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We hope the resources in this catalog share the same spirit as the water you love and will help you move faster, farther, and with more joy.

Sincerely,

Scott Wikgren
Health, Physical Education, Recreation, and Dance Division Director

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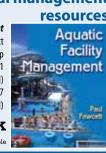
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About Starfish Aquatics Institute

Over the past ten years, SAI has grown into a nationally recognized training agency with one service—aquatics—and

only one mission—to reduce drowning and save lives by providing reputable and responsive aquatic safety training programs and services delivered to the public through a network of friendly, knowledgeable aquatic professionals who serve as independent training providers. Through their experience and the pioneering work they have done integrating experiential learning theory with aquatics, creating competency-based training programs, and providing exemplary service and cost effective support SAI is an emerging leader in the industry. Human Kinetics is proud to be Starfish's publishing partner, creating the books and online courses seen on these pages.











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Why choose the StarGuard program?

StarGuard provides pool, waterpark, and restricted waterfront lifeguards skills exceeding nationally recognized standards. The course is available in a blended format consisting of an online self-study course followed by an instructor-led water session and competency test; however, instructors may choose to teach the entire course without use of the online option. The benefits of the StarGuard program are numerous:

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- Dedicated customer support staff
- Control cost, time, and administration by becoming a training provider
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Best Practices for Lifeguards
Jill E. White

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How new CPR guidelines will impact aquatic emergency care

The revision process for CPR and first aid guidelines occurs every five years, with the intent to use the latest scientific evidence to modify and improve procedures that are performed by those who provide emergency care until advanced medical help arrives.

In October, 2010, the International Liaison Committee on Resuscitation (ILCOR) released the new Science and Treatment Recommendations for CPR, emergency cardiac care, and first aid. ILCOR is comprised of seven organizations, one from each geographical region of the world. The American Heart Association (AHA) is the ILCOR representative for the United States, and publishes the 2010 AHA Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care, based on ILCOR recommendations.

The year 2011 will be one of transition. We'll see CPR and first aid certifying organizations creating new materials based on their interpretation of AHA guidelines. The five national lifeguard training agencies (American Red Cross, YMCA, Ellis & Associates, NASCO, SAI/StarGuard) will evaluate the guidelines, and create their own nuances of teaching methods. Adopting the 2010 AHA Guidelines is voluntary, and each organization may have variances in how the recommendations are put into practice.

The good news is that the 2010 guidelines recognize the need for different response based on the cause of the cardiac event, which in drowning is hypoxia. Research has shown that in many instances, victims with only respiratory arrest will respond after a few rescue breaths are given, and CPR for lifeguards or those who respond to a submersion incident is not anticipated to change much. We'll likely see training protocols that emphasize a brief response check — no more "look, listen, feel"— and renewed emphasis on effective compressions and quality CPR. Response will continue to integrate the A-B-C (Airway, Breathing, Chest compressions) steps for prompt initiation of rescue breathing.

When a seemingly healthy individual suddenly collapses, the cause is most likely Sudden Cardiac Arrest (SCA), and the 2010 guidelines offer new and different treatment recommendations in this situation. Response will vary depending upon whether the individual providing emergency care is "untrained" or "trained".

Research has shown that untrained responders who have not taken a CPR course can perform effective compressions when talked through the process by someone who knows how to perform them. Compression-only CPR has been found to be effective for SCA survival outcome. Therefore, the untrained responder will now play an important role in providing emergency care. For aquatic response, more emphasis on training lifeguards or others on how to integrate bystanders into the Emergency Action Plan (EAP) may be appropriate — particularly at single-lifeguard facilities. Individuals who become trained by taking a CPR course will continue to be taught rescue breathing skills. However, the priorities of the steps of CPR for Sudden Cardiac Arrest has changed from A-B-C (Airway, Breathing, Chest compressions) to C-A-B (Chest compressions, Airway, Breathing) so that compressions are started immediately after a quick response check.

