Manual: Ch 11 Spinal Injuries, Complications due to neck injuries, p11-2 to 11-3.	Correctly assess whether a person with suspected head/spinal injury also has breathing complications. Correctly applies C-spine control. Correctly uses the Modified Jaw Thrust method to open the airway. Correctly assists a person with breathing difficulties by calling for oxygen and being prepared to assist with artificial respirations.	Correctly assesses and recognises whether a person with suspected head/spinal injury also has breathing complications. Correctly demonstrates application of C-spine control, if required. Correctly answer questions on breathing complications due to head/spinal injuries.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation
(c)	Recognize and provide first aid for choking emergencies	The student will be able to: - recognise choking emergencies; - describe the difference in treatment between mild and severe airway obstruction; - demonstrate first aid treatment for mild airway obstruction; - demonstrate first aid treatment for severe airway obstruction of an adult who subsequently becomes unresponsive; - describe when (not) to use the finger sweep.	Annex E.3.1 Module Outlines: FA136 BLS-Choking.pdf Annex E.3.2 Modules: FA136 BLS-Choking.pptx Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Airway obstructions, p6-6 to 6-10.	Correctly demonstrate treatment for partial airway obstruction with poor air exchange. Correctly demonstrate treatment for complete airway obstruction using abdominal thrusts on a conscious, responsive adult. Correctly demonstrate treatment for complete airway obstruction using chest compressions on an unconscious, unresponsive adult Correctly demonstrate finger sweeps on a practice dummy.	Correctly recognises a choking emergency with partial or complete airway obstruction. Correctly demonstrates techniques for treating partial and complete airway obstructions (taking precautions when practising with a conscious, healthy partner). Correctly recognises when to do a finger sweep. Correctly answer questions on special considerations for pregnant, obese and elderly patients.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation
4	Wound care					
(a)	Recognize and provide first aid for external wounds	The student will be able to: - recognise severe external bleeding; - demonstrate and explain the treatments for external bleeding; - define and describe different types of wounds; - explain the hazards of wounds; - explain and demonstrate the general treatment for wounds; - demonstrate specific bandages for covering wound dressings.	Annex E.3.1 Module Outlines: FA149 Shock and Severe Bleeding-External Bleeding.pdf FA165 Wounds.pdf FA166 Wounds-Hazards.pdf FA167 Wounds-General Treatment.pdf FA168 Wounds-Specific Treatment.pdf FA170 Wounds-Bleeding from Specific Sites.pdf FA172 Dressings, Bandages and Slings-Introduction.pdf FA173 DBS-Triangular Bandages.pdf FA174 DBS-Bandage Usage.pdf FA175 DBS-Slings.pdf Annex E.3.2 Modules: eFA149 S&SB-External Bleeding.pptx eFA165 Wounds.pptx eFA166 Wounds-Hazards.pptx	Correctly demonstrate the general treatment of wounds (examine for foreign material in the wound, remove loose material and flush with clean water, apply antibiotic if patient is not allergic, apply sterile non-adhesive dressing, apply direct pressure to control bleeding, elevate injury site, monitor vital signs). Correctly demonstrate treatment for severe external bleeding using appropriate bandages and dressings, including: - pressure cravat bandage; - pressure hand bandage with body sling; - tourniquet. Correctly demonstrate appropriate bandages for covering wound dressings, including:	Correctly demonstrates control of severe external bleeding. Correctly demonstrates general wound treatment. Correctly differentiate between arterial, venous and capillary bleeding. Correctly answer questions on the types of wounds. Correctly answer questions on the hazards of wounds. Correctly answer questions on the general treatment of wounds. Correctly answer questions on the types of bandages. Correctly demonstrates folding bandage types. Correctly demonstrates specific	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies						
Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			eFA167 Wounds-General Treatment.pptx eFA168 Wounds-Specific Treatment.pptx eFA170 Wounds-Bleeding from Specific Sites.pptx eFA172 Dressings, Bandages and Slings-Introduction.pptx eFA173 DBS-Triangular Bandages.pptx eFA174 DBS-Bandage Usage Part A.pptx eFA174 DBS-Bandage Usage Part B.pptx eFA174 DBS-Bandage Usage Part C.pptx eFA175 DBS-Slings.pptx Annex E.3.4 FA Skills Videos: Bandage an Impaled Object-Hand.mp4 Folding a Broad Bandage.mp4 Folding a Cravat Bandage.mp4 Folding a Donut Bandage.mp4 Tying a Reef Knot.mp4 Triangular Bandage for Chest.mp4 Triangular Bandage for Head.mp4 Triangular Bandage for Knee and Elbow.mp4 Triangular Bandage for Shoulder.mp4 Pressure Bandage for Hand.mp4 Reduce and Bandage an Open Fracture.mp4 Stirrup Bandages.mp4 Annex G.1 First Aid Manual: Ch 9 Shock and Severe Bleeding, p9-5 to 9-6; Ch 12 Wounds, p12-1 to 12-9; Ch 13 Dressings, Bandages and Slings, p13-1 to 13-20.	- head; - shoulder; - hip; - chest/back; - hand/foot; - elbow/knee; - open fracture. Correctly demonstrate folding bandage types for storage and use, including: - triangular; - broad; - cravat; - padding.	wound covering bandages.	



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
(b)	Recognize and provide first aid for internal bleeding	The student will be able to: - recognize severe internal bleeding; - demonstrate the treatment for internal bleeding.	Annex E.3.1 Module Outlines: FA150 S&SB-Internal Bleeding.pdf Annex E.3.2 Modules: eFA150 S&SB-Internal Bleeding.pptx Annex G.1 First Aid Manual: Ch 9 Shock and Severe Bleeding, p9-6 to 9-8.	Correctly demonstrate examination of abdomen for signs and symptoms of internal bleeding (tenderness, rigidity, guarding). Correctly demonstrate examination of thighs for signs and symptoms of internal bleeding at femur fracture site (swelling). Correctly demonstrate treatment for severe internal bleeding (activate EMS, treat for shock, elevate legs, transport on back, nothing by mouth).	Correctly answer questions on the potential causes, signs and symptoms, and treatment of internal bleeding. Correctly answer questions on signs and symptoms of shock. Correctly answer questions on treatment for shock.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(c)	Provide first aid for amputations and care for amputated tissue	The student will be able to: - demonstrate and explain specific treatment for amputations; - demonstrate and explain specific treatment for impaled objects; - demonstrate and explain the specific treatment for evisceration.	Annex E.3.1 Module Outlines: FA168 Wounds-Specific Treatment.pdf Annex E.3.2 Modules: eFA168 Wounds-Specific Treatment.pdf Annex E.3.4 FA Skills Videos: Bandage an Impaled Object-Hand.mp4 Annex E.5 Instructor Resources: Impaled Object Simulator.pdf Annex G.1 First Aid Manual: Ch 12 Wounds, Impaled object, p12-4 Amputation, p12-4; Evisceration, p12-9.	Correctly demonstrate treatment for patient with an amputation (control bleeding, monitor vital signs, treat for shock, splint if required, activate EMS). Correctly demonstrate treatment for amputated part (wrap in sterile dressing, seal in plastic bag, place in cold water, transport with patient, record date and time of amputation). Correctly demonstrate treatment for impaled object (control bleeding, stabilize object using bulky dressings, monitor for shock, activate EMS and transport to medical aid).	Correctly answer questions on treatment of patient with amputation and severed part. Correctly answer questions on treatment of impaled objects. Correctly answer questions on treatment of evisceration.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(d)	Recognize and provide first aid for eye injuries	The student will be able to: - recognize the signs and symptoms of eye injuries; - demonstrate and explain the treatments for eye injuries; - recognize the problems that require referral to medical aid for treatment.	Annex E.3.1 Module Outlines: FA225 Misc-Eye Injuries.pdf Annex E.3.2 Modules: eFA225 Misc- Eye Injuries.pptx Annex G.1 First Aid Manual: Ch 13 Dressings, Bandages and Slings, Cravat bandage for the eye, p13-13. Ch 19 Miscellaneous Treatments, Eye injuries, p19-1 to 19-5	Correctly demonstrate treatment for removal of a loose foreign body on the eyeball. Correctly demonstrate cravat bandage for the eye.	Correctly answer questions on the treatment of a loose foreign body in the eye. Correctly answer questions on the treatment of an embedded body in the eye. Correctly answer questions on the treatment of a chemical burn to the eye or eyelid. Correctly answer questions on the treatment of a thermal burn to the eye or eyelid. Correctly answer questions on the treatment of a laceration to the eyeball. Correctly answer questions on the treatment of a laceration to the eyelid. Correctly answer questions on the	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
					treatment of solar keratitis (sunburn/snow blindness).	
(e)	Recognize and provide first aid for chemical burns to the eyes and skin	The student will be able to: - explain the types of chemicals that cause burns and the required treatment.	Annex E.3.1 Module Outlines: FA216 Environmental Injuries-Chemical Burns.pdf FA225 Misc-Eye Injuries.pdf Annex E.3.2 Modules: eFA216 Env Injuries-Chemical burns.pptx Annex G.1 First Aid Manual: Ch 17 Environmental Injuries, Chemical burns, p17-23 to 17-24 Ch 19 Miscellaneous Treatments, Eye injuries, Treatment of chemical burns, p19-3.	Correctly demonstrate flushing of the eye.	Correctly answer questions on the types of chemicals that cause burns. Correctly answer questions on the treatment of a chemical burn to the skin. Correctly answer questions on the treatment of a chemical burn to the eye or eyelid.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(f)	Recognize and provide first aid for thermal injuries to the skin and eyes	The student will be able to: - recognize the signs, symptoms of burns; - demonstrate and explain the treatment of burns.	Annex E.3.1 Module Outlines: FA215 Environmental Injuries-Burns.pdf Annex E.3.2 Modules: eFA215 Env Injuries-Burns.pptx Annex G.1 First Aid Manual: Ch 17 Environmental Injuries, Burns, p17-21 to 17-23 Ch 19 Miscellaneous Treatments, Eye injuries, Treatment of thermal burns, p19-4.	Correctly demonstrate the general treatment for burns to the skin.	Correctly answer questions on the degrees of burns Correctly estimate the size of a burn. Correctly answer questions on the hazards of treating burns. Correctly answer questions on the general treatment of a burn to the skin. Correctly answer questions on the specific treatment of minor burns to the skin. Correctly answer questions on the treatment of a thermal burn to the eye or eyelid. Correctly answer questions on the treatment of solar keratitis (sunburn/snow blindness).	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(g)	Recognize and provide first aid for frostbite	The student will be able to: - recognize the signs, symptoms of localized cold injuries (non-freezing cold injury, frostbite and superficial frostbite, deep frostbite); - demonstrate and explain the treatment of localized cold injuries.	Annex E.3.1 Module Outlines: FA212 Environmental Injuries-Localized Cold Injuries.pdf Annex E.3.2 Modules: eFA212 Env Injuries-Localized Cold Injuries.pptx Annex G.1 First Aid Manual: Ch 17 Environmental Injuries, Localized cold injuries, p17-11 to 17-14.	Correctly demonstrate treatment for frostbite.	Correctly answer questions on the treatment of localized non-freezing cold injuries. Correctly answer questions on the treatment of frostbite and superficial frostbite. Correctly answer questions on the treatment of deep frostbite.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
5	Cardiovascular emergencies and one-rescuer, two-rescuer adult CPR (Health Care Provider level)					
(a)	Apply knowledge of risk factors of cardiovascular disease	The student will be able to: - describe the risk factors for cardiovascular disease.	Annex G.1 First Aid Manual: Ch 16 Medical Conditions-Heart Attack, p16-12.		Correctly answer questions on the risk factors of cardiovascular disease.	Student Quizbook Written exam questions CPR/AED written exam questions
(b)	Apply principles of first aid for cardiovascular emergencies	The student will be able to: - recognize the signs and symptoms and explain the treatment for cardiovascular emergencies	Annex E.3.1 Module Outlines: FA126 BLS-Introduction.pdf Annex E.3.2 Modules: FA126 BLS-Introduction.pptx Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Circulation problems, p6-3		Correctly answer questions on the causes, signs and symptoms of cardiovascular emergencies and activation of EMS.	Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation
(c)	Recognize and provide first aid for angina and heart attack	The student will be able to: - recognize the signs and symptoms and explain the treatment for angina attacks; - recognize the signs and symptoms and explain the treatment for heart attacks, including the administration of ASA	Annex E.3.1 Module Outlines: FA197 Medical Conditions-Angina.pdf FA203 Medical Conditions-Heart Attack.pdf Annex E.3.2 Modules: eFA197 MC-Angina.pptx eFA203 MC-Heart Attack.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Angina, p16-2 to 16-3, Heart Attack, p16-12 to 16-14	Correctly demonstrate assessment of a conscious patient through questioning and observation that the patient is having an angina attack. Activate EMS. Correctly demonstrate assessment of a conscious patient through questioning and observation that the patient is having a heart attack. Activate EMS.	Correctly answer questions on the signs, symptoms and treatment of angina attacks, including assistance with administering the patient's nitroglycerine medication if available. Correctly answer questions on the signs, symptoms and treatment of heart attacks. Correctly answer questions on ASA (Aspirin) administration, including when not to administer ASA.	Practical skills assessment Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation
(d)	Recognize and provide first aid for cardiac arrest	The student will be able to: - describe the causes of cardiac arrest; - recognize the signs and symptoms and explain the treatment for cardiac arrest.	Annex E.3.1 Module Outlines: FA126 BLS-Introduction.pdf Annex E.3.2 Modules: FA126 BLS-Introduction.pptx Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Circulation problems, p6-3 Pulse check, p6-22	Correctly demonstrate pulse check and breathing check to determine that the patient is in cardiac arrest. Activate EMS.	Correctly answer questions on the causes, signs and symptoms of cardiac arrest and the need for CPR and activation of EMS.	Practical skills assessment Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation
(e)	Recognize and provide first aid for stroke	The student will be able to: - recognize the signs and symptoms and explain the treatment for stroke	Annex E.3.1 Module Outlines: FA205 Medical Conditions-Stroke.pdf Annex E.3.2 Modules: eFA205 MC-Stroke.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Stroke, p16-15 to 16-16	Correctly demonstrate assessment of a conscious patient through questioning and observation that the patient is having a stroke. Activate EMS.	Correctly answer questions on the causes, signs and symptoms, and treatment of strokes for conscious and unconscious patients.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(f)	Recognize the need for and provide CPR	The student will be able to: - recognize the need for and demonstrate the Adult CPR	Annex E.3.1 Module Outlines: FA133 BLS-CPR.pdf Annex E.3.2 Modules:	Correctly demonstrate Adult CPR procedures with one rescuer. Correctly demonstrate Adult CPR	Correctly recognize the need to perform CPR on an adult. Correctly answer questions on the	Practical skills assessment Student Quizbook



