



***Central Division***

***Senior Manual***

***The purpose of the Central Division Senior Manual is to provide the patrollers in Central Division a common document to refer to with regards to the National Ski Patrol Senior program. The basic content of this manual was derived from the National Ski Patrol Skills Development Program found in chapter 17 of the current National Ski Patrol Policies and Procedures and the Ski Patroller's Manual, 14<sup>th</sup> edition. This documentation is subject to change at any time through proposal procedure with final approval by the National Ski Patrol Central Division Board of Directors.***

### **National Education Program Mission**

The senior program is a national education program providing an opportunity for the participants to enhance their patrolling skills in a nonthreatening and supportive environment.



### **Central Division Mission**

**The senior program is governed by the Central Division and implemented by the regions.**

The mission of the Central Division is to provide guidance to the regions in the administration of the NSP senior program. The primary goal of the Central Division Senior Manual is to provide a resource to be used to maintain the integrity and consistency of the senior programs across all regions in the division. The division encourages cross-boundary exchanges between the regions, the sharing of ideas and resources, and striving for continuous senior program improvement.



Third edition

Approved by the Central Division Board of Directors September 10, 2006

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# **Senior Program-General Information for All Disciplines**

## **Program Administration**

The senior program is a National Ski Patrol education program administered by the region under the guidance of the Central Division. The format of the evaluations and the content will be maintained in a manner that is equivalent within all the regions in Central Division. Regions may adopt specific administrative protocols and training programs that meet their standard of operation. Order of completion of the core components and electives is at the discretion of the region administration.

Senior candidates may cross region boundaries to take a senior evaluation. A candidate that elects to travel across region boundaries to take an evaluation is required to obtain the approval of both region directors or their delegates. There must be written documentation submitted by the candidate to the region director of both regions that communicates approval by both regions has been granted. The visiting candidate must be familiar with the region's evaluation format and abide by any region and local area specific protocols.

A candidate will be allowed one attempt per season at any core component evaluation. Should a candidate not pass they will forgo any additional attempts until the next season. During this time the candidate should utilize available training resources to improve any skill deficits. If the candidate is unable to complete the evaluation due to non-skill related circumstances the region may reconsider allowing the candidate to participate in another evaluation within the same season. This would be handled by the region administration on a case-by-case basis.

## **Risk Management**

Participation in the senior program may involve maneuvers with an enhanced level of difficulty. All attempts must be made to mitigate exposure to any unnecessary risk. The individual participating in the program is responsible for recognizing any risks and communicating their concerns to the examiners or program administrators. All participants including candidates, instructors, examiners and support staff will sign a Central Division Release of Liability Form. Description of the Central Division risk management protocol and liability release form is found in the Central Division Policy and Procedures, chapter 7.

## **Candidate Recognition**

Upon the completion of the evaluation recognition should be given to the senior candidates for their hard work and dedication. Announcements of the results should take place on the same day as the evaluation. Candidates that have completed all the senior components should be awarded their senior chest badge at that time. Candidates unable to pass the evaluation should be given constructive feedback and encouragement to continue with the program.

## **Evaluation Feedback**

The Senior Evaluation Feedback form is to be used as an information-gathering tool by the regions for continuous improvement of the senior evaluation. These forms must be provided to all participants, including the evaluators, completed at the end of the evaluation, and then returned to the region program administrator.

## **Senior Evaluation Quality Assurance Program**

The Central Division Senior program is a result of the concerted effort between the regions and division training staff. It is critical to maintain the standards established by those involved in the program development. An important consideration of the Central Division Senior Program is ensuring the evaluation is consistent from year to year and from region to region. The division has a team of individuals who are versed in the senior program and are they are powerful resources to utilize as both “information gathers” and “information providers”. These individuals will travel to each of the evaluations with a clear picture of how the senior evaluation should operate. They will act as observers and will only intervene in the event something should occur (or not occur) that steps well outside the guidelines of the program. Immediately following the evaluation the division QA staff member will meet with the region staff to review the completed QA form and, if needed, provide any additional suggestions to improve the event. Once the paperwork is completed a copy will be sent to the Region Senior Program Administrator, the Division Senior Program Supervisor and the Region Director. This step in the process is not just an “evaluation of the evaluation” but is a means to give positive feedback toward improving the evaluation. The final result of the QA process will generate an outstanding program for the participants, including both candidates and administrators.

## Senior Evaluation Feedback

To be completed by candidates, evaluators, advocates and other participants

Name (optional):

Date:

Location:

Region:

Event (circle):    **Alpine**            **Toboggan (Alpine or Nordic)**            **Nordic**            **SEM**            **Auxiliary**

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- |    |                                                                                |                |           |         |                   |                   |                |
|----|--------------------------------------------------------------------------------|----------------|-----------|---------|-------------------|-------------------|----------------|
| 1. | The evaluation met my expectations.                                            | Strongly agree | Agree     | Neutral | Disagree          | Strongly disagree |                |
| 2. | The evaluation was well organized and started on time.                         | Strongly agree | Agree     | Neutral | Disagree          | Strongly disagree |                |
| 3. | The skill performance expectations were easy to understand.                    | Strongly agree | Agree     | Neutral | Disagree          | Strongly disagree | Does not apply |
| 4. | The skills demonstrations were valuable.                                       | Strongly agree | Agree     | Neutral | Disagree          | Strongly disagree | Does not apply |
| 5. | The examiner(s) clarified material when candidates appeared not to understand. | Strongly agree | Agree     | Neutral | Disagree          | Strongly disagree | Does not apply |
| 6. | The evaluation was in a relaxed, positive manner.                              | Strongly agree | Agree     | Neutral | Disagree          | Strongly disagree |                |
| 7. | Overall, I would rate this evaluation:                                         | Excellent      | Very Good | Good    | Needs Improvement |                   |                |

The staff welcomes your comments and suggestions for improving the senior evaluation. It is helpful if you are as specific as possible. Please use another sheet of paper if needed.

What are the strengths of the evaluation?

What could be improved in the evaluation?

Who were your examiners?

I'd like my examiners to do a better job of:

My examiners did an excellent job of:

Other comments?

# **Senior Program Core Components**

# **Senior Alpine Program**

## **Core Skill Requirements and Electives**

Core components required for the senior alpine patroller are:

- Alpine Toboggan Handling
- Alpine skills-Skiing/Snowboarding
- Emergency Management

Each core component is evaluated and graded separately. As an example a candidate need not pass skiing in order to pass toboggan handling. There is no mandatory time constraint regarding when each core component must be completed. Once a candidate passes each component he or she need not take that component again. It is highly recommended that all core skill requirements be completed within 3 years. The candidate is strongly encouraged to continue to participate in clinics during the time when he or she is attempting to successfully complete the core components.

In addition to the core requirements the alpine senior candidate must complete a minimum of three electives. Refer to the current NSP National Policies and Procedures, chapter 17, for the accepted list of electives.

## **Alpine Candidate Skill Development**

The senior candidate is responsible for his or her own training and abiding by any guidelines established by the region senior program administrator. Tracking skill development during training is critical for success in the alpine program. Senior Alpine Skill sign-off (appendix I) can be utilized to track training progress and must be completed in order to participate in the senior alpine evaluation. Alpine skiing/boarding skills must be checked off by a minimum level II PSIA instructor or the RD and the toboggan skills sign-off is to be completed by a NSP Alpine Toboggan Instructor. The completed skills sign-off is to be presented to the region administration in accordance to region specific protocol.

A region may use a pre-evaluation clinic prior to the final evaluation. The pre-evaluation clinic can be used to prepare both the candidates and examiners. This clinic can be at the same area as the final evaluation or on local terrain. The objective of the pre-evaluation clinic is to introduce the candidate to the evaluation format and to provide them with constructive feedback to help them refine their skills. This is not an evaluation but a teaching environment. The use of scorecards (appendix II) is encouraged for feedback and as a teaching tool. The pre-evaluation clinic is to be held far enough in advance so the candidate has time to utilize the feedback in preparation for the final evaluation.

Candidate preparation for the senior evaluation may also be done under the guidance of a mentor or “candidate coach.” The candidate coach must be familiar with the senior program content and evaluation format. The candidate coach is a skills coach and provides emotional support for the candidate. The candidate coach may be an examiner at the senior evaluation but will not evaluate

their designated candidate/s. Information regarding mentoring a candidate can be found in appendix III.

## **Examiner Development**

Examiners at the senior alpine evaluation must be at least a senior level patroller. Senior examiners must have excellent communication skills and be able to demonstrate senior level skiing/boarding skills and/or toboggan handling skills. The senior examiner must be able to evaluate and provide feedback to the candidate in a positive and constructive manner. Regions will be responsible for developing and supporting a strong cadre of examiners. In order to remain current regarding the alpine programs each season the regions are expected to send appropriate representation to the division sponsored Ski/Snowboard Trainers Workshop (STW). The information obtained at the division STW will then be passed on to the other trainers and examiners at region sponsored STWs.

It is recommended that an apprentice program be used for examiner development. During this time the examiner apprentice is refining their movement analysis skills and examining skills with the assistance of other experienced examiners.

### **An example of an alpine toboggan examiner apprentice program**

To become an alpine toboggan examiner the apprentice should:

- Complete the NSP Instructor Development course.
- Complete the alpine toboggan instructor certification by participating in the NSP Alpine Toboggan Mentoring program.
- Become an active trainer at the local patrol.
- Attend a region Ski and Toboggan Trainers Workshop and express an interest in becoming an examiner.
- Maintain a log of training, continuing education and evaluation activities.
- Complete and maintain region-specific examiner requirements.

Once the alpine toboggan examiner apprentice has participated in an evaluation as an observer for at least one season, continues to actively participate in training candidates, and continues to attend region clinics the examiner's name may be added to the list of active region examiners at the discretion of the region administrator.

## **Accredited Senior Evaluator/Trainer for Skiing/Riding (ASE)**

(All current CD evaluators)

### **Components:**

- Must be able to provide evaluation demonstrations of the senior level skills as listed on the CD Senior scorecard.
- Personally performs effective Ski /board movements at or above the senior level
- Assessment of technical knowledge using current PSIA Technical Manual for ASEA
- Provide information about the senior evaluation and the successful use of the senior ski/board scorecard
- Assessment of Skiing/riding movement analysis of video or live demos
- Ability to provide feedback and corrective suggestions in a positive manner

ASE is only awarded upon completion and maintenance of all the requirements. It is not a recognition of attendance or a life long grant. Continuing education requirements must be achieved to retain accreditation.

**Budgets:**

- Cost for Accredited Senior Evaluator \$30.00 per participant per day for the two day event

**Administrative requirements:**

- Staff for two day event at each of the three Division STW's
- Group size is 8 ASE candidates per two instructors at Division STW's/unscheduled events
- Printing
- Cost for STW/Unscheduled Region events for 2 instructors (\$700)
- Presenting Staff will be PSIA Level III certified, NSP-C ski school members
- Division STW attendance every three years

**Program Participant Recommendations:**

- Highly recommended to be a current member of NSP-C ski school
- PSIA certification recommended
- Completion of NSP Instructor Development

**Terrain Requirements**

Every effort must be made to meet the national criteria of terrain requirements of a slope average of 22 degrees and 800 feet. If the slope does not meet the 800 ft. minimum, then a sufficient number of runs must be made so all the skills criteria can be demonstrated. Terrain should be both smooth and moguled. On occasion moguls may be unavailable due to grooming but every effort must be made to incorporate them into the evaluation.

**Evaluation Format**

The senior candidate should be able to demonstrate strong management of alpine skills on advanced terrain and the evaluation format is the method for this. The candidate must be given every chance reasonable to demonstrate proficiency in the alpine skills. Some feedback regarding specific skill objectives may be provided but there should be minimal teaching. The evaluation is a confirmation of skills that should already be mastered by the candidate prior to the event.