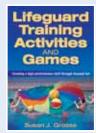
One related benefit of the evidence-based guidelines process is that we can identify how much is not known, and has not been researched, about emergency care for a drowning victim. It is up to us as aquatic professionals to stay engaged in the process so we can identify the questions that need to be asked before 2015. The aquatic training organizations need to develop "above and beyond" knowledge appropriate for submersion incidents in order to see quality improvement in our response systems, and ultimately save more lives.



Jill White is the founder of Starfish Aquatics Institute. She has been named to Aquatics International's list of the Top 25 Most Influential People in Aquatics and has frequently appeared on the US Water Fitness Association's Who's Who in Aquatics list. She has firsthand experience in training, supervising, and managing lifeguards and has taught thousands of lifeguards and hundreds of lifeguarding instructors.



Additional lifeguarding resources



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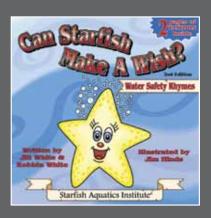
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In May 2010, the American Academy of Pediatrics (AAP) began recommending swim lessons for children under the age of four years. This about-face resulted from new evidence demonstrating that children under the age of four who have participated in formal swimming lessons are less likely to drown. Pediatricians may now encourage parents to enroll children ages 1 year and above in formal swimming lessons. While drowning statistics have improved over the years, drowning remains the leading cause of injury death for children ages 1 to 4. We can hope that with the new AAP recommendations, swim lesson programs across the country will see an increase in their toddler and pre-school programs.

While children between the ages of one and four are full of curiosity and enjoy singing songs and exploring the water through experiential learning games, this age group also challenges swim instructors. Many issues stem from parent separation anxiety, such as crying, not wanting to participate, and wandering away. Beyond parent separation, this age group is also quickly growing both physically and emotionally, starting potty training, and asserting their independence in accomplishing small tasks. Swim lesson programs must address the specific needs of this age group and build trust between the children and the instructors so that parents fall in love with the program and continue coming back for more.

First impressions play a huge role in how your swim lesson program fares! Your facility should engage a young child's eye. Operate a clean and colorful facility. Consider playing soft music, water safety cartoons, or reading water safety books in the waiting area. All staff should be happy and smiling, welcoming children and caregivers alike, and calming all fears.

Recognize that student performance is greatly affected by the relationship a student has with an instructor. While swim lessons are not play time, children should have fun exploring the water and advancing in their skills. Swim instructors must be passionate about their curriculum and demonstrate their enthusiasm in each activity. Throughout a lesson session, communication is the key to success. Provide parents with regular reports of their child's progress. Reward students daily for their achievements. Set goals and reward students for achievement of benchmarks. Don't wait until the last day to convince parents that you have a wonderful program. Finally, encourage feedback and welcome changes that will improve your program. If one parent is not happy when they leave your program, you can guarantee that five more will hear about it by the end of the day. Always stay open to learning new techniques, introducing new equipment, and improving your methods of communication.

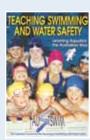
Teach swimming and save lives!



Jennifer C. White is the Director of Operations and Swim School Specialist for Starfish Aquatics Institute. In addition to program and curriculum development, she has trained swim instructor trainers and swim instructors nationwide. In 2008, she was chosen by USA Swimming to train swim instructors in St. Lucia on behalf of FINA, the international governing body of swimming.



Additional learn to swim resource



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Emergency Care

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Aguatic Exercise Association

Why choose the Emergency Care for Aquatic Personnel program?

The Emergency Care for Aquatic Personnel online course (the first component in the blended learning experience) teaches the key competencies all in one highly interactive program. During the course, students will role-play situations they'll likely face on the job. Because they learn the skills within their work context, they'll make the connection to real-world experience and be able to act quickly and confidently if the need arises. Once participants have passed the online component, they take part in an instructor-led session followed by written and practical exams to receive certification from the American Safety & Health Institute. The benefits of the Emergency Care for Aquatic Personnel course are numerous:

- Flexible training options
- Consistent delivery of high quality instruction
- Self-paced learning
- Save staff time
- · Dedicated support staff

Get Started!