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
		procedures for one and two rescuers.	FA133 BLS-CPR.pptx Annex E.3.3 CPR and AED Videos: Adult CPR_1_rescuer-en.mp4 Adult CPR_2_rescuer-en.mp4 Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Methods and principles of CPR, p6-4 to 6-5; CPR, p6-21 to 6-30	procedures with two rescuers.	CPR procedures for Adult, one rescuer and two rescuer scenarios.	Written exam questions CPR/AED written exam questions Diagnostic evaluation
6	Automated External Defibrillators (AED)					
(a)	Recognize the benefits of AEDs	The student will be able to: - describe the benefit of using an AED when performing CPR.	Annex G.1 First Aid Manual: Ch 6 Basic Life Support, AED p6-21		Correctly answer questions on why the AED is important when performing CPR	Student Quizbook CPR/AED written exam questions Written exam questions
(b)	Safely use an AED	The student will be able to: - describe, understand and demonstrate the safe use of AEDs	Annex E.3.1 Module Outlines: FA140 AED-Basic; FA141 AED-Intermediate. Annex E.3.2 Modules: FA140 AED-Basic; FA141 AED-Intermediate. Annex E.3.3 CPR and AED Videos: AED-en.mp4. Annex G.1 First Aid Manual: Ch 7 AED	Correctly demonstrate AED pad connection and placement on patient. Correctly follows instructions given by AED. Correctly checks AED battery status.	Correctly answer questions on the safe use of the AED, including pad type and placement on adult, child and infant. Correctly answer questions on the special considerations for where an AED can be used. Correctly answer questions on the troubleshooting and maintenance of AEDs.	Practical skills assessment Student Quizbook CPR/AED written exam questions Written exam questions
(c)	Follow the employer's comprehensive AED use policy	The student will be able to: - use the AED in accordance with their ski area AED use policy.	Annex G.1 First Aid Manual: Ch 7 AED, p7-1 "Patrollers at areas where an AED is available must follow training protocols as directed at their area"		Correctly answer questions on the AED use policy.	Student Quizbook CPR/AED written exam questions Written exam questions
(d)	Demonstrate and practice first aid procedures incorporating AED use	The student will be able to: - describe, understand and demonstrate the use of AEDs	Annex E.3.1 Module Outlines: FA140 AED-Basic.pdf FA141 AED-Intermediate.pdf Annex E.3.2 Modules: FA140 AED-Basic.pptx FA141 AED-Intermediate.pptx Annex E.3.3 CPR and AED Videos: AED-en.mp4. Annex G.1 First Aid Manual: Ch 7 AED, p7-1 to 7-8	Correctly demonstrate use of a training AED on a CPR dummy (adult, child, infant), including pad placement and following the AED instructions. Activate EMS.	Correctly demonstrates use of an AED.	Practical skills assessment CPR/AED written exam questions
7	Secondary Survey					
(a)	Apply principles of secondary survey	The student will be able to: - describe the principles of the secondary survey.	Annex E.3.1 Module Outlines: FA117 PA-Secondary Assessment.pdf Annex E.3.2 Modules:		Correctly answer questions on the four parts of the secondary assessment (vital signs, head-to-toe	Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			eFA117 PA-Secondary Assessment.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Secondary assessment, p4-10		exam, patient history, documentation)	
(b)	Determine history of casualty	The student will be able to: - learn the history of the patient; - learn the importance of and types of documentation required by CSP and the resorts;	Annex E.3.1 Module Outlines: FA119 PA-Documentation.pdf Annex E.3.2 Modules: eFA119 PA-Documentation.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Patient history, p4-16 to 4-18; Documentation, p4-21, p4-25	Correctly demonstrate patient history gathering through questioning of the patient. Correctly demonstrate patient history gathering through questioning of family, friends or bystanders if the patient is unable to respond. Correctly demonstrate completion of a doctor's note.	Correctly answer questions on what questions to ask during the patient history gathering. Correctly answer questions on the types of documentation required.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(c)	Check consciousness, breathing rate & rhythm and skin colour & dampness	The student will be able to: - accurately demonstrate taking a full set of vital signs.	Annex E.3.1 Module Outlines: FA116 PA-Vital Signs.pdf Annex E.3.2 Modules: eFA116 PA-Vital Signs.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Vital signs, p4-10 to 4-14	Correctly demonstrate taking a full set of vital signs - time; - patent airway, - breathing rate, rhythm, quality; - pulse rate, rhythm, strength; - blood pressure; - eyes pupil size, equality and reaction; - skin colour, moisture, temperature; - level of consciousness; - pain	Correctly demonstrates taking a full set of vitals. Correctly answers which vital signs are checked. Correctly explains the importance of taking more than one set of vital signs over a period of time. Correctly explains what the vital sign readings indicate for the patient's overall condition (e.g., onset of shock, cardiac arrest, head injury, etc.).	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(d)	Perform head-to-toe examination for secondary injuries	The student will be able to: - demonstrate a complete head-to-toe examination of a patient.	Annex E.3.1 Module Outlines: FA117 PA- Secondary Assessment.pdf Annex E.3.2 Modules: eFA117 PA- Secondary Assessment.pdf Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Head-to-toe exam, p4-14 to 4-16.	Correctly demonstrate head-to-toe exam, including: - head; - neck; - clavicles; - scapula; - upper extremities, including pulse motor, sensation check; - chest; - abdomen; - pelvis; - femurs; - lower extremities, including PMS check; - back	Correctly demonstrates a full head-to-toe examination. Correctly answers questions on what the secondary examination is for and its importance.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(e)	Provide first-aid for non-life-threatening injuries	The student will be able to: - treat non-life threatening injuries.	See sections for wounds (serial 4), fractures, dislocations, soft tissue injuries (serial 8)	See sections for wounds, fractures, dislocations, soft tissue injuries	See sections for wounds, fractures, dislocations, soft tissue injuries	See sections for wounds, fractures, dislocations, soft tissue injuries



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
8	Bone and joint injuries of upper and lower limbs, muscle strains					
(a)	Recognize and provide first aid for bone and joint injuries of upper and lower extremities and muscle strains	<p>The student will be able to:</p> <ul style="list-style-type: none"> - define and describe fractures, their classification and the different types of fractures; - describe the signs and symptoms of fractures; - understand the definition of terms related to traction; - explain the basic aims of treatment and the general treatment for fractures; - describe the signs and symptoms and general treatment for dislocations; - recognize, understand and explain the treatment of strains, sprains and tendon injuries; - be aware of common repetitive strain injuries, their signs and symptoms and treatment. 	<p>Annex E.3.1 Module Outlines: FA178 Fractures, Dislocations and Soft Tissue Injuries-Fractures.pdf FA179 FDSTI-Dislocations.pdf FA180 FDSTI-Soft Tissue Injuries.pdf</p> <p>Annex E.3.2 Modules: eFA178 Fractures, Dislocations and Soft Tissue Injuries-Fractures.pptx eFA179 FDSTI-Dislocations.pptx eFA180 FDSTI-Soft Tissue Injuries.pptx</p> <p>Annex G.1 First Aid Manual: Ch 14 Fractures, Dislocations and Soft Tissue Injuries, p14-1 to 14-11</p>	<p>Correctly demonstrate assessment of patient for fractures.</p> <p>Correctly demonstrate assessment of patient for dislocations.</p> <p>Correctly demonstrate assessment of patient for soft tissue injuries.</p>	<p>Correctly answers questions on the causes, classification, and types of fractures and their signs and symptoms.</p> <p>Correctly answers questions on the general treatment for fractures.</p> <p>Correctly answers questions on the definition of terms and use of traction in the treatment of fractures.</p> <p>Correctly answer questions on the general treatment for dislocations.</p> <p>Correctly answers questions on the causes and types of soft tissue injuries.</p> <p>Correctly answer questions on the general treatment for soft tissue injuries.</p>	<p>Practical skills assessment</p> <p>Student Quizbook</p> <p>Written exam questions</p> <p>Diagnostic evaluation</p>
9	Head, spinal and pelvic injuries					
(a)	Recognize and provide first aid for head/spinal injuries	<p>The student will be able to:</p> <ul style="list-style-type: none"> - list examples of external head injuries; - recognize signs and symptoms of external head injuries; - demonstrate and explain the treatment of external head injuries (jaw fracture, skull fracture); - list examples of internal head injuries; - recognize signs and symptoms of internal head injuries; - demonstrate and explain the treatment of internal head injuries (concussion, cerebral contusion, intracranial bleeding); - describe the signs, symptoms and complications of spinal injuries; - describe the primary objective of spinal immobilization and the Canadian C-spine rule; - demonstrate manual C-spine motion restriction. 	<p>Annex E.3.1 Module Outlines: FA151 Head Injuries-External.pdf FA152 HI-Internal Basic.pdf FA153 HI-Internal Intermediate.pdf FA154 Spinal Injuries.pdf FA156 SI-Prevent Further Injury.pdf</p> <p>Annex E.3.2 Modules: eFA151 Head Injuries-External.pptx eFA152 HI-Internal Basic.pptx eFA153 HI-Internal Intermediate.pptx eFA154 Spinal Injuries.pptx eFA156 SI-Prevent Further Injury.pptx</p> <p>Annex E.6 Student Resources The Canadian C-spine Rule.pdf</p> <p>Annex G.1 First Aid Manual: Ch 10 Head Injuries, p10-1 to 10-9 Ch 11 Spinal Injuries, p11-1 to 11-20</p>	<p>Correctly question patient and physically examine head to determine head injuries.</p> <p>Correctly question patient and physically examine neck and back to determine spinal injuries.</p> <p>Correctly demonstrate manual C-spine motion restriction.</p>	<p>Correctly describe the Canadian C-spine rule and when to apply spinal motion restriction protocols.</p> <p>Correctly answer questions on how to immobilize a patient with spinal injury.</p> <p>Correctly answer questions on the signs, symptoms and complications of a spinal injury.</p> <p>Correctly describe treatment for a jaw fracture.</p> <p>Correctly describe treatment for a skull fracture.</p> <p>Correctly describe treatment for a concussion and other internal head injuries.</p>	<p>Practical skills assessment</p> <p>Student Quizbook</p> <p>Written exam questions</p> <p>Diagnostic evaluation</p>
(b)	Control bleeding from scalp, ears and other head injuries	<p>The student will be able to:</p> <ul style="list-style-type: none"> - demonstrate and explain the specific 	<p>Annex E.3.1 Module Outlines: FA170 Wounds-Bleeding from</p>	<p>Correctly demonstrate control of bleeding from:</p>	<p>Correctly describe treatment for avulsed tooth.</p>	<p>Practical skills assessment</p> <p>Student Quizbook</p>



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
		treatment for bleeding from specific sites on the head, including: nose, ear, face and scalp, mouth or tongue, neck, avulsed tooth; - understand the importance of observing fluid or blood coming from an injury.	Specific Sites.pdf Annex E.3.2 Modules: eFA170 Wounds-Bleeding from Specific Sites.pptx Nose, slide 3 Ear, slide 4 Face and Scalp, slides 5 to 6 Mouth or Tongue, slides 7 to 8 Neck, slide 9 Dental, slide 12 Annex G.1 First Aid Manual: Ch 12 Wounds, Dental injuries, p12-6 Nose p12-7; Ear p12-7; Face and scalp, p12-8; Mouth or tongue, p12-8; Neck, p12-8 to 12-9	- Nose; - Ear; - Face and scalp; - Mouth and tongue; - Neck.	Correctly answer questions on how to control of bleeding from specific sites on the head.	Written exam questions Diagnostic evaluation
(c)	Recognize and provide first aid for pelvic injuries	The student will be able to: - recognize the signs and symptoms for pelvic girdle injuries; - demonstrate and explain the treatment of pelvic girdle injuries; - recognize the signs and symptoms for hip injuries; - demonstrate and explain the treatment of hip injuries	Annex E.3.1 Module Outlines: FA190 Immobilizing-Pelvis and Hip.pdf Annex E.3.2 Modules: eFA190 Immobilizing-Pelvis and Hip.pptx Annex G.1 First Aid Manual: Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries, Pelvis p15-8 to 15-10, Hip p15-10.	Correctly demonstrate splinting the pelvis using bandages and backboard. Correctly demonstrate splinting the pelvis using a pelvic circumferential pressure device (if available). Correctly demonstrate splinting the hip (upper femur).	Correctly answers questions on the treatment for pelvic girdle fractures. Correctly answers questions on the treatment for hip fractures.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
10	Medical conditions					
(a)	Recognize and provide first aid for diabetic emergencies	The student will be able to: - recognize the signs and symptoms and explain the treatment for diabetes (hypoglycemia and hyperglycemia).	Annex E.3.1 Module Outlines: FA201 – MC-Diabetes.pdf Annex E.3.2 Modules: eFA201 MC Diabetes.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Diabetes, p16-7 to 16-10	Correctly demonstrate treatment for hypoglycemia (patient alert): - Check vital signs; - Check for medic alert; - Ask questions; - Provide sugar; - Recommend alert patient eats or drinks; - Transport to medical aid facility. Correctly demonstrate treatment for hypoglycemia (patient unconscious): - Ensure adequate airway; - Place in recovery position; - Check vital signs; - Check for medic alert; - Provide sugar in cheek; - Monitor vital signs;	Correctly recognises signs and symptoms of hypoglycemia. Correctly treats hypoglycemia for conscious and unconscious patients. Correctly recognises signs and symptoms of hyperglycemia. Correctly treats hyperglycemic patient. Correctly answer questions on causes and treatment of diabetes (hypoglycemia and hyperglycemia).	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
				<ul style="list-style-type: none"> - Activate EMS. Correctly demonstrate treatment for hyperglycemia: <ul style="list-style-type: none"> - Check for medic alert; - Monitor vital signs - Ask questions; - Transport to medical aid facility. 		
(b)	Recognize and provide first aid for seizures	The student will be able to: <ul style="list-style-type: none"> - recognize the signs and symptoms and explain the treatment for focal seizures - recognize the signs and symptoms and explain the treatment for generalized seizures. 	Annex E.3.1 Module Outlines: FA202 – MC-Epilepsy.pdf Annex E.3.2 Modules: eFA202 MC Epilepsy.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Epilepsy, p16-10 to 16-11	Correctly demonstrate treatment for generalized epileptic seizure: <ul style="list-style-type: none"> - Lay patient down; - Check for medic alert; - Ask questions; - Check vital signs; - Be prepared to assist breathing with AR; - Transport to medical aid facility; - Activate EMS for status epilepticus. 	Correctly recognises signs and symptoms of generalized seizure. Correctly treats patient with generalized seizure. Correctly recognises signs and symptoms of focal seizure. Correctly answer questions on causes and treatment of generalized and focal seizures.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(c)	Recognize and provide first aid asthmatic emergencies	The student will be able to: <ul style="list-style-type: none"> - recognize the signs and symptoms and explain the treatment for asthma. 	Annex E.3.1 Module Outlines: FA200 – MC-Asthma.pdf Annex E.3.2 Modules: eFA200 MC-Asthma.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Asthma, p16-6 to 16-7	Correctly demonstrate treatment for asthma: <ul style="list-style-type: none"> - Maintain open airway; - Administer oxygen; - Be prepared to assist breathing with AR; - Assist patient to administer their medication if available; - Transport to medical aid facility. 	Correctly recognises signs and symptoms of asthma. Correctly treats patient with asthma. Correctly answer questions on causes and treatment of asthma.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(d)	Recognize and provide first aid for allergic reactions	The student will be able to: <ul style="list-style-type: none"> - recognize the signs and symptoms of anaphylaxis and assist the patient with the injection of epinephrine 	Annex E.3.1 Module Outlines: FA198 – MC-Anaphylaxis.pdf Annex E.3.2 Modules: eFA198 MC-Anaphylaxis.pptx Annex E.6 Student resources: How to use EpiPen Auto Injectors.pdf Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Anaphylaxis, p16-3 to 16-6	Correctly demonstrate treatment for anaphylaxis: <ul style="list-style-type: none"> - Activate EMS; - Assist patient to administer EpiPen to thigh muscle; - Monitor vital signs; - Administer oxygen; - Be prepared to assist breathing with AR; - Treat for shock; - Provide second EpiPen injection if available and no improvement after first injection after 5 minutes. 	Correctly recognises signs and symptoms of allergic reaction (anaphylaxis). Correctly assist patient with EpiPen administration. Correctly answer questions on causes and treatment of anaphylaxis.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
11	Heat and cold emergencies					
(a)	Recognize and provide first aid for heat related conditions: heat cramps, heat exhaustion, heat stroke	The student will be able to: <ul style="list-style-type: none"> - recognize the signs and symptoms of heat exposure injuries (heat cramps, heat syncope, heat exhaustion, heat stroke); - demonstrate and explain the treatment for heat exposure injuries. 	Annex E.3.1 Module Outlines: FA213 Environmental Injuries-Heat Exposure Injuries.pdf Annex E.3.2 Modules: eFA213 Env Injuries-Heat Exposure Injuries.pptx Annex G.1 First Aid Manual:	Correctly demonstrate treatment for heat cramps. Correctly demonstrate treatment for heat syncope (fainting). Correctly demonstrate treatment for heat exhaustion. Correctly demonstrate treatment for	Correctly answer questions on the causes and treatment of heat cramps. Correctly answer questions on the causes and treatment of heat syncope. Correctly answer questions on the causes and treatment of heat	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Ch 17 Environmental Injuries, Heat exposure injuries, p17-14 to 17-17.	heat stroke.	exhaustion. Correctly answer questions on the causes and treatment of heat stroke.	
(b)	Recognize and provide first aid for cold related conditions: hypothermia	The student will be able to: - recognize the signs and symptoms of cold exposure injuries; - demonstrate and explain the treatments for cold exposure injuries.	Annex E.3.1 Module Outlines: FA211 Environmental Injuries-Cold Exposure Injuries.pdf Annex E.3.2 Modules: eFA211 Env Injuries-Cold Exposure Injuries.pptx Annex G.1 First Aid Manual: Ch 17 Environmental Injuries, Cold exposure injuries, p17-5 to 17-11.	Correctly demonstrate general treatment for hypothermia.	Correctly answer questions on the prevention of hypothermia. Correctly answer questions on the causes, stages and general treatment of hypothermia. Correctly answer questions on the hazards or re-warming a hypothermic patient.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
12	Triage – multiple casualty management					
(a)	Define the term and goal of triage	The student will be able to: - define triage as the process of sorting multiple patients based on the seriousness of their injuries with the goal of determining who needs help and who needs to be transported in what order.	Annex E.3.1 Module Outlines: FA120 Triage.pdf Annex E.3.2 Modules: eFA120 Triage.pdf Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Triage p4-22 to 4-24		Correctly answer questions on the definition and goal of triage.	Student Quizbook Written evaluation questions.
(b)	Describe the principles of first aid when multiple casualties are involved and triage is indicated	The student will be able to: - describe the rapid ABCD assessment of patients; - describe the colour coding of patients in a triage situation (green, yellow, red, black)	Annex E.3.1 Module Outlines: FA120 Triage.pdf Annex E.3.2 Modules: eFA120 Triage.pdf Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Triage p4-22 to 4-24		Correctly answer questions on triage.	Student Quizbook Written evaluation questions.
(c)	Describe a two- or three-level triage system	The student will be able to: - describe the application of the Simple Triage and Rapid Treatment (START) system for multiple patient situations	Annex E.3.1 Module Outlines: FA120 Triage.pdf Annex E.3.2 Modules: eFA120 Triage.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Triage p4-22 to 4-24		Correctly answer questions on triage.	Student Quizbook Written evaluation questions.
(d)	List the steps involved in triage	The student will be able to list the steps involved in triage as: - Step 1 Conduct a scene survey; - Step 2 Conduct voice triage; - Step 3 Follow a systematic route; - Step 4 Triage and tag each patient green, yellow, red or black; - Step 5 Document triage results.	Annex E.3.1 Module Outlines: FA120 Triage.pdf Annex E.3.2 Modules: eFA120 Triage.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Triage p4-22 to 4-24	Correctly conduct a triage using START principles. Correctly assess each patient using ABCD. Correctly assign a triage priority.	Correctly assess the need for immediate help if multiple patients. Student takes charge of an incident scene and directs additional help as required. Student assists as directed by the incident scene manager.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written evaluation questions.



