Module SMP2

Snorkel Dive Manager

Snorkel Rescue Management

Module objectives

This module, following an instructor demonstration, gives the student practice at managing a snorkel diver rescue. Student are coached by the instructor where needed.

Achievement targets

At the end of this module students should be confident in the following activities:

- Participating in a snorkel diver rescue.
- Managing a snorkel diver rescue
- Have developed and understanding of how to take a strategic view of an incident including:
    - Observing the situation
    - Monitoring the situation throughout the duration of the incident
    - Assessing the activities required
    - Prioritising these activities
    - Delegation of activities to personnel with appropriate skills

Equipment needed

For this module the instructor and each student will need the following equipment:

BSAC Dive with us

- Basic equipment (mask, fins and snorkel)
- Appropriate protective clothing, such as a wetsuit or drysuit complete with boots, hood and gloves, weight belt, weight harness or BC integrated-weight system and weights
- Snorkel vest
- Slate / waterproof note book and pencil

Duration

The practical skills should take a minimum of 1 hour but may be extended as required for the students to achieve the required performance standards and have the opportunity to practise.

Pre-requisites

Students should have completed the Advanced Snorkel Diver qualification, hold the Advanced Snorkel Lifesaver Award and completed Module 1 of Snorkel Dive Manager.

Contributes to

This module contributes to the following qualifications / awards:

- Snorkel Dive Manager

Validity

This module remains valid for life.

Instructor Requirements

The lead instructor should be an Advanced Snorkel Instructor or higher. Any

BSAC SCUBA Qualified Instructor, or assistant instructor supervised as specified in the DTP guidance notes, can teach on the module. All instructors should have rehearsed and mastered the practical skills, with other instructors before teaching / supervising other students.

Student: Instructor ratio

For practical sessions appropriate surface support is required. This lesson requires a group of snorkel divers, ideally a ratio of six snorkel divers per instructor, but no less than four. Only one of these needs to be working towards Snorkel Dive Manager, the others can be branch members participating as casualties and rescuers to be managed.

Open Water Venue

This module will require a site with which the students are familiar. 5-20m.

Open Water Dive Structure

The open water rescue scenarios should concentrate on the management of rescue activities. It is not intended that they become lessons for teaching personal rescue skills. The exercises will require prior detailed thought and planning by the instructor. Having the scenario mapped out on a slate will help to ensure that the students are briefed properly, and will also act as a check-list for the subsequent monitoring and debriefing of the students. Each scenario should commence with an instructor brief on the exercise and, where appropriate, a SEEDS brief and detailed buddy check. Make sure that the student acting as Rescue Manager understands the nature of the incident.

The initial exercises should be run in slow time, so that as the exercise progresses the instructor can draw from the students the sequence of actions that they are to take, and what considerations they should be taking into account. Where appropriate, the exercise should be stopped to discuss any points and possibly try alternatives. Once the students have fully assimilated the concepts, the pace of the exercises should be increased to a more realistic rate. Remember, however, that this is a teaching exercise, not an assessment. Following each exercise the instructor should conduct a full group debrief.

This debrief should cover the following:

- How the incident was assessed
- The actions that were taken
- How the tasks were delegated
- How delegation allowed multiple tasks to be carried out concurrently
- The actual rescue skills used

A number of example scenarios are included below. Instructors may need to tailor the scenarios to suit local conditions, and may also need to construct other scenarios depending on the number of students, their progress and abilities.

1. Instructor demonstration

The instructor should brief a pair of snorkel divers on a scenario. He should then act as rescue manager, delegating roles to other members of the team. As each decision is made the instructor should pause the scenario and explain his observations and decisions to the trainee Snorkel Dive Managers. Students should be given the opportunity to propose and discuss alternative courses of action.

2. Student scenario management

The instructor should brief a pair of snorkel divers on a scenario. The student should act as rescue manager, delegating roles to other members of the team. The instructor should prompt decisions and actions if necessary, coaching the student to a successful conclusion. The instructor should position themselves throughout so that they can directly intervene in the management of the rescue and should not actively participate in the rescue activities.

If there are issues with the quality of the rescue skills demonstrated the instructor should take the opportunity to teach these following the conclusion of the scenario before moving on to subsequent scenarios.

During the debrief students should be given the opportunity to propose and discuss alternative courses of action.

