

# INTRODUCTION TO SKI PATROLLING

(Patroller 101)

A Multi-discipline Course



1999 Edition

National Ski Patrol  
133 S. Van Gordon, Suite 100  
Lakewood, Colorado 80228  
303-988-1111  
Fax: 303-988-3005 or 800-222-5754  
E-mail: [nsp@nsp.org](mailto:nsp@nsp.org) or [education@nsp.org](mailto:education@nsp.org)

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**INTRODUCTION TO SKI PATROLLING**  
**An optional, multi-discipline National Ski Patrol education course**

**INTRODUCTION**

At its June 1999 Annual Meeting, the NSP Board of Directors approved *Introduction to Ski Patrolling* (also known as Patroller 101) as an *optional* course that can be offered by any ski area or NSP registration unit. This is *not* a required NSP education course for candidates but may serve as recognition of the completion of candidate training. This course was developed in response to needs identified by NSP members and the ski industry. The National Ski Patrol (NSP) developed a core curriculum that was piloted in 1998-1999 and has been approved as another education tool under NSP's umbrella of national education courses.

Ski areas and/or NSP registration units could use this training curriculum to provide instruction in the fundamental skills needed to perform entry level patrolling duties. Presented as a modular approach, this course should be supplemented by area-specific training in policy, procedure, practice, and equipment. Any additional training is not covered by the NSP's insurance umbrella.

The intent of this educational course is to provide performance objectives for training in fundamental skills that could be adapted to and adopted by individual ski area operations.

**Completion of this course does not imply or constitute  
employment or membership on any ski patrol.**

**COURSE SYNOPSIS**

This *Introduction to Ski Patrolling* course identifies seven modules that need to be completed during the initial patroller-training period. It is recognized that this may not be a complete set of modules for some ski areas of the country. The objectives were developed to include minimum training objectives. Resort management may require additional aspects of training, and/or skill levels based on local needs. The training objectives can be implemented at any ski area in the country, regardless of terrain or location.

Module 1	Risk Management
Module 2	Adapting to the Outdoor Environment
Module 3	Toboggan Handling
Module 4	Scene Management/Incident Command System
Module 5	Rope and Belay Skills
Module 6	The National Ski Patrol, Ski Area Management, and the Role of the Volunteer Patroller
Module 7	Guest Service

## **RECORDKEEPING**

Instructor of record—any NSP instructor (any discipline) may serve as the instructor of record. A multi-discipline team of instructors may work with the students to accomplish the various module objectives.

Course registration—must be done in advance of the course with the national office. Use the standard Course Registration Form available with this packet, in every NSP instructor manual, or on the NSP home page: [www.nsp.org](http://www.nsp.org). Courses may be registered by calling the Member Information and Services Team (MIST) or by faxing or emailing the information to MIST at the national office.

Courses not registered with the national office are not recognized as sanctioned NSP courses.

Course accountability—a course roster should be available upon request from the instructor of record. Each student should have a training checklist kept by the instructor of record and/or at the local patrol unit to keep track of completed objectives.

Course completion—When all module objectives have been accomplished, the instructor of record is responsible for submitting a Course Completion Record to the national office. When a student has completed all module objectives, the instructor of record may issue a Certificate of Achievement and course completion status will be recorded in the NSP membership data information.

Fees—National—none; division—varies; section, region, patrol—varies

Credential—NSP Certificate of Achievement

## **QUALITY MANAGEMENT**

Introduction to Ski Patrolling is an area-specific course that should be managed and monitored by the patrol director or NSP patrol representative to ensure the outcomes desired by area management.

## PREREQUISITES

*The persons responsible for validation of skill level need to be oriented to the course and the standards set by the ski area management. The talent pool for this job could include NSP toboggan instructors, PSIA instructors, race coaches, and local ski instructors.*

- Verification of skiing/snowboarding skill following area management objectives and requirements.
  - Demonstration of the ability to move forward and backward on flat terrain.
  - Demonstration of ascent techniques.
  - Demonstration of the ability to ski/board in a comfortable stance.
  - Demonstration of ability to control direction by skiing/boarding in a straight line and turning in both directions on demand as if avoiding unexpected obstacles. Demonstrate the ability to control speed by skiing/boarding at consistent speed, slowing down, accelerating, and stopping on demand as if avoiding obstacles.
  - Demonstration of the ability to anticipate and recognize changing snow, terrain, and traffic conditions applying applicable skiing/boarding tactics prior to compromising overall control and safety.
- Demonstration of an understanding of “Your Responsibility Code.”

*Ski area management could apply the above performance objectives to terrain and snow conditions as determined appropriate to suit their specific needs. In addition, ski area management may chose to associate a Professional Ski Instructors of America (PSIA)-defined ski level with their terrain specification. Doing so could more clearly communicate performance expectations to prospective candidates and aid in the validation of skills.*

- Acceptance by patrol, local registration unit, area management, or designee for candidate training
- Current membership in the NSP
- At least 15 years of age

## REFERENCES

### *NSP Winter Catalog items:*

*The Ski Patroller's Manual (#501)*  
*NSP Policies and Procedures (#528)*  
*Outdoor Emergency Care (#551)*  
*OEC Instructor's Manual (#550)*  
*Mountain Travel and Rescue (#509)*  
*Mountaineering Instructor's Manual (#577)*  
*Alpine Ski and Toboggan Training Manual (#503)*  
*Nordic Training Manual (#516)*  
*Avalanche Rescue Fundamentals (#520)*  
*Avalanche Instructor's Manual (#519)*  
*The Lift Evacuation Manual (#505)*

### PSIA materials

*PSIA Alpine Manual (#576)*  
*American Teaching System: Alpine Skiing, Vol. 1(#570)*  
*American Teaching System: Alpine Skiing, Vol. 2 (#571)*  
*ATS Alpine Reference Set (#573)*  
*PISA Alpine References (#578)*  
*PSIA Alpine Handbook (#575)*  
*AASI Snowboard Manual (#580)*  
*AASI Snowboard Video (#581)*  
*PSIA ATS Snowboard Handbook (#562)*  
*AASI Basic Snowboard Set (#587)*  
*American Teaching System: Nordic Skiing (#563)*  
*ATS Nordic Handbook (#564)*

### Risk Management and Safety in NSP Education Courses

*Ski Patrol Magazine*  
Patrol Officer Bulletins (POBs)  
NSP Lending Library  
Area specific manuals  
NSAA National Safety Initiative 2000  
NSAA Catalog  
Your Responsibility Code  
*High Angle Rescue*, Hudson and Vines  
*Rope Rescue Manual*, James A. Frank & Jerrold B. Smith

## LESSON GUIDES

Module 1	Risk Management
Module 2	Adapting to the Outdoor Environment
Module 3	Toboggan Handling
Module 4	Scene Management/Incident Command System
Module 5	Rope and Belay Skills
Module 6	The National Ski Patrol, Ski Area Management, and the Role of the Volunteer Patroller
Module 7	Guest Service

Lesson guides, while not lesson plans, provide the essential objectives and topical outline necessary for instructors to plan lessons. Each lesson guide is a template—a consistent pattern for instructor planning. Often a lesson guide can be divided into several six pack lessons. This also provides the instructor the flexibility to rearrange the essential content to fit teaching styles, the teaching environment, and the needs of the students.

Lesson guides require additional instructor preparation to become teachable lesson plans. The planning and teaching of a lesson plan ties in all the curriculum strands of effective instruction detailed in *Training Patrollers Effectively*. This process encourages instructor creativity and requires decisions that best fit the needs of the learners, the environment, and the instructor's teaching style.

## Module 1—Lesson Guide

### RISK MANAGEMENT

#### CONCLUDING OBJECTIVES

The learner will:

- Demonstrate knowledge of personal risk management techniques and information that assists the individual in assessing the risk, hazard, and acceptability of the activities associated with skiing and being a ski patroller (described in the following six modules)

Note: Please incorporate this objective with each module (2-7).

#### INSTRUCTOR REFERENCES

*The Ski Patroller's Manual*, 14<sup>th</sup> edition (Chapter 6)

*NSP Policies and Procedures*, current edition

Risk Management and Safety in NSP Education Courses (see appendix)

POB #99-13, POB #99-19, POB #99-20 (see appendix)

*Ski Patrol Magazine* articles, "Personal Risk Management for the Volunteer," Spring 1992; "Legal, Insurance Considerations," Spring/Summer 1999 (see appendix)

*Outdoor Emergency Care*, third edition 1998 (Chapter 4, Appendix A, Appendix E, Appendix F)

Area management: legal counsel; insurance provider, risk manager; operations manager

Local operations and risk management manual(s)

Your Responsibility Code

#### SUGGESTED MATERIALS AND EQUIPMENT

Local operational policies and procedures

Local incident and other reporting forms

Local body substance isolation training material (OSHA)

#### ESSENTIAL CONTENT

- I. Inherent risk
  - A. Skiing
  - B. Ski patrolling
  
- II. Area/Resort responsibilities
  - A. Operations
  - B. Qualifications, screening, selection, and training
  - C. Area requirements
    1. Training and skill maintenance
    2. Duty requirements
    3. Benefits/privileges
  - D. Legal or regulatory affairs
  - E. Area guests
  
- III. NSP responsibilities
  - A. Education and training
  - B. National membership
  - C. Course credentials

- D. Standardized education courses
- IV. Personal risk management
- A. Personal
    - 1. Assessing training challenges (risks)
      - a) Slope choices
      - b) Snow conditions
      - c) Weather conditions
      - d) Task/objective choices
    - 2. Transport of injured
    - 3. Body substance isolation and other hazardous materials
    - 4. Patrol responsibility challenges
    - 5. Avalanche control challenges
  - B. Insurance issues
    - 1. NSP insurance program
      - a) Includes general liability policy for education course content
      - b) Excludes on-the-hill patrol operations coverage
    - 2. Area/resort insurance program
      - a) Liability
      - b) Workers compensation (some states)
    - 3. Personal
      - a) Medical
      - b) Accident/injury
      - c) Homeowners

## SUGGESTED INSTRUCTIONAL ACTIVITIES

### Activities for Problem Solving, Summary, Evaluations

<p><b>INFORMATION</b> Content Skills</p>	<p>Discuss personal risk management issues. Identify potential injury, damage, and loss possibilities as they relate to the patrolling environment.</p> <p>Discuss ways to minimize risk before and during training and patrolling activities.</p> <p>Discuss insurance availability—ski area, workers compensation, and personal.</p> <p>Explain post-loss procedures at the local level.</p>
<p><b>COMPREHENSION</b> Understanding concepts and principals</p>	<p>Discuss local protocols and roles for patrollers and area management.</p> <p>Design scenarios for student discussion.</p>
<p><b>APPLICATION</b> Select the appropriate skills for a new situation</p>	<p>Design scenarios for student participation that require integration of the objectives.</p>

Activity:  
Lesson:  
Learning Level:  
Instructional Strategy:  
Procedure:

**Orientation**  
Risk Management  
Information  
Lecture  
Before *any* training, students attend an orientation meeting. Material covered should include lesson objectives.

Activity:  
Lesson:  
Learning Level:  
Instructional Strategy:  
Procedure:

**Meet Your Region, Division Legal Advisor, or Ski Area's Legal Counsel or Insurance Provider**  
Risk Management  
Comprehension  
Questioning  
Students prepare questions they have about the lesson's objectives. Questions are used to facilitate a question/answer session with the region or division legal advisor.

Activity: **Risk Management Role Play**  
Lesson: Risk Management  
Learning Level: Application  
Instructional Strategy: Role play  
Procedure: Given situations in which a variety of risks would be present, students play the roles of patrollers, guest, management, etc.

Activity: **Body Substance Isolation Training**  
Lesson: Risk Management  
Learning Level: Information and Application  
Instructional Strategy: Lecture/Demonstration  
Procedure: Using local procedures and OSHA standards, conduct a class in effective management of body substance isolation.

Activity: **Report Form Critique**  
Lesson: Risk Management  
Learning Level: Application  
Instructional Strategy: Group activity  
Procedure: Teams or individuals complete local report forms for a given situation. Review the forms and critique.

Activity: **Risk Management Form**  
Lesson: All modules  
Learning Level: Comprehension  
Instructional Strategy: Written form  
Procedure: Students complete the Risk Management Form before participating in each training activity in each module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed.  
**(Copy form in Module 1, page 10)**

**RISK MANAGEMENT FORM**

**(To be completed before Modules 2-7 and critiqued following each training activity)**

Activity \_\_\_\_\_

Identify Potential Risks \_\_\_\_\_

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Analyze Techniques to Minimize the Risks \_\_\_\_\_

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During Critique: How were the risks managed? \_\_\_\_\_

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Additional Comments or Feedback

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## **Module 2 – Lesson Guide**

### **ADAPTING TO THE OUTDOOR ENVIRONMENT**

#### **CONCLUDING OBJECTIVES**

The learner will:

- List, describe, and give examples of how the body produces heat (*Mountain Travel and Rescue*, Chapter 1; *Outdoor Emergency Care*, Chapter 1)
- List, describe, and give examples of how the body loses heat (*Mountain Travel and Rescue*, Chapter 1; *Outdoor Emergency Care*, Chapter 1)
- Explain the consequences of heat imbalance (*Mountain Travel and Rescue*, Chapter 1; *Outdoor Emergency Care*, Chapter 1)
- Recognize personal requirements for temperature control (*Mountain Travel and Rescue*, Chapter 1; *Outdoor Emergency Care*, Chapter 1)
- Compare and contrast commonly used materials for various layers of clothing (*Mountain Travel and Rescue*, Chapter 4; *Outdoor Emergency Care*, Chapter 1)
- Explain the differences in clothing construction and features (*Mountain Travel and Rescue*, Chapter 4; *Outdoor Emergency Care*, Chapter 1)
- Explain the purpose and techniques of layering, venting, and other dressing strategies (*Mountain Travel and Rescue*, Chapter 4)
- Describe proper dress for a variety of field conditions and climatic regions (*Mountain Travel and Rescue*, Chapter 4)
- Demonstrate how to dress appropriately and stay reasonably comfortable during outdoor exercises (*Mountain Travel and Rescue*, Chapter 4; *Outdoor Emergency Care*, Chapter 1)
- Explain the basics of proper footwear and foot care (*Mountain Travel and Rescue*, Chapter 4)

Other content from *Mountain Travel and Rescue* may be used based on area needs.

