

APPENDIX B. NSP Education Course Documentation

Introduction

Why should we focus on training documentation?

- Correct and timely course registration procedures ensure that training materials arrive on time, students know about the course in time to attend, instructor trainers (ITs) are assigned for quality assurance (QA) purposes, and instructors have time to prepare.
- It is very important for course completion records to be turned in as soon as the course is finished. Anxiety occurs if a student does not receive confirmation that he or she has successfully completed the course.
- In the interest of risk management, training documentation provides one piece of QA and can help protect the patrol and patroller.
- Training documentation can be effective in communicating with students and other instructors.

Instructor's manuals: Each instructor should obtain the most recent edition of the appropriate instructor's manual. Out-of-date instructor's manuals should not be used, as they may contain erroneous, outdated and/or or incomplete information. Note that the *NSP Policies and Procedures* as amended constitutes the approved national policies of the National Ski Patrol System, Inc. All other publications are educational documents and may or may not reflect current NSP policies.

ITs may wish to have on hand additional copies of various instructors' manuals for those who forget to bring theirs. In addition, have on hand additional copies of the most recent forms related to training. **Reference to course forms are found in Appendix E. Instructors should check the appropriate instructor's manual for any additional forms that pertain to individual disciplines.**

Specific course information that should be kept by the instructor for NSP training programs is the Course Completion Record including:

- Training dates
- Instructor of record
- Student list with indication of completion status (pass/incomplete/fail)
- Instructor evaluations
- Instructor Activity Log (entered on the NSP website)
- Event waiver form

Other training forms may be kept at the local patrol level, as deemed necessary.

- ◆ The "Top Ten" most common problems in recordkeeping
 - Failure to register a course
 - Illegible information

- Incomplete information
- Misspelled names or use of nicknames
- Incorrect member ID numbers
- Duplicate course registrations (caused by too many people being involved in the process or using multiple methods of registering the same course)
- Untimely or lack of submission of course records to the national office (or required others)
- Use of out-of-date forms
- Failure to maintain personal teaching activity log
- Failure to properly notify national office (or required others) of change in instructor status

Possible Instructional Activities

Possible Instructional Activity: NSP Education Course Documentation

Instructional Method: Discussion and T-chart

Procedure: Discuss the possible consequences of the “Top Ten” list. Create a T-chart.

Example of T-chart

Top Ten Problems	Possible Consequences

Possible Instructional Activity: Consequences of Incomplete Skill Documentation

Instructional Method: Small group

Procedure:

- Break students into instructor disciplines.
- Have them create a list of specific objectives:
 - that require documentation (such as Skill Performance Guidelines for OEC and OEC refreshers)
 - that should be documented to track student progress and achievement (some of these are suggested by checklists in instructor’s manuals and some will be the decision of the instructor or patrol)
- Use this list to have students create a T-chart listing incomplete or incorrect skills and possible consequences.

Consequences of Incomplete Skill Documentation

Incomplete or Incorrect Skill or Knowledge	Possible Consequence
- Avalanche: Incorrect use of	- Might put team at danger

<p>transceiver</p> <p>- Nordic Toboggan: Not able to set up a toboggan belay</p>	<p>- Puts self in danger</p> <p>- Won't be able to find victim</p> <p>- Possible risk of liability</p> <p>- Not able to perform a necessary skill in an emergency</p>
--	---

Adaptation:

Systems for patrol recordkeeping vary widely. There is no one perfect way, but rather good ideas that can be shared and modified.

Consider the following:

- Who determines what records should be kept?
- How long do you keep some records?
- Who has the job keeping records current?
- How are computers used?
- What type of database is used?
- How are records passed when people change patrol jobs?
- Where are the records kept? Someone's house? Patrol room? Other?
- Who is the person responsible for contact with the national office?

Possible Instructional Activity: Forms and documentation procedures

Instructional Method: Discussion, game

Procedure: Review course registration, skill documentation, attendance and course completion procedures. Complete a mock or actual Course Completion Record. After presentation of forms and procedures, divide class into two parts. Each group is to write five questions about forms and documentation procedures that they think the other group cannot answer. They then take turns asking these questions. For fun, have a prize (like a piece of candy) for the team that stumps the other team.

<p>Mountain Time</p> <p>Employees have flex hours so their working time in the office may be earlier or later than established business hours.</p>	<p>Mountain Time</p> <p>At the close of each month and the end of each fiscal year, the warehouse closes for inventory control and audit. Orders are not processed or shipped during this time.</p>
--	---

The NSP national office does not have a line designated for phone orders. The way to place an order is to e-shop on the Internet at www.nsp.org.

The national office has the capability of communicating with NSP national officers, board members, volunteer staff, instructors and members with its electronic mail features. Contacting the national office by email can be direct by department or employee's first initial and last name @nsp.org or nsp@nsp.org and education@nsp.org.

Forms

The following forms are available from the NSP's instructor's web page:

- Course Completion Record
- Instructor Application
- NSP Instructor Mentoring Completion Form
- Quality Assurance Course/Event Evaluation Form (for ITs)
- NSP Feedback Form (Student Course Evaluation Form)
- Release Form
- Six-Pack Planning Form

Other useful forms for instructors are found below:

Course Planning Responsibilities Checklist

(Begin at least eight weeks in advance)

Course Preparation – Scheduling

- Establish course dates
- Coordinate dates with patrol, region, section, and/or division calendars, supervisors and line officers
- Arrange for facilities/sites that match planned activities
- Arrange for equipment and training aids from division/region
- Determine class size and learner/instructor ratio

Course Preparation – Notification

- Announce course (locally, section/region, adjacent sections/regions); initiate accepting student registrations
- Confirm staff (instructors and evaluators)

Course Preparation – Registration

- Register students and collect appropriate fees
- Prepare class lists and attendance sheets (mail course schedules to enrollees, registration forms, pre-

assignments, practice clinic dates, etc.)

I. Lesson Preparation

- Use lesson guides to complete lesson plans
- Coordinate instructors for specific teaching topic presentations
- Order appropriate materials from the national office
- Prepare handouts and instructional aids
- Prepare student roster (handle late enrollments as appropriate)

II. Physical Setting

- Set up teaching area to match the planned activities
- Make sure the students:
 - can see and hear the instructor
 - can be seen and heard by the instructor
 - have enough space for themselves and their personal gear
 - have enough space to move about comfortably
- Check to make sure all equipment and teaching aids are available and obtain them
- Have enough equipment, e.g., probes, transceivers, so that all learners will have the opportunity to practice
- Environmental considerations
 - Learners' physical comfort and safety
 - Safe teaching location

Post-Course Responsibilities Checklist

Instructor Accountability – Immediate

- Complete and distribute education certificates of achievement
- Clean up the facility/area
- Return equipment, material, keys
- Evaluate course instruction, program integrity and student outcomes

Instructor Accountability – Within one week

- Complete course completion records
- Send original course completion record to national office (email preferred)
- Depending on division procedures, send additional course completion record copies and instructor/course evaluations to (division) (region) (patrol)
- File personal copy of course records, course schedule and lesson plans; document student failures or incompletes
- Send thank-you letters as needed
- Post teaching record on NSP Activity Log on the NSP website

National Office Responsibilities

- Update member education records
 - Members can verify course credit has been given by checking their personal page on the NSP member log-in at www.nsp.org.
 - Patroller membership cards will show updated course completion information each year
- Maintain division supervisor web access so supervisors can view current course registrations and instructor rosters

APPENDIX G. Instructor Mentoring

The mentoring portion of the Instructor Development process involves the instructor trainee actually teaching portions of a real course while being coached/mentored by an instructor/mentor of a specific education discipline.

The Mentoring Program focuses on the practical application of teaching and assessment skills for a specific discipline. Potential instructors are teamed with experienced instructors for individual training and guidance. The purpose of the Mentoring Program is to create a positive learning experience for all new instructor trainees that provides focus and nurturing as well as the flexibility to adapt to busy schedules and geographic limitations. It is hoped to improve the quality of instructors who will serve the NSP membership and the entire outdoor recreation industry in the future.

Criteria

Prerequisite: Instructor Development: Training the Adult Learner Course

Time commitment: Varies

Fees: National, division, local: none

Credential: NSP Instructor Development Course Certificate of Achievement

Continuing education/refresher requirement: None

Instructor of record: Discipline-specific instructor trainer or instructor (Instructor trainer must do final evaluation)

Required texts (all available on-line):

- *Instructor Development: Training the Adult Learner*
- Discipline-specific instructor's manual and other resources defined by discipline
- *NSP Guide to Mentoring New Instructors*. This material and program updates also can be found on the NSP website

The student will:

Instructional Materials

- list and describe the organization of national and local resources available for discipline-specific courses
- use the lesson guides to prepare a lesson plan
- review and select appropriate resources and activities

Administrative/Recordkeeping

- correctly complete all national and local forms and follow procedures necessary for conducting a course
- follow the appropriate course planning checklist

Instructor Approval and Recertification

- complete the instructor application

Quality Management

- follow the NSP quality management program

Safety and Risk Management

- be aware of national risk management concerns within all levels of the organization
- follow the safety guidelines for the discipline-specific program

Lesson Planning and Practice Teaching

- prepare a lesson(s) based on principles taught in the Instructor Development: Training the Adult Learner Course
- teach lessons
- demonstrate the ability to adjust teaching techniques based on feedback

Human Relations

- demonstrate the qualities of human relations necessary for effective instruction
- demonstrate effective listening skills
- demonstrate effective use of nonverbal communication
- demonstrate positive feedback techniques

Mentoring Guidelines

The recommended chronology for the mentoring process is the same for all NSP programs. The mentoring form contains each of these steps, along with signature blocks for the mentor, the student and the observing IT.

The following steps provide guidelines for an orderly, effective mentoring relationship.

- Mentor assignment
- Meeting with the instructor trainee
- Observing an experienced instructor
- The pre-observation conference
- The instructor trainee observation
- The post-observation conference
- The decision point
- Final observation
- Instructor certification
- Ongoing mentoring