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
					Find each patient in a multiple person simulated scenario. Proper prioritization of multiple patients in accordance with START procedures. Proper communication with ski area dispatch, or emergency service operator. Correctly answer questions on triage.	
13	Rescue and transportation					
(a)	Describe the principles of proper body mechanics for lifting casualties	The student will be able to: - understand how to effectively lift a patient.	Annex E.3.1 Module Outlines: FA237 Transport the Injured.pdf Annex E.3.2 Modules: eFA237 Transport the Injured.pptx, slide 4 Annex G.1 First Aid Manual: Ch 21 Transporting Patients, Lifting techniques, p21-2	Correctly demonstrate proper lifting technique (back straight, lift with legs, turn feet when changing direction, keep heavy loads as close to the body's vertical axis as possible).	Correctly describe proper lifting technique.	Practical skills assessment Student Quizbook Written exam questions
(b)	List the indications and contraindications for moving a casualty	The student will be able to: - consider how to transport a patient before moving them.	Annex E.3.1 Module Outlines: FA237 Transport the Injured.pdf Annex E.3.2 Modules: eFA237 Transport the Injured.pptx, slide 3 Annex G.1 First Aid Manual: Ch 21 Transporting Patients, Action prior to moving a patient, p21-1.		Correctly describe the considerations to be taken into account before moving a patient (best method of transport relative to the injuries, available materials, available assistance, patient weight, route to be used, reception arrangements)	Student Quizbook Written exam questions
(c)	Discuss three types of one-rescuer carries Note: the current CSP AFA course includes two types of one-rescuer carries and five types of two-rescuer carries	The student will be able to: - effectively transport a patient using the human crutch technique; - effectively transport a patient using the drag carry technique.	Annex E.3.1 Module Outlines: FA238 Transport-Manually Transporting the Injured.pdf Annex E.3.2 Modules: eFA238 Transport-Manually Transporting the Injured.pptx, slides 2, 8-9 Annex E.3.4 FA Skills Videos: Drag carry.mp4 Annex G.1 First Aid Manual: Ch 21 Transporting Patients: Human crutch, p21-2; Drag carry, p21-5.	Correctly demonstrate transporting a patient using the human crutch technique. Correctly demonstrate transporting a patient using the drag carry technique.	Correctly describe one rescuer carry techniques for transporting patients.	Practical skills assessment Student Quizbook Written exam questions
(d)	Discuss four types of two-rescuer carries Note: the current CSP AFA course includes two types of	The student will be able to: - effectively transport a patient using the fore-and-aft carry technique; - effectively transport a patient using the two-handed seat technique;	Annex E.3.1 Module Outlines: FA238 Transport-Manually Transporting the Injured Annex E.3.2 Modules:	Correctly demonstrate transporting a patient using the fore-and-aft carry technique. Correctly demonstrate transporting a	Correctly describe two rescuer carry techniques for transporting patients.	Practical skills assessment Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
	one-rescuer carries and five types of two-rescuer carries	- effectively transport a patient using the three-handed seat technique; - effectively transport a patient using the four-handed seat technique; - effectively transport a patient using the chair carry technique.	eFA238 Transport-Manually Transporting the Injured, slides 3-7 Annex E.3.4 FA Skills Videos: Fore-and-aft carry.mp4 Two-handed seat carry.mp4 Three handed seat carry.mp4 Four-handed seat carry.mp4 Chair carry.mp4 Annex G.1 First Aid Manual: Ch 21 Transporting Patients: Fore-and-aft carry, p21-2; 2-handed seat, p21-2; 3-handed seat, p21-3; 4-handed seat, p21-2; Chair carry, p21-4.	patient using the 2-handed seat technique. Correctly demonstrate transporting a patient using the 3-handed seat technique. Correctly demonstrate transporting a patient using the 4-handed seat technique. Correctly demonstrate transporting a patient using the chair carry technique.		
(e)	Explain the types and principles of using stretchers	The student will be able to: - effectively use a stretcher to transport a patient.	Annex E.3.1 Module Outlines: FA240 Transport-Transport by Stretcher.pdf Annex E.3.2 Modules: eFA240 Transport-Transport by Stretcher.pptx Annex G.1 First Aid Manual: Ch 21 Transporting Patients, Transporting a patient by stretcher, p21-7	Correctly demonstrate loading, securing and transporting a patient by stretcher.	Correctly describe loading, securing and transporting patients by stretcher.	Practical skills assessment Student Quizbook Written exam questions
(f)	Describe the first aider principles for rescuing workers from common operational hazards: confined spaces, trenches, presence of harmful gases	The student will be able to: - assess the scene for operational hazards before rescuing a patient.	Annex E.3.1 Module Outlines: FA113 PA – Scene Survey.pdf Annex E.3.2 Modules: eFA113 PA – Scene Survey.pdf Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Scene Survey, p4-2		Correctly describe potential hazards and their mitigation before rescuing a patient.	Student Quizbook Written exam questions
(g)	Explain safety considerations when helicopters are the method of transport Note: Apart from the general principles of safety, this topic is outside the scope of the CSP's national AFA course. CSP members will follow the safety procedures established by the ski area management for the evacuation of patients by helicopter from the area. Where CSP members provide first aid outside of a ski area and a helicopter evacuation is	The student will be able to: - explain safety considerations when helicopters are the method of evacuation.	Annex E.3.2 Modules: OS107 Incident Management.pptx, slide 21		Correctly describe, through questioning, the safety considerations related to evacuations by helicopter: - from pre-defined landing zones at ski areas, following safety procedures set by area management; - from ad-hoc landing zones in cross-country and back-country ski areas, following safety procedures set by park wardens or conservation officers; - from ad-hoc landing zones, following safety procedures set by emergency first responders; - using long-line rescue from a ski racecourse, following safety	



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
	required the CSP member will follow the safety directions provided by the responsible emergency service.				procedures set by the race organization medical staff.	
14	Emergency childbirth and miscarriage					
(a)	Describe first aid specific to emergency childbirth	The student will be able to: - recognize the signs and symptoms of labour; - describe and explain the preparation and procedure for delivering a child and the care of the mother and infant after birth.	Annex E.3.1 Module Outlines: FA232 Miscellaneous Treatment-Childbirth.pdf Annex E.3.2 Modules: eFA232 Miscellaneous Treatment-Childbirth.pptx, slides 2-4 Annex G.1 First Aid Manual: Ch 19 Miscellaneous Treatments, Childbirth, p19-5 to 19-8.		Correctly describe the preparation and procedure for delivering a child and the care of the mother and infant after birth.	Student Quizbook Written exam questions
(b)	Describe first aid specific to miscarriage	The student will be able to: - recognize the signs and symptoms of miscarriage; - describe and explain the treatment of a woman undergoing a miscarriage.	Annex E.3.1 Module Outlines: FA232 Miscellaneous Treatment-Childbirth.pdf Annex E.3.2 Modules: eFA232 Miscellaneous Treatment-Childbirth.pptx, slides 5-7 Annex G.1 First Aid Manual: Ch 19 Miscellaneous Treatments, Miscarriage, p19-8 to 19-9.		Correctly describe the signs and symptoms and treatment of a woman undergoing a miscarriage.	Student Quizbook Written exam questions
15	Oxygen administration					
(a)	Describe the normal respiratory cycle	The student will be able to: - describe and identify the parts of the respiratory system and how it functions; - list the average respiratory rates.	Annex E.3.1 Module Outlines: FA105 Anatomy and Physiology-Respiratory System.pdf Annex E.3.2 Modules: eFA105 Anatomy and Physiology-Respiratory System.pptx Annex G.1 First Aid Manual: Ch2 Anatomy and Physiology, Respiratory System, p2-11 to 2-13		Correctly describe the normal functioning of the respiratory system.	Student Quizbook Written exam questions
(b)	List the indications for oxygen therapy	The student will be able to: - outline the prerequisites for safely delivering oxygen to patients; - describe the term hypoxia; - explain the acronym CRASH (Cardiac, Respiratory, Altered LOC, Shock, Head injury) and its relationship to hypoxia; - understand and explain the possible complications associated with oxygen administration	Annex E.3.1 Module Outlines: FA121 Oxygen.pdf FA122 Oxygen-Hypoxia.pdf FA125 Oxygen-Complications.pdf Annex E.3.2 Modules: eFA121 Oxygen.pptx eFA122 Oxygen-Hypoxia.pptx eFA125 Oxygen-Complications.pptx Annex G.1 First Aid Manual: Ch 5 Oxygen, p5-1 to 5-3.		Correctly describe the benefits of administering oxygen. Correctly describe hypoxia and its causes due to CRASH. Correctly describe complications of oxygen administration.	Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
(c)	Explain the safety precautions when using oxygen tanks	The student will be able to: - explain the safe handling and storage oxygen tanks and equipment	Annex E.3.1 Module Outlines: FA124 Oxygen-Handling of Equipment and Administration.pdf Annex E.3.2 Modules: eFA124 Oxygen-Handling and Admin.pptx, slides 2-3 Annex G.1 First Aid Manual: Ch 5 Oxygen, Handling of oxygen equipment and administration, p5-5 to 5-7.	Correctly demonstrate the safe handling of oxygen equipment. Correctly demonstrate checking the oxygen pressure. Correctly demonstrate changing the tank valve and regulator.	Correctly describe the safe handling procedures for oxygen equipment.	Practical skills assessment Student Quizbook Written exam questions
(d)	Describe the equipment used for oxygen delivery	The student will be able to: - describe the oxygen delivery equipment.	Annex E.3.1 Module Outlines: FA123 Oxygen-Equipment.pdf Annex E.3.2 Modules: eFA123 Oxygen-Equipment.pptx Annex G.1 First Aid Manual: Ch 5 Oxygen, Oxygen equipment, p5-4. Annex G.1 First Aid Manual: Ch 5 Oxygen, Oxygen equipment, p5-5.		Correctly explain the different parts of the oxygen equipment (tank, pressure regulator and flowmeter, tubing and mask) Correctly explain the use and flow rates for various masks and nasal cannula.	Practical skills assessment Student Quizbook Written exam questions
(e)	Calculate how long oxygen in the tank will last	The student will be able to: - describe the approximate duration of oxygen based on tank size.	Annex E.3.1 Module Outlines: FA124 Oxygen-Handling of Equipment and Administration.pdf Annex E.3.2 Modules: eFA124 Oxygen-Handling and Admin.pptx, slide 2 Annex G.1 First Aid Manual: Ch 5 Oxygen, Oxygen equipment, p5-5 to 5-6.		Correctly answer questions on oxygen duration based on tank size.	Student Quizbook Written exam questions
(f)	State principles involved in oxygen therapy	The student will be able to: - understand the theory of oxygen administration and the hazards associated with oxygen; - describe the procedures for administering oxygen to a breathing patient and a non-breathing patient.	Annex E.3.1 Module Outlines: FA124 Oxygen-Handling of Equipment and Administration.pdf Annex E.3.2 Modules: eFA124 Oxygen-Handling and Admin.pptx, slides 4-6 Annex G.1 First Aid Manual: Ch 5 Oxygen, Handling of oxygen equipment and administration, p5-5 to 5-7.		Correctly describe the procedures for administering oxygen to a breathing patient. Correctly describe the procedures for administering oxygen to a non-breathing patient.	Student Quizbook Written exam questions
(g)	Explain, demonstrate and practice delivering oxygen therapy	The student will be able to: - demonstrate the procedures for administering oxygen to a breathing patient using different masks and nasal cannula.	Annex E.3.1 Module Outlines: FA124 Oxygen-Handling of Equipment and Administration.pdf Annex E.3.2 Modules: eFA124 Oxygen-Handling and Admin.pptx, slides 4-6	Correctly demonstrate administering oxygen to a patient using: - non-rebreather mask; - nasal cannula; - face mask; - bag valve mask.	Correctly explain the use and flow rates for various masks and nasal cannula.	Practical skills assessment Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Annex G.1 First Aid Manual: Ch 6 Oxygen, Handling of oxygen equipment and administration, p5-5 to 5-7.			
(h)	Explain, demonstrate and practice inserting an OPA	The student will be able to: - size and insert an OPA in an unresponsive patient.	Annex E.3.1 Module Outlines: FA128 BLS-Artificial Respiration.pdf Annex E.3.2 Modules: FA128 BLS-Artificial Respiration.pptx, OPAs slides 10 to 12 Annex E.3.3 CPR and AED Videos: Oropharyngeal airways-en.mp4 Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Oropharyngeal Airways, p6-14 to 6-15	Correctly demonstrate sizing of an OPA. Correctly demonstrate insertion of an OPA in a dummy.	Correctly describe when an OPA is required. Correctly describe how to size and insert an OPA.	Practical skills assessment Student Quizbook Written exam questions
(i)	Explain, demonstrate and practice suctioning the mouth	The student will be able to: - identify various types and application of suction.	Annex E.3.1 Module Outlines: FA128 BLS-Artificial Respiration.pdf Annex E.3.2 Modules: FA128 BLS-Artificial Respiration.pptx, Suctioning slides 18 to 22 Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Suction, p6-10 to 6-11.	Correctly demonstrate suction on a dummy	Correctly describe when suction is required. Correctly describe various suction devices and how to use them.	Practical skills assessment Student Quizbook Written exam questions
(j)	Explain, demonstrate and practice ventilation with a BVM	The student will be able to: - identify and show understanding of the use of a Bag Valve Mask.	Annex E.3.1 Module Outlines: FA128 BLS-Artificial Respiration.pdf Annex E.3.2 Modules: FA128 BLS-Artificial Respiration.pptx, BVM slides 7 to 9 Annex E.3.3 CPR and AED Videos: Bag_Valve_Mask-en.mp4 Infant_BVM-en.mp4 Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Ventilating with a BVM, p6-13 to 6-14.	Correctly demonstrate use of a BVM.	Correctly describe the circumstances when a BVM is used and how to use a BVM.	Practical skills assessment Student Quizbook Written exam questions
(k)	Explain pulse oximetry, why it is used, indications for pulse oximetry and if less than normal what it indicates, factors that may produce less accurate readings and considerations for using pulse oximetry monitors at a work site	The student will be able to: - understand the use and advantages of pulse oximetry.	Annex E.3.1 Module Outlines: FA124 Oxygen-Handling of Equipment and Administration.pdf Annex E.3.2 Modules: eFA124 Oxygen-Handling of Equipment and Administration.pptx, slide 7 Annex G.1 First Aid Manual: Ch 5 Oxygen, Pulse Oximetry, p5-7 to 5-8.	Correctly demonstrate use of a pulse oximeter.	Correctly describe the use of a pulse oximeter and its limitations in a cold environment.	Practical skills assessment Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
16	Advanced splinting and multiple common splints					
(a)	Describe the signs and symptoms of bone and joint injuries	The student will be able to: - describe the signs and symptoms of fractures; - describe the signs and symptoms of dislocations.	Annex E.3.1 Module Outlines: FA178 Fractures, Dislocations and Soft Tissue Injuries-Fractures.pdf FA179 FDSTI-Dislocations.pdf Annex E.3.2 Modules: eFA178 Fractures, Dislocations and Soft Tissue Injuries-Fractures.pptx eFA179 FDSTI-Dislocations.pptx Annex G.1 First Aid Manual: Ch 14 Fractures, Dislocations and Soft Tissue Injuries, p14-1 to 14-11.		Correctly answers questions on the causes, classification, and types of fractures and their signs and symptoms. Correctly answer questions on the signs and symptoms and general treatment for dislocations.	Student Quizbook Written exam questions
(b)	Explain the principles of splinting in first aid	The student will be able to: - explain the basic aims of treatment and the general treatment for fractures and dislocations.	Annex E.3.1 Module Outlines: FA181 Immobilizing-Splints.pdf Annex E.3.2 Modules: eFA181 Immobilizing-Splints.pptx Annex G.1 First Aid Manual: Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries, Splints, p15-1 to 15-2.		Correctly answers questions on the purpose and characteristics of splints.	Student Quizbook Written exam questions
(c)	Describe the potential problems to avoid when splinting	The student will be able to: - describe potential problems that may be encountered when splinting; - assess pulse, motor and sensation in a fractured limb before and after splinting.	Annex E.3.1 Module Outlines: FA181 Immobilizing-Splints.pdf Annex E.3.2 Modules: eFA181 Immobilizing-Splints.pptx Annex G.1 First Aid Manual: Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries, Other considerations, p15-2.	Correctly assess Pulse, Motor and Sensation in the limb, distal to the injury, when splinting.	Correctly answers questions on other considerations that are applicable when splinting.	Student Quizbook Written exam questions
(d)	Describe different types of splints including indications and contraindications	The student will be able to: - define and characterize splints; - know the common types of splints used (e.g., Sun Valley, cardboard, backboard, wire mesh); - describe alternate splints (e.g., vacuum, ski pole, foot/ankle) - improvise splints if required.	Annex E.3.1 Module Outlines: FA181 Immobilizing-Splints.pdf Annex E.3.2 Modules: eFA181 Immobilizing-Splints.pptx Annex G.1 First Aid Manual: Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries, Commonly used splints, p15-2.		Correctly answers questions on the common types of splints available at a resort and their use. Correctly answers questions on alternative types of splints and their use.	Student Quizbook Written exam questions
(e)	Review and practice first aid for injuries requiring an upper extremity splint and a lower extremity splint	The student will be able to: - demonstrate the application of splints, traction and supporting slings; - demonstrate the removal of ski/snowboard boots.	Annex E.3.1 Module Outlines: FA174 BD&S-Bandage Usage.pdf FA181 Immobilizing-Splints.pdf FA183 Immobilizing-Clavicles.pdf FA184 Immobilizing-Scapula.pdf FA185 Immobilizing-Shoulder Dislocation.pdf FA186 Immobilizing-Humerus.pdf	Correctly demonstrate immobilizing fractures and dislocations of the following using appropriate splints and slings: - clavicles; - scapula; - shoulder; - humerus;	Correctly answers questions on the specific splints for treatment of fractures and dislocations. Correctly answer questions on the use of traction in treating fractures. Correctly describe the use of alternate and improvised splints.	Practical skills assessment Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			FA187 Immobilizing-Lower Arm.pdf FA188 Immobilizing-Elbow.pdf FA189 Immobilizing-Finger.pdf FA190 Immobilizing-Pelvis and Hip.pdf FA192 Immobilizing-Femur.pdf FA193 Immobilizing-Patella.pdf FA194 Immobilizing-Lower Leg.pdf FA195 Immobilizing-Removing Ski Boots.pdf Annex E.3.2 Modules: e174 DB&S-Bandage Usage Part C.pptx, slides 4-6 eFA181 Immobilizing-Splints.pptx eFA183 Immobilizing-Clavicles.pptx eFA184 Immobilizing-Scapula.pptx eFA185 Immobilizing-Shoulder Dislocation.pptx eFA186 Immobilizing-Humerus.pptx eFA187 Immobilizing-Lower Arm.pptx eFA188 Immobilizing-Elbow.pptx eFA189 Immobilizing-Finger.pptx eFA190 Immobilizing-Pelvis and Hip.pptx eFA192 Immobilizing-Femur.pptx eFA193 Immobilizing-Patella.pptx eFA194 Immobilizing-Lower Leg.pptx eFA195 Immobilizing-Removing Ski Boots.pptx Annex E.3.4 FA Skills Videos Stirrup Bandages.mp4 Large Arm Sling.mp4 Small Arm Sling.mp4 Traction-Lower Arm.mp4 Lower Arm Splint.mp4 Pelvic Fracture Stabilization Bandage.mp4 Pelvic Fracture Stabilization Device.mp4 Femur Splint on Backboard.mp4 Lower Leg Splint.mp4 Ski Boot Removal.mp4 Annex G.1 First Aid Manual: Ch13 Dressings, Bandages and Slings: Stirrup bandages, p13-14 to 13-15; Slings, p13-16 to 13-19; Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries, p15-1 to 15-21.	<ul style="list-style-type: none">- lower arm;- elbow;- finger;- pelvis;- femur;- patella;- lower leg;- foot/ankle. <p>Correctly demonstrate the use of traction for:</p> <ul style="list-style-type: none">- lower arm fracture;- femur fracture;- lower leg fracture. <p>Correctly demonstrate the use of stirrup and modified stirrup bandages for applying traction.</p> <p>Correctly demonstrate the removal of ski and snowboard boots.</p>		