#### **INSTRUCTOR REFERENCES**

*Mountain Travel and Rescue* (chapters 1 and 4)  
*Outdoor Emergency Care* (chapter 1)  
*OEC Study Book* (chapter 1)

#### **SUGGESTED MATERIALS AND EQUIPMENT**

A variety of outdoor clothing and footwear

## ESSENTIAL CONTENT

(Please refer to the appropriate instructor manuals for comprehensive information)

- I. Heat gain
  - A. Metabolism
  - B. Muscular activity
  - C. External heat sources
  
- II. Heat loss
  - A. Conduction
  - B. Convection
    - 1. Windchill factor
  - C. Evaporation
  - D. Radiation
  - E. Respiration
  
- III. Control of body temperature
  - A. Heat balance
    - 1. Hypothermia
    - 2. Hyperthermia
  - B. Body activity levels
  
- IV. Personal requirements
  - A. Health
  - B. Level of fitness
  - C. Attitude
  - D. Basic metabolic rate
  
- V. Clothing materials
  - A. Fibers and fabrics
  - B. Construction features
  - C. Fit
  - D. Color and fashion
  - E. Cost
  
- VI. Dressing strategies
  - A. Layering
    - 1. Wicking layer
    - 2. Insulation layer
    - 3. Weather and protective layer
    - 4. Vapor barrier layer
  - B. Venting
    - 1. Explain need
    - 2. How to vent
  
- VII. Special clothing needs
  - A. The head
  - B. The eyes
  - C. The hands
  - D. The torso
  - E. The legs

- F. The feet
  - 1. Foot care
- VIII. Other considerations
  - A. Activity
  - B. Season
  - C. Climate

**SUGGESTED INSTRUCTIONAL ACTIVITIES**

**Activities for Problem Solving, Summary, Evaluations**

<p><b>INFORMATION</b> Content Skills</p>	<p>Review chapter 1 study questions (OEC Study Book).</p>
<p><b>COMPREHENSION</b> Understanding concepts and principals</p>	<p>Discuss the outdoor environment as it relates to patrolling.  Design scenarios for student discussion.</p>
<p><b>APPLICATION</b> Select the appropriate skills for a new situation</p>	<p>Design scenarios for student participation that require integration of the objectives</p>

Activity: **Risk Management Form**  
 Lesson: All modules  
 Learning Level: Comprehension  
 Instructional Strategy: Written form  
 Procedure: Students complete the Risk Management Form before participating in each training activity in this module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed.  
**(Copy form in Module 1, page 10)**

Activity: **Outdoor Fashion Show**  
 Lesson: Adapting to the Outdoor Environment  
 Learning Level: Comprehension  
 Instructional Strategy: Demonstration  
 Procedure: Students “model” a variety of outdoor clothing and footwear. Each model” should give a narration describing features, materials, construction, layering, venting, dressing strategies, and conditions under which the clothing or footwear would be worn.

Activity: **Dressing for the Outdoors Role Play**  
Lesson: Adapting to the Outdoor Environment  
Learning Level: Application  
Instructional Strategy: Role play  
Procedure: Students role play a current patroller and a guest or employee who is not dressed appropriately for the conditions. Techniques for approaching and educating the guest or employee should be covered.

Activity: **Dress Appropriately**  
Lesson: Adapting to the Outdoor Environment  
Learning Level: Application  
Instructional Strategy: Game/Participation  
Procedure: A variety of outdoor clothing and footwear is put into a pile on the floor. Given a field condition and/or climactic region, students or teams locate the appropriate clothing and/or footwear and put it on. The first team to “dress appropriately” wins a point.

Activity: **Personal Requirements**  
Lesson: Adapting to the Outdoor Environment  
Learning Level: Application  
Instructional Strategy: Problem solving  
Procedure: Prior to planned outdoor activities, describe activity and ask students to use their knowledge from this module as a tool for preparing for the activity.

Activity: **Environmental Scattergories**  
Lesson: Adapting to the Outdoor Environment  
Learning Level: Information  
Instructional Strategy: Game  
Procedure: Divide students into teams. Choose one of the following categories:

- how the body produces heat
- how the body loses heat
- consequences of heat imbalance

Students have a predetermined time to list as many examples as they can. At the end of the given time, incorrect and repeated answers from each team are crossed off. The team with the most answers wins a point and another category is given.

Activity: **Second Sit Down**  
Lesson: Adapting to the Outdoor Environment  
Learning Level: Information  
Instructional Strategy: Game/Participation  
Procedure: Choose one of the following categories:

- how the body produces heat
- how the body loses heat
- consequences of heat imbalance

Have all the students stand up. Students take turns giving a correct example. If the student gives an incorrect example or is unable to give an example in 5 seconds, the student must sit down. The student, who is left standing, wins.

Activity:

Lesson:

Learning Level:

Instructional Strategy:

Procedure:

### **Layering**

Adapting to the Outdoor Environment

Comprehension

Demonstration

Assign students a descriptive outdoor environment that includes temperature, weather conditions, body temperature, etc. Have the students bring clothing to the next class to demonstrate the principles of layering.

Activity:

Lesson:

Learning Level:

Instructional Strategy:

Procedure:

### **Patrol Uniform**

Adapting to the Outdoor Environment

Information

Demonstration

Have a patroller visit the class dressed in full patrol uniform. Use the uniform and belt to generate discussion on what clothing works in various patrolling conditions.

## Module 3—Lesson Guide

### TOBOGGAN HANDLING

#### CONCLUDING OBJECTIVES

The learner will:

#### Equipment

- Identify the types of toboggans in common use and as used at the home area (*Alpine Ski and Toboggan Training Manual*, Unit 1; *Nordic Training Manual*, Unit 1)
- Describe how each toboggan component contributes to effective operation (*Alpine Ski and Toboggan Training Manual*, Unit 1; *Nordic Training Manual*, Unit 1)
- Inspect a toboggan stored on the mountain utilizing a systematic check of its components for safety and function (*Alpine Ski and Toboggan Training Manual*, Unit 2; *Nordic Training Manual*, Unit 1)

#### Individual skill requirements

- Identify the purpose, goal, and risks involved for each skill activity
- Demonstrate skiing maneuvers essential to toboggan operations without a toboggan on varying terrain/snow conditions progressing from easier to more difficult (*Alpine Ski and Toboggan Training Manual*, Lesson Guide 3; *Nordic Training Manual*, Lesson Guide 2)
- Demonstrate competency with empty toboggan on varying terrain/snow conditions progressing from easier to more difficult (*Alpine Ski and Toboggan Training Manual*, Lesson Guide 3; *Nordic Training Manual*, Lesson Guide 3)
- Demonstrate competency with loaded toboggan on varying terrain/snow conditions progressing from easier to more difficult (*Alpine Ski and Toboggan Training Manual*, Lesson Guide; *Nordic Training Manual*, Lesson Guide 5)
- Demonstrate exchanging operator position from driver to tail roper under a variety of terrain and snow conditions (*Alpine Ski and Toboggan Training Manual*, Unit 9)
- Demonstrate a static belay from a tail rope position to control descent of a loaded toboggan down a difficult section of slope at the home area (*Ski and Toboggan Training Manual*, Unit 10)

The following three objectives should be based on equipment in use at the area.

- Demonstrate operating the front of a loaded toboggan providing for a safe, smooth, and controlled descent (*Alpine Ski and Toboggan Training Manual*, Lesson Guide 6; *Nordic Training Manual*, Lesson Guide 5)
- Operate the tail rope of a loaded toboggan providing for a safe, smooth, and controlled descent (*Alpine Ski and Toboggan Training Manual*, Unit 7; *Nordic*

*Training Manual, Lesson Guide 7)*

- Operate the front and back of a loaded four-handled toboggan providing for a safe, smooth, and controlled descent as dictated by terrain, snow, and weather conditions (*Alpine Ski and Toboggan Training Manual, Unit 8; Nordic Training Manual; Lesson Guide 5, 7)*

### **INSTRUCTOR REFERENCES**

*Alpine Ski and Toboggan Training Manual*

*Nordic Training Manual*

Toboggan-manufacturers' operation manuals

PSIA materials

*PSIA Alpine Manual*

*American Teaching System: Alpine Skiing, Vol. 1*

*American Teaching System: Alpine Skiing, Vol. 2*

*ATS Alpine Reference Set*

*PISA Alpine References*

*PSIA Alpine Handbook*

*AASI Snowboard Manual*

*AASI Snowboard Video*

*PSIA ATS Snowboard Handbook*

*AASI Basic Snowboard Set*

*American Teaching System: Nordic Skiing*

*ATS Nordic Handbook*

### **SUGGESTED MATERIALS AND EQUIPMENT**

Home area toboggans

Toboggan equipment packs

Toboggan riders

Equipment for toboggan drills

### **ESSENTIAL CONTENT**

(Please refer to the appropriate instructor manuals for comprehensive information)

- I. Equipment
  - A. Types of toboggans used at the home area
  - B. Toboggan construction
  - C. Toboggan components
    1. Braking device
    2. Locks
    3. Fins
    4. Shell configuration
    5. Handles
    6. Patient straps
- II. Toboggan storage, inspection, and setup procedures
  - A. Toboggan shelters
  - B. Toboggan inspection
- III. Skiing maneuvers for toboggan operations
  - A. Rote skills

- B. Isolated drills
  - C. Alpine ski maneuvers essential to toboggan handling
    - a. Turning around without poles (moguls, packed slope, moderately steep)
    - b. Uphill sidestep (steep terrain)
    - c. Downhill sidestep (difficult terrain)
    - d. Herringbone ascent (moderate terrain)
    - e. Fall-line traverse
    - f. Traverse with varying leg wide lifting uphill ski
    - g. Fall-line sideslip with poles held at mid-shaft
    - h. Wedge, wedge transitions, gliding wedge turn
    - i. Stem/step turn from wedge
    - j. Parallel turns
    - k. Sideslip transitions
    - l. Moving direction changes
    - m. Skating
    - n. Transitions
    - o. Hockey stops
  - D. Nordic ski maneuvers essential for toboggan handling
    - a. Kick turn without poles (moderately steep, packed slope)
    - b. Kick turn without poles (moguls)
    - c. Uphill sidestep (steep terrain)
    - d. Downhill sidestep (difficult terrain)
    - e. Herringbone ascent (moderate terrain)
    - f. Diagonal stride with and without poles
    - g. Fall-line traverse (climbing and descending, varied width between skis and lifting the uphill ski off the snow)
    - h. Fall-line sideslip (holding poles at mid-shaft)
    - i. Falling leaf sideslip (holding poles at mid-shaft)
    - j. Wedge, wedge transitions, gliding wedge turn
    - k. Stem/step turn from wedge
    - l. Parallel turn
    - m. Sideslip transitions
    - n. Moving direction changes
    - o. Skating
    - p. Emergency stops
- IV. Operating the front of a loaded two-handed toboggan
- A. General principles
  - B. Route selection
  - C. Traversing
  - D. Descending the fall line
  - E. Moving direction changes
  - F. Static direction changes
  - G. Toboggan maneuvers in varying conditions
- V. Operating the tail rope of a loaded two-handed toboggan
- A. General principles
  - B. Handling the rope
  - C. Descending and traversing the fall line
  - D. Moving direction changes

- VI. Operating a four-handled toboggan (where appropriate)
  - A. General principles
  - B. Traversing off the fall line
  - C. Descending the slope on or near the fall line
  - D. Moving direction changes
  - E. Static direction changes
  - F. Power stops and parking
  - G. Adapting to terrain and snow conditions
  
- VII. Operator position change
  - A. General principles
  
- VIII. Static belay techniques
  - A. Alpine
    - 1. Tail rope position for control of loaded toboggan
  - B. Nordic
    - 1. Raising and lowering
    - 2. Moving belays—wide and narrow trail and across a sidehill

**SUGGESTED INSTRUCTIONAL ACTIVITIES**

(Please refer to the appropriate instructor manuals for comprehensive collection of training exercises)

**Activities for Problem Solving, Summary, Evaluations**

<p><b>INFORMATION</b> Content Skills</p>	<p>Validate knowledge of equipment and risks involved with skills participation.</p>
<p><b>COMPREHENSION</b> Understanding concepts and principals</p>	<p>Practice rote skills for all components of toboggan handling.</p>
<p><b>APPLICATION</b> Select the appropriate skills for a new situation</p>	<p>Design training exercises for participation that require integration of the objectives.</p>

**Activities:** Extensive training exercises can be found in the alpine and nordic training manuals.

Activity:	<b>Risk Management Form</b>
Lesson:	All modules
Learning Level:	Comprehension
Instructional Strategy:	Written form
Procedure:	Students complete the Risk Management Form before participating in each training activity in this module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed. <b>(Copy form in Module 1, page 10)</b>

## **Module 4 – Lesson Guide**

### **SCENE MANAGEMENT/INCIDENT COMMAND SYSTEM**

#### **CONCLUDING OBJECTIVES**

The learner will:

##### **Introduction to Scene Management**

- Inspect the toboggan following the quick check procedures and prepare the toboggan for safe, unloaded transportation from a standby toboggan location (*Ski and Toboggan Training Manual*, Unit 4; *Outdoor Emergency Care*, Chapter 10)
- Position the toboggan on the hill using appropriate anchoring and setup procedures and giving consideration to the environment (*Ski and Toboggan Training Manual*, Unit 2)
- Explain and demonstrate how to safely approach a simulated incident site with an unloaded toboggan and secure the toboggan properly in preparation of loading a patient (*Ski and Toboggan Training Manual*, Unit 5)

##### **Scene Management with an Introduction to Incident Command**

- Identify and distinguish between the key elements of securing, organizing, and controlling the emergency care scene (*Outdoor Emergency Care*, Chapter 10)
- Describe effective scene management through the efficient use of all available resources (e.g. time, personnel, equipment) (*Ski and Toboggan Training Manual*, Unit 5)
- Describe the similarities and differences between a ski patrol rescue leadership system and an incident command system (ICS) (*Avalanche Rescue Fundamentals*, Chapter 5; *The Lift Evacuation Manual*, Chapter 2 and 6).