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Frank Golden, MD, PhD,
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Dennis K. Graver
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International Journal of Aquatic Research and Education

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Current Volume: 5 (2011) Print and Online Format ISBN: 978-0-7360-6514-6

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How Lifeguards Overlook Victims: Vision and Signal Detection John Hunsucker and Scott Davison

The Effect of Water Depth on Energy Expenditure and Perception of Effort in Female Subjects While Walking
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Trends in aquatic fitness: cranking up the intensity

quatic fitness is no longer considered an easy-does-it exercise option that focuses more on socialization Athan physical training. Today's aquatic programs assure that you will work up a sweat in the pool if you put your mind – and your muscle – into the process. Popular trends in the aquatic arena include personal training, sports performance, equipment-oriented resistance programs and interval training. From college athletes and professional sports teams to baby boomers not ready to give up high-intensity training, this fitness format is attracting a wide range of new participants to the pool!

Interval Training is an aerobic conditioning format that incorporates alternating segments of work and rest. Intensity is varied throughout the exercise session - high intensity alternating with moderate intensity; or moderate intensity alternating with low intensity, depending upon participant ability levels. Recent research by Kruel et al., 2009, studying the cardiovascular responses in two water programs, continuous versus interval training formats found interval training to be the preferred format for people looking to lose weight. Results showed that interval training provided greater intensity and resulted in a higher caloric expenditure. (Information retrieved from Ilana Finkelstein, M.Sc., IAFC 2010 Workshop "Water Training for the Obese Clientele).

Interval training is designed around work cycles, sometimes referred to as repetitions. A work cycle is the combination of one work interval and one recovery interval; the ratio of time spent at each level varies based upon the clients' needs and abilities. The low-to-moderate intensity portion is usually within 50 to 70% of the heart rate reserve or "Very Light" to "Somewhat Hard" on the perceived exertion scale (RPE). The high intensity part of the cycle is usually at or above 80% of the heart rate reserve or "Very Hard" to "Very, Very Hard" RPE and is designed to move to, and possibly beyond, the anaerobic threshold for a short period of time. However, these levels can be adjusted for individuals requiring less intense training options, assuring that interval training is popular, and effective, for a wide range of participants.

Studies have indicated that high intensity interval training can produce numerous fitness benefits, including:

- · Reduced time needed for the exercise session
- Elevated metabolism for up to 24 hours post exercise
- · Improved muscle development
- Joint protection
- Improvement in submaximal work capacity
- · Increased lactic acid threshold
- · Improved pulmonary function
- · Greater reductions in subcutaneous fat
- · Enhanced coronary function
- Overall performance gains

What more could you want from an exercise program? Aquatic interval training is hot and continues to draw people to the pool for a challenging workout that proves to be both fun and functional!





Julie See is AEA's Director of Education and co-founder of Innovative Aquatics. She has been active in the fitness industry for 25+ years and specializes in innovative programming for both land and water. She has produced numerous videos/DVDs and instructional CDs and travels worldwide blending education, motivation and leadership skills to assist exercise professionals and enthusiasts alike.

Additional aquatic fitness resources

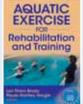


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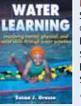


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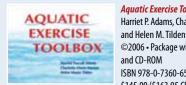




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Aquatic Exercise Toolbox Harriet P. Adams, Charlotte O. Norton,

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Practical strategies for adapted aquatic instruction

Human Kinetics is proud to work with the American Association for Physical Activity and Recreation (AAPAR). AAPAR offers valuable resources for teaching physical activity, physical education, exercise, outdoor recreation and adventure, and more. Human Kinetics shares AAPAR's belief that fitness and fun are for everyone: for all ages and abilities!

Introduction to Adapted Aquatics Instruction acquaints you with the field of adapted aquatics by providing background knowledge and practical strategies for working with people who have disabilities. This course will motivate you to learn more about the challenging and rewarding field of adapted aquatics.

If you're interested in earning AAPAR's Adapted Aquatics Instructor credential, choose *Adapted Aquatics Instructor Credentialing Prep*. This course acquaints you with the field of adapted aquatics by taking you through the same units of study as the highly effective introductory course. You then go beyond the introductory information into more advanced study of topics important to planning and implementing an adapted aquatics program. This course comes packaged with two outstanding additional resources: the textbook *Adapted Aquatics Programming, Second Edition*, and the 45-minute DVD *Introduction to Adapted Aquatics*. To earn your credential, you must pass the online course and an in-pool practicum provided only through AAPAR. Visit **www.AAHPERD.org/AAPAR** for more information on the Adapted Aquatics Instructor credential, prerequisites, and a schedule of workshops to attend the in-pool practicum.

Related Resources



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Monica Lepore, EdD, G. William Gayle, PhD, and Shawn F. Stevens, EdD ©2007 • Hardback • 368 pp • ISBN 978-0-7360-5730-1 \$59.00 (\$66.95 CDN) E-book ISBN 978-0-7360-8586-1 \$50.00 (\$55.95 CDN)







Everyone Can:

Why all aquatics professionals should be interested in adapted aquatics

As an aquatic professional, I am part of a growing group of highly qualified individuals who are hungry for knowledge, and are constantly taking online, blended, and on-site courses and certifications on topics regarding water safety, lifeguarding, aquatic instruction, water park elements, and water quality. As a passionate and dedicated Master teacher of Adapted Aquatics through the American Association for Physical Activity and Recreation (AAPAR) I often wonder why aquatic professionals are not clamoring to take a credential program which increases their knowledge of swimming and aquatic instruction for individuals with disabilities, so I decided to ask a few of my colleagues to figure out why this is the case.

Many of my colleagues suggest to me that they are not "interested" in teaching people with disabilities, do not have "what it takes" to teach people with disabilities, or they do not "need" to be credentialed in this area. Some suggest that they are "unaware" of the topical matter and unaware of the importance of the information or what the credential might be "used" for. Although some suggest time, money and inconvenience of traveling to a course as factors, many suggest that they are not"interested" in working with this population or that they feel inadequate. Some say they "don't have the patience" or "what it takes" to succeed in this area. Many aquatic professionals don't realize that the information in an Adapted Aquatics course can enhance their overall teaching, coaching, and aquatic supervision skills by having more overall background in this exciting topic, as well as increase their confidence and motivation in working with individuals with disabilities. Swimming is something that everyone with a disability can do, and it may be the only activity that they can do!

The purpose of this article is to help you to realize the importance of being able to serve ALL individuals that come to your pool. The background knowledge acquired in the NEW Human Kinetics Online Adapted Aquatic Instructor Credentialing Prep course combined with the full day on-site AAPAR practical, hands-on course allows you to acquire basic knowledge for you to understand the implications of aquatic programming for individuals with disabilities. As an aquatic manger, instructor, lifeguard, or pool operator, this knowledge will help your aquatic facility to be a safer, more welcoming place for all individuals.



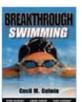
Monica Lepore, EdD, is a professor at West Chester University of Pennsylvania. A master teacher of adapted aquatics, Dr. Lepore has been an American Red Cross water safety instructor for more than 25 years. She has a degree in leadership in adapted physical education and was a recipient of the International Swimming Hall of Fame Adapted Aquatics Award in 2001. In 2006 she was named AAHPERD/AAPAR Adapted Physical Education Professional of the Year, and she has been on the Top 100 Aquatics Professionals list twice. She acted as chair for AAHPERD/AAPAR adapted aquatics from 2000 to 2005 and received a Meritorious Award from the Aquatic Council of AAHPERD/AAPAR in 2005.







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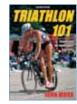
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