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
17	Advanced head and spinal injury care					
(a)	Describe the limitation in the use of cervical collars	The student will: <ul style="list-style-type: none">- understand that routine use of cervical collars is not recommended;- understand that a decision to use a cervical collar is informed by the application of the Canadian C-Spine Rule- understand when a cervical collar is not indicated for patients with potential cervical spine injuries;- demonstrate how to initiate cervical spine immobilization, when indicated;- describe what is meant by neutral position of the head as it relates to use of cervical collars;- demonstrate the sizing and application of a cervical collar and alternatives.	Annex E.3.1 Module Outlines: FA157 SI-Apply Cervical Collar.pdf Annex E.3.2 Modules: eFA157 SI-Apply Cervical Collar.pptx Annex G.1 First Aid Manual: Ch 11 Spinal Injuries and Spinal Motion Restriction, Cervical Collar, p11-7 to 11-9.	Correctly demonstrate sizing and application of C-collar.	Correctly describe when not to apply a C-collar. Correctly describe the sizing and application of a C-collar.	Practical skills assessment Student Quizbook Written exam questions
(b)	Describe the indications for using a backboard	The student will be able to: <ul style="list-style-type: none">- describe when to use a backboard with full tie down, or other device (e.g., vacuum mattress), for spinal motion restriction using the Canadian C-spine rule;- describe when to use a backboard for extrication and transportation only.	Annex E.3.1 Module Outlines: FA157 SI-Apply Cervical Collar.pdf Annex E.3.2 Modules: eFA157 SI-Apply Cervical Collar.pptx Annex E.6 Student Resources The Canadian C-spine Rule.pdf Annex G.1 First Aid Manual: Ch 11 Spinal Injuries and Spinal Motion Restriction, p11-1 to 11-5.		Correctly describe the Canadian C-spine rule and when to apply spinal motion restriction protocols using a backboard or other device.	Student Quizbook Written exam questions
(c)	Describe and practice techniques for using a backboard	The student will be able to: <ul style="list-style-type: none">- demonstrate the loading and securing of a patient onto a backboard or other spinal motion restriction device;- demonstrate and explain the methods for straightening a patient with a spinal injury;- demonstrate treating a patient with spinal injury when found face down;- demonstrate treating a standing patient with a spinal injury;- demonstrate helmet removal.	Annex E.3.1 Module Outlines: FA158 SI-Immobilize and Log-roll.pdf FA160 SI-Tie Down Procedure.pdf FA161 SI-Other Spinal Situations.pdf FA162 SI-Standing Takedown Procedure.pdf FA164 SI-Helmet Removal.pdf Annex E.3.2 Modules: eFA158 SI-Immobilize and Log-roll.pptx eFA160 SI-Tie Down Procedure.pptx eFA161 SI-Other Spinal Situations.pptx eFA162 SI-Standing Takedown Procedure.pptx eFA164 SI-Helmet Removal.pptx Annex E.3.4 FA Skills Videos: Backboard with Roll.mp4	Correctly demonstrate log-roll of patient onto a backboard or other device (e.g. vacuum mattress) with minimal movement. Correctly demonstrate straightening of a patient with spinal injury with minimal movement. Correctly demonstrate rolling of a patient with spinal injury found face down. Correctly demonstrate tie down of a patient onto a backboard or securing in another device (e.g. vacuum mattress). Correctly demonstrate standing takedown of a patient with spinal injury.	Correctly answer questions on how to immobilize a patient with spinal injury using a backboard.	Practical skills assessment Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Helmet Removal.mp4 Annex G.1 First Aid Manual: Ch 11 Spinal Injuries and Spinal Motion Restriction Immobilize the patient, p11-9 to 11-18 Helmet removal, p11-18 to 11-19.	Correctly demonstrate helmet removal.		
18	Anatomy and Physiology					
(a)	Describe and understand the anatomy and function of the systems of the body	The student will be able to: - define the terms anatomy and physiology; - identify and describe the major systems in the body; - define commonly used anatomical terms.	Annex E.3.1 Module Outlines: FA103 Anatomy and Physiology.pdf FA104 AandP – Musculoskeletal System.pdf FA105 AandP – Respiratory System.pdf FA106 AandP – Circulatory System.pdf FA107 AandP – Nervous System.pdf Annex E.3.2 Modules: eFA103 Anatomy and Physiology.pptx eFA104 AandP – Musculoskeletal System.pptx eFA105 AandP – Respiratory System.pptx eFA106 AandP – Circulatory System.pptx eFA107 AandP – Nervous System.pptx Annex G.1 First Aid Manual: Ch 2 Anatomy and Physiology, p2-1 to 2-27.	Correctly demonstrate the following positions: - prone; - supine; and - recovery.	Correctly define the terms ‘anatomy’ and ‘physiology’ Correctly identify and describe the functions of the seven major systems of the body: - musculoskeletal; - respiratory; - circulatory; - nervous; - digestive; - urinary; and - endocrine and reproductive. Correctly describe the functioning of cells. Correctly define commonly used medical terms.	Student Quizbook Written exam questions
19	Breathing emergencies – child and infant casualty					
(a)	Recognize and provide first aid for breathing emergencies	The student will be able to: - demonstrate how to properly check and evaluate airway and breathing in a conscious and unconscious child or infant. - demonstrate 3 methods of opening the airway. - demonstrate how to perform Artificial Respiration for child and infant.	Annex E.3.1 Module Outlines: FA114B – PA-Primary Assessment ABCD.pdf FA127 BLS-Clearing the Airway.pdf FA128 BLS-Artificial Respirations.pdf Annex E.3.2 Modules: eFA114B – PA-Primary Assessment ABCD.pptx FA127 BLS-Clearing the Airway.pptx FA128 BLS-Artificial Respirations.pptx, AR slides 2 to 3 Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 to 4-5.	Correctly demonstrate checking for obstructed airway and opening it if obstructed using the following methods: Head tilt-Chin lift; Jaw lift; and Modified Jaw Thrust. Correctly asks questions of a conscious person to evaluate any breathing difficulties. Correctly demonstrates evaluation of breathing for an unconscious person by look, listen, feel for 10 seconds.	Correctly assesses and recognises a person with obstructed or partially obstructed airway. Correctly assesses and recognises a person with breathing difficulties. Correctly takes action to resolve airway and/or breathing difficulties. Correctly answer questions on breathing emergencies.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Annex G.1 First Aid Manual: Ch 6 Basic Life Support, causes or airway/breathing problems, p6-2 to 6-4 Clearing the airway, p6-5 to 6-11 Artificial respirations, p6-11 to 6-15	Correctly assist ventilations for person with no breathing using pocket face mask or bag-valve mask and activate EMS. Correctly assists a person with breathing difficulties by calling for oxygen and being prepared to assist with artificial respirations.		
(c)	Recognize and provide first aid for choking emergencies	The student will be able to: - recognise choking emergencies; - describe the difference in treatment between mild and severe airway obstruction; - demonstrate first aid treatment for severe airway obstruction in child and infant; - describe when (not) to use the finger sweep.	Annex E.3.1 Module Outlines: FA136 BLS-Choking.pdf Annex E.3.2 Modules: FA136 BLS-Choking.pptx Annex G.1 First Aid Manual: Ch 6 Basic Life Support, Airway obstructions, p6-6 to 6-10, p6-20.	Correctly demonstrate treatment for complete airway obstruction using abdominal thrusts and back blows on a child. Correctly demonstrate treatment for complete airway obstruction using abdominal thrusts and back blows on an infant. Correctly demonstrate finger sweeps on a practice dummy.	Correctly recognises a choking emergency with partial or complete airway obstruction. Correctly demonstrates techniques for treating partial and complete airway obstructions (taking precautions when practising with a conscious, healthy partner). Correctly recognises when to do a finger sweep.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation
20	Cardiovascular emergencies – Child and Infant CPR (HCP level)					
(a)	Recognize the need for and provide CPR	The student will be able to: - recognize the need for and demonstrate the Child CPR procedures for one and two rescuers; - recognize the need for and demonstrate the Infant CPR procedures for one and two rescuers.	Annex E.3.1 Module Outlines: FA133 BLS- CPR.pdf Annex E.3.2 Modules: FA133 BLS-CPR.pptx Annex E.3.3 CPR and AED Videos: Infant_CPR-en.mp4 Annex G.1 First Aid Manual: Ch 6 Basic Life Support, CPR, p6-21 to 6-29	Correctly demonstrate Child CPR procedures with one rescuer. Correctly demonstrate Child CPR procedures with two rescuers. Correctly demonstrate Infant CPR procedures with one rescuer. Correctly demonstrate Infant CPR procedures with two rescuers.	Correctly recognize the need to perform CPR on a child. Correctly recognize the need to perform CPR on an infant. Correctly answer questions on the CPR procedures for Child and Infant, one rescuer and two rescuer scenarios.	Practical skills assessment Student Quizbook Written exam questions CPR/AED written exam questions Diagnostic evaluation
21	Altitude Emergencies					
(a)	Recognize and provide first aid for altitude related emergencies	The student will be able to: - recognize the signs, symptoms and explain the treatment for the three categories of altitude sickness	Annex E.3.1 Module Outlines: FA209 Env Injuries – Altitude Sickness.pdf Annex E.3.2 Modules: eFA209 Env Injuries – Altitude Sickness.pptx Annex G.1 First Aid Manual: Ch 17 Environmental Injuries, Altitude Sickness, p17-1 to 17-3		Correctly describe the cause, signs and symptoms, and treatment for: - mild acute mountain sickness; - High Altitude Pulmonary Edema (HAPE) - High Altitude Cerebral Edema (HACE)	Student Quizbook Written exam questions
22	Poisoning, Medication and Drug Abuse					
(a)	Recognize and provide first aid	The student will be able to: - recognize the signs, symptoms of	Annex E.3.1 Module Outlines: FA221 PDMA – Poisoning Basic.pdf		Correctly identify the mechanisms for poisoning:	Student Quizbook