#### **INSTRUCTOR REFERENCES**

*Alpine Ski and Toboggan Training Manual*

*The Lift Evacuation Manual*

OEC Scene Management CE Module (*OEC Instructor's Manual*)

OEC Test Bank (use scenarios to create realistic situations for scene management)

*Avalanche and Mountaineering Instructor's Manuals*

*Avalanche Rescue Fundamentals*, Chapter 5

Area management operation manual(s)

Local rescue teams

#### **SUGGESTED MATERIALS AND EQUIPMENT**

Equipment necessary for scene management practice scenarios

Scene Management PowerPoint presentation (see [nsp@nsp.org](mailto:nsp@nsp.org))

Incident Command System flowchart

## **ESSENTIAL CONTENT**

(Please refer to the appropriate instructor manuals for comprehensive information)

- I. Approaching the incident site
  - A. First impression
  - B. Reconstruction of clues found at an incident scene
    1. Presence of dangers or hazards
    2. Number of patients and responsiveness of each
    3. Nature of the incident and the mechanism of injury
    4. Extrication needs
    5. Personnel or equipment needs
    6. BSI precautions
- II. Securing the scene and the toboggan
- III. Organizing the emergency scene
  - A. Fill immediate needs
  - B. Personnel and equipment needs
  - C. Identify potential witnesses
  - D. Recognize potential helpers
- IV. Controlling the emergency scene
  - A. Who, what, where, when, why, and how
  - B. Leadership responsibilities (taking charge)
  - C. Identify injuries
  - D. Recognize potential risk management issues
  - E. Order of treatment
  - F. Extrication and transport plans
- V. Positioning the patient in the toboggan
- VI. Preparing for transport

## SUGGESTED INSTRUCTIONAL ACTIVITIES

### Activities for Problem Solving, Summary, Evaluations

<p><b>INFORMATION</b> Content Skills</p>	<p>Review scene management skills.</p>
<p><b>COMPREHENSION</b> Understanding concepts and principals</p>	<p>Discuss local roles for patrollers, rescue teams, and area management. Discuss scenarios for student discussion.</p>
<p><b>APPLICATION</b> Select the appropriate skills for a new situation</p>	<p>Design scenarios for student participation that require integration of the objectives. Analyze how the scenarios are handled. Redo to enhance retention.</p>

Activity: **Risk Management Form**  
 Lesson: All modules  
 Learning Level: Comprehension  
 Instructional Strategy: Written form  
 Procedure: Students complete the Risk Management Form before participating in each training activity in this module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed.  
**(Copy form in Module 1, page 10)**

Activity: **Meet Your Local Rescue Team**  
 Lesson: Scene Management/Incident Command System  
 Learning Level: Comprehension  
 Instructional Strategy: Question and Answer  
 Procedure: Students prepare questions they have about the lesson's objectives. Questions are used to facilitate a question/answer session with a member(s) of area management, patrol, or a local rescue team.

Activity: **Scene Management Role Play**  
 Lesson: Scene Management/Incident Command System  
 Learning Level: Application  
 Instructional Strategy: Role Play  
 Procedure: Given a scenario (from simple to complex—see *OEC Test Bank* and *Avalanche Instructor's Manual* for examples), students role play scene management using a ski patrol rescue leadership system and then an incident command system.

Activity:	<b>Incident Command System Flowchart</b>
Lesson:	Scene Management/Incident Command System
Learning Level:	Comprehension
Instructional Strategy:	Group activity
Procedure:	Students are each given a piece of the Incident Command System Flowchart. Students must work together to put the flowchart in the correct order. An instructor-led discussion may accompany the task as each piece is correctly placed.

## **Module 5 – Lesson Guide ROPE AND BELAY SKILLS**

### **CONCLUDING OBJECTIVES**

The learner will:

- Compare different types of ropes and webbing and their uses (*Mountain Travel and Rescue*, Chapter 9; *Outdoor Emergency Care*, Appendix G)
- Discuss storage, care, and inspection of ropes and webbing (*Mountain Travel and Rescue*, Chapter 9; *The Lift Evacuation Manual*, Chapter 4)
- Describe and demonstrate knots used for various applications (*Mountain Travel and Rescue*, Chapter 9; *The Lift Evacuation Manual*, Chapter 4; *Outdoor Emergency Care*, Appendix G)
- Describe and demonstrate various ways to set up anchor systems (*Mountain Travel and Rescue*, Chapter 9; *The Lift Evacuation Manual*, Chapter 5; *Alpine Ski and Toboggan Training Manual*, Chapter 10; *Nordic Training Manual*, Lesson 6)
- Describe and demonstrate various ways to set up and use belay systems (*Mountain Travel and Rescue*, Chapter 9; *The Lift Evacuation Manual*, Chapter 5; *Alpine Ski and Toboggan Training Manual*, Chapter 10; *Nordic Training Manual*, Lesson 6)
- Describe various ways of ensuring safety in hazardous terrain (*Mountain Travel and Rescue*, Chapter 9)

### **INSTRUCTOR REFERENCES**

*Mountain Travel and Rescue*, Chapter 9

*The Lift Evacuation Manual*, Chapter 4

*Outdoor Emergency Care*, Appendix G

*Alpine Ski and Toboggan Training Manual*, Lesson 10

*Nordic Training Manual*, Lesson 6

Area management operations manuals

*High Angle Rescue*, Hudson and Vines

*Rope Rescue Manual*, James A. Frank & Jerrold B. Smith

### **SUGGESTED MATERIALS AND EQUIPMENT**

Ropes and other rope hardware used in low angle rescue

Webbing

Carabiners

## ESSENTIAL CONTENT

(Please refer to the appropriate instructor manuals for comprehensive information)

- I. General rescue techniques
  - A. Anchoring
  - B. Belaying
  - C. Lowering
  - D. Raising
  
- II. Equipment
  - A. Carabiners
  - B. Identify ropes and webbing
  - C. Lowering devices
  - D. Raising devices
  - E. Braking devices
  - F. Other
  
- III. Assisting in rescues—low angle only (No high angle or lift evacuation activity)
  - A. Rope etiquette
  - B. Lowering and belaying
  - C. Moving belays
  - D. Raising
  - E. Route selection
  - F. Safety

## SUGGESTED INSTRUCTIONAL ACTIVITIES

(Please refer to the appropriate instructor manuals for comprehensive information on training activities)

### Activities for Problem Solving, Summary, Evaluations

<b>INFORMATION</b> Content Skills	Demonstrate rote knot and belay skills.
<b>COMPREHENSION</b> Understanding concepts and principals	Apply individual skills into rote skill practice sessions. Discuss scenarios for student discussion.
<b>APPLICATION</b> Select the appropriate skills for a new situation	Design scenarios for student participation that require integration of the objectives for low angle use.

Activity: **Risk Management Form**  
Lesson: All modules  
Learning Level: Comprehension  
Instructional Format: Written form  
Procedure: Students complete the Risk Management Form before participating in each training activity in this module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed.  
**(Copy form in Module 1, page 10)**

Activity: **Rope Fashion**  
Lesson: Rope and Belay Skills  
Learning Level: Comprehension  
Instructional Strategy: Model  
Procedure: Students *model* webbing, harnesses, and other local rope and belay equipment. Each *model* should give a narration describing the features, uses, care, and storage for this equipment.

Activity: **Hazardous Terrain**  
Lesson: Rope and Belay Skills  
Learning Level: Comprehension  
Instructional Strategy: Scenarios  
Procedure: Given a variety of scenarios involving hazardous terrain, students describe ways of ensuring safety.

Activity: **Inspect a Rope**  
Lesson: Rope and Belay Skills  
Learning Level: Comprehension and Application  
Instructional Strategy: Categorizing/Sorting  
Procedure: Make a display of a variety of pieces of rope in various stages of use and wear to inspect. Have participants inspect each piece and write or describe their opinions about the rope's usability and safety.

Activity: **Clue**  
Lesson: Rope and Belay Skills  
Learning Level: Information  
Instructional Strategy: Game  
Procedure: Students may be divided into teams of two players. One person on each team is given a card with a type of knot, webbing, or term from the lesson. The player with the card must give a one-word clue about the term on the card. The other player tries to guess the term. If the player fails to guess the term, the team is given a point and the player with the card gives another one word clue. The team with the fewest number of points wins.

Activity: **Knot Race**  
Lesson: Rope and Belay Skills  
Learning Level: Application  
Instructional Strategy: Game  
Procedure: Students may be divided into teams or compete individually. The instructor calls out a type of knot. The first student or group of students to correctly tie the knot wins a point.

Activity: **Static Belay Practice**  
Lesson: Rope and Belay Skills  
Learning Level: Application  
Instructional Strategy: Demonstration drills  
Procedure: Have students practice static belays with a loaded or weighted object.

Activity: **Practice, Practice, Practice**  
Lesson: Rope and Belay Skills  
Learning Level: Application  
Instructional Strategy: Scenarios  
Procedure: Using practical scenarios, local protocols, and local equipment, students are given opportunities to practice rope, belay, and other related skills in a controlled environment.

**Module 6 – Lesson Guide**  
**THE NATIONAL SKI PATROL, SKI AREA MANAGEMENT, AND**  
**THE ROLE OF THE VOLUNTEER PATROLLER**

**CONCLUDING OBJECTIVES**

The learner will:

- Discuss the NSP's strategic plan (*The Ski Patroller's Manual*, Chapter 2)
- Discuss the benefits of belonging to the NSP (*The Ski Patroller's Manual*, Chapter 2)
- Discuss the patrollers' responsibilities to area management (*The Ski Patrollers Manual*, Chapter 2)
- Discuss the differences between being an NSP member and being a patroller (*The Ski Patrollers Manual*, Chapter 2)
- Discuss the Joint Statement of Understanding between NSP and NSAA (*The Ski Patroller's Manual*, Appendix D)
- Describe the responsibility of the NSP to its members
- Describe the responsibility of the ski area to its patrollers

**INSTRUCTOR REFERENCES**

*The Ski Patroller's Manual* (chapters 2,3,4,7, Appendix A, D)

*NSP Policies and Procedures* (chapters 1, 2, 5, 6, 7)

NSP Personal Risk Management Paper

POB #99-13, POB #99-19, POB #99-20

Area Management policies on volunteer and paid patrollers

**SUGGESTED MATERIALS AND EQUIPMENT**

Area volunteer patroller job description

Local patroller's manual

Local area operations materials

**ESSENTIAL CONTENT**

(Please refer to the appropriate instructor manuals for comprehensive information)

- I. NSP's Strategic Plan
  - A. NSP's vision
  - B. NSP's mission
  - C. Benefits of belonging
    1. Esprit de corps
    2. Exceptional education programs
    3. Dynamic communication
    4. Outstanding membership support services
    5. Energetic interagency relations

- 6. Strong financial position
  
- II. Benefits to area management
  - A. NSAA-NSP Joint Statement of Understanding
  - B. PSIA-NSP Joint Statement of Understanding
  - C. Area-patrol operation agreements
  - D. Economic impacts on area management
  
- III. National policy-making
  - A. NSP Board of Directors
  - B. National Education Committee
  
- IV. General Membership Guidelines
  - A. Volunteer/paid
  - B. Alpine (ski/snowboard), Nordic, Auxiliary
  - C. Member levels
    - 1. Candidates
    - 2. Patrollers (Alpine, Nordic, Auxiliary)
    - 3. Senior (Auxiliary)
    - 4. Senior (Alpine or Nordic)
    - 5. Certified (Alpine)
    - 6. Alumni
  - D. Other membership types
    - 1. Medical
    - 2. Associate
    - 3. Affiliate organizations
    - 4. Lifetime
  - E. Membership requirements
  
- V. NSP Code of Conduct
  
- VI. Local Patrol Units
  - A. Types of patrols
  - B. Ski patrol management
  - C. Registering with the NSP

## SUGGESTED INSTRUCTIONAL ACTIVITIES

### Activities for Problem Solving, Summary, Evaluations

<p><b>INFORMATION</b> Content Skills</p>	<p>Complete a written exam covering the objectives.</p>
<p><b>COMPREHENSION</b> Understanding concepts and principals</p>	<p>Discuss local roles for patrollers and area management. Design scenarios for student discussion.</p>
<p><b>APPLICATION</b> Select the appropriate skills for a new situation</p>	<p>Design scenarios for student participation that require integration of the objectives.</p>

**Activities:** **Risk Management Form**  
**Lesson:** All modules  
**Learning Level:** Comprehension  
**Instructional Strategy:** Written form  
**Procedure:** Students complete the Risk Management Form before participating in each training activity in this module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed.  
**(Copy form in Module 1, page 10)**

**Activity:** **Job Description**  
**Lesson:** The NSP, Ski Area Management, and the Role of the Volunteer Patroller  
**Learning Level:** Application  
**Instructional Strategy:** Group activity  
**Procedure:** Students work together to create a job description for volunteer patrollers at their area. When completed, actual job description is compared with student job description.

**Activity:** **Meet Your Patrol Officer, NSP Representative, or Area Management Representative**  
**Lesson:** The NSP, Ski Area Management, and the Role of the Volunteer Patroller  
**Learning Level:** Comprehension  
**Instructional Strategy:** Question and Answer  
**Procedure:** Students prepare questions they have about the lesson's objectives. Questions are used to facilitate a question/answer session with the patrol representative,

section chief, region director, or area management representative.

Activity: **Potential Patroller Role Play**  
Lesson: The NSP, Ski Area Management, and the Role of the Volunteer Patroller  
Learning Level: Application  
Instructional Strategy: Role play  
Procedure: Students role play a current patroller and a potential patroller. Questions by the potential patroller cover lesson objectives. The patrol's recruiting officer is a good source for realistic questions.

Activity: **The Ski Patroller's Manual Quiz**  
Lesson: The NSP, Ski Area Management, and the Role of the Volunteer Patroller  
Learning Level: Application  
Instructional Strategy: Written quiz  
Procedure: Students are given a written quiz covering the content of the *The Ski Patroller's Manual*, especially the objectives of this lesson. Quizzes may be regionally or locally developed.

Activity: **NSP Jeopardy**  
Lesson: The NSP, Ski Area Management, and the Role of the Volunteer Patroller  
Learning Level: Information  
Instructional Strategy: Categorization/sorting  
Procedure: List categories using the lesson objectives as a guide. Give an answer and have teams or individuals respond with the question. Give each team a certain amount of time to answer and assign point values for each category.

Activity: **Name that Organization**  
Lesson: The NSP, Ski Area Management, and the Role of the Volunteer Patroller  
Learning Level: Information  
Instructional Strategy: Group activity  
Procedure: Divide the class into teams. Teams take turns receiving clues. The instructor lists the roles and responsibilities for the NSP, ski area management, or volunteer patroller. Teams take turns receiving clues. Teams record the number of clues it takes to guess the category correctly. The team with the fewest points wins.

Activity:	<b>Slalom Race</b>
Lesson:	The NSP, Ski Area Management, and the Role of the Volunteer Patroller
Learning Level:	Information
Format:	Game
Procedure:	Create a double slalom course on a piece of tag board and two “skiers” (cardboard with masking tape ring on back). Write questions about the lesson objectives on note cards. Divide the class into two teams. Pass a question card to each student. Students take turns reading questions aloud and answering. Alternate teams after each question. If question is answered correctly, that team’s “skier” moves to the next gate. The first team to reach the finish line wins.

