Instructor Training Course (AI-ITC)

INSTRUCTOR TRAINING COURSE

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SSI
SCUBA SCHOOLS INTERNATIONAL

(2018 EDITION)

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WELCOME

There is a strong demand in the recreational scuba industry for passionate individuals who can share their love of the sport and the underwater world with others.

SSI Open Water Instructors are the backbone of the dive industry, teaching new divers to safely explore the underwater world, providing introductory courses to those who are considering a scuba certification, and teaching continuing education programs that create life-long and enthusiastic divers.

This program trains you to be a well-prepared, versatile and marketable dive professional, with the ability to provide high-quality training to entry-level and experienced divers alike. It is intended to be a fun and challenging learning experience that will present you with new skills and knowledge that will increase your abilities as a dive professional.

You are expected to ask questions and to take an active role in the training process. Your basic dive skills and knowledge will be refined and tested as you develop into a capable and professional dive leader.

A. TERMINOLOGY

To simplify and clarify concepts, some terminology is standardized in the text of this manual.

- "Candidate" refers to both Assistant Instructor candidates and Open Water Instructor candidates.
- "Instructor" refers to the Instructor Trainer or Assistant Instructor Trainer conducting or evaluating this program.
- "Student" refers to a participant in any entry-level or continuing education program offered by SSI.
- "Dive professional" refers to anyone holding an active status professional certification with SSI.
- "Dive center" refers to any active status SSI Dive Center, Dive Resort, Dive Boat or Dive School.
- "Confined water" refers to both pool and confined water training sites.

Preface
INSTRUCTOR CONTENT

This section contains:

- Minimum requirements for candidates and instructors (See the SSI Standards for a detailed list)
- Suggestions for how to teach the program
- A list of administrative requirements and scheduling suggestions for the program

Use this manual to teach the following programs:

- Assistant Instructor Training Course
- Instructor Training Course

The Instructor Training Course may be taught as two separate programs, or one combined program.

I. PROGRAM OBJECTIVES

A. ASSISTANT INSTRUCTOR TRAINING COURSE

The SSI Assistant Instructor Training Course provides candidates with the knowledge and training necessary to perform the duties of an assistant instructor. These duties include conducting entry-level scuba training under the indirect supervision of an Open Water Instructor, and independently conducting Scuba Skills Updates, Try Scuba, and Perfect Buoyancy programs.

B. INSTRUCTOR TRAINING COURSE

The SSI Instructor Training Course provides candidates with the knowledge and training necessary to organize and conduct entry-level scuba training courses. It is also intended to prepare candidates to successfully complete an Instructor Evaluation.

II. CANDIDATE PREREQUISITES

A. ASSISTANT INSTRUCTOR TRAINING COURSE

- Minimum age: 18 years old.
- Must hold the SSI Divemaster rating or an equivalent rating from a recognized agency.
- Must have logged at least 60 open water dives totaling 40 hours or more.

B. INSTRUCTOR TRAINING COURSE

- Minimum age: 18 years old.
- Be certified in Enriched Air Nitrox 40 or equivalent.
- Must hold the SSI Assistant Instructor rating, or an equivalent rating from a recognized agency.
- Must have logged at least 75 open water dives totaling 50 hours or more.

III. CANDIDATE PREPARATION

Prior to beginning the Academic Sessions, each candidate must:

- Complete the required sections of the digital learning.
- Pass the Instructor Training Course pre-test with a score of 100%.
- Complete the required review sections with a score of at least 90%.

IV. DEPTH LIMITATIONS

- The maximum depth for pool/confined water training is 5 meters.
- All open water training dives must be conducted at depths between 5 and 40 meters.