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
	for poisoning emergencies	poisoning; - use the Poison Control Centre; - describe the treatments for poisoning; - differentiate between systemic and local reactions to insect stings.	FA222 PDMA – Poisoning Intermediate.pdf FA223 PDMA – Insect Stings.pdf Annex E.3.2 Modules: eFA221 PDMA – Poisoning Basic.pptx eFA222 PDMA – Poisoning Intermediate.pptx eFA223 PDMA – Insect Stings.pptx Annex G.1 First Aid Manual: Ch 18, Poisoning, Medication and Drug Abuse, Poisoning, p18-1 to 18-9		- ingestion; - inhalation; - injection; - absorption through the skin. Correctly describe the general signs and symptoms and treatment for poisoning. Correctly describe the procedures for handling an unresponsive poisoning patient. Correctly describe the procedures for handling a responsive poisoning patient. Correctly describe the signs and symptoms and treatment for insect stings.	Written exam questions
(b)	Recognize and provide first aid for drug abuse emergencies	The student will: - be able to recognize the signs, symptoms of drug abuse; - be able to describe the treatments for drug abuse; - be aware of the benefit of naloxone.	Annex E.3.1 Module Outlines: FA224 PDMA – Drug Abuse. Annex E.3.2 Modules: eFA224 PDMA – Drug Abuse. Annex G.1 First Aid Manual: Ch 18, Poisoning, Medication and Drug Abuse, Drug Abuse, p18-9 to 18-13		Correctly identify commonly abused drugs and the signs and symptoms associated with drug abuse. Correctly identify the types of drug dependence. Correctly describe the general signs and symptoms and treatment for drug abuse. Correctly describe the procedures for handling an unresponsive patient. Correctly describe the procedures for handling a responsive patient.	Student Quizbook Written exam questions
23	Critical Incident Stress Management					
(a)	Recognize and describe the causes, signs and symptoms and the process of treatment for critical incident stress	The student will: - be able to recognize the cause, signs and symptoms of critical incident stress; - be aware of the importance and process of critical incident debriefing.	Annex E.3.1 Module Outlines: FA233 Misc – Critical Incident Stress.pdf Annex E.3.2 Modules: eFA233 Misc – Critical Incident Stress.pptx Annex G.1 First Aid Manual: Ch 19, Miscellaneous Treatments, Critical Incident Stress, p19-9 to 19-11.		Correctly define critical incident stress and how it relates to how patrollers function in their duties. Correctly describe some causes of critical incident stress. Correctly describe signs and symptoms of critical incident stress. Correctly describe the treatment process for critical incident stress and local arrangements for CIS debriefing.	Student Quizbook Written exam questions
24	Pediatric First Aid					
(a)	Describe the anatomical and physiological differences between adult and child patients	The student will be able to: - recognize, understand, and explain the treatment of pediatric patients;	Annex E.3.1 Module Outlines: FA234 Pediatric First Aid.pdf Annex E.3.2 Modules:		Correctly identify pediatric age groups. Correctly describe the differences in	Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
		- identify the differences between adults and pediatric patients.	eFA234 Pediatric First Aid.pptx Annex G.1 First Aid Manual: Ch 20, Pediatric First Aid, p20-1 to 20-3.		anatomy and physiology of pediatric patients vs. adults. Correctly describe the differences in vital signs between pediatric patients vs. adults.	
(b)	Describe and demonstrate how to communicate with child patients	The student will: - understand how to effectively communicate and examine pediatric patients	Annex E.3.1 Module Outlines: FA235 Peds-Communication with Child.pdf Annex E.3.2 Modules: eFA235 Peds-Communication with Child.pptx Annex G.1 First Aid Manual: Ch 20, Pediatric First Aid, p20-3 to 20-5.	Correctly demonstrate how to communicate with a child patient during a patient assessment. Correctly demonstrate how to communicate with the parent of a child patient.	Correctly describe techniques for effective communication with: - toddlers; - pre-schoolers; - school age; - teens. Correctly describe the principles for effective examination of a child patient. Correctly describe how to communicate with or utilize the child's parent(s)	Practical skills assessment Student Quizbook Written exam questions
(c)	Describe and demonstrate differences between child and adult patient assessments	The student will: - differentiate between assessment protocols for adults and pediatric patients; - understand specifics of transport for pediatric patient related to spinal care.	Annex E.3.1 Module Outlines: FA236 Peds-Principles for Effective Examination.pdf Annex E.3.2 Modules: eFA236 Peds-Principles for Effective Examination.pptx Annex G.1 First Aid Manual: Ch 20, Pediatric First Aid, p20-5 to 20-8.	Correctly demonstrate a pediatric patient assessment. Correctly demonstrate how to secure a child patient for transport on a backboard.	Correctly describe the pediatric patient assessment process. Correctly describe the normal vital signs for a child patient. Correctly describe how to secure a child patient for transport on a backboard or other spinal motion restriction device.	Practical skills assessment Student Quizbook Written exam questions
25	Persons with Disabilities					
(a)	Perform a basic patient assessment of persons with disabilities	The student will: - understand how to assess an injured conscious or unconscious person with a visible disability.	Annex E.3.1 Module Outlines: FA241 Persons with disabilities.pdf Annex E.3.2 Modules: eFA241 Persons with disabilities.pptx Annex G.1 First Aid Manual: Ch 22, Persons with Disabilities, p22-1 to 22-3.	Through role play, correctly perform the basic patient assessment for a conscious disabled person, taking into account any adaptive equipment, subcutaneous lines and ostomy bags. Through role play, correctly perform the basic patient assessment for an unconscious disabled person, taking into account any adaptive equipment, subcutaneous lines and ostomy bags.	Correctly describe the basic patient assessment for a conscious disabled person. Correctly describe the basic patient assessment for an unconscious disabled person.	Practical skills assessment Student Quizbook Written exam questions
(b)	Provide treatment for persons with physical disabilities	The student will: - understand the patient's "new normal"; - ascertain the risk of autonomic dysreflexia (AD); - identify at least three major symptoms of AD; - learn early treatments to lessen the severity of AD.	Annex E.3.1 Module Outlines: FA241A Persons with disabilities Advanced.pdf Annex E.3.2 Modules: eFA241A Persons with disabilities Advanced.pptx eAFA241X Sit ski removal.pptx Annex G.1 First Aid Manual:	Through role play, correctly demonstrate patient assessment of a person with a physical disability, including determining whether a disability is due to a past injury or medical condition, or is new. Correctly demonstrate sit ski removal (if available).	Correctly describe and name seven physical disabilities. Correctly describe signs and symptoms of autonomic dysreflexia and why it is important to treat as a critical intervention.	Practical skills assessment Student Quizbook Written exam questions



Table C2. Advanced First Aid Course Competencies						
Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Ch 22, Persons with Disabilities, Physical Disabilities, p22-4 to 22-13.			
(c)	Provide treatment for persons with intellectual disabilities	The student will: - learn how to approach a person with a suspected intellectual disability; - learn how to assess an intellectually disabled person; - identify at least three major concerns for which the rescuer needs to be aware; - learn how to ease the transition when transferring care to EMS or a designated caregiver.	Annex E.3.1 Module Outlines: FA241B Persons with intellectual disabilities Advanced.pdf Annex E.3.2 Modules: eFA241B Persons with intellectual disabilities Advanced.pptx Annex G.1 First Aid Manual: Ch 22, Persons with Disabilities, Intellectual Disabilities, p22-3 to 22-4.	Through role play, correctly demonstrate patient assessment of a person with an intellectual disability, including communication.	Correctly describe and name five intellectual disabilities.	Practical skills assessment Student Quizbook Written exam questions



C.2 Advanced First Aid – Modified Course

The AFA-M course checklist is provided in Table C3.

The detailed AFA-M course competencies checklist is provided in Table C4.

Table C3. Advanced First Aid – Modified Course Checklist

Information to Submit	Location in Materials (Resource Title, Page Number(s))
Course length i.e., total training time in hours	QMP paragraph 5.2 AFA-M Course, Table 5, page 39
Student instructor ratios for: (a) general first aid	QMP paragraph 2.9.1.1, page 18
Student instructor ratios for: (b) CPR instruction	QMP paragraph 2.9.1.1, page 18
Prerequisites, if any	QMP paragraph 5.2 AFA-M Course, page 38
Course Content as listed in the Quality Management Plan course competencies and the specific location of each topic or objective must be identified in the submitted materials. This includes detailing the page numbers in instructor and student materials as well as additional training aids that are used. This is very important as it aids the reviewer in finding the required course content for each topic within each course. See the sample format for details.	See Table C4 below.
Student course materials. Provide a list and samples of the course materials each student receives or requires.	Appendix E, Annex E3 Course Modules, E.3.3 CPR/AED Videos (Note: available through the NDS) Appendix E, Annex E3 Course Modules, E.3.4 FA Skills Videos (Note: available through the NDS) Appendix E, Annex E.6 Student Resources, Patient Assessment.pdf Appendix F, Annex F.1 Written exam review.pdf Appendix F, Annex F.4 AFA Training Record.pdf Appendix F, Annex F.5 Student Quizbook Appendix G, Annex G.1 First Aid Manual Appendix G, Annex G.2 Administration Manual Appendix G, Annex G.3 Operations Manual
Instructor course materials. Materials to be submitted include lesson plans, learning objectives, a description of the instructor methods,	Appendix E, Annex E.2 AFA-M

instructor manuals and teaching aids.	<p>Course Outline</p> <p>Appendix E, Annex E.3 Course Modules, E.3.1 Module Outlines</p> <p>Appendix E, Annex E.3 Course Modules, E.3.2 Modules</p> <p>Appendix E, Annex E.3 Course Modules, E.3.3 CPR/AED Videos</p> <p>Appendix E, Annex E.3 Course Modules, E.3.4 FA Skills Videos</p> <p>Appendix E, Annex E.5 Instructor Resources</p>
Instruction policies and procedures.	Appendix G, Annex G.4 Training Managers Guide
Materials used for student theory evaluation, i.e., written exams and the required theory pass mark.	<p>QMP paragraph 2.10.2 Written evaluation, page 20</p> <p>QMP paragraph 2.10.3 CPR/AED written evaluation, page 21</p> <p>QMP paragraph 2.10.7 Alberta OHS written evaluation, page 22</p> <p>Appendix F, Annex F.1 Written Evaluation</p> <p>Appendix F, Annex F.2 CPR/AED Written Evaluation</p> <p>Appendix F, Annex F.6 Alberta OHS Written Evaluation</p>
Skills checked in practical assessments. Send checklists of competencies that are evaluated along with the criteria used to evaluate student competencies.	<p>QMP paragraph 2.10.5 Skills evaluation, page 22</p> <p>Appendix F, Annex F.4 AFA Training Record</p> <p>Competencies, see Table C4 below.</p>
Scenarios used for practical assessments.	<p>QMP paragraph 2.10.4 Diagnostic evaluation, page 21</p> <p>Appendix E, Annex E.5 Instructor Resources, AFA Practical Scenarios.pdf</p> <p>Appendix F, Annex F.3 Diagnostic Evaluations</p>
First aid certificates and cards issued to students. Certificates should state that the course is approved for Alberta workplaces once approval is received.	QMP paragraph 2.8 First aid certificate administration process, pages 15 to 18
Examples of specific forms used by students to evaluate the instructor/course.	Appendix E, Annex E.7 Course Evaluation Forms



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
1	Pre-Course review					
(a)	CSP history, organization and administration		Annex G.2 CSP Administration Manual, Ch 1 General; Ch2 Governance; Ch3 Organization Ch 4 Directors and Officers; Ch5 Membership; Ch 6 Official Uniform, Insignia and Equipment		Correctly answer questions on the CSP organization.	Student Quizbook
(b)	Anatomy and physiology		Annex G.1 First Aid Manual, Ch2 Anatomy and Physiology		Correctly answer questions on anatomy and physiology.	Student Quizbook Written evaluation questions
(c)	Infectious diseases and universal precautions		Annex G.1 First Aid Manual, Ch3 Infectious Diseases and Universal Precautions		Correctly answer questions on infectious diseases and universal precautions.	Student Quizbook Written evaluation questions
(d)	Medical conditions		Annex G.1 First Aid Manual, Ch 16 Medical Conditions		Correctly answer questions on medical conditions.	Student Quizbook Written evaluation questions
(e)	Environmental injuries		Annex G.1 First Aid Manual, Ch17 Environmental Injuries		Correctly answer questions on environmental injuries.	Student Quizbook Written evaluation questions
(f)	Poisoning, medication and drug abuse		Annex G.1 First Aid Manual, Ch18 Poisoning, Medication and Drug Abuse		Correctly answer questions on poisoning, medication and drug abuse.	Student Quizbook Written evaluation questions
2	Legal requirements					
(a)	Discuss and comply with the legal requirements that relate to workplace first aiders in Alberta	The student will be able to: - define what is first aid; - identify the qualities of a good first aid provider; - explain their responsibilities as a first aider; - be able to differentiate between actual and implied consent; and - describe Alberta-specific legislation and requirements under the Alberta OHS Code Part 11.	Annex E.3.1 Module Outlines: AB001 Alberta OHS Legislation.pdf FA001 Introduction to First Aid.pdf Annex E.3.2 Modules: AB001 Alberta OHS Legislation.pptx eFA001 Intro to FA.pptx Annex G.1 First Aid Manual: Ch 1 Introduction to First Aid First aider responsibilities, pages 1-1 to 1-3; Legal aspects, pages 1-3 to 1-4.		Correctly describe the responsibilities of a first aider. Correctly describe the difference between actual and implied consent. Correctly answer questions on the Alberta OHS Code Part 11.	Student Quizbook Written evaluation questions Alberta OHS written evaluation, see Appendix F, Annex F6
3	Emergency scene management and Patient Assessment					
(a)	Apply the principles of emergency scene management	The student will be able to: - define incident scene management - identify and show understanding of the roles of patrollers at an incident scene See Serial 12 for multiple patient	Annex E.3.1 Module Outlines: FA113 PA- Scene Survey.pdf OS107 Incident Management.pdf Annex E.3.2 Modules: eFA113 PA – Scene Survey.pptx OS107 Incident Management.pptx	Correctly identify and report the incident scene location. Correctly mark the incident scene and approaches.	Correctly assess the need for immediate help if multiple patients (see Serial 12). Correctly assess the needs for marking an incident scene. Student takes charge of an incident	Practical skills assessment Patient Assessment Checklist Student Quizbook Written evaluation questions Diagnostic evaluation