## Module 7 – Lesson Guide

### GUEST SERVICES

#### CONCLUDING OBJECTIVES

The learner will:

- Discuss opportunities to enhance our guests’ skiing experience
- Discuss services available at the ski area—location, availability, cost
- Discuss positive approaches to skier education and other methods to encourage responsible conduct on the hill
- Discuss reasons why guests might not return to your area.
- Discuss ways to develop guest loyalty
- Discuss ways to bring new business to your area

#### INSTRUCTOR REFERENCES

*The Ski Patroller’s Manual* (Chapter 7, Appendix C, D)

*NSAA National Safety Initiative 2000 Source Book*

NSAA catalog

PSIA materials

NSP Lending Library

Your Responsibility Code

Area brochures, literature

Area management

#### SUGGESTED MATERIALS AND EQUIPMENT

Area brochures, literature, maps, courtesy cards, etc.

Area’s reckless skiing policy

#### ESSENTIAL CONTENT

(Please refer to the appropriate instructor manuals for comprehensive information)

- I. The patrollers’ roles in guest services
  - A. Visible representatives of the ski area on the hill
    1. Talking to guests
    2. Recognizing needs
    3. Asking questions
    4. Lift lines
    5. Setting an example
  - B. Quality service
  - C. Guest relations
    1. Warm welcomes/secure feelings
    2. Caring for the *little* people
  - D. Instrumental in fostering return business
  - E. Safety education
    1. Speed

2. Reckless skiing

- II. Ski resort services
  - A. Food
  - B. Rental shops
  - C. Ski school
  - D. Patrol headquarters
  - E. Ski shops
  - F. Aid room, clinic
  - G. Sales
  - H. Reservations
  - I. Travel
  - J. Lift lines
  - K. Ticket sales
  - L. Trail maps
  - M. Resort development
  - N. Restroom facilities
  - O. Security
  
- III. Year-round resort activities
  - A. Impact on patrollers
  - B. Environmental concerns

**SUGGESTED INSTRUCTIONAL ACTIVITIES**

**Activities for Problem Solving, Summary, Evaluations**

<b>INFORMATION</b> Content Skills	Review area brochures, literature, and maps. Practice skills that foster return business to ski resort.
<b>COMPREHENSION</b> Understanding concepts and principals	Discuss local policies for guests. Design scenarios for student discussion.
<b>APPLICATION</b> Select the appropriate skills for a new situation	Design scenarios for student participation that require integration of the objectives.

Activity: **Risk Management Form**  
Lesson: All modules  
Learning Level: Comprehension  
Instructional Strategy: Written form  
Procedure: Students complete the Risk Management Form before participating in each training activity in this module. Upon completion of the training activity, review the form, critique the training activity, and add to it as needed.  
**(Copy form in Module 1, page 10)**

Activity: **Guided Tour**  
Lesson: Guest Services  
Learning Level: Application  
Instructional Strategy: Group activity  
Procedure: Individual students or small groups of students become “experts” on one service facility at the area. Students then give “guided tours” of the service facilities to the other students.

Activity: **Meet Your Area Representative**  
Lesson: Guest Services  
Learning Level: Comprehension  
Instructional Strategy: Questioning  
Procedure: Students prepare questions about area guest services. Questions are used to facilitate a questions/answer session with an area manager or management representative.

Activity: **Map Race**  
Lesson: Guest Services  
Learning Level: Application  
Instructional Strategy: Game  
Procedure: Students are divided into equal teams and given maps that have service facility sites marked on them. Teams go to each marked site and record their team name on a sheet that has been posted at the site. The first team to visit all service facility sites wins.

Activity: **Skier Education Role Play**  
Lesson: Guest Services  
Learning Level: Application  
Instructional Strategy: Role play  
Procedure: Using scenarios that include skier education, skier conduct, etc., students role play. Characters may include patroller, guests, local law enforcement, local medical personnel, and management.

Activity:  
Lesson:  
Learning Level:  
Instructional Strategy:  
Procedure:

**Map Quiz**  
Guest Services  
Comprehension  
Written Quiz  
Students are given area maps. They label service facility sites or area runs and their degree of difficulty.

Activity:  
Lesson:  
Learning Level:  
Instructional Strategy:  
Procedure:

**Guest Relations**  
Guest Services  
Application  
Role play  
Develop scenarios involving an unhappy guest or a reckless skier. Have the students demonstrate in a role play effective communication skills to deal with these situations.

## **APPENDIX**

**Waiver**

**Training Checklist**

**Course Registration Form**

**Course Completion Record**

**POB #99-13, Ski Area – Ski Patrol Understandings**

**POB #99-19, NSP Patrol Responsibilities**

**POB #99-20, Personal Risk Management for NSP Members**

**Your Responsibility Code**

**Risk Management and Safety for NSP Education Courses (for instructors)**

**WAIVER AND RELEASE OF LIABILITY  
INTRODUCTION TO PATROLLING (PATROLLER 101) PARTICIPANTS**

I, the undersigned, do hereby acknowledge, understand, and agree that during my voluntary participation in Introduction to Ski Patrolling training activities I may be required to exhibit advanced skiing, snowboarding, or other ski patrol-related skills or activities and will be participating in various skiing/snowboarding and non-skiing related exercises on all types of terrain including, but not limited to, skiing with various equipment and toboggans using the most difficult slopes at the ski area and skiing on slopes that may be closed to the public. I understand and agree that, if I so desire at any time during my training, I may pre-inspect any slope, course, or exercise that I may be asked to participate in. I further understand that I do not have to participate in training and may withdraw from participation at any time. I further understand and agree that as a Candidate and/or as a Patroller I may encounter additional risks not inherent to normal skiing but associated with Ski Patrolling activities. As part of those activities I will be required to render emergency care and rescue services to injured skiers, and that in order to effectively deliver said services I am required to ski all runs, whether open or closed, groomed or not groomed; and to ski all types of terrain, in all types of snow surface and weather conditions as may exist at the ski area.

I further understand and agree that there are risks inherent to the sport of skiing, including but not limited to the risk of catastrophic injury and death. These risks include, but are not limited to, variations in snow conditions, steepness of terrain, ice and icy conditions, moguls, rocks, trees and other forms of forest growth or debris (above and below the skiing surface), bare spots, lift and snowmaking towers, utility lines, snowmaking equipment and component parts, and other forms of man-made or natural obstacles on or off the designated trails, as well as collisions with equipment, obstacles, or other skiers/snowboarders and the use of man-made terrain features or designated terrain parks. I also understand and agree that trail conditions vary constantly due to weather conditions and skier/snowboarder use.

In consideration of my participation in the Introduction to Ski Patrolling activities and understanding all the risks involved, I do hereby agree do assume said risks and to waive, release, hold harmless, indemnify and defend the \_\_\_\_\_  
Ski Patrol, the \_\_\_\_\_ Ski Area, its agents and employees, and the National Ski Patrol System, Inc, and its sub-unit Division(s), Region(s), Section(s), its agents, officers, and volunteer members (the "Organizations") from any and all liability for property damage, personal injury or death, or any other damage which may be sustained by me directly or indirectly in connection with, or arising out of, my participation in or association with any ski patrol activities or training, including, but not limited to, any and all claims arising from negligence or carelessness of the Organizations or their agents and employees.

I further understand and agree that this Waiver and Release is binding upon myself, my heirs, executors, administrators, legal representatives, assigns and successors-in-interest, acknowledging a complete understanding of the terms, conditions, and the totality of its effect.

I further certify that I am in good health and physical condition and that I am not aware of any medical condition that would put me at risk during the Ski Patrol activities contemplated above.

I agree that all disputes arising under this Waiver and Release shall be litigated exclusively in the state courts residing in the county where the alleged dispute occurred or in the federal courts of the state of execution of this Waiver and Release.

The applicable laws of this state govern this Waiver and Release. In the event any section of this waiver and release is found to be unenforceable, the remaining terms shall be fully enforceable

**I HAVE CAREFULLY READ THE FOREGOING LIABILITY WAIVER AND RELEASE, UNDERSTAND ITS CONTENTS AND SIGN IT WITH FULL KNOWLEDGE OF ITS SIGNIFICANCE.**

Executed this \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Printed Name of Participant

\_\_\_\_\_  
Signature of Participant

## INTRODUCTION TO SKI PATROLLING TRAINING CHECKLIST

Trainee \_\_\_\_\_

Ski Patrol \_\_\_\_\_

### Module 1—Risk Management

Performance Objective	Demo	Final Check	Date
Demonstrate knowledge of personal risk management techniques and information that assists the individual in assessing the risk, hazard, and acceptability of the activities associated with skiing and being a patroller.			

Instructor Signature for Verification \_\_\_\_\_

### Module 2—Adapting to the Outdoor Environment

Performance Objective	Demo	Final Check	Date
List, describe, and give examples of how the body produces heat			
List, describe, and give examples of how the body loses heat			
Explain the consequences of heat imbalance			
Recognize personal requirements for temperature control			
Compare and contrast commonly used materials for various layers of clothing			
Explain the differences in clothing construction and features			
Explain the purpose and techniques of layering, venting, and other dressing strategies			
Describe proper dress for a variety of field conditions and climatic regions			
Demonstrate how to dress appropriately and stay reasonably comfortable during outdoor exercises			
Explain the basics of proper footwear and foot care			

Instructor Signature for Verification \_\_\_\_\_

## INTRODUCTION TO SKI PATROLLING TRAINING CHECKLIST

**Trainee** \_\_\_\_\_

**Ski Patrol** \_\_\_\_\_

### Module 3—Toboggan Handling

Performance Objective	Demo	Final Check	Date
Identify the types of toboggans in common use and as used at the home area			
Describe how each toboggan component contributes to effective operation			
Inspect a toboggan stored on the mountain utilizing a systematic check of its components for safety and function			
Identify the purpose, goal, and risks involved for each skill activity			
Demonstrate skiing maneuvers essential to toboggan operations without a toboggan on varying terrain/snow conditions progressing from easier to more difficult			
Demonstrate competency with empty toboggan on varying terrain/snow conditions progressing from easier to more difficult			
Demonstrate competency with loaded toboggan on varying terrain/snow conditions progressing from easier to more difficult			
Demonstrate exchanging operator position from driver to tail roper under a variety of terrain and snow conditions			
Demonstrate a static belay from a tail rope position to control descent of a loaded toboggan down a difficult section of slope at the home area			
Demonstrate operating the front of a loaded toboggan providing for a safe, smooth, and controlled descent			
Operate the tail rope of a loaded toboggan providing for a safe, smooth, and controlled descent			
Operate the front and back of a loaded four-handled toboggan providing for a safe, smooth, and controlled descent as dictated by terrain, snow, and weather conditions			

**Instructor Signature for Verification** \_\_\_\_\_

## INTRODUCTION TO SKI PATROLLING TRAINING CHECKLIST

Trainee \_\_\_\_\_

Ski Patrol \_\_\_\_\_

### Module 4—Scene Management/Incident Command System

Performance Objective	Demo	Final Check	Date
Inspect the toboggan following the quick check procedures and prepare the toboggan for safe, unloaded transportation from a standby toboggan location			
Position the toboggan on the hill using appropriate anchoring and setup procedures and giving consideration to the environment			
Explain and demonstrate how to safely approach a simulated incident site with an unloaded toboggan and secure the toboggan properly in preparation of loading a patient			
Identify and distinguish between the key elements of securing, organizing, and controlling the emergency care scene			
Describe effective scene management through the efficient use of all available resources (e.g. time, personnel, equipment)			
Describe the similarities and differences between a ski patrol rescue leadership system and an incident command system (ICS)			

Instructor Signature for Verification \_\_\_\_\_

### Module 5—Rope and Belay Skills

Performance Objective	Demo	Final Check	Date
Compare different types of ropes and webbing and their uses			
Discuss storage, care, and inspection of ropes and webbing			
Describe and demonstrate knots used for various applications			
Describe and demonstrate various ways to set up anchor systems			
Describe and demonstrate various ways to set up and use belay systems			
Describe various ways of ensuring safety in hazardous terrain			

Instructor Signature for Verification \_\_\_\_\_

## INTRODUCTION TO SKI PATROLLING TRAINING CHECKLIST

Trainee \_\_\_\_\_

Ski Patrol \_\_\_\_\_

### Module 6—The NSP, Area Management, and the Role of the Volunteer Patroller

Performance Objective	Demo	Final Check	Date
Discuss the NSP's strategic plan			
Discuss the benefits of belonging to the NSP			
Discuss the patrollers' responsibilities to area management			
Discuss the differences between being an NSP member and being a patroller			
Discuss the Joint Statement of Understanding between NSP and NSAA			
Describe the responsibility of the NSP to its members			
Describe the responsibility of the ski area to its patrollers			

Instructor Signature for Verification \_\_\_\_\_

### Module 7—Guest Services

Performance Objective	Demo	Final Check	Date
Discuss opportunities to enhance our guests' skiing experience			
Discuss services available at the ski area—location, availability, cost			
Discuss positive approaches to skier education and other methods to encourage responsible conduct on the hill			
Discuss reasons why guests might not return to your area			
Discuss ways to develop guest loyalty			
Discuss ways to bring new business to your area			

Instructor Signature for Verification \_\_\_\_\_

Completion Date for Introduction to Ski Patrolling \_\_\_\_\_

Instructor of Record \_\_\_\_\_

**NSP Education Course Registration  
(For Instructor Use Only)**

<p><b>Email:</b> education@nsp.org  <b>Fax</b> 800-222-ISKI or 303-988-3005  <b>Phone</b> MIST 303-988-1646  <b>Mail</b> registration to  National Ski Patrol  133 South Van Gordon Street, Suite 100  Lakewood, CO 80228</p>
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Course Name	
Course Date(s)	
Course Location	
Instructor of Record Name, NSP ID # Address Phone (Daytime, Evening) Fax and/or Email	
Projected Enrollment	
Division	
Region	
Section	
Patrol	
Ski Area Management Name, Address	

For National Office use only  
Course information entered in computer \_\_\_\_\_  
Certificates of Achievement sent \_\_\_\_\_

Course records received \_\_\_\_\_  
Postcard sent to instructor \_\_\_\_\_

## Course Completion Record





**SKI AREA – SKI PATROL UNDERSTANDINGS****John Clair, National Chairman****David Olson, National Legal Counsel**

The NSP Board of Directors have spend a considerable amount of time at recent meetings discussing the need for Patrol Representatives to have a dialogue with their area manager about issues that define the relationship and responsibilities between the patrol, its members, and the ski area they serve. These discussions are absolutely necessary to avoid future problems due to a lack of understanding or ambiguity in the roles and responsibilities of the two parties. When implemented this dialogue should:

- a. Identify the individual roles and responsibilities of local volunteer ski patrols and the ski areas at which they provide patrol services.
- b. Protect NSP and member patrollers from unwanted liability arising from a lack of knowledge or understanding.
- c. Foster communications and a stronger working relationship between volunteer patrols and area management.
- d. Identify gaps in understandings and areas for improvement.
- e. Provide a basis for communicating information to individual patrollers about the local situation so that patrollers may make informed decisions about the levels of risk that they will be expected to accept while patrolling at their area.