V. REQUIREMENTS FOR COMPLETION

A. ASSISTANT INSTRUCTOR

- Have logged at least 75 open water dives, totaling 50 hours or more.
- Read and complete Sections 1-6, including reviews and assessments, of the Instructor Training Course digital learning.
- Complete and pass all requirements and evaluations for Practical Application Sessions 1-7, as outlined in the instructor manual for the Instructor Training Course.
- Complete the Candidate Water Fitness Evaluation as outlined in the SSI Training Standards if it has been more than six months since the candidate has been evaluated.
- Complete an Assistant Instructor final exam with a passing score of 90%.

B. OPEN WATER INSTRUCTOR

- Have logged at least 100 open water dives totaling 65 hours or more.
- Read and complete all sections, including reviews and assessments, of the Instructor Training Course digital learning.
- Complete and pass all requirements and evaluations as outlined in the instructor manual for the Instructor Training Course.
- Complete the Candidate Water Fitness Evaluation as outlined in the SSI Training Standards if it has been more than six months since the candidate has been evaluated.

VI. ADMINISTRATIVE REQUIREMENTS

- The candidate must have a MySSI account.
- The dive center must register the candidate for the Instructor Training Course.
- The dive center must have ordered the candidate's physical materials, and have created the candidate's training record for the applicable program.
- The dive center should verify that the candidate has completed their digital learning via MySSI.

VII. SCHEDULING THE PROGRAM

There are various formats for scheduling this program, depending on the location, candidates, and training environment. Try to schedule the program at least four weeks prior to the first session, so that candidates have time to complete the digital learning.

The following schedule is a suggested format for conducting the Instructor Training Course over nine full days with four candidates. It can be adapted into a multiple-weekend format or several evening sessions.

This schedule only includes time spent actively conducting the program, and does not include breaks or travel time. SSI recommends adding additional time to the schedule, especially if you are not familiar with your candidates' experience or they are from a different training agency, to ensure that the program will be completed successfully.

VIII. SUGGESTED NINE DAY SCHEDULE

The following schedule is the minimum duration for training. SSI recommends adding additional training time wherever possible, especially for the practical application sessions.

Assistant Instructor Training Course

Orientation Session: 1.5 hours

A. DAY 1

- Academic Session 1 – Overview of SSI: 2 hours
- Academic Session 2 – Duties of an SSI Dive Professional: 1.5 hours
- Practical Application Session 5 – Workshop – Open Water Diver and Scuba Skills Update: 4 hours
- Practical Application Session 1 – Candidate Water Fitness Evaluation: 1.5 hours

Total Duration: 9 hours

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B. DAY 2

- Academic Session 4 – Academic Sessions: 3 hours
- Academic Session 5 – In-Water Teaching: 3 hours
- Practical Application Session 4 – Workshop – Try Scuba and Scuba Rangers: 2 hours

Total Duration: 8 hours

A one-on-one counseling session should be conducted with each candidate at this stage to review and evaluate their progress in the program.

C. DAY 3

- Academic Session 3 – Program Administration: 3 hours
- Practical Application Session 2 – Academic Presentation – Open Water Diver: 3 hours
- Practical Application Session 3 – Academic Presentation – Perfect Buoyancy / Specialty Programs: 2.5 hours

Total Duration: 8.5 hours

D. DAY 4

- Academic Session 6 – Assistant Instructor Programs: 3 hours
- Practical Application Session 6 – Pool/Confined Water Presentation – Open Water Diver Skill: 2 hours
- Practical Application Session 7 – Pool/Confined Water Presentation – Perfect Buoyancy: 1 hour
- Final Exam and review: 2 hours
- Final program and performance review: 1 hour

Total Duration: 9 hours

Instructor Training Course

E. DAY 5

- Academic Session 7 – The Open Water Diver Program: 2 hours
- Academic Session 8 – Open Water Instructor Specialties: 2 hours
- Academic Session 9 – Diver Stress and Rescue and Dive Guide: 4 hours

Total Duration: 8 hours

F. DAY 6

- Practical Application Session 8 – Academic Presentation – Enriched Air Nitrox or Diver Stress and Rescue: 3 hours
- Practical Application Session 10 – Workshop – Diver Stress and Rescue Skills: 2 hours
- Practical Application Session 12 – Pool/Confined Water Presentation – Diver Stress and Rescue: 2 hours

Total Duration: 7 hours

G. DAY 7

- Practical Application Session 11 – Pool/Confined Water Presentation – Open Water Diver Emergency Skill: 3 hours
- Practical Application Session 13 – Open Water Presentation – Open Water Diver Skills: 4 hours

Total Duration: 7 hours

A one-on-one counseling session should be conducted with each candidate at this stage to review and evaluate their progress in the program.