The evaluation is used to judge the candidate's alpine skiing/snowboarding skills and toboggan handling skills in a variety of terrain and snow conditions. Examiners will work as a team with the candidates on groomed, steep and moguled terrain.

Both tobogganing and skiing/boarding skill objectives must be clearly communicated to the candidates. Toboggan demos may be requested by the candidates. The toboggan demos can be done at the beginning of the evaluation with all the teams observing or ongoing within the teams during the evaluation. The ski/board evaluation is a ski-along format and the examiners will demo the skills throughout the evaluation.

During the lead with tail rope operator portion of the toboggan evaluation all attempts should be made to have a proficient toboggan handler on one end of the toboggan. If at all possible there should not be two candidates evaluated on the same toboggan at the same time. In order to provide consistency within the group the proficient toboggan handler should remain with the same team throughout the evaluation. The proficient toboggan handler may also be an examiner at the discretion of the region.

## **Evaluation Scoring for Alpine Skills**

The candidate should show senior level proficiency in alpine and toboggan handling skills. The overall rating score on the card determines if a candidate passes or fails an evaluation. After a group discussion the evaluation team must come to an agreement for either passing or failing a candidate. A senior candidate can pass or fail one or both components of the evaluation, either alpine skiing/boarding skills or toboggan handling. A candidate that fails one component only needs to retest on that component. The scorecards used for the evaluation will be the same for all regions (appendix II). There are two different styles of scorecards available, a group format card or individual format card. Either card can be used during the evaluation as long as the same card is used by all the examining teams.

## **Candidate Advocates**

The use of an advocate during the evaluation is encouraged. The advocate must be familiar with the region's current training and evaluation programs. The advocate is assigned to each senior candidate team for the day. The advocate accompanies the assigned group through the entire day's activity. This individual serves as an advocate for the team to ensure the evaluation is a positive experience. The advocate's role is to help the senior candidates by:

- Clarifying any questions the senior candidates may have regarding the evaluation.
- On-the-hill organizing, maintaining the time schedule and ensuring the group of candidates is at the right place at the right time.
- Following the evaluation the advocate will also complete the Senior Alpine Evaluation Candidate Feedback form (Appendix IV).

# **Senior Alpine Skills Evaluation**

## **Alpine Toboggan Handling**

### **Risk Management**

Instructors and candidates will communicate any concerns regarding risk management. Strict efforts must be made to ensure the safety of all participants.

Only patrollers (including candidates) will ride in or operate the toboggans during training, clinics, and evaluations.

A *secondary brake* will be available during all loaded toboggan maneuvers. The secondary brake will be either in the form of a tail rope operator, chain brake, or other device as found in the NSP Ski and Toboggan Training Manual. Use of a nonfunctional or "*ghost tail*" is discouraged both as a risk management concern and a poor visual demonstration. In order to ensure the safety of the rider/"injured guest", lead toboggan handler, and the public the tail rope operator will always handle the tail rope in the proper manner.

Patrollers riding as "injured guests" should remove their patrol pack, lay down in the toboggan face up, feet downhill, and not strapped in. Transporting equipment in the toboggan with the rider is strongly discouraged, especially during highly technical maneuvers in the steeps and bumps.

Equipment carry is not part of the evaluation but should be used during the transportation of the loaded toboggan down the hill. Equipment will be held under the arm in a manner such that it can be readily tossed aside should the skier/boarder lose control. Equipment will not be carried over the shoulder.

It is expected that patrollers operating the lead of the toboggan will remove their patrol fanny packs or backpacks and place them in the toboggan. This will minimize any possibility of the equipment snagging in the handles.

## **Alpine Toboggan Evaluation Maneuvers**

These evaluation maneuvers are used to demonstrate skill proficiency in toboggan handling.

### **Unloaded Toboggan Front, Loaded Toboggan Front-smooth steep terrain**

- **Stationing:**

The toboggan operator will start at the top of the hill, the rider is stationed off to the side of the hill approximately 1/3 the way down.

- **Unloaded Approach:**

The toboggan operator will use a variety of skiing skills including parallel turns, sideslips, and *transitions*. The speed and expedient maneuvers demonstrated may be dictated by terrain and slope conditions.

- **Loading:**

The toboggan operator will position the toboggan in a manner allowing for safe loading of the patient, either in or across the *fall line*. The candidate should be familiar with the different ways of securing the toboggan as described in the NSP Ski and Toboggan Training Manual. The candidate must be able to describe some of the methods to the examiners. The chain brake or other secondary braking device will be applied, the handles locked, and the patient loaded.

- **Loaded:**

The toboggan operator will then proceed down the fall line and demonstrate the ability to complete one transition in each direction.

- **Controlled Power Stop:**

During the run the lead toboggan handler may be called upon to stop the toboggan in a controlled *power stop* using gentle pressure on the handles to engage the braking device.

### **Loaded Toboggan Front-moguls**

- **Unloaded Approach:**

The toboggan operator will start with the unloaded toboggan at the top of the moguled run and use a variety of skiing/boarding skills to bring the toboggan to the rider/"injured guest". The rider /"injured guest" is stationed in a safe loading area part of the way down the mogul field.

- **Loading:**

The toboggan will be secured in a manner to allow safe loading of the rider/"injured guest". This will be dictated by the terrain and snow conditions. The chain brake or other secondary braking device will be applied, the handles locked, and the rider/"injured guest" loaded.

- **Loaded Route Selection:**

The toboggan operator will transport the toboggan in a controlled manner in the moguls negotiating an expedient route through and out of the mogul field. The smoothest and preferred route for the toboggan is in the troughs. There may be occasion to travel over the top of the

moguls. Smooth and consistent speed must be maintained during the run. Falling leaf and sideslip maneuvers are used to control the progress of the toboggan.

- **Toboggan Operation:**

The toboggan operator may operate the toboggan either inside or outside the handles. Outside the handles may not be specifically permitted by local area protocols. The senior evaluation administrator must verify the local area protocol regarding operation outside the handles. Fall line routes may utilize operation outside of the handles whereas routes with straight *traverses* are more easily negotiated inside the handles. There may be local area protocols that dictate whether a toboggan is to be operated inside or outside the handles.

- **Secondary Brake Use:**

Tail rope handling is not evaluated in the bumps. The chain brake, webbing, tail rope, or other mechanical braking device as described in the Ski and Toboggan Training Manual will be utilized as the secondary brake.

## **Team Toboggan Handling-Lead Toboggan Operator with Tail Rope Operator**

*Examiners, candidates, and toboggan handlers must be cautious of traffic on the hill during these maneuvers.*

The change of direction when operating the toboggan with a lead operator and tail rope operator is a coordinated maneuver of sideslips, transitions and traverses. These maneuvers are sequential where the tail rope operator will follow the direction change of the lead operator. This is a safe and preferred means of direction change on steep groomed terrain. Direction change on long, flat, and gentle terrain can be described as a gliding direction change using medium radius turns. This is a simultaneous maneuver where the tail rope operator performs the turn at the same time as the lead operator. Candidates should be reminded the most expedient way to transport a patient is straight down the fall line out of the flow of traffic.

The means of either verbal or nonverbal communication between the lead operator and tail rope operator is imperative and must be clarified prior to the maneuver. Communication is initiated by the lead operator.

## **Loaded Toboggan-Lead with Tail Rope Operator**

The primary responsibilities of the toboggan operator in the lead are:

1. Route selection
2. Primary braking
3. Initiate change in speed and direction
4. Monitor uphill and passing traffic
5. Communicate change in speed and direction to tail rope operator

The objective is to perform coordinated direction changes using a series of transitions, traverses, and sideslips on steep smooth terrain. A minimum of two direction changes must be demonstrated.

Two variations of team toboggan direction change on steep smooth terrain are described below.

### **Team Toboggan Direction change on steep smooth terrain-variation 1**

- **Initiation of Direction Change by the Lead Operator:**

The lead operator will initiate the direction change with a sideslip down the hill. The tail rope operator must be in a *stable sideslip position*, in the fall line above the tail of the toboggan, and ready for the next maneuver.

- **Traverse and Sideslip:**

The lead operator will do an edge set to begin the traverse across the hill. Once reaching a point on the other side of the hill the lead operator will prepare for the transition. The lead operator will release the edge set and start the sideslip in order to position the toboggan and tail rope in the fall line. Falling leaf and edging skills can be used to maneuver the toboggan into the fall line.

- **Transition and Sideslip:**

Once the toboggan and tail rope are in the fall line the lead operator will do a transition and then continue to sideslip. The lead operator will hold the sideslip until the tail rope operator completes their transition and enters a stable sideslip position.

- **Sequence:**

The tail rope operator must wait for the lead operator to complete the transition and is in a stable sideslip position before initiating a transition. The maneuver is sequential, first the lead and then the tail.

- **Traverse:**

After a quick visual check and communication to verify tail rope operator position and uphill traffic the lead operator will do an edge set and proceed to traverse across the hill. The lead operator must be aware of uphill traffic at all times during the traverse across the fall line.

### **Team Toboggan Direction change on steep smooth terrain-variation 2**

This variation allows for a very quick direction change for the team. The maneuver allows the transition to be done without the full weight of the loaded toboggan in the fall line.

- **Initiation of Direction Change by Lead Operator:**

To prepare for the direction change the lead operator will do a transition while the toboggan is in the traverse and prior to entering the fall line. The lead operator will then sideslip down the fall line in a stable sideslip position. Falling leaf and edging skills can be used to maneuver the toboggan into the fall line.

- **Transition and Sideslip by the Tail Rope Operator:**

Once the toboggan and tail rope are in the fall line the tail rope operator will do a transition and then sideslip. The lead operator will hold the sideslip until the tail rope operator completes their transition and enters a stable sideslip position.

- Sequence:

The tail rope operator must wait for the lead operator to complete the transition and is in a stable sideslip position before initiating a transition.

- Sideslip and Traverse:

Once the toboggan and tail rope are positioned in the fall line, and the tail rope operator is in a stable sideslip position, the lead operator will do an edge set to begin the traverse across the hill.

## **Loaded Toboggan-Rear**

The primary responsibilities of the tail rope operator are:

1. Provide overall safety during the operation of the toboggan with proper position of the tail rope in the fall line.
2. Provide a secondary braking if necessary.
3. Monitor patient condition and assess the effects of the ride during transport.
4. Monitor uphill and passing traffic
5. Ensure the “*reserve braking rule*” is in place at all times.

### **“Reserve Braking Rule”**

The speed of the toboggan is maintained at a pace such that there is always braking power in reserve to safely stop the toboggan in an emergency. The speed may vary due to skill, slope conditions, terrain conditions and condition of the patient. If the speed is too fast to maintain a braking reserve the tail rope operator must communicate to the lead toboggan operator the need to adjust the speed and then assist in safely stopping or slowing the progress of the toboggan.

## **Tail rope operation during team toboggan direction change on steep smooth terrain**

- **Direction Change Sequence:**

A sequence of sideslip-transition-sideslip-traverse maneuvers will be done on the hill and the tail rope operator will demonstrate control and balance in a stable sideslip position when toboggan comes to a stop.

- **Tail Rope Management:**

The rope is held in a manner that will ensure safe handling of the toboggan by using edging and pressure skills. There can be many variations as long as the proper athletic skiing/boarding stance maintained. The rope must be in the fall line and the tension in the rope should not impede the progress of the toboggan down the hill.

- **Tail Rope Tension:**

Proper tension in the rope will be maintained throughout the maneuvers. There should not be excessive slack in the tail rope and all effort should be made to avoid the rope touching the snow.