The importance of this dialogue was addressed in the National Chairman's commentary in the Winter '99 issue of ski patrol magazine. The National Legal Committee also discussed the subject in the fall of 1998 and at the annual meeting this summer the NSP Board approved sending NSP Patrol Representatives a list of talking points for discussion with area management.

In discussions on this subject there has been little, if any, disagreement over the need for this kind of communication between management and volunteer ski patrollers. The concerns expressed have centered on how to have the dialogue, what must be discussed, and how to facilitate the discussion between the patrol representative and area manager in a positive constructive way. Many ski patrols will be able to have new dialogues or continue existing dialogues with their management without any assistance. We need to evaluate and determine what additional tools may be needed to assist those who encounter difficulty.

The following points are presented as suggested discussion items for patrol representatives to use in their conversations with area management, if they are needed in your local situation. These are not mandatory, and should not be seen as a confrontation or inquisition of area management. They are suggestions regarding areas of concern to volunteer patrollers. The important thing is that you do discuss any issue or concern with management to avoid misunderstandings.

The reasons for each point should be evident. Each relates to some critical part of the patrol-ski area relationship that should be fully understood by both parties. In reviewing the talking points, ask yourself what possible consequences would result if the volunteer patrollers and area management have diametrically opposed understandings about one of the topics. For example, lift evacuation is the responsibility of area management, but if management believes it is the ski patrol's responsibility, or the NSP's responsibility, and nothing is done to correct that misunderstanding, a very complicated and unpleasant legal situation may result if there is an accident involving the lifts.

*The critical point is that some discussion between the patrol and management must take place to eliminate or avoid such misunderstandings.* It is in the best interests of both parties to have these discussions, as they become the basis of common mutual understandings and excellent working relationships.

### **Suggested Patrol/Management Discussion Points**

#### Ski Area Operations

(A review of sections 2.1.9, 2.2, 3.2 and 3.3 of the NSP Policies and Procedures will be useful prior to any discussion with management.)

- Area management's approval of the NSP Patrol Representative.
- The volunteer patrol's and the ski area's understanding of the principles stated in the NSAA – NSP Joint Statement of Agreement and the conduct of patrol operations under the supervision of ski area management and its policies and procedures. The agent versus employee relationship of a volunteer acting on behalf of the area including: roles and responsibilities, policy and implementation of lift evacuation, accident investigation, and reckless skiers.
- An understanding of the area's requirements for training, skill maintenance, maintenance of NSP educational requirements adopted by area management, duty requirements, retention of membership, and any benefits or privileges accorded.
- Area management's policy, qualifications and procedure for the screening, selection and training of new patrollers.
- Area management's role and delegation of responsibility for legal or regulatory affairs including training in such areas as OSHA requirements for bloodborne pathogen exposure control plans and fall protection.

#### Insurance Coverage for Volunteer Ski Patrollers

- Area management's understanding of NSP liability coverage for conducting specifically approved NSP courses. An understanding by area management and the patrol of what each other's responsibilities and coverage are for specific activities.
- The limits, scope and requirements of the ski area's liability and workers compensation coverage (if applicable) as applied to volunteer patrollers, including injury reporting and claims procedures.

The NSP national staff encourages patrol representatives who use the discussion points included herein as part of their discussions with area management to communicate their successes and any difficulties with the process to their Division Director to assist in the evaluation and further development of the information and resources needed for future dialogues.

**NSP PATROL RESPONSIBILITIES**  
**John J. Clair, National Chairman**  
**David L. Olson, National Legal Counsel**

For over 25 years NSP has had a joint statement of understanding with the National Ski Areas Association. NSP encourages mountain resorts to maintain active membership in NSAA. The joint statement sets forth the relationship between mountain resort management and any NSP affiliated patrol and its volunteer or paid patrollers.

Of course, NSP affiliated ski patrols exist at many resorts that are not members of NSAA. For this reason, NSP forwards copies of the Joint Statement to all resorts with NSP affiliated patrols. It is NSP's intention that the joint statement set forth the relationship between mountain resort management and its volunteer ski patrol regardless of whether the resort has elected to belong to NSAA.

Enclosed is a copy of the NSP-NSAA Joint Statement for your use and information, and the memo being sent to all ski areas having NSP affiliated patrols. It is very important that the NSP patrol representative, area patrol director and ski area management all understand their individual roles and responsibilities as they pertain to conducting actual patrol operations at the area. Operational items include those activities that are not directly included within the scope of NSP programs as set forth in the *NSP Policies and Procedures* manual, a copy of which is also enclosed.

Please note we are requesting that the NSP patrol representative provide his or her resort management with a copy of the roster listing the names of NSP members who provide patrol services at the resort. You may obtain an additional copy of the roster from the NSP national office, or simply make a copy of your roster. The *NSP Policies and Procedures* manual, the NSP-NSAA Joint Statement of Understanding, and the roster are excellent tools to use in conducting a pre-season meeting between ski area management and its volunteer patrol members.

NSP's relationship to mountain resort management has been the subject of recent litigation in California. The results of that litigation have not changed the nature of the relationship between NSP and mountain resorts with NSP affiliated patrols. NSP has not and does not manage, direct, or control ski patrol operations at any ski area. Operations is the direct responsibility of ski area management and includes the provision of emergency care, on-the-hill rescue, and training in those areas in which NSP does not provide an education or training course, such as lift evacuation and skiing or snowboarding proficiency. NSP is responsible for the content, conduct, and quality of those courses that are approved by the NSP Board of Directors. Ski area management may delegate most functions relating to patrol operations to the ski patrol whether it consists of paid or volunteer members; however, management retains ultimate authority over – and accountability for – patrol operations.

At the 1999 Annual Meeting the NSP Board of Directors reviewed the pilot course and approved Introduction to Ski Patrolling as an optional NSP course. Ski area patrols and other NSP units may implement this course at any time by calling the NSP education department to register the course and to request the updated curriculum and training materials. It is important to keep in mind that this is not a candidate test or a screening

process for patrol membership, since these tasks are area management responsibilities. As an approved NSP educational course, NPS insurance coverage is provided for the Introduction to Ski Patrolling course curriculum as set forth in the published course materials. It is important to remind everyone NSP does not have an approved educational course that addresses non-toboggan-related skiing or snowboarding skills, and therefore NSP insurance coverage does not extend to those activities. NSP members who choose to conduct skiing or snowboarding proficiency training must do so at the express direction of area management and with the understanding the activity is not an NSP course. The situation is similar to lift evacuation. Every ski area has a responsibility to provide rescue services for its ski lifts. The area also has a responsibility to provide patrol services for injured patrons, and part of that responsibility is ensuring its patrollers are competent skiers or snowboarders. Area management may delegate the responsibility for training its patrollers to competent members of its ski patrol, who then provide that training as members of the area patrol, not as members of NSP. Another local option is the use of patroller ski instructors who are PSIA-certified and also members of an NSP ski school that is a member of PSIA. In that instance, the ski or snowboard proficiency instruction is provided through the ski school, not the NSP, and the insurance for the activity would be provided through the ski school.

Please review the 1998-99 *NSP Policies and Procedures* manual and/or contact your division director if you have any questions.

**Joint Statement of Understanding Between  
The National Ski Patrol System, Inc.  
and The National Ski Areas Association**  
(Revised July 1993)

This Joint Statement of Understanding is intended to define the relative positions of general ski area management, through the auspices of the National Ski Areas Association (hereafter NSAA), and the National Ski Patrol System, Inc. (hereafter NSP) and its local NSP registration units. It is recognized that matters which may not be covered in this Joint Statement may develop from time to time in the future, and that such matters may, by mutual agreement, be the subject of a further expansion of this Joint Statement of Understanding, if necessary and agreed upon.

It is recognized between the parties to this Joint Statement or Agreement that individual groups of volunteer patrollers may form and/or belong to a local NSP registration unit. However, any NSP patroller or group of patrollers performing ski patrol services at a ski area in the United States is subject to the following:

1. A patrol, once established at a given ski area, is under the supervision of the ski area management and must abide by the policies and procedures established by that management.
2. The NSP Patrol Representative of any NSP registration unit shall, if required by area management, certify that all patrollers at that area have completed the training and educational requirements set forth by the National Ski Patrol Board of Directors and have met all Winter Emergency Care (WEC) requirements. The NSAA encourages its member areas to require patrollers at each area to meet the current NSP training and educational criteria or their equivalent.
3. Management shall, at all times, have the right to approve the selection of the NSP patrol representative. Management shall likewise have the right to dismiss the NSP patrol representative or any patroller at any time. If requested by area management, the NSP division director shall confirm management's decision in this regard.
4. NSP and NSAA recognize the importance of educating lift evacuation participants as to appropriate lift evacuation techniques and the specific implementation details in the ski area lift evacuation plan. The establishment of necessary policies and procedures for lift evacuation, lift evacuation training, and the selection of equipment to be used in conjunction with such evacuation or training is the sole responsibility of ski area management. Patrollers will participate in lift evacuation and lift evacuation training only as ski area management shall direct.
5. Both the NSP and ski area management agree that incident investigation and documentation is an important element of patrol activity. To that end, ski area management shall establish a procedure for accurate compilation, safe retention, authorized disclosure of and controlled access to information and documentation relating to any incident. As such, no patroller shall make any statement regarding any incident to anyone (other than to proper authorities having rightful jurisdiction). Any such inquiry shall, in any event, and in the first instance, be referred to area management or its appointed representative.

6. It is recognized that ski area management ultimately supervises and controls many of the patrolling activities of individual NSP members and NSP registration units at each ski area. As such, it may be asserted that the ski area bear legal responsibility for such acts of its patrollers. It is also understood and agreed that there are services provided by individual NSP members based upon their training received from NSP. To the extent that claims are made against individual ski areas relating to activities over which ski area management has ultimate supervision or control, it is agreed that the ski area should make no claim or demand or suit against NSP or its directors, officers, and employees. Likewise, to the extent that the basis for any such claim relates to areas of specialty training of individual patrollers by NSP, NSP should not make any claim against individual ski areas, regardless of any claim made against them.

7. It is specifically understood between the parties to this Agreement that nothing herein, and nothing contained in any individual agreement between the NSP and individual ski areas based on the Joint Statement of Understanding, shall in any way vary the clear, non-employee status of individual volunteer patrollers. In fact, it is expressly understood between the NSP and the NSAA, as well as the membership of both organizations, that the volunteer patrollers are not and have not been employees, but agents when acting within the scope of their assigned duties, in view of the voluntary nature of their patrolling services.

NATIONAL SKI AREAS ASSOCIATION

DATE: \_\_\_\_\_

\_\_\_\_\_

Michael Berry, President

NATIONAL SKI PATROL SYSTEM, INC.

DATE: \_\_\_\_\_

\_\_\_\_\_

Stephen M. Over, Executive Director

**PERSONAL RISK MANAGEMENT FOR NSP MEMBERS**

John J. Clair, National Chairman  
David L. Olson, National Legal Counsel

At the annual meeting this summer, the NSP Board of Directors adopted the report of the Legal Review Committee, which included the recommendation that personal risk management information be communicated to the patroller/candidate level through the POB medium, along with a personal letter being mailed to every patroller/candidate this fall.

This is the first of these communications. Patrol representatives are asked to copy the attached letter and to distribute it to each member of their NSP patrol. Additional information on the subject will be sent to every member in the fall mailing.

It is very important that every member of the NSP understand and appreciate the risks associated with patrolling, and make informed choices to manage their personal risks. It is also important for every member to understand the relationships between the patroller, the NSP, and the ski area management, and how those relationships affect personal risk management issues.

Please contact your division director or division legal counsel if you have any questions.

**NSP MEMBER PERSONAL RISK MANAGEMENT**

The NSP Board of Directors and the National Legal Committee feel it is very important to continue to provide members with personal risk management information to assist individuals in assessing and dealing with the possibility of injury or involvement in litigation as a consequence of their patrolling activities. This letter will discuss some of the inherent risks in being a patroller and identify some of the risk management resources available to patrollers.

This is not a new subject, suddenly discovered as a consequence of the *Kane* lawsuit. NSP publications have long provided risk management information for the member. Chapter 6 of the current (fourteenth edition) of the *Ski Patroller's Manual* is entitled "*Legal Issues and Risk Management*," and includes discussion of the risks faced by patrollers. The NSP *Policies and Procedures* addresses risk management from the standpoint of the NSP (§3.3) and the patroller (§3.3.11). The Spring 1992 issue of *Ski Patrol Magazine* contained an article entitled "*Personal Risk Management for the Volunteer*," which is an excellent, and still timely discussion of the legal risks faced by volunteer patrollers. In the Spring/Summer 1999 issue of *Ski Patrol Magazine* another excellent article, "*Legal, Insurance Considerations*," discusses current legal risk issues and developments, and various insurance policies from the patroller's perspective, i.e. homeowner's insurance, NSP insurance, and ski area insurance. The articles should be required reading for all patrollers and candidates. Many divisions and regions have also addressed risk management issues through presentations by legal or risk management advisors at meetings, refreshers, or in their newsletters. Members are encouraged to avail themselves of local resources as well as the written information noted above if they have questions about personal risk management issues.

In addressing risks involved in patrolling it is helpful to look at the role played by the NSP and the ski area. The sport of skiing involves risks of injury that are inherent to the sport itself. We see evidence of that every day as part of our patrolling activities, and it is those risks that give rise to the need for patrollers. By skiing, one assumes certain risks of injury inherent to the sport. By patrolling, we expose ourselves to the same inherent risks of skiing, but encounter additional and greater risks because we undertake to provide emergency care and transport to other injured skiers. While recreational skiing permits a choice of slopes, or even whether to ski, patrolling requires that we ski the run on which the injured skier is found, regardless of difficulty. Snow and weather conditions may drive all but the most hardy off the slopes, yet the patroller must be prepared to respond to an accident as long as the ski area remains open, regardless of the conditions on the hill. Further, we undertake the transport of the injured skier to the next level of care by running a loaded toboggan down that slope, again without regard to the weather or snow conditions. By undertaking this responsibility as patrollers, we assume risks of injury to ourselves that can be reduced through training and practice, but not avoided. Those injuries can range from life-threatening to income-threatening disabilities. The NSP does not provide insurance that covers such losses.<sup>1</sup> The ski area may, in certain circumstances (or states) provide some protection through workers compensation insurance. Thus, as part of the decision to patrol, it behooves every patroller to ask him/herself what they will do to protect themselves from such personal losses, and whether or how their current insurance policies (health, disability, and homeowners) or financial resources will address those losses.