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
		triage scene management.	Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 Annex G.3 Operations Manual: Ch 3 Patrol Procedures, Incident Management		scene and directs additional help as required. Student assists as directed by the incident scene manager. Correctly communicates with ski area dispatch, or emergency service operator. Correctly answer questions on incident scene management.	
(b)	Conduct a proper scene survey using principles of safety	The student will be able to recognize the principles of safety when performing a scene assessment by: - evaluating the safety of the situation; - ensuring their own personal safety and that of the patient; - assessing whether help is needed immediately.	Annex E.3.1 Module Outlines: FA113 PA – Scene Survey.pdf Annex E.3.2 Modules: eFA113 PA – Scene Survey.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 Scene Survey	Correctly identify potential hazards present in different incident scene scenarios. Correctly apply safety measures as required (e.g. mark approaches to site, stop ski lift, etc.)	Correctly demonstrate and verbalize the scene survey process. Correctly assess the need for immediate help. Correctly answer questions on scene survey.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written evaluation questions Diagnostic evaluation
(c)	Conduct a primary survey of casualties for life-threatening conditions	The student will be able to: - approach conscious and unconscious persons; - check and evaluate airway, breathing, circulation and disabilities; - evaluate the six core areas (neck, back, chest, abdomen, pelvis, femurs)	Annex E.3.1 Module Outlines: FA114A PA – Primary Approach.pdf FA114B PA – Primary ABCD.pdf FA114C PA – Primary Evaluation.pdf Annex E.3.2 Modules: eFA114A PA – Primary Approach.pptx eFA114B PA – Primary ABCD.pptx eFA114C PA – Primary Evaluation.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, p4-2 to 4-9	Correctly approach patient and begin appropriate questioning. Correctly assess presence and quality of airway and breathing (look, listen, feel). Correctly assess presence and quality of circulation (strength and rate at neck and wrist). Correctly assess presence of disabilities (conscious/unconscious) and need for C-spine control. Correctly performs hands-on examination of core areas (neck, back, chest, abdomen, pelvis, femurs), demonstrating appropriate palpation techniques.	Correctly identifies life threatening injuries and conditions. Student makes critical intervention to open airway, if required. Student makes critical intervention to assist breathing, if required. Student makes critical intervention to control severe bleeding, if required. Student makes critical intervention to apply C-spine control, if required. Correctly answer questions on primary assessment.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation
(d)	Recognize and provide first aid for unconsciousness	The student will be able to: - assess and record the level of consciousness of a patient using the Alert, Verbal, Pain, Unresponsive (AVPU) scale; - understand the various causes of unresponsiveness; - explain and demonstrate the treatment for an unresponsive patient; - demonstrate the semi-prone recovery position.	Annex E.3.1 Module Outlines: FA207 – MC-Unresponsive and Lowered LOC Basic.pdf FA208 MC-Unresponsive and Lowered LOC Intermediate.pdf Annex E.3.2 Modules: eFA207 MC Unresponsive and Lowered LOC Basic.pptx eFA208 MC-Unresponsive and Lowered LOC Intermediate.pptx Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Unresponsiveness and lowered level	Correctly assess patient's LOC on the AVPU scale. Correctly assess whether C-spine control is required. Correctly demonstrates placing patient in semi-prone recovery position.	Correctly demonstrates placing patient in semi-prone recovery position. Correctly demonstrates application of C-spine control, if required. Correctly answer questions on causes of unresponsiveness.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			of consciousness, p16-16 Annex G.1 First Aid Manual: Ch 16 Medical Conditions, Unresponsiveness and lowered level of consciousness, p16-17 to 16-18			
(e)	Make a transport decision	The student will be able to: - make a transportation decision and understand the difference between 'Load and Go' and 'Stay and Treat'; - communicate severity of injury; - request additional help and/or equipment.	Annex E.3.1 Module Outlines: FA115 PA – Transportation Decision.pdf Annex E.3.2 Modules: eFA115 PA – Transportation Decision.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Transportation Decision, p4-8 to 4-9	Maintain patient in a position of comfort. Keep patient warm. Maintain C-spine control, if required. Maintain airway and assist breathing, if required. Continue CPR, if required. Conduct secondary survey (see Serial 7).	Correctly answer questions on transportation decision. Correctly answer questions on patient care required until toboggan arrives. Correctly answer questions on patient care until EMS arrives.	Practical skills assessment Patient Assessment Checklist Student Quizbook Written exam questions Diagnostic evaluation
(f)	Apply principles of secondary survey	The student will be able to: - describe the principles of the secondary survey.	Annex E.3.1 Module Outlines: FA117 PA-Secondary Assessment.pdf Annex E.3.2 Modules: eFA117 PA-Secondary Assessment.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Secondary assessment, p4-10		Correctly answer questions on the four parts of the secondary assessment (vital signs, head-to-toe exam, patient history, documentation)	Student Quizbook Written exam questions
(g)	Check and record vital signs	The student will be able to: - accurately demonstrate taking a full set of vital signs.	Annex E.3.1 Module Outlines: FA116 PA-Vital Signs.pdf Annex E.3.2 Modules: eFA116 PA-Vital Signs.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Vital signs, p4-10 to 4-14	Correctly demonstrate taking a full set of vital signs - time; - patent airway, - breathing rate, rhythm, quality; - pulse rate, rhythm, strength; - blood pressure; - eyes pupil size, equality and reaction; - skin colour, moisture, temperature; - level of consciousness; - pain	Correctly demonstrates taking a full set of vitals. Correctly answers which vital signs are checked. Correctly explains the importance of taking more than one set of vital signs over a period of time. Correctly explains what the vital sign readings indicate for the patient's overall condition (e.g., onset of shock, cardiac arrest, head injury, etc.).	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(h)	Perform head-to-toe examination for secondary injuries	The student will be able to: - demonstrate a complete head-to-toe examination of a patient.	Annex E.3.1 Module Outlines: FA117 PA- Secondary Assessment.pdf Annex E.3.2 Modules: eFA117 PA- Secondary Assessment.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Head-to-toe exam, p4-14 to 4-16.	Correctly demonstrate head-to-toe exam, including: - head; - neck; - clavicles; - scapula; - upper extremities, including pulse motor, sensation check; - chest; - abdomen; - pelvis; - femurs;	Correctly demonstrates a full head-to-toe examination. Correctly answers questions on what the secondary examination is for and its importance.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
				- lower extremities, including PMS check; - back		
(i)	Determine history of casualty	The student will be able to: - learn the history of the patient; - learn the importance of and types of documentation required by CSP and the resorts;	Annex E.3.1 Module Outlines: FA119 PA-Documentation.pdf Annex E.3.2 Modules: eFA119 PA-Documentation.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Patient history, p4-16 to 4-18 Documentation, p4-21, p4-25	Correctly demonstrate patient history gathering through questioning of the patient. Correctly demonstrate patient history gathering through questioning of family, friends or bystanders if the patient is unable to respond. Correctly demonstrate completion of a doctor's note.	Correctly answer questions on what questions to ask during the patient history gathering. Correctly answer questions on the types of documentation required.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
4	Triage – multiple casualty management					
(a)	Describe the principles of first aid when multiple casualties are involved and triage is indicated	The student will be able to: - describe the rapid ABCD assessment of patients; - describe the colour coding of patients in a triage situation (green, yellow, red, black); - list the steps involved in triage as: - Step 1 Conduct a scene survey; - Step 2 Conduct voice triage; - Step 3 Follow a systematic route; - Step 4 Triage and tag each patient green, yellow, red or black; - Step 5 Document triage results.	Annex E.3.1 Module Outlines: FA120 Triage.pdf Annex E.3.2 Modules: eFA120 Triage.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Triage, p4-22 to 4-24		Correctly answer questions on triage.	Student Quizbook Written evaluation questions.
(b)	Describe and practice a triage system for multiple patients	The student will be able to: - describe the application of the Simple Triage and Rapid Treatment (START) system for multiple patient situations	Annex E.3.1 Module Outlines: FA120 Triage.pdf Annex E.3.2 Modules: eFA120 Triage.pptx Annex G.1 First Aid Manual: Ch 4 Patient Assessment, Triage, p4-22 to 4-24	Correctly conduct a triage using START principles. Correctly assess each patient using ABCD. Correctly assign a triage priority.	Correctly assess the need for immediate help if multiple patients. Student takes charge of an incident scene and directs additional help as required. Student assists as directed by the incident scene manager. Find each patient in a multiple person simulated scenario. Proper prioritization of multiple patients in accordance with START procedures. Proper communication with ski area dispatch, or emergency service operator. Correctly answer questions on triage.	Student Quizbook Written evaluation questions.
5	Wound care and bandages					



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
(a)	Review and practice bandaging to control bleeding from external wounds	The student will be able to: - demonstrate and explain the treatments to control external bleeding.	Annex E.3.1 Module Outlines: FA172 DBS-Introduction.pdf FA174 DBS-Bandage Usage.pdf Annex E.3.2 Modules: eFA172 DBS-Introduction.pptx eFA174 DBS-Bandage Usage Part B.pptx Pressure hand, slides 3 to 5, Pressure cravat, slides 6 to 8, Cravat for head/eye, slides 9 to 10; eFA174 DBS-Bandage Usage Part C.pptx Tourniquet, slides 7 to 8. Annex E.3.4 FA Skills Videos: Pressure Bandage for Hand.mp4 Annex G.1 First Aid Manual: Ch 13 Dressings, Bandages and Slings Pressure bandage for hand, p13-11 to 12; Pressure cravat, p13-12; Cravat for head/eye, p13-13 Tourniquet, p13-19 to 13-20	Correctly demonstrate treatment for severe external bleeding using appropriate bandages and dressings, including: - pressure cravat bandage; - pressure hand bandage with body sling; - pressure cravat for head/eye; - tourniquet.	Correctly demonstrates control of severe external bleeding.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation
(b)	Review and practice bandaging to cover external wounds at specific sites	The student will be able to: - describe treatments for bleeding from wounds at specific sites (open fracture, nose, ear, face and scalp, mouth or tongue, neck, varicose vein ulcer, bite, dental); - demonstrate specific bandages for covering wound dressings (head, shoulder; hip, chest/back, hand/foot, elbow/knee, open fracture).	Annex E.3.1 Module Outlines: FA170 Wounds-Bleeding from Specific Sites.pdf FA174 DBS-Bandage Usage.pdf Annex E.3.2 Modules: eFA170 Wounds-Bleeding from Specific Sites.pptx Open fracture, slide 2; Nose, slide 3; Ear, slide 4; Face and scalp, slides 5 to 6; Mouth and tongue, slides 7 to 8; Neck, slide 9; Varicose veins, slide 10; Bite, slide 11; Dental, slide 12. eFA174 DBS-Bandage Usage Part A.pptx Head, slides 1 to 2; Shoulder/hip, slides 3 to 4; Chest/back, slides 5 to 6; Elbow/knee, slides 7 to 9. eFA174 DBS-Bandage Usage Part B.pptx Hand/foot, slides 1 to 2. eFA174 DBS-Bandage Usage Part	Correctly demonstrate appropriate bandages for covering wound dressings, including: - head; - shoulder; - hip; - chest/back; - hand/foot; - elbow/knee; - open fracture.	Correctly describe treatments for wounds at specific sites: - open fracture; - nose; - ear; - face and scalp; - mouth or tongue; - neck; - varicose vein ulcer; - bite; - dental. Correctly demonstrates specific wound covering bandages.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			C.pptx Open fracture, slides 2 to 3. Annex E.3.4 FA Skills Videos: Bandage an Impaled Object- Hand.mp4 Triangular Bandage for Chest.mp4 Triangular Bandage for Head.mp4 Triangular Bandage for Knee and Elbow.mp4 Triangular Bandage for Shoulder.mp4 Pressure Bandage for Hand.mp4 Reduce and Bandage an Open Fracture.mp4 Stirrup Bandages.mp4 Annex G.1 First Aid Manual: Ch12 Wounds, Dental, p12-6 Open fracture, p12-6 to 12-7 Nose, p12-7 Ear, p12-7 Face and scalp, p12-8 Mouth and tongue, p12-8 Neck, p12-8 to 12-9 Varicose veins, p12-9 Bite, p12-9 Ch 13 Dressings, Bandages and Slings, Bandage usage Head, p13-6; Shoulder/hip, p13-7; Chest/back, p13-8; Elbow/knee, p13-8 to 13-9; Hand/foot, p13-9; Open fracture, p13-14.			
(c)	Review and practice first aid for amputations, impaled objects and evisceration	The student will be able to: - demonstrate and explain specific treatment for impaled objects; - demonstrate and explain specific treatment for amputations; - demonstrate and explain the specific treatment for evisceration; - demonstrate and explain the specific treatments for chafing, friction blisters and splinter removal.	Annex E.3.1 Module Outlines: FA168 Wounds-Specific Treatment.pdf Annex E.3.2 Modules: eFA168 Wounds-Specific Treatment.pptx Impaled object, slide 2; Amputation, slides 3 to 4; Chafing, slide 5; Friction blisters, slide 6 to 7; Splinters, slides 8 to 9; Evisceration, slides 10 to 12. Annex E.3.4 FA Skills Videos: Bandage an Impaled Object- Hand.mp4 Annex E.5 Instructor Resources:	Correctly demonstrate treatment for impaled object (control bleeding, stabilize object using bulky dressings, monitor for shock, activate EMS and transport to medical aid). Correctly demonstrate treatment for patient with an amputation (control bleeding, monitor vital signs, treat for shock, splint if required, activate EMS). Correctly demonstrate treatment for amputated part (wrap in sterile dressing, seal in plastic bag, place in cold water, transport with patient, record date and time of amputation).	Correctly answer questions on treatment of patient with amputation and severed part. Correctly answer questions on treatment of impaled objects. Correctly answer questions on treatment of evisceration.	Practical skills assessment Student Quizbook Written exam questions Diagnostic evaluation



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Impaled Object Simulator.pdf Annex G.1 First Aid Manual: Ch 12 Wounds, Impaled object, p12-4; Amputation, p12-4; Chafing, p12-4; Friction blisters, p12-5; Splinters, p12-5 to 12-6; Evisceration, p12-9.			
(d)	Review and practice sling bandages	The student will be able to: - demonstrate small arm sling; - demonstrate large arm sling; - demonstrate body sling.;	Annex E.3.1 Module Outlines: FA175 DBS-Slings.pdf Annex E.3.2 Modules: eFA175 DBS-Slings.pptx Small arm sling, slides 1 to 3; Large arm sling, slides 4 to 6; Body sling, slides 7 to 9. Annex E.3.4 FA Skills Videos: Small arm sling.mp4 Large Arm Sling.mp4 Annex G.1 First Aid Manual: Ch 13 Dressing, Bandages and Slings, Small arm sling, p13-16 Large arm sling, p13-17 Body sling, p13-18 to 13-19.			
16	Immobilize fractures and dislocations					
(a)	Review and practice immobilizing fractures and dislocations of the upper body and extremities	The student will be able to: - demonstrate the application of splints, traction and supporting slings for upper extremity fractures; - demonstrate immobilizing upper body dislocations.	Annex E.3.1 Module Outlines: FA181 Immobilizing-Splints.pdf FA183 Immobilizing-Clavicles.pdf FA184 Immobilizing-Scapula.pdf FA185 Immobilizing-Shoulder Dislocation.pdf FA186 Immobilizing-Humerus.pdf FA187 Immobilizing-Lower Arm.pdf FA188 Immobilizing-Elbow.pdf FA189 Immobilizing-Finger.pdf Annex E.3.2 Modules: eFA181 Immobilizing-Splints.pptx eFA183 Immobilizing-Clavicles.pptx eFA184 Immobilizing-Scapula.pptx eFA185 Immobilizing-Shoulder Dislocation.pptx eFA186 Immobilizing-Humerus.pptx eFA187 Immobilizing-Lower Arm.pptx eFA188 Immobilizing-Elbow.pptx eFA189 Immobilizing-Finger.pptx	Correctly demonstrate immobilizing fractures and dislocations of the following using appropriate splints and slings: - clavicles; - scapula; - shoulder; - humerus; - lower arm; - elbow; - finger. Correctly demonstrate the use of traction for: - lower arm fracture.	Correctly answers questions on the specific splints for treatment of fractures and dislocations. Correctly answer questions on the use of traction in treating fractures. Correctly describe the use of alternate and improvised splints.	Practical skills assessment Student Quizbook Written exam questions



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Annex E.3.4 FA Skills Videos Large Arm Sling.mp4 Small Arm Sling.mp4 Traction-Lower Arm.mp4 Lower Arm Splint.mp4 Annex G.1 First Aid Manual: Ch13 Dressings, Bandages and Slings: Slings, Small arm sling, p13-16; Large arm sling, p13-17; Body sling, p13-18 to 13-19; Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries, Clavicle, p15-3; Scapula, p15-4; Shoulder dislocation, p15-4; Humerus, p15-5; Lower arm, p15-6; Elbow, p15-7; Finger, p15-8.			
(b)	Review and practice immobilizing fractures and dislocations of the lower extremities	The student will be able to: - demonstrate immobilizing pelvis/hip fractures and dislocations; - demonstrate the application of splints and traction for lower extremity fractures; - demonstrate immobilizing lower extremity dislocations.	Annex E.3.1 Module Outlines: FA174 BD&S-Bandage Usage.pdf FA190 Immobilizing-Pelvis and Hip.pdf FA192 Immobilizing-Femur.pdf FA193 Immobilizing-Patella.pdf FA194 Immobilizing-Lower Leg.pdf Annex E.3.2 Modules: e174 DB&S-Bandage Usage Part C, Stirrups.pptx, slides 4-6 eFA190 Immobilizing-Pelvis and Hip.pptx eFA192 Immobilizing-Femur.pptx eFA193 Immobilizing-Patella.pptx eFA194 Immobilizing-Lower Leg.pptx Annex E.3.4 FA Skills Videos: Stirrup Bandages.mp4 Pelvic Fracture Stabilization Bandage.mp4 Pelvic Fracture Stabilization Device.mp4 Femur Splint on Backboard.mp4 Lower Leg Splint.mp4 Annex E.5 Instructor Resources: Traction Simulator.pdf Annex G.1 First Aid Manual: Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries	Correctly demonstrate immobilizing fractures and dislocations of the following using appropriate splints and slings: - pelvis; - femur; - patella; - lower leg; - foot/ankle. Correctly demonstrate the use of traction for: - femur fracture; - lower leg fracture.	Correctly answers questions on the specific splints for treatment of fractures and dislocations. Correctly answer questions on the use of traction in treating fractures. Correctly describe the use of alternate and improvised splints.	Practical skills assessment Student Quizbook Written exam questions



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
			Pelvic girdle, p15-8 to 15-10; Hip, p15-10; Femur, p15-10 to 15-13; Patella, p15-13 to 15-14; Lower leg, p15-14 to 15-20.			
(c)	Review and practice stirrup bandages	The student will be able to: - demonstrate the application of traction using stirrup bandages.	Annex E.3.1 Module Outlines: FA174 BD&S-Bandage Usage.pdf Annex E.3.2 Modules: e174 DB&S-Bandage Usage Part C.pptx, Stirrups, slides 4-6 Annex E.3.4 FA Skills Videos: Stirrup Bandages.mp4 Annex E.5 Instructor Resources: Traction Simulator.pdf Annex G.1 First Aid Manual: Ch13 Dressings, Bandages and Slings: Stirrup bandage, p13-14 to 13-15; Modified stirrup, p13-15 to 13-16	Correctly demonstrate the use of stirrup and modified stirrup bandages for applying traction.		Practical skills assessment
(d)	Review and practice ski boot removal	The student will be able to: - demonstrate the removal of ski/snowboard boots.	Annex E.3.1 Module Outlines: FA195 Immobilizing-Removing Ski Boots.pdf Annex E.3.2 Modules: eFA195 Immobilizing-Removing Ski Boots.pptx Annex E.3.4 FA Skills Videos Ski Boot Removal.mp4 Annex G.1 First Aid Manual: Ch 15 Immobilizing Fractures, Dislocations and Soft Tissue Injuries Ski boot removal, p15-16.	Correctly demonstrate the removal of ski and snowboard boots.		Practical skills assessment
9	Spinal injuries					
(a)	Review and practice methods for applying C-spine control	The student will be able to: - demonstrate spinal motion restriction using a C-collar and alternatives.	Annex E.3.1 Module Outlines: FA157 SI-Apply Cervical Collar Annex E.3.2 Modules: eFA157 SI-Apply Cervical Collar Annex G.1 First Aid Manual: Ch 11 Spinal Injuries, Cervical Collar, p11-7 to 11-9.	Correctly demonstrate sizing and application of C-collar.	Correctly describe the sizing and application of a C-collar.	Practical skills assessment Student Quizbook Written exam questions
(b)	Review and practice the techniques for using a backboard, with patient tiedown	The student will be able to: - demonstrate the loading and securing of a patient onto a backboard or other spinal motion restriction device; - demonstrate and explain the	Annex E.3.1 Module Outlines: FA158 SI-Immobilize and Log-roll.pdf FA160 SI-Tie Down Procedure.pdf FA161 SI-Other Spinal Situations.pdf FA162 SI-Standing Takedown Procedure.pdf	Correctly demonstrate log-roll of patient onto a backboard or other device (e.g. vacuum mattress) with minimal movement. Correctly demonstrate straightening of a patient with spinal injury with	Correctly answer questions on how to immobilize a patient with spinal injury using a backboard.	Practical skills assessment Student Quizbook Written exam questions