- **Follow the Leader:**

The tail rope operator will be prepared to follow the lead operator. When the toboggan is traversing the tail rope will be positioned parallel to the fall line and above the rear of the toboggan. Edging skills should be used to maintain the proper rope position and tension.

- **Initiation of Direction Change:**

The tail rope operator will release their edges and drop into a sideslip after the lead has begun to sideslip. Falling leaf and other sideslip skills can be used to maneuver and maintain the tail rope in the fall line.

- Transition and Sideslip:

Once the lead operator has completed the transition and is in a stable sideslip position with the toboggan and tail rope in the fall line the tail rope operator will then begin and complete their transition and enter a stable sideslip position. This is a sequential maneuver. Snowboarders do not do transitions when operating a tail rope.

- Traverse:

After communication verifying it is safe to proceed across the hill the tail rope operator will begin to traverse when the lead operator begins to traverse.

## **Alpine Skiing and Snowboarding**

Performance objectives for both alpine skiing and snowboarding are identical. Confidence and control with good technical skills are the primary objective in the alpine skiing/boarding evaluation. All attempts should be made to include appropriate terrain in the evaluation. The senior candidate is expected to demonstrate control and confidence on the most difficult hills within their region or at the evaluation.

All alpine skills are evaluated as a “ski along.” The candidates and examiners will ski together and the evaluation will be ongoing. During the evaluation the candidate should be encouraged and given every opportunity to demonstrate their skills to the best of their ability.

If candidates are using telemark skis or snowboards every attempt must be made to have an examiner on the same equipment. This is important both for visual demos and evaluation feedback.

### **Senior Alpine Program:**

"Examining teams during the Alpine Skiing/Snowboarding evaluation will be made up of NSP minimum Senior level classification members with experience in Senior evaluation, of whom at least 1 of the 3 evaluators are current PSIA or AASI Certified Level 2 or higher. If requested by the region, the NSP-C Ski School will provide evaluators who are current PSIA/AASI Certified Level 2 or 3

## **Risk Management**

Instructors and candidates will communicate any concerns regarding risk management. Strict efforts must be made to ensure the safety of all participants.

## **Alpine Skills Dynamics**

The ability to effectively ski/board down a hill is a dynamic blend of several skills. The skills can be broken down into movement of the body, ski performance and terrain demands. All these different skills come into play when performing senior level alpine maneuvers.

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## **Movement of the body during alpine skiing/boarding**

This can be described in four different categories and may be present in a combination of proportions.

- **Balancing Movements:**

While in motion the ability to maintain balance and adjust to variations in snow and terrain conditions is accomplished by using the feet and hips to adjust the center of mass over the ski or board.

- Edging Movements:

Used to adjust the edge angle of the ski/board in relation to the snow. This involves the use of ankles, knees and hips to develop angles that allow for the change in the amount of edging. Edge control movements begin by tipping the ski or twisting the board (torsional flex) from uphill edges to downhill edges during turn initiation. The amount of degrees between the base of the ski/board and the snow is dictated by terrain, equipment and turn radius. *Angulation* is especially prevalent in short and medium radius turns. Longer radius turns use some angulation but is primarily controlled with *inclination* or tipping.

- Rotary Movements:

These are turning or twisting movements in the body used to guide the ski/board and shape the turn. Rotary movements involve rotating one part of the body in relation to the other. In higher level skiing/boarding these movements are subtle and originate from the lower body.

- Pressure Control Movements:

Managing pressure control involves a combination of movements that can be subtle all the way to dynamic and powerful. These movements can originate from foot to foot, along the length of the ski/board and between the ski/board and snow. Flexion and extension effectively aid in speed control, ski/board performance and skill blending used in aggressive balance adjustments that keep the ski/board in contact with the snow.

## **Alpine Skiing/Snowboarding Evaluation Maneuvers (2009)**

### **Alpine Skiing/Snowboarding Evaluation Maneuvers**

**Slope selection should be more/to most difficult terrain based on evaluation day conditions and be appropriate for the skills being evaluated.**

#### **Criteria**

##### **Groomed Slope-Skiing**

Demonstrate rounded turn shape (medium's are bigger than the short and the long's are bigger than the medium. Mediums are approximately 45 feet in width. Some drifting vs skidding is acceptable in medium and short turns).

Demonstrate efficient mix of short, medium and long radius turns. (Show us what you got.)

Perform open parallel turns on skis using simultaneous foot steering.

The skier/rider is relaxed and maintains balance throughout the runs.

Performs run in a series of turns as connected arcs.(no traverse)

Demonstrates an adaptive balance to terrain changes throughout the run.

##### **Steep Slope-Skiing**

Performs a fall line descent maintaining upper body/center of mass moving down the fall line.

Performs a range of turn size, shapes and techniques.

Performs short turns where of skidding is allowed.

Maintains consistent, controlled speed.

Maintains active balance, with both feet steering through the turn and the center of mass moving down the fall line

Simultaneous vs sequential foot movement is expected.

##### **Mogul Skiing**

The descent should be a series of turns where traverses and side slips are only used for the candidate to demonstrate effective control and select a route down the fall line. Traverse, turn, traverse is not acceptable performance. Shows a competent technique to negotiate terrain.

Performs consistent turns while maintaining a constant speed of descent

Performs controlled direction changes, use of edges and pressure to complete the turns

Demonstrate balance, stability and control

## **Senior Alpine Continuing Education**

Once achieving senior status the patroller must maintain that skill level in order to maintain the senior classification. This will be accomplished every season at the local on-hill alpine skills refresher. The refreshers are not pass/fail performance evaluations. They will be a clinic format with sufficient feedback and skill enhancement provided in order for the patroller to maintain senior level alpine skills.

# **Appendix I**

## **Senior Alpine Candidate Skills Sign-off**

## Senior Alpine Candidate Skills Sign-off

In order to participate in the senior alpine evaluation the candidate must demonstrate competency in both alpine and toboggan handling skills. Alpine skiing/boarding skills must be checked off by a minimum level II PSIA instructor or the RD and the toboggan skills sign-off must be completed by a NSP Alpine Toboggan Instructor. The instructor's signature below testifies satisfactory demonstration of the skills by the candidate. This document must be presented to the region administrator responsible for the evaluation within region specified guidelines.

**Completion of this form is not an evaluation or certification of senior level proficiency**

**Candidate name:**

**Email:**

**Address:**

**City:**

**Zip code:**

**Phone:**

**NSP Registration number:**

Skill Performance	Date	Instructor Name Printed	Instructor Signature
-------------------	------	-------------------------	----------------------

**Alpine Skills**

<b>Long Radius Turns:</b>			
<b>Medium Radius Turns:</b>			

Balanced dynamic stance, adjusts to terrain change  
 Consistent speed and size of rounded turn  
 Ability to effectively edge ski/board with minimal skidding  
 Early edge engagement at the start of the turn  
 Effectively guides both feet thru the entire turn w/minimal traverse  
 Initiates turn from feet up  
 Effective use of flexion and extension to maintain snow contact

<b>Short Radius Turns, Smooth and Moguled:</b>			
------------------------------------------------	--	--	--

Balanced dynamic stance, adjusts to terrain change  
 Consistent speed and size of rounded turn  
 Ability to effectively edge ski/board with minimal skidding  
 Early edge engagement at the start of the turn  
 Effectively guides both feet thru the entire turn w/minimal traverse  
 Initiates turn from feet up  
 Effective use of flexion and extension to maintain snow contact  
 Smooth adsorption of moguls

<b>Unpacked Snow:</b>			
-----------------------	--	--	--

Continually adjusts to terrain change and snow conditions  
 Demonstrates versatility in edging and rotary skills  
 Controls speed and turn size throughout the run  
 Effective use of flexion and extension to maintain snow contact

<b>Written Questions: <i>Toboggan Handling</i></b>
----------------------------------------------------

List the 5 primary roles of the lead operator:

List the 5 primary roles of the tail rope operator:

Define the *braking reserve rule*:

Skill Performance	Date	Instructor Name Printed	Instructor Signature
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**Alpine Toboggan Handling**

<b>Unloaded Toboggan Lead:</b>			
--------------------------------	--	--	--

- Appropriate route selection and approach to the scene
- Safe, expedient, controlled and consistent speed
- Smooth rounded turns
- Balanced, stable and proper position
- Effective transitions
- Minimal slipping and bouncing of the toboggan
- Effective recovery technique if needed

<b>Loaded Toboggan Lead Alone-Smooth:</b>			
-------------------------------------------	--	--	--

- Appropriate route selection and safe departure
- Ride is smooth and comfortable
- Safe, expedient, controlled and consistent speed
- Balanced, stable and proper position in the handles
- Demonstrates secondary braking with proper use of the chain brake
- Executes transitions with stability and control
- Brakes toboggan as needed

<b>Loaded Toboggan Lead Alone-Moguled:</b>			
--------------------------------------------	--	--	--

- Appropriate route selection and safe departure
- Ride is smooth and comfortable
- Safe, expedient, controlled and consistent speed
- Balanced, stable and proper position in the handles
- Demonstrates secondary braking with proper use of the chain brake
- Controls descent with sideslip and using edging skills
- Controls direction with falling leaf and side slipping skills

<b>Loaded Toboggan Lead with Tail Rope Operator:</b>			
------------------------------------------------------	--	--	--

- Controls speed to ensure reserve braking if needed from tail rope operator
- Appropriate route selection and safe departure
- Ride is smooth and comfortable
- Safe, expedient, controlled and consistent speed
- Balanced, stable and proper position in the handles
- Controls descent with sideslip and using edging skills
- Controls direction with falling leaf and side slipping skills
- Demonstrates and understands coordinated direction change with the tail rope operator
- Controls edges during traverses with minimal sideslip
- Performs transitions in the fall line with stability and control
- Effective communication with tail rope operator
- Demonstrates appropriate use of chain brake if needed

<b>Loaded Toboggan Rear:</b>			
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- Assists with braking as needed using edge and pressure control skills
- Traverses left and right with minimal slippage of toboggan
- Safe, expedient, controlled and consistent speed
- Smooth and controlled turns and transitions
- Demonstrates and understands coordinated direction change with lead operator
- Controls rope in fall line from a stable position
- Adapts to terrain and condition changes
- Controls edges during traverses with minimal sideslip
- Performs transitions in the fall line with stability and control
- Maintains safe distance from the toboggan



# **Appendix II**

## **Senior Alpine Evaluation Scorecards**

# **Appendix III**

“The Candidate Coach” Mentoring the Senior Candidate

## **Senior Candidate Coaching**

Each region is encouraged to establish a coaching program for their senior candidates. Many patrols have had excellent results when senior candidates have been paired up with a coach.

**Coaching** is service that will assist the candidate to achieve his or her objective of passing the senior On-The-Hill evaluation.

**Coaching** is structured so that the candidate takes ownership of the tasks that need to be done to accomplish the objective.

**Coaching** is a guide to what programs are available to enhance the skills required.

**Coaching** can be limited to weekly conversations to follow-up with the candidate to check on status of tasks assigned.

**Coaching** forces reflection and thinking when often people don't get that done for themselves.

**Coaching** is a supportive relationship when candidate have a sense that they are going it alone.

### **What are the qualifications of a candidate coach?**

The coach should be:

1. A senior or certified patroller.
2. Someone who is familiar with the content of the region's current training and evaluation programs.
3. Someone who is willing to spend the necessary time:
  - a. to listen to the concerns of the candidate
  - b. to encourage the candidate when they become discouraged
  - c. to follow-up with the candidate and the other trainers who may be working with the candidates to determine skills improvement progress
  - d. to be knowledgeable of the region's skills enhancement clinics and other patrols skills enhancement programs
  - e. to organize a team of qualified instructors/trainers to support the skiing or toboggan handling skills enhancement goals of the candidate.
4. Being a coach for a candidate is a big responsibility. You want your friend to succeed and he/she is counting on you help them. That puts the pressure on but it makes it all the more rewarding when they are successful.

