



# Instructor Development: Instructor's Manual

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NATIONAL SKI PATROL SYSTEM  
133 South Van Gordon Street, Suite 100  
Lakewood, Colorado 80228 303-988-1111  
[www.nsp.org](http://www.nsp.org)

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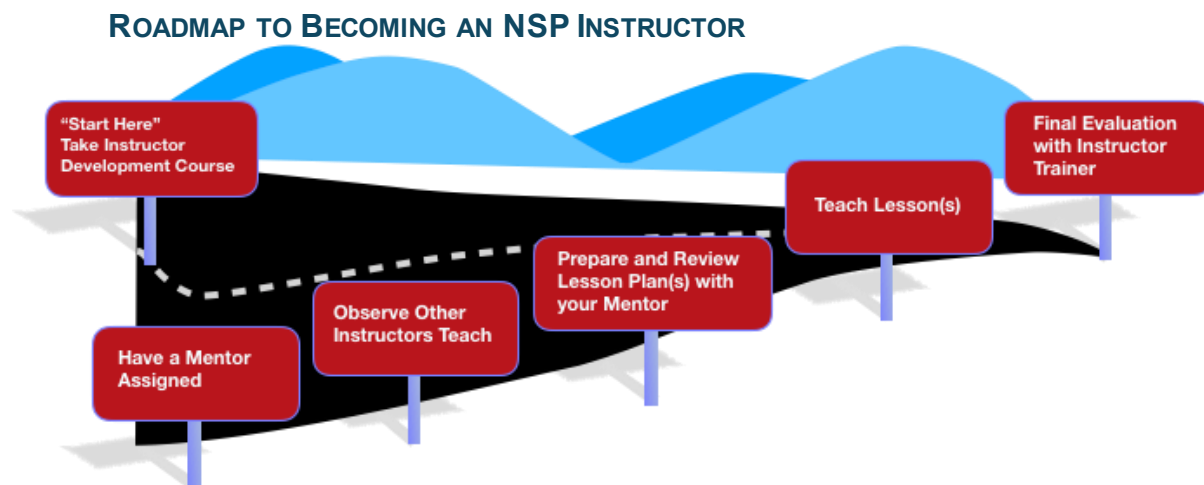
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# Section 1: Program Overview & Course Description

## Purpose of Instructor Development

The vision of the National Ski Patrol is to be the preeminent provider of outdoor safety and rescue education, empowering individuals with the knowledge and skills to ensure their safety and the safety of others in all outdoor environments. To accomplish this vision, we need to have quality training by excellent instructors. The mission of the Instructor Development Program is to provide members with the tools, skills, and resources to ensure quality instructors in all National Ski Patrol System (NSPS) disciplines. The National Ski Patrol's Instructor Development Course and the accompanying manual: *Instructor Development: Training the Adult Learner*, are designed to introduce people to the core tenets of teaching so they can become effective, dynamic instructors.

## Process of Becoming an Instructor



The first component of developing a new NSP instructor is getting instructor candidates through an Instructor Development (ID) course. The ID Course can be delivered either using the traditional face-to-face classroom course model, or the Hybrid course, (the online course and Skills Session).

- The traditional track consists of in-class instruction, usually around eight hours, and a presentation by the instructor candidate of a Six-Pack lesson.
- The Hybrid track consists of an online module dealing with the technical aspects of communicating and teaching. The instructor candidate can complete this portion at their own pace. The second portion of the Hybrid track is a skills session (either in person or virtual) in which administrative procedures are reviewed and the instructor candidate presents a Six-Pack lesson.

The second component of Instructor Development is the Instructor Mentoring Program. In this phase, the instructor candidate practices teaching under the observation and guidance of a credentialed instructor (mentor) of a specific discipline. The instructor candidate learns

additional skills from the mentor via observation, coaching and feedback while instructing real students. The Mentoring Program is completed in each NSP discipline that an instructor candidate plans to teach. Mentoring is administered by the specific discipline's Educational Program Standards, focusing on the practical application of teaching and assessment skills, NSP or Division-specific administrative policies and local resort protocols.

## **Course Criteria**

The Instructor Development course only needs to be taken once in a NSP Instructor's career. Their skills will be maintained by active teaching, kept up to date by periodic refreshers, or renewed as needed (e.g., after an absence or where review is indicated by an Instructor Trainer) by taking the non-credentialed Instructor Skills Review Course.

### **Instructor Candidate Prerequisites:**

- Traditional course: Review the manual, *Instructor Development: Training the Adult Learner*
- Hybrid ID course: The Student Hybrid online modules must be completed prior to registering for the ID Skills session (Face-to-Face).

### **Time commitment:**

- Traditional course: One day (8 hours) or can be divided into two days.
- Hybrid ID course Virtual ID course: Varies, but approximately six to eight hours of online coursework, plus two or more hours of in-class / virtual time. (Depends on the total number of instructor candidates enrolled).

### **Fees:**

- Traditional course: National: none; Division: varies; Local: varies
- Hybrid ID / Virtual ID course: National: None; Division: varies; Local: varies

### **Credential:**

- Traditional course: NSP Certificate of Achievement
- Hybrid ID / Virtual ID course: Course completion document for the electronic portion plus the NSP Certificate of Achievement after the Skills session (face-to-face) portion.

### **Continuing education/refresher requirement:**

- None, The ID course never expires. NSP Instructors must complete NSP's Continuing Education Program every three years to remain certified

### **Instructor of record:**

- NSP Instructor Development instructor

### **Quality Assurance:**

- Any instructor Trainer (IT) who is NOT the Instructor of Record (IOR)

### **Required text:**

- *Instructor Development: Training the Adult Learner*

### **Senior elective:**

Completion of the Instructor Development Course satisfies one Senior elective.

### **Course Materials:**

- *Instructor Development: Training the Adult Learner* is the instructor candidate's textbook
- *Instructor Development Instructor's Manual* is designed for ID Instructors to use along with the instructor candidate textbook. This manual outlines the topics to be covered.
- Lesson guides in the Instructor's manual and other sources are linked to each chapter in the *Instructor Development: Training the Adult Learner* textbook. They provide an

outline that “what” of each topic that should be covered. Each instructor will create a Six-Pack Lesson Plan for each lesson to define the “how” of each lesson.

- Additional references are provided in the Appendix.

#### **Other resources:**

- Discipline specific instructor manuals and tests from other NSP education programs help instructor candidates prepare their lesson plans, especially during mentorship.
- The NSP website, [www.nsp.org](http://www.nsp.org) provides information on a variety of topics and has resources just for instructors. Instructor candidates will not be able to access instructor resources, so it is up to the mentor to provide necessary materials.

#### **Course Registration**

All NSP courses must be registered on the NSP Website, in the Center for Learning.

#### **Instructor Liability**

See Policy: [Liability and Insurance.pdf \(nsp.org\)](#)

#### **Course Schedule Options: Traditional Course**

(See Appendix B: Examples of Traditional Course Schedules)

For the Traditional course, the Instructor of Record is responsible for ensure that all course objectives found in the text *Instructor Development: Training the Adult Learner* are adequately covered during the class. The ID Course Lesson Guides contained in this manual have Learning Activities that can be used to help the Instructor of Record teach the required material in an engaging manner.

The sample schedules (Appendix B) with suggested times are included to assist instructors in planning one-day and two-day courses. The sample planning schedules are based on recommendations from pilot courses and are not indicative of any required instructional times. Instructors may need to adapt the times based on students’ needs to spend more or less time on a particular topic. Multiple instructors may better facilitate the one- or two-day courses.

A Traditional Instructor Development Course can be completed in one day. This option is usually chosen because of long travel distances, busy schedules and difficulty in classroom scheduling. The students should have reviewed the text in advance and may either bring a Six-Pack Lesson plan for presentation during the class or work on it during the modules as outlined in the Lesson Guides. Instructors should be aware that a full day of even the best-taught Instructor Development Course generates student brain overload. Single-day courses require adequate breaks, a variety of student activities and an efficient pace to help keep students focused.