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
		methods for straightening a patient with a spinal injury; - demonstrate treating a patient with spinal injury when found face down; - demonstrate treating a standing patient with a spinal injury.	Annex E.3.2 Modules: eFA158 SI-Immobilize and Log-roll.pptx eFA160 SI-Tie Down Procedure.pptx eFA161 SI-Other Spinal Situations.pptx eFA162 SI-Standing Takedown Procedure.pptx Annex E.3.4 FA Skills Videos: Backboard with Roll. Annex G.1 First Aid Manual: Ch 11 Spinal Injuries, p11-9 to 11-18.	minimal movement. Correctly demonstrate rolling of a patient with spinal injury found face down. Correctly demonstrate tie down of a patient onto a backboard or securing in another device (e.g. vacuum mattress). Correctly demonstrate standing takedown of a patient with spinal injury.		
(c)	Review and practice helmet removal	The student will be able to: - demonstrate helmet removal.	Annex E.3.1 Module Outlines: FA164 SI-Helmet Removal.pdf Annex E.3.2 Modules: eFA164 SI-Helmet Removal.pptx Annex E3 Videos: Helmet Removal.mp4 Annex G.1 First Aid Manual: Ch 11 Spinal Injuries, Helmet removal, p11-18 to 11-19.	Correctly demonstrate helmet removal.	Correctly answer questions on how to remove a helmet.	Practical skills assessment Student Quizbook Written exam questions
10	Rescue and transportation					
(a)	Review and practice patient carrying methods	The student will be able to: - effectively transport a patient using the human crutch technique; - effectively transport a patient using the drag carry technique - effectively transport a patient using the fore-and-aft carry technique; - effectively transport a patient using the two-handed seat technique; - effectively transport a patient using the three-handed seat technique; - effectively transport a patient using the four-handed seat technique; - effectively transport a patient using the chair carry technique - effectively use a stretcher to transport a patient.	Annex E.3.1 Module Outlines: FA238 Transport-Manually Transporting the Injured.pdf Annex E.3.2 Modules: eFA238 Transport-Manually Transporting the Injured.pptx Annex E.3.4 FA Skills Videos: Drag carry.mp4 Fore-and-aft carry.mp4 Two-handed seat carry.mp4 Three handed seat carry.mp4 Four-handed seat carry.mp4 Chair carry.mp4 Annex G.1 First Aid Manual: Ch 21 Transporting Patients: Human crutch, p21-2; Drag carry, p21-5 Fore-and-aft, p21-2; 2-handed seat, p21-2; 3-handed seat, p21-3; 4-handed seat, p21-2; chair carry, p21-4 Transporting a patient by stretcher, p21-7.	Correctly demonstrate transporting a patient using the human crutch technique. Correctly demonstrate transporting a patient using the drag carry technique. Correctly demonstrate transporting a patient using the fore-and-aft carry technique. Correctly demonstrate transporting a patient using the 2-handed seat technique. Correctly demonstrate transporting a patient using the 3-handed seat technique. Correctly demonstrate transporting a patient using the 4-handed seat technique. Correctly demonstrate transporting a patient using the chair carry technique. Correctly demonstrate loading, securing and transporting a patient by	Correctly describe one rescuer carry techniques for transporting patients. Correctly describe two rescuer carry techniques for transporting patients. Correctly describe loading, securing and transporting patients by stretcher.	Practical skills assessment Student Quizbook Written exam questions



Table C4. Advanced First Aid – Modified Course Competencies

Serial	Training Standard	Learning Objectives	Location in Materials	Skills Performance Criteria	Student Evaluation Criteria	Student Evaluation Method
				stretcher.		
11	Critical Incident Stress Management					
(a)	Recognize and describe the causes, signs and symptoms and the process of treatment for critical incident stress	The student will: - be able to recognize the cause, signs and symptoms of critical incident stress; - be aware of the importance and process of critical incident debriefing.	Annex E.3.1 Module Outlines: FA233 Misc – Critical Incident Stress.pdf Annex E.3.2 Modules: eFA233 Misc – Critical Incident Stress.pptx Annex G.1 First Aid Manual: Ch 19, Miscellaneous Treatments, Critical Incident Stress, p19-9 to 19-11.		Correctly define critical incident stress and how it relates to how patrollers function in their duties. Correctly describe some causes of critical incident stress. Correctly describe signs and symptoms of critical incident stress. Correctly describe the treatment process for critical incident stress and local arrangements for CIS debriefing.	Student Quizbook Written exam questions
12	Persons with Disabilities					
(a)	Perform a basic patient assessment of persons with disabilities	The student will: - understand how to assess an injured conscious or unconscious person with a visible disability.	Annex E.3.1 Module Outlines: FA241 Persons with disabilities.pdf Annex E.3.2 Modules: eFA241 Persons with disabilities.pptx Annex G.1 First Aid Manual: Ch 22, Persons with Disabilities, p22-1 to 22-3.	Through role play, correctly perform the basic patient assessment for a conscious disabled person, taking into account any adaptive equipment, subcutaneous lines and ostomy bags. Through role play, correctly perform the basic patient assessment for an unconscious disabled person, taking into account any adaptive equipment, subcutaneous lines and ostomy bags.	Correctly describe the basic patient assessment for a conscious disabled person. Correctly describe the basic patient assessment for an unconscious disabled person.	Practical skills assessment Student Quizbook Written exam questions
(b)	Provide treatment for persons with physical disabilities	The student will: - understand the patient's "new normal"; - ascertain the risk of autonomic dysreflexia (AD); - identify at least three major symptoms of AD; - learn early treatments to lessen the severity of AD.	Annex E.3.1 Module Outlines: FA241A Persons with disabilities Advanced.pdf Annex E.3.2 Modules: eFA241A Persons with disabilities Advanced.pptx eAFA241X Sit ski removal.pptx Annex G.1 First Aid Manual: Ch 22, Persons with Disabilities, Physical Disabilities, p22-4 to 22-13.	Through role play, correctly demonstrate patient assessment of a person with a physical disability, including determining whether a disability is due to a past injury or medical condition, or is new. Correctly demonstrate sit ski removal (if available).	Correctly describe and name seven physical disabilities. Correctly describe signs and symptoms of autonomic dysreflexia and why it is important to treat as a critical intervention.	Practical skills assessment Student Quizbook Written exam questions
(c)	Provide treatment for persons with intellectual disabilities	The student will: - learn how to approach a person with a suspected intellectual disability; - learn how to assess an intellectually disabled person; - identify at least three major concerns for which the rescuer needs to be aware; - learn how to ease the transition when transferring care to EMS or a designated caregiver.	Annex E.3.1 Module Outlines: FA241B Persons with intellectual disabilities Advanced.pdf Annex E.3.2 Modules: eFA241B Persons with intellectual disabilities Advanced.pptx Annex G.1 First Aid Manual: Ch 22, Persons with Disabilities, Intellectual Disabilities, p22-3 to 22-4.	Through role play, correctly demonstrate patient assessment of a person with an intellectual disability, including communication.	Correctly describe and name five intellectual disabilities.	Practical skills assessment Student Quizbook Written exam questions





Appendix D

CSP Instructor Certification Program





D INSTRUCTOR CERTIFICATION PROGRAM

This Appendix has the following Annexes which contain electronic copies of the documents which provide the material for the CSP's Instructor Certification Program:

D.1 Instructor Certification Manual

Instructor Certification Manual 2018.pdf

D.2 Assistant Instructor Course Outline and Modules

AI Course Outline.pdf

D.2.1 Module Outlines:

ICP101 Getting to Know You.pdf
ICP102 Intro to AI.pdf
ICP103 Teaching and Learning.pdf
ICP104 Learning Styles.pdf
ICP105 4Ds.pdf
ICP106 Audio Vusual.pdf
ICP107 Instructional Styles.pdf
ICP108 Lesson Planning.pdf
ICP109 Instructor Activities.pdf
ICP110 Communications.pdf
ICP111 Difficult Behaviours.pdf
ICP112 Constructive Feedback.pdf
ICP113 Instructor Resources.pdf
ICP114 Evaluation.pdf
ICP115 Student Presentations.pdf

D.2.2 Modules:

ICP102 Intro to AI.pptx
ICP103 Teaching and Learning.pptx
ICP104 Learning Styles.pptx
ICP105 4Ds.pptx
ICP106 Audio Vusual.pptx
ICP107 Instructional Styles.pptx
ICP108 Lesson Planning.pptx
ICP109 Instructor Activities.pptx
ICP110 Communications.pptx
ICP111 Difficult Behaviours.pptx
ICP112 Constructive Feedback.pptx



ICP113 Instructor Resources.pptx

ICP114 Evaluation.pptx

D.2.3 Student material:

Getting to Know You.pdf

Learning Styles Inventory.pdf

Lesson Plan Form 1.docx

Lesson Plan Form 2.docx

Lesson Plan Form 3.docx

D.3 Instructor Course Outline and Modules

Instructor Course Outline.pdf

eInstructor Course Outline.pdf

D.3.1 Module Outlines:

ICP200 Welcome.pdf

ICP201 Getting to Know You.pdf

eICP202 Introduction to Instructor.pdf

ICP203 Group Dynamics.pdf

eICP204 Learning Review.pdf

eICP205 Evaluation Review.pdf

ICP206 Demonstration of 4Ds.pdf

eICP207 Review of Instructor Activities.pdf

eICP208 Lesson Plans Review.pdf

eICP209 Time Management.pdf

ICP210 Group Dynamics.pdf

eICP211 Presentations.pdf

eICP212 Feedback.pdf

ICP213 Lectures.pdf

ICP214 Risk Management.pdf

eICP215 Course Preparation.pdf

eICP216 Coaching and Motivation.pdf

ICP217 Candidate Evaluation.pdf

ICP218 CISM.pdf

eICP219 Online Delivery System.pdf

D.3.2 Modules:

Note: Modules identified as “eICPxxx.pptx” are included as components of an online eLearning course but are also usable in a traditional classroom.



eICP202 Introduction to Instructor.pptx
eICP204 Learning Review.pptx
eICP205 Evaluation Review.pptx
eICP207 Review of Instructor Activities.pptx
eICP208 Lesson Plans Review.pptx
eICP209 Time Management.pptx
eICP211 Presentations.pptx
eICP212 Feedback.pptx
ICP214 Risk Management.pptx
eICP215 Course Preparation.pptx
eICP216 Coaching and Motivation.pptx
ICP218 CISM.pptx
eICP219 Online Delivery System.pptx

D.3.3 Student material:

Getting to Know You.pdf
Lesson Plan Form 2.docx
Lesson Plan Form 3.docx

D.4 Instructor Trainer Course Outline and Modules

IT Course Outline.pdf

D.4.1 Module Outlines:

ICP300 Welcome.pdf
ICP301 Getting to Know You.pdf
ICP302 Intro to IT.pdf
ICP303 Evaluation.pdf
ICP304 Review on Education.pdf
ICP305 ICP Administration.pdf
ICP306 IT Activities.pdf
ICP307 Coaching and Motivation Review.pdf
ICP308 Getting to Know Your Manuals.pdf
ICP309 CSP Administration Organization.pdf
ICP310 Course Preparation Review.pdf
ICP311 Direction on Education.pdf
ICP312 Mentoring.pdf

D.4.2 Modules:

ICP302 Intro to IT.pptx



ICP303 Evaluation.pptx
ICP305 ICP Administration.pptx
ICP306 IT Activities.pptx
ICP307 Coaching and Motivation Review.pptx
ICP308 Getting to know your CSP.pdf
ICP308 Getting to know your ICM.pdf
ICP309 Canada Map.pptx
ICP309 CSP National Management Team.pptx
ICP310 Course Preparation Review.pptx
ICP312 Mentoring.pptx

D.4.3 Student material:

Getting to Know You.pdf

D.5 ICP Certificates and Cards

Assistant Instructor Card.docx
Assistant Instructor Certificate.docx
Instructor Card.docx
Instructor Certificate.docx
Instructor Trainer Card.docx
Instructor Trainer Certificate.docx

D.6 Student Resources

Introduction to Instruction.pdf
Self-evaluation.pdf

D.7 Instructor Evaluation Forms

ICP Course Evaluation.pdf
Instructor Monitoring Directive.pdf
Instructor Monitoring expand.pdf
Instructor Monitoring.pdf
Instructor Observation.pdf
Peer Evaluation.pdf

D.8 Sample ICP Written Exam

ICP 2018 Instructor Quiz.docx



Appendix E

Advanced First Aid Course Content





E ADVANCED FIRST AID COURSE CONTENT

This Appendix has the following Annexes which contain electronic copies of the documents which provide the material for the CSP's Advanced First Aid and Advanced First Aid – Modified courses:

E.1 Advanced First Aid Course Outline

AFA 2017.pdf

eAFA 2018.pdf

E.2 Advanced First Aid - Modified Course Outline

AFA-M 2018.pdf

eAFA-M 2017.pdf

Intro Letter for Modified.pdf

E.3 AFA Course Modules

E.3.1 Module Outlines

AB001 Alberta OHS Legislation.pdf

AD101 Course Expectations.pdf

AD102 History and Organization.pdf

AD103 Mutual Respect.pdf

FA101 Intro to First Aid.pdf

FA103 Anatomy and Physiology.pdf

FA104 A and P-Musculoskeletal System.pdf

FA105 A and P-Respiratory System.pdf

FA106 A and P-Circulatory System.pdf

FA108 A and P-Nervous System.pdf

FA111 InfectiousDiseases.pdf

FA112 Patient Assessment Overview.pdf

FA113 PA-Scene Survey.pdf

FA114A PA-Primary Assessment Approach.pdf

FA114B PA-Primary Assessment ABCD.pdf

FA114C PA-Primary Assessment Evaluation.pdf

FA115 PA-Transportation Decision.pdf

FA116 PA-Vital Signs.pdf

FA117 PA Secondary Assessment.pdf

FA118 PA-Pain Management.pdf

FA119 PA-Documentation.pdf

FA120 PA-Triage.pdf



FA121 Oxygen.pdf
FA122 Oxygen-Hypoxia.pdf
FA123 Oxygen-Equipment.pdf
FA124 O-Handling and Admin.pdf
FA125 Oxygen-Complications.pdf
FA126 BLS-Introduction.pdf
FA127 BLS-Clearing the Airway.pdf
FA128 BLS-Artificial Respiration.pdf
FA130 BLS-Laryngectomy.pdf
FA133 BLS-CPR.pdf
FA136 BLS Choking.pdf
FA140 AED-Basic.pdf
FA141 AED-Intermediate.pdf
FA142 Chest Injuries-Basic.pdf
FA143 Chest Injuries-Closed.pdf
FA144 Chest Injuries-Intermediate.pdf
FA145 Chest Injuries-Open.pdf
FA146 Chest Injuries-Impaled Objects.pdf
FA147 Shock and Severe Bleeding.pdf
FA149 SandSB-External Bleeding.pdf
FA150 SandSB-Internal Bleeding.pdf
FA151 HI-External.pdf
FA152 HI-Internal Basic.pdf
FA153 HI-Internal Intermediate.pdf
FA154 Spinal Injuries.pdf
FA156 SI-Prevent further injury.pdf
FA157 SI-Apply Cervical Collar.pdf
FA158 SI-Immobilize and Log Roll.pdf
FA160 SI-Tie Down Procedure.pdf
FA161 SI-Other Spinal Situations.pdf
FA162 SI-Standing Takedown Spinal.pdf
FA164 SI-Helmet Removal.pdf
FA165 Wounds.pdf
FA166 Wounds-Hazards of Wounds.pdf
FA167 Wounds-General Treatment.pdf
FA168 Wounds-Specific Treatment.pdf
FA170 Wounds-Bleeding from Specific Sites.pdf
FA172 Dressings, Bandages and Slings-Intro.pdf
FA173 DBandS-Triangular Bandages.pdf