H. DAY 8

- Practical Application Session 9 –Academic Presentation – Dive Guide: 3 hours
- Practical Application Session 14 – Dive Briefing Evaluation: 1.5 hours
- Practical Application Session 15 – Dive Guiding Evaluation: 4 hours

Total Duration: 8.5 hours

I. DAY 9

- Academic Session 10 – The Business of Diving: 4 hours
- Academic Session – Your Career with SSI: 1.5 hours
- Final program and performance review: 2 hours

Total Duration: 7.5 hours

IX. THE SSI TOTAL TEACHING SYSTEM

The SSI Total Teaching System is highly structured, but flexible enough to fit any training session. It consists of the following components:

- SSI Training Standards
- SSI Training Records
- Student and Candidate Digital Learning
- Final Exams
- Instructor Manuals and Evaluation forms
- Cue Cards/Wetnotes
- Presentation Enhancement Guides (PEGs)
- The dive log

These tools must be used to teach any SSI training program, and are designed to work as an integrated system. They may be adapted by the instructor as necessary to conduct the program, as long as all SSI Training Standards are met.

Every instructor has their own teaching style, and every program has unique needs for scheduling, candidate abilities, and training site availability and conditions.

For the system to work effectively, you must combine your thorough knowledge of the subject, your evaluation of the candidate's abilities and goals, and your program scheduling and training needs to provide the best possible training experience for your candidate.

X. INSTRUCTOR GUIDES

The SSI Flexibility Rule allows you to teach this program in the traditional lecture format, or by using facilitated training sessions called Active Learning Sessions. In the lecture format, the flow of information is one-way, from instructor to candidate, usually through presentations that use tools like white-boards, the Presentation Enhancement Guides, and bullet point lists.

A. WHAT IS ACTIVE LEARNING?

In this format, the instructor acts as a facilitator rather than lecturer. This requires the candidate to be actively engaged in the process, creating a two-way flow of information between the candidate and their peers. The instructor uses various active learning activities, including interactive lectures, group discussions, field trips, and peer instruction to engage the candidate in the learning process.

You can use training aids like scuba equipment, the dive center travel and retail store, videos, photos, and your personal experience to conduct active learning sessions with your candidates.

B. WHY USE ACTIVE LEARNING?

- Candidates are actively engaged in the learning process, not just a passive listener or reader.
- Emphasis is on developing skills, not transferring information.
- Requires candidates to think critically about real-world situations where their knowledge will actually be used.
- The candidate's learning retention and skill development are increased.
- Candidates interact with each other and the instructor in a collaborative effort.

C. CREATING AN EFFECTIVE ACTIVE LEARNING ENVIRONMENT

In an active learning environment, the instructor spends little time behind a podium. Instead, they should interact with the class, which may require the room to be reconfigured to accommodate a group discussion, equipment workshop, or even relocating the candidates to the service center or travel section.

For training conducted in the classroom, the instructor should have all available training materials ready before the class begins, including:

- SSI marketing posters and promotional materials
- Samples of SSI training materials
- Whiteboards, chalkboards, or large TV screens or projectors
- Demonstration equipment or examples of specific types of equipment
- Writing materials, training records and any additional paperwork
- A stable internet connection with wireless access

XI. SUGGESTED ACTIVE LEARNING ACTIVITIES

A. GROUP DISCUSSION

Group discussions allow the candidates to exchange ideas and opinions as a group. You should choose a topic that will answer one or more of the objectives for this lesson, then provide the candidates with an opportunity to discuss and debate the best responses to the topic.