### **How will the coaching work?**

1. A candidate requests the services of a coach by contacting the region's Proficiency Advisor or local Ski Patrol director.
2. The coach contacts the candidate
3. The coach and the candidate discuss the areas that the candidate thinks they need improvement.
4. The candidate and coach develop a plan to address the need(s). This requires the coach to know of all of the resources that are available (i.e. region clinics, local instructors who are willing to work with candidates, other hill training schedules and availability).
5. The coach and candidate agree to meet on a regular basis to discuss progress.
6. The coaching process could include face to face instructions on the hill, but is not required.
7. Coaching is not a replacement for candidate participation in the region clinics and other enhancement programs.
8. It is encouraged but not required to have the coach attend the evaluation.

# **Appendix IV**

## **Senior Evaluation Quality Assurance Feedback (To be completed by visiting division staff )**

## Central Division Quality Assurance Feedback for Senior Alpine Evaluation

Visiting Division Staff Completing Form:

Region:

Date:

Location:

Region Alpine Evaluation Administrator:

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### Participants

Number of Examiners:

Number of Candidates:

Number of Support Staff:

Ratio of examiners/candidates:

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- Did the event appear organized and start on time?
  - Was the division release form used?
  - Was there registration prior to the evaluation?
  
- Which Central Division Alpine Evaluation Scorecards were used? Individual or Group?
  
- Were all events on the Toboggan Scorecard evaluated?
  - If not, why?
  
- Were all events on the Skiing/Boarding Scorecard evaluated?
  - If not, why?
  
- Were level I, level II, or level III PSIA certified examiners used?
  
- Were adequate pre and post demonstrations done?
  - If not, why?
  
- Who did the demos?
  
- Were non-candidate drivers used in the toboggan evaluation?
  - If yes, who?
  - If no, why not?
  
- Did the candidates have ample opportunity to demonstrate their skills?
  
- Was the terrain adequate for the evaluation?

- What hills were used?
- Were the candidates well prepared?
  - Did the candidates participate in region sponsored SES or TES clinics?
  - Is there a region pre-test clinic? If yes, is this clinic mandatory?
- Did the region use the candidate skills sign-off sheet?
- Were the examiners calibrated?
  - How are the examiners calibrated?
- How were the final results tallied and then presented to the candidates?
  - Was there an examiner consensus on all the scores?
  - When and how was the feedback presented to the candidates?
  - Was there adequate information provided for continued skill enhancement?
- What was the pass/fail ratio of the candidates?
- Was there recognition for candidates successfully completing the evaluation and for new seniors?
  - Was the region director or other dignitary present?
- Was the *Evaluation Feedback* form available to the candidates?
  - If not, why not?
- Did the event satisfactorily meet all requirements for the senior alpine evaluation as outlined on the scorecards?
  - If not, what was missing?

General comments of the evaluation:

What did you like about this event?

Any recommendations to improve this event?

Send copies to:

Division Senior Program Supervisor

Region Senior Program Administrator

Region Director

# Senior Alpine Glossary

**Angulation:** In skiing angulation involves the formation of angles between body segments using hips, knees and ankles. Angulation also involves flexing and extending on a diagonal and/or lateral plane.

**Fall Line:** The path of least resistance down the hill. The fall line is the path a ball would take if you let it roll down a slope. In skiing the fall line is the place where skis are pointing straight downhill, or the fastest accelerating part of a turn.

**Ghost Tail:** When the tail rope operator is handling the rope with excessive slack and coiling.

**Inclination:** Defined in skiing as tipping of a body part relative to the slope. Edging movements involve inclination of several body parts: feet/ankles, lower legs/knees, upper legs/hips, lower spine and the whole body.

**Power Stop:** Utilizing edging skills and a balanced stable sideslip position to bring the toboggan to a controlled stop as soon as possible. In order to maintain control it is important to maintain the toboggan in the fall line.

**Secondary Brake:** In toboggan handling it is the tail rope operator or a mechanical device (such as the chain brake or webbing) used to assist the lead toboggan operator in slowing or stopping the toboggan.

**Stable Sideslip Position:** When handling the tail rope of the toboggan it is a flexed and stable stance that is maintained to avoid being pulled off balance should the lead operator need assistance in slowing or stopping the toboggan.

**Transition:** A maneuver used to change the direction the toboggan operator is facing in preparation for a change in the direction of travel.

**Traverse:** The route of travel on the hill that is across the fall line.

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### Central Division Skills Development Team:

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Linda Barthel	Central Division Skills Development Supervisor
Linda Murphy-Jacobs	Assistant Central Division Director

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Chuck Martschinke	Past Central Division Director, current Central Division MSAA Liaison
Brian Cobble	Assistant Central Division Director
Dan Somalski	Central Division Toboggan Supervisor
Tom Anderson	Central Division NSP-C Ski School Director
Jay Zedak	Central Division NSP-C Ski School Alpine
Don Close	North Central Region
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Mike Longfellow-Jones	Northern Michigan Region
Bob Meyers	North Central Region

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### Western Region

Tom Gray-Region Director, Staff: Jeff Gullickson, Tim Elness, and Jane Mausser

### Western Michigan Region

## **Senior Emergency Management Program**

The objective of the Senior Emergency Management (SEM) program is to enhance the patroller's management skills during an incident. The focus of the program is to evaluate the candidate's capability in decision making, problem management and leadership.

### **Core Skill Requirement**

Senior Emergency Management is a Core component required for:

- Senior Alpine Patroller
- Senior Nordic Patroller
- Senior Auxiliary Patroller

The senior emergency management component needs to be completed only one time. A Senior Auxiliary patroller who is attempting change of status to patroller need not complete the SEM component when attempting to achieve Senior Nordic or Senior Alpine patroller.

### **SEM Candidate Skill Development**

The senior candidate is responsible for his or her own training and abiding by any guidelines established by the region Outdoor Emergency Care (OEC) administrator. The ideal training environment should replicate the terrain and conditions similar to that used in the evaluation. Emphasis should be on developing the leadership, decision making and problem management skills of scene management. Prior to the SEM evaluation several prerequisites must be completed by the candidate. The completion of these prerequisites will greatly assist the preparation of the candidate for the SEM evaluation.

- Attend any mandatory region pre-evaluation clinics or training programs.
- Review and check off of basic OEC and CPR skills by an OEC instructor-see appendix I
- Successful completion of a minimum of 4 senior OEC practice scenarios as a leader and verified by a qualified OEC instructor. Scenarios can be found in The Ski Patroller's Manual, 14<sup>th</sup> ed., appendix G or in the OEC test bank.
- Submit written answers to two of six open-ended practice scenario problems provided by the region OEC administrator or designee. Written scenario exercises can be found in The Ski Patroller's Manual, 14<sup>th</sup> ed., appendix G.
- Using the scenario scoring matrix (appendix II) create and submit to the region OEC administrator or designee one new senior-level training scenario. The region administrators will forward the scenarios to the Central Division OEC Supervisors for further review and consideration for submission to the national test bank.

The use of the division SEM scorecard (appendix III) is highly encouraged during the candidate training sessions.

## **SEM Evaluators**

Regions will be responsible for developing and supporting a strong cadre of SEM evaluators per region operating procedures. Minimum requirements include:

- Must be an OEC instructor in good standing.
- An OEC evaluator that has successfully completed the SEM component.
- During the first year an evaluator should participate as an apprentice shadowing a SEM examining team during pre-evaluation clinics and the evaluation.

Calibration of evaluators for the SEM evaluation is mandatory for quality assurance. It is critical that all SEM evaluators agree on the essential performance objectives that must be demonstrated by the candidate. The method of calibration will be determined by the region administrator. Calibration can be done at a pre-evaluation clinic or in a team meeting prior to the evaluation.

Issues to cover during the calibration session must include:

- How the scenario should be portrayed
- Ensure that multiple stations using the same scenario are as indistinguishable as possible.
- Calibration of patient performance
- Critical performance indicators required to be met by the candidate during the scenario
- What constitutes a failing or passing performance

# **Senior Emergency Management Evaluation**

The evaluation must take place at a ski environment. Outdoor scenarios must be on the snow. Non-ski related scenarios will take place within the ski area (cafeteria, rental, ticket office, maintenance, patrol room, etc.). If the scenario is on the snow the skiing candidates and designated trained patrollers (helpers) for the scenario should be able to ski to the incident when called. Non-skiing candidates must be provided transportation or be able to walk to the on-hill scenario. Alpine and Nordic candidates will not be evaluated on more than one non-ski type incident. Senior auxiliary candidates must be evaluated as leader in at least one non-ski type scenario. *The candidate will be the lead patroller in one warm-up scenario and evaluated as the lead patroller in two test scenarios.*

## **Candidate Team Format**

There are two options for candidate team format. It is at the discretion of the region to determine which format is suitable for the resources they have available. The evaluation format must be established prior to the start of the season and communicated to the candidates planning to take the evaluation.

### **Single Candidate Team Format:**

The single candidate team consists of a single candidate accompanied by the advocate. This team will travel together through the warm-up scenario and the two evaluation scenarios. The helpers or bystanders at each scenario will be staffed by the region and will remain at the scenario.

### **Multiple Candidate Team Format:**

This team consists of three candidates and an advocate. The team will work together through the warm-up and evaluation scenarios. The candidates in the team will participate both as lead patrollers and helpers. The candidates participating as helpers at the scenario are not evaluated, only the candidate participating as the lead patroller is evaluated. Each candidate in the team will be a lead patroller on one warm-up scenario and evaluated as the lead patroller in two test scenarios.

## **Scenarios**

The degree of difficulty of the SEM scenario, as rated using the scenario scoring matrix, is level 5 or 6. Scenarios are available from the *OEC Instructor's Test Bank* available on CD found in the National Ski Patrol catalog. *The use of multiple stations with the same scenario is highly discouraged.* The emphasis of the scenario is to evaluate the candidate's skills in decision making, problem management and leadership. The goal is to build upon the skills obtained in the OEC program and enhance the ability of the patroller to manage the scene. Patient calibration and scenario accuracy is important. The region OEC administrator or designee is responsible for the accuracy of the scenario and patient behavior. A medical advisor would be a useful resource for calibration. On-hill scenarios must take place on the snow and other scenarios must take place in the actual setting. Use of moulage is required for realistic portrayal of the injuries. Realism is critical and no props are to be used to simulate actual natural objects. For example, a bamboo pole is not to be used to portray a tree. If remaining at the scene all attempts must be made to have equipment and helpers out of sight. Helpers and equipment are brought into the scene approximately 3 minutes after the call is

made. Scenarios are 20 minutes long and candidates are expected to complete the scene to the point of having the patient ready for transportation.

### **Warm-up**

This scenario is done the day of the evaluation and is designed to help prepare the candidate for the evaluation phase. The candidate is the leader at this scenario. This station should be a positive learning experience. The lead evaluator should allow enough time to provide constructive feedback and should include discussion of expectations, areas of improvement, and further development of the candidate's approach to handling the scenario. The warm-up scenario is not to be used for evaluation purposes.

### **Evaluation**

The candidate will be evaluated as lead on two separate scenarios, one single patient with multiple injury scenario and one multiple patient (triage) scenario. The candidate must pass both scenarios in order to pass the evaluation. There is no discussion or feedback between the evaluators and candidate during the evaluation.