The NSP offers educational courses that provide the training and skills necessary to ski patrolling. With NSP credentialed training and skills, NSP members are accepted at ski areas across the county as members of the local ski area patrol. The NSP provides liability insurance for its approved courses and training activities that covers members for claims arising out of the approved course or activity. Liability, however, is predicated upon negligence, not injury itself. There is no medical expense coverage provided by the NSP. The NSP insurance policy specifically excludes coverage for on-the-hill patrol operations or related activities undertaken at the direction of, and under the control of, ski area management.

The ski area at which you patrol is usually required to provide patrol services as part of the operation of the ski area. Accordingly, the ski area is responsible for the operation of the ski patrol, and the activities of the patrollers on its slopes. This usually means liability insurance will be provided by the ski area that will respond to claims against patrollers arising out of patrolling operations. Your area probably has liability insurance that covers you while patrolling for that area, but you should not assume that is the case. Your patrol representative should be able to answer questions about liability and other insurance coverages provided by the ski area. Depending on the response, you may wish to seek additional coverages through your own insurance resources.

Each NSP member must evaluate the risks associated with patrolling and how those risks may affect him or her individually. The information in this letter and the written materials referred to earlier are intended to help members make informed decisions about managing those risks. A personal risk management assessment (and annual

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<sup>1</sup> Insurance policies have been offered to members in the past that would provide limited coverage for disability and/or medical expenses. The response to the offerings has usually been minimal, such that the insurance company declines to continue the program.

reassessment) is an essential task for every member. As part of this process, bear in mind the NSP member, the ski area and the NSP each assume responsibility for their part in the patrolling experience. It is important that each role be clearly understood and accepted by each participant.

## **YOUR RESPONSIBILITY CODE**

- 1. Stay in control.**
- 2. People ahead have the right of way.**
- 3. Stop in a safe place for you and others.**
- 4. When starting downhill or margining, look uphill and yield.**
- 5. Use devices to help prevent runaway equipment.**
- 6. Observe signs and warnings, and keep off closed trails.**
- 7. Know how to use the lifts safety.**

## **SET THE EXAMPLE**

## **RISK MANAGEMENT AND SAFETY In All NSP Education Programs**

**Instructor Development  
Outdoor Emergency Care  
Alpine Toboggan  
Nordic  
Avalanche Rescue  
Mountain Travel and Rescue  
Leadership Development**

### **Summary of Contents**

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## STANDARD OF TRAINING

NSP education courses are developed with sequenced, competency-based objectives rather than a series of timed modules. NSP education programs are **training** standards and guidelines, *not* patrol or ski area **operational** standards. NSP members become patrollers at local patrols and follow local procedures determined by ski area managers, area patrol directors, and medical advisors.

### Standards versus Standardization

A *standard* is a measure of quality.

*Standardization* calls for everyone to do something the same way. While it leads to continuity, standardization is not necessarily high quality, especially if more importance is placed on the format (standardization) than in the standard itself.

NSP members receive the baseline knowledge and skills tailored for the outdoors in their roles as patrollers. To achieve a standard of training, skill performance checklists emphasize statements of principle and accepted procedure rather than techniques that must be used in any particular situation. Environmental circumstances and other physical conditions can vary.

Training emphasis should be on basic principles and performance objectives, where possible, to recognize differences of techniques, equipment variations, and local protocols. Trainees need to demonstrate correct application of basic principles, selecting from the spectrum of protocols learned during training. The diversity of techniques helps trainees make logical decisions on appropriate techniques during integrated, workable scenarios.

### Flexibility

Flexibility in the delivery of NSP education courses is extremely important, although the course content is fixed. Flexibility in course delivery—meeting the needs of the area and the individuals, trainee participation, and in teaching techniques—is a *necessity* for the continuation of a quality course. Education courses must be implemented to meet the needs of the local ski area, the instructors, and the trainees.

An understanding of the national organization's direction as an education association without impact on a ski area's operation is essential. Supervisors need to pay attention to detail when helping the division, region, and patrol deliver education courses. *Division and local politics must not interfere with the administration of NSP education programs.*

### Specialized Equipment and New Techniques

Instructors and trainees should be outfitted with equipment suitable for traveling within the training site, e.g., downhill skis for in-area, free heel or randonnee for backcountry. When traveling in avalanche country all trainees should carry a lightweight shovel, a rescue beacon, and convertible ski poles or collapsible probe pole.

Specialized and technical equipment include such items as emergency medical, toboggan, mountaineering and backcountry, avalanche rescue and other items that, if

not used correctly, can lead to personal injury and the injury of others. It is obvious that every technique for using every piece of specialized equipment throughout the country cannot be incorporated into the respective NSP training manuals. Techniques not specifically addressed in an NSP manual may be incorporated into training *if* they are part of a standard training course and follow the NSP-accepted performance objectives. To greatly reduce personal risk and the risk of trainees, use common sense and follow manufacturer's instruction, practice, and be cognizant of personal limitations.

New developments in equipment or new techniques that are not widely accepted but may apply to an NSP curriculum must be shared with the appropriate national program director for evaluation *before* incorporating them into an NSP training course.

## **SAFETY AND RISK MANAGEMENT**

### **Overview**

Risk management is not a new concept and comprises three parts: identification, evaluation, and mitigation. First, you have to be able to identify, recognize, and anticipate problems or potential risks. Then you have to evaluate the risks. Look at all the angles and strategies that could lessen the risks. Can the risks be avoided? No matter what, the goal is to mitigate the risk. This should be our primary concern. To do this, eliminate unsafe procedures or scenarios and stay within your own ability and expertise.

**Risk** is exposure to the chance of injury or loss; a hazard or dangerous chance (*Random House Dictionary of the English Language*). Risks may be considered voluntary or involuntary. Generally, voluntary risk takers are seeking benefit or gain and are aware of the risks involved. Involuntary risk takers do not have the knowledge or experience to assess the result of their actions. The distinction becomes important when considering the acceptability of the risk.

An **accident** is a sequence of events that usually produces unintended injury, death, or property damage (*National Safety Council*).

A **hazard** is a condition that may cause injury, death, or property damage. Hazards are normally latent and only become dangerous when humans interact with them.

Risk management is the process by which we identify risk in our education programs and determine the probability of harm and the acceptability of the risk. We then analyze and select the techniques that are most appropriate to deal with that risk, implement those techniques, and monitor the results. Techniques are selected based upon the importance of the program to the mission of the NSP as well as the loss history associated with risk. In evaluating risk, NSP examines the loss history of the activity both within the NSP and generally across the country. Our risk management philosophy considers human behavior so that both education programs and course implementation are examined in assessing risk.

In the litigious atmosphere that exists today, the more important risk management becomes for the NSP. As laws and suits continue to shape organizations, risk management and promoting safety will continue to change. NSP must be dynamic and change with it.

The National Ski Patrol involves the National Education Program Directors in reviewing all aspects of their programs, individually and as a joint committee. The Executive Committee acts as the NSP Risk Management Commission. The committee has rule-making authority with respect to the management of risk created by the educational and member services programs of the NSP. The committee has the authority to enforce NSP policies and committee rulings throughout the NSP organization. The committee will report its action(s), if any, to the NSP Board of Directors at the annual board meeting.

## **Safety Planning**

Instructors should take a few moments during lesson planning and during actual teaching to decide if:

*Five years from now will I be able to justify to a group of 12 people who do not know me or this NSP course, that my activities involved reasonable and prudent action?*

With every course and every activity, risks must be evaluated and every reasonable effort made to anticipate and eliminate unsafe procedures, situations, and locations. Trainees place their trust in their instructors and their ability to recognize hazardous circumstances and avoid them.

In all cases instructors must continually ask,

- What are we doing?
- Why are we doing it?
- Who wants it done?

These are questions that instructors cannot consider enough before, during, or after any education course. Under all circumstances, remember that as a program supervisor, instructor trainer, and instructor, it is your responsibility to ensure the safety of all activities and participants.

- Think ahead
- Consider the possibilities
- Monitor all aspects of the event

Risks within any NSP course can be viewed on a continuum from low to high. No programs are without some level of risk.

Some of our programs, Instructor Development and Outdoor Emergency Care, for example, are of lower risk because many of the sessions are classroom-based. The risk increases as inexperienced instructors do practice teaching or scenarios are moved into the outdoor environment.

Other programs like toboggan and senior are probably somewhere in the middle of the risk scale. A disclaimer published in Alpine Toboggan: Phase II materials and printed and spoken on Alpine Toboggan Training Video states the following: "There are risks in running a toboggan and in conducting toboggan training. Many of these risks can be mitigated through appropriate instruction and attentive toboggan operation. Each participant is responsible for conducting him- or her in a reasonable manner. However, there remain inherent risks in skiing and toboggan handling which can result in injury or

death despite careful attention. Each participant in toboggan training and operation must evaluate the risks and decide whether to proceed, and how to manage those risks. No one should undertake any activity or maneuver for which he or she does not feel adequately prepared and equipped. Any misgivings in this regard should be immediately and clearly communicated to the instructor. Each participant is responsible for having and maintaining appropriate skiing or boarding equipment.”

Avalanche Rescue, Mountain Travel and Rescue, and Nordic programs might be viewed as more risky because of the environment in which these courses are taught.

Disclaimers for higher risk courses are evident in manuals such as the *Nordic Training Manual*. “The National Ski Patrol, its board of directors, its employees, and its membership assume no liability whatsoever arising out of, or related to, any damage or injury that may arise from the application of the information and principles presented in the *Nordic Training Manual*. There are risks in patrolling and in conducting patroller training. Many of these risks can be mitigated through appropriate instruction and attentive operation.”

With thought and pre-planning, you can ensure a safe and rewarding experience for everyone involved. Some question and actions to reduce risk may include, but are not limited to:

- Degree of risk—do the lessons, drills, activities, and exercises focus on specific skills required to perform patrol duties?
- Benefit derived—what risks are involved in performing the exercises? What could happen?
- Is the risk manageable?
- Is the risk acceptable? Are there other options?
- What interaction is necessary with area management, the area patrol, and area guests?
- What if something occurs? What procedures will be required?

Safety and risk management of activities must be the primary concern of every course supervisor, every instructor trainer, and every instructor. The safety of trainees, instructors, patients, and area guests cannot be over emphasized in course planning, class management, and course delivery.

Do not let peer pressure, egos, or the advice “we’ve always done it this way,” impede your decision-making responsibilities as an instructor or your trainees’ choices to in a particular activity. Negligence on the part of an instructor is not covered by NSP liability insurance.

## **Managing Program Risks**

Often, many NSP courses will involve fieldwork in alpine winter environments and conditions. Trainees and instructors will encounter inherent risks and dangers of traveling over mountainous terrain, as well as the additional risks of skiing and working by themselves or in a group on difficult terrain and under potentially adverse weather conditions. All generic safety precautions should be observed. All instructors should be properly clothed for the expected weather, have the necessary equipment and enough food and water for the duration of the training session. The trainees should possess the skiing and personal skills to travel safely to the training site and handle the snow conditions and terrain at the selected location.

The instructor of record or group leader should evaluate the skills and preparedness of the trainees and allow only those who meet the requirements to participate. Problems usually occur because of a lack of emphasis on safety. We can have a great time in our training and still mitigate the risk. It's a matter of balance between safety, fun, and effectiveness. Establish an attitude of safety with all courses and insist that the instructors and trainees follow "the rules" of safe training.

## **General Safety Provisions**

- Be aware of which events represent NSP functions, e.g., Senior training, as opposed to area management functions, e.g., lift evacuation training, and how insurance coverage differs.
- Be considerate of area management and area guests when organizing and implementing NSP education courses, whether indoors or outdoors. Communicate the content, format, and special needs of the course to the participants.
- Choose safe practice and evaluation sites for trainees, instructors, and patients.
- Make sure the equipment is in good shape and that permission has been given to use it.
- Communicate with the area guests by using training-in-progress signs at ticket counters and on slopes. Follow the planned schedule and keep your trainee group organized.
- When working outdoors, choose appropriate terrain to suit the trainees' skiing abilities.
- Mitigate problems and use common sense.
- Identify instructor roles. Insist that instructors stay current with NSP policies and curriculum.
- Inform participants of what will be done during the training session

- Inform participants of possible risks they expose themselves to by participating
- Determine if participants have any physical limitations that could increase risk
- Direct participants to make a personal decision to participate
- Specific safety procedures (in addition to the general safety provisions above) are stated under Quality Instruction on page 71.

## **NSP LIABILITY INSURANCE**

### **Overview**

The NSP has excellent insurance. Our insurer, Willis-Corroon, is one of the three major providers in the ski industry and includes the NSP in its pool of over 180 skiing-related insureds. The NSP's insurance has remained basically unchanged since its last overhaul in 1984.

When the NSP began, there was no ski patrolling, so the organization was created to fill this need. Today, providing ski patroller services is an obligation of the ski area operator and an expectation of the skiing public. Most ski areas fulfill their obligation to provide patroller services by operating a ski patrol department comprised of paid and volunteer staff members. The ski area's insurance covers the things it does, including the operation of the ski patrol department and its staff, regardless of whether they are paid or volunteer, NSP members or not.

The NSP is structured as a membership association that offers an ever-changing set of services to its members to meet industry needs. Many of these services take the form of education, training, and credentialing courses that establish and maintain the member's value to the ski area as a patroller. The NSP's general liability insurance covers those things that the NSP does, including covering its instructors as they deliver and its members as they participate in NSP programs.

The programs of the NSP represent a tremendous value to the ski area partly because of this insurance. Ski areas are able to adopt industry-recognized courses for those aspects of patrolling where the NSP has developed courses but they do not have to insure or defend the development, maintenance, delivery, or participation in these courses. This removes the burden from the ski area of creating similar courses "in house." Thus, it is beneficial to the ski area to use NSP programs whenever appropriate for its entire patrol staff, both paid and volunteer. For this benefit to be fully realized, it is vital that we do not hinder the delivery of NSP courses by local personnel. Also, since the NSP is structured as a membership association, patrollers need to be members to access the courses and maintain their credentials.

It would be redundant for the NSP to provide insurance for risks related to ski area operations since the ski area, under the standard policies used in the ski industry, already has this insurance. Even if the NSP wished to insure the operations of area patrols, it would likely be either unable to obtain or afford this insurance, since the NSP does not control these activities.