FA174 DBandS-Bandage Usage.pdf
FA175 DBandS-Slings.pdf
FA178 FD and STI-Fractures.pdf
FA179 D and STI-Dislocations.pdf
FA180 FD and STI-Soft Tissue Injuries.pdf
FA181 Immobilizing FD and STI-Splints.pdf
FA183 Immobilizing-Clavicle.pdf
FA184 Immobilizing-Scapula.pdf
FA185 Immobilizing-Shoulder Dislocation.pdf
FA186 Immobilizing-Humerus.pdf
FA187 Immobilizing-Lower Arm.pdf
FA188 Immobilizing-Elbow.pdf
FA189 Immobilizing-Finger.pdf
FA190 Immobilizing-Pelvic and Hip.pdf
FA192 Immobilizing-Femur Shaft.pdf
FA193 Immobilizing-Patella.pdf
FA194 Immobilizing-Lower Leg.pdf
FA195 Immobilizing-Remove Ski Boot.pdf
FA196 Medical Conditions.pdf
FA197 MC-Angina.pdf
FA198 MC-Anaphylaxis.pdf
FA199 MC-Asphyxia.pdf
FA200 MC-Asthma.pdf
FA201 MC-Diabetes.pdf
FA202 MC-Epilepsy.pdf
FA203 MC-Heart Attack.pdf
FA204 MC-Hyperventilation and Syncope.pdf
FA205 MC-Stroke.pdf
FA207 MC-Unresponsive and Lowered LOC-Basic.pdf
FA208 MC-Unresponsive and Lowered LOC-Inter.pdf
FA209 Env Injuries-Altitude Sickness.pdf
FA210 Env Injuries-Heat Cold Injuries.pdf
FA211 Env Injuries-Cold Exposure Injuries.pdf
FA212 Env Injuries-Localized Cold Injuries.pdf
FA213 Env Injuries-Heat Exposure Injuries.pdf
FA214 Env Injuries-WHMIS 2015.pdf
FA215 Env Injuries-Burns.pdf
FA216 Env Injuries-Chemical Burns.pdf
FA217 Env Injuries-Respiratory Complications.pdf



FA218 Env Injuries-Electrical Burns.pdf
FA219 Env Injuries-Electrical Injuries.pdf
FA220 Env Injuries-Sun and UV Light Exposure.pdf
FA221 PDMA-Poisoning Basic.pdf
FA222 PDMA-Poisoning Intermediate.pdf
FA223 PDMA-Insect Stings.pdf
FA224 PDMA-Drug Abuse.pdf
FA225 Misc-Eye Injuries.pdf
FA226 Misc-Other Eye Injuries.pdf
FA232 Misc-Childbirth.pdf
FA233 Misc-Critical Incident Stress.pdf
FA234 Pediatric First Aid.pdf
FA235 Peds-Communication With Child.pdf
FA236 Peds-Effective Pediatric Examination.pdf
FA237 Transport the Injured.pdf
FA238 Transport-Manually Transport.pdf
FA239 Transport By Toboggan.pdf
FA240 Transport By Stretcher.pdf
FA241 Persons with disabilities.pdf
FA241A Persons with disabilities Advanced.pdf
FA241B Persons with intellectual disabilities Advanced.pdf
FAX501 KED.pdf
FAX502 Easy Lift 6 person spinal.pdf
FAX503 Repetitive Strain Injuries.pdf
FAX504 Sager splint.pdf
OS107.0 Incident Management.pdf

E.3.2 Modules

Note: Modules identified as “eFAXxx.pptx” are included as components of an eLearning course but are also usable in a traditional classroom. These modules have animation and narration, which can be turned off using PowerPoint controls if required.

AB001 Alberta OHS Legislation.pptx
eAD101 Course Expectations.pptx
eAD102A History and Organization.pptx
eAD102B Code of Conduct.pptx
eAD103 Mutual Respect.pptx
eFA101 Intro to First Aid.pptx
eFA103 Anatomy and Physiology.pptx



eFA104 A and P-Musculoskeletal System.pptx
eFA105 A and P-Respiratory System.pptx
eFA106 A and P-Circulatory System.pptx
eFA108 A and P-Nervous System.pptx
eFA111 InfectiousDiseases.pptx
eFA112 Patient Assessment Overview.pptx
eFA113 PA-Scene Survey.pptx
eFA114A PA-Primary Assessment Approach.pptx
eFA114B PA-Primary Assessment ABCD.pptx
eFA114C PA-Primary Assessment Evaluation.pptx
eFA115 PA-Transportation Decision.pptx
eFA116 PA-Vital Signs.pptx
eFA117 PA Secondary Assessment.pptx
eFA118 PA-Pain Management.pptx
eFA119 PA-Documentation.pptx
eFA120 PA-Triage.pptx
eFA121 Oxygen.pptx
eFA122 Oxygen-Hypoxia.pptx
eFA123 Oxygen-Equipment.pptx
eFA124 O-Handling and Admin.pptx
eFA125 Oxygen-Complications.pptx
FA126 BLS-Introduction.pptx
FA127 BLS-Clearing the Airway.pptx
FA128 BLS-Artificial Respiration.pptx
FA130 BLS-Laryngectomy.pptx
FA133 BLS-CPR.pptx
FA136 BLS Choking.pptx
FA140 AED-Basic.pptx
FA141 AED-Intermediate.pptx
eFA142 Chest Injuries-Basic.pptx
eFA143 Chest Injuries-Closed.pptx
eFA144 Chest Injuries-Intermediate/pdf
eFA145 Chest Injuries-Open.pptx
eFA146 Chest Injuries-Impaled Objects.pptx
eFA147 Shock and Severe Bleeding.pptx
eFA149 SandSB-External Bleeding.pptx
eFA150 SandSB-Internal Bleeding.pptx
eFA151 HI-External.pptx
eFA152 HI-Internal Basic.pptx



eFA153 HI-Internal Intermediate.pptx
eFA154 Spinal Injuries.pptx
eFA156 SI-Prevent further injury.pptx
eFA157 SI-Apply Cervical Collar.pptx
eFA158 SI-Immobilize and Log Roll.pptx
eFA160 SI-Tie Down Procedure.pptx
eFA161 SI-Other Spinal Situations.pptx
eFA162 SI-Standing Takedown Spinal.pptx
eFA164 SI-Helmet Removal.pptx
eFA165 Wounds.pptx
eFA166 Wounds-Hazards of Wounds.pptx
eFA167 Wounds-General Treatment.pptx
eFA168 Wounds-Specific Treatment.pptx
eFA170 Wounds-Bleeding from Specific Sites.pptx
eFA172 Dressings, Bandages and Slings-Intro.pptx
eFA173 DBandS-Triangular Bandages.pptx
eFA174 DBandS-Bandage Usage Part A.pptx
eFA174 DBandS-Bandage Usage Part B.pptx
eFA174 DBandS-Bandage Usage Part C.pptx
eFA175 DBandS-Slings.pptx
eFA178 FD and STI-Fractures.pptx
eFA179 D and STI-Dislocations.pptx
eFA180 FD and STI-Soft Tissue Injuries.pptx
eFA181 Immobilizing FD and STI-Splints.pptx
eFA183 Immobilizing-Clavicle.pptx
eFA184 Immobilizing-Scapula.pptx
eFA185 Immobilizing-Shoulder Dislocation.pptx
eFA186 Immobilizing-Humerus.pptx
eFA187 Immobilizing-Lower Arm.pptx
eFA188 Immobilizing-Elbow.pptx
eFA189 Immobilizing-Finger.pptx
eFA190 Immobilizing-Pelvic and Hip.pptx
eFA192 Immobilizing-Femur Shaft.pptx
eFA193 Immobilizing-Patella.pptx
eFA194 Immobilizing-Lower Leg.pptx
eFA195 Immobilizing-Remove Ski Boot.pptx
eFA196 Medical Conditions.pptx
eFA197 MC-Angina.pptx
eFA198 MC-Anaphylaxis.pptx



eFA199 MC-Asphyxia.pptx
eFA200 MC-Asthma.pptx
eFA201 MC-Diabetes.pptx
eFA202 MC-Epilepsy.pptx
eFA203 MC-Heart Attack.pptx
eFA204 MC-Hyperventilation and Syncope.pptx
eFA205 MC-Stroke.pptx
eFA207 MC-Unresp and Low LOC-Basic.pptx
eFA208 MC-Unresp and Low LOC-Inter.pptx
eFA209 Env Injuries-Altitude Sickness.pptx
eFA210 Env Injuries-Heat Cold Injuries.pptx
eFA211 Env Injuries-Cold Exposure Injuries.pptx
eFA212 Env Injuries-Localized Cold Injuries.pptx
eFA213 Env Injuries-Heat Exposure Injuries.pptx
eFA214 Env Injuries-WHMIS 2015.pptx
eFA215 Env Injuries-Burns.pptx
eFA216 Env Injuries-Chemical Burns.pptx
eFA217 Env Injuries-Respiratory Complications.pptx
eFA218 Env Injuries-Electrical Burns.pptx
eFA219 Env Injuries-Electrical Injuries.pptx
eFA220 Env Injuries-Sun and UV Light Exposure.pptx
eFA221 PDMA-Poisoning Basic.pptx
eFA222 PDMA-Poisoning Intermediate.pptx
eFA223 PDMA-Insect Stings.pptx
eFA224 PDMA-Drug Abuse.pptx
eFA225 Misc-Eye Injuries.pptx
eFA226 Misc-Other Eye Injuries.pptx
eFA232 Misc-Childbirth.pptx
eFA233 Misc-Critical Incident Stress.pptx
eFA234 Pediatric First Aid.pptx
eFA235 Peds-Communication With Child.pptx
eFA236 Peds-Effective Pediatric Examination.pptx
eFA237 Transport the Injured.pptx
eFA238 Transport-Manually Transport.pptx
eFA239 Transport By Toboggan.pptx
eFA240 Transport By Stretcher.pptx
eFA241 Persons with disabilities.pptx
eFA241A Persons with disabilities Advanced.pptx
eFA241B Persons with intellectual disabilities Advanced.pptx



eFAX501 KED.pptx
FAX502 Easy Lift 6 person spinal.pptx
FAX503 Repetitive Strain Injuries.pptx
FAX504 Sager splint.pptx
OS107.0 Incident Management.pptx

E.3.3 CPR and AED Videos

Note: the CPR and AED videos are also available in .avi format and with French narration

CPR_AED_Skills_Video_Instructor_Notes.pdf
Adult_CPR_1_rescuer.mp4
Adult_CPR_2_rescuer.mp4
Infant_CPR-en.mp4
Bag_Valve_Mask-en.mp4
Infant_BVM-en.mp4
Oropharyngeal_airways-en.mp4
AED-en.mp4

E.3.4 First Aid Skills Videos

Donning and Removing Surgical Gloves.mp4
Backboard with Roll.mp4
Helmet Removal.mp4
Bandage an Impaled Object-Hand.mp4
Folding a Cravat and a Broad Bandage.mp4
Folding a Cravat Bandage.mp4
Folding a Donut Bandage.mp4
Tying a Reef Knot.mp4
Triangular Bandage for the Chest.mp4
Triangular Bandage for the Head.mp4
Triangular Bandage for the Knee and Elbow.mp4
Triangular Bandage for the Shoulder.mp4
Pressure Bandage for the Hand.mp4
Reduce and Bandage an Open Fracture.mp4
Stirrup Bandages.mp4
Large Arm Sling.mp4
Small Arm Sling.mp4
Lower Arm Splint.mp4
Traction – Lower Arm.mp4
Pelvic Fracture Stabilization Bandages.mp4



Pelvic Fracture Stabilization Device.mp4
Femur Splint on a Backboard.mp4
Bent Knee Splint.mp4
Lower Leg Splint.mp4
Ski Boot Removal.mp4
Chair Carry.mp4
Drag Carry.mp4
Fore-and-Aft Carry.mp4
Four-handed Seat.mp4
Three-handed Seat.mp4
Two-handed Seat.mp4

E.4 AFA Recertification Course Outline and Modules

AFA Recertification 2018.pdf
AFA recert group module 2018.pdf
Recertification 2018.pptx

E.5 Instructor Resources

AFA Practical Scenarios.pdf
Casualty Simulation Guide.pdf
Chest Simulator.pdf
Impaled Object Simulator.pdf
Traction Simulator.pdf

E.6 Student Resources

CSP eLearning Student Guide.pdf
Patient Assessment.pdf
The Canadian C-Spine Rule.pdf
How to use EpiPen Auto Injector.pdf

E.7 Course Evaluation Forms

AFA Course Evaluation.pdf





Appendix F

Student Evaluation Samples





F STUDENT EVALUATION SAMPLES

This Appendix has the following Annexes which contain copies of sample AFA course evaluations, which change on a yearly basis. Evaluations are available in both English and French, with the same questions and scenarios; only the English version is included in this submission. The same evaluations are provided for the AFA new patroller course, the AFA-M course and the AFA re-certification course.

F.1 Written Evaluation

Note: the example provided reflects the previous national minimum standard of 75% which has been changed to 80% as of 2018 (see Appendix G, Annex G4 Training Managers Guide 2018, page 16); the Mountain Division pass mark has been 80% for a number of years and was marked accordingly.

Written-Exam-Review-2017.pdf

Written-Exam-SMF-2017.pdf

Written-Exam-Solutions-2017.pdf

F.2 CPR/AED Written Evaluation

Written-CPR-and-AED-2017.pdf

Written-CPR-and-AED-Solutions-2017.pdf

F.3 Diagnostic Evaluation

Note: a candidate is only evaluated on one scenario, unless a re-evaluation is required.

Note: the examples provided reflect the previous national minimum standard of 75% which has been changed to 80% as of 2018 (see Appendix G, Annex G4 Training Managers Guide 2018, page 17); the Mountain Division pass mark has been 80% for a number of years and was marked accordingly.

Diagnostic-Info-2017-en.pdf

Diagnostic-2017-1-en.pdf

Diagnostic-2017-2-en.pdf

Diagnostic-2017-3-en.pdf

Diagnostic-2017-4-en.pdf

Diagnostic-2017-5-en.pdf

F.4 Advanced First Aid Training Record

AFA Training Record – instructions 2018.pdf

Training Record AFA 2018.pdf

F.5 Student Quiz Book

AFA Quiz Book 2017.pdf



F.6 Alberta Occupational Health and Safety Quiz

Alberta OHS Quiz with Answers.pdf



Appendix G

Canadian Ski Patrol Manuals and Guides





G CANADIAN SKI PATROL MANUALS, POLICIES AND GUIDES

This Appendix has the following Annexes which contain electronic copies of the CSP manuals, policies and guides.

G.1 First Aid Manual

First Aid_2018_en.pdf

First Aid Manual Cover.pdf

G.2 Administration Manual

Admin-2017-en.pdf

G.3 Operations Manual

OS-2017-en.pdf

G.4 Training Managers Guide

Training Managers Guide 2018.pdf

G.5 Mutual Respect Policy

Mutual Respect Policy.pdf

(Note: the provided document is the final English draft of the 2018 Mutual Respect Policy document and is awaiting CSP Management Board approval and French translation at the time of QMP submission)





Appendix H

**Medical Advisory Committee &
Pre-Hospital Care Advisory Committee**





H MEDICAL ADVISORY COMMITTEE

This Appendix has the following Annexes which contain copies of the MAC and PCAC terms of reference and current members.

H.1 Medical Advisory Committee

MAC Terms of Reference.pdf

H.2 Pre-Hospital Care Advisory Committee

PCAC Terms of Reference.pdf

H.3 MAC and PCAC Members

MAC and PCAC Members 2018.pdf

H.4 Medical Advisors Approval

CSP Review Letter 22Apr2018.pdf





Appendix I

Insurance





I INSURANCE

This Appendix has the following Annexes which contain copies of the relevant CSP insurance information.

I.1 Workers Compensation Board

WCB CSP Policy Letter.pdf

I.2 General Liability Insurance

Director of Medical Services - Alberta Labour_Proof 2017-2018.pdf

I.3 Special Events Insurance Request

Sample of a Request for a Certificate of Insurance.pdf

Ski_Patrol_Request_for_Certificate_of_Insurance.pdf