## **Evaluation Scoring**

The evaluation team consists of two evaluators at the scenario and the advocate. The scenario must be completed to the point of having the patient ready for transportation within 20 minutes. A candidate must have a + or = in each criteria to pass. Scoring a + in one criteria does not negate a – score in another. Failing any one of the three criteria (Leadership, Problem Management, Decision Making) constitutes a fail for the scenario. Evaluators score individually and then discuss the results in order to reach a consensus. The objective is to come to a well reasoned decision to share with the candidate at the end of the evaluation. If the group is unable to come to a consensus within approximately 5 minutes then the simple majority will determine whether the candidate will pass or fail. All three evaluators will support the final verdict in the scoring. Any failing score must be well documented on the scorecard. At the end of the evaluation every candidate must be provided with constructive feedback to be used during training to improve performance.

### **Scoring Categories**

The performance criteria for (+), (=) and (-) must be established prior to the evaluation and is a critical part of the scenario calibration.

#### **Above Senior Level (+)**

Consistently demonstrates outstanding decision making and problem management. Shows outstanding leadership ability with excellent communication and team interaction. Does an exceptional job of identifying and coordinating all actions necessary to manage the helpers, bystanders, and the scene to satisfy the critical performance objectives while continuing to insure the safety of the patient. Displays confidence in the face of tough decisions, makes no mistakes, and corrects the mistakes of others in a professional manner.

### **At Senior Level (=)**

Demonstrates expected decision making, problem management and leadership ability.

Demonstrates expected problem assessment, resource management, communication and team interaction in every scenario. Identifies and coordinates all actions necessary to manage the helpers, bystanders and scene to satisfy the critical performance objectives while continuing to ensure the safety of the patient. Acts as a team leader, makes only minor errors then catches and corrects them.

### **Below Senior Level (-)**

Lacks the ability to take charge and make decisions. Is inconsistent in meeting the minimal decision making, problem management and leadership abilities. Makes critical or frequent errors in problem assessment, resource management, communication, and team interaction. Won't listen to directions, suggestions, or hints from the patients or the helpers. Unable to coordinate actions necessary to manage the scene, the patient, the helpers, and the bystanders.

The scenario format is critical for the demonstration of the candidate's leadership capabilities and not intended to assess the ability to apply a splint. The emphasis should be on assessment of the scene and patient, interaction with the helpers and patient and a plan for resolving the situation. See appendix IV for an example of a scenario with a description of the candidates expected performance for Decision making, Problem Management and Leadership.

## **Use of Advocates**

Advocates should be an experienced SEM evaluator who is familiar with and has successfully completed the SEM program. *Advocates will not be informed of the scenarios prior to the evaluation.* The advocate will be assigned to a candidate and will remain with them throughout the evaluation. The primary responsibilities of the advocate are to observe the candidate during all the scenarios, assist, support, and act as an evaluator. The advocate has observed the candidate throughout the evaluation and has a role in offering insight to the candidate's performance. It is the responsibility of the advocate to see that the evaluation is a positive learning experience for the candidate.

The advocate's role is to help the senior candidates by:

- Clarifying any questions the senior candidate may have regarding the evaluation.
- Event organizing, maintaining the time schedule and ensuring the candidate is at the right place at the right time.
- Offer encouragement to the candidate throughout the evaluation
- Following the evaluation the advocate will also complete the Evaluation Feedback form (p. 5).

## **Scenario Station Manager**

The use of a scenario station manager can be beneficial during the evaluation. A scenario station manager can be any experienced patroller, they do not have to be a senior. The scenario station manager operates under the direction of the region OEC administrator and the responsibilities can include but are not restricted to:

- Coordinate activity and time frame for that station. Gather and organize the people and equipment in a timely manner before the start of the evaluation.
- Assure the station is prepared according to scenario guidelines.
- Assure the patient behavior has been reviewed.
- Provide vital signs to the candidate when requested.
- Monitor the time of the scenario and act as the dispatcher.
- Signal the helpers to the scene at the appropriate time after the candidate has made the call.
- Insure the scenario is consistent throughout the evaluation.
- Keep the scene clear of observers and bystanders that are not part of the scenario.
- Help candidates repack the toboggan-assure they are not within earshot of the evaluator's discussion.
- Assist in any additional manner as need by the scenario.

# **Appendix I**

## **Senior Emergency Management Candidate Skills Sign-off**

# NATIONAL SKI PATROL – SENIOR OEC PROGRAM

## Completion Log for OEC Basic Skills Performance Check-off

Senior Candidate \_\_\_\_\_

The following OEC and CPR skills have been demonstrated to an OEC instructor and have been performed correctly, confidently and in accordance with the appropriate skill performance guidelines.

**Note:** An OEC instructor is required to observe the candidate's performance and testify to the satisfactory completion.

Skill Performance Required	OEC Instructor Name and signature	Date Completed
Patient Assessment and Vital Signs		
Oxygen Administration, Airway Adjunct Use and Suctioning		
Bleeding Control and Bandaging		
Fracture Management Skills <ol style="list-style-type: none"> <li>1. Management near a joint</li> <li>2. Alignment of angulated fractures</li> <li>3. Open fracture management</li> <li>4. Long bone management</li> <li>5. Traction splinting</li> </ol>		
Spinal Immobilization		
Lifting Techniques		
Medical Emergencies		
CPR-Professional Rescuer (On Snow)		

This patroller has adequately demonstrated to me the skills of decision making, problem management and leadership in at least four environmentally suitable OEC senior practical scenarios.

Practical OEC Senior Scenario	OEC Instructor Name and Signature	Date Completed
Scenario 1, ID:		
Scenario 2, ID:		
Scenario 3, ID:		
Scenario 4, ID:		
Scenario 5, ID:		

Scenario 6, ID:		
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# **Appendix II**

## **Emergency Management Scenario Scoring Matrix**

Scenario Scoring Matrix  
(Based on the fourth edition of *Outdoor Emergency Care*)

Directions: Assign points in three categories (injury/illness, environment, and personnel) where appropriate to determine the degree of difficulty for the scenario.

**Injury or Illness**

<p><u>0 points</u></p> <ul style="list-style-type: none"><li>• medical condition (no influence on situation)</li><li>• medications (no influence)</li><li>• minor soft tissue closed</li><li>• burn (superficial)</li><li>• superficial frostbite</li></ul>
<p><u>1 point</u></p> <ul style="list-style-type: none"><li>• minor soft tissue injury with bleeding</li><li>• moderate bleeding</li><li>• minor sprain/strain/contusion</li><li>• medical condition (minor influence)</li><li>• contusion of head without loss of responsiveness</li><li>• moderate to severe frostbite</li><li>• burn (partial- or full-thickness)—small or to non-critical areas</li><li>• mild altered mental state</li></ul>
<p><u>2 points</u></p> <ul style="list-style-type: none"><li>• eye injury</li><li>• minor fracture, e.g., finger, clavicle</li><li>• closed extremity fracture or dislocation</li><li>• severe sprain/strain that limits mobility</li><li>• major bleeding, e.g., arterial/large vein</li><li>• extremity amputation (except finger or toe)</li><li>• partial- or full-thickness burns (extensive or to critical areas)</li><li>• medical condition (major influence, e.g., hypoglycemia, seizures, pregnancy, hypothermia)</li><li>• head injury with loss of consciousness or altered responsiveness less than 1 minute</li><li>• behavioral crisis</li></ul>
<p><u>3 points</u></p> <ul style="list-style-type: none"><li>• shock (hypotensive)</li><li>• open or severely angulated extremity fractures</li><li>• femur fracture (traction splint)</li><li>• neck, back, pelvis fractures (backboard immobilization)</li><li>• fracture or dislocation with circulatory, respiratory, motor, or sensory deficit</li></ul>
<p><u>4 points</u></p> <ul style="list-style-type: none"><li>• unresponsive patient</li><li>• any life-threatening situation, e.g., stroke, heart attack, severe respiratory distress, acute abdomen, etc.</li></ul>

## Environment

<u>0 points</u> <ul style="list-style-type: none"><li>• site does not add difficulty</li></ul>
<u>1 point</u> <ul style="list-style-type: none"><li>• difficult extrication or rescue</li><li>• disentanglement</li><li>• extreme slope or off trail</li><li>• rescuer/bystanders in danger</li></ul>
<u>2 points</u> <ul style="list-style-type: none"><li>• combination of any of the above</li></ul>

## Personnel

<u>0 points</u> <ul style="list-style-type: none"><li>• single patient</li><li>• trained help</li></ul>
<u>1 point</u> <ul style="list-style-type: none"><li>• more than one patient</li><li>• untrained assistants</li><li>• obnoxious or hysterical patient/bystander</li><li>• disoriented patient</li><li>• language/communication barrier</li></ul>
<u>2 points</u> <ul style="list-style-type: none"><li>• physical danger to self/others</li></ul>

# **Appendix III**

## **Senior Emergency Management Scorecard**

# Senior Emergency Management Evaluation

Date:

Location:

Region:

<b>Bystander/Helper:</b>		<b>Bystander/Helper:</b>	
Scenario #:	Station #:	Evaluator:	
Start Time:	EMS called:	End Time:	Total Time:
<b><u>Decision Making</u></b>			<b>+ = -</b>
<ul style="list-style-type: none"> <li>Ensures Overall Safety</li> <li>Problem Assessment</li> <li>Patient Assessment</li> <li>Appropriate Prioritizing</li> </ul> <p><i>Decision Making Notes:</i></p>			
<b><u>Problem Management</u></b>			<b>+ = -</b>
<ul style="list-style-type: none"> <li>Plan of Action</li> <li>Anticipation</li> <li>Resource Management-People and Equipment</li> <li>Appropriate OEC Skill Application</li> <li>Transportation</li> </ul> <p><i>Problem Management Notes:</i></p>			
<b><u>Leadership</u></b>			<b>+ = -</b>
<ul style="list-style-type: none"> <li>Communication with Patient, Helpers, Bystanders</li> <li>Attitude</li> <li>Ability to Direct</li> <li>Confidence</li> <li>Team Interaction</li> </ul> <p><i>Leadership Notes:</i></p>			
<b>Overall Score:</b> Candidate must have + or = in all 3 criteria to pass			<b>Pass</b> or <b>Fail</b>
<b>Comments Regarding Candidate Leader Performance:</b>			
<u>Actions of a Candidate Leader with a <i>Fail</i> score must be clearly documented</u>			
<b><u>Other Comments related to Scenario:</u></b>			

**Candidate Leader:**

## **SEM Evaluation Terms and Expected Performance**

### **Decision Making:**

- **Ensures Overall Safety:**
  - Take all actions to identify, protect, mark, move, and mitigate any risk to rescuer or patient
- **Problem Assessment:**
  - Approach appropriately, evaluate situation, scene size up
  - Determine all essential issues, mechanism of injury, and need to extricate
- **Patient Assessment:**
  - Determine general impression and level of responsiveness
  - Conduct urgent survey during interview,
  - Determine trauma or medical with focused history and exam
  - Conduct rapid history and physical exam in unresponsive patient
- **Appropriate Prioritizing:**
  - Determine with single patient critical injury and if conditions require immediate transport
  - Proper triage of multiple patients

### **Problem Management:**

- **Plan of Action:**
  - Generate a plan utilizing resources and personnel
  - Direct flow that is logical for patient condition
  - Allot and monitor time for actions
- **Anticipation:**
  - Plan for what will follow, be prepared for the unexpected
  - Avoid repeated actions and unnecessary moving
- **Resource Management-People:**
  - Request, use, and direct resources appropriately
  - Actively control the scene while utilizing personnel
- **Resource Management-Equipment:**
  - Request appropriate equipment for the scenario and utilize properly
  - Confirm helper-patrollers apply equipment correctly
- **Appropriate OEC Skill Application:**
  - Direct or apply according to patient need and in accordance with OEC skill performance guidelines
  - When applicable demonstrates proper knowledge of OEC issues with special needs patients
- **Transportation:**
  - Arrange transportation using planned, supportive and appropriate means
  - Determine need for immediate transport
  - Position patient in toboggan according to condition

### **Leadership:**

- **Communication with Patient, Helpers, and Bystanders:**
  - Inform patient of what is happening
  - Give clear and concise instructions to helpers and bystanders
  - If applicable recognizes communication issues with special needs patients
- **Attitude:**
  - Be positive, reassuring and outgoing
- **Ability to Direct:**
  - Be a leader, not helper directed
  - Utilize all resources and personnel effectively
- **Confidence:**
  - Be confident
  - Know what to do and how to do it
- **Team Interaction:**
  - Build and use a team approach
  - Avoid monopolizing the activities, delegate tasks and follow up

- Manage the scene

# **Appendix IV**

## **Scenario Example with Performance Objectives Description**

## Scenario Example with Performance Objectives

### DISPATCH TO CANDIDATE

You are called to respond to an accident of a customer who possibly fell out of the chair at Tower #6 of “Dead Mans Chair”.