It is important to understand that the insurance being discussed is for liability. This insurance is not intended to provide for personal injury to the member. As part of a ski area's paid staff, the patroller is covered for work-related injury by Workers' Compensation. Patrollers who provide their services voluntarily are often specifically excluded from Workers' Compensation by state statute. Thus, members should practice good personal risk management by carrying appropriate medical insurance in case of personal injury. Skiing has inherent risks that include the potential for injury and even death. Patrolling increases our exposure to these risks.

Your greatest exposure to liability risk as a patroller would occur if you were providing services for an area that was inappropriately insured. This instance should prompt you to carry personal liability insurance. It should be reasonable, prudent, and acceptable for a patroller to inquire about the liability coverage provided by the ski area when performing as a patroller on the area's behalf.

### **Instructor/Trainee Expectations**

Instructors must make their trainees aware of the course curriculum, training objectives, and expectation for course completion. These instructor expectations might include, but are not limited to:

- Attendance
- Behavior
- Course outline and concluding objectives
- Expectations for exams (written and practical)
- Physical requirements

The use of release forms is another option that is often considered. The enforceability of release forms varies widely from state to state and in some states may be invalid. If an instructor of record opts to use a release form, the form should be reviewed with the appropriate legal counsel for that geographic area. Forms should be obtained from all participants and all forms retained on file. Keep in mind that release forms may not protect you from negligence.

### **Post-Incident Procedures**

Any accidents that occur during a course must be recorded and documented using a formal incident report form. It should be filled in completely and retained with the registration materials. Make certain that you are aware of area policy regarding reporting incident procedures. Such procedures might include, but are not limited to:

- Notifications
  - Area
  - Patrol
  - Family

- Documentation
  - What happened
  - Witness statements
  - Environmental condition
  - Action to be taken
  
- Recording action taken

## PROACTIVE INSTRUCTIONAL MANAGEMENT

### Instructional Roles

Safety and risk management of course activities must be the primary concern of every instructor, instructor trainer, and supervisor. The safety of trainees, patients, and instructors cannot be over emphasized in course planning and class management.

Preferably, all instructors should have pre-tested and functioning radios during field sessions to promote communication, share decisions, and relay any potential problems with class participants. The use of radios can be very effective in reducing and controlling risks that are inherent when conducting outdoor exercises. For some exercises cellular telephones, maps of the area, altimeters, compasses, and Global Positioning Systems units can be used to both communicate location and obtain assistance if problems should arise.

Area management and the skiing public also need to be aware of courses, clinics, or training exercises taking place on their property. Specifically they should be informed of course content, format and schedule, number of participants, and any special needs.

Instructor Roles	Instructor Trainer and Supervisor Roles
Model exemplary risk management	Model exemplary risk management
Communicate risks to trainees	Communicate risks to instructors
Communicate responsibilities to trainees	Communicate responsibilities to instructors
Monitor trainee performance	Monitor instructor performance
Paperwork-documentation and course records	Paperwork-documentation and course records

### Liability Disclaimer (as stated on the NSP Instructor Card)

Risks are inherent in activities other than merely that of skiing. Instructors must conduct all of their programs within the guidelines established by the NSP Board of Directors for each activity. Any deviation from the approved course taken by an instructor is done at that person's own risk. NSP is not responsible for, and hereby repudiates, any liability for injuries or claims of liability in cases outside the established guidelines. Instructors of NSP education programs may incur personal liability for which NSP affords no protection or insurance coverage. [Instructor's Signature]

### Instructional Responsibilities

Careful planning is the key to a good, safe, and fun course. This is the responsibility of all instructors, and particularly, the chief instructor or instructor of record. The following

list identifies many instructor responsibilities, but may not be inclusive or may contain items that do not apply to a specific NSP course.

- Plan lessons and evaluations to achieve course objectives, while ensuring trainee and instructor safety.
- Obtain any needed permits or permission from area management for the locations where the courses are to be held.
- Check temperature, weather, and snow conditions when planning outdoor events, and plan accordingly. Reschedule if conditions are not favorable or present a risk. (This can either be in terms of frigid temperatures, high winds, rain, or heavy snow. These conditions can make travel either by auto to the course location or travel during the course more perilous.)
- Make certain all trainee preparation (prerequisites, skill check-offs, recommendations, prep clinics, and ongoing evaluations) have been completed satisfactorily.
- Prepare sign-in sheets and obtain names of people to notify in emergencies.
- Develop an evacuation plan, and the telephone numbers of nearby rescue personnel in case they are needed.
- Screen potential course candidates; remove participants from the course if they become disruptive.
- Inform the participants about the specific details of the course, what are expected, time frames, and potential risks prior to the actual course. This allows the trainees the choice of whether to participate.
- Model exemplary risk management, instructor qualities, and teaching strategies.
- Be knowledgeable about the techniques and how to handle the training equipment.
- Follow established procedures when teaching a particular skill or demonstrating a technique.
- Evaluate what is done and actively supervise the lessons.
- Document any incidents that happen throughout the course. Follow area policy on incident management.
- Complete and maintain training activity records for the patrol and submit course records to the national office.

Many of our techniques are not learned in one lesson and can be quickly forgotten if not used. Encourage the trainees to practice, practice, practice as needed.

## **Location**

Courses need to be convenient. Because time is an important concern of our members, consider bringing the course to the participants rather than having the participants come to a central location. Quality teaching time is more important than traveling distances.

Courses should be on appropriate slopes and/or should be close to maintained roads and shelter in case support is needed or an emergency occurs.

Review ski traffic patterns and conduct exercises out of the public's way. Do not conduct exercises on crowded runs, trails, intersections, or areas of low visibility. A training sign should be posted so guests don't rush off to get help.

The location needs to fit the objectives of the course and the ability of the participants. Instructors need to be familiar with the location and the area in general. Plan escape routes for all exercises. Select options for each activity. The terrain should be suitable with low angles and good run-outs. Lift locations, unloading equipment, and snow machine routes are additional considerations. Suitable snow and weather conditions are critical to program delivery.

Some winter environments are not conducive to learning. If bad weather is predicted, consider postponing the course. Instructors must always make sure that people have the correct equipment, clothing, water, food, avalanche beacons, probes, shovels, etc., for the exercise and the location.

## **Avalanche Rescue, Mountain Travel and Rescue, Nordic**

Whenever possible, sites should be located in or near controlled ski areas or in close vicinity to outside assistance in the event that people begin to suffer from the cold or are otherwise compromised. It is essential that long, difficult, and time-consuming evacuations of participants be kept to an absolute minimum. It is important that instructors be familiar with the area where the course is held and that a course itinerary is left with ski area management or some other responsible person. Evacuation contingencies are to be part of the pre-course planning. This will include local telephone numbers of ski area management, nearby rescue/EMT personnel, local authorities, etc.

Not only should the location be convenient for participants, it should be conducive for learning and meeting the various course objectives. Courses and field sessions do not need to be conducted in inaccessible areas for the learning objectives to be met.

Training locations should be areas that have been historically "safe." Those areas that are not known to be traditionally safe should be evaluated for stability and hazard within 24 hours before the session. The stability evaluation during the session should confirm that the training area is still safe. Chosen training sites that are not in or adjoining controlled ski areas should be close to vehicle transportation in order to conserve time and the energy of the trainers, and to be able to make a hasty evacuation in the event of a problem. Sites that are selected on public or private lands must be approved before the course. Area management must, of course, approve all training within the boundaries of a ski area.

Slopes chosen for training topics such as simulated avalanche rescues, probing, stability

evaluation, etc., must not be much steeper than 25 degrees at, above, and below the training site. These angles should be checked with an inclinometer to eliminate any error in determining the “true” angle of the slope.

Safe scenario locations, toboggan runs, and route selection is part of all training. The safest route should be determined and then the group should use that route to the training site. If many or different slopes, trails, or routes are to be used, safety must once again be determined. Any training or demonstrations done in questionable conditions (steep slopes, suspect stability, etc.) should be done on belay. Traditional mountaineering methods should be applied.

### **Class Management**

All trainees should be properly informed of the inherent risks associated with training and should be willing to accept the risk. If any trainee does not want to participate in any portion of the training, he or she should not be forced in any way to do so. If a trainee feels uncomfortable in any situation in which he or she has been placed, the instructor should recognize their feelings and make adjustments to accommodate them.

Consider the abilities, fitness, conditioning, skills, and equipment of the participants. Put some thought into how they are to be grouped to meet your instructional needs: similar people grouped or a mixture of the weak with the strong. This depends on what you want to accomplish. No matter what, you want people to stay together, help each other, and not wander off, especially during night exercises or during times of poor visibility.

The group should stay together at all times. If broken up into smaller groups, they should stay within reasonable distance of each other and a person of responsibility should be assigned to each group. At no time should any trainee be allowed to “break away” from the group to ski an area of preference or take a different route to or from the training. Instructors should be spread out among the trainees, not separated from the participants. Instructors need to be well prepared and also to stay within their own skills and abilities. Trainees should be encouraged, not forced, to participate in activities.

Have enough instructors to have a good ratio between instructors and participants to fit the exercise.

### **Quality Instruction—General and Specific Safety Measures**

The instructional materials for all NSP education programs are designed around lesson guides. Lesson guides, while not a lesson plan, provide the essential objectives and topical outline necessary for instructors to plan lessons. They provide the learner with an understanding and ability to learn the desired knowledge and to perform the expected skills.

Each training session requires organization of the lesson and setting as well as attention to quality management and safety concerns. There is no guarantee that every risk will be eliminated; however, every effort should be made to anticipate and to avoid potentially hazardous situations. No one should undertake any activity or maneuver for which he or she does not feel adequately prepared and equipped. Any misgivings in this regard should be immediately and clearly communicated to the instructor. Each participant is

responsible for having and maintaining appropriate skiing equipment (for courses that require skiing (alpine or nordic) or snowboarding).

The key to good risk management is common sense. Neither instructors nor trainees should do anything that is beyond their skill level, physical conditioning, or ability. Look at the concluding objectives of the lesson in terms of how it fits the terrain, snow conditions, weather, the participants, and their equipment.

A safety checklist for instructors should include:

- Think quality. Always teach from and make sure trainees are using the most current edition of education materials. Use skill performance guidelines and check-off criteria.
- Brief trainees on what will be done during the lesson or training session. Inform them of possible individual risk exposure when participating in the course and provide the opportunity for the trainees to make a personal decision to participate.
- Incorporate conditioning, warm-up, and cool-down activities. Teach skills in progression. Continuously ask questions of the trainees.
- Brief simulated patients on what to expect and to speak up if they feel pain. If the correct techniques are not being used, stop the activity, take corrective action, coach them, and re-start.
- Monitor the trainees' conditions (physical and mental) before, during and after the event or activity
- Follow procedures. Always follow the NSP training standard using the most current approved curriculum and provide ongoing evaluation.
- Give accurate directions and appropriate practice for all training aids and equipment.
- Demonstrate and ensure appropriate application of equipment and devices.
- Stop patrollers if they are being careless, hurting someone, or damaging equipment. Have them explain what they are doing and why. Review the performance objectives and practice routine skills again.
- Practice in locations that are convenient, out of the public's way, and on safe terrain. When working outdoors, choose appropriate terrain and surface to suit the trainees' skiing abilities. Avoid crowded ski runs, intersections, or areas below a break or depression where the class cannot be seen. Also consider skier traffic, lift location, snow machine routes, escape routes, and unloading problems.
- Meets objectives and abilities of all the trainees.

- Have participants report to the instructor (or instructor of record) any activities that they feel are potentially unsafe or that may endanger themselves or others.
- If your class has many abilities, structure the class and/or the activities in the lessons to meet the needs of the trainees.
- Never ask or expect a trainee to perform a task that is above his or her skill level.
- Select a number of instructors to assist with various lessons and use their abilities appropriately.
- Maintain a positive instructor-to-trainee ratio

### **Instructor Development—Practice Teaching Sessions**

- Stress the importance of safety and risk management, standards of training, and quality instruction in Phase I and Global Management: Phase II modules.
- Follow the risk management guidelines for the specific discipline; e.g., avalanche, toboggan.
- Do not involve participants in the lesson who do not have the training or the equipment to safely be part of the activity (For example, do not have a nordic patroller in lightweight gear be a trainees in a lesson on running the tail rope of an alpine toboggan; or do not have trainees participate in an outside lesson unless they came prepared to be outside)
- Make sure trainees are using the correct equipment and know how to use it properly
- Assist participants in selecting practice teaching lessons suitable for a short time frame and a variety of trainees and skills likely to be present in the class. It is not necessary to have an advanced level or highly technical lesson presented to assess teaching skills.

### **OEC**

- Brief simulated patients on what to expect and to speak up if they feel pain. If the correct techniques are not being used, stop the activity, take corrective action, coach them, and re-start.
- Always teach to the OEC standard using the most current approved curriculum.
- Practice proper body substance isolation (BSI) procedures in all teaching, training, practice, and evaluation situations, including CPR.
- Demonstrate and give continued reminders of proper lifting techniques (i.e., lifting with the legs, not the back).
- Choose safe practice and evaluation sites for trainees, instructors, and patients.

## **Alpine Toboggan**

- Provide comfortable options and bale-out opportunities
- Avoid crowded ski runs, intersections, or areas below a break or depression where the class cannot be seen from above
- Do warm up and cool down exercises prior to and after training sessions
- Do not fix a tail rope to an operator
- In training situations, position riders in prone position on back with feet downhill
- In training situations, balance load to the trainee and environment
- Do not chew gum while skiing
- During training situations, riders in sleds must be NSP members

## **Drills/Exercises**

- Do they focus on specific skills required to do patrol duties?
- What risks are involved in performing the drill? What could happen?
- What benefit do we derive from the drill?
- Is the risk manageable?
- Is the risk acceptable?
- Are there other options?

## **Equipment**

- Is it in good shape?
  - Sleds
  - Ropes
  - Belay device
  - Uploading devices/methods
  - Carriers
  - Snow machines
- Whose equipment is it?  
Do you have permission to use it? From whom?

