International Snorkel & Scuba Instructor



Modules 23-30

English



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Disclaimer

The theory and requirements of snorkel and scuba diving as expressed in this book represent the author's view of current learning as of August 2009. However, the reader is cautioned that scuba diving is a relatively new and dynamically changing discipline. As such, as our understanding and knowledge increase, certain currently held beliefs (some of which are presently subject to some conjecture) may be disproved or modified. The reader is strongly advised to read new literature as it is released and, if necessary, to reassess areas of the text of this work accordingly.

While great care and effort have been taken in the preparation of the material presented in this book, neither the author nor publisher warrant that the contents of this work will be entirely suitable for all circumstances which the reader may encounter. It is stressed that first aid procedures vary from time to time and should never be used or adopted to the exclusion of, or in substitution for, medical consultation.

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AUSI
INSTRUCTOR
COURSE NOTES

Overview

- Snorkel Professionals
  - Responsibilities
  - Primary Roles
- Scuba Professionals
  - Responsibilities
  - Primary Roles
- Professional Responsibilities

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Snorkel Professionals - Responsibilities

AUSI Snorkel Swimming Instructor

- Can conduct snorkel swimming programs in a pool
- Can conduct snorkel swimming programs in sheltered water under the supervision of an AUSI Snorkel Guide or higher
- Can act as a lookout for snorkelling activities in open water under the supervision of an AUSI Snorkel Guide or higher

AUSI Snorkel Guide

- Can conduct snorkel swimming programs
- Can act as an in-water guide for uncertified snorkel divers in open water
- Can supervise snorkelling activities in open water

AUSI Snorkel Diver Instructor

- Can conduct snorkel swimming programs,
- Can act as an in-water guide for uncertified snorkel divers in open water
- Can supervise snorkelling activities in open water
- Can train and certify AUSI Snorkel Divers
- Can train and certify AUSI Snorkel Swimming Instructors
- Can train and certify AUSI Snorkel Guides

Table of Levels of Certification & Supervision:

Professional Level	Demonstrated Duck Dive	Can supervise to:
LEVEL 1	6 metres (20')	3 metres (10')
LEVEL 2	9 metres (30')	6 metres (20')
LEVEL 3	12 metres (40')	9 metres (30')

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Snorkel Professionals – Primary Roles (1)

AUSI Snorkel Swimming Instructor

- Conduct AUSI Snorkel Swimming programs in a swimming pool and sheltered waters no deeper than chest deep

AUSI Snorkel Guide

- Dive Briefing
  - ⇒ Ensure participants have essential "need to know" knowledge of the theoretical aspects of diving, particularly:
    - Difference between Snorkel Swimming & Snorkel Diving,
    - Understanding equalisation procedures,
    - Danger of hyperventilation, and
    - Relevant hazards
- Practical skills teaching
  - ⇒ Ensure divers:
    - Can correctly fit equipment,
    - Can defog mask,
    - Understand the buddy system, and
    - Know the correct entry, exit and recall procedures
- Ocean diving
  - ⇒ Ensure participants have a safe enjoyable dive under appropriate supervision and control
- Administration
  - ⇒ For legal reasons, ensure the following are completed accurately, where relevant:
    - AUSI Participation Agreement
    - Passenger manifest

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Snorkel Professionals – Primary Roles (1)

AUSI Snorkel Diver Instructor

- Classroom teaching
  - ⇒ Ensure students have essential "need to know" knowledge of the theoretical aspects of snorkel diving
- Practical skills teaching
  - ⇒ Ensure students have a conditioned reflex to perform "the essential skills" (see page 52)
  - ⇒ Ongoing development throughout ocean phase
- Ocean diving
  - ⇒ Ensure students learn correct dive planning procedures and develop diving skills under supervision to a point where they can safely dive in daylight hours without the direct supervision of an instructor
  - ⇒ Ocean dives must be planned to provide a gradual increase in difficulty and, whenever possible, be representative of the area where they will be diving as an AUSI Snorkel Diver
- Assessment
  - ⇒ Before issuing a certificate the instructor must:
    - Have personally assessed the relevant skills in the ocean, and
    - Ensure the diver is safe to dive with their so called "identical twin"
- Administration
  - ⇒ For legal reasons the instructor must ensure the following are completed accurately:
    - AUSI Participation Agreement
    - AUSI Record of Training
    - AUSI Certification details
    - Student Logbook
  - ⇒ Do it as you go, this will prevent a last minute rush at the end of the course

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Scuba Professionals - Responsibilities

AUSI Scuba Experience Instructor
(Introduction to Scuba)

- Conduct AUSI Scuba Experience programs in a swimming pool no deeper than chest deep

AUSI Scuba Assistant Instructor
(Assistant Instructor)

- Assist AUSI Level II Scuba Instructors and higher
- Conduct AUSI Snorkel Swimming programs
- Conduct AUSI Scuba Experience in a swimming pool

AUSI Level I Scuba Instructor
(Resort Diver Instructor)

- Conduct introductory scuba programs
- Assist a higher level AUSI Scuba Instructor
- Train and certify AUSI Snorkel Swimming Instructors
- Train and certify AUSI Snorkel Divers to an appropriate level, subject to relevant snorkel fitness tests

AUSI Level II Scuba Instructor
(Open Water Instructor)

- Conduct introductory scuba programs
- Train and certify AUSI Level I & II Scuba Divers
- Assist a higher level AUSI Scuba Instructor
- Train and certify AUSI Snorkel Swimming Instructors
- Train and certify AUSI Snorkel Divers to an appropriate level, subject to relevant snorkel fitness tests

To achieve AUSI'S goal of producing safe, competent divers it is of paramount importance that instructors follow the AUSI System & adhere to the relevant AUSI Teaching Guidelines

Scuba Professionals – Primary Roles (1)

AUSI Scuba Assistant Instructor

- Is a teaching assistant role **not** an assessment role

It is the instructor's responsibility to take care of remedial students

AUSI Level I Scuba Instructor

- Dive Briefing
  - ⇒ Ensure participants have essential "need to know" knowledge of the theoretical aspects of diving particularly:
    - Depth-Pressure Relationship, and
    - Pressure-Volume relationship ears and lungs and the prevention of Pulmonary Barotrauma
- Practical skills teaching
  - ⇒ Ensure the student is able to perform:
    - Full mask clearing,
    - Removal, recovery and replacement of regulator,
    - Alternate Air Source exchange, and
    - An understanding of equalisation procedures, the dangers of holding breath on ascent and emergency ascent procedures
- Ocean diving
  - ⇒ Ensure participants have a safe enjoyable first scuba dive under close supervision and control
- Administration
  - ⇒ For legal reasons, ensure the following are completed accurately:
    - AUSI Participation Agreement
    - AUSI Record of participation

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Scuba Professionals – Primary Roles (2)

AUSI Level II Scuba Instructor

- Classroom teaching
  - ⇒ Ensure students have essential "need to know" knowledge of the theoretical aspects of scuba diving
- Practical skills teaching
  - ⇒ Ensure students have a conditioned reflex to perform "the essential skills" (see Chapter 3: Practical Skills Training)
  - ⇒ Ongoing development throughout ocean phase
- Ocean diving
  - ⇒ Ensure students learn correct dive planning procedures and develop diving skills under supervision to a point where they can safely dive to 18 m (60 ft) in daylight hours without the direct supervision of an instructor
  - ⇒ Ocean dives must be planned to provide a gradual increase in difficulty and, whenever possible, be representative of the area where they will be diving as an AUSI Level II Scuba Diver
- Assessment
  - ⇒ Before issuing a certificate the instructor must:
    - Have personally assessed the relevant skills in the ocean, and
    - Ensure the diver is safe to dive with their so called "identical twin"
- Administration
  - ⇒ For legal reasons the instructor must ensure the following are completed accurately:
    - AUSI Participation Agreement
    - AUSI Record of Training
    - AUSI Certification details
    - Student Logbook
  - ⇒ Do it as you go, this will prevent a last minute rush at the end of the course

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PROFESSIONAL RESPONSIBILITIES (1)

The diving professional has responsibility to the following:

- ⇒ Employer
- ⇒ Dive Industry
- ⇒ Client

TO THE EMPLOYER

Goodwill of the Business

Maintain the goodwill of the business by:

- Doing the job well
  - ⇒ Be prepared
  - ⇒ Have a good attitude
  - ⇒ Be professional
- Keeping divers involved
  - ⇒ Organise and conduct club activities
  - ⇒ Write newsletter articles about activities
  - ⇒ Be involved in club activities (eg Social functions)
  - ⇒ Follow through inquiries (eg expressions of interest in sales or travel)
  - ⇒ Encourage continuing education
- Being loyal to the store
  - ⇒ Communicate with owner/manager (ie know the goals of the business)
  - ⇒ Be positive - support the store's decisions
  - ⇒ Have good product knowledge (particularly store's product lines)
  - ⇒ Support the store's chosen product lines
  - ⇒ Wear store clothing

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PROFESSIONAL RESPONSIBILITIES (2)

TO THE EMPLOYER (cont)

Record Keeping

- Ensure all relevant documents are:
  - ⇒ Completed accurately
  - ⇒ Passed to appropriate authority
  - ⇒ Stored correctly for the relevant *"Statute of Limitations"*
- Some examples of relevant documents are:
  - ⇒ Boat manifests
  - ⇒ Dive sheets
  - ⇒ AUSI Accident Report Forms
- Report any accident requiring first aid treatment to the following (fill out and submit AUSI Accident Report Form):
  - ⇒ Dive store owner
  - ⇒ Insurance company
  - ⇒ AUSI Head Office

Safe Workplace

- Don't endanger clients, self or other onlookers when doing things such as:
  - ⇒ Selecting dive sites
  - ⇒ Anchoring vessels
  - ⇒ Retrieving lost equipment or stuck anchors
  - ⇒ Driving a tender vessel
  - ⇒ Filling cylinders
- There is a legal obligation to provide a safe work place

Plant and Equipment

- Do not attempt to use or maintain any piece of plant or equipment unless you have:
  - ⇒ Been specifically instructed in the correct use and/or maintenance of the plant or equipment
  - ⇒ Permission to do so

PROFESSIONAL RESPONSIBILITIES (3)

TO THE INDUSTRY

Maintaining a Professional Image

- The outdoor adventure market is very competitive
- A professional image is vital to maintaining the credibility of scuba diving versus the wide choice of alternative activities

TO THE CLIENT

Value for Money

- Be professional
- Give clients dive times of adequate duration
- Ensure conditions are favourable to enjoyment and safety
- Use appropriate and well maintained equipment
- Ensure sensible buddy allocation (ie buddies should have similar training, experience and interests)

Planning Appropriate Dives

- Ensuring divers are not pushed beyond the limit of their training and experience
- Selecting dives so that safety and enjoyment take precedence

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 23

Chapter 1
AUSI Philosophy

- Aims of AUSI
- AUSI Organisational Chart
- AUSI Review Board
- Recognition of AUSI
- AUSI Membership Policies
- AUSI Quality Control
- AUSI Marketing Policies
  - AUSI Products
  - Product Development
  - The AUSI Scuba Pathway
  - Pre-Entry Level Scuba Courses
  - AUSI Level II Scuba Diver

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AIMS OF AUSI

Associated (Australian) Underwater Scuba Instructors (AUSI) was founded in 1993 to:

- Promote quality scuba instruction at all levels, which will provide a high standard of service, safety, comfort and enjoyment to the client.

- Represent member stores by constantly reviewing external industry influences and achieve professionalism through self-regulation.

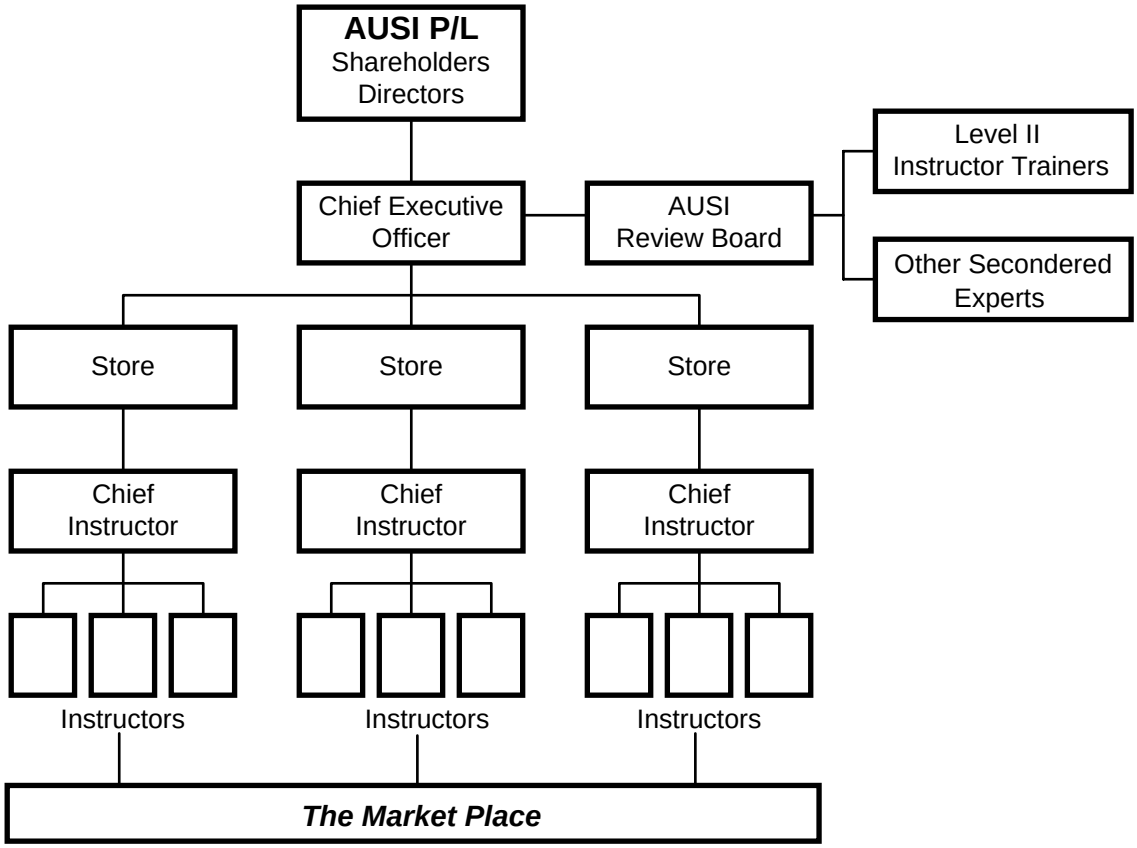
- Work in consultation with peak industry bodies in representing the best interests of the membership.

- Reduce members' operational costs by providing access to group marketing opportunities, efficient product design and allowing in house administration of certification procedures.

- Provide members with access to expert advice on issues relating to running a diving business

Since its inception AUSI has certified divers and instructors in over 25 countries-Worldwide!

AUSI ORGANISATIONAL CHART



AUSI is market driven and listens to the market place by getting feedback from stores via the store's instructors

AUSI REVIEW BOARD

The AUSI Review Board is a board consisting of the Chief Executive Officer and at least two AUSI Instructor Examiners plus appointed experts.
The AUSI Review Board is responsible for:

- Standards reviews and waivers
- Approval of equivalences
- Representation on external committees such as Standards Australia
- Instructor renewal waivers
- Assessment of cross-over instructor status
- Coordination of AUSI Instructor Training Programs
- Appointment of AUSI Scuba Instructor Examiners
- Quality control and complaints procedures
- Discipline of AUSI Instructors

RECOGNITION OF AUSI

NSQC
AUSI approved by the National Scuba Qualifications Commission (NSQC) in 1995

Standards Australia
AUSI is a member of the Standards Australia Committee CS/83—Recreational Underwater Diving

NCAS
AUSI instructors are eligible for accreditation with the Australian Coaching Council's (ACC) National Coaching Accreditation Scheme (NCAS)

National Training Framework
AUSI is one of only six Accredited Training Agencies officially recognised by the Commonwealth of Australia (Australian Government) to define the standards and procedures for training in Snorkel and Scuba (Refer SROSNK001A for snorkelling and SROSCB001A for Scuba).

CMAS
AUSI divers have access to Confederation Mondiale des Activites Subaquatiques (CMAS), World Underwater Federation certification via the Australian Underwater Federation (AUF)

WRSTC
AUSI is fully recognised by the World Recreational Scuba Training Committee

DEMA
AUSI is a member of the Diving Equipment and Marketing Association

Other Agencies
AUSI certifications are fully recognised by NAUI, SSI, NASDS, PADI and other international agencies

AUSI MEMBERSHIP POLICIES

General

- AUSI's policies are directed by the membership
- AUSI deals directly with the Chief Instructor nominated by the facility
- Facilities are responsible for the maintenance of AUSI Standards & Procedures via their Chief Instructor

AUSI Free Fee Policy

AUSI does not believe in charging membership fees for AUSI Facilities and Professionals. Whilst an annual fee is charged it is generally rebated in the equivalent AUSI product, generally certification forms.

AUSI Facility Membership

There are three levels of facility membership:

- AUSI Adventure Centre
  ⇒ Can conduct AUSI Adventure programs eg Scuba Adventure (Resort Diving)
- AUSI Training Centre
  ⇒ Can conduct AUSI Snorkel & Scuba programs
- AUSI Academy
  ⇒ Can conduct AUSI Instructor programs

AUSI Institutional Membership

- Available to educational entities with clubs that teach scuba diving (eg university clubs)
- Institutional members must be supervised by a registered AUSI Facility

AUSI QUALITY CONTROL

- AUSI's quality control is fundamentally invested in the training facility and the facility's Chief Instructor is to ensure all standards and procedures are met.
- Quality control is also inherent in the system
  - ⇒ Instructors require supervision to move from one level to another
  - ⇒ Independent examination of AUSI Level II Scuba Instructor candidates
  - ⇒ Use of AUSI Course Notes
  - ⇒ Use of AUSI Lesson Reviews
  - ⇒ Use of AUSI Training Records
  - ⇒ Routine quality control (see the AUSI Instructor Manual)
- AUSI regularly sends out AUSI Quality Assurance Questionnaires to AUSI Divers

AUSI MARKETING POLICIES (1)

AUSI PRODUCTS

AUSI products are designed with the following in mind:

- To encourage continuing education, eg:
  - ⇒ The QED Table- reminds users that Level III and Level IV training is required for diving between 18-30m (60–100ft) and 31-39m (101–130ft) respectively
  - ⇒ The AUSI pathway requires instructors to run two courses at each level before upgrading
- A single product does multiple jobs, for example:
  - ⇒ AUSI Scuba Adventure Notes are in three languages (English, Japanese and German) in one cover therefore saving on cost and stock

PRODUCT DEVELOPMENT

- Is market orientated
- Wherever possible designed to encourage continuing education
- Based on what works in the field and not solely on theoretical considerations
- Designed to be consumer friendly, eg:
  - ⇒ Simple to use course notes
  - ⇒ Simple to use decompression table
- Is as economical as possible eg AUSI Course Notes do more than one task
- Is determined with input from member facilities and instructors

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AUSI MARKETING POLICIES (2)

THE AUSI SCUBA PATHWAY

- In the AUSI system certifications are levelled to indicate a level of training (ie Level I to Level VI) instead of finite terms like open water, advanced, deep, rescue and dive master
- A major problem with the term “advanced” is that many divers with advanced certificates think they are indeed “advanced divers” but in many cases this is not true
- A numeric level of training implies to the client that there are higher levels of proficiency and consequently they will tend to seek further higher courses of instruction
- In the AUSI Scuba System instructors have to work through the different levels of training (level I to level VIII) under supervision therefore helping to:
  - ⇒ Guarantee the quality and experience of instructors at each level; and
  - ⇒ Market continuing education—keen instructors will then pursue higher level courses by recruiting their own students

AUSI MARKETING POLICIES (3)

PRE-ENTRY LEVEL SCUBA COURSES

- AUSI believes scuba instruction should not be solely sales based and that training activities should be stand alone
- To help achieve this AUSI has created three profitable pre-entry level programs:
  - ⇒ **AUSI Scuba Experience** - scuba in a shallow pool just for the fun and experience
  - ⇒ **AUSI Scuba Adventure** - a one day scuba course with quality instruction to ensure a quality ocean experience (AUSI also has a resort dive option)
  - ⇒ **AUSI Level I Scuba Diver** - a two day course offering limited certification

AUSI Scuba Adventure

- Gives an opportunity to experience a quality introduction to scuba
- Competes favourably with other outdoor adventure activities
- Very popular due to time (only one day) & cost ($95-$195)
- Attracts a broader market share eg schools, and people not willing to commit to a full open water course
- Helps convert doubtful people into full certification courses
- Enables people to experience the thoroughness and professionalism of AUSI instruction

The "Resorty", when not conducted properly, ie just keep breathing, pop your ears and let's go diving is not a good long term marketing exercise. This sort of introduction, more often than not, turns more off diving than on than onto diving!

AUSI MARKETING POLICIES (4)

PRE-ENTRY LEVEL SCUBA COURSES (continued)

AUSI Level I Scuba Diver

- Very popular in schools and with parents where time is the primary limiting factor not money
- Students are not given a lifetime certificate
- Students who go on are prepared to pay for the extra tuition to reach Level II
- Parents can relax in the knowledge that their child is in competent hands and there is no obligation to continue to Level II. (Under these circumstances they are more likely to allow their child to continue to Level II and beyond).
- Offers an option when full certification candidates (Level II) are not up to standard

AUSI Pre-Entry Level courses only require a full diving medical if the AUSI Scuba Participation Medical History Form indicates it is necessary

AUSI MARKETING POLICIES (5)

AUSI LEVEL II SCUBA DIVER (Open Water)

- To create a comfortable, safe scuba diver AUSI believes a minimum of four ocean dives is necessary, but six is preferable
- This is supported by the 1994/5 AUSI Market Survey and should be used to promote the benefits of the AUSI Level II Scuba course over others that require only four ocean dives to achieve certification
- Survey results showed that 30-40% of divers were not comfortable diving with a similarly qualified and experienced diver after four ocean dives (a good reason why the retention rate of trained divers is low)
- The AUSI Level II ocean program allows divers to actively participate in realistic ocean dives concentrating on diving skills and not wasting time sitting around watching each other perform skills

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 24

Chapter 2
Classroom Presentation

- Aims of the Classroom Presentation
- The Classroom Environment
- Questioning Techniques
- Teaching Aids
- Lesson Planning
- Lesson Structure

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AIMS OF THE CLASSROOM PRESENTATION

The aims of the classroom presentation are to:

- Explain the theoretical aspects of safe scuba diving
- Discuss potential dangers and how to avoid/or manage them
- Explain practical aspects of scuba diving
- Establish knowledge and understanding to the level of participation
- Obtain feedback to ascertain students' preparedness for undertaking subsequent instructional sessions
- Build a professional relationship between instructor and student by increasing contact time

Before presenting a lesson the instructor must consider the following:

- The classroom environment
- Developing questioning techniques
- Utilising teaching aids
- Researching the topic
- Planning the lesson, and
- Giving a structured presentation

THE CLASSROOM ENVIRONMENT

A well set up, equipped classroom will enhance learning.

Planning

Must be properly set up:

- Appropriate seating arrangements and room layout
- Set up aids, wherever possible use multiple aids to encourage learning
- Avoid establishing physical barriers between instructor and students

Environment

Ensure a comfortable environment:

- Appropriate room temperature
- Adequate lighting
- Not cramped
- Minimal distractions

General

- Always respond to students questions (if you can't give a correct answer - research it and find out the answer later) but never make up answer
- Encourage note taking to enhance learning
- Have a break every 30-45 minutes (the average attention span is only 30-45 minutes and even less for teenagers)

QUESTIONING TECHNIQUES

Good questions when used properly will:

- Keep students involved (they may be asked next)
- Keep students alert
- Establish student knowledge
- Help control class
- Allow time for instructor to collect thoughts

When asking questions:

- Plan and rehearse question in advance to make sure question achieves the answer you want (practice questions on someone else)
- When planning a question start with the answer you want and develop the question from the answer
- Ask question clearly and slowly
- Pause
- Repeat question
- Direct as necessary
- Give positive feed back even if response is wrong - do not be negative as this will discourage student
- Avoid the following types of questions:
  - ⇒ Yes/no answers
  - ⇒ Leading questions
  - ⇒ Open ended questions

TEACHING AIDS (1)

Correct use of teaching aids will enhance:

- Interest
- Understanding
- Learning
- Recall

Useful teaching aids include:

- AUSI Course Notes (must use)
- Whiteboards (blackboards)
- Power Point Presentations
- Over head projectors (OHP)
- Slides
- CD Roms
- Internet
- Charts
- Videos
- Specimens
- Knowledge reviews
- Use of questions

When using aids:

- Keep them simple
- Ensure they are relevant
- Prepare them properly
- Make sure they work
- Keep hidden until required, otherwise they tend to become distractions
- Remove distractions (eg mask and snorkel should be separated and talked about individually)

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TEACHING AIDS (2)

AUSI Course Notes

- Must be used
- Will keep instructor on right track
- Instructor should tell students what page they are on
- Try to avoid direct reading from the notes

The instructors' main role is to explain why things happen

Whiteboards/Blackboards

- Plan usage
  - ⇒ Don't use them as a scribble pad
  - ⇒ Follow the plan
- Check pens and replace caps when not in use
- Write neatly and horizontally
- Spell correctly
- Use colour (but don't over do it)
- Underline headings and sub headings
- Do not talk to the board (ie facing it)

Whiteboards allow variability of a presentation

Power Point/Overhead Projector (OHP)/Slide Presentations

- Plan usage
- Have spare bulb
- Keep transparencies simple
- Allow time for note taking
- Good for poor spellers or writers
- Do not rely on them (power failure can occur)

PPP and projectors commit you to the presentation

TEACHING AIDS (3)

Charts

- Keep them simple
- Use an easel
- Inexpensive
- Pre-prepare them

Videos

- Ensure their relevance
- They do not replace the instructor
- Students cannot ask a video questions

Use videos in short sequences to enhance the lesson; don't let them be the lesson!

Specimens

- Must be relevant
- Allow time for all students to observe
- Some preservatives are toxic
- Ensure there is no danger to students

Lesson reviews

- Best conducted at the beginning of a subsequent lesson (don't conduct at the end of the lesson as this only tests very short term memory)
- Allow time between classes for students to complete
- Select different students to answer each question so that everyone is involved

AUSI Lesson Reviews are compulsory

LESSON PLANNING (1)

Research

Before giving a lesson the instructor must thoroughly research the topic to ensure the information being presented is:

- Relevant
  - ⇒ There is no point talking about twin hose regulators when the market is all single hose
- Essential
  - ⇒ The instructor must determine the difference between "must know" and "nice to know" (eg divers must know that holding breath on ascent can lead to lung rupture resulting in air in the bloodstream which can be fatal whereas knowing that the condition is called Cerebral Arterial Gas Embolism is nice to know)
- Up to date
  - ⇒ The first aid protocol for DCI is appropriate and up to date
  - ⇒ The scuba instructor needs to stay in touch by:
    - ∗ Reading relevant diving texts
    - ∗ Reading industry magazines and trade journals
    - ∗ Attending conferences
    - ∗ Attending trade shows
    - ∗ Doing additional courses eg DAN O_2 Instructor

The instructors' role is to give essential information that is correct and up to date

LESSON PLANNING (2)

After thoroughly researching the topic the instructor must plan the lesson ensuring that:

- The information to be given is essential (ie "need to know" material takes precedence over "nice to know")
- The lesson follows a logical flow (ie build from the known to the unknown)
- Concepts are developed by going from the simple to the complex (eg a gas law lesson should not begin with a statement of the law, rather the law should be stated as a logical conclusion of the discussion)
- There is a balance between time and content
- Questions are planned and rehearsed
- Teaching aids are properly prepared and used correctly

Before presenting a lesson an instructor must research and plan the lesson in advance

LESSON STRUCTURE (1)

Components

The basic components of a classroom presentation are:

- Aim
- Beginning
- Lesson body, and
- Conclusion

Aim

The instructor must:

- Understand what is trying to be achieved by the lesson
- Work towards student understanding of the aim
  eg *At the end of a buoyancy lesson the student must understand the concepts of positive, negative & neutral buoyancy and the factors that effect buoyancy*

LESSON STRUCTURE (2)

BEGINNING

The beginning of the lesson consists of:

- Introduction
- Paperwork
- Topic
- Reason to learn
- Scope
- Starting point

Introduction

- Smile, introduce self and students
- Look like you want to be there and exude enthusiasm
- Write their own name on top right hand side of the board
  ⇒ Write students names on a seating plan

Paperwork

- Complete any outstanding paperwork
  ⇒ AUSI Training Record
  ⇒ Logging dives in Logbook
  ⇒ Previous Lesson Review

Topic

- Introduce the topic verbally
- Write topic neatly across the top of board
- Refer to page numbers in AUSI Course Notes

LESSON STRUCTURE (3)

BEGINNING (cont)

Reason to learn

- Give a reason to learn (ie justify to the class why they have to listen to the topic) using:
  - ⇒ Safety issues
  - ⇒ Anecdotes
  - ⇒ Press clippings
  - ⇒ Do not use - "Because it is in the test"
  - ⇒ When or where the information is to be applied
  - ⇒ Relate your experiences to the topic

The more impact a "reason to learn" has, the more attentive the class will be

Scope

- Outline the scope of the lesson (ie define where the topic is heading)
  - ⇒ If the topic is Carbon Dioxide different people will have different thoughts (eg dry ice, fire extinguisher, respiration, gas)
  - ⇒ Defining the scope, eg "*We will talk about where the gas is produced and the effects it has on the diver underwater, how to recognise the effects and how to deal with them*", will narrow the students thinking into the instructors way of thinking about the Carbon Dioxide

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LESSON STRUCTURE (4)

BEGINNING (cont)

Starting Point

- Establish a start point for the lesson by asking questions to find out where the level of knowledge of the class is, for example:
  - ⇒ Does anyone know the chemical symbol of carbon dioxide?
  - ⇒ Where does it come from?
- A class would not know a tight wetsuit will cause carbon dioxide build up, the instructor has to establish this during the body of the lesson
- A class of university science students will have a higher starting point than a group of Year 10 students
- Link lesson to “prior learning” when relevant
- Link lesson to actual diving circumstances

LESSON STRUCTURE (5)

LESSON BODY

During the lesson the instructor must ensure

- All essential information is covered
- Information is correct
- A logical sequence is followed
- Information is relevant - do not introduce distracting information (*red herrings*)

The lesson must start with simple concepts and develop complexity by going from the known to the unknown

Maintain student interest by:

- using teaching aids such as:
  - ⇒ Whiteboards (blackboards)
  - ⇒ Power Point Presentations
  - ⇒ Overhead projectors (OHP)
  - ⇒ Charts
  - ⇒ Videos
  - ⇒ Specimens
- Asking questions
- Maintaining enthusiasm
- Avoiding annoying mannerisms
- Varying voice- don't become monotone
- Maintaining control
- Using eye contact

DO NOT GIVE **UNSAFE** INFORMATION!!

LESSON STRUCTURE (6)

CONCLUSION

At the end of the lesson:

- Summarise the lesson by asking questions
  ⇒ This will help establish understanding
- Restate the major points
- Instruct students to complete lesson review before next class
- Tell students what is next (eg pool, dive, coffee or go home) ie have ‘an end statement’
- Sign off attendance section of AUSI Training Record

All lessons should be planned using the AUSI Classroom Lesson Planning Sheet

AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 25

Chapter 3
Practical Skills Training

- Aims of Practical Skills Training
- The Environment
- Group Control
- Safety
- Potential Problems
    - Nervous Students
    - Tentative Skill Performance
    - Heavy Breathers
    - Middle Ear Nervosa
    - Buoyancy
- Practical Lesson Structure
    - Introduction
    - Explanation
    - Practice
    - Conclusion
- Essential Skills

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AIMS OF PRACTICAL SKILL TRAINING

The aims of practical skill training are to:

- Ensure safer ocean diving
- Make ocean diving more enjoyable for both the student and the instructor
- Increase student confidence & self reliance
- Reduce risk of drowning
- Reduce risk of pressure injury
- Instil an “instinctive” or “reflex” response for the essential skills (see page 56)

Before conducting a practical skills training session the instructor must consider the following:

- The environment
- Group Control
- Safety
- Potential Problems, and
- Delivering a structured, safe lesson

The secret to successful practical skills training is lots of repetition

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THE ENVIRONMENT

Effective teaching will only occur in a proper conducive environment

- A pool is the best environment for practical skills training because a pool has:
  - ⇒ No current or surge
  - ⇒ Good visibility
  - ⇒ Appropriate temperature
  - ⇒ No hazards (eg silt, debris, nasty animals)
  - ⇒ No distractions (eg fish, seals etc)
  - ⇒ Controlled depth
  - ⇒ Confined boundaries

To minimise hassles when going from a pool to the ocean the pool should be of similar temperature so that the same attire can be used

- If a suitable venue is unavailable then select an ocean site that is protected from the elements and has:
  - ⇒ Good visibility
  - ⇒ No current
  - ⇒ No swell
  - ⇒ A controlled depth, waist deep to 3-5m (10–15ft)
- All initial skill training must be done in shallow water (a maximum of chest deep) to:
  - ⇒ Minimise ear problems
  - ⇒ Eliminate risk of pulmonary barotrauma
  - ⇒ Enable student to stand up if difficulties are encountered

In-water time spent on skill training does not count towards ocean diving time

GROUP CONTROL

Effective, safe teaching can only occur if the student group is controlled. The following factors need to be considered:

The environment

- Ensure correct pool chemical levels to avoid sore eyes
- Provide adequate temperature and thermal protection to prevent students getting cold
- Encourage students to go to toilet before putting on their wetsuit
- Minimise noise levels
- Minimise distractions

Positioning

- Position students so that sunlight and lights are not shining in their eyes
- Position students in a semi circle (preferably in a corner) so that the instructor and all students can see and hear one another
- The instructor must keep themself between students and deep water or other dangers

Efficiency

- Maximise in water time by keeping instructions brief
- Keep students busy
- Ensure adequate session length but don't over extend time when students are cold (get out warm up and do another session)

Learning rates

- Use extension skills to keep faster learners busy
- Persisting with a skill until all students have perfected it can have negative impact on slow learners (move on and come back to it later)

Enthusiasm

- Be confident and enthusiastic

SAFETY

The instructor must always be vigilant when it comes to student safety:

- Always supervise student activities including gearing up, gearing down and especially student snorkelling practice
- When gearing up ensure students:
  - ⇒ Lift correctly
  - ⇒ Don't walk with fins on
  - ⇒ Don't catch trailing hoses on any obstructions
  - ⇒ Carry weight belt correctly
  - ⇒ Don't place weight belts on seats where they can fall onto toes and feet
  - ⇒ Never leave cylinders standing up unattended
  - ⇒ Don't put scuba unit on over head
  - ⇒ Turn gauges away while turning air on
- Always encourage the buddy system
- Ensure students follow correct descent and ascent procedures
- Always warn students about ears and lungs prior to descent

Continually encourage students to monitor their own air supply and never let student's air to go below 50 bar (atm) (750 psi)

POTENTIAL PROBLEMS (1)

The instructor's role is to be aware of potential problems, by understanding and showing empathy

Nervous Students

- Instructors must always be on the alert for nervous students
- Nervous students usually lack water confidence
- Signs of nervousness include:
  - ⇒ Tentative effort to perform a task
  - ⇒ Heavy breathing
  - ⇒ Apparent inability to auto inflate ears (called "*middle ear nervosa*")
  - ⇒ Fidgety behaviour
  - ⇒ Fidgety with equipment eg mask and regulator
- Nervous students need:
  - ⇒ To be watched very carefully
  - ⇒ Empathy from their instructor
  - ⇒ Lots of positive encouragement especially for improvement in performance
  - ⇒ Positive experiences during their training

Tentative Skill Performance

- Do not push student too hard
- Move to another skill then come back
- Always encourage any improvement in performance

Heavy Breathers

- Avoid excessive overweighting of student to compensate - this can lead to danger, especially in deep water
- Demonstrate to diver that weight is correct by having them breathe out with regulator in mouth, when on scuba (use shallow water!)
- Allow diver more time to relax by letting them simply swim around in shallow water!

POTENTIAL PROBLEMS (2)

Middle Ear Nervosa

- Check ability to equalise on surface
- Explain and try different techniques, as necessary
- If ears aren't clearing do not proceed
- When scuba diving, and if ears are clearing:
  - ⇒ Keep student in close ie face to face contact (close off peripheral vision)
  - ⇒ Have student clear ears every breath, as you indicate
  - ⇒ Have student give OK signal every time ears clear
  - ⇒ Ascent slightly if ears don't clear
  - ⇒ Slowly descend until the bottom is reached
  - ⇒ Give positive feedback upon attaining depth

Middle Ear Nervosa is very common with students who are descending into deep water for the first time

POTENTIAL PROBLEMS (3)

Buoyancy

Overweighting

- To overcome early nervousness it is sometimes easier to slightly overweight students, 1-2kg (3-5lb) maximum, for first skills session
- For subsequent skills sessions students should be neutrally buoyant

Neutral Buoyancy

- Estimate approximate amount of weight based on wetsuit and water type
- Have students cautiously enter water that is no more than chest deep
- On a full breath student should float with eyes at about water level
- When student breathes out they should sink and be able to remain on the bottom

Students must be able to perform pool skills when correctly weighted before venturing into the ocean

PRACTICAL LESSON STRUCTURE (1)

The basic components of a practical lesson are:

- Introduction
- Explanation and demonstration
- Practice (including extension skills)
- Conclusion

Introduction

- Introduce self and students with a smile!
- Allocate buddy pairs - try to avoid the following combinations:
  - ⇒ Boyfriend/girlfriend
  - ⇒ Husband/wife
  - ⇒ Father/mother/siblings
  - ⇒ Good friends
- Provide instructions on how session will be conducted eg student positions, skill sequence
- Have students perform buddy checks
- Check student's gear
- Correctly Position students
- Name and describe the skill
- Give appropriate reason to learn - include discussion on how situation could occur and why it is important to control it
  - ⇒ Don't be negative (ie don't say "This is a hard skill.")
  - ⇒ Don't use scare tactics
  - ⇒ Use anecdotes or personal experiences

PRACTICAL LESSON STRUCTURE (2)

Explanation & Demonstration

- Outline teaching points (ie sub skills)
  ⇒ Use questions to get students involved
- Demonstrate the skill:
  ⇒ Slowly
  ⇒ Clearly
  ⇒ In an exaggerated manner
  ⇒ Correctly (very important)
- Restate the teaching points
  ⇒ Use questions to get students involved

Snorkel Practice

- Have students do at least five above water dry runs where appropriate which will allow:
  ⇒ Constant observation
  ⇒ Adequate correction
  ⇒ Encouragement
  ⇒ Increased safety
- Explain special signals
- Explain clearly what is expected from students whilst underwater eg *"I will demonstrate the skill first, then when I point to you I want you to do the skill. If I give you an "OK "signal then the "five more times" signal I want you to repeat the skill five more times …"* etc
- Warn students of dangers of ear injury and hyperventilation before duck diving
- Always practice the: "One Up, One Down" technique
- Observe each student perform skill correctly once, have students practice skill at least five times then observe it correctly once more

PRACTICAL LESSON STRUCTURE (3)

Scuba Practice

- Have students do at least five above water dry runs where appropriate which will allow:
  - ⇒ Constant observation
  - ⇒ Adequate correction
  - ⇒ Encouragement
  - ⇒ Increased safety
- Explain special signals
- Explain clearly what is expected from students whilst underwater eg *"I will demonstrate the skill first, then when I point to you I want you to do the skill. If I give you an "OK "signal then the "five more times" signal I want you to repeat the skill five more times …"* etc
- Warn students of dangers of ear and lung injury before going underwater
- Ensure correct descent and ascent procedures
  - ⇒ *On descent:*
    - ∗ Signal
    - ∗ Snorkel to regulator exchange
    - ∗ Pop ears on surface
    - ∗ Deflate buoyancy compensator (BC)
    - ∗ Continually clear ears
  - ⇒ *On ascent:*
    - ∗ Signal
    - ∗ Slow ascent, maintaining neutral buoyancy
    - ∗ Breathe normally
    - ∗ Inflate BC on surface
    - ∗ Regulator to snorkel exchange
    - ∗ OK signal
- Observe each student perform skill correctly once, have students practice skill at least five times then observe it correctly once more

PRACTICAL LESSON STRUCTURE (4)

Practice (cont)

- Immediately correct techniques where appropriate
- Watch for and solve problems
- Give lots of positive feedback
- Move on to extension skills which will enhance competence, confidence and add to the repetition of the base skill
- Extension skills also add a challenge and keep students busy
- Always keep students busy

In-water time is valuable - use it wisely with lots of practice

Conclusion

- Correct faults
- Give positive encouragement
- Restate reason to learn - *use questions*
- Restate teaching points - *use questions*
- Give clear instructions of what to do next eg "Exit pool" or "The next skill is ….."
- Fill out AUSI Training Record

Instil self confidence and self reliance - do not be a doting instructor

ESSENTIAL SKILLS

The instructor must ensure that essential skills become "instinctive", which can **only** be achieved by ensuring that the skill is:

- Taught properly
- Practised correctly at least 15 times

AUSI Snorkel Diver

- Buddy system
- Proper breath-holding techniques

AUSI Scuba Adventure

- Mask skills
- Regulator skills

AUSI Level I Scuba Diver

- Mask skills
- Regulator skills
- Out of air procedures
- Buoyancy skills
- Air monitoring

AUSI Level II Scuba Diver

- Snorkelling skills (drown proofing on surface)
- Mask skills (lost and flooded)
- Regulator skills (lost and flooded)
- Out of air (low air) procedure
- Air monitoring
- Buoyancy control (descent, ascent, safety stops)
- Buddy system

Consult the Teaching Guidelines section of the AUSI Instructors Manual for details of each skill.

Correct training of practical skills will ensure safe & enjoyable ocean diving

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 26

Chapter 4
Ocean Training Dives

- Aims of Ocean Training Dives
- Safety
- Enjoyment
- Equipment Requirements
- Snorkel Diving Requirements
- Snorkel Ocean Diving
- Conducting Snorkel Dives
- Scuba Diving Requirements
- AUSI Level II Ocean Dives
- Conducting Scuba Dives

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AIMS OF OCEAN TRAINING

The aims of ocean training dives are to develop:

- Student confidence, competence and safety
- Student dive planning skills
- Independence of student from instructor
- Safe buddy system
- Awareness of the types of diving their area of training offers

Additionally for scuba diving:

- Air monitoring skills
- Buoyancy control skills
- Correct entry and exit procedures
- An ability to navigate

Before conducting a student ocean dive the instructor must consider:

- Safety
- Enjoyment
- Responsibilities
- Equipment requirements
- Ocean diving requirements
- Appropriate site selection
- Proper briefing, and
- Have a methodical approach to conducting the dive

Ocean diving must be <u>SAFE</u> and <u>ENJOYABLE</u> for both the student and the instructor

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SAFETY

The safety margin when conducting ocean dives can be increased by:

- Ensuring student skill level is adequate for the task (there is no substitute for thorough practical skill training before venturing on an ocean dive)
- Minimising hazards (ie avoid currents, swell, surge, poor visibility, fishing line and boating traffic)
- Ensuring student and instructor equipment is adequate and functional
- Keeping ratios suitable to conditions and type of dive
- Grading dives in degree of difficulty
- Conducting a thorough pre dive brief
- Careful site selection and assessment of conditions
- Using qualified assistants

Additionally for scuba diving:

- Controlling descent and ascent rate (use a gradual sloping bottom or descent/ascent line)

ENJOYMENT

Student enjoyment is enhanced by:

- Instructor enthusiasm (even if instructor has done the dive a thousand times it is all new to the students)
- Instructor empathy (don't be overbearing, impatient or disinterested)
- Vary the dive sites
- Choose dive sites that provide plenty of interest
- Introduce students to the underwater life forms - that's why they are learning to dive! eg Handling a Sea Star is new and exciting to the student!

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EQUIPMENT REQUIREMENTS (1)

Equipment Requirements – Snorkel Diving

The snorkel trainee shall have:

- Fins
- Mask
- Snorkel
- Buoyancy vest

The snorkel instructor shall have:

- All of the above plus
- Knife
- An emergency signalling device (eg a whistle)

Equipment Requirements – Scuba Diving

According to Australian Standard AS 4005.1–2000 the scuba trainee shall have:

- Fins
- Mask
- Snorkel
- Cylinder
- Buoyancy compensator with scuba feed
- Regulator with alternate air source
- Depth and pressure gauge
- Timing device
- Quick release weight system
- Appropriate wetsuit

The trainee should have:

- Compass
- Knife

According to Australian Standard AS 4005.1–2000 the scuba instructor shall have:

- All of the above plus
- An emergency signalling device (eg a whistle)

EQUIPMENT REQUIREMENTS (2)

Extra Equipment

Boat Diving

According to Australian Standard AS 4005.1–2000 the following shall be available:

- Float with mermaid line
- Decompression staging facility (scuba diving only)
- Decompression tables (scuba diving only)
- Notebook and pen
- Datum marker
- Spare scuba unit (scuba diving only)
- In survey vessel
- Qualified skipper

Emergency Equipment

According to Australian Standard AS 4005.1–2000 the following shall be available:

- First aid kit
- Resuscitation equipment capable of giving 100% oxygen
- Sufficient oxygen supply

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SNORKEL DIVING REQUIREMENTS (1)

GENERAL CONSIDERATIONS

- Always maintain direct contact with students at all times
- Reduce ratios if any doubt exists about students ability
- Do not proceed beyond the students comfort zone
- If assistants are available they should be used
- All training dives must be conducted in daylight hours and in water which allows direct vertical access to the surface (ie no caves, wrecks or under ice)
- Instructor student ratios
  $\Rightarrow$ Ideal conditions - 8:1
- Reduce instructor student ratios if conditions or student competence are less than ideal

SNORKEL DIVES WITH A WEIGHT BELT DIVES ARE A HIGH RISK ACTIVITY TAKE EVERY PRECAUTION

SNORKEL OCEAN DIVING (1)

- The course consists of at least four compulsory ocean dives:
  ⇒ One dive must be to at least three metres (10')
- Ocean diving **shall** not be commenced until completion of Practical Skills training
- All ocean dives can be conducted in one day

OCEAN DIVE 1 (Orientation Dive)

Aim

- To introduce students to the underwater world

Site Selection

- Should be shallow with minimum hazards
- Instructors must show lots of enthusiasm and show students lots of different animals. Remember everything is new and exciting to students

OCEAN DIVE 2 (Consolidation Dive)

Aims

- To introduce students to a greater depth
- Increase students awareness of wet suit compression
- Increase student's awareness of equalisation
- Maintenance of good buddy contact

Site Selection

- Should be 2-3m (6-10')with minimum hazards

SNORKEL OCEAN DIVING (2)

OCEAN DIVE 3 (Skills Assessment Dive)

Aim

- To assess student skills in ocean
- Skills must be assessed by an AUSI Snorkel Instructor or higher
- Skills to be assessed:
  - ⇒ Flood and clear mask underwater in one breath
  - ⇒ Clear snorkel using two methods
  - ⇒ Demonstrate weight belt removal and replacement on the surface
  - ⇒ Swim underwater 25m (85') horizontally on a single breath in at least 2m (6')
  - ⇒ Demonstrate positive buoyancy on surface
  - ⇒ On surface remove and replace mask, snorkel and fins on the surface
  - ⇒ Duck dive and recover an object weighing no more than 1.4 kg in at least 3m (10')
  - ⇒ Demonstrate cramp removal on the surface
- All underwater skills must be done on a one to one basis where:

Site Selection

- Should be 2-5m (6-15') with minimum hazards

OCEAN DIVE 4 (Certification Dive)

Aim

- To introduce student to depth of at least 3 metres (10') and have the student properly demonstrate:
  - ⇒ Buddy techniques
  - ⇒ Duck diving techniques
  - ⇒ Equalisation techniques
  - ⇒ Finning techniques

Site Selection

- Should be 5-12m with minimum hazards

CONDUCTING SNORKEL DIVES (1)

A student dive is conducted in four broad stages:

PRE DIVE:
- Pre dive brief
- Equipment organisation
- Boat information (if applicable)

ON SITE:
- Arrival
- Dive brief
- Gearing up

THE DIVE:
- Surface
- Descent
- At depth
- Ascent
- Surface

POST DIVE:
- Gear stowage
- Checking of health
- Debrief
- Record keeping

CONDUCTING SNORKEL DIVES (2)

Pre Dive Procedures (1)

General Pre Dive Brief

Should be conducted in a classroom or dive store and consist of the following:

- Introduction
  - ⇒ Introduce yourself and students
  - ⇒ Check AUSI Training Records to ensure adequate skill and dive level
    - ∗ Check health of students (eg ears, colds, hangover etc)
- Site description
  - ⇒ A brief description of the dive site and what to expect in terms of conditions, depth, current, marine life etc
  - ⇒ Discuss emergency facilities
- Purpose
  - ⇒ What will be achieved during dive (eg buoyancy control, buddy system etc)
- Students equipment
  - ⇒ List what is required
  - ⇒ Discuss checking equipment for operation
  - ⇒ Any expected weight change (ie pool to ocean)
  - ⇒ Extra requirement (eg hat, coat, sun screen, towel, etc)
- Transportation
  - ⇒ Where dive site is
  - ⇒ How to get there
  - ⇒ What time to be there

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CONDUCTING SNORKEL DIVES (3)

Pre Dive Procedures (2)

Equipment

- Check off students gear
- Check own gear
- Take spare mask & snorkel and spares kit
- Emergency equipment (first aid kit, O_2 equipment)
- Slate
- Extra weight
- Dive flag/float

Boat dives

- Introduce skipper
- Check safety equipment and flag
- Ask skipper about any special instructions
- Give student and boat brief which includes behaviour, loading, stowage of equipment etc
- Fill in passenger manifest
- Observe students for correct behaviour
- Help skipper on request
- Set up dive platform (eg dive flag, mermaid line, ladders etc)

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CONDUCTING SNORKEL DIVES (4)

On Site (1)

Upon Arrival

- Check and assess conditions:
  - ⇒ Surface
  - ⇒ Current
  - ⇒ Visibility

The Dive Brief

- The student dive brief is an essential part of the student dive
- Try to involve the students by using questions
- The brief must include the following:
  - ⇒ Introduction
    - ∗ Site description
    - ∗ Emergency facilities
    - ∗ Hazards - cold, fishing line, current, boat, marine creatures, visibility, debris, silt and surge etc
    - ∗ Purpose of the dive
    - ∗ Buddy allocation
    - ∗ Entry
  - ⇒ On surface
    - ∗ Surface drill
    - ∗ Where to go
  - ⇒ Descent
    - ∗ Ears
    - ∗ Hyperventilation

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CONDUCTING SNORKEL DIVES (5)

On Site (2)

The Dive Brief (cont)

⇒ During dive
- ∗ Skills
- ∗ Swim direction
- ∗ Position
- ∗ Buddy system
- ∗ Signals
- ∗ Lost buddy or lost instructor procedure
- ∗ Action for caught in current
- ∗ Ear problems

⇒ Ascent
- ∗ Rate
- ∗ Buoyancy (BC)

⇒ On surface
- ∗ Surface drill
- ∗ Exit

⇒ Dive end
- ∗ Gear removal
- ∗ Gear stowage

Gearing Up

- Gear up instructions (weight belt last)
- Buddy system
- Buddy checks
- Give clear instructions
- Watch students
- Encourage buddy system (help where necessary)
- Ensure buddy checks
- Final instructor check particularly weight belt and mask seal

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CONDUCTING SNORKEL DIVES (6)

The Dive (1)

On surface:

- Ensure appropriate safe entry ie. depth and hazards such as current and swell
- Instructor or assistant in first
- Maintain surface control of students by ensuring:
  - ⇒ Positive buoyancy
  - ⇒ Masks remain on
  - ⇒ Snorkel is in mouth at all times
  - ⇒ Buddy pairs are maintained
- Give a final brief outlining:
  - ⇒ Lost buddy/separation
  - ⇒ Ears warning
  - ⇒ Descent procedures

During Descent

- Ensure correct descent procedure:
  - ⇒ Signal
  - ⇒ Pop ears
  - ⇒ Deflate BC
- Ensure students are clearing ears continuously
- Ensure students do not hyperventilate
- Ensure one up, one down principle

At Depth

- Keep in control of group (do not allow separation)
- Keep students in sight at all times
- Control any incidents immediately
- Maintain student interest by showing them lots of animals, plants, wreckage etc

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CONDUCTING SNORKEL DIVES (7)

The Dive (2)

On Surface

- Ensure positive buoyancy
- Ensure student keeps mask and snorkel in place
- Signal boat if applicable
- Maintain buddy pairs
- Stay with group and keep group tightly organised
- Controlled safe exit:
  - ⇒ Students first
  - ⇒ If using ladders keep students clear of any ladder climbing divers

Post Dive Procedures

Gear

- Ensure students help each other and stow gear correctly
- Fix any faulty equipment
- Pack up dive platform (eg flag down, lines up and in)

Health

- Check health and well being of students

Debrief

- Talk about exciting parts of dive and what you saw
- Give feedback, praise areas that were good, correct techniques where appropriate

Paperwork

- Students to fill out log book and AUSI Training Record
- Record any incident
- Record and report any accident

DO YOUR PAPERWORK AS YOU GO

SCUBA OCEAN DIVING (1)

GENERAL CONSIDERATIONS

- Always maintain direct contact with students at all times
- Reduce ratios if any doubt exists about students ability
- Do not proceed beyond the students comfort zone
- If assistants are available they should be used
- Cylinders shall be within 10% of working pressure at the beginning of each dive
- No more than three training dives in one day
- All training dives must be conducted in daylight hours and in water which allows direct vertical access to the surface (ie no caves, wrecks or under ice)
- Instructor student ratios for resort diving:
  - ⇒ Ideal conditions–2:1 or 4:1 with an assistant
  - ⇒ Lees than ideal–1:1 or 2:1 with an assistant
- Instructor Student ratios for open water diving:
  - ⇒ Ideal conditions–4:1 or 6:1with an assistant
  - ⇒ Less than ideal–2:1 or 4:1 with and assistant

AUSI SCUBA ADVENTURE (Resort Diving)

- During the dive the instructor is responsible for the following:
  - ⇒ Pre dive safety checks
  - ⇒ Buoyancy control and
  - ⇒ Monitoring air consumption
- During the dive the student is responsible for the following:
  - ⇒ Equalising their ears and
  - ⇒ Breathing
  - ⇒ Mask clearing
  - ⇒ Regulator Clearing
- A Resort Dive can only be conducted by an AUSI Level I Scuba Instructor in sheltered water no deeper than 6m (20ft)

Introduction "resort" dives are a high risk activity - take every precaution!

SCUBA OCEAN DIVING (2)

AUSI LEVEL I SCUBA DIVER

- The course consists of at least two compulsory ocean dives:
  - ⇒ Both dives must be to at least four metres (15ft)
  - ⇒ One dive must be to at least six metres (20ft)
  - ⇒ Neither dive is to exceed nine metres (30ft).
- Ocean diving **shall** not be commenced until completion of Practical Skills Module 1 and the completion of Module 2 is recommended

AUSI LEVEL II SCUBA DIVER

- The course consists of four compulsory and at least two optional ocean dives all of which must:
  - ⇒ Be to at least four metres (15ft) in depth
  - ⇒ Consist of at least 20 minutes underwater time
  - ⇒ Not exceed 18 metres (60ft) in depth.
- Two dives shall be to at least nine metres (30ft) of which one must be at least 15 metres (50ft)
- The total of the underwater time for each trainee shall be no less than 120 minutes.
- There should be a mixture of boat and shore diving designed to familiarise students with the local diving conditions
- Students must be continually assessed and satisfactorily demonstrate the following:
  - ⇒ Correct entry and exit procedures
  - ⇒ Correct boat diving techniques
  - ⇒ Ability to monitor and prevent exhaustion of their own air
  - ⇒ An ability to navigate
  - ⇒ Correct use of buoyancy compensator (BC)
- The ocean skills assessment dive must be satisfactorily completed prior to any dive exceeding nine metres (30ft) in depth

The above requirements also meet those required by Australian Standard AS 4005.1–2000

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AUSI LEVEL II OCEAN DIVES (1)

OCEAN DIVE 1 (Orientation Dive)

Aim

- To introduce students to the underwater world

Site Selection

- Should be shallow, 4-6metres (15-20ft) with minimum hazards
- Instructors must show lots of enthusiasm and show students lots of different animals. Remember everything is new and exciting to students

A FIN PIVOT SHOULD BE DONE AT THE BEGINNING OF THE DIVE TO CHECK CORRECT BUOYANCY

OCEAN DIVE 2 (Consolidation Dive)

Aims

- To introduce students to a greater depth
- Increase students awareness of air consumption
- Make students more aware of buoyancy changes
- Self monitoring of air supply
- Maintenance of good buddy contact

Site Selection

- Should be 6-9 metres (20-30ft) with minimum hazards

OCEAN DIVE 3 (Confidence Dive)

This dive is optional but highly recommended

Aim

- To consolidate the experiences of the first two ocean dives (don't do anything new)

Site Selection

- Should be 6-9 metres (20-30ft) with minimum hazards

AUSI LEVEL II OCEAN DIVES (2)

OCEAN DIVE 4 (Skills Assessment Dive)

Aim

- To assess student skills in ocean
- Skills must be assessed by an AUSI Level II Scuba Instructor or higher
- Skills to be assessed:
  - ⇒ Remove mask, breathe for a minimum of 30 seconds then replace mask
  - ⇒ Clear demand valve using two methods
  - ⇒ Demonstrate regulator recovery
  - ⇒ Remove and replace scuba unit at depth
  - ⇒ Demonstrate an out of air drill either swimming 25m (30yds) horizontally or ascending from at least 5m (15ft)
  - ⇒ Demonstrate neutral buoyancy on surface with BC deflated
  - ⇒ On surface remove and replace weight belt (where practical to do so)
  - ⇒ On surface remove and replace scuba unit
  - ⇒ Swim 200m (220yds) on snorkel while wearing scuba and demonstrate full submergence and snorkel clearing technique (this can be done at the most appropriate dive site)
- All underwater skills must be done on a one to one basis where:
  - ⇒ The student is slightly negatively buoyant (ie weight belt carries normal amount of weight but BC is not quite inflated to the point of neutral buoyancy)
  - ⇒ The instructor is face to face with the student in a position to secure the student should a mishap occur
- Out of air drill ascent or swim may be done as a group
- It is safer if skills are performed in 5-6 metres (15-20ft) of depth

Site Selection

- Should be 5-6m (15-20ft) with minimum hazards

These skills include those required by Australian Standard AS 4005.1–2000

AUSI LEVEL II OCEAN DIVES (3)

OCEAN DIVE 5 (Certification Dive)

Aim

- To introduce student to depth of Level II standard, ie 15-18m (50–60ft) whilst emphasising:
  - ⇒ The need for stricter buoyancy control
  - ⇒ Greater awareness of air consumption
  - ⇒ The need for constant air monitoring

Site Selection

- Should be 15-8 metres (50-60ft) and shall be at least 12 metres (40ft) with minimum hazards

OCEAN DIVE 6 (First Buddy Dive)

Optional but highly recommended

Aim

- To allow students to dive together in buddy pairs without direct supervision.

Site Selection

- It is best to select a familiar dive site such as that used for Dive 2

NOTE:

An instructor must supervise students who have not reached certification standard.

ON A FOUR DIVE COURSE THE SEQUENCE OF DIVES SHOULD BE AS FOLLOWS:

Orientation Dive, Skills Assessment Dive, Certification Dive and Consolidation Dive - all dives must be directly supervised by an AUSI Level II Scuba Instructor or higher.

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CONDUCTING SCUBA DIVES (1)

A student dive is conducted in four broad stages:

PRE DIVE:
- Pre dive brief
- Equipment organisation
- Boat information (if applicable)

ON SITE:
- Arrival
- Dive brief
- Gearing up

THE DIVE:
- Surface
- Descent
- At depth
- Ascent
- Surface

POST DIVE:
- Gear stowage
- Checking of health
- Debrief
- Record keeping

CONDUCTING SCUBA DIVES (2)

Pre Dive Procedures (1)

General Pre Dive Brief

Should be conducted in a classroom or dive store and consist of the following:

- Introduction
  - ⇒ Introduce yourself and students
  - ⇒ Check AUSI Student Record Folders to ensure adequate skill and dive level
  - ⇒ Check health of students (eg ears, colds, hangover etc)
- Site description
  - ⇒ A brief description of the dive site and what to expect in terms of conditions, depth, current, marine life etc
  - ⇒ Discuss emergency facilities
- Purpose
  - ⇒ What will be achieved during dive (eg buoyancy control, buddy system, air consumption etc)
- Students equipment
  - ⇒ List what is required
  - ⇒ Discuss checking equipment for operation
  - ⇒ Any expected weight change (ie pool to ocean)
  - ⇒ Extra requirement (eg hat, coat, sun screen, towel, etc)
- Transportation
  - ⇒ Where dive site is
  - ⇒ How to get there
  - ⇒ What time to be there

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CONDUCTING SCUBA DIVES (3)

Pre Dive Procedures (2)

Equipment

- Check off students gear
- Check own gear
- Take spare scuba unit, mask & snorkel and spares kit
- Emergency equipment (first aid kit, O_2 equipment)
- Slate
- Reel
- Extra weight
- Dive flag/float

Boat dives

- Introduce skipper
- Check safety equipment and flag
- Ask skipper about any special instructions
- Give student and boat brief which includes behaviour, loading, stowage of equipment etc
- Fill in passenger manifest
- Observe students for correct behaviour
- Help skipper on request
- Set up dive platform (eg dive flag, mermaid line, shot line, ladders etc)

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CONDUCTING SCUBA DIVES (4)

On Site (1)

Upon Arrival

- Check and assess conditions:
  - ⇒ Surface
  - ⇒ Current
  - ⇒ Visibility

The Dive Brief

- The student dive brief is an essential part of the student dive
- Try to involve the students by using questions
- The brief must include the following:
  - ⇒ Introduction
    - ∗ Site description
    - ∗ Emergency facilities
    - ∗ Hazards-cold, fishing line, current, boat, marine creatures, visibility, debris, silt and surge etc
    - ∗ Purpose of the dive
    - ∗ Buddy allocation
  - ⇒ On surface
    - ∗ Entry
    - ∗ Surface drill
    - ∗ Where to go
  - ⇒ Descent
    - ∗ Ears and lungs
    - ∗ Depth at bottom of descent
    - ∗ Gear adjustment

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CONDUCTING SCUBA DIVES (5)

On Site (2)

The Dive Brief (cont)

- ⇒ During dive
  - ∗ Skills
  - ∗ Swim direction
  - ∗ Position
  - ∗ Buddy system
  - ∗ Air monitoring
  - ∗ Maximum depth
  - ∗ Maximum bottom time
  - ∗ Low air warnings, 70-120 bar (atm) (1000–1500 psi)
  - ∗ Signals
  - ∗ Lost buddy or lost instructor procedure
  - ∗ Out of air procedure
  - ∗ Action for caught in current
  - ∗ Ear problems
- ⇒ Ascent
  - ∗ Rate
  - ∗ Buoyancy (BC)
  - ∗ Lungs
  - ∗ Safety stops
  - ∗ Must surface with 50 bar (atm) (750 psi)
- ⇒ On surface
  - ∗ Surface drill
  - ∗ Exit
- ⇒ Dive end
  - ∗ Gear removal
  - ∗ Gear stowage

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CONDUCTING SCUBA DIVES (6)

On Site (3)

Gearing Up

- Gear up instructions (weight belt first)
- Buddy system
- Buddy checks
- Give clear instructions
- Watch students
- Encourage buddy system (help where necessary)
- Ensure buddy checks
- Final instructor check particularly air on, cylinder full, weight belt buckle and mask seal

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CONDUCTING SCUBA DIVES (7)

The Dive (1)

On surface:

- Ensure appropriate safe entry ie. depth and hazards such as current and swell
- Instructor or assistant in first
- Maintain surface control of students by ensuring:
  - ⇒ Positive buoyancy
  - ⇒ Masks remain on
  - ⇒ Snorkel or regulator is in mouth at all times
  - ⇒ Buddy pairs are maintained
- Give a final brief outlining:
  - ⇒ Bottom time
  - ⇒ Maximum depth
  - ⇒ Low air
  - ⇒ Lost buddy
  - ⇒ Ears and lung warning
  - ⇒ Descent procedures

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CONDUCTING SCUBA DIVES (8)

The Dive (2)

During Descent

- Ensure correct descent procedure:
  - ⇒ Snorkel regulator exchange
  - ⇒ Signal
  - ⇒ Pop ears
  - ⇒ Deflate BC
  - ⇒ Hold onto descent line (if applicable)
- Instructor goes first to control descent at speed of slowest diver
- Ensure students are clearing ears continuously
- Ensure students maintain buoyancy control

At Depth

- Adjust gear as necessary (eg tighten weight belts)
- Adjust buoyancy (use fin pivot)
- Maintain buddy pairs
- Keep in control of group (do not allow separation)
- Keep students in sight at all times
- Do not blindly swim ahead - try to position yourself so you are in control
- Regularly check air:
  - ⇒ Have students do own and their buddies
  - ⇒ Use adequate low air ie 100-120 bar (atm) (1500–1800 psi) as warning, commence ascent at 70-100 bar (atm) (1000–1500 psi) depending on depth)
- Be alert for rapid buoyancy changes
- Control any incidents immediately - remember air takes precedence
- Maintain student interest by showing them lots of animals, plants, wreckage etc

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CONDUCTING SCUBA DIVES (9)

The Dive (3)

Ascent

- Give a clear signal to group when first student reaches low air
- Locate ascent line (if relevant)
- Give ascend signal
- Instructor ascends first thereby controlling ascent rate
- Ensure students dump air to maintain neutral buoyancy
- Conduct safety stops, 1 min at 6m (20ft), then 3 min at 3m (10ft)

On Surface

- Ensure positive buoyancy
- Student to exchange regulator for snorkel
- Signal boat if applicable
- Ensure students keep mask on and snorkel in
- Maintain buddy pairs
- Stay with group and keep group tightly organised
- Controlled safe exit:
  - ⇒ Students first
  - ⇒ If using ladders keep students clear of any ladder climbing divers

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CONDUCTING SCUBA DIVES (10)

Post Dive Procedures

Gear

- Ensure students help each other and stow gear correctly
- Fix any faulty equipment
- Pack up dive platform (eg flag down, lines up and in)

Health

- Check health and well being of students

Debrief

- Talk about exciting parts of dive and what you saw
- Give feedback, praise areas that were good, correct techniques where appropriate

Paperwork

- Students to fill out logbook and AUSI Training Record
- Record any incident
- Record and report any accident

Do your paperwork as you go

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 27

Chapter 5
Student Assessment & Certification

- General Considerations
- Theory Knowledge
- Practical Skills
- Ocean Diving
- Snorkel Certification
- Scuba Certification
- Course Debrief

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GENERAL CONSIDERATIONS

- There are three key areas of training that must be assessed
  ⇒ Theory knowledge
  ⇒ Practical skills
  ⇒ Ocean diving techniques
- The role of assessment lies only with an AUSI Snorkel Diver Instructor or higher or AUSI Level II Scuba Instructor or higher (an AUSI Level I Instructor must never be used to assess scuba divers other than resort dives). Assistant instructors must never be used for student assessment.
- During all training the instructor must continually assess the trainee
- Assessment determines student understanding and performance
- Assessment gives the instructor feed back on instructors own performance
- It is of vital importance that students are not allowed to progress beyond their knowledge and understanding of theory concepts, beyond their skill level or beyond their diving ability
- Throughout training the instructor must ensure that adequate records are kept
- All records and notes on assessment must be kept in the student's course file in the student's own handwriting and witnessed by the instructor.
  ⇒ These records must be kept for the "*Statute of Limitations*" - six years after 18th birthday (seven years in Western Australia)
  ⇒ The AUSI Participation Agreement and AUSI Training Record are the primary tool in quality assurance and legal defence

THE PRIMARY GOAL OF ASSESSMENT IS TO ENSURE THAT THE STUDENT HAS REACHED AN ADEQUATE STANDARD TO OBTAIN CERTIFICATION

THEORY KNOWLEDGE

Theory assessment is achieved by:

- Questioning during classroom presentations
- Lesson reviews
  - ⇒ Student needs to complete lesson reviews for all theory lessons
  - ⇒ Instructors must discuss each lesson review
  - ⇒ Acknowledgment at the completion of the lesson review must be recorded in the AUSI Student Training Record
- Final test
  - ⇒ Student must score 80% to pass, those with less than 75% must be retested
  - ⇒ Instructor must review incorrect answers
  - ⇒ Both student and instructor to sign answer sheet when both are happy that adequate knowledge has been demonstrated
  - ⇒ Answer sheet must be attached to AUSI Student Record Folder

Note:

1. A student with poor literacy and/or language skills can be tested orally. During an oral examination the instructor must ensure there is an independent witness such as an assistant instructor or another diver present to validate the examination. The witness must sign the answer sheet.
2. A group debrief can save time

PRACTICAL SKILLS

Essential Skills for Ocean

Before venturing into the ocean the instructor must ensure the student has displayed relevant skills in a competent, confident manner (these skills are identified in the AUSI Student Training Record):

- **AUSI Snorkel Diver**
  - ⇒ Equipment handling
  - ⇒ Buoyancy
  - ⇒ Finning techniques
  - ⇒ Breath-hold techniques
  - ⇒ Duck diving
  - ⇒ Equalising ears
- **AUSI Scuba Adventure**
  - ⇒ Mask skills
  - ⇒ Regulator skills
  - ⇒ Combined mask and demand clear (except if being conducted as a resort dive)
- **AUSI Level I and II Scuba Diver**
  - ⇒ Mask skills
  - ⇒ Regulator skills
  - ⇒ Out of air drill
  - ⇒ Buoyancy skills
  - ⇒ Snorkelling skills

During AUSI Level II Scuba training the instructor must personally assess the following in the pool with each student individually:

- Combined mask and demand clear
- Out of air drill
- Deep water descents and ascents
- Snorkelling techniques with scuba gear on

Records

- When both student and instructor are happy with performance they must both sign the relevant section of the AUSI Student Training Record, when in doubt repeat the skill until both are satisfied

OCEAN DIVING (1)

General Points

During every ocean dive students are to be continually monitored, assessed and given feedback in the following areas:

- Correct equipment handling
- Buoyancy control (Scuba diving)
- Air supply monitoring (Scuba diving)
- Buddy system
- Dive planning
- Underwater navigation (Scuba diving)
- Correct boat diving techniques
- Correct shore diving techniques
- Entries and exits

Record Keeping – Snorkel Diving

- After each ocean dive the AUSI Training Record must be accurately completed and signed paying attention to recording:
  - ⇒ Dive site name
  - ⇒ Depth
  - ⇒ Visibility
  - ⇒ Surface conditions
  - ⇒ Temperature
- Note any incidents
- Report any accident
- Ensure the students accurately log their dives in their log book

OCEAN DIVING (2)

The AUSI Level II Skills Dive

Skills must be assessed prior to taking student on a dive deeper than nine metres (30ft)

- Use the first part of the dive for underwater skill assessment on an individual basis
- Conclude this by having all buddy pairs do an out of air drill and ascend as a group
- While on surface do surface drills then descend, continue dive and at end of dive repeat out of air drill in reverse roles and do final ascent
- All underwater skills must be done on a one to one basis (ie always assume student may rush to the surface) where the student is slightly negatively buoyant (ie weight belt carries normal amount of weight but BC is not quite inflated to the point of neutral buoyancy) and the instructor is face to face with the student in a position to secure the student should a mishap occur.
- Out of air drill ascent or swim may be done as a group.
- It is best if skills are performed in 5-6 metres (15-20ft) of depth.

A SKILLS DIVE SHOULD NOT REQUIRE MORE THAN TWO ASCENTS.
"Instructors are getting DCI from multiple ascents on student dives"
SAFE LIMITS CONFERENCE, CAIRNS, 1994)

OCEAN DIVING (3)

Record Keeping – Scuba Diving

- After each ocean dive the AUSI Student Training Record must be accurately completed and signed paying attention to recording:
  - ⇒ Dive site name
  - ⇒ Depth
  - ⇒ Time
  - ⇒ Safety stops
  - ⇒ Ascent rate
  - ⇒ Surface interval
  - ⇒ Visibility
  - ⇒ Surface conditions
  - ⇒ Temperature
- Note any incidents
- Report any accident
- Ensure the students accurately log their dives in their log book

Keep all student records until the Statute of Limitations expires

SNORKEL CERTIFICATION

All AUSI Certification Sheets must be pre-purchased from AUSI Head Office

Before issuing an AUSI Snorkel Diver certification the instructor must ensure that:

- All aspects of the course and appropriate assessments are complete
- The diver is safe to snorkel dive safely with another similarly qualified snorkel diver unsupervised
- Appropriate follow through is completed if certification is not issued
- The Certificate of Completion is signed by the student and instructor
- The procedures outlined in the "Certification Procedures" section of the AUSI Instructor Manual are to be followed when processing certification cards and certificates
- Inform divers of the availability of plastic cards via the AUSI website: www.ausi.com.au

Note: All AUSI Snorkel Swimming Instructor and AUSI Snorkel Guide certifications are issued by AUSI Head Office. Follow steps outlined in the AUSI Snorkel Giude Teaching Guidelines.

SCUBA CERTIFICATION (1)

AUSI Scuba Adventure

- Whilst no formal certification is awarded an approved certificate of participation must be presented
- Practical and theory training is valid for four weeks (only day of participation for Resort Diving) but a skills check out must be done prior to taking the diver to depth in the ocean
- Follow the procedures outlined in the "Certification Procedures" section of the AUSI Instructors Manual when processing certificates

AUSI Level I Scuba Diver

Before issuing certification the instructor must ensure that:

- All aspects of the course and appropriate assessments are complete
- The diver is safe to dive to nine metres (30ft) whilst under the direct supervision of an AUSI Level II Scuba Instructor or higher until completion of the skills dives then to 18 metres (60ft)
- The diver is aware that training is valid for 12 months
- Appropriate follow through is completed if certification is not issued
- The "*Certificate of Completion*" is signed by the student and instructor
- The procedures outlined in the "Certification Procedures" section of the AUSI Instructor Manual are followed when processing certification cards and certificates

AUSI Level I Scuba Divers DO NOT receive an AUSI Certification Card – only issue the AUSI Wall Certificate

SCUBA CERTIFICATION (2)

AUSI Level II Scuba Diver

Before issuing certification the instructor must ensure that:

- All aspects of the course and appropriate assessments are complete
- The diver is safe to dive to 18 metres (60ft) with another similarly qualified diver without the direct supervision of an instructor
- Appropriate follow through is completed if certification is not issued
- The "*Certificate of Completion*" is signed by the student and instructor
- Diver's logbook is completed and has been signed by student, buddy and instructor, where relevant
- The procedures outlined in the "Certification Procedures" section of the AUSI Instructor Manual are to be followed when processing certification cards and certificates
- Inform divers of the availability of plastic cards via the AUSI website: www.ausi.com.au

The certification card should only be issued if the instructor is confident that the diver can safely dive to 18m (60ft) in daylight hours with their identical twin

COURSE DEBRIEF

Debrief all students ensuring that the following points are covered:

The Qualification

- **AUSI Snorkel Diver**
  - ⇒ Explain what scuba training is available
  - ⇒ Explain the need for Area Orientation
- **AUSI Scuba Adventure**
  - ⇒ Is not a certification course
  - ⇒ Further dives can be done with an instructor within 4 weeks
- **AUSI Level I Scuba Diver**
  - ⇒ Is not a certification course
  - ⇒ Further dives can be done with an instructor
  - ⇒ Further dives should be logged
  - ⇒ What's required for certification to remain current when travelling overseas with the qualification
- **AUSI Level II Scuba Diver**
  - ⇒ Travelling overseas with the qualification
  - ⇒ The need for Area Orientation when diving in a new area
  - ⇒ The need for a Refresher when haven't dived for 12 months of the loss of confidence

Further education

- Explain what is available
- Explain the benefits of continued education

Precautions:

- Ears
- What to avoid with regard to decompression illness (Scuba divers)
- What to do about decompression illness (Scuba divers)
- Local diver emergency services eg DES and DAN

Further Involvement

- Dive club and charter boat information
- Dive travel
- How to purchase equipment
- Special package deals
- Continuing education

Course Assessment

- Have students complete a course assessment sheet to analyse the students impressions of the course

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 28

(*For Scuba Instructors only*)

Chapter 6
Continuing Education

- The Benefits of Continuing Education
- AUSI Scuba Programs
- Course Planning
- AUSI Scuba Specialties
- AUSI Scuba Refresher Programs
- AUSI Professional Levels
- Advancing through the AUSI Scuba Instructor System

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THE BENEFITS OF CONTINUING EDUCATION

Continuing education has far reaching benefits to many:

To the Student

- Improves self confidence
- Enhances skill levels
- Increases knowledge
- Revises & updates emergency skills and procedures
- Increases experience whilst under supervision
- Expands diving opportunities
- Broadens contacts
- Maintains interest in diving
- Provides social interaction
- Encourages equipment updates

To the Instructor

- Maintains interest in instruction
- Helps avoid instructor “burn out”
- Provides a variety of diving
- Provides a challenge
- More experienced divers make better students

To the Dive Store

- Enhances sales
- Encourages travel
- Generally more profitable

To the Industry

- Divers are better trained
- Increases safety
- Divers tend to stay in diving longer

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AUSI SCUBA PROGRAMS

- Divers can progress through a set pathway of diving theory and practical skills whilst experiencing a wide range of diving
- Ensures divers entering the professional ranks (ie AUSI Level VI Pro) have a similar level of knowledge and experience
- Standard AUSI Scuba Diver programs are:

AUSI Level I Scuba Diver (Supervised Diver)

- Trained to dive during daylight hours while under the direct supervision of an instructor to nine metres (30ft)

AUSI Level II Scuba Diver (Open Water)

- Trained to dive to 18 metres (60ft) with a similarly qualified and experienced scuba diver during daylight hours without the direction of an instructor

AUSI Level III Scuba Diver (Advanced Diver)

- Trained to dive to 30 metres (100ft) in daylight hours and to 18 metres (60ft) at night with a similarly qualified and experienced scuba diver without the direct supervision of an instructor

AUSI Level IV Scuba Diver (Deep Diver)

- Trained to dive to 39 metres (130ft) in daylight hours with a similarly qualified and experienced scuba diver without the direct supervision of an instructor.

AUSI Level V Scuba Diver (Master Scuba Diver)

- Trained in deep diving, self rescue, scuba rescue techniques, diving physiology, oxygen provision, first aid and resuscitation

Note: 1. This course meets the requirements of DAN Oxygen Provider Course
2. Divers can progress straight into an AUSI Rescue Course from AUSI Level II

AUSI Level VI Scuba Diver (Dive Leader)

- Trained to lead and guide certified divers and assist instructors with training

AUSI scuba divers are not trained to do penetration dives and must always dive with direct vertical access to surface

COURSE PLANNING (1)

In all cases the instructor **must** follow the relevant AUSI Teaching Guidelines

AUSI Level III Scuba Diver

- Pool session:
  - ⇒ Acts as a skill review
  - ⇒ Enables instructor to evaluate competence and confidence of student
- Avoid multiple ascents particularly after a deep dives
- Plan navigation and search exercises in shallow water on the day before deep dives where possible
- Surface intervals:
  - ⇒ Ensure adequate surface interval (ie 12 hours) between night dive and deep dive if it is planned for the next day
- During deep dives be alert for:
  - ⇒ Nitrogen narcosis
  - ⇒ Increased air consumption
  - ⇒ Buoyancy control particularly at safety stops
- Altitude:
  - ⇒ Warn students about flying and driving home over hills exceeding 300m (1000ft)

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COURSE PLANNING (2)

AUSI Level IV Scuba Diver

- Pool session:
  - ⇒ Acts as a skills review
  - ⇒ Enables instructor to evaluate competence and confidence of student
  - ⇒ Teaches new skills (ie reel and line blacked out mask work)
- Surface interval:
  - ⇒ Try to maximise surface interval
- During deep dives be alert for:
  - ⇒ Nitrogen narcosis
  - ⇒ Increased air consumption
  - ⇒ Buoyancy control particularly at safety stops
- Always use a hang tank
- Altitude:
  - ⇒ Warn students about flying and driving home over hills exceeding 300m (1000ft)

AUSI Rescue Diver

- Ensure students avoid rapid ascents
- Warn on dangers of holding breath during rescue exercises
- Properly sterilise mannequins during resuscitation exercises
- Take care when using oxygen

AUSI SCUBA SPECIALITIES

The following specialities are also available:

- Dry suit diver
- Underwater photography
- Underwater naturalist
- Technical diver (eg mixed gas, Nitrox)
- Sinkhole
- Cavern
- Wreck
- Hookah

Note:

1. AUSI Level III–VI Scuba Diver and other AUSI Speciality trainees are required to complete an AUSI Scuba Participation Medical History Form
2. Technical diving ie mixed gas, Nitrox, cavern and sinkhole diving is referred to the relevant recognised agencies eg ANDI and CDDA
3. Shops can design and submit their own specialty courses to the AUSI Review Board for approval

AUSI SCUBA REFRESHER PROGRAMS

A large market exists for refresher programs particularly for those who learned to dive on holidays or some time ago and this side of the market is largely ignored by our industry

Components

- Theory
  - ⇒ A review of the AUSI Open Water Course Notes (Scuba Learning Modules 1–4) and the relevant lesson reviews
- Practical
  - ⇒ Appropriate skills review with particular attention to:
    - ∗ Buoyancy checks
    - ∗ Equipment assembly and donning
    - ∗ Regulator skills
    - ∗ Mask skills
    - ∗ Buoyancy control
    - ∗ Emergency procedures out of air and lost buddy
- Ocean
  - ⇒ A warm up dive paying attention to the Buddy System and monitoring air consumption, (skills can be assessed on this dive if the instructor feels the diver has the appropriate degree of competence)
  - ⇒ A skills dive to appropriate level as outlined in the relevant AUSI Teaching Guidelines

Certification Requirements

- If client wants an AUSI Certification Card then they must:
  - ⇒ Meet appropriate prerequisites, medical and age
  - ⇒ Pass appropriate AUSI Theory Test
  - ⇒ Pass appropriate ocean skills outlined in AUSI Teaching Guidelines
  - ⇒ Ensure minimum number of dives for certification has been logged
  - ⇒ Fill out appropriate AUSI Scuba Diver Training Record

AUSI PROFESSIONAL LEVELS

AUSI LEVEL VI PRO (Dive Supervisor)

Trained in:

- Organising and conducting scuba diving activities for certified scuba divers
- Act as an underwater guide for certified scuba divers
- Act as an assistant to AUSI instructor (but ratios cannot be increased)

Note: To qualify as an AUSI Level VI Pro the candidate must complete all internship requirements and join AUSI.

AUSI SCUBA ASSISTANT INSTRUCTOR

(Assistant Instructor)

Trained to:

- Act as an assistant to AUSI Scuba Instructor
- Fulfil all the functions of an AUSI Level VI Scuba Diver

Note: When acting as an assistant to an AUSI Scuba Instructor, ratios can be increased to those specified in the AUSI Standards.

AUSI SCUBA INSTRUCTOR LEVELS

- AUSI Level I Scuba Instructor (Resort Dive Instructor)
- AUSI Level II Scuba Instructor (Open Water Instructor)
- AUSI Level III Scuba Instructor (Advanced Instructor)
- AUSI Level IV Scuba Instructor (Deep Diver Instructor)
- AUSI Level V Scuba Instructor (Rescue Diver Instructor)
- AUSI Level VI Scuba Instructor (Dive Master Instructor)
- AUSI Level VII Scuba Instructor (Instructor Trainer)
- AUSI Level VIII Scuba Instructor (Instructor Examiner)

AUSI SNORKEL INSTRUCTOR

To become an AUSI Snorkel Diver Instructor, an AUSI Scuba Instructor must be endorsed by completing the relevant AUSI Snorkel Instructor fitness tests. Consult relevant AUSI Standard and AUSI Teaching Guidelines.

ADVANCING THROUGH THE AUSI SCUBA INSTRUCTOR SYSTEM (1)

- To gain a higher level, AUSI Scuba Instructors must work progressively through the whole AUSI Scuba System
- This progressive system of instructor rating will ensure that the instructor will gain the necessary experience to be able to teach at each new level
- From a marketing point of view this system:
  ⇒ Encourages instructors to actively recruit from divers they have trained
  ⇒ Assists in consolidating the instructor/student bond
- To maintain instructor level, instructors are required to certify at last four divers at any level in the previous 24 months or complete the AUSI Standards & Procedures Exam plus be current in first aid, CPR, oxygen provider plus have a current medical
- An application to the AUSI Review Board can be made if there is difficulty meeting AUSI's Annual Renewal requirements
- To become an **AUSI Level II Scuba Instructor**
  ⇒ An AUSI Level I Scuba Instructor must satisfactorily complete an AUSI Level II Scuba Instructor course conducted by an AUSI Level VII Scuba Instructor or higher after being involved in at least two complete AUSI Level I & II Scuba Diver courses
- To become an **AUSI Level III Scuba Instructor**
  ⇒ An AUSI Level II Scuba Instructor must have taught the AUSI Level I/II Scuba Diver course at least twice then teach their first AUSI Level III Scuba Diver course under supervision of an AUSI Level III Scuba Instructor or higher and be recommended by the supervising instructor

ADVANCING THROUGH THE AUSI SCUBA INSTRUCTOR SYSTEM (2)

- To become an **AUSI Level IV Scuba Instructor**
  ⇒ An AUSI Level III Scuba Instructor must have taught the AUSI Level III Scuba Diver course at least twice then teach their first AUSI Level IV Scuba Diver course under supervision of an AUSI Level IV Scuba Instructor or higher and be recommended by the supervising instructor
- To become an **AUSI Level V Scuba Instructor**
  ⇒ An AUSI Level IV Scuba Instructor must have taught the AUSI Level IV Scuba Diver course at least twice then teach their first AUSI Rescue Diver course under supervision of an AUSI Level V Scuba Instructor or higher and be recommended by the supervising instructor
- To become an **AUSI Level VI Scuba Instructor**
  ⇒ An AUSI Level V Scuba Instructor must have taught the AUSI Rescue Diver course at least twice then teach their first AUSI Level VI Scuba Diver course under supervision of an AUSI Level VI Scuba Instructor or higher and be recommended by the supervising instructor
- To become an **AUSI Level VI Scuba Instructor**
  ⇒ An AUSI Level VI Scuba Instructor must demonstrate satisfactory involvement in an AUSI Scuba Instructor Training Course including the examination phase and satisfactory completion of an AUSI Instructor Trainer Program

- To become an **AUSI Level VII Scuba Instructor**
  ⇒ AUSI Instructor Examiners are appointed by the AUSI Review Board upon the recommendation of two AUSI Level VIII Scuba Instructors (Instructor Examiners) and AUSI are eligible to sit on the AUSI Review Board

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 29

Chapter 7
Medical Aspects of Diving

- Why Diving is Different
- Physical Effects of the Environment
- Physiological Effects of the Environment
- Medical Requirements
- The AUSI Medical History Form
- Contraindications to Snorkelling
- Relative Contraindications to Snorkelling
- Contraindications to Scuba Diving
- Relative Contraindications to Scuba Diving
- The Scuba Medical
- Ears & Diving
- Responsibilities of the AUSI Professional

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WHY DIVING IS DIFFERENT

- Scuba diving is practiced on and beneath water
- There are very demanding physical and physiological effects of immersion in water
- These effects make proper medical screening extremely important to the reduction of risk to the health of the diver
- Good medical knowledge, first aid skills and accident prevention and management are essential skills for all AUSI Professionals

Remember

- Water is not breathable (hence scuba is required)
- Water moves (tides, currents and waves can change conditions dramatically)
- Water contains potentially dangerous creatures

PHYSICAL EFFECTS OF ENVIRONMENT (1)

Effects on the senses

- Taste
  - ⇨ No input (**Caution:** air should be tasteless!)
- Smell
  - ⇨ No input (**Caution:** air should be odourless!)
- Touch
  - ⇨ Maybe significantly reduced input because of wearing gloves or cold hands
- Balance
  - ⇨ Disorientation (Blue Orb Syndrome) can result from lack of input to eyes and neutral buoyancy

Pressure

- Increases with depth
- Greatest rate of change (and hence volume) occurs near the surface
- Air spaces (particularly ears and lungs) must be equalised

Temperature

- Immersion in cold water triggers the “Divers Reflex” resulting in decreased heart rate (bradycardia)
- Thermal conductivity of water is 25 times greater than air (ie energy is lost far quicker in water than in air at the same temperature)
- Most divers get cold during or towards the end of a dive

Sound

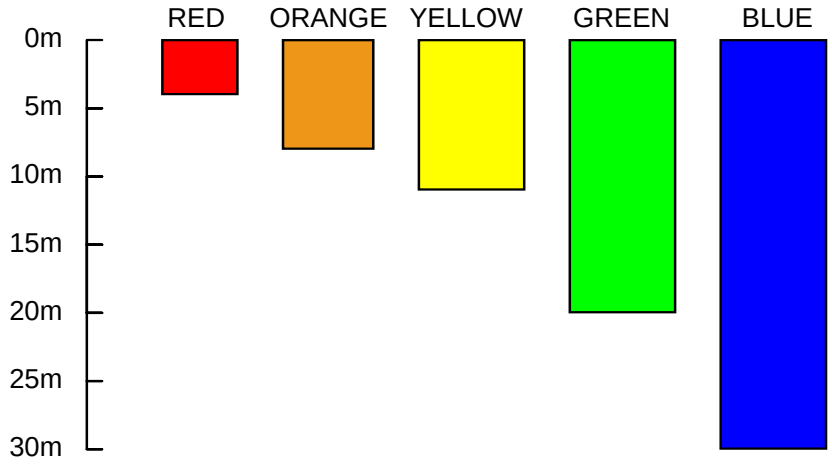
- Travels further and about four times faster underwater
- Can't tell direction of sound (binaural effect)
- Water in the ear or a hood can make hearing very difficult even on the surface

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PHYSICAL EFFECTS OF ENVIRONMENT (2)

Light

- Significant amount of light is reflected off surface
- Light is absorbed by the water as shown below



- Beyond 30m (100ft) everything looks blue-green
- Light level reduced to night vision by about 35m (120ft)
- Light is dispersed due to suspended matter
- No shadows
- No horizon
- Objects are magnified and appear closer due to refraction from the mask
- Reduced peripheral vision due to mask

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PHYSIOLOGICAL EFFECTS OF THE ENVIRONMENT (1)

Exercise

- Exercise loads can be heavy and can change suddenly
- Strong currents, poor technique and poor navigation can all increase the loads
- Carrying heavy equipment is also very physically demanding
- Thick wetsuit with heavy weight belt will increase workload

Carbon Dioxide Build-up (Hypercapnia)

- Caused by breathing restrictions (eg tight equipment, skip breathing)
- Increased by depth (increased density) and exertion
- Magnifies the effects of Nitrogen Narcosis

Nitrogen Narcosis (Scuba diving)

- Neurological effects of high nitrogen partial pressure
- Detectable in all at 30m (100ft) and hazardous beyond 40m (130ft)

Decompression Illness (Scuba diving)

- Immediate onset - lung rupture can happen in any depth
- Delayed onset - due to nitrogen bubbles, more likely with deeper diving and altitude diving

Oxygen Toxicity (Scuba diving)

- Can occur as a result of breathing air at extreme depths, 70 metres plus (230+ft)
- Can occur much shallower where mixed gases are being used
- Can occur at around 10 metres (33ft) on pure oxygen

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PHYSIOLOGICAL EFFECTS OF THE ENVIRONMENT (2)

Blue Orb Syndrome (Scuba diving)

- Due to loss of reference points (ie nothing to focus on)
- Results in a feeling of isolation and disorientation

Hypothermia

- Lower than normal body core temperature
- Increased risk due to greater heat loss at depth
- Increased risk with children

Disorientation (Mainly scuba diving)

- Due to sensory deprivation, Blue Orb Syndrome, lack of shadows and lack of horizon
- Magnified by Nitrogen Narcosis

Anxiety

- Due to serious nature of diving
- Usually more apparent in the novice
- Magnified by Nitrogen Narcosis

Dehydration

- From breathing dry scuba air
- From sweating - beware in hot weather
- From hangover - avoid
- Pre and post dive exercise will contribute
- Major predisposition to DCI so drink plenty of fluids

Keep In Mind

"No other sport gives such a variety of stresses, so frequently, in such complex combinations and over such short time periods"

from "The Sports Diving Medical" by Dr John Parker

MEDICAL REQUIREMENTS (1)

CATEGORIES OF RECREATIONAL DIVERS

Recreational diving can be categorised into the following:

- **Snorkel Diving**
- **Pre-entry Scuba Diving**
- **Sports Scuba Diving, and**
- **Professional Sports Scuba Diving**

SNORKEL DIVING

- Programs include:
  - ⇨ AUSI Snorkel Swimming
  - ⇨ AUSI Snorkel Diving, and
  - ⇨ AUSI Free Diving
- Snorkellers:
  - ⇨ Can be exposed to currents and rough surface conditions ie it can be a strenuous activity
  - ⇨ Snorkellers without buoyancy aids are only swimmers if their fins become dislodged
  - ⇨ Snorkel Divers and Free Divers are exposed to depth

Medical requirements for snorkel diving:

- A minimum of a signed AUSI Medical History Form
- Any positive answers in Section C require a full diving medical with a medical practitioner, preferably one trained in hyperbaric medicine.

MEDICAL REQUIREMENTS (2)

Resort or Introductory Divers (Pre-entry Level)

- Pre-entry level programs include:
  - ⇨ AUSI Scuba Experience
  - ⇨ AUSI Scuba Adventure, and
  - ⇨ AUSI Level I Scuba Diver
- Pre-entry Level Divers are:
  - ⇨ Well supervised - therefore incidents should not become accidents
  - ⇨ Short duration dives and shallow depths - minimising the risk of decompression illness
  - ⇨ Usually only exposed to the risk of diving once or twice
  - ⇨ In controlled circumstances where water is usually calm and clear

"Major risk is panic and rapid ascent leading to lung rupture"

Medical requirements for pre-entry level scuba diving:

- A minimum of a signed AUSI Medical History Form
- Any positive answers in Section C require a full diving medical to Australian Standard AS4005.1-2000 before participation with a medical practitioner, preferably one trained in hyperbaric medicine.

MEDICAL REQUIREMENTS (3)

Recreational or Sports Divers:

- Recreational or sports divers include:
  - ⇨ AUSI Level II Scuba Diver
  - ⇨ AUSI Level III Scuba Diver
  - ⇨ AUSI Level IV Scuba Diver and
  - ⇨ AUSI Level V Scuba Diver
  - ⇨ AUSI Level VI Scuba Diver
- Recreational or sports divers generally:
  - ⇨ Have less supervision
  - ⇨ Have less back up in emergencies
  - ⇨ Have poorer dive planning skills than the instructors running pre-entry level dives
  - ⇨ Dive irregularly
  - ⇨ Don't properly maintain equipment

Medical requirements for scuba diving:

- A minimum of a signed AUSI Medical History Form
- Any positive answers in Section C (particularly YES to recompression for a diving related illness) require a full diving medical to Australian Standard AS4005.1-2000 before participation with a medical practitioner, preferably one trained in hyperbaric medicine.

Note: In Australia, Level II scuba trainees require a full diving medical to Australian Standard AS4005.1-2000 before participation

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MEDICAL REQUIREMENTS (4)

Professional Sports Divers:

- Professional sports divers include:
  - ⇨ AUSI Level VI Professional (Dive Supervisor)
  - ⇨ AUSI Instructor
- Training and fitness is important because of the demanding nature of the work and dependence of the students

Medical requirements for professional sports divers:

- AUSI Level VI Pro and all levels of AUSI Instructor require an annual diving medical to Australian Standard AS/NZS2299.1

AUSI MEDICAL HISTORY FORM

General

- This form is to be used before any scuba training regardless of whether the client has a medical
- Before client completes the form point out in clear terms that any false or incorrect information could lead to serious injury or death

Section A - Personal Details

- For identification purposes only

Section B - General Information

- Any YES answers in this section must be thoroughly scrutinised
- If any doubt exists check with senior instructor (if still doubts then seek a full diving medical)

Section C - Medical History

- Any YES answers in this section require the student to have a full diving medical
- It is preferable for the medical to be conducted by a qualified hyperbaric specialist

Section D - Declaration

- This confirms that the information that the client has completed is true and correct and authorises you to discuss their medical history with their family doctor
- This declaration must be witnessed

CONTRAINDICATIONS TO SNORKELLING

Conditions Causing Unconsciousness

- Epilepsy - fitting underwater will lead to drowning
- Insulin dependent diabetics - can become unconscious without warning

Ear, Nose and Throat Conditions

- Inability to auto-inflate the middle ear (ie clear ears)
- Previous middle ear surgery with the insertion of prosthesis to replace any of the ossicles (conducting bones)
- Grummets, if still in place

RELATIVE CONTRAINDICATIONS TO SNORKELLING

Conditions of Concern

The following need to be thoroughly examined by a hyperbaric specialist

- Any history of heart disease
- Poor physical condition
- Heavy smoking (a history of 10 pack years or more)
  1 pack year = 20 cigarettes per day for 1 year

Examples:

- ⇨ 5 cigs./day for 8 years = (5 x 8)/20 = 2 pack years
- ⇨ 40 cigs./day for 6 years = (40 x 6)/20 = 12 pack years
- ⇨ 15 cigs./day for 4 years = (15 x 4)/20 = 3 pack years

Respiratory (Lung) Conditions

- Obstructive airway disease which can cause shortness of breath or breathing difficulties, for example:
  - ⇨ Chronic bronchitis
  - ⇨ Allergic bronchospasm
  - ⇨ Severe asthma
  - ⇨ Any chronic lung disease (past or present)

CONTRAINDICATIONS TO SCUBA DIVING (1)

Conditions Causing Unconsciousness

- Epilepsy - fitting underwater will lead to drowning
- Insulin dependent diabetics - can become unconscious without warning

Ear, Nose and Throat Conditions

- Inability to auto-inflate the middle ear (ie clear ears)
- Previous middle ear surgery with the insertion of prosthesis to replace any of the ossicles (conducting bones)
- Grummets, if still in place

Respiratory (Lung) Conditions

- Any obstructive airway disease which can cause retention of expanding gas in any part of the lungs during ascent for example:
  - ⇨ Current asthma (reactive to hypertonic saline challenge)
  - ⇨ Chronic bronchitis
  - ⇨ Allergic bronchospasm
- Any condition which might lessen the lungs ability to handle overexpansion for example:
  - ⇨ Any history of asthma leading to scarring of lungs (chest x-ray)
  - ⇨ Any chronic lung disease (past or present)
  - ⇨ Any history of spontaneous pneumothorax, perforating chest injuries or open chest surgery
  - ⇨ Any fibrotic lesions of the lungs

NOTE:

People with a history of asthma are required to undergo a lung function test and a hypertonic saline challenge test

CONTRAINDICATIONS TO SCUBA DIVING (2)

Pregnancy

- The effects of scuba diving on a developing foetus are not known but it is suspected that it could be damaging
- Any female who may be pregnant should not dive

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RELATIVE CONTRAINDICATIONS TO SCUBA DIVING

Conditions of Concern

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  1 pack year = 20 cigarettes per day for 1 year

Examples:

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  - ⇨ 40 cigs./day for 6 years = (40x6)/20 = 12 pack years
  - ⇨ 15 cigs./day for 4 years = (15x4)/20 = 3 pack years

- Poor pulmonary function tests:
  - ⇨ $FEV_{1.0}$/FVC ratio less than 80% (need chest x-ray)
  - ⇨ FVC or $FEV_{1.0}$ more than 20% below predicted values

  FVC = Forced Vital Capacity

  $FEV_{1.0}$ = Forced Expiratory Volume in 1 second

THE SCUBA DIVING MEDICAL (1)

General

- Shall be conducted to Australian Standard AS4005.1-2000
- Should be conducted by a hyperbaric physician as listed by the South Pacific Underwater Medicine Society (SPUMS)
- For a current list write to:

SPUMS
c/o Australian and New Zealand College Of Anaesthetists
Spring Street
Melbourne Victoria 3000
AUSTRALIA

Components

The diving medical consists of the following:

- A questionnaire
- An interview to discuss the questionnaire
- A physical examination
- Baseline Tests
- Normal Investigations
- Optional Tests
- Discussion
- Certificate

THE SCUBA DIVING MEDICAL (2)

The Questionnaire

- See Australian Standard AS4005.1-2000, Appendix B

Interview

- Doctor will read through questionnaire and query any positive answers or other points of interest
- Verbal confirmation of certain vital points maybe sought (eg *"Have you ever had asthma or any breathing problems?"*)

Physical Examination

Consisting of the following:

- ⇨ Blood pressure
- ⇨ Pulse
- ⇨ Mouth throat and tonsils
- ⇨ Teeth
- ⇨ Nasal passages
- ⇨ Eyes
- ⇨ Face
- ⇨ Ears
- ⇨ Neck
- ⇨ Cardiac
- ⇨ Chest
- ⇨ Spine
- ⇨ Abdomen
- ⇨ Nervous system
- ⇨ General
- ⇨ Psychiatric

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THE SCUBA DIVING MEDICAL (3)

Baseline Tests

- Sharpened Romberg Balance Test:
  - ⇒ Used for assessing vestibular (balance) and cerebral (brain) function when DCI is suspected
  - ⇒ Patient stands on hard floor, barefoot with heel to toe, eyes closed and arms crossed on chest
  - ⇒ Ability to maintain balance is recorded in seconds and number of falls in 60 seconds
- Serial Sevens:
  - ⇒ Used for assessing mental agility when DCI is suspected
  - ⇒ Patient counts backwards by 7's starting at 100
  - ⇒ Time and number of mistakes are recorded

NOTE: These tests should be recorded on medical certificate for future reference.

Normal Investigations (required by AS4005.1-2000)

- Urinalysis:
  - ⇒ Test for protein and glucose
  - ⇒ Can indicate diabetes
- Lung function (Spirometry Test):
  - ⇒ Measures FVC (forced vital capacity) and $FEV_{1.0}$ (forced expiratory volume in one second)
  - ⇒ Any candidate with FVC or $FEV_{1.0}$ of less than 60% of the predicted value for their height and weight should not be passed fit to dive
  - ⇒ Any candidate with FVC or $FEV_{1.0}$ of less than 80% of the predicted value for their height and weight should show a normal chest x-ray and hypertonic saline challenge test

THE SCUBA DIVING MEDICAL (4)

Optional Tests

- Audiometry
  - ⇒ Baseline test for future reference to determine if hearing loss has occurred, which may be a result of diving
- Full plate chest x-ray
  - ⇒ If personal or family medical history indicates
  - ⇒ If poor unexplained respiratory function test
  - ⇒ If smoking history of 10 pack years or more
- Tympanogram
  - ⇒ For a candidate who cannot demonstrate auto-inflation of the middle ear
- Pregnancy test
  - ⇒ For any female candidate who is late for their period or trying to fall pregnant
- Electrocardiogram (ECG)
  - ⇒ For all males over 45 years of age
  - ⇒ For all females over 55 years of age
  - ⇒ For any candidate with family history or risk factors of heart disease

Discussion

- Doctor will disclose any findings
- Explain thoroughly reasons for failure
- Give advice on certain technical areas such as:
  - ⇒ Correct techniques for auto-inflation of ears
  - ⇒ Correct techniques for lifting if any back problems
  - ⇒ Use of contact lenses versus prescription mask

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THE SCUBA DIVING MEDICAL (5)

Certificate

- Doctor will issue a certificate which should include:
  - ⇒ Divers full name
  - ⇒ Date of medical
  - ⇒ Type of diving medical
  - ⇒ Standard specification (eg AS4005.1)
  - ⇒ Pass/fail/provisional and why
  - ⇒ Any special notes
  - ⇒ Medical examiners name, contact and signature

Conditional Medicals

- Occasionally a doctor may endorse a medical certificate with certain conditions such as:
  - ⇒ Depth limitations
  - ⇒ Additional safety stops
  - ⇒ Restricted ascent rates etc
- If endorsement cannot be guaranteed during training then do not undertake to train the diver (eg restricted ascent rate - cannot be controlled if weight belt comes off!)

Validity of Medicals

Generally the following is accepted:

- To commence entry level training (ie AUSI Level II/Open Water) medical must have been within the last 90 days (reindorsement is required if not)
- Post entry level training and diving:
  - ⇒ Five years whilst under 30 years of age
  - ⇒ Three years whilst 30-50 years of age
  - ⇒ Annually thereafter
- The AUSI Medical History Form is to be used before the commencement of post entry level training

EARS & DIVING (1)

EQUALISATION

Techniques

- Toynbee Technique
  ⇒ Pinch nostrils and swallow
- Valsalva Manoeuvre
  ⇒ Pinch nostrils and blow gently into nose
  ⇒ Prolonged or forceful exhalation can lead to inner ear damage
- Modified Valsalva
  ⇒ As above but swallow or wriggle jaws as pressure is increased
- Frenzel Manoeuvre
  ⇒ Close mouth, nose and glottis (as if about to lift a heavy weight)
  ⇒ Force base of tongue and the palate against the back wall of the nasal pharynx (as if starting to say the letter 'K')
- Combined Method
  ⇒ Pinch nostrils
  ⇒ Place lower teeth in front of upper teeth
  ⇒ Close mouth and blow and swallow at the same time

Practice

- During the dive medical the doctor should ensure that the candidate has found a successful method of equalising
- Once a successful method has been found it should be practised 10-20 times per day until it is a reflex action

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EARS & DIVING (2)

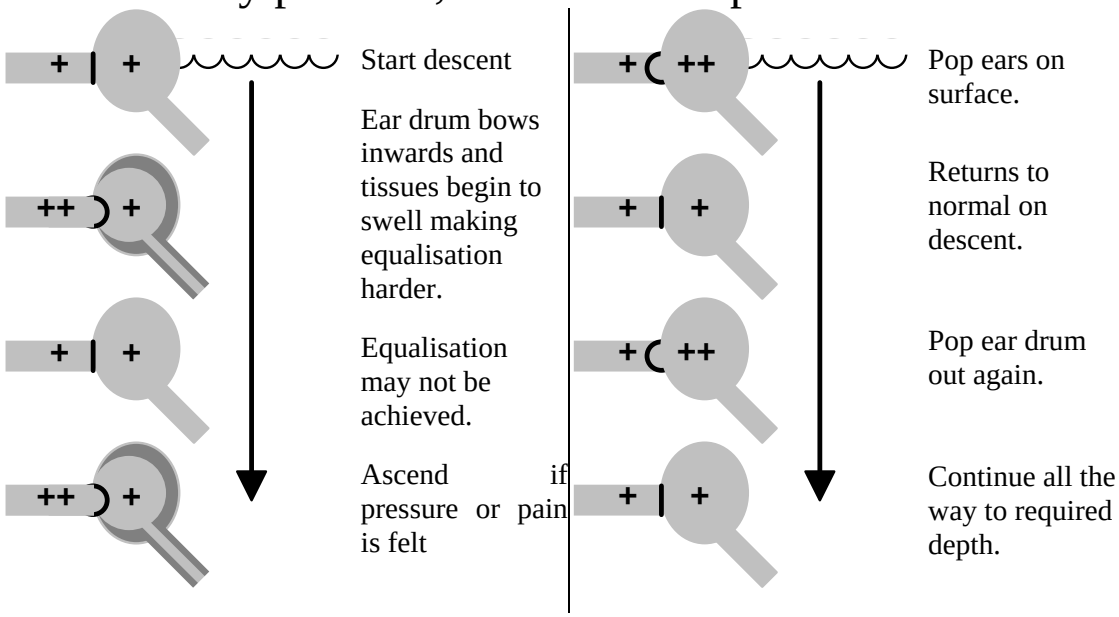
EQUALISATION (cont)

Middle Ear Nervosa

- Usually the result of a nervous diver
- Ears clear on surface but not underwater
- To overcome:
  - ⇒ Hold diver close to you (chest to chest) on a descent line (controls descent and prevents peripheral vision)
  - ⇒ Have diver "POP" ears every time you point to your nose
  - ⇒ Have diver signal OK if "POPPING" and descend a further 15-20cm before repeating
  - ⇒ Keep eye to eye contact with diver

Correct Equalisation Method

- Always equalise "POP" ears on the surface first
- Continuously equalise "POP" ears during descent before any pressure, discomfort or pain is felt



EARS & DIVING (3)

EAR CARE

- DO NOT use ear plugs
- DO NOT place anything into the ear canal
- DO NOT dive if suffering from cold, flu or allergy
- DO NOT dive if cannot equalise
- To dry ears:
  ⇒ Rinse with fresh water
  ⇒ Place two drops of 5% acetic acid in 60% ethyl alcohol (eg Aqua Ear)
- Ear infections:
  ⇒ Any infection should be investigated
  ⇒ Source of infection should be identified
  ⇒ Should be treated with organism specific antibiotic applied by drops

Ear problems are the major reason divers see a diving doctor after their initial medical

RESPONSIBILITIES OF THE AUSI PROFESSIONAL (1)

AUSI Medical History Form

- Always check thoroughly before commencement of any training
- If any doubts, double check with a physician (DES can be contacted for this)

Observation

- Be on the alert for passing comments between students that may indicate a false statement
- Be wary of students who are taking drugs or smoking heavily

Records

- Carefully record conversations with students or doctors in regard to medical status in the AUSI Student Record Folder
- Have student verify that record is true and correct by signing
- If student refuses to sign do not commence or continue training

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RESPONSIBILITIES OF THE AUSI PROFESSIONAL (2)

Reading/Subscriptions

All AUSI Dive Professionals should keep abreast of the latest diving medical information by:

- Subscribing to DAN (Divers Alert Network)
- Staying current in first aid, resuscitation and oxygen certificates
- Subscribing to SPUMS
- Purchasing and reading the following texts from your AUSI Professional Dive Store:

  ⇒ Recreational Scuba Diving - Sinclair & Kenley

  ⇒ The Sports Diving Medical - Dr John Parker

  ⇒ Diving Medicine for Scuba Divers - Dr Carl Edmonds
  Dr Bart McKenzie
  Dr Robert Thomas

  ⇒ Scuba Safety in Australia (edited by) Jeff Wilks
  John Knight
  John Lippmann

All books are available through AUSI Head Office

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AUSI INSTRUCTOR COURSE NOTES

AUSI Learning Module 30

Chapter 8
Legal Aspects of Diving Instruction

- The Law
- Criminal Law
- Civil Law
  - Duty of Care
  - Breach of Duty
- Occupational Health & Safety Responsibilities
- Codes of Practice
- Contracts
- AUSI Snorkel & Scuba Diving Participation Agreement
- AUSI Scuba Diver Participation Agreement
- Insurance
- Record Keeping
- Accident Reporting
- Glossary of Legal Terms

CAUTION: *This section is only a guide. For expert legal opinion contact your solicitor.*

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THE LAW

Definitions

- The Law refers to the rules of conduct of a community established by authority or custom
- There are two major categories of law:
  - ⇨ Criminal Law-established by authority
  - ⇨ Civil Law-determined by custom

CRIMINAL LAW

- Laws established by authority can be:
  - ⇨ Federal - established by Commonwealth Government
  - ⇨ State - established by State Government
  - ⇨ Local - established by Local Government
- A breach of any government established law is a “criminal” offence
- Knowledge of the laws by all diving professionals (ie Dive Masters or Instructors) is essential
- A “breach” of the law, referred to as “criminal liability” could lead to a fine, jail sentence or both
- Laws related to diving include:
  - ⇨ Boating
  - ⇨ Fishing
  - ⇨ Environmental
  - ⇨ Employment
  - ⇨ Fair trading
  - ⇨ Occupational health and safety
  - ⇨ Shipwrecks
  - ⇨ Taxation
  - ⇨ Corporate law
  - ⇨ National parks
- Guilt is established beyond reasonable doubt

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CIVIL LAW (1)

Civil law is law concerning private rights and is determined by custom

- A civil court action can be taken by someone, referred to as the "*plaintiff*", if they feel the action of a party was "*negligent*" that resulted in loss or damage
- "*Negligence*" refers to the failure to take due care
- In a civil action the plaintiff must establish the following:
  - ⇨ Existence of a "*Duty of care*" (ie conduct based on moral or legal obligations)
  - ⇨ That the duty of care was "*breached*"
  - ⇨ That damage was caused by the breach
- If the "*damage*" was reasonably foreseeable and not too remote, the defendant will be held "*liable*" (ie responsible) and damages up to 100% may be awarded to the plaintiff including legal fees
- Guilt is a result of "balance of probabilities"

CIVIL LAW (2)

Duty of Care

- A *"Duty of care"* is a moral or legal obligation to another person
- An instructor has a duty of care to follow appropriate standards
- A boat skipper must ensure that the vessel is safe
- A professional must ensure that a diver is not placed in a high risk situation such as:
  - ⇨ Allowing an unqualified snorkel diver snorkel unsupervised
  - ⇨ Allowing a qualified snorkel diver breath-hold dive in water too deep for the Snorkel Guide to be able to conduct a rescue
  - ⇨ Placing a Level II diver on a 35m (115ft)dive
  - ⇨ Sending a newly qualified Level II (Open Water) diver on a night dive without adequate supervision
  - ⇨ Putting any diver in the water when the water conditions are "unsafe"
- A duty of care exists when there is adequate *"proximity"* (nearness) between the parties
- Proximity can arise informally (eg between buddies) or more formally as in an instructor-student or a dive master-diver relationship

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CIVIL LAW (3)

Breach of Duty

- In the court, breach of duty is determined by:
  - ⇨ Assessing whether the "*defendant*" acted in a manner that was reasonably prudent
  - ⇨ Expert witnesses will be used by both sides to argue what was reasonably prudent (ie you will be judged against your peers)
- *What does a reasonably prudent buddy do?*
  - ⇨ Checks qualifications and experience
  - ⇨ Checks health and fitness
  - ⇨ Checks own and buddy's equipment
  - ⇨ Stay in buddy pairs
- *What does a reasonably prudent dive master do?*
  - ⇨ Checks divers qualification
  - ⇨ Checks divers experience
  - ⇨ Assesses divers fitness
  - ⇨ Checks divers equipment
  - ⇨ Checks conditions (eg surface, visibility)
  - ⇨ Gives a thorough brief
  - ⇨ Records details
- *What does a reasonably prudent instructor do?*
  - ⇨ Checks medical status of student
  - ⇨ Clearly outlines the risks
  - ⇨ Uses a sensible course structure:
    - ∗ pool training before ocean dives
    - ∗ shallow lead up dives
  - ⇨ Properly assesses knowledge and skills
  - ⇨ Teaches to appropriate standard
  - ⇨ Ensures adequate supervision in water
  - ⇨ Ensures equipment is safe
  - ⇨ Explains operation of equipment
  - ⇨ Does not issue certification unless diver is safe to dive to that level with their identical twin

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OCCUPATIONAL HEALTH & SAFETY RESPONSIBILITIES

- Occupational Health and Safety Legislation lays down your legal responsibilities when conducting instruction at a work place ie breaches of the law can result in very serious charges that attract fines or jail or both

CODES OF PRACTICE

- Codes of Practice are operational guidelines that may be used to assess whether or not you breached your duty of care in relation to the way you conducted your business activities
- Australian Standards that are not called up in regulations can also be used to assess a breach of duty of care

CONTRACTS

General

- A contract is an agreement, either orally or in writing
- Good contracts should be in writing using clear, unambiguous terminology
- For a contract to be enforceable, both parties need to have time to read and digest it before signing - “DO NOT FORCE STUDENTS TO SIGN AGREEMENTS ON THE SPOT”
- Each party must sign the contract and have it witnessed
- The student must sign the AUSI Store Participation Agreement prior to commencing the course
- This document must be stored for the “Statute of Limitations” - six years (seven years in Western Australia)

  NOTE:

  1. The Statute of Limitations applies after the student's 18th birthday
  2. Parents cannot sign away the minor’s rights to sue

AUSI SNORKEL & SCUBA DIVING PARTICIPATION AGREEMENT

This AUSI Snorkel & Scuba Diving Participation Agreement has six sections:

- **SECTION 1:** (The Parties)
  - ⇨ Parties to the agreement are:
    - ∗ The store, its staff and its agent,
    - ∗ The participant,
    - ∗ List of possible activities and the operators minimum requirements ie Snorkelling, resort scuba and certified scuba, and
    - ∗ Statement of qualification and experience for certified scuba divers

- **SECTION 2**: (Notice of Risks):
  - ⇨ Notice of risks needs to be explained so the student has a clear understanding
  - ⇨ Each risk must be initialled by the student

- **SECTION 3:** (Scuba Adventure Lesson Review Answer Sheet)
  - ⇨ A record of the participants knowledge and understanding

- **SECTION 4**: (Standard Release):
  - ⇨ Allow student time to read
  - ⇨ Explain any diving specific terms
  - ⇨ Don't attempt to explain the legal implications
  - ⇨ Once signed should stand up in court

- **SECTION 5**: (The Signatories)
  - ⇨ All parties are to sign and have signatures witnessed, if the student is under 18 then both parents must sign the Under 18 Liability Release.

- **SECTION 6**: (Under 18's)
  - ⇨ If the student is under 18 then both parents must sign the Under 18 Liability Release.

AUSI DIVE SCHOOL PARTICIPATION AGREEMENT

This AUSI Dive School Participation Agreement has six sections:

- **SECTION 1:** (The Parties)
  - ⇨ Parties to the agreement are:
    - ∗ The store, its staff and its agent, and
    - ∗ The student

- **SECTION 2:** (The Contract)
  - ⇨ This section, headed "The Course", details what is being provided by the store
  - ⇨ Details need to be inserted

- **SECTION 3**: (Statement of Limitations)
  - ⇨ This section needs to be carefully explained to the student at the beginning of the course and explained again at the end of the course before the student signs the "*Certificate of Completion*" prior to being issued their Certification Card

- **SECTION 4**: (Notice of Risks):
  - ⇨ Notice of risks needs to be explained so the student has a clear understanding
  - ⇨ Each risk must be initialled by the student

- **SECTION 5**: (Standard Release):
  - ⇨ Allow student time to read
  - ⇨ Explain any diving specific terms
  - ⇨ Don't attempt to explain the legal implications
  - ⇨ Once signed should stand up in court

- **SECTION 6**: (The Signatories)
  - ⇨ All parties are to sign and have signatures witnessed, if the student is under 18 then both parents must sign where possible

INSURANCE

General

- Insurance:
  - ⇨ Protects the diving professional from expensive legal costs (whether you win or lose)
  - ⇨ Provides cover for clients who may be injured as a result of an accident or omission
- There are two (2) main types of insurance cover:
  - ⇨ Professional Indemnity Insurance
  - ⇨ Public Liability Insurance

Professional Indemnity (PI) Insurance

- Provides protection for errors or omissions for example:
  - ⇨ If a dive master places a diver in a situation beyond the diver's training and experience
  - ⇨ If an instructor neglects to warn about ear and lung injuries
- Most PI insurance must be in place at the time the claim is made (this is referred to as a "claims made policy")

Public Liability (PL) Insurance

- Provides protection that is not covered by PI insurance for example:
  - ⇨ A student tripping over a damaged brick by the pool side
- PL insurance must be in place at the time of the incident

Claims

- The insurance company should be notified of any potential claim
- If a client approaches an instructor about a claim the client should be to forward their claim in writing to the insurance company and the matter left for the insurance company to handle

Other Insurances

Other relevant insurances for diving businesses consist of:

- Worker's compensation (Workcare)
  - ⇨ Compulsory in most states if you employ people
- Boat insurance
- Personal insurance
- Accident insurance
- DAN insurance
- Travel insurance
- Ambulance

RECORD KEEPING

Why Keep Records?

- A claim can occur many years after an accident
- The instructor may not be aware that an incident occurred (eg a student may get DCI and not inform the instructor but six (6) years later may make a claim)
- Instructors should maintain their PI insurance until the Statute of Limitations has expired on all of their past students
- Thorough record keeping is of vital importance - "how good is your memory?"
- The AUSI Student Record Folder and AUSI Record of Training is an extremely important document in helping defend any potential claims
- Keep records for the Statute of Limitations

Student Records

The following records must be kept in the Student's file:

- **PERSONAL DETAILS**
- **MEDICAL STATEMENT**
  - ⇒ Read the student's responses carefully and clarify any anomalies (if in any doubt insist on a full diving medical)
  - ⇒ Any negative responses to Section C require a full medical
- **AUSI STORE PARTICIPATION AGREEMENT** including Statement of Limitations
- **AUSI TRAINING RECORD**
  - ⇒ The AUSI training record is essential to AUSI quality assurance and must be filled out and checked thoroughly
- **CERTIFICATE OF COMPLETION**
  - ⇒ The student acknowledges the limitations of their training
  - ⇒ The student acknowledges that they understand about:
    Refresher and
    Area Orientation
  - ⇒ If the student exceeds these requirements they do so at their own risk

NOTE: The AUSI Record of Training and other AUSI paperwork should only be filled out by the student. The instructor must witness the validity of the information contained in it and also witness class, practical and diving attendances.

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ACCIDENT REPORTING

Report any accident requiring first aid or medical treatment to the following:

- Dive store owner
- Insurance company
- AUSI Head Office

Use an AUSI Accident Report Form found in the AUSI Instructor Manual

GLOSSARY OF LEGAL TERMS

Definitions and Terminology

Breach - failure to observe a law or a contract

Civil law - law concerning private rights

Contract -an agreement between two or more parties

Contractor - a person who supplies certain materials or work for a set sum

Criminal liability - breaking the law

Defendant - the person being sued or accused

Duty of Care - conduct based on moral or legal obligation

Employee - a person hired to work for wages or salary

Law - the rules of conduct established by the authority (criminal) or custom (civil) of a community

Liability - being legally bound or responsible

Negligence - failing to do the required thing, not taking proper care

Plaintiff - a person who issues suit in a court of law

Statute - a law passed by Parliament

Tort - a wrongful act for which a civil action can be brought (not involving a breach of contract eg assault, libel, negligence)



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