The topic can be an open-ended question, a generic idea, or a scenario that requires the candidates to determine an appropriate solution.

Sequence

- Present the topic to the group and allow time for discussion.
- Have one of the candidates record the key points from the discussion, and act as a facilitator to ensure that the group stays focused on the topic you presented.
- Summarize the key points at the end of the discussion.

Group Discussion

Provide any additional relevant information that the candidates have missed.

B. PEER INSTRUCTION

Since your candidates must complete the digital learning (as shown in mySSI), you can conduct a peer instruction session. This activity allows the candidates to present the information they learned to the rest of the candidates in the program.

Sequence

- As facilitator, provide each candidate or group of candidates with one of the objectives for this lesson.
- Give them a short period of time for review and discussion. You can use the Review Keys to provide prompt questions to answer each objective.
- Allow the candidates to present their answers to the rest of the participants, and allow them to correct any misconceptions or errors as a peer group before you provide your input.

Peer Instruction

C. SMALL GROUP DISCUSSION

This activity is similar to the larger group discussion, but uses smaller groups of two to three candidates to research or discuss a topic in greater detail. The results of each discussion are then presented to the larger group for further discussion.

Sequence

- Provide each group with a discussion topic that directly answers one of the objectives of this lesson.
- Allow them enough time to research the topic, determine their conclusions, and create a response for the larger group.
- Encourage the candidates to use all their available resources, including yourself,

other staff members, the internet, etc.

D. GROUP POLLING

In this activity, you will ask the candidate's a question, or provide a critical-thinking prompt, and they will immediately provide a response. Use this strategy to confirm that your candidates understand very specific information, or to develop their attitude in a positive direction.

Sequence

- Create a list of questions based on the objectives for this lesson to test your candidate's interest in the program, expectations for the training, level of understanding, and personal attitudes.
- Provide suggested answers to get the most specific responses from your candidates. You can also allow them to record their own answers, but the results will be harder to accurately measure.
- Have the candidates answer each question, and record their response so that you can identify any negative attitudes or misunderstandings that they may have. Recording their responses also enables you to track their attitude and level of understanding throughout the program.

Group Polling

E. THINK-PAIR-SHARE

This activity requires the candidates to independently answer a question or problem, then compare their results with another candidate. The buddy team can then help each other gain a more complete understanding of the topic, before they share the results of their discussion with the rest of the group.

Sequence

- Provide each buddy team with a question or real-world topic that directly addresses one of the lesson objectives.
- Allow each candidate to individually consider the topic for a few minutes.
- Have the candidates briefly discuss the topic as a buddy team.
- As a buddy team, have them present their results to the rest of the group.
- Allow a few minutes for the rest of the group to ask questions.
- Provide any additional relevant information that the candidates have missed.

Think-Pair-Share

F. FIELD TRIPS

If you have access to a retail store, travel center, equipment service center, or a dive boat, you can conduct field trips that help your candidates apply the general knowledge they learned in their digital learning into practical, real-world examples.

Sequence

- Provide your candidates with a question or topic that directly answers one of the objectives of this lesson.
- Divide the candidates into buddy teams, or have them individually go to one of the locations, like the sales floor or travel center, and have them identify any equipment, services, training or other applicable examples that relate to their topic.

Field Trip

G. PROBLEM-SOLVING

This activity requires the candidates to learn about a subject and solve an open-ended problem that does not have an obviously correct answer. The problem must be based on an actual, real-world problem that the candidates may encounter as a dive professional. Case studies, which are documented review of past events, are an excellent resource for this activity.

Sequence

- Assign a problem or case study to each candidate or group.
- They should research the problem, and create a viable solution.
- Finally, they present their findings to the rest of the class.