## **Avalanche Rescue, Mountain Travel and Rescue, and Nordic**

- Conduct fieldwork in locations from which evacuation of injured participants would not be a long, difficult, and time-consuming process
- Ensure proper instruction, practice, and common sense when using various types of specialized equipment.
- Insist that trainees and instructors be sufficiently physically fit
- Screen course candidates (Possible-screening methods might include recommendations from the candidate's patrol director or another officer or supervisor who has a working knowledge of the skills and capabilities of the trainee. In all cases, the chief instructor has the final say as to whom is eligible to participate in the course.)
- Night exercises, although not required part of the NSP course curriculum and not recommended, may be held to practice search and rescue techniques
- Avoid holding training sessions during adverse weather conditions, on avalanche terrain, and in avalanche conditions
- Carry a shovel and a working avalanche rescue transceiver if there is any possibility of being in a potential avalanche area, assisting in avalanche control practice, or actual avalanche rescue practice (all participants and instructors)
- Use radios when conducting outdoor exercises
- Keep emergency care kits, both shared and personal, readily available at all times

### **Nordic**

#### **Toboggan Belays**

<b>Exposure</b>	<b>Key Areas of concern</b>
Belays	Adequate supervision and instruction Equipment properly inspected, cared for, and tested Proper procedures followed

Choose an area that is out of the public's way, has a low angle run-out and a short steeper pitch that will give the effect of a steep belay without the hazard of an open slope. If the snow conditions are icy or hazardous, pick another area. Test all natural anchors, webbing, ropes, knots, and rigging before use and loading, and then test them again. If skis are used as pickets, test them for twice the load weight of the toboggan to be used. If the skis are buried in a tee slot, the slot must be filled in and the snow stomped down before the 2x-load test is made. The mechanical force for raising and lowering must be made downhill from the skis (as anchors) and not up at an angle that will pull the skis out of their anchor position and cause the anchor to fail.

### Over-snow Travel

Exposure	Key Areas of Concern
Over-snow travel	Basic and Senior Nordic Clinics Ski Enhancement Seminars Ski Trainers Workshops
Terrain and/or combination of snow conditions and terrain for clinic or tour	Above ski ability of group or a few individuals Find different area or send deficient individuals to another group
Route finding	If hazard, strictly follow avalanche protocols Carry beacons, shovels, and probes
Equipment	Skis and boots suited for clinic

Choose an area that is familiar to the instructors and as many of the clinic participants as possible. If the area is avalanche possible, then avalanche protocols for safe travel must be followed and everyone in the group should be equipped with a beacon, shovel, and a probe.

If you have a large class, divide the group into smaller ones and follow the recommended instructor to trainee ratio. Before starting the clinic, be sure that everyone is adequately equipped for the outing. Check to see that skis and boots are suitable for the day's lessons and that area-approved duty packs contain the equipment and personal items necessary for the clinic.

It may be necessary to evaluate the skiing proficiency of each individual before starting the clinic. Take great care to mate the terrain and snow conditions to the ability of the group. Divide the group into sections of similar skill levels, if possible. If not possible, then either pick another location more suited to the class or travel at the rate of the slowest person and periodically monitor the state of the entire group.

### Bivouac and Subject Survival

Exposure	Key Areas of Concern
Bivouac and subject survival	Use of stoves, open fires Proper ventilation of shelters Cold injuries

Have a back-up plan in place for cold injury or hypothermia and take additional time for a safety message about stoves and alternate heat sources that are to be used. Follow the manufacturer's guidelines for operating that particular commercial stove. If an

improvised heat source/stove is used, inspect it for safe and sane use. All stoves and heat sources that use an open flame should be lit a safe distance from the participant's shelter and other patrollers. When it is operating safely, it can be moved to a safe operating distance to the shelter. Before the stove/heat source is moved into the shelter with patrollers, see that the shelter is adequately ventilated.

The synthetic fabrics used in sleeping bags, tents, and clothing melt on the skin and leave very nasty burns—a condition that burns twice—once on contact with the skin and again when you go to replace the piece of expensive equipment or clothing.

When planning your lesson, think about what could go wrong and then how it could be avoided and the concluding objectives met.

## **Mountain Travel and Rescue**

### **Snow Cave Construction**

Snow caves, snow shelters, and emergency bivouac shelters must be placed on terrain that is safe and conducive to their construction. There must be no avalanche danger on the slope used or from adjacent slopes. Shelters should be in areas off the trails and away from the skiing public.

The minimum manpower and equipment for each snow cave is two builders and two shovels. The volunteer who is doing the digging should be warmly dressed and kneel or lie on insulating material so as to help reduce the likelihood of getting wet during construction.

One person digs the snow cave while the other person stands by, ready for emergency extrication, if required, in the event of a sudden collapse. The person standing by must remain close to the cave and must be able to immediately reach the cave to shovel out the partner in the event the cave collapses during construction.

The cave needs to be constructed in snow that can support construction or has been compacted by boot or ski packing or other means before the cave is dug. The cave should have adequate space for movement, provide adequate air space, and have sufficient ventilation to the outside atmosphere.

The cave's location must be marked in some visual fashion using dead pine boughs, fallen tree branches, wands, extra equipment, or some other means. This will ensure the occupants will be able to locate the snow cave after night exercises, additional snowfall, and inclement weather. It also will prevent others from inadvertently walking on the roof of the cave and collapsing it during the night or when visibility is limited.

At the end of the outdoor exercises, snow shelters must be collapsed and the area filled in and returned to its natural condition to prevent potential accidents.

## **Night Exercises**

Night exercises are not part of the NSP curriculum and are not recommended by the National Mountaineering Committee.

Night exercises are sometimes held to practice search and rescue techniques in realistic conditions. Caution must be applied to ensure that the participants do not become lost or injured. A sign in sheet is helpful to keep track of participants. All people must be adequately equipped and dressed for the expected weather conditions and length of the exercise. All participants will have lights that operate effectively. A head count should be made before and after the exercise to make sure nobody is absent. Good communication is essential. Extreme caution must be used during night exercises.

## **Search and Rescue**

A mannequin, articles of clothing, or a dummy can all be used to simulate a search victim. This is a good alternative to a volunteer search victim. This enables everybody to be involved in the mock search and nobody has to stand around waiting to be located.

If a volunteer search victim is used, that person must have a pre-tested and functioning two-way radio to ensure his or her safety during the mock search exercise. The volunteer search victim must be instructed in the use of the radio before starting the mock search. The search victim must keep the radio with him or her at all times. The volunteer search victim must be able to maintain radio contact, if needed, with the mountaineering instructor leading the search exercise.

At no time will the completion of a training exercise or search take precedence over the safety of the volunteer who is serving as the lost person in a search exercise.

To the extent possible, the established search area should be defined. These boundaries will be given to those involved in the exercise. It may be helpful to have instructors placed at key locations so the trainees do not become disoriented or lost.

## **Fire Hazards**

Experienced mountain travelers will occasionally use cook stoves to prepare meals in their tents as a method to protect themselves from the winter conditions. This is not a safe practice and is not recommended for NSP mountaineering courses. The potential for an accidental fuel spill or catching the tent or other equipment on fire is high. All cooking must be done outdoors away from combustible equipment.

Cooking in snow shelters also contains risks. Sleeping bags could be inadvertently ignited or the cook stove could reduce the oxygen level in the shelter if the ventilation is poor.

## **Water Hazards**

To prevent water-borne illnesses, all water should be treated by an acceptable purification method before drinking or being used in cooking.

When crossing streams, lakes, and other bodies of water in the winter, extreme care and good judgment must be used. Frozen bodies of water may not be sufficiently frozen to support a crossing. A longer, safer route is preferred to falling in and getting wet, especially in the winter as this will lead directly to hypothermia. If a crossing is done, only one person should cross at a time. The remaining people should carefully watch the person crossing and assist them in a rescue if one is needed.

### **Procedures for Search Victim Volunteer**

The mountaineering courses are typically held in alpine winter environments. As a result, both trainees and instructors may encounter inherent risks. These can include, but are not limited to, the possible dangers of traveling or skiing over mountainous terrain, working by yourself or in small groups on varying topography, and under potentially adverse weather conditions. The trainees and instructors must be willing to accept these risks and should, at all times, use good personal judgment, both for their own safety and the safety of the other participants.

To help control and manage risks in the mountaineering courses, the following guidelines are suggested so that both participants and instructors are not placed in unnecessary jeopardy.

### **Avalanche**

#### **Use of Explosives for Avalanche Hazard Mitigation**

All avalanche mitigation activities are the responsibility of area management.

NSP does not offer explosives/artillery avalanche control training. This includes training in the assembly of explosives or artillery equipment, the use of explosives/artillery for avalanche control work, and explosives/artillery safety other than observing control activities as part of the NSP Advanced Avalanche course.

#### **Procedure for Construction of the Snow Cave**

##### **Slope considerations**

There should be no avalanche danger on the slope used or on adjacent slopes. The slope should be in an isolated area and closed to the skiing public by flagging, roping, signs, and/or the posting of guards, as necessary.

The slope angle should be in the 10- to 25-degree range for ease of shoveling. Deposition from previously avalanched slopes is preferred as long as there is no current hazard of additional avalanches.

##### **Cave considerations**

One person should dig the snow cave while another person stands by for emergency extrication, if required.

The cave should be constructed in snow that has been compacted by boot or ski packing, machine packing or other means at least two hours before the cave is dug. It is

preferable to use snow that has been compacted the day before or old avalanche deposition. The cave should be constructed with a curved roof for strength and should not have more than 2 1/2 feet of snow on top of the roof. The cave should have adequate space for the buried volunteer to make moderate movements and should provide adequate air space.

The volunteer to be buried should avoid shoveling, since a well-rested person is less likely to suffer claustrophobia. Before the volunteer enters the cave, it should be safety tested. The cave must be able to bear the weight of a person on skis, snowboards, or snowshoes walking across and standing on the roof. If the roof fails the safety test, the cave should be dug out as an open trench, and the trench should be covered with one-half-inch plywood or similar material and covered with no more than 1½ feet of snow. The safety test should be repeated, and the roof must bear the weight of a person on skis, snowboards, or snowshoes. If the roof of the trench fails, the session must be aborted until the snow becomes stronger.

The cave may be constructed as a full-body cave where the volunteer is free to move about or as a half cave where the cover snow is in contact with the volunteer's legs. In no event will cover snow be in contact with the buried person at any point above the waist.

The cave's location must be marked with a small pine bough, tree branch, snowballs, or other visual means and also must be marked with wands using standard triangulation techniques.

### **Burial of Individuals**

The safety rules for burial of persons during avalanche dog training are outlined in the *Avalanche Instructor's Manual*. These procedures should be strictly followed.

No one who is participating in an NSP-sanctioned training session or course may be intentionally buried under the snow.

When avalanche rescue dogs are being trained in non-NSP programs or to demonstrate the use of dogs in avalanche rescue, burial of individuals is permitted in a properly constructed snow cave when conducted in accordance with certain training procedures. An instructor contemplating burials should obtain a copy of the applicable procedures listed here.

The minimum manpower and equipment needs for each snow cave burial are:

- One volunteer for snow cave burial
- One dog team (dog and handler)
- Two shovelers with shovels
- Two radios (two-way)

- Two avalanche rescue transceivers
- Six flagging wands for triangulation
- Insulating material for volunteer to lie on
- One-half-inch plywood or similar material if trench construction is necessary

## **QUALITY MANAGEMENT PROCESS**

The goal of quality management is to build excellence in the performance of our instructors and, through them, confidence and competence in our members' skills.

### **Overview**

NSP quality management deals with three areas of concern:

- The quality of the knowledge and skill base of the trainee
- The knowledge and skill of the instructor, both as a teacher and an active participant in the discipline
- The quality and validity of the program as a whole

The purpose of quality management is to strive for system-wide uniformity, curriculum consistency, and quality of teaching methods. It also provides the opportunity to satisfy an instructor recertification requirement of being evaluated by an instructor trainer once during each authorization period.

Ideas for maintaining the quality standards include:

- Share ideas from other divisions, regions, and patrols using supervisors, instructor trainers, and instructor networking
- Use division and region meetings to train ITs
- Organize steering committees within the division to develop a better communication and administration system
- Delegate responsibilities and empower instructor trainers within your division
- Have fun and be supportive of your instructor cadre

The quality management process serves as a clearinghouse for sharing ideas, lesson plans and activities, instructional methods, and materials that will benefit the instructor, the trainee, the course, and the organization.

Each division's program supervisors and instructor trainers establish the procedures to conduct a quality assurance session/clinic with their instructors.

## **Certified Instructors**

Every scheduled course, challenge, refresher, continuing education and senior clinic requires at least one certified instructor of record. The instructors of record are encouraged to solicit the assistance of other instructors, instructor interns, specialists, and patrollers with appropriate expertise.

Any additional teaching staff must receive orientation on acceptable knowledge and skill performance guidelines and the parameters of the course's curriculum.

## **Continuing Education**

Continuing education should be an ongoing program in all patrols for all members and for all instructors in all disciplines through the season. Programs may be organized on an individual or group basis, depending upon the availability of instructors and instructor trainers.

## **Instructor Trainer Development and Support**

Division supervisors appoint instructor trainers based on *need*. It's a job, not an award! The national ratio recommendation is at least one IT to ten instructors. Supervisors may obtain recommendations from NSP patrol representatives, line officers, region administrators, and instructors. They may have region staff help establish the direction and responsibilities and should be creative with financing instructor trainers' expenses within the division.

To maximize the effectiveness of quality management observations, supervisors must select competent ITs. Use of role playing on teaching styles, feedback methods, and problem solving in continuing education clinics is encouraged. Supervisors should review expectations and understanding of the ITs and instructors' responsibilities. They should keep documentation of IT performance and evaluations and replace the IT if the person is not effective or accountable.

## **SUMMARY OF SAFETY GUIDELINES FOR INSTRUCTORS**

- A. Risk management
  - 1. Identify risks
  - 2. Evaluate safety
  - 3. Mitigate problems
  
- B. Instructor roles
  - 1. Plan
  - 2. Gain or acquire permission and/or permits
  - 3. Inform of risks
  - 4. Select participants
  - 5. Postpone courses
  - 6. Remove participants
  - 7. Communicate
  - 8. Record accidents
  - 9. Submit records
  
- C. Instruction
  - 1. Think quality
  - 2. Follow procedures
  - 3. Demonstrate
  - 4. Supervise
  - 5. Practice
  
- D. Location
  - 1. Convenient
  - 2. Out of public's way
  - 3. Meets objectives-abilities
  - 4. Familiar to instructors
  - 5. Suitable terrain
  - 6. Appropriate conditions
  
- E. Class formation
  - 1. By abilities
  - 2. Mix instructors
  - 3. Positive instructor ratio
  
- F. What we need to do
  - 1. Safety a primary concern
  - 2. Plan and be prepared
  - 3. Stay current
  - 4. Use manuals
  - 5. Be dynamic
  - 6. Always monitor and evaluate
  
- G. Quality Management
  - 1. Trainees
  - 2. Instruction
  - 3. Course

**“Every job is a self-portrait of the person who did it.  
Autograph your work with quality.”**