Dry Skills – Practical Rescue Scenarios

The scenarios below are intended to cover a range of rescue considerations and actions. The incident situations are briefly described together with typical activities that will need to be performed and considerations that will need to be taken into account. The lists are intended for guidance only and should be adapted as

necessary.

In all scenarios the rescue manager should appoint a scribe to document all actions taken.

Scenarios 1 and 2 are shore-based, 3 and 4 boat-based. At least one shore based scenario and one boat based scenario should be included in the lesson.

SCENARIO 1: Tired Snorkel Diver

One of a pair of snorkel divers is tired after a series of snorkel dives and needs support to return to shore. The snorkel divers are 100 metres from the shore. The remainder of the diving party are on the shore.

- Actions / considerations (not necessarily in order):
- Direct buddy to secure the casualty at the surface
- Signals for help
- Additional rescuers sent from shore to assist
- Other shore party members wade in to meet rescuers in chest-deep water
- De-kit casualty and assist from water
- Aftercare and treatment for shock

SCENARIO 2: Hyperventilation and shallow water blackout

One of a pair of snorkel divers has carried out a series of snorkel dives during which the pair have been pushing themselves to dive deeper and hyperventilating before each dive. As they approach the surface they are seen to throw out their arms and go limp.

Actions / considerations (not necessarily in order):

- Direct buddy to secure the casualty at the surface
- Check for signs of breathing
- Signals for help

- Additional rescuers sent from shore to assist
- Contact the emergency services
- Other shore party members wade in to meet rescuers in chest-deep water
- De-kit casualty
- Remove casualty from water
- Basic Life support?
- Aftercare and treatment for shock
- Oxygen administration?

SCENARIO 3: Unconscious non-breathing casualty

Two pairs of divers are snorkel diving from a cover boat. One pair finish diving and are recovered to the boat.

One of the second pair surfaces unconscious and not breathing at the surface. The buddy shouts for help.

Actions / considerations (not necessarily in order):

- Buddy (rescuer) commences RB, signals for help
- Boat motored to casualty (may need to be simulated)
- Is there room in the boat to lay an unconscious casualty and carry out RB?
- On the way, clear an area in boat for casualty
- Prepare oxygen kit
- Call emergency services (simulated radio call) as soon as casualty's condition understood. Secure casualty alongside boat
- Kit removed without further RB
- Additional personnel used to share workload
- Personnel managed to give best access to casualty without mutual interference
- Recover casualty into the boat - protect the head
- Oxygen-enriched RB in boat
- Recover rescuer How could normal dive practices be improved to better cope with incidents?
- Limiting number of divers to provide space to cope with unconscious casualty

SCENARIO 4: Injury to snorkel diver

Three pairs of snorkel divers are diving from a cover boat. One pair surfaces and is recovered.

A second pair are diving close to rocks a distance away from the boat and clamber on the rocks to rest. One snorkel diver of the second pair slips and injures their leg. A third pair of snorkel divers are still in the water (simulated).

Actions / considerations (not necessarily in order):

- Recovery of conscious injured casualty from rock line into boat
- Casualty secured alongside boat
- Other snorkel diver(s) put back into the water, if necessary, to secure casualty, support injured limb
- Make space to recover casualty
- Recover casualty into boat, supporting injured limb
- Rescuers' actions during recovery into boat co-ordinated
- Improvise dressing, elevate leg
- Call emergency services (simulate radio call)
- Recall other snorkel divers.

Skills Performance Standards

At the end of this lesson, students should be sufficiently competent to achieve the following skill performance standards without supervision, in the location / water conditions / etc. experienced:

Participating in a snorkel diver rescue – The student participate as requested in scenarios managed by other snorkel divers and perform all skills to a high level of competence.

Manage a snorkel diver rescue – The student should be able to stand back and assess the situation and the ensure a successful rescue takes place using the personnel available

Overall Debrief

Allow some time for the class to focus on the achievements of, and difficulties encountered in, the practical scenarios, and to discuss points arising from the practical work.

- Draw the following points out in the discussion:
- What students thought they would do sometimes turned out different in practice
- Management and delegation is not about egos or being bossy, but is a necessary part of a team effort to achieve a successful rescue
- How will we determine who takes charge of the management of a rescue in reality? Practising and keeping up the standard of one's own rescue skills maintains personal water confidence, and enables a realistic assessment of what is achievable.