You find the customer standing under the lift in deep snow, height to chair approximately 12 feet.

### ADDITIONAL INFORMATION GIVEN TO CANDIDATE

Dispatch: Equipment and available personnel to be sent upon request of the rescuer on scene.

INJURY	ENVIRONMENT	PERSONNEL
Knee sprain Possible neck or spine injury	Deep powder on steep terrain under the lift	Trained rescuer

### PATIENT SUMMARY: VITAL SIGNS

Time in minutes	Pulse and respirations
Throughout	PULSE - 84 REGULAR RESPIRATIONS - 20

### **GENERAL SCENARIO DESCRIPTION:**

A 15-year-old male skier falls 12 feet out of the chair into the snow under the chair. His friends reported this to the lift operator at the top. Patient is standing in a large depression in the snow. Patient complains of pain in the right knee. Patient is alert and responsive to your questions when you arrive. He does not complain of any neck or back pain, and wants to return to skiing.

### **INFORMATION FOR SCENARIO PLANNING AND OEC INSTRUCTORS:**

This scenario addresses the need for a thorough assessment based on the MOI to determine the need for spinal immobilization. The trainee should demonstrate understanding that a fall more than 2 ½ to 3 times one’s height presents the danger of spinal trauma. This is mitigated in this scenario by the soft landing in the snow, and assessment demonstrates no signs of head or spinal trauma. Trainee should be able to communicate a rationale for the decision to use spinal immobilization based on assessment and legal issues of patient being a minor. Trainee should also demonstrate how he would address the fact that the patient is a minor.

Location/terrain: Difficult to moderate terrain with deep powder under a lift in a closed area.

Moulage: None

Weather: Must be the same as the day of scenario use

### **SPECIFIC INSTRUCTIONS TO INJURED PATIENT**

- You’re position: Patient is standing under the lift.
- Uncooperative teenager-disrespect to adults

### **Patient Behavior:**

- Patient is oriented and alert.
- Patient complains of pain in the right knee.
- Patient reports no tenderness upon palpation of spine.
- Patient reports no neurological impairment in his lower extremities.
- He feels that he can return to skiing.

### **Patient Answers to SAMPLE**

Signs and symptoms: as listed above

Allergies: None

Medications: None

Past history: Has had previous knee surgery

Last meal: Has not eaten all day.

Events leading: Fell out of the chair trying to fix his boot.

Pain: Pain in right knee, but says he is fine.

## **SCENARIO PERFORMANCE OBJECTIVES**

### **Decision Making**

Candidate clearly demonstrates their ability to:

- Secure scene; stop lift until assessment is performed to verify severity of injury.
- Patient assessment: correctly identify all injuries found and reported, but also consider possible injuries due to MOI. Assessment should include how he landed and rule out the presence of any neurological deficits from the fall.
- Inform patient of dangers of this large a fall and possible injuries to the spine and back. Determine where his parents are; inform him of the impact of being a minor about the ability to give informed consent and implied consent.
- Notify management of a fall from a lift.
- Have base and or management attempt to find parents.
- When and how to document the incident

### **Problem Management**

- BSI precautions
- OEC skills: management of injury near a joint
- Spinal immobilization per local protocol especially since the patient is a minor and needs treatment for knee injury anyway
- Parental release of liability by parents for a minor.
- Management notification of chair lift involvement injury/incident.
- A patient of minor age

### **Leadership**

Candidate clearly demonstrates their ability to:

- Develop and execute a plan of action
- Demonstrate thorough understanding of legal issues related to minor giving consent and how this impacts his decisions
- Directs others with clear instructions and with confidence
- Communicates with clarity and firmness with a minor patient
- Directs additional rescuers to obtain statements from any witnesses
- Conduct a thorough investigation with documentation

### **SPECIFIC COMMENTS FOR EVALUATORS:**

The rescuer should be evaluated on:

- Their knowledge of MOI issues
- Reasons for concern about possible hidden spinal problems
- Knowledge of legal issues related to a 15 year old falling from a chair
- Rescuer should demonstrate knowledge of management issues and local protocols
- Rescuer should develop a plan for extrication and transport to patrol room for further assessment and consultation with parents

- Evaluators may ask as many question of the candidate as they wish after the scenario, however, please document you questions and candidates' responses on the candidates' scorecard.

# **Appendix V**

## **Senior Emergency Management Evaluation Quality Assurance Feedback (To be completed by visiting division staff)**

## Central Division Quality Assurance Feedback for SEM

Region: \_\_\_\_\_ Date: \_\_\_\_\_ Visiting Division Supervisor Completing Form:

Location: \_\_\_\_\_

Region OEC Administrator: \_\_\_\_\_

Number of Participants: \_\_\_\_\_ Examiners: \_\_\_\_\_ Candidates: \_\_\_\_\_ Support Staff: \_\_\_\_\_

---

---

- Did the scenarios provide the candidates a fair opportunity to display leadership, problem management and decision making skill?
  - Was the candidate evaluated as lead on one scenario with multiple patients and one scenario where the single patient had multiple injuries?
  - Did the scenarios portray true-to-life incidents?
    - If not, why?
  - Overall impressions of the scenarios
- 

- Did the patients portray accurate behavior for the scenarios? Was the behavior consistent throughout the day?
    - If not, why?
  - Was the moulage properly applied? Was it reapplied as needed?
  - If helpers are assigned to a scenario were they coached correctly and were they consistent throughout the day?
    - If not, why?
  - Overall impression of the patients and helpers
- 

- Were the candidates well prepared? How were they prepared?
  - Did the region use the candidate skills sign-off sheet?
  - Which candidate team format was used, single candidate team or multiple candidates team?
- 

- Were the examiners calibrated?
  - How are the examiners calibrated?
- How were the final results tallied and then presented to the candidates?
- What was the pass/fail ratio of the candidates?

General comments of the evaluation: \_\_\_\_\_

Are there any recommendations to improve this event?

## **References**

Central Division Board of Directors. *Central Division Current Policies and Procedures*.

National Ski Patrol Board of Directors, National Program Directors and Coordinators. *Current National Policies and Procedures*. National Ski Patrol System Inc., Lakewood CO.

National Ski Patrol System Inc. 1997. *The Ski Patroller's Manual*. 14<sup>th</sup> ed. Lakewood CO.

National Ski Patrol System Inc. 1998. *Outdoor Emergency Care Instructor's Manual*, 3rd ed. Lakewood CO.

National Ski Patrol System Inc. 2003. *Outdoor Emergency Care Instructor's Manual*, 4<sup>th</sup> ed. Lakewood CO.

## **Acknowledgements for the Central Division Senior Program Manual SEM Section**

### Central Division Skills Development Team:

Chris Moe	Central Division Senior Program Supervisor
Linda Barthel	Central Division Skills Development Supervisor
Linda Murphy-Jacobs	Assistant Central Division Director

**The Skills Development Team greatly appreciates the support the Central Division leadership during this project.**

Jim Woodrum	Central Division Director
Brian Cobble	Assistant Central Division Director

**The division OEC Supervisors are the eyes and ears of this program. Their knowledge and experience contributed greatly to this project.**

Deb Endly	Central Division OEC Supervisor
Hank Herlick	Central Division OEC Supervisor
Ed Humphrey	Central Division OEC Supervisor

**All region directors and their staff have provided valuable input to the information found in the Central Division Senior SEM Program. Best practices from all regions were shared and reviewed helping to generate a premier program. The Skills Development team expresses a deep gratitude to all the region directors, their administrators, and staff for their support and input during the development of this document.**

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### North Central Region

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### Northern Michigan Region

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### Southwestern Region

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### Western Region

Tom Gray-Region Director, OEC Administrator: Kathy Glynn, SEM Administrator-Mary Pritchett,

### Western Michigan Region

John Jenkins-Region Director, OEC Administrator-Brian Klebba

# **Senior Auxiliary Program**

The objective of the Senior Auxiliary Program is to enhance the skills of the patrollers within the guidelines of the auxiliary status.

## **Core Skill Requirements and Electives**

Core components required for Senior Auxiliary Status are:

- Senior Emergency Management
- Aid Room Management

Each core component is evaluated and graded separately. Both core components need to be completed only one time. There is no mandatory time constraint regarding when each core component must be completed. Any candidate who completed the Patroller Enrichment Seminar in the past need not complete the Aid Room Management component. It is highly recommended that all core skill requirements be completed within 3 years.

In addition to the core requirements the senior auxiliary candidate must complete a minimum of four electives. Refer to the current NSP National Policies and Procedures, chapter 17, for the accepted list of electives.

## **Senior Auxiliary Candidate Skill Development**

The senior auxiliary candidate is responsible for his or her own training and abiding by any guidelines that may be established by the region Outdoor Emergency Care (OEC) administrator or Region Director. Emphasis should be on developing the leadership, decision making and problem management skills of scene management. It is recommended the senior auxiliary candidate complete the SEM component prior to the Aid Room Management component.

# **Aid Room Management Evaluation**

When a senior auxiliary candidate is prepared to participate in the Aid Room Management component the lead area OEC advisor or patrol director/representative must contact the region OEC administrator.

## **Aid Room Management Evaluators**

Regions will be responsible for developing the Aid Room Management evaluators. There should be at least three members on the evaluation team.

Suggested Aid Room Management evaluation team may include:

- 1-2 senior level OEC evaluators from the candidate's local area.  
Plus one or more of the following:
- Region Auxiliary Administrator
- Region OEC Administrator
- Division OEC Supervisor or any OEC IT from another area

## **Scenarios**

The degree of difficulty of the Aid Room Management scenario, as rated using the scenario scoring matrix, is level 5 or 6. The emphasis of the scenarios is to evaluate the candidate's skills in decision making, problem management and leadership within the Aid Room environment. The goal is to build upon the skills obtained in the OEC program and enhance the ability of the auxiliary patroller to manage the scene. Examples of scenarios for Aid Room Management can be found in appendix I.

## **Optional Evaluation Formats for Delivering Scenarios**

The evaluation can be delivered in one of three methods:

- A dramatic setting, with actors as patients. Including appropriate supplies and furnishing.
- A review panel discussion of the scenario with the candidate.
- A detailed, written action plan of a scenario by the candidate can be reviewed.

The chosen delivery method should best meet the needs for the candidate, local patrol, and region OEC administrator.

The candidate will be evaluated on at least two and not more than three scenarios.

## **Evaluation Scoring**

The scoring card is the same as that for Senior Emergency Management. Failing any one of the three criteria (Leadership, Problem Management, Decision Making) constitutes a fail for the scenario. Evaluators score individually and then discuss the results in order to reach a consensus. The objective is to come to a well reasoned decision to share with the candidate at the end of the evaluation. If the group is unable to come to a consensus within approximately 5 minutes then the simple majority will determine whether the candidate will pass or fail. All three evaluators will support the final verdict in the scoring. Any failing score must be well documented on the scorecard. At the end of the evaluation the candidate must be provided with constructive feedback to be used during training to improve performance.