- As a group, identify whether there are any alternative solutions.   *Problem Solving*

XII. USING THE INSTRUCTOR MANUAL

A. ACADEMIC SESSIONS

These sections contain the content that should be used to teach the knowledge required for this program.

- Use this content to evaluate the candidate's understanding of the material, and to reinforce any key points they may have missed.
- If you conduct the academic sessions in the traditional lecture format, you should use the instructor guides for each session, as well as the review questions to teach and evaluate your candidate's understanding.
- SSI encourages you to create and use active learning sessions for the Academic Sessions, which allows your candidates to demonstrate what they have learned through active learning activities like group discussions, field trips, etc.
- This instructor manual contains objectives and suggested formats for conducting active learning activities. This content should be adapted to meet the needs of your training environment, personal teaching style, and the needs of your candidates.

Lesson Summary

- If necessary, review the Review Questions with your candidates, and correct any questions that were missed.
- Ensure that all the lesson objectives are discussed and understood before moving to the next lesson, and answer any questions that your candidates may have.

B. PRACTICAL APPLICATION

These training sessions are where candidates demonstrate their new knowledge and skills in a safe and controlled environment under the supervision of an SSI Dive Professional. They describe exercises that must be completed prior to issuing a certification, and can include in-water training, evaluations, water fitness assessments and workshops. Each session contains Instructor Content, and an outline of the practical application session.

Debriefing and Record Keeping:

- At the end of each session is a page describing the required Debriefing and Record Keeping procedures for that session. Ensure the candidate's training record is properly completed before they move on to the next phase of the program.

XIII. PRESENTATION ENHANCEMENT GUIDES (PEGS)

The PEGs act as a guide for the instructor conducting this program. They do not contain all of the knowledge required to complete the program. Instead, they act as a reference for the instructor to use to guide the discussion of each lesson while supplementing the information on the PEGs with their own personal knowledge, experience, and content from this instructor manual.

XIV. PERFORMANCE REVIEWS

SSI recommends conducting a performance review about halfway through the program. This should be a one-on-one counseling session to discuss the candidate's performance.

- Be positive, but honest, and ensure that you address any areas that the candidate will need to improve before they can be certified.
- If necessary, conduct additional reviews throughout the program to monitor candidate progress.

XV. UNITS AND MEASUREMENTS

- Time is calculated in minutes: seconds - e.g. 1 minute and forty-five seconds = 1:45
- Length and depth are measured in meters
- Volume is measure in liters
- Depth is measured in bar or meters: 10 meters of seawater (msw) = 1 bar
- Pressure is measured in bar

XVI. TERMINOLOGY

To keep terminology simply and clear, this manual often uses generic terms in place of detailed lists or titles. If necessary, the specific title will be used to further clarify a concept or subject.

- "Instructor" refers to both Assistant Instructor Trainers and Instructor Trainers.
- "Dive center" refers to any active status SSI Dive Center, Dive Resort, Dive Boat or Dive School.
- "Dive professional" refers to any dive professional in active status with SSI.
- "Candidate" refers to the candidate participating in the program.

Academic Session
PROGRAM ORIENTATION

I. SUGGESTED DURATION

For a program with four candidates, this Academic Session should take approximately 1.5 hours.

II. INTRODUCTION

A. WELCOME

The beginning of this first session is extremely important. Try to establish a mood of fun and enthusiasm. Help break the ice and put everyone at ease.

B. PERSONAL INTRODUCTIONS

- Introduce yourself and any assistants immediately and briefly describe your qualifications and teaching experience.
- Take roll out loud or ask candidates to introduce themselves.
- Encourage candidates to get to know each other right away, and make an effort to learn all names as soon as possible.

III. CANDIDATE PREREQUISITES

- Review the program prerequisites, and ensure each candidate meets the minimum requirements to begin their training.
- Review the candidate's Total Diving System, and correct any deficiencies or replace any missing equipment.

IV. TRAINING RECORDS

Review the Training Record, ensuring each candidate understands its purpose and how it will be used during the program.