The two-day schedule for the Traditional Course allows more flexibility because the required teaching can be broken into sections. For example, a two-day class can be held over two mornings and the afternoons could be devoted to other activities such as patrolling, meetings, or other training. Students will also feel less overloaded than in the one-day course. As for

the one-day class, the students should have reviewed the text in advance of the class. In the two-day course, the lesson planning sections are taught first so that students might be able to write their lessons between the sessions. In all cases, the student will be required to prepare and present a Six-Pack Lesson Plan.

### **Course Schedule Options: Hybrid Course**

(See Appendix B: Hybrid Course Lesson Guide)

For the Hybrid course, there are two required modules: the online course and the Skills Session. The online course covered the knowledge objectives in the text *Instructor Development: Training the Adult Learner*. The instructor candidate must complete this module prior to the Skills Session. The Skills Sessions module gives the Instructor of Record time to evaluate understanding of essential content and for guided practice of skills. There are Critical Performance Indicators (CPIs) that must be covered during the Skills Session. These CPIs are outlined in the Hybrid Course Lesson Guide found in Appendix B. The ID Course Lesson Guides contained in this manual have Learning Activities that can be used to help the Instructor of Record teach the required material in an engaging manner.

The sample Hybrid Course schedules in Appendix B with suggested times are included to assist instructors in planning a Hybrid Course. The sample planning schedules are based on recommendations from pilot courses and are not indicative of any required instructional times. Instructors may need to adapt the times based on instructor candidates' needs to spend more or less time on a particular topic.

## Section 2: Lesson Guides

Chapters found in this section are linked to each chapter topic in *Instructor Development: Training the Adult Learner*. For the traditional course, the instructor will use these guides for lessons presented in class. The electronic (online) portion of the Hybrid E-course also follows these Lesson Guides but leaves course review, Six-Pack lesson presentation by the instructor candidate and a review of administrative procedures to the Skills portion of the course. The materials in these lessons are presented by the instructor in the Skills portion of the Hybrid E-course.

### Chapter 1: Lesson Guides – Overview of Instructor Development Program

#### Instructor Resources

- *Instructor Development: Training the Adult Learner* (2024)
- *Instructor Development Instructor Manual* (2024) (this manual)
- NSP instructor manuals for various disciplines (to show what tools are available for the disciplines they might want to teach in the NSP)

#### Concluding Objectives

The instructor candidate will be able to:

- Describe the purpose of the Instructor Development Program
- List the three required parts of the Instructor Development Course
- List the five steps to become and remain an NSP Instructor

#### Essential Content

The National Ski Patrol's mission is:

“To ensure the safety and well-being of individuals engaged in skiing, snowboarding or biking activities, through education, rescue services, and community support.”

The National Ski Patrol (NSP) mission is accomplished through providing:

- Exceptional education programs
- Quality programs that attract and retain quality people
- Instructors who can deliver those quality programs
- The NSP Instructor Development Program

The Instructor Development Course provides core tenets of teaching and coaching. To be effective, instructors must understand how people learn and be able to apply teaching strategies to insure understanding and retention.

#### Content Delivery

Instructors may employ any instructional methods to ensure that the required material is covered, to include:

- Independent study of the manual, *Training the Adult Learner*
- Independent study using the online course for hybrid class format
- Use of Learning Activities that allow an instructor candidate to actively use new material

#### Monitoring

Assess instructor candidate's understanding of material during Learning Activities and re-teach any topic that they need help with.

## Suggested Instructional Activities:

### Activity: Pop Quiz

1. Which of the following statements best describes the purpose of the Instructor Development Course?
  - A. It introduces people to the core tenets of teaching so they can become effective, dynamic instructors.
  - B. It gives potential instructors all the skills they need to become an NSP instructor.
  - C. It is process of preparing and supporting instructors to teach any curriculum regardless of their knowledge base.
2. List the three parts of the Instructor Development Course.
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
3. There are five steps that a Patroller must follow to become and remain an NSP Instructor. From the list below, select the steps and place in the proper order:

Your Answer	Options (not all may be used)
Step 1: _____	A. Complete the Instructor Mentoring Process
Step 2: _____	B. Take Instructor Development Course in either the traditional or hybrid format
Step 3: _____	C. Read the Instructor Development Manual, <i>Training the Adult Learner</i>
Step 4: _____	D. Complete an interview with NSP Office Staff
Step 5: _____	E. Prepare and present a mini lesson using the Six-Pack Lesson Plan
	F. Start process only if you are already an experienced instructor
	G. Complete NSP Continuing Education every three years

Answers:

1. A
2. In any order: read the ID Manual, complete the ID Course, prepare and present mini lesson using Six-Pack Lesson Plan
3. Step 1, C; Step 2, B; Step 3, E; Step 4, A; Step 5, G

### Activity: Positive and Negative Instructor Qualities

Instructional Method: Plus and Minus Table

Procedure: On the left side of the paper, list positive qualities of past instructors. Focus on adult learning experiences. On the right side of the paper, list negative or less helpful instructor qualities.

1. T-Charts are a type of graphic organizer in which an instructor candidate lists and examines two facets of a topic. Using the work sheet in Appendix C, instruct them to list the positive qualities of past instructors on the + side. Ask them to focus on adult learning experiences such as learning a hobby, taking continuing education courses for work, and attending college or job training classes. At the same time, they should list negative or less helpful instructor qualities on the - side.
2. Discuss their lists and put their responses on the board or an overhead. Point out that many of the positive and negative qualities line up at opposite ends of a continuum. For example, a well-prepared, organized instructor sits at one end of the organizational

continuum opposite from an instructor who comes to class unprepared, doesn't have enough materials, and is not sure of the sequence of activities.

Adaptation: Have instructor candidates work with someone seated next to them to generate the list. Align their responses with the components of the Instructor Development Course. Explain that this course hopes to identify and improve their instructional skills in most of these areas.

### **Activity: What Do I Expect to Get Out of This Class?**

Instructional Method: Discussion

Procedure: As NSP instructors, we know exactly what the Instructor Development Course is about. We often forget the instructor candidate's perspective. This activity might allow for some flexibility in the class and give them a sense of ownership and input into the day's activities.

Ask your instructor candidates what they want to get out of the Instructor Development Course. Brainstorm five to 10 reasons they are taking this class. This is meant to be a teaser to get instructor candidates to think about what the day will bring. This should be a relatively brief discussion, but the instructor(s) delivering the Instructor Development Course may want to take note when an idea comes up that can be incorporated in the day's lessons and reinforce those that are already built in.

Some guidelines to an effective activity:

- Allow one person to share at a time.
- Make sure you address instructor candidate's ideas that *will not* be covered immediately during this brainstorming session. If possible, provide guidance on what part of the NSP educational process might address that or where further information can be found.
- Don't get overwhelmed by an instructor candidate's ideas. The Instructor Development Course is designed as an introduction to teaching. It is designed to be a one session or several sessions course. Keep that in mind when confronted with a tangential topic request.
- Write the key ideas on a board or presentation easel. Refer to them during the day if you hit on them. This will reinforce the instructor candidate's input in the course.
- If an instructor makes a promise to send out information on a subject not covered in the day's activities, he or she must note that and make sure to do so.

Adaptations: This activity could be incorporated in the instructor candidate's process for enrolling in the course. This would allow the Instructor Development instructor more time to prepare for any concerns and benefit from their promising ideas during course planning.

## **Chapter 2: Lesson Guides – How Adults Learn**

### **Instructor Resources**

*Instructor Development: Training the Adult Learner*

This manual

### **Concluding Objectives**

The instructor candidate will be able to:

- Summarize the characteristics of adult learners
- Describe the concept and application of “enriched learning”
- Summarize learning differences, their signs and possible solutions/adaptations

### **Essential Content**

Adult learning fundamentals:

- What is learning?

How to enhance learning (generic)

- Get visual and auditory attention
- Reduce distraction – visual, auditory, physical, and cognitive
- Relate to previously learned information
- Evoke emotion – make it real
- Plan enough time; repeat the important points

Learning characteristics of Adults

- Prefer self-directed learning
- Are more willing to challenge instructor/seek acknowledgement of previous knowledge
- Need to be comfortable, with minimal distractions
- Learn best by integrating new information into previous learning and experiences
- Expect information to be immediately useful
- Need change every 15- to 20-minutes
- Motivated to learn
  - Acquire new knowledge and skills
  - Improve existing skills
- Activity must meet personal needs to maintain participation

Adult Learning Difficulties

- Difficulty reading
- Difficulty comprehending written material
- Difficulty writing
- Short attention span
- Test anxiety
- Language barriers
- Physical limitations

### **Content Delivery:**

Instructors may employ any instructional methods to ensure that the required material is covered, to include:

- Independent study of the manual, *Training the Adult Learner*
- Independent study using the online course for hybrid class format

- Use of Learning Activities that allow an instructor candidate to actively use new material

### **Monitoring**

Assess Instructor candidate understanding of material during Learning Activities and re-teach any topic that they need help with.

## **Suggested Instructional Activities:**

### **Activity: Pop Quiz**

1. Which of the statements below is the *best* description of “Enriched Learning”?
  - A. It includes instructional methods that match the characteristics of adult learners.
  - B. It incorporates technology, such as web-based classes, online quizzes, and virtual platforms, to broaden the instructor candidate learning experience.
  - C. It means doing something beyond the classroom or in addition to the main lesson that will enrich the learning, often allowing instructor candidates to explore their interests.
  
2. You are teaching an OEC class on Cardiac Emergencies where students are expected to read the OEC textbook prior to class. You want to ensure that all new material has been presented and that you have time to monitor the students learning. Which of the following instructional methods does this while incorporating “enriched learning” into the classroom?
  - A. You deliver a 30-minute lecture that covers all the objectives followed by a pop quiz to assess students’ understanding.
  - B. You start with a pop quiz to assess the students’ understanding then move on to practice scenarios where the students can apply the knowledge.
  
3. Your OEC class is ready to practice their patient assessments. Which of the following plans uses “enriched learning” to give the students the best chance to get their assessment dialed in?
  - A. You put the students in groups of two and pair each group with an instructor. Alternating as patient and first responder, the instructor candidates do a “lightning round” of assessments. The instructor monitors their progress and provides feedback. Over an hour of practice, each student is able to do four assessments.
  - B. You put the students in groups of two and pair each group with an instructor. The instructor first demonstrates an assessment followed by the students’ critique. The students then do one assessment each alternating as patient and first responder. The instructor provides feedback with a review of the parts of the assessment. Over an hour of practice, each student is able to do one assessment.
  
4. You are planning a lesson for an Avalanche class on Basic Rescue Skills covering transceiver searching, probing and digging. You want to keep your students focused on the material. Which of the following lessons is best organized to their attention?
  - A. You start with a 45-minute lecture covering the material followed by a 15-minute break to allow the students time to refresh. You then take the class outside to practice the skills covered in your lesson for another 45 minutes.
  - B. You start with a 15-minute lecture on transceiver searching followed by 15 minutes of practice on the use of the transceiver. After a 5-minute break, you do the same with probing and then digging (15 minutes lecture, 15 minutes practice, and 5-minute break).

5. In your OEC class, you notice one of your students is struggling with the material in the OEC book though they do well with the classroom skills. You approach them and discover that, during college, they always did better with classes that had a lecture. They eventually left college because they never were able to keep up with the reading.

Which of the following are appropriate accommodations to make for student?

- A. Student enrolls in the online OEC class as the audio provides a "lecture."
- B. No options are available as the student is responsible for learning the material in the book.
- C. Student uses a text-to-speech program to convert the book to audio.
- D. A and C

6. In your Avalanche class, you are approached by one of your students who is worried about the written test. They have dyslexia and struggle to understand all written material. They also had a hard time completing written tests in the allotted time during college.

All the following actions are appropriate steps EXCEPT:

- A. Ask what they have done in past classes to help with test taking.
- B. Do nothing as NSP sets the standards on time allowed for the test.
- C. Allow the student extra time to complete the test.
- D. Provide another person who will read the test to the student.

7. In your OEC class, a student is having a tough time with the scenarios. They are jumping all around and not finishing any part of the assessment. They also are struggling to do the multiple steps of all skills, such as treating a wrist injury with a splint, sling and swath. You have a private talk with them, and they tell you that they have ADHD.

What components of "enriched learning" will be particularly helpful to this student?

- A. Minimize distractions.
- B. Break new material down into smaller steps.
- C. Give clear instructions.
- D. All of the above.

8. True or False: Unlike children, adults are used to more challenging environments and don't mind distractions in the classroom.

9. True or False: Adult learners like a clear understanding of the goals for a class.

10 True or False: Adult learners prefer longer learning sessions (30-60 minutes) with fewer breaks because it is easier for them to stay focused.

11. True or False: Adults learn best if the new material can be related to their past experiences .

Answers:

1. A; 2. B; 3. A; 4. B; 5. D; 6. B; 7. D; 8. False; 9 True; 10. False; 11. True

**Activity: Strategies for Learning Differences**

Objective: identify practical solutions for a student with a learning difficulty.

### Instructor Instructions:

- Break instructor candidates into groups of 2-4.
- Assign each group a classroom scenario (below) where an instructor candidate is having difficulty mastering the material.
- Have each group identify possible solutions to enhance the student's learning.
- After an appropriate period of time (approximately 5 minutes), have each group present their solutions to the class for discussion.

### Instructor candidate Instructions:

For each scenario, identify practical solutions to enhance learning of the struggling student.

#### Scenario 1:

In your OEC class, you are expecting the students to read the OEC book to cover the knowledge-based material. You notice one of your students does not seem to be learning the material that is in the OEC book though they do well with the classroom skills. You approach them and discover that, during college, they always did better with classes that had a lecture. They eventually left college because they never were able to keep up with the reading.

#### Scenario 2:

In your on-the-hill toboggan training, one of your Candidates seems to have a challenging time picking up every new skill. You give them feedback, and, on the next run, they do the exact same thing. You take a break and ask them if they can add some perspective. They tell you that they are having a hard time processing what you are saying.

#### Scenario 3:

In your Avalanche class, you are approached by one of your students who is worried about the written test. They have dyslexia so understanding the written questions is very difficult. They also had a tough time completing written tests in the allotted time during college.

#### Scenario 4:

In your OEC class, a student is having a challenging time with the scenarios. They are jumping all around and doing any part of the assessment. They also are struggling to do the multiple steps of all skills, such as treating a wrist injury with a splint, sling and swath. You have a private talk with them, and they tell you that they have ADHD.

### Answers

There are many solutions to help the students in each of these scenarios but here are some potential options. Remember that every student learns best when the material is presented using multiple senses. So even though a student might struggle with one type of instructional method, they will always learn best if your instructional methods engage every sensory modality.

Scenario 1: Difficulty reading and comprehending written material.

Find ways to change the content from written word. These could include having another person read the OEC textbook out loud to the student; having them take the online OEC course with the audio turned on; and using text-to-speech apps to convert OEC textbook into spoken word.

Scenario 2: Difficulty processing spoken word.

Find ways to give non-verbal feedback and instruction. These could include demonstrating the desired toboggan skills instead using verbal instructions; take videos of the student so they can see what they are doing right and wrong; and use instructional videos prior to the on-the-hill sessions to prepare them for training.

Scenario 3: Difficulty with reading and comprehending written material.

Give the student more time so they can work through the material and complete the test. If necessary, have another person read every test question to them without giving input to the correct answer.

Scenario 4: Difficulty with attention

Find ways to keep the student focused. These could include minimizing environmental distractions; giving clear instructions; breaking down new material into smaller blocks; and letting the student to master each block before adding new material.

### **Activity: Enriched Learning**

Objective: Describe the application of “enriched learning”

Instructor Instructions:

- Break instructor candidates into groups of 2-4.
- Assign each group a hypothetical class (below)
- Have each group plan on how to incorporate “enriched learning” into the class.
- After an appropriate period of time (approximately 5 minutes), have each group present their plan to the class for discussion.

Instructor candidate Instructions: For each hypothetical class below, describe how you would incorporate “enriched learning” strategies that target the characteristics of the adult learner listed below:

Class A: OEC Class on Mid-shaft Femur with the Objective:

- Describe and demonstrate the assessment and management of mid-shaft femur fracture

Class B: OET Class on “Anatomy of a Toboggan” with the Objectives:

- Describe the features of the two-handled toboggan
- Demonstrate how to inspect a stored toboggan utilizing a systematic procedure to check components for safety and function

Class C: Avalanche Class on Impact of Human Factors with the Objectives:

- Describe human decision-making processes and their role in avalanche incidents
- Propose tactics to help objectify decision-making

### **Activity: Methods to Motivate Adults – What Does It Mean to You as the Teacher?**

Instructional Method: Classroom discussion

Instructor instructions: Either be the scribe or ask one of the instructor candidates. On a board or flip chart, list all the reasons patrollers are enrolled in this class. (Examples include improve skills, gain knowledge, fulfill their Senior requirement, prerequisite to becoming a toboggan instructor, etc.)

After completing the list help summarize it by pointing out that adults have many varied reasons for attending classes and learning new skills. By knowing what the common ones are and planning classes to meet these goals, we can be more effective teachers.

Instructor candidate instructions: List reasons they are taking this course.

Adaptation: The instructor, at this point, may want to briefly share why he or she has chosen to teach this class and what motivates him or her.

## Chapter 3: Lesson Guides – Interpersonal & Communication Skills

### Instructor Resources:

*Instructor Development: Training the Adult Learner*

This manual

### Concluding Objectives:

The instructor candidate will be able to:

- Describe the interpersonal skills of effective teachers/instructors.
- Identify and explain the internal and external barriers to effective communication.
- Identify and explain active listening skills.
- Identify types of nonverbal behavior and the messages they convey.
- Explain the principles of effective feedback techniques.
- Explain the principles of conflict resolution.

### Essential Content:

Discuss the interpersonal skills that can be enhanced:

- Enthusiasm
- Authenticity
- Be supportive
- Fairness

Review effective communication including filters to communication

- Culture
- Experience
- Family
- Education
- Religion
- Position
- Language
- Way of thinking
- Emotions
- Ask questions
- Paraphrase

Discuss active listening and non-verbal communication

- Concentrate on listening. Give undivided attention
- Build pauses or activities into your class
- Avoids interrupting
- Respects right to share views
- Represses emotional responses
- Clarifies message

Discuss providing feedback and how to improve the skill

Discuss techniques for resolving conflict

Providing constructive, effective feedback

- Discusses principles of effective feedback

- Has the student performed a measurable behavior
- Provides immediate feedback
- Corrects one error at a time
- Gives specific feedback
- Determines cause of error
- Provides precise information for improvement
- Sustaining the feedback
  - Uses technology (email, patrol website, etc.)
  - Keeps in touch with new technology such as instant messaging
- Uses a positive approach
- Checks for student's understanding
- Coaching feedback
  - Skill based
  - "Mental picture"

### **Suggested Instructional Activities:**

#### **Activity: Giving Feedback**

Instructional Method: Role playing, discussion, storytelling

#### Instructor instructions:

Instructor Development is an introduction to teaching all NSP programs. Discuss some dos and don'ts of giving feedback with concrete examples. Make sure to use an example from different disciplines. The objective is to emphasize the importance of positive effective feedback in teaching.

Those new to teaching frequently think that feedback is the challenge of finding everything wrong with the student. Use this activity to emphasize the use of positive feedback and focusing on one corrective measure at a time.

In a group discussion, brainstorm two to three scenarios that instructor candidates have had in a course, class or lesson where they felt really uncomfortable because of the feedback given by their instructor. Do the same for two to three instances where feedback was good, and the instructor candidates felt the learning was enhanced by good feedback.

Take one of the bad scenarios and lead the class in a discussion of what could have been done better. What are the specific actions by the instructor that might have alienated the student? List the dos and don'ts as they are discussed. After the discussion finishes, give an example of how you might have addressed the lesson at hand to give it a positive spin.

Next use the good example to see how many positive and effective feedback properties might have been used and how that left a lasting positive memory. Note that students most likely got more out of the class as a result of the effective feedback. Again, add to your "do" list during the discussion of what went well

An example of role playing is for instructor candidate to imagine a toboggan class learning to run the tail rope on the toboggan. Picture the instructor candidate water skiing behind the toboggan. Each time the toboggan makes a turn, he or she gets slung around. Demonstrate negative examples of feedback in this situation. Then discuss how the feedback could have been more positive and reinforcing correct actions while correcting incorrect actions.

## Chapter 4 Lesson Guides – Instructional Management

### Instructor Resources:

*Instructor Development: Training the Adult Learner*

This manual

### Concluding Objectives:

The instructor candidate will be able to:

- Explain the importance and list examples of instructional management tasks:
  - Organization
  - Course preparation
  - Quality management
  - Safety considerations
- Describe the difference between a standard of training and standard of care.
- Discuss Instructional Management and the Nontraditional Classroom.

### Essential Content:

Organization

Course preparation

- Scheduling
- Notification
- Publicize the course via newsletter, website, email, etc.
- Registration
- Course outline (Syllabus)
- Lesson preparation
- Assure knowledge of content
- Use LESSON GUIDES and materials available to develop a lesson plan
- Preview videos and other training tools.
- Practice with materials and equipment
- Be familiar with classroom/outdoor facilities
- Verify equipment needs and availability

On-site preparation

- Set up area to match activity
- Consider students' needs and movement patterns
- Make sure students:
  - Can see and hear you
  - Can be seen and heard by you
  - Have enough space to move
  - Have enough space to practice skills
  - Have restroom facilities
- Have audible pagers and cellphones turned off
- Verify that equipment is functional
- Account for environmental considerations

Follow-up

- Clean up
- Return equipment, key, materials

- Complete course records
- Copy course records for personal file
- Email course records to national office
- File course schedules, materials, and lesson plans
- Complete and distribute course Certificates of Achievement
- Send thank-you letters
  - Hosting Organization and Staff
  - Instructors
  - Participants

Quality Management (Additional information in Appendix G):

- Instructional material
- Instructor training
- Maintain program

Safety considerations:

- Appropriate application of emergency care devices, e.g., splint, backboard, collar
- Correct lifting techniques
- Terrain selection appropriate to student skill level
- Specific and accurate directions for the use of training aids and equipment
- Practice/evaluation sites that position students, instructors or "patients" in safe areas
- Places to avoid:
  - The middle of a crowded ski run/intersection
  - Under a ski lift
  - On or below an avalanche path

Standard of training vs local protocol

NSP Programs

Local requirements

Non-traditional classrooms:

- Internet capabilities
- Social media
- Enhanced communication using technology

## **Suggested Instructional Activities:**

### **Activity: Risk Management Scenarios**

Instructional Method: Small or large group discussion

Procedure: Hand out written scenarios to small groups of instructor candidates for discussion among themselves. Have each group select a spokesperson to prepare to answer each of the questions below in front of the entire group.

- What are anticipated problems?
- How can they be prevented?
- Where do responsibilities for correction lie?

Scenario 1: You have planned to lead some realistic Senior-level emergency care problems as part of a Senior emergency management clinic. On the day of the clinic, it is 15 degrees outside with steady winds of 15 mph where you had planned to locate the

scenarios. One of the candidates is already complaining of the cold and another only has lightweight gloves for hand protection.

Scenario 2: You had planned a regional toboggan clinic. The day arrives and its glare ice everywhere that hasn't been groomed. You know you have a mix of abilities and see at least two patrollers with double-upright knee braces.

Scenario 3: You are helping to plan the yearly OEC refresher. Another instructor is an athletic trainer and wants to teach everyone how to evaluate knee ligaments.

Scenario 4: Design your own Scenario to deliver to the class.

## Chapter 5 Lesson Guides – Lesson Planning

### Instructor Resources:

*Instructor Development: Training the Adult Learner*

This manual

### Concluding Objectives:

The instructor candidate will be able to:

- Identify and explain the importance of lesson planning.
- Develop a lesson plan using the six-pack format.
- Describe the purpose the six steps of a lesson plan.

### Essential Content:

The Six-Pack Lesson Plan

- The Beginning
  - Set
  - Concluding Objectives
- The Heart
  - Content Delivery
  - Learning Activities
- The End
  - Student Summary
  - Monitoring & Evaluation

## Suggested Instructional Activities:

### **Activity: Begin to Develop Their Lesson Plan**

It may be best to have the instructor candidate work on the different parts of the lesson plan as the class proceeds through the various sections of the Six-Pack in upcoming chapters, especially in a single-day 8-hour class. In this chapter they can define:

- The Set
- Concluding Objectives

Instructional Method: Six-Pack lesson planning

Procedure: Each instructor candidate needs to prepare a Six-Pack lesson plan for presentation. It is suggested that they select a simple lesson topic they are comfortable with prior to the course and bring appropriate materials for the total number other instructor candidates in the class, to be used during the presentation. Have the class discuss the possible approaches/methods to develop a Six-Pack lesson plan for the chosen topic. Have the instructor candidates use the blank Six-Pack Lesson Plan and Six-Pack Lesson Plan Reference Guide to assist them in writing their Six-Pack Lesson.

Note: Some instructors may ask the student to develop a Six-Pack lesson for an NSP topic.

Simple Lesson Topic Examples:

- How to tie a square knot
- How to change a diaper

- How to brush your teeth
- How to floss your teeth
- How to tie your shoelaces
- How to make a peanut butter & jelly sandwich
- How to send a text message
- How to do a somersault
- How to do a proper push up
- How to use a compass
- How to shuffle cards
- How to throw a Frisbee
- How to use chop sticks

See Appendix C for blank Six-Pack Lesson Plan and Reference guide

## Chapter 6 Lesson Guides – Lesson Content & Instructional Resources

### Instructor Resources:

*Instructor Development: Training the Adult Learner*

This manual

### Concluding Objectives:

The instructor candidate will be able to:

- Describe the what and the how of NSP teaching.
- Describe the parts of a NSP lesson guide.
- Describe the composition of an effective concluding objective.
- Identify sources for other instructional materials needed for planning a lesson.

### Essential Content:

Lesson Planning – what to teach vs how to teach

What:

- The subject and content
- Indicated by concluding objectives and essential content
- NSP curriculum committees determine required content that is approved by the NSP Board of Directors and is found in the discipline specific Instructor’s Manual

How:

- The methods the instructor uses to present the new information and have students interact with the information
- Must match the desired objectives
- Based on teacher decision

### Lesson guide chapter format:

Purpose

- Provide the “*what*” of a lesson
- Serve as a reference for resources and materials

Components

- Lesson title
- Recommended prerequisites
- Instructor and Student Resources
- Concluding objectives
- Identify what the student is expected to accomplish
- Key verb indicates what is expected from student
- Content to be learned matches key verb

Activities for problem solving, summary & evaluation

Website references:

[www.nsp.org](http://www.nsp.org) Center for Learning Toolkits for various disciplines  
Program pages Education section

## Suggested Instructional Activities

### **Activity: Model Comparisons**

Instructional Method: Comparison

Procedure: Distribute Lesson Guides from different NSP content areas. You can get some lesson guides from NSP Education Resources or your Divisional/Regional Administrators. An ideal set would be one from OEC, one from OET, and one from Avalanche or Mountain Travel and Rescue. Distribute the Lesson Guides to student groups (two or three people per team).

Ask the students to:

- Underline the concluding objectives
- Circle the key verbs
- Compare the Lesson Guide Chapters for prerequisites, organization, key verbs and resources
- Count how many concluding objectives are included in each Lesson Guide Chapters
- Determine if the lessons are based on a physical skill, concept or knowledge, or a combination of both
- Explain how the activities support the concluding objectives

It is important for the instructor candidates to become familiar with the various parts of the Lesson Guides and are comfortable with the format

### **Activity: Using the NSP Website and the Instructor Resources**

Instructional Method: Visual Aid

Procedure: Have a computer projection system with internet access. Since this is not always possible, the next best option is to project saved web pages. Another fallback is to have paper copies of screen shots. Show examples of what can be found in the different programs in which you are an instructor.

Program Instructor Toolkits in the Center for Learning

- Instructor Development
- Outdoor Emergency Care (OEC) Refresher
- OEC Instructors
- OEC Hybrid Instructors
- Others as developed

Program Pages on [www.nsp.org](http://www.nsp.org)

- Avalanche
- Bike
- Instructor Development
- Mountain Travel & Rescue
- Nordic/Backcountry
- Outdoor Emergency Care
- Outdoor Emergency Transportation (OET)
- Outdoor First Care
- Outdoor Risk Management

## Chapter 7 Lesson Guides – Instructional Methods

### Instructor Resources:

*Instructor Development: Training the Adult Learner*

This manual

### Concluding Objectives:

The instructor candidate will be able to:

- Review how the instructional process enhances student learning.
- Provide a toolkit of instructional methods and discusses the uses of various instructional methods.
- Discuss the importance and how to create practice opportunities in every lesson.
- Discuss considerations for instructional modifications for learning disabilities.
- Discuss how to discover new instructional methods.

### Essential Content:

Information delivery is accomplished through the appropriate methods. Selecting the right methods is based on the concluding objectives and the type of information that needs to be delivered. Consider the following when selecting teaching methods:

- Identifying teacher and student behavior to promote the teaching/learning process
  - Teacher behavior: The means by which the teacher presents the essential content to the students
  - Student behavior: The way in which students practice or interact with the teacher behavior and content

Several types of instructional methods are listed in the table below:

Instructional Methods		
Lecture	Demonstration	Model
Audio/Visual aids	Readings	Scenarios
Questioning/Group discussions	Skill stations	Role Playing
Analogies	Problem solving	Video feedback
Multimedia products	Skit	Categorizing/Sorting
Games	Electronic media	OTHER??????

Have students try to think of other methods that they could use such as:

- Guided practice
- Independent practice

### Suggested Instructional Activities

#### **Activity: Which Method**

**Instructional Method:** Positive and negative comparison

**Procedure:** Instructor candidates will construct a T-Chart on instructional strategies. There is no one best instructional strategy. Different methods work best with different content or skill areas. Some instructors demonstrate great finesse in using certain strategies and have less success with others. Time, equipment, or facilities may suggest or eliminate strategies. This activity can help ID Instructor candidates focus on the strengths and weaknesses of various

methods. The Instructor should select one or two methods and model the activity before the instructor candidates work independently.

- Select one or more strategies. Construct a simple positive and negative
- Have the students work in teams.
- After constructing the chart, have the students give an objective and/or strategy for which method would be appropriate. Share their charts by discussion or posting. You might also want to specify that students pick one strategy that is typically an instructor activity and one that focuses more on a student activity. *(See T-chart template in Appendix C)*

Adaptation: Build these charts as an entire class with the instructor or an instructor candidate writing the information for all to see. This takes less time and still gets the concept across.

**Activity: Students Continue Writing Their Lesson Plan**

For this part of the lesson have the students write the

- Information Delivery
- Student Activities

**Activity: Non-Traditional Classrooms**

Instructor instructions: Have instructor candidates brainstorm different types of non-traditional classrooms and which methods might work in those situations.

**Activity: Virtual Classrooms**

Instructor instructions: Have instructor candidates identify different virtual classroom products. Discuss how to become familiar with the use of the different platforms, and how to give instructions for their students.

## Chapter 8 Lesson Guide – Monitoring & Evaluation

*Instructor Development: Training the Adult Learner*

### **Concluding Objectives:**

The instructor candidate will be able to:

- Identify the differences between monitoring and evaluation.
- Define the purpose and characteristics of monitoring students.
- Define the purpose and characteristics of evaluating students.
- Distinguish between knowledge and performance evaluations.

### **Essential Content:**

It is important to know your students' capabilities and avoid person values when monitoring & evaluation

### Ongoing Monitoring:

Purpose

- Check if students are mastering small, incremental steps toward the concluding objectives
- Immediate information aids short-term planning
- Allows making immediate instructional decisions
- Adjust subsequent lesson(s)

Characteristics

- Occur frequently during instruction
- Check attainment of small steps with quick review

Steps

- Obtain an observable behavior
- Observe the behavior and check carefully for accuracy
- Adjust instruction as necessary
  - Move ahead
  - Re-teach
  - Provide for additional practice
  - "Abandon ship"

### Concluding Evaluation:

Purpose:

- Determines if learning has occurred. Has student behavior changed?
- Determines satisfactory completion of knowledge and skills
- Provides information for program feedback
- Provides information for instructional feedback

Characteristics:

- Occurs at the end of a major section of instruction
- End of a lesson
- End of a group of related lessons
- End of a course
- Tests major learning steps (concluding objectives)
- Tends to be a more formalized assessment process

### Evaluation Types:

Knowledge/Concept-based with scoring guides

- Objective
- Subjective

Performance-based with and without scoring guides

- Rote skills
- Skill drills with critical performance indicators (CPIs)
- Application skills
- Multiple evaluators

Evaluation Design:

- What
- Why
- When
- Who
- How

## **Suggested Instructional Activities**

**Activity: Content and Knowledge Assessment Analysis** *(Can be used in both traditional and non-traditional settings)*

Instructional Method: Questioning, categorization

Procedure: Define the purpose and characteristics of concluding evaluations.

1. Provide individual or team copies of the OEC Refresher Workbook scenario discussion forum (do not provide the Skill Performance Guidelines in the Refresher instructor guide for this activity).
2. Ask your instructor candidates to develop a set of questions to be used as assessment tools for this scenario. Have them include common knowledge and content questions formats such as:
  - Matching
  - Listing
  - Describing
  - Fill in the blank
  - Selection of prescribed option or multiple-choice questions (best choice, incorrect answer, true answer, false answer, combination of items, etc.)
  - Labeling
  - Explaining in the student's own words
3. Provide instructor candidates with the questions associated with the scenario. Have students identify the type of question format. They may write directly on the study guide or make a chart.
4. Ask for other observations about the questions.

Adaptation: If time permits, the students could adapt this activity by writing a paper and pencil assessment item for a particular NSP education discipline. They should select an objective and then write their questions. They should be able to identify the format of their question.

**Activity: Students Finish Writing Their Lesson Plan**

For this part of the lesson have the students write the

- Student Summary
- Monitoring and Evaluation (is ongoing throughout the lesson)

## Hybrid Skills Session Lesson Guide

### Instructor Resources:

*Instructor Development: Training the Adult Learner*

This manual

*Guide to Mentoring New Instructors*

NSP Policies and Procedures

NSP Instructor Application Form

NSP Instructor Mentoring Completion Form

NSP Course Evaluation Form

### Concluding Objectives

The instructor candidate will:

- Be able to review the purpose and content of the Instructor Development Course
- Present a Six-Pack lesson plan
- Demonstrate how to give constructive feedback
- Explain the role of the NSP Instructor Mentoring Program in the Instructor Development process
- Identify the forms and procedures necessary to become an instructor
- Identify the forms and procedures to be followed by certified NSP instructors

### Essential Content:

- Review of the key modules of the online material
- Develop a lesson plan, perform a 15-minute training session in accordance with that lesson plan, and then present the lesson plan to the group
- Engage in a critique of the six-pack lesson and provide feedback to each instructor candidate
- Cover Administrative procedures, ADA, Mentoring, Next Steps

Sample Syllabus Schedule: [ID\\_Hybrid\\_Syllabus\\_EXAMPLE.pdf \(nsp.org\)](#)

## APPENDIX A

### National Instructor Development Committee

Lisa Rabideau, National ID Program Director  
Teresa T. Stewart, ID Supervisor, Southern  
Ed Riggs, ID Supervisor, Eastern  
Marie Traska, ID Supervisor, Central  
Vacant, ID Supervisor, Rocky Mountain  
Kathy Alexander, ID Supervisor, Pacific Northwest  
Sandy Sommers, ID Supervisor, Far West  
Brian McGorry, ID Supervisor, Professional  
Katja Hurt, Assistant ID Supervisor, Professional  
Jeff Motley, ID Supervisor, Northern  
Dr. Steven Funk, ID Supervisor, International  
George Angelo, ID Supervisor, Intermountain  
Don Keill, ID Supervisor, Alaska  
Doug Hill, ID IT, Member-at-Large Far West  
Virginia Rodeman, Member-at-large, Central  
Loretta O'Brien, Member-at-large Far West  
Maddie Miller, National Education Director

## APPENDIX B

### Sample Course Schedules

#### Full Course schedules:

##### One-Day Schedule

Schedule	Lesson	Instructor	Average Minutes
	1 – Instructional Responsibilities		30
	2 – How Adults Learn		45
	3 – Human Relations and Communication		45
	4 – Instructional Management		45
	5 – Lesson Planning – The Six-Pack		30
	6 – Instructor Resources		45
	7 – Instructional Methods		60
	8 – Monitoring and Evaluation		45
	Lesson Presentations		15 per student presentation

##### Two-Day Schedule

Day One Schedule	Lesson	Instructor	Average Minutes
	1 – Instructional Responsibilities		30
	5 – Lesson Planning – The Six-Pack		30
	6 – Instructor Resources		45
	7 – Instructional Methods		60
Day Two Schedule	Lesson	Instructor	Average Minutes
	2 – How Adults Learn		45
	3 – Human Relations and Communication		45
	4 – Instructional Management		45
	8 – Monitoring and Evaluation		45
	5 – Lesson Planning – The Six-Pack		15
	Lesson Presentations		15 plus 15 per student presentation

## Hybrid Skills Session Schedule

Schedule	Lesson	Instructor	Average Minutes
	1- Review of online chapters Instructor Roadmap Enhanced Learning Characteristics of Adult Learners Six-Pack Lesson Planning Instructional Methods Course Management		60-75
	2- Lesson Presentations		15 min/each
	3- Feedback		5 min/each
	4- Learning Difficulties		10
	5- Administrative Overview		10

## **APPENDIX C**

### **Forms & Templates (some may be electronically fillable)**

**Links for latest versions of forms:**

Instructor Application Form: [ID Instructor-Application.pdf \(nsp.org\)](#)

Instructor candidate Mentoring Completion Form: [ID Mentoring-Form.pdf \(nsp.org\)](#)

NSP Event/Training Release Form: [NSPRelease2020 \(2\)](#)

NSP Course Evaluation Form: [COURSE EVALUATION \(nsp.org\)](#)

NSP Six-Pack Lesson Plan Template: [ID Six-Pack-Lesson-Plan Template.pdf \(nsp.org\)](#)

NSP Six-pack Lesson Plan Reference Guide:

[ID Six-Pack-Lesson-Plan Reference-Guide.pdf \(nsp.org\)](#)

NSP Course Registration form (found in the Center for Learning):

[Search Catalog \(nsp.org\)](#)

# T-Chart template (Positives & Negatives)

Topic \_\_\_\_\_

+	-

## APPENDIX D

### Safety and Risk Management

#### Safety and Risk Management

Risk management is not a new concept and comprises three parts:

1. Identification
  - a to identify, recognize, and anticipate problems or potential risk; exposure to the chance of injury or loss; a hazard or dangerous chance
2. Evaluation
  - a by looking at all the angles and strategies that could lessen the risks
3. Mitigation
  - a the goal is to mitigate the risk by eliminating unsafe procedures or scenarios and stay within your own ability and expertise

Risk management is the process by which we identify risk in our education programs and determine the probability of harm and the acceptability of the risk. We then analyze and select the techniques that are most appropriate to deal with that risk, implement those techniques and monitor the results. In the litigious atmosphere that exists today, risk management becomes most important for the NSP and for the instructor. As laws and lawsuits continue to shape organizations, risk management and promoting safety will continue to change. NSP must be dynamic and change with it.

#### Risks

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

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

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

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

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

### NSP Liability Insurance

The NSP has excellent insurance. NSP's insurer is one of the three major providers in the ski industry and includes the NSP in its pool of more than 180 skiing-related insured organizations and/or activities. The NSP's general liability insurance covers the content of its registered educational programs and will support its instructors and its members in training. Local protocols and general patrolling are, however, the responsibility of the ski area.

The NSP requires that a standard release form be completed for every participant, including instructors, of an NSP-registered course. The enforceability of this and other release forms varies widely from state to state and in some states may be invalid. The instructor should consult with legal counsel for that geographic area. All forms should be retained on file. Keep in mind that release forms may not protect you from claims of negligence.

### Post-Incident Procedures

Any accidents that occur during a course must be recorded and documented using a formal incident report form used at the area where the incident occurred. It should be filled in completely and a copy retained with course registration materials. Make certain that you are aware of area policy regarding reporting incident procedures.

### Instructional Responsibilities

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

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

- Plan lessons and evaluations to achieve program objectives, while ensuring instructor candidates and instructor safety.
- Obtain any needed permits or permission from area management for the locations where the courses are to be held.

### Instructor/Instructor Candidate Expectations

Instructors must make their instructor candidates aware of the course curriculum, training objectives and expectations for course completion.

These instructor expectations might include, but are not limited to:

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

### Managing Risk

- Stress the importance of safety and risk management, standards of training, and quality instruction.
- Follow the risk management guidelines for the specific discipline, e.g., Avalanche, MTR, OET, OEC.
- Do not involve participants in the lesson who do not have the training or the equipment to safely be part of the activity. (For example, do not have a Nordic patroller in lightweight gear be an instructor candidate in a lesson on running the tail

rope of an alpine toboggan; or do not have instructor candidates participate in an outside lesson unless they come prepared to be outside.)

- Make sure instructor candidates are using the correct equipment and know how to use it properly
- Mentor participants in selecting teaching lessons suitable for a variety of instructor trainees and skills likely to be present in the class. It is not necessary to have an advanced level or highly technical lesson presented to assess teaching skills.

You can utilize the following Safety Checklist.

### **Safety Checklist**

- Ensure students are applying emergency care devices appropriately
- Ensure students are using correct lifting techniques
- Identify proper clothing and equipment for the activities planned, notify students in advance
- Select outdoor location
  - Out of the wind
  - Out of direct sun if possible
  - Visible to approaching skiers/boarders
  - Utilize as little space as possible
  - Ensure availability of shelter as needed
- Evaluate participant comfort and safety at all times
- Ensure safety and comfort for anyone acting as a “patient”

## APPENDIX E

### Quality Management

The Quality Management System for the NSP is as follows, taken from Appendix B of the current *National Ski Patrol Policies and Procedures*. Refer to the Appendix for further information.

#### NSP Mission

To ensure the safety and well-being of individuals engaged in skiing, snowboarding or biking activities, through education, rescue services, and community support.

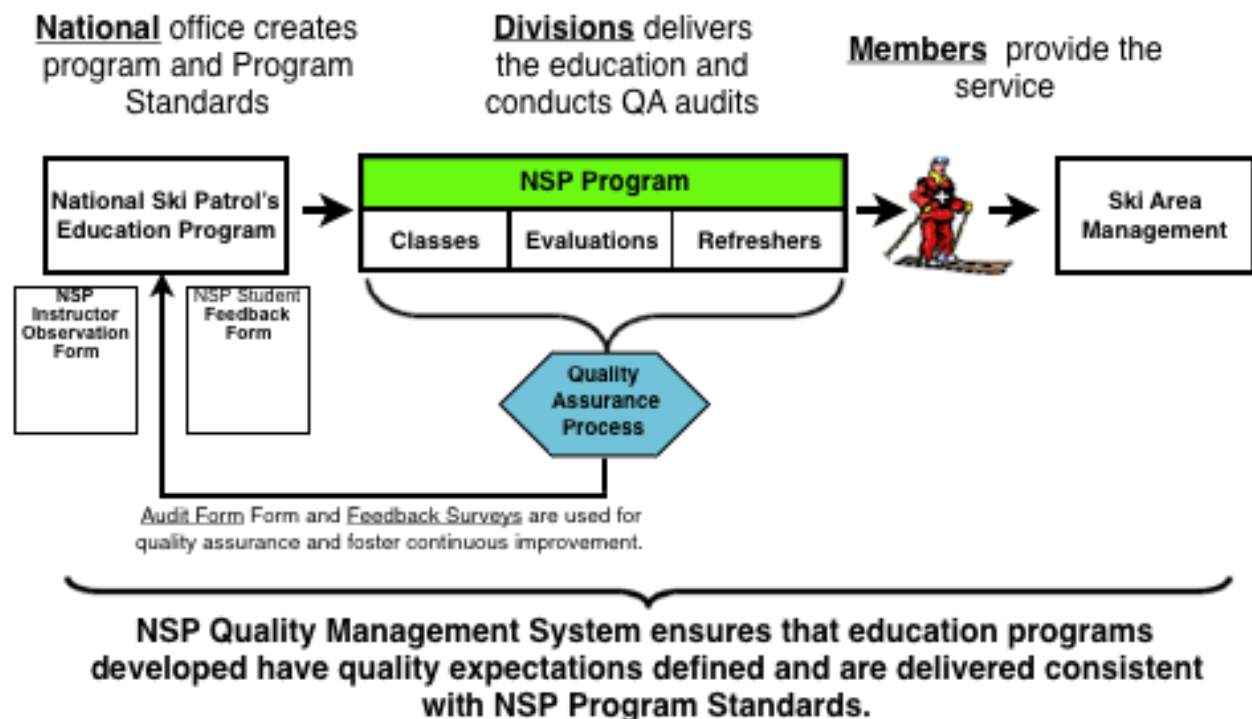
#### NSP Vision

To be the preeminent provider of outdoor safety and rescue education, empowering individuals with the knowledge and skills to ensure their safety and the safety of others in all outdoor environments.

#### Core Values

- Excellence
- Service
- Camaraderie
- Leadership
- Integrity
- Responsiveness

### Overview of Quality for the NSP

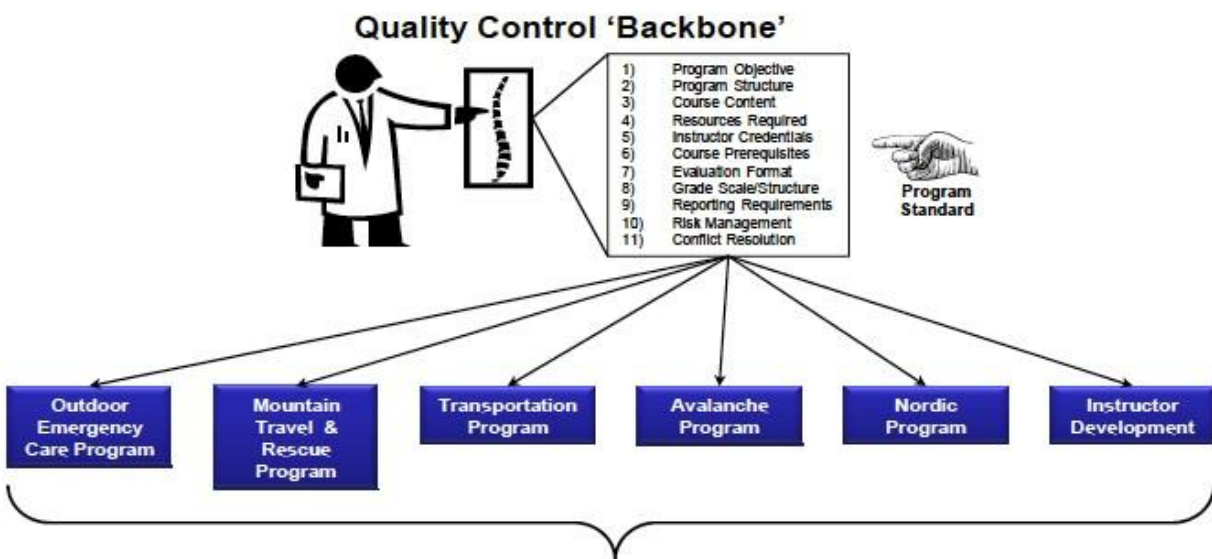


## Quality Control Within the NSP

Quality control is the process employed by the NSP to ensure that prescribed parameters are defined for every education program, and that the delivery of these educational programs is consistent with the prescribed parameters. These parameters are referred to as "Program Standards." The key products of the NSP are the education programs, and the main effort of quality control is focused on ensuring that the delivery of the programs is consistent across all venues of the NSP.

### NSP Program Standards

The NSP Program Standards contain 11 elements that each educational program defines for their courses, events or services. To ensure a consistent delivery of educational programs, these standards will be documented using a common template. Defining these elements across all NSP educational programs forms the backbone of the NSP Quality Management System. National program directors are responsible for ensuring that their specific program documentation defines and contains these Program Standards.



### **The 11 Elements of the National Program Standard:**

- 1) Program objective – Defines objective(s) of program and how they will be delivered.
- 2) Program structure – Defines program requirements, such as where, when and how the class is held (i.e. classroom, outside, on-snow, what time of year) to best achieve the program objective.)
  - Venue – Classroom, outside, on-snow, etc.
  - Class size – Minimum and maximum number of students, as appropriate.
  - Instructor/student ratio – For training effectiveness.
  - Audit Frequency – How often the event should be audited.
  - Course content – Defines what educational material is being taught and the level of detail that the students are expected to learn.
- 3) Course Content – Adult learning characteristics; approaches to teaching adults; SixPack lesson planning; lesson guides, content and delivery, and administrative procedures, plus preparation and presentation by the student of a Six-Pack lesson.
- 4) Resources required – What is necessary to deliver a program.
  - Instructors – How many trainers are needed?

- Helpers – How many helpers are needed, trained and untrained assistants?
  - Equipment – Defines what equipment is needed by the trainers and what is required of the students to bring to class.
  - Educational Materials – Defines material required by the student and trainer.
- 5) Instructor Credentials – Defines what instructor credentials are required for those delivering the educational program.
  - 6) Course Prerequisites – Defines what other courses or credentials the student needs prior to attending this program.
  - 7) Evaluation format – Defines the type of format of the evaluation (i.e. written test, practical test, ski-along test, oral test, check sheet, etc.).
  - 8) Grade scale/structure – Defines the grade structure and what constitutes passing and failing.
  - 9) Reporting requirements – Defines the administration process/paperwork required.
    - Class registration – Defines how to register the course with the NSP.
    - Course completion report – Defines process/paperwork necessary to close out a course.
    - Course feedback – Defines what feedback mechanisms are employed by program participants, (i.e. instructors, helpers, students).
  - 10) Risk management considerations – Details risk management considerations for all phases of program, (i.e. training, evaluation, refreshers).
  - 11) Conflict resolution – Defines process to follow in the event of issues/complaints from any program participant, who to take complaint to, what process to follow.

## **Instructor Development and Mentoring**

### Instructor Development Program

Education is critical to NSP satisfying its federal charter and articles of incorporation as a public service organization. The application of effective teaching methods is therefore most important, and necessary throughout all of its programs. These effective teaching skills are taught in the NSP Instructor Development Course (ID), which focuses on principles of adult education; and practiced in the associated Mentoring Program. The ID Program also includes teaching the NSP education programs' administrative policies and procedures (paperwork). Recognition of the importance of these educational basics to NSP is demonstrated by the fact that no instructor is allowed to manage or teach ANY course until he or she has satisfactorily completed the ID course and has been adequately mentored for a specific discipline. The text for the ID Course is the *Instructor Development: Training the Adult Learner* manual, (including the "Six-Pack"). This is the QM standard for how NSP programs are to be taught.

### Instructor Mentoring Program

The second component of the Instructor Development Program is the Instructor Mentoring Program. In this phase, the potential instructor develops lesson plans and practices teaching at regular courses under the observation and guidance of a credentialed instructor, called a mentor. The instructor candidate learns additional skills from the mentor via interactive sessions and by practice teaching with real students. The Mentoring Program focuses on the practical application of teaching and assessment skills and the NSP or division-specific

administrative polices for a specific program. You can refer to the Mentoring Module in the Center for Learning, Instructor Development Course.

## **APPENDIX F**

### **Education Support Materials**

#### NSP Website

The national office staff maintains a website at [www.nsp.org](http://www.nsp.org). The site provides information to members and non-members on the organization, education programs, ski safety and a variety of other topics. NSP members are provided special services via the NSP Member Log-in section of the website. These services include the ability to make address changes, view their own member data, shop the online store, download *NSP Policies and Procedures* and a variety of forms, plus other services as deemed necessary and appropriate.

Various national and division staff are accorded special access to member data and education information to aid in completing their job responsibilities. This access is maintained and controlled by the national office staff.

#### National Publications

##### *Ski Patrol Magazine*

This magazine is published four times a year and is bulk mailed to all members. The summer issue is an Outdoor Emergency Care special issue and contains the *Refresher Study Guide*. This is provided in print form as well as electronic version.

##### *NSP Policies and Procedures*

This manual contains comprehensive policy and procedural guidelines for the national association. It is available for download at no charge to all members through the Governance portion of the NSP website, available after signing in.

##### *The Ski Patroller's Manual*

This text outlines the NSP's historical development, organizational structure and education programs. It is designed for the general membership. It is available for download.

##### *NSP Catalog*

The catalog contains items that patrollers can purchase through the NSP, including education program texts. This same information can be found on the NSP website at [www.nsp.org](http://www.nsp.org) NSP Store

#### Newsletters

NSP Sweep Newsletter

Beacon Instructor Newsletter

#### National Office Information

This information is available on the NSP website under "About Us"

#### Forms

Most forms are available on the NSP website under "Resources" "Document Library"