## **Scoring Categories**

The performance criteria for (+), (=) and (-) must be established prior to the evaluation and is a critical part of the scenario calibration.

### **Above Senior Level (+)**

Demonstrates outstanding decision making, problem management and leadership ability. Consistently demonstrates exceptional problem assessment, resource management, communication, and team interaction in every scenario. Does an exceptional job of identifying and coordinating all actions necessary to manage the helpers, bystanders and the scene to satisfy the critical performance objectives while continuing to insure the safety of the patient. Displays confidence in the face of tough decisions, makes no mistakes, and corrects the mistakes of others in a professional manner.

### **At Senior Level (=)**

Demonstrates expected decision making, problem management and leadership ability. Demonstrates expected problem assessment, resource management, communication and team interaction in every scenario. Identifies and coordinates all actions necessary to manage the helpers, bystanders and scene to satisfy the critical performance objectives while continuing to ensure the safety of the patient. Acts as a team leader, makes only minor errors then catches and corrects them.

### **Below Senior Level (-)**

Lacks the ability to take charge and make decisions. Is inconsistent in meeting the minimal decision making, problem management and leadership abilities. Makes critical or frequent errors in problem assessment, resource management, communication, and team interaction. Won't listen to directions, suggestions, or hints from the patients or the helpers. Unable to coordinate actions necessary to manage the scene, the patient, the helpers, and the bystanders.

The scenario format is critical for the demonstration of the candidate's leadership capabilities and not intended to assess the ability to apply a splint. The emphasis should be on assessment of the scene and patient, interaction with the helpers and patient and a plan for resolving the situation.

## **Continuing Education**

The senior auxiliary patroller is not required to attend any extra continuing education programs to maintain classification. A Senior Auxiliary patroller who has completed the requirements to obtain classification of patroller need not repeat the SEM component when attempting to achieve Senior Nordic or Senior Alpine patroller.

# **Appendix I**

## **Aid Room Management Scenarios**

## Aid Room Management Practice Scenario 1

You are in charge of First Aid Room on a very busy weekend afternoon (2:30 PM) when a patient, transported by toboggan, is transferred to your responsibility for care by the responding patroller on the hill. The responding patroller re-packs the toboggan, drops off the patient's rental skis in the First Aid Room, and quickly returns to the hill because of the increasing number of accidents/injuries that need his support/response.

The responding patroller tells you the following about the patient:

- His name is Tom
- He has had a collision with another un-injured skier who skied down and is now in the First Aid Room.
- Tom has a sprained knee (quick splint) and a bump/contusion on his forehead (no cuts or blood).
- Tom said at the accident scene that he had 2 young daughters that were skiing some where on the mountain that were supposed to meet him at the end of the day in the Rental Shop.

As you start to treat and question patient his level of consciousness (LOC) deteriorates and he is not able to communicate.

WHAT ACTIONS DO YOU TAKE (In order of priority)?

1. Will need to backboard the patient, call for extra patrollers.
2. Determine level of responsiveness and prioritize over the knee injury. Treat serious head injury by administering high concentration of O<sub>2</sub> (15 liter/min) with a non-re-breathing mask. Keep head elevated.
3. Notify EMS of need for medical emergency transport.
4. Collect and document the vitals over time.
5. If LOR is stable expose/examine knee injury and place in cardboard splint. Apply cold pack.
6. Question other skier about MOI, if he knows last name of patient, or names of daughters.
7. Radio responding patroller to determine initial vitals, LOC and if he knows last name of patient.
8. Fill out accident report utilizing other skiers and responding patrollers input. Make sure to process information on rental equipment and return paperwork with skis per area protocol.
9. Continue to recheck and record vitals and LOC.

WHAT ACTIONS DO YOU TAKE TO LOCATE DAUGHTERS?

1. Search patient's clothes (with witness present) for identification (i.e. ski rental contract, driver's license, etc.).
2. If successful in obtaining last name notify mgt. to utilize PA system and bulletin boards at lifts to instruct daughters to come to First Aid Room.

3. If not successful in finding daughters, have someone wait at Rental Shop to meet daughters when they return equipment. Also notify patrollers on hill of search.

## **Aid Room Management Practice Scenario 2**

You are in charge of the First Aid Room on a busy, very cold and windy weekend with a full contingent of patrollers on duty. You hear on the radio that a serious chair lift accident has occurred with many resulting accidents, some with very serious medical emergency injuries, and some with minor injuries. You know that you don't have enough space/beds in the First Aid Room to handle all the patients.

HOW DO YOU ACCOMADATE ALL THE PATIENTS?

1. You request additional enclosed space/facility from management. Mgt. provides the heated Ski School Building, which is on the slopes up hill (skiable) from the First Aid Room, but does not have easy access to EMS vehicles.

WHAT IMMEDIATE ACTIONS DO YOU TAKE TO HANDLE MEDICAL EMERGENCY PATIENTS AND PROVIDE RESOURCES TO TEMPORARY FIRST AID FACILITY?

1. Notify EMS of need for several medical emergency transports.
2. Instruct patrollers on hill to bring only serious medical emergency cases to Main First Aid Room because of easy access to EMS vehicles.
3. Appoint a senior/experienced patroller to be in charge of Temporary First Aid Facility (with radio contact).
4. Assign free patrollers to help move needed first aid equipment to Temporary First Aid Facility (i.e. O2/masks, rubber gloves, cardboard splints, backboards, accident forms etc.). Since there are no beds/cots in Temporary First Aid Facility, you may have to keep patients in toboggans, unless needed.
5. Depending upon response of number/timing of EMS vehicles, you may have to supplement vehicle transport of serious medical emergencies with mgt. vehicles. Ask mgt. to have available.
6. Try to minimize the number of patient transfers/transports needed to enter the EMS. (i.e. don't transport patient's from Temporary First Aid Facility to Main First Aid Facility and then to EMS vehicles. Try to time transport of patients from Temporary First Aid facility via toboggan or litter directly to EMS vehicles as they arrive.

# **Appendix II**

## **Aid Room Management Module Evaluation**

S08 P0004

### **Quality Assurance Feedback Form**

(To be completed by visiting division staff)

# CD Aid Room Module QA

## Quality Assurance Feedback for Aid Room Module

Date:

Region:

Visiting Division Supervisor or Region Administrator Completing Form:

Location:

Region Auxiliary Administrator:

Number of Candidates and current skill level:

Auxiliary:

Alpine:

Senior Alpine:

Other:

Were the Suggested Aid Room Management evaluation team members present?

### **Circle evaluators, At least 3:**

1-2 Senior level OEC evaluators from the candidate's local area.

Plus one or more of the following:

Division Auxiliary Supervisor

Region Auxiliary Administrator

Region OEC Administrator

Division OEC Supervisor or any appointed? OEC IT from another area.

• Did the scenarios provide the candidates a fair opportunity to display leadership, problem management and decision making skill within the Aid Room Environment?

• Did the scenarios portray true-to-life incidents? If not, why?

• Overall impressions of the scenarios presentation and organization.



- What evaluation method was used? Select method and answer any associated questions.
  1. A dramatic setting, with actors as patients. Including appropriate supplies and furnishing.
    - a. If patients were used, Did the patients portray accurate behavior for the scenarios?
    - b. Was the behavior consistent throughout the day? If not, why?
    - c. Was the moulage properly applied? Was it reapplied as needed?
    - d. If helpers were assigned to a scenario were they coached correctly and were they consistent throughout the day? If not, why?
    - e. Overall impression of the patients and helpers?
  2. A review panel discussion of the scenario with the candidate.
    - a. How was the panel discussion conducted?
    - b. Was the candidate given any advance information to allow thought time before responding?
    - c. Was the candidate given adequate time to respond, ask questions, and comment?
  3. A detailed, written action plan of a scenario by the candidate was reviewed by the evaluators.
    - a. How was the review conducted?
    - b. Was the candidate given an opportunity to reply or discuss any questions?

• Did the method chosen meet needs of the candidate?

• Were the candidates well prepared? What methods were used to prepare the candidate?

• How were the final results tallied and then presented to the candidates?

• What was the pass/fail ratio of the candidates?

General comments of the evaluation:

Are there any recommendations to improve this event?



## **References**

Central Division Board of Directors. *Central Division Current Policies and Procedures*.

National Ski Patrol Board of Directors, National Program Directors and Coordinators. *Current National Policies and Procedures*. National Ski Patrol System Inc., Lakewood CO.

National Ski Patrol System Inc. 1997. *The Ski Patroller's Manual*. 14<sup>th</sup> ed. Lakewood CO.

National Ski Patrol System Inc. 1998. *Outdoor Emergency Care Instructor's Manual*, 3rd ed. Lakewood CO.

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**Acknowledgements for the Central Division Senior Program Manual Auxiliary Section**

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**The Aid Room Management component was developed in 2002 by then Assistant National Chair Chuck Martschinke and his Senior Auxiliary task force team:**

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Mary Underwood	Southern Division
Terry Petze	European Division
Ginny Illich	Central Division-Task Force Leader

**The Skills Development Team greatly appreciates the support of the Central Division leadership during this project.**

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**Region Directors:**

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Ty Damon - Eastern Michigan Region  
Joel Epstein - Northern Michigan Region  
Tom Gray - Western Region  
Ken Meldahl - Southern Region  
Mindy Mitchell - Southwestern Region  
Thom Rabaglia - South Central Region  
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**The following region administrators provided insight and suggestions:**

Ellen Burchfield	Eastern Michigan Region OEC Administrator
Kathy Glynn	Western Region OEC Administrator
Karen Hadden	Western Michigan Region OEC Administrator
Tom Hynes	North Central Region OEC Administrator
Cathy Rausch	Southern Region OEC Administrator



# **Senior Nordic Program**

The nordic senior program will be administered at the region level under the direct supervision of the Division Nordic Program Supervisor. Any candidate interested in the Nordic Senior program will work with their Region Nordic Program Administrator and contact the Division Nordic Program Supervisor.

## **Core Skill Requirements and Electives**

Core components required for the senior nordic patroller are:

- Toboggan construction and handling
- Nordic skiing and endurance
- Emergency Management
- Mountain Travel and Rescue 2 course-including Orienteering, Bivouac, and Patient Survival Skills.

Each core component is evaluated and graded separately. As an example a candidate need not pass skiing/endurance in order to pass toboggan construction and handling. There is no mandatory time constraint regarding when each core component must be completed. Once a candidate passes each component he or she need not take that component again. It is highly recommended that all core skill requirements be completed within 3 years. The candidate is strongly encouraged to continue to participate in clinics during the time when he or she is attempting to successfully complete the core components.

In addition to the core requirements the nordic senior candidate must complete a minimum of two electives. Refer to the current NSP National Policies and Procedures, chapter 17, for the accepted list of electives.

## **Nordic Candidate Skill Development**

The nordic senior candidate is responsible for his or her own training and abiding by any guidelines established by the Region Senior Program Administrator.

Senior candidates should notify their Region Nordic Program Administrator and have the necessary skills for senior level testing prior to the evaluation. Candidates who have not had prior screening before the evaluation may attend the Senior Nordic Evaluation at the discretion of the Division Nordic Program Supervisor.

## **Examiner Development**

Examiners at the senior nordic evaluation must be at least a senior level patroller. Senior examiners must have excellent communication skills and be able to demonstrate senior level nordic skiing skills and/or toboggan handling skills. The senior nordic examiner must be able to evaluate and provide

feedback to the candidate in a positive and constructive manner. The Division Nordic Program Supervisor will be responsible for developing and supporting a strong cadre of examiners. In order to remain current regarding the nordic program the regions are expected to send appropriate representation to the division sponsored Nordic Ski Trainers Workshop (STW). The Nordic STW will be conducted on Saturday in conjunction with the Senior Nordic Evaluation and on Sunday with the Nordic Ski Enhancement Seminar. The information obtained at the division Nordic STW will then be passed on to the other trainers and examiners at region sponsored workshops. To maintain a consistent standard we highly recommend that all trainers and testers attend a division clinic at least once every three years.

It is recommended that an apprentice program be used for nordic examiner development. During this time the examiner apprentice is refining their movement analysis skills and examining skills with the assistance of other experienced examiners.

#### An example of a nordic examiner apprentice program

To become a nordic examiner the apprentice should:

- Complete the NSP Instructor Development course.
- Complete the toboggan instructor certification by participating in the NSP Toboggan Mentoring program.
- Become an active trainer.
- Attend a workshop and express an interest in becoming an examiner.
- Maintain a log of training, continuing education and evaluation activities.
- Complete and maintain region/division-specific examiner requirements.

Once the examiner apprentice has participated in an evaluation as an observer for at least one season, continues to actively participate in training candidates, and continues to attend clinics the examiner's name may be added to the list of active division nordic examiners at the discretion of the Division Supervisor.

### **Evaluation Format**

The senior candidate should be able to demonstrate strong management of nordic skills on diverse terrain and the evaluation format is the method for this. The candidate must be given every chance reasonable to demonstrate proficiency in the skiing and toboggan handling skills. Some feedback regarding specific skill objectives may be provided but there should be minimal teaching. The evaluation is a confirmation of skills that should already be mastered by the candidate prior to the event.

### **Evaluation Scoring for Nordic Skills**

The candidate should show senior level proficiency in nordic skiing and toboggan handling skills. The overall rating score on the card determines if a candidate passes or fails an evaluation. After a group discussion the evaluation team, composed of a minimum of 3 examiners, must come to a consensus for either passing or failing a candidate. A senior candidate can pass or fail one or both components of the evaluation, either nordic skiing/endurance skills or toboggan construction/handling. A candidate that fails one component only needs to retest on that component. The scorecards used for the evaluation will be the same for all evaluations/regions (appendix I).

# **Senior Nordic Skills Evaluation**

## **Risk Management**

Instructors and candidates will communicate any concerns regarding risk management. Strict efforts must be made to ensure the safety of all participants.

Only patrollers (including candidates) will ride in or operate the toboggans during training, clinics, and evaluations.

## **Extended Nordic Ski Tour**

Basis for evaluating candidates overall nordic and mountaineering knowledge, skills and abilities as they demonstrate physical conditioning, orienteering, route selection, toboggan fabrication, bivouac, and subject-survival skills. Should last 4 or more hours or 25 km and the patroller will carry a full patrol pack.

The following components of the Extended Nordic Ski Tour will be completed during the Mountain Travel and Rescue 2 course:

### **Orienteering**

### **Bivouac and Patient-Survival Skills**

## **Nordic Skiing**

Evaluation concentrates on skiers control, style, and ability to handle terrain, not testing basic nordic skill maneuvers. Group tour format allows candidate to be evaluated on required skills during the continuous evaluation of the tour. The terrain should be mildly rolling to most difficult track or prepared surfaces and off track situations. PSIA Nordic examiners are not required but highly recommended.

The following components will be evaluated during the Nordic Skiing evaluation:

### **Diagonal Stride and Double Pole-track or prepared-surface**

#### **Double Pole with Kick**

#### **Skating; V-1, V-2 and V-2 Alternate**

#### **Skate Turns**

#### **Uphill Traverse**

#### **Kick Turns**

#### **Herringbone**

#### **Cross-Country Downhill Turns**

#### **Step Turns**

#### **Pole Drag**

#### **Overall Skiing – Unpacked Snow or Icy Conditions**

## **Nordic Toboggan Transport and Belay**

Demonstrate leadership ability when setting up and moving a nordic toboggan. Work as a team member and provide leadership. Demonstrate the ability to use appropriate equipment consistent with senior level terrain and personnel. The terrain should be mildly rolling to most difficult track or prepared surfaces and off track situations.

## **Nordic Toboggan Evaluation Maneuvers**

The following components will be evaluated during the Nordic Toboggan Handling evaluation:

### **Toboggan Fabrication**

### **Organization and Leadership of a Toboggan Transport/Belay**

### **Up-slope Transport and Belay of a Loaded Toboggan**

### **Down-slope Transport and Belay of a Loaded Toboggan**

### **On-Trail, Flatland Transport of a Loaded Toboggan**

## **Senior Nordic Continuing Education**

Once achieving senior status the patroller must maintain that skill level in order to maintain the senior classification. This will be accomplished every season at the local nordic skills refresher. The refreshers are not pass/fail performance evaluations. They will be a clinic format with sufficient feedback and skill enhancement provided in order for the patroller to maintain senior level nordic skills.

# **Appendix I**

## **Senior Nordic Evaluation Scorecards**

# NORDIC SENIOR SKIING EVALUATION CENTRAL DIVISION

Candidate \_\_\_\_\_ NSP # \_\_\_\_\_

Date \_\_\_\_\_

Location \_\_\_\_\_

**Terrain Requirements:** Mildly Rolling to Most Difficult Track or Prepared Surfaces and Off-track Situations.

Skill *	Elements						Score	Comments
	Weight Transfer	Body Position	Timing	Arm Swing & Poling	Edging/ Pressure	Balance		
<b>Classical Technique</b>								
Diagonal Stride					N/A			
Uphill Diagonal					N/A			
Double Pole	N/A				N/A			
Dble. Pole w/Kick					N/A			
Step Turn					N/A			
Skate Turn								
Herringbone								
Sidestep	N/A	N/A						
Traverse	N/A	N/A	N/A	N/A	N/A	N/A	P F	
Kick Turn	N/A	N/A	N/A	N/A	N/A	N/A	P F	
<b>Skating Technique</b>								
Diagonal Skate								
V1-Skate								
V2- alternate Skate								

Nordic Downhill Technique								
Skill *	Elements						Score	Comments
	U/L Body Separation	Counter Rotation	Foot Steering	Edging/ Pressure	Pole Timing	Hand Position		
Straight Run								
Gliding Wedge								
Braking Wedge								
Wedge Turn								
Wedge Christie								
Parallel Turn								
Telemark								
Controlled Fall	N/A	N/A	N/A	N/A	N/A	N/A	P F	
Pole Drag	N/A	N/A	N/A	N/A	N/A	N/A	P F	

\* Common skills are graded to PSIA level 7 for Senior candidates.

**Overall score:**

**Pass** \_\_\_\_\_ **Fail** \_\_\_\_\_ (check one)

Examiner \_\_\_\_\_ Registered \_\_\_\_\_ Qualified \_\_\_\_\_ (check one)

NSP# \_\_\_\_\_

\_\_\_\_\_  
(signature)



## Nordic Senior Program Extended Nordic Ski Tour Performance Evaluation

<b>EXTENDED NORDIC SKI TOUR</b>	<b>Cand. #1</b>	<b>Cand. #2</b>	<b>Cand. #3</b>	<b>Cand. #4</b>	<b>Cand. #5</b>
Terrain: 25 km (15 miles) or 1000 feet elevation gain. Difficulty: Four-hour tour; full patrol pack	+ = -	+ = -	+ = -	+ = -	+ = -
<p><b>EVALUATION CRITERIA</b></p> <p>1. Assessment of strength and stamina</p> <p>2. Preparedness for injury or emergency</p> <p>3. Techniques appropriate to terrain</p> <p>4. Confidence</p> <p><b>CRITICAL STANDARD:</b> Is the senior candidate prepared (physically, technically) to endure an emergency search and rescue?</p>	Comments	Comments	Comments	Comments	Comments
<p><b>OVERALL RATING FOR EXTENDED NORDIC SKI TOUR</b> (Note: These scores represent the majority opinion of the instructors. Do not assign an overall rating until a majority opinion has been determined.)</p>					



## Nordic Senior Program Skiing Performance Evaluation

After reviewing skills and completing practice exercises,  
the following maneuvers should be observed and evaluated.

<p><b>TRACK/PREPARED SURFACE</b></p> <ul style="list-style-type: none"> <li>• Diagonal Stride (flat, uphill, downhill)</li> <li>• Double Poling (flat, uphill, downhill)</li> <li>• Skating (flat, uphill)</li> <li>• Braking Techniques (downhill)</li> </ul>	<p><b>OFF-TRACK</b></p> <ul style="list-style-type: none"> <li>• Climbing Maneuvers (unpacked snow, trees, obstacles)</li> <li>• Descending Maneuvers (unpacked snow, trees, obstacles)</li> <li>• Basic Turns: Stem, Stem Christies, Wedge Christies (open slope)</li> <li>• Advanced Turns: Parallel or Telemark (open slope)</li> </ul>
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NORDIC SKIING PROFICIENCY	Cand. #1	Cand. #2	Cand. #3	Cand. #4	Cand. #5
Terrain: Mildly Rolling to Most Difficult Track or Prepared Surfaces and Off-track Situations	+ = -	+ = -	+ = -	+ = -	+ = -
<p><b>EVALUATION CRITERIA</b></p> <p>1. Demonstrate ability to ski in any track or prepared surface terrain encountered using proper:</p> <ol style="list-style-type: none"> <li>a. Weight transfer</li> <li>b. Body position</li> <li>c. Timing and type of pole plant</li> <li>d. Arm swing</li> <li>e. Edging and pressure</li> <li>f. Balance</li> </ol> <p>2. Demonstrate ability to ski in any off-track terrain encountered using proper:</p> <ol style="list-style-type: none"> <li>a. Weight transfer</li> <li>b. Body position</li> <li>c. Timing and type of pole plant</li> <li>d. Arm swing</li> <li>e. Edging and pressure</li> <li>f. Balance</li> </ol>	Comments	Comments	Comments	Comments	Comments
<p><b>OVERALL RATING FOR NORDIC SENIOR SKIING</b> (Note: These scores represent the majority opinion of the instructors. Do not assign an overall rating until a majority opinion has been determined.)</p>					



## Nordic Senior Program Toboggan Transport and Belays Performance Evaluation

The toboggan transport and belay evaluation may be incorporated into the extended nordic ski tour evaluation schedule. While on the group ski tour, the senior candidates will be expected to build a toboggan (from available materials) and transport an "injured" person a significant distance, demonstrating good belaying and patient-handling techniques.

<b>TOBOGGAN TRANSPORT AND BELAYS</b>	<b>Cand. #1</b>	<b>Cand. #2</b>	<b>Cand. #3</b>	<b>Cand. #4</b>	<b>Cand. #5</b>
Terrain: Mildly Rolling to Most Difficult. Track or prepared surfaces and off-track situations	+ = -	+ = -	+ = -	+ = -	+ = -
<b>EVALUATION CRITERIA</b>	Comments	Comments	Comments	Comments	Comments
1. Structurally sound toboggan construction from materials in patrol pack 2. Leadership in conducting rescue operation 3. Selection, properly tied knots, and proper rope management 4. Proper choice of terrain anchor(s) and belay positions 5. Knowledge of proper belay commands 6. Effective static and dynamic belay techniques 7. Roles, responsibilities, and positions of rescuers 8. Principles and procedures of patient packaging 9. Effective transitions <b>CRITICAL STANDARD:</b> Is belay smooth, controlled, efficient, and safe?					
<b>OVERALL RATING FOR NORDIC SENIOR TOBOGGAN</b> (Note: These scores represent the majority opinion of the instructors. Do not assign an overall rating until a majority opinion has been determined.)					

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