

**National Ski Patrol**



**National OEC Committee**

**OEC 6 Instructor Manual**

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## 1 OEC Commitment to Diversity, Equity and Inclusion

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As an educational organization, the National Ski Patrol (NSP) values its students' diversity and seeks to increase the diversity of its membership and instructors. In delivering its educational programs, NSP, by policy, prohibits discrimination based on race, gender, gender identity, religious belief, color, national origin, disability, age, veteran status, sexual orientation, genetic information, creed, ancestry, political belief, citizenship, or pregnancy.

Some NSP curricula require cognitive and physical abilities needed for the competent location of, access to, stabilization of, and transport of patients in difficult terrain or austere environments. Instructors must work in good faith with students who have disabilities to determine whether reasonable accommodations can permit completion of course requirements associated with these skills.

Some NSP policies and course requirements may conflict with certain political or religious beliefs. NSP does not require instructors or students to change their beliefs. Nevertheless, successful completion of NSP courses requires behaviors that are consistent with the organization's commitments to health, safety, high-quality patient care, and the ethical treatment of instructors, students, and the public we serve.

Instructors have a special responsibility. Beyond refraining from discrimination and treating all course participants equitably, NSP instructors must strive diligently to maintain a welcoming and inclusive learning environment.

Violations of this policy are subject to penalties including termination of instructor certification and penalties established under NSP's code of conduct.



## 2 Introduction

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### 2.1 Purpose and Scope

The purpose of this document is to provide general guidance for the instruction of the National Ski Patrol's (NSP) Outdoor Emergency Care (OEC) Program. It is not meant to duplicate or replace information found on the NSP website, the OEC textbook and other adjunct learning material created for teaching of the OEC Program. This manual is intended to direct OEC instructors on how to use these resources. The manual also describes OEC discipline related courses and how to teach and administer them. Specific governance of the OEC program that is reference in the document can be found in the most current NSP Policy and Procedure Manual.

### 2.2 Document Maintenance

This document at a minimum will be revised at the time a new OEC Textbook is released. The National OEC Committee will make periodic revisions as needed as changes to the OEC Program warrant. A version history will be maintained at the end of this document.

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## 3 Instructor Job Descriptions

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### 3.1 Introduction

This section reviews the various roles for OEC Instructors. The roles describe a general progression of responsibility within teaching and administration of the OEC program. The first step is the appointment of the OEC instructor.

To become an OEC instructor, an individual must be an NSP member or associate member. The first step in the process is for this individual to take the Instructor Development (ID) Course. The Instructor Development Course covers various area of instruction and how they are applied in an adult learning environment. The course is the foundation for NSP Instructors in all disciplines.

The Instructor Development course is administered by the National Instructor Development Committee and its cadre of Instructors in each Division. It is offered either as a face-to-face course or as a hybrid course consisting of a self-paced online module and concluding with a teaching demonstration in front of an ID Instructor.

There are two resources available on the NSP website that outline the process for becoming an Instructor in any discipline. The “Roadmap to Becoming an Instructor” which describes the overall process to the Instructor Candidate, and the “Guide to Mentoring” intended for the Instructor Candidate’s Mentor.

Once the individual has decided to be an OEC Instructor Candidate, the Division Supervisor or Regional OEC Administrator will appoint a mentor. The OEC Instructor Candidate then completes the mentoring phase for OEC under the direction of the appointed OEC Instructor Mentor. The candidate will assist in teaching two or more lessons under the guidance of appointed mentor. It is highly recommended that these classes be part of an OEC Course.

When the mentor feels that the candidate is ready, the mentor requests an OEC Instructor Trainer (IT) evaluation. It is this final evaluation where the IT determines if the Instructor Candidate is ready to become a full-fledged Instructor. The IT observation is part of the quality management process for the OEC Program. Only qualified instructors should be teaching OEC. A qualified instructor is one that uses the skills defined by the Instructor Development course, teaches only what is in the OEC manual, and is engaging and positive with the students. If the IT decides that they are not ready, then mentoring will continue. If the IT determines that the Instructor Candidate need no further mentoring, they will recommend to the Division Supervisor to make the instructor appointment. The Instructor Candidate submits a completed instructor application and copy of mentoring form to the OEC Division Supervisor or if applicable the Regional OEC Administrator to complete the final appointment.

### 3.2 OEC Instructor

#### 3.2.1 Description and Responsibilities

The OEC Instructor is the key to the success of the OEC Program. OEC Instructors are the individuals that provide the basic education and evaluation for new OEC Technician and refresh existing OEC Technicians. They may be called upon to be an evaluator for the OEC practical exam with testing candidates.

Instructors should confine their instruction to what is contained in the OEC 6 Manual. Limiting the scope of what is taught mitigates risk and maintain the quality and integrity of the OEC program.

An OEC Instructor should be actively teaching the OEC course, OEC refreshers/continuing education, and the Outdoor First Care course. They need to maintain a cooperative relationship with Instructor Trainers, Regional OEC Administrators, and the Division OEC Supervisor.

An OEC Instructor should maintain competency in all OEC skills and knowledge areas. OEC Technicians rely on OEC Instructors as a resource. They are responsible for student outcomes and competency

whether they are teaching or just observing a student. If a student is doing a skill incorrectly, they need to feel comfortable taking corrective action to get the student performing the skill correctly. The same can be said when observing OEC Technicians at a refresher or when practicing a skill. After a few years of experience, they may be asked to be a mentor for an OEC Instructor candidate.

OEC Instructors can also be responsible for an OEC course, refresher, or continuing education course. When they take on this responsibility, they are called the Instructor of Record (IOR). As an IOR, they are responsible for:

- Registering the class (See guidance in the Instructor Resources for registering a course using the Course Tools)
- Organizing other Instructors to assist in teaching and recording their participation using the Course Tools
- Ensuring students are enrolled. (Confirm attendees in the enrolment list in Course Tools)
- Ensuring students who are enrolled but did not complete the course are noted so they do not get credit (See closing course guidance in the Instructor Resources using the Course Tools)
- Requesting the assignment of an Instructor Trainer from the Division OEC Supervisor or Regional OEC Administrator per Division guidance.
- Closing out the course within two weeks using the Course Tools.
- Providing OEC materials to any outside instructor and ensuring they cover all the required objectives.
- Selecting instructors who are good evaluators. Specifically, they understand how to evaluate an OEC skill to the established OEC standards.

### 3.2.2 Renewals

OEC Instructors certification period is three years. At the end of the certification cycle and to be renewed, the OEC Instructor needs to have the following completed:

- a. Teaches one unit or lesson within the OEC course list within the three-year certification period
- b. Attends a National or Division approved Instructor Continuing Education Clinic-OEC
- c. Is observed and evaluated by an OEC IT at least once within the three-year certification period
- d. Completes all OEC annual refresher requirement, i.e., has a valid OEC Technician credential
- e. The instructor must complete the Instructor Skills Review and is available in the Learning Management System.

## 3.3 OEC Instructor Mentor

### 3.3.1 Description and Responsibilities

The OEC Instructor Mentor is a current OEC Instructor. This is not a permanent position. They are appointed when assigned to an OEC Instructor Candidate by the Division OEC Supervisor or Regional OEC Administrator per Division protocol. This person possesses exceptional abilities in needs assessment and communication. They are a proficient and skilled OEC Instructor. It is recommended that this person have at least two years or more of experience instructing OEC.



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The OEC Instructor Mentor should be familiar with the Instructor Development prescribed teaching techniques. They should also be familiar with the “Roadmap to Becoming an Instructor” and the “Guide to Mentoring”, located on the NSP Website. These are the resources that provide guidance to both the mentor and mentee and are invaluable in the process for creating new OEC Instructors.

Their main responsibility is coaching and mentoring OEC Instructor Candidates. They help the candidate prepare their lesson plans. It is recommended that these lessons be part of an OEC Course. The Mentor must be willing to provide constructive feedback when the mentee delivers their lesson. They are responsible for providing assessment and determining the Instructor Candidate’s readiness to teach OEC.

The Mentor needs to track meetings and observations on the Instructor Mentoring form. When the Mentor feels that the candidate should be a qualified OEC Instructor they request an IT Observation from the Division OEC Supervisor or Regional OEC Administrator. The Mentor also assists with the completion of the Instructor Application for the OEC Instructor candidate.

### **3.3.2 Renewals**

Not applicable.

## **3.4 OEC Instructor Trainer**

### **3.4.1 Description and Responsibilities**

The OEC Instructor Trainer (OEC IT) is an appointment based on need and reviewed and appointed by the Division OEC Program Supervisor annually. It is a job, not an award. The National ratio recommendation is (not to exceed) one Instructor Trainer to 10 instructors. This person must be a current NSP Instructor and have a current OEC Technician Credential. Determination of the ratio for Instructor Trainers to Instructors needs to take into account, geographics, instructor density and ability to service all instructors effectively.

This individual demonstrates expertise in the areas of teaching techniques and supervising a quality management program. An IT displays excellent knowledge and performance competence in all areas of the OEC program. They complete all prescribed instructor training, continuing education, and evaluation. An IT also demonstrates effective organization, administration, communication, observation, and evaluation skills. They need to be constantly engaged in the OEC Program in their area.

An OEC IT’s principal responsibilities are training and quality management. In terms of quality management, an OEC IT does not work for the local patrol, they work for the Division OEC Supervisor. They must remain impartial and look beyond a local patrol to the greater integrity of the OEC Program. They need to be able to have tough conversations with underperforming instructors and OEC Technicians even if they are members of their own patrol. They should regularly attend classes and provide encouragement and constructive feedback when warranted. The IT should always be looking for the quality of the instruction and performance of skills.

They work with the Division OEC Supervisor and/or Region OEC Administrator to implement a program of quality management to monitor the consistency and quality of instruction. As required for instructor recertification, the IT provides evaluation of individual Instructors observed in teaching programs through their use of instructional techniques, and their individual skill proficiency. They are encouraged to mentor Instructor Candidates and establish mentoring relationship with other Instructors. An IT is responsible for training, certifying, evaluating, and recommending the recertification of OEC Instructors.

An OEC IT may be involved with the OEC Division Supervisor, Regional OEC Administrators, Region Directors and Patrol Directors/Representatives regarding scheduling conflicts. They may also be involved with the same group to ensure adequate number of OEC courses available in area of responsibility based on need, population, and geography. The IT together with the Division Supervisor and Region OEC Administrator, coordinates and participates in Instructor Refresher programs to allow OEC Instructors to



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meet NSP membership requirements and/or update all Instructors on new content and teaching methods for annual refreshers.

The IT may function as an as an Instructor or Instructor of Record as needed. However, the IT may not serve as the IT for the course that they also serve as IOR.

### **3.4.2 Renewals**

The OEC IT is renewed yearly by the Division OEC Supervisor, based on performance, and need. It is not an automatic renewal. The recommendation is one IT per 10 Instructors, however, geographic challenges may be considered.

## **3.5 Regional OEC Administrator**

### **3.5.1 Description and Responsibilities**

The Regional OEC Administrator (ROA) is a current NSP Member and is a current OEC IT or is qualified to be one. This person should demonstrate an interest in OEC administration and more importantly the quality of the OEC Program. This person possesses good organizational skills and has to the ability to cooperatively work with others.

The ROA is selected by the Regional Director with input and consultation with the Division OEC Supervisor. This is an optional position depending on Division needs. Their responsibilities fall under three categories, communication, program promotion and delivery, and administrative.

For communications, the ROA Develops a network of communication with the Region, Section, and patrol line officers, OEC instructional staff, and others in the area to help with OEC implementation and delivery. They establish a distribution method of course and refresher schedules, if applicable. The ROA works with the Region OEC Instructor Trainers to coordinate OEC Instructor Continuing Education.

For program promotion and delivery, the ROA works with Division OEC Supervisor, Instructor Trainers, and Instructors in developing, recruiting, training, and evaluating Instructors and establishing a quality management program. They deliver and support Instructor Continuing Education Clinics (required for Instructors every three years). The ROA promotes, delivers, or supports Senior OEC clinics in cooperation with the Region's Senior OEC Coordinator.

From an administrative perspective, the ROA implements training programs (which may include Instructor recertification clinics and Senior Training Evaluator calibration clinics) and ensures that an adequate number are available in the area of responsibility based on need, population, and geography. They handle other NSP duties as may be assigned by the Division OEC Supervisor. Lastly, the ROA maintains such records as required by Division, Region, Section, or Patrol.

### **3.5.2 Renewals**

Not applicable. The ROA is appointed by the Regional Director and should consult with the Division OEC Supervisor.

## **3.6 Division OEC Supervisor**

### **3.6.1 Description and Responsibilities**

The Division OEC Supervisor must be a current NSP member. They must have a commitment and the capability to implement and deliver the OEC program to members, associates, affiliate organizations, and non-members. The Supervisor demonstrates technical expertise and broad experience in all phases of the OEC program's knowledge and skills performance. They demonstrate a proven administrative track record including written and verbal communication skills. They are an OEC Instructor Trainer or are



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qualified to be one. Their Instructor and IT certification will be maintained without recertification requirements during term of service. (See the P&P manual)

The Division OEC Supervisor is appointed by the Division Director in consultation with the National OEC Program Director. The OEC Supervisor may appoint an assistant in consultation with the Division Director. They report to the Division Director regarding program delivery within the Division and to the National OEC Program Director with regard to program content or quality management of the program within the Division. Like the ROA, their responsibilities fall under three categories, communication, program promotion and delivery, and administrative.

For Program delivery, the Supervisor implements and maintains the OEC program within their Division according to National goals, objectives, policies, and procedures as established by the NSP Board of Directors, and by working closely with the National OEC Program Director. They promote the OEC program in cooperation with Division officers, ROA, Instructor Trainers, and Instructors. The Supervisor develops performance-driven instructional staff. They facilitate ongoing continuing education, refreshers, and use of training aids. The Supervisor identifies and provides solutions to issues and problems that could negatively affect the OEC program or its delivery to the membership.

For communication, the Supervisor participates actively on the National OEC Committee. They assist in the development of OEC's National Program content. The Supervisor provides member input on OEC program and evaluates how well the existing OEC program is meeting member needs. They attend committee meetings as scheduled. The Supervisor communicates with the National Office, Division Supervisors and line officers, Instructor Trainers, Instructors, and others. They create a mutual understanding of OEC objectives and performance standards. The Supervisor in collaboration with the Division Director and National OEC Program Director, develops and reviews the status of the OEC program in Division based on data and feedback from participants. They establish and distribute training schedules of courses in collaboration with Division and Region staff to meet the needs of Instructors and Members.

One of the most important aspects of the Division OEC Supervisor's Job is quality management. The Supervisor administers a quality management program to ensure the consistency and quality of instruction, content of the program and materials, competency of trainees or members, and overall effectiveness of the courses within the Division. They maintain integrity and standards of the National OEC program. The Supervisor trains, appoints, mentors, and supervises Instructor Trainers and Instructors in the Division. They provide programs, with the assistance of the Instructor Trainers, which meet Instructor recertification requirements. The Supervisor performs all record keeping and reporting requirements in a timely fashion and in a proper format.

### **3.6.2 Renewals**

Not applicable. They are appointed by the Division Director.

## **3.7 National OEC Program Director**

### **3.7.1 Description and Responsibilities**

The National OEC Program Director must be a current NSP member. They are an active specialist in the field of Outdoor Emergency Care. They are an OEC Instructor Trainer. The Director exhibits higher-than-usual interest and performance in the skills of teaching and quality management. They have demonstrated a positive administrative track record including written and verbal communication skills. The Director resigns any Division positions upon acceptance of National Program Director. They must meet any additional qualifications as required by the National Board of Directors. Their Instructor and IT certifications will be maintained without satisfying recertification requirements (See the Policy and Procedures Manual).



The National OEC Program Director is appointed by the National Chair and confirmed by the National Board of Directors. Their appointment coincides with the term of the National Chair and they serve at the prerogative of the National Chairman. The Director's responsibilities fall under these categories; communication, program promotion and delivery, administrative education program representation, OEC Program promotion and delivery, and OEC program administration.

For education program representation, the Director is an active member of the National Education Committee and the Curriculum Education Subcommittee. They chair the National OEC Program Committee and is an active member of the National Medical Committee. The Director is an active member and supervises the National OEC Refresher Committee. They serve on other National committees as directed by the National Chair. They direct or participates in task committees and in training programs as assigned. The Director develops and maintains a communication network with the National Education Department, National Program Directors, Division Supervisors, instructional staff, geographic line officers, and all others as necessary. They work closely with the Education and Communications departments at the National office on program design, content, and production. They coordinate committee meetings and production of publications in conjunction with the National schedule, according to established board priorities. The Director advises the National Chairman, the Board of Directors, and the membership on matters relating to the OEC program. They suggest policy through motions to the National Board but has no policy-making powers. The Director represents at a National level the OEC program on other committees, with affiliated associations, and at Division functions at the request of the Division Director and as per national guidelines.

For OEC program promotion and delivery, the Director promotes OEC program (courses, refreshers, continuing education) within the Divisions to maintain the integrity of NSP training standards. They direct the Division Supervisors and is knowledgeable about the program in each Division to assist when called on. The Director implements quality management program for Instructors. They develop and update program training aids. Reviews all training materials for consistency with program objectives. The Director submits articles, or suggests authors, for Ski Patrol Magazine and other publications of the NSP communication and education departments.

In terms of OEC program administration, the Director reviews administration for effectiveness and efficiency. They submit an annual written report of the OEC program's activities, program director's goals, objectives, plans, and expenditures to the National Board of Directors at its annual meeting. The Director is invited to attend (or may request to attend) the annual meeting or the midwinter meeting when activity in the program justifies attendance. The Director prepares an annual budget request for the coming fiscal year for the National Treasurer's review. They maintain records on Instructors, courses, and equipment during program director's tenure and transfers these materials to the successor. The Director approves, or delegates responsibility for, Instructor Trainer and Instructor appointments and forwards confirmations to the National Office.

## **3.8 Patrol Medical Director**

### **3.8.1 Description and Responsibilities**

The selection of a Patrol Medical Director is determined by area management in concert with the local patrol representative. It is highly recommended that the individual is a currently licensed MD or DO and has a sincere interest in the local ski patrol. It is highly recommended that this individual be board certified in emergency medicine. The Patrol Medical Director is appointed by local area management or local NSP patrol unit guidelines.

The Patrol Medical Director acts as a resource for the patrol on current issues and concerns, such as OSHA, infection, trauma, pediatrics, ALS, etc. They confirm with area management on-the-hill responsibilities to guests.

The Patrol Medical director reviews and makes recommendations to patrol and area management on patrol medical operations, techniques, equipment, etc. They provide specific expert advice to review



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and/or establish area/patrol policies and operations. The Medical Director participates in and reviews local patrol emergency care training. This encourages innovation and research at the patrol level.

Other responsibilities of the Patrol Medical Director may include if requested by area management and patrol, relates with local EMS/hospital staffs for matters of quality assurance, education, problem resolution, etc. They may also be called upon to assist NSP to recognize and honour exceptional or heroic acts of patrollers.

### **3.9 Division Medical Advisor**

#### **3.9.1 Description and Responsibilities**

The Division Medical Advisor is an MD or DO with an interest in outdoor/wilderness medicine and ski patrolling. It is highly recommended that this person be Board Certified in emergency medicine. It is recommended that they are an OEC Instructor and qualifies for NSP "patroller" classification. The Division Medical Director is appointed by Division Director according to Division bylaws.

The Division Medical Advisor actively participates as a member of the National Medical Committee. They serve as a resource on current issues and concerns such as OSHA, infection, trauma, pediatrics, ALS, etc., for the Division, Patrols, and NSP members. They work closely with the Division Director and Legal Advisor on pertinent issues. They participate in NSP education programs and continuing education on request and as appropriate. The Division Medical Director actively participates in Division meetings. The Medical Advisor evaluates new medical and rescue equipment and techniques; assesses their capabilities for ski patrol activities. They encourage relations with other winter rescue groups (forest rangers, mountain rescue, etc.).

### **3.10 National Medical Advisor**

#### **3.10.1 Description and Responsibilities**

The National Medical Advisor is a currently licensed MD or DO with an interest in outdoor/wilderness medicine and ski patrolling. It is highly recommended that this individual is Board Certified in emergency medicine. It is recommended that they are an OEC Instructor and qualifies for NSP "patroller" classification. The National Medical Advisor is appointed by the National Chair and confirmed by the National Board of Directors. Their appointment coincides with the term of the National Chair and serves at the prerogative of the National Chair.

As part of the National Medical Advisor responsibilities, they chair the National Medical Committee. They are a non-voting member National OEC Committee.

The National Medical Advisor serves as a resource on current issues and concerns such as infection, trauma, paediatrics, ALS, etc. for the National Board, National OEC Committee, Divisions, NSP patrols, and NSP members. They work closely with the National Chair, Education Director, the National OEC Program Director, and the National Legal Advisor on pertinent issues.

The National Medical Advisor participates in NSP education programs and continuing education on request as an advisor. They actively participate in National meetings and National OEC Instructor Trainer/Instructor meetings, seminars, and/or committees as directed by the National Chair or at the request of the OEC Program Director. The National Medical Director participates in national, regional, and state EMS activities (meetings, conferences, etc.) as appropriate and directed by the National Chair to provide general representation for the NSP in the interest of ski patrolling. They evaluate new medical equipment and techniques; assesses their capabilities for ski patrolling activities.

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## 4 Courses

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### 4.1 Delivery Methods

The courses may be delivered in a traditional, face-to-face setting or via hybrid learning, using online resources provided by NSP and the publisher. See the Resources section under each course for details. Additional resources used in the course must comply with current OEC objectives and skill guides.

### 4.2 Outdoor First Care

#### 4.2.1 Introduction

Outdoor First Care (OFC) provides area managers and directors of other recreational facilities a way to promote safety, foster stronger relationships with their employees, and educate area personnel and guests about the responsibilities of the ski patrols and EMS personnel. OFC course is a skill- performance program that is structured to help individuals appropriately respond to an injured or ill person, to summon a trained response person or team, and to render immediate first care and stabilization as needed.

#### 4.2.2 Objectives

The overall objective is to include universal precaution practices and application of personal protection procedures to prevent unnecessary exposure in accordance with procedures required by Occupational Safety and Health Administration (OSHA) federal regulations and training guidelines. The course is skill-oriented and performance-driven. Exact time requirements are not set; however, it is designed to be a 6-8-hour course not including online learning.

OFC was developed for outdoor oriented individuals, groups who need basic first aid training, and staff at winter or summer resorts. OFC is specifically targeted for personnel at ski resorts and bike parks. It includes only the topics necessary to meet the first aid training guidelines set by OSHA. At a minimum, personnel in mountain or bike host, ranger programs, members of safety patrols, and/or employees who work as lift attendants, in maintenance, or as ski instructors should consider taking the Outdoor First Care course. (OSHA 3317-06N 2006 Best Practices Guide: Fundamentals of a Workplace First-Aid Program)

The course objectives cover essentials of scene safety, standard precautions, dealing with life-threatening emergencies such as breathing difficulty or chest pain, environmental emergencies due to heat, cold, or altitude, and traumatic injuries such as bleeding, burns, or musculoskeletal injuries. Instructors must refer to the Instructor Guide and Training Modules for more detailed objectives.

#### 4.2.3 Resources

The Outdoor First Care Instructor Guide and the Outdoor First Care Training Modules coupled with the online learning course provide all necessary material and guidance for administering this course. These documents can be found on the NSP website under OFC Instructor materials and the online learning course can be found on the NSP website under the online learning management system.

#### 4.2.4 Evaluation

Testing materials will be provided electronically to the Instructor Trainer assigned to the course.

OFC Candidates must complete the OFC online program with the written 25-question evaluation (80% is required to pass). Certificate of completion must be presented prior to taking the hands-on part of the course. An option to the online learning/review portion of the OFC modules is to have a classroom setting instruction/review of all the modules.



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Completion of a "hands-on day" includes another written 25- question evaluation (80% required to pass) and a "hands-on" scenario for each candidate evaluated by an OEC Instructor. The practical evaluation includes 10 critical performance points that are outlined in the OFC Instructor Manual.

#### **4.2.5 Renewal or Refresher**

As stated in the NSP P&P, this course is credentialed for two years. To renew the OFC credential, the candidate must successfully complete an OFC course (listed as "OFC Renewal").

### **4.3 Outdoor Emergency Care/Challenge/ Modified Challenge**

#### **4.3.1 Introduction-Standard of Training vs Standard of Care**

The Outdoor Emergency Care course is an evidence based medical textbook that provides a baseline of knowledge and skills objectives which establish a standard of training. The standard of training is different from the standard of care that a patroller might be held to at his or her patrol area. The standard of care an OEC Technician might be required to perform includes the training set forth in the OEC curriculum (the standard of training), but also includes, though may not be limited to, the area's local area protocols; the state's emergency medical services restrictions, laws, and procedures; the geographic area; and circumstances where the rescuer is located. It is the OEC Technician's responsibility to understand these additional elements which, in conjunction with the training set forth in the OEC curriculum, together define the "standard of care" that the OEC Technician should provide.

The current edition of the OEC curriculum teaches accepted prehospital care techniques appropriate to the outdoor environment. Ski area management establishes the operational local protocols (standard routines) when it puts in place OEC-trained patrollers, patrollers with other medical training, specific equipment, physician advisors, base clinics, advanced life support, and other medical resources.

As an OEC Instructor, the responsibility for following the OEC curriculum as the standard of training is most important. Only the standard of training should be taught during an OEC Course. Local protocol should be taught after the OEC course. This ensures that all candidate evaluations are held to the same standards.

#### **4.3.2 Objectives**

This OEC course is a sequenced, competency-based educational program with detailed and specific knowledge and skill objectives tailored for the outdoor environment. The knowledge and skills objectives for the OEC course are found in the current edition of the textbook, and the written and skill-based evaluations for the course are based on these objectives. As an Instructor, attention to these objectives allows for lesson plans that address content, skills, and scenarios effectively for the candidates.

OEC Challenge candidates are outlined in the current edition of the P&P. To successfully complete the course the required OEC Skills must be mastered and demonstrated prior to sitting for the final written and practical evaluation. Passing scores and retests are outlined in the current edition of the P&P.

OEC Modified challenge is for currently certified EMT's, Advanced EMT's and Paramedics that are either state registered or actively registered in the National Registry of EMT's. To be successful at completing the modified challenge the candidate must demonstrate required skills, and pass the practical evaluation only. In either the modified challenge or challenge course instructors can add additional training to prepare for skills success if needed.

#### **4.3.3 Resources**

The current textbook publisher provides not only the textbook as a valuable resource for candidates and Instructors, but also an Instructor Tool Kit that includes lesson guides, presentations, and skill guides.



These resources are provided only to current OEC Instructors and in coordination with the publisher. Access to electronic resources through the publisher is at the publisher discretion and may require an access code beyond any which may be included in textbook purchase.

Some Instructors may conduct the course in a hybrid environment, oftentimes using electronic resources for knowledge objectives as candidates work individually, preserving face-to-face time in a class setting for skills acquisition and practice. Updates, also known as Errata updates, to the OEC 6 text may be found on the NSP website OEC page.

All OEC materials are copywritten by the NSP and may only be used for training of the OEC courses. They cannot be duplicated without consent of the NSP Education Director and National OEC Program Director. Copying or duplicating any pages from the book, or pictures or other graphics or links must be considered for copywrite infringement and should be cleared by the National Education Director and the publisher of the book. The same is true of any publications or productions developed by the OEC Refresher committee published in the OEC Refresher workbooks or online productions.

## 4.4 Evaluation

### 4.4.1 Written Evaluation

The written exam currently consists of 100 multiple-choice questions, with a minimum passing score of 80.

- The final written exam may be retaken only once.
- Retest of the final written exam may occur on the same day as the original final written exam. The retest must be taken using the most current backup OEC written exam approved by the National OEC Program Director. Candidates may not retake the same exam that they failed.
- Retest of the final written exam must occur within 30 days of the original exam. This timeline may be extended at the discretion of the Division OEC Supervisor.
- Failure to retest constitutes failure of the entire OEC course.

OEC candidates and OEC Challenge candidates must pass the final written exams provided by the National OEC Program Director and distributed by the National Education Dept. or the OEC Division supervisor, as verified by an OEC Instructor and with QA performed by an OEC Instructor Trainer. Details of the exam are provided in Appendix D of the NSP Policies & Procedures. No modifications of the final exam are allowed.

OEC and Challenge (Not Modified Challenge) candidates must pass the written exam.

### 4.4.2 Practical Evaluation

All OEC candidates, Challenge candidates and Modified Challenge candidates must complete the practical exam.

At the final evaluation, OEC candidates may fail up to 100% of the skill stations or scenarios and retest. If they fail up to 50% of the practical exam, they may retest the same day. If they fail more than 50% of the practical exam skill stations and scenarios, they must retest on a different day.

Challenge and Modified Challenge candidates may fail only one skill station or scenario and retest the same day. Failure of more than one skill station or scenario results in failure of the exam and requires retaking the full OEC course.

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### 4.4.3 Renewal or Refresher

Three years of OEC refreshers combine to renew the OEC Technician credential. If a patroller has an OEC certification that has been expired by less than a year they can challenge the course, if the certification has been expired longer than a year then the course must be retaken.

## 4.5 Outdoor Emergency Care Refresher

### 4.5.1 Introduction

The OEC refresher program is a performance-based and skill-driven continuing-education program that reviews the entire OEC course in three annual cycles. Reviewing a different third of the OEC curriculum each year rectifies and reinforces patrollers' OEC knowledge and skill base. Patrollers maintain, verify, and upgrade their emergency care knowledge and techniques in conformity with universally accepted emergency care principles, new procedures, local protocols, and equipment.

### 4.5.2 Objectives

This course is meant to ensure that skill performance and knowledge are current with the standard of training. When patrollers complete an annual refresher, it maintains their knowledge base and ensures they are in good standing per OEC requirements found in the NSP P&P.

### 4.5.3 Resources

Each year the OEC refresher committee creates and publishes OEC refresher workbooks, online course material, and an OEC Instructor Refresher Guide. These resources provide Instructors with materials about the skills and knowledge required for the current cycle's course. The material provided for patrollers to study contains study activities, scenario-based open book written exercises, and patroller evaluation forms for feedback. There are two options for conducting a refresher course one is a traditional method where all didactic and hands on materials are completed in person and the second is the preferred hybrid method where the didactic (knowledge-based objectives) portion are online and the hands-on (skills-based objectives) portion are in person. If utilizing the hybrid function the online learning materials provided by the OEC committee has audio and visual learning information to replace Instructor time during the course. The only didactic material that needs to be covered for the knowledge based objectives is what is provided in the online program. A certificate of completion is provided for OEC technicians that complete the online portion of the refresher. The OEC Instructor Guide, along with all other refresher information is found on the NSP website under OEC Instructor resources. The online learning course for patrollers is found on the NSP website under the online learning management system.

### 4.5.4 Evaluation

A patroller must be able to satisfactorily demonstrate and meet all objectives of the program, including skill competency demonstrations to complete the refresher. This is a positive opportunity to review, update, sharpen, and refresh emergency care knowledge and skills using equipment available at local areas. This course is a refresher and not a test; patrollers should have the opportunity to practice until they are comfortable with all the material.

### 4.5.5 Renewal or Refresher

OEC technician cards are issued for a cycle of three years. In order for an OEC technician card to be valid each sequential cycle on the OEC Card must be completed prior to patrolling for the active year in the cycle. For example a card is issued with an expiration date of 12/21/2022. In order to patrol in 2020 Cycle A would have to be signed off. To patrol in 2021 then Cycle A and B would need to be signed and to patrol in 2022 all three refresher cycles would need to be signed off.

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## 4.6 Outdoor Emergency Care Module of the Senior Program (OEC-MSP)

### 4.6.1 Introduction

The OEC-MSP component is a National education program that encourages members to participate in field relevant exercises to help them develop skills in decision making, problem management, and leadership as it relates to the treatment of patients. In addition, the practical exercises that are conducted enhance the ability of the patrollers to handle serious patients in an austere environment.

### 4.6.2 Objectives

OEC-MSP training challenges and tests senior candidates' ability to gain new and different perspectives on their own style of leadership in emergency medical situations. These scenarios emphasize leadership, decision making, and problem management on multiple-injury and multi-person problems.

### 4.6.3 Resources

The OEC Module of the Senior Program (OEC-MSP) manual provides all necessary material and guidance for administering this course. This document can be found on the NSP website under OEC Instructor materials.

### 4.6.4 Evaluation

The OEC Module of the Senior Program (OEC-MSP) manual provides details on the final evaluation for Senior candidates. The exam is distributed by the Division Supervisor.

### 4.6.5 Renewal or Refresher

The OEC-MSP need only be completed one time. In other words, a candidate who completed the OEC-MSP but does not complete the skiing/snowboarding or toboggan- handling component need not repeat the OEC-MSP program again to achieve senior patroller certification.

## 4.7 Aid Room Module of the Senior Program (ARMSP)

### 4.7.1 Introduction

The Aid Room Module is one of the requirements for Senior Patroller status. Scenarios for the Aid Room module continue to emphasize the candidate's decision-making, leadership, and problem management skills just within the aid room environment. The goals are to build on OEC skills and enhance the patroller's ability to manage the scene. This module also helps prepare Senior Patroller candidates for leadership roles within the NSP.

### 4.7.2 Objectives

The objectives for this course focus on 5 main topics: Aid Room procedures, medical interventions, conflict resolution, ability to interface with agencies in the continuum of patient care, and skills and strategies for interfacing and communicating with patrollers and area management. This course includes an education and an evaluation element that encourages patrollers to participate in written exercises, panel discussions, and aid room scenarios.



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### 4.7.3 Resources

The Aid Room Module of the Senior Program document has all the information necessary material and guidance for administering this course. This document can be found on the NSP website under OEC Instructor resources.

### 4.7.4 Evaluation

The Aid Room Module of the Senior Program document has all the information necessary for the evaluation of this course. This document can be found on the NSP website under OEC Instructor resources.

### 4.7.5 Renewal or Refresher

The ARMSP component need only be completed one time. To maintain the Senior Patroller classification, Senior Patrollers are required to meet the continuing education requirement once every three years by retaking the Aid Room module or serving as an evaluator, advocate, or trainer for this module at least once every three years.

## 4.8 OEC Enhancement Seminar

### 4.8.1 Introduction

The National Ski Patrol's Outdoor Emergency Care Enhancement Seminars are continuing education tools designed to enhance existing OEC skills for OEC Technicians through an injury or illness directed practice session selected from a series of pre-designed modules. Each session will be presented in an environment realistic to the injuries addressed in the selected module. Enhancement seminars are intended to be taught as designed and only those approved can be considered a credited course.

Each module is formatted to include an introduction of topics and objectives, skills demonstrations, practice scenarios, summary and review, and a group discussion. This continuing education opportunity is not meant to replace or supersede existing OEC refresher requirements.

### 4.8.2 Objectives

This course is meant to improve OEC skills by providing OEC Technicians the opportunity to learn, review, practice, question, and challenge themselves with OEC skills in a relaxed, non-evaluative, realistic environment that can be tailored to meet the needs of the individual OEC Technician, the NSP patrol, or the ski area.

### 4.8.3 Resources

OEC Enhancement Seminar document has all the information necessary material and guidance for administering this course. This document can be found on the NSP website under OEC Instructor Resources.

### 4.8.4 Evaluation

Certificates of completion are given to those who successfully complete any of the six modules. Completion of two modules counts as a senior elective.

### 4.8.5 Renewal or Refresher

No renewal or refresher is required. Additional OEC Enhancement Seminars can be completed by patrollers or an Enhancement Seminar can be retaken for new knowledge or skills.



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## 4.9 OEC Continuing Education

### 4.9.1 Introduction

Continuing education in Outdoor Emergency Care may take several forms. The continuing education may be formal and be a required update to the standard of training. An example of this occurred in 2018 with evidence-based medicine updates to spinal motion restriction. Registration of the course is as Instructor Continuing Education – OEC. As Instructors participate in this continuing education, they are then able to provide updated knowledge and skills to members of their patrols.

For OEC Instructors to remain in good standing, they must complete an OEC approved CE course once every three years in addition to actively teaching and being observed by an Instructor Trainer. These requirements are the same for Instructors in all NSP disciplines.

Informal, non-credited continuing education is found in many patrols in the form of updating skills with improved techniques and focuses on continuous improvement of patrolling skills, searching for easier techniques for routine skills, and finding better ways to carry out patrol procedures with all of its members on an ongoing basis. Informal continuing education should be organized in conjunction with patrol director and area management approval. Patrollers and Instructors involved in continuing education are encouraged to maintain a log of continuing education training topics, objectives, and hours for risk management purposes and for use by some states counting CE hours toward EMT or other medical program requirements.

### 4.9.2 Objectives

The objectives of the Instructor Continuing Education – OEC is dependent on the National program needs. If it is an update to the OEC standard of training, these objectives may be communicated as demonstrable knowledge or skills. Broad programmatic updates, such as the implementation of a new textbook, may have objectives regarding the teaching or evaluation of the course. Courses that impact the OEC materials will be distributed and approved by the National OEC program director and consulted with the National OEC Committee.

### 4.9.3 Resources

Resources for continuing education are provided by the OEC program and distributed through the National Office through the website page for OEC Instructors or directly from Division Supervisors. This may include training materials such as posters and training guides or courses on the NSP learning management system.

### 4.9.4 Evaluation

A patroller must be able to satisfactorily demonstrate and meet all objectives of the continuing education course, including skill competency demonstrations, to complete the continuing education.

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## 5 Quality Management Program

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### 5.1 Introduction

Quality management (QM) is a tool kit used to help manage the OEC program and to continually strive for excellence in our instruction. NSP's objective is to maintain a quality program that instills safety and risk management and trains individuals and evaluates performance that meets NSP's expectations as well as the expectations of outside agencies.

The complete OEC quality management program deals with three areas of concern: quality Instructors, quality OEC Technicians, and quality program integrity. Quality management is a method of ensuring that members are performing to expectation and recognized standards. The OEC quality management program involves the National Education Department, the National OEC Committee, all Division OEC Supervisors, all appointed OEC Instructor Trainers, and all OEC Instructors.

### 5.2 Purpose

Purpose: To build excellence in the performance of our Instructors, and through them, confidence, and competence in our members' outdoor emergency care skills, and to establish accountability for OEC instruction with patrol management.

### 5.3 Safety and Risk Management

Safety and risk management of OEC activities must be the primary concern of every OEC Instructor. The safety of trainees, patients, and Instructors cannot be overemphasized in course planning and class management.

#### 5.3.1 Assess Program Risks

With every activity, risks must be evaluated, and every reasonable effort made to anticipate and eliminate unsafe procedures, situations, and locations. Trainees place their trust in the OEC Instructor and his or her ability to recognize hazardous circumstances and avoid them.

In all cases, OEC Instructors must continually ask themselves,

- "Have I made this learning environment safe for my trainees?"
- "Have I avoided locations that could put a trainee in danger of injury?"
- "Have the trainees had proper instruction in the correct use of equipment so that they will not cause harm to one another?"

These are questions that we cannot consider enough before, during, or after any OEC program. Under all circumstances, remember that as an OEC Instructor, it is your responsibility to ensure the safety of all OEC activities and participants. With thought and preplanning, you can ensure a safe and rewarding experience for everyone involved. Some actions to reduce risk may include, but are not limited to:

#### 5.3.2 Identify Risks and Evaluate Safety

- Be aware of which events represent NSP functions (i.e., Senior training, refreshers) as opposed to area management functions (i.e., answering a rescue call, chair lift evacuation), and how insurance coverage differs.
- Be considerate of area management and area guests when organizing and implementing OEC events, whether indoors or outdoors.
- Choose safe practice and evaluation sites for Trainees, Instructors, and patients.

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- When working outdoors, choose appropriate terrain to suit the trainees' skiing abilities. Avoid crowded ski runs, intersections, or areas below a break or depression where the class cannot be seen from above. If the trainee does not feel comfortable on the terrain they should be able to opt out and another avenue of instruction explored.
  - Incorporate the use of Standard Precautions in all your teaching, practice, and evaluation.
  - Mitigate problems and use common sense.

### 5.3.3 Assume Constructive Instructor Role

- Plan lessons and evaluations to achieve program objectives, while ensuring Trainee and Instructor safety.
- Check temperature, weather, and snow conditions when planning outdoor events, and plan accordingly. Reschedule if conditions are not favorable or present a risk.
- Communicate with the participants; remove participants from the course if they become disruptive.
- Document any incidents that happen throughout the course.
- Complete and maintain training activity records for the patrol and submit course records to the National Office.

### 5.3.4 Provide Quality Instruction

- Think quality. Always teach from, and make sure trainees are using, the most current edition of OEC materials.
- Brief simulated patients on what to expect and to speak up if they feel pain. If the correct techniques are not being used, stop the activity, take corrective action, coach them, and restart.
- Follow procedures. Always teach to the OEC standard using the most current approved curriculum.
- Give accurate directions and appropriate practice for all training aids and equipment.
- Demonstrate and ensure appropriate application of emergency care devices (e.g., splints, spine boards, cervical collars).
- Demonstrate and give continued reminders of proper lifting techniques (i.e., lifting with the legs, not the back).
- Stop trainees/patrollers if they are being careless, hurting someone, or damaging equipment. Have them explain what they are doing and why. Review the performance objectives and practice routine skills again.
- Practice in locations that are convenient and out of the public's way.
- Meet objectives and abilities of all the trainees.
- Choose safe practice and evaluation sites for Trainees, Instructors, and patients.
- When working outdoors, choose appropriate terrain to suit the trainees' skiing abilities. Avoid crowded ski runs, intersections, or areas below a break or depression where the class cannot be seen from above.
- Have participants report to the Instructor (or Instructor of Record) any activities that they feel are potentially unsafe or may endanger themselves or others.

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- If your class has many abilities, structure the class and/or the activities in the lessons to meet the needs of the learners.
  - Never ask or expect a trainee to perform a task that is above his or her skill level.
  - Select a number of Instructors to assist with various lessons and use their abilities appropriately.
  - Maintain an NSP-recommended instructor-to-trainee ratio.

### 5.3.5 Summary of Safety Guidelines for Instructors

1. Risk management
  - a. Identify risks
  - b. Evaluate safety
  - c. Incorporate Standard Precautions
  - d. Mitigate problems
  - e. Use common sense
2. Instructor roles
  - a. Plan
  - b. Permission/permits
  - c. Inform of risks
  - d. Select participants
  - e. Postpone courses
  - f. Remove participants
  - g. Communicate
  - h. Record accidents
  - i. Submit records
3. Instruction
  - a. Think quality
  - b. Follow procedures
  - c. Demonstrate
  - d. Supervise
  - e. Practice
4. Location
  - a. Convenient
  - b. Out of public's way
  - c. Meet objectives and abilities
  - d. Familiar to Instructors
  - e. Suitable terrain
  - f. Appropriate conditions



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5. Class formation
    - a. By abilities
    - b. Mix Instructors
    - c. Positive Instructor ratio
  6. What we need to do
    - a. Safety a primary concern
    - b. Plan and be prepared
    - c. Stay current
    - d. Use manuals
    - e. Be dynamic
    - f. Always monitor and evaluate

### 5.3.6 Administering a Quality Management Program

Administering a quality management program requires an investment of time, common sense, and resources. OEC Instructors and ski patrol administration should clearly understand the purpose, goals, and expectations of the QM program. OEC Instructors should expect and welcome Instructor Trainers' visits.

Instructor trainer QM responsibilities include scheduling and advising Instructors and monitoring courses and refreshers. OEC ITs should always be notified of dates and times of all OEC programs well in advance so they can plan for the event.

## 5.4 Quality Instruction

Purpose: To guarantee that the OEC Instructor has exceptional educational knowledge and skill base of winter emergency care and educational training—as a teacher, as an up-to-date emergency care provider, and as an accountable trainer for NSP and the ski industry.

Incorporating feedback from Trainees, Patrollers, Instructors, and Instructor Trainers, the QM process is designed to be positive and supportive, with an emphasis on an Instructor's self-improvement through a mentoring process. This process serves as a clearinghouse for sharing ideas, methods, and materials that will benefit the Trainee, the Program, and the National Ski Patrol.

### 5.4.1 The Mentoring Program

Instructors are the cornerstone of the success of the OEC education program. The mentoring program strives to have system-wide uniformity, curriculum consistency, and quality of OEC teaching methods using a team approach between Instructor Trainers and Instructors. This team process serves as a clearinghouse for sharing ideas, methods, and materials that will benefit the Instructor, the Trainee, the OEC Program, and the National Ski Patrol.

The mentoring program is the process by which one can improve and fine-tune the OEC program itself.

Each Division's OEC Supervisor(s) and Instructor Trainers establish the procedures to conduct a quality instruction and mentoring program with OEC Instructors. Suggested formats and observation guidelines are included in the Guide to Mentoring New Instructors.

Goals should include:

1. Reviewing the OEC program's effectiveness in meeting its design objectives and quality.

2. Evaluating OEC Instructors' teaching styles and OEC emergency care content for relevance and effectiveness and adherence to National training standards.
3. Developing and informing Instructors of new and additional practices and techniques of emergency care, rescue, and teaching methods.
4. Detecting and correcting problems early in the teaching process.
5. Developing methods of constructive and positive evaluations (Trainee, Patroller, Instructor, and Instructor Trainer) during the quality management process.
6. Identifying and clarifying any administrative issues arising with OEC Instructors concerning certification, courses, refreshers, and patroller continuing education.

The Instructor Trainer then contacts the Instructor of Record, reviews course schedules, individual lessons, and teaching approaches, and establishes a schedule for QI visits. The Instructor Trainer's role is one of resource and evaluation, while the instructor of record remains ultimately responsible for course content and conduct. This whole process should be positive and supportive, not punitive, stressing instructor self-improvement.

Instructor Trainers will schedule at least one formal QI observation and a conference with each Instructor under their supervision during the three-year recertification cycle. QI observations may be scheduled more frequently if help or remediation is needed or for new and inexperienced Instructors. Standardized forms to help provide consistency of observations are available from the Division supervisor.

Observations are followed by a conference between the Instructor and Instructor Trainer. The Instructor and Instructor Trainer will discuss the observation at a time and place conducive to having a good dialogue. At this time, methods and techniques used by others can be offered as additional teaching tools to build differentiated learning. Both the Instructor and the Instructor Trainer must mutually agree on action items and alternative solutions for improvement so that expectations are clear and concise.

Strategies for instructional growth improvement can include, but are not limited to, team teaching, mentored teaching, videos of lessons, repeating Instructor Development and/or OEC: mentoring, working with another Instructor of Record, and review and pre-approval of lesson plans. All actions should be documented and signed by the Instructor Trainer and the Instructor. Since documentation is very important in these situations, Division OEC Supervisors should determine what forms and procedures are appropriate in the Division to comply with the National OEC Instructor recertification requirement. Continuing problems with unacceptable teaching should be documented and kept on file.

### 5.4.2 Conference Techniques

Any Instructor Trainer doing quality management should be well practiced in constructive evaluation methods and effective communication skills. The following conference techniques may be useful guidelines to both instructor and instructor trainer in developing expectations for the quality instruction evaluation process.

1. How did you feel about the lesson?
2. What parts of the lesson did you feel went especially well?
3. What parts of the lesson would you do differently?
4. In looking at the six-pack skills, are there any that you did not include in your lesson?
5. Are there any six-pack skills you feel uncertain or confused about?
6. What are the strengths of the lesson?
7. What are the deficiencies or weaknesses in the lesson?
8. How can I help?

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## 5.5 Quality OEC Technicians

Purpose: To provide quality emergency care.

Developing quality outdoor emergency care providers—the quality of the knowledge and skill base of the OEC technician (all members).

The OEC program, in all its aspects, should be a positive and enjoyable experience for all participants. If critiques are specific, immediate, and constructive, the experience will be worthwhile. Evaluation of the program should be an ongoing process to keep the program viable, meaningful, and current with the ever-growing and changing needs of the ski patrol, the industry, and outdoor enthusiasts.

### 5.5.1 Trainee and Patroller Competency

Managing Trainees' performance comes from the creative lesson planning and evaluation process following the lesson guides. Refresher and continuing education programs that develop a stronger quality management commitment further enhance it. The job of the instructor is to train, review, and verify trainee performance.

Quality management comes in the handling of program flexibility, competency verification, and effective communication between NSP, area and patrol management, instructors, and instructor trainers, and NSP line officers. Quality management is successful when it becomes a priority at all organizational levels of enforcement.

The OEC Instructor needs to:

1. Adhere to the standard of training by teaching the essential content from each lesson guide and meeting all the concluding objectives (content and skill).
2. Consistently use the skill performance guidelines for training and as the standard for evaluation following the objective steps and performance indicators from the current edition of OEC.
3. Document how training, skills competency, and evaluation efforts have been met and measured or observed.
4. Document successful completion of all skills and scenario performance requirements.

### 5.5.2 Evaluating OEC Instructional Effectiveness

Equally important for evaluating OEC effectiveness for patrol relevance is feedback from trainees and patrollers to instructors. Evaluations of small lesson segments or at periodic intervals throughout the program will assist each instructor in improvement of teaching style, use of training aids, skills, content, and confidence in trainee competency. Instructors should use these evaluations as a springboard to new learning. These must be conducted in an open, nonthreatening situation to be of any value.

While trainees may not have a technical point of reference other than the text as subjects of the instructor's expertise, as adult learners they have strong expectations and are aware of successes and failures of teaching techniques.

## 5.6 Quality Program Integrity

Purpose: The quality and validity of the OEC program.

At an area/patrol level the content performance involves implementing systematic on-hill reviews and medical effectiveness of patient contacts, or a sampling of patient contacts. To accomplish this portion of quality management, on a regular basis each patrol must:

1. Evaluate treatment provided (documentation of accident reporting and feedback from hospitals, physicians, and patients). The local medical director and management must be involved in this process.
  - a. Determine if the response and operations process was acceptable.
  - b. Identify any problems or system failures (e.g., with patients, patrollers, process, or equipment).
  - c. Identify issues that can be resolved with additional training (continuing education).
2. Re-educate the patrollers to the expected performance.
  - a. Consistent debriefing of accidents by a person (e.g., OEC instructor, medical advisor, risk manager) assigned that responsibility by area management.
  - b. Monitor continuing education.
3. Make the improvements in the patrol's system.
4. Re-evaluate the process following re-education and improvements.
5. Review content for refresher program.
6. Recommend program needs, content changes, and additional education tools (based on actual use of OEC at an area) to the National Medical Committee or National OEC Committee

## 5.7 Quality Management Administrative Process

The following flowcharts represent a simplified presentation of the process that occurs during the courses we teach, instructor continuing education, and instructor recertification. Use this information as a tool, providing detailed information regarding what each box represents in order to ensure continuity of understanding of expectations abbreviated in each box.

The charts are:

1. OEC quality management program: this chart traces a course from the instructor's announcement of the course through the course and the IT interfacing.
2. Observation conference: this chart represents a model demonstrating the observation conference box in the OEC program above.
3. Recertification paperwork: this chart identifies the paperwork involved, party responsible for each component, and the flow involved to generate reissuing an instructor's card

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## 6 References and Forms

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### 6.1 NSP Policies and Procedures Manual

This publication is updated at least annually and contains the most current NSP policies and procedures. It provides comprehensive guidelines for the administration of National programs. OEC is specifically addressed in Appendix D.

### 6.2 Outdoor Emergency Care

The Outdoor Emergency Care textbook is the standard of training for the NSP OEC course training aid, and not a statement regarding the standard of care for a ski area or other outdoor activity areas. It is the required resource to prepare OEC technicians to act as ski patrollers and other rescuers to handle the pre-hospital emergency care problems seen at Alpine or Nordic ski areas, or in the general outdoor environment. The text provides a solid foundation in anatomy and physiology. In-depth patient assessment for both injuries and illnesses and improvisation of emergency equipment and techniques are significant features throughout the book. Management and technique used in specific problems are built on medical based evidence and consistent with well-recognized principles of emergency care training.

### 6.3 OEC Instructor's Manual

The OEC Instructor's Manual is intended to serve as a guide and a resource for the National Ski Patrol Outdoor Emergency Care Program. The NSP Policies and Procedures Manual contains the most updated National Policies and Procedures regarding the administration of all NSP education programs, and is the only source that supersedes this manual.

The OEC Instructor's Manual encompasses all parts of the OEC program, including OEC courses, Challenges, Refreshers, Continuing Education, Instructor Development, Senior OEC and Certified.

### 6.4 OEC Test Bank

This is a compilation of questions and scenarios based on the current edition of Outdoor Emergency Care. The questions, with answers and text references included, address all topics in the OEC course curriculum. Scenarios, ranging in degree of difficulty from 2 to 10, can be used as practice learning activities or as summary components for a lesson, and multiple lessons. Questions may be used for quizzes, study questions, and midterm exams; available online at Jones and Bartlett Learning; Instructor Tool Kit.

### 6.5 OEC Refresher Instructor's Guide

Published annually and distributed to OEC instructors for the purpose of refresher planning.

### 6.6 Outdoor First Care Instructor Guide

This guide contains lesson guides that provide essential objectives and a topical outline so instructors can plan lessons that best meet the needs of the students and the working environment. Each guide contains suggested activities for performance-driven lessons, problem solving, summary, and evaluation.

SUPPORT MATERIALS (downloadable from [www.nsp.org](http://www.nsp.org))



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## 6.7 Ski Patrol Magazine

The Ski Patrol Magazine is published three times a year. Each issue includes articles appropriate for continuing education to encourage ongoing training programs at the patrol level.

## 6.8 Ski Patrollers Manual

This manual generally outlines the NSP's historical development, organizational and administrative structure, and education programs.

## 6.9 Instructor Development, Training the Adult Learner

This manual is a good resource for lesson planning. It is the primary information piece used with Instructor Development.

## 6.10 Instructor Development Instructor Manual

A must for the instructor leading the Instructor Development course. This manual provides lesson guides and suggested activities.

## 6.11 Forms and Evaluation Documents

These documents can be found on the NSP Website



## 7 Document Control Information

### 7.1 Document Information

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Version	Date	Additions/Modifications	Prepared/Revised by
0.1	08/29/2021	Template Set up	John Fradette
0.2	09/09/2021	Section on Job Descriptions	John Fradette
0.3	09/11/2021	Incorporated rest of the committee's edits	John Fradette
0.4	09/16/2021	Edits made during review meeting	Kim Zambole
0.5	09/19/2021	Edits during the review meeting	John Fradette
0.6	09/20/2021	Cleanup headings and minor edits	John Fradette
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1.0	12/13/2021	Final edits completed for final	John Fradette
1.1	04/06/2022	Addition of DEI Statement and Grammatical edits	John Fradette

### 7.3 Document Review/Approval History

Date	Name	Organization/Title	Comments
December 13, 2021	OEC Committee		

### 7.4 Distribution of Final Document

The following people are designated recipients of the final version of this document:



Name	Organization/Title
William Devarney	