- You may read the Statement of Understanding to the candidates. This provides an opportunity to clarify many key points.
- Candidates must sign and date each program they are participating in.
- Verify that the candidates have uploaded their required documentation to their mySSI account.

A. TRAINING SESSIONS

- Show how each session will be dated and initialed.

B. WAIVER AND RELEASE OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT (WHERE APPLICABLE)

Have the candidates sign the waiver (where applicable). For details, see Risk Awareness.

Prior to signing the Waiver and Release of Liability, Assumption of Risk and Indemnity Agreement (where applicable), the candidates must be informed about the risks and rewards of scuba diving. There is no need to scare the candidates, but they should be aware of the potential risks inherent in scuba diving.

C. MEDICAL HISTORY

- Candidates for SSI professional programs are required to have a complete Medical History form (or valid medical statement).
- This form must be signed by a physician within the past year.

V. COURSE OVERVIEW

Give the candidates an overview of how the course will be conducted, and what is expected of them to pass. While there are many important points, make sure your candidates understand at least the following details and course procedures:

- Payment Procedures.
- Equipment Policy — Explain what equipment candidates are expected to buy or rent, and what equipment the dive store will supply.
- Academic Overview — Review the requirements for completing the digital learning, the importance of active participation in the program, the written examinations and skill evaluations required for certification, and the importance of completing assignments on time.
- The location of dressing and bathroom facilities.
- The date, time and location of any training sessions.

Assistant Instructor / Instructor Training Course
PROGRAM PRE-TEST

I. PROGRAM PRE-TEST KEY

For every meter of depth in freshwater, pressure changes by:
- ✓ 0.098 bar
- 0.100 bar
- 0.013 bar
- 1.03 bar

Which physical law states: "If temperature remains constant, the pressure and volume of any gas are inversely related.
- ✓ Boyle
- Dalton
- Henry
- Archimedes

The absolute pressure at a depth of 50 meters in salt water is:
- ✓ 6.000 bar
- 5.000 bar
- 5.012 bar
- 5.901 bar

Breathing gas consumption:
- ✓ Increases as depth increases
- Decreases as depth increases
- Remains the same as depth increases
- Varies inversely with depth

What would be the surface air consumption rate (SAC) of a diver with a 200bar, 10 liter cylinder who uses 50bar in 10 minutes at a depth of 10 meters in the ocean?
- ✓ 25 liters / minute
- 50 liters / minute
- 35 liters / minute
- 10 liters / minute

A diver and his / her equipment weigh 87 kg when neutrally buoyant in saltwater. To be neutrally buoyant for freshwater diving with the same equipment, he /she has to:
- Add weight
- ✓ Remove weight
- Use the same weight
- All answers are correct

If 2 liters of air are needed in your buoyancy compensator to maintain neutral buoyancy at 10m in the ocean, what will happen to your buoyancy if you ascend 3 m without deflating:
- ✓ Your positive buoyancy will increase
- Your negative buoyancy will increase
- There will be no change in buoyancy
- You will stay neutral no matter if you ascend or descend

Assuming a maximum partial pressure limitation of 1.4bar, the maximum MOD for a 40% nitrox mixture in the ocean is:
- ✓ 25 meters
- 40 meters
- 0.035 meters
- 20 meters

The cardiovascular system consists of these three major components:
- ✓ Heart (pump), Blood (transport medium) , Blood vessels (plumbing)
- Sinuses and Lungs only
- Alveoli, Veins and lungs only
- Right Atrium, left Atrium and Arteries only

A lung rupture can occur with over-pressurization in water as shallow as:
- ✓ 1.2m
- - 5.0m
- - 3.5m
- - 4.0m

Which of the following statements concerning heat stroke is not true?
- ✓ Perspiration is profuse
- - The skin is hot
- - Heat stroke is an extremely serious condition
- - The pulse is rapid

A physiological condition called a squeeze occurs when:
- ✓ The pressure on the outside of an closed air space is greater than the internal pressure
- - The pressure on the inside of an air space is greater than the external pressure
- - The pressure on the inside of an air space is increasing to equalize with the external pressure
- - None of the answers are correct

Permanent hearing loss, vertigo and ringing in the ear are most likely to be the result of a ruptured:
- ✓ Round and/or Oval Window
- - Eardrum
- - Eustachian Tube
- - Semicircular Canal

The primary symptom of ear squeeze in its initial phase is:
- ✓ A pressure that will progress to severe pain if equalization is not completed
- - A pulling sensation in the chest
- - Joint and limb pain
- - Rapid, shallow, inefficient breathing

There are several lung overexpansion injuries that you should be aware of so that you can avoid them while diving. These are:
- ✓ Air Embolism, Mediastinal Emphysema, Subcutaneous Emphysema, Pneumothorax
- - Decompression Sickness, Barotrauma
- - Hypothermia, Hypoxia, Hyperoxia
- - Decompression Sickness, Arterial Gas Embolism and rupture of the Oval Window

If you have difficulty equalizing pressure in your ears/sinuses while descending, you should:
- ✓ Ascend until the pressure is relieved and then attempt equalization
- - Return to the surface and re-initiate the descent
- - Ascend 2 meters and force equalization
- - Stop and wait until the discomfort subsides

Tissue half-time is a method used to describe the time necessary to allow the amount of gas in a particular tissue to change by:
- ✓ 50%
- - 100%
- - 33%
- - 75%

At sea level, human body tissues are saturated with nitrogen at a partial pressure equal to:
- ✓ The partial pressure of the gas in alveolar air
- - The absolute pressure of air at sea level
- - The hydrostatic pressure of water at sea level
- - The gauge pressure of the gas in the lungs

The term "fast tissue" refers to:
- ✓ The rate at which they absorb and eliminate nitrogen
- - The ascent rate of the diver if he is too fast
- - Not well-perfused tissues
- - Slow tissues which will change on emergency ascents

The recommended depth and time that a diver should spend at a safety stop on all dives is:
- ✓ 5 meters / 3-5 minutes
- - 10 meters / 1-3 minutes
- - 5 meters / 15 minutes
- - 9 meters / 3-5 minutes

The process of desaturation begins if the diver:
- ✓ Starts ascending
- - Starts descending
- - Is performing a safety stop
- - Is performing a decompression stop

On desaturation, the inert gas diffuses from the tissues into the bloodstream, from the blood into the alveolar air, and then:
- ✓ Out of the body with each exhalation
- - Back into the blood stream
- - Into the sensor of the dive computer
- - Through the lung tissues into the mediastinum

Multi-level dives, in general, are those where:
- ✓ Divers spend time at progressively shallower depths during the dive, which allows extended bottom time
- - Divers spend time at progressively deeper depths during the dive, which allows extended bottom time
- - Divers spend time at progressively shallower depths during the dive, which allows less bottom time
- - All of the answers are correct

The closer to the limits a computer has been pushed, the more:
- ✓ Cautious a diver should be
- - Safe a diver will be
- - Deep the diver will be on the next dive
- - Often the computer needs maintenance

To avoid having to sit out dives, divers should always be prepared with a:
- ✓ Extensive spare parts kit
- - Spare cylinder
- - Second Total Diving System
- - Complete second delivery system

All cylinders filled with anything other than air must be:
- ✓ Clearly marked
- - Only used once
- - Rinsed off before filling
- - Rented from an SSI Dive Center

The task of the first-stage of a regulator system is quite simply to:
- ✓ Reduce high-pressure air coming from the cylinder to a consistent intermediate pressure
- - Increase high-pressure air coming from the cylinder
- - Reduce high-pressure air coming from the cylinder to an increased intermediate pressure
- - Increase the intermediate pressure

The SSI Equipment Service Program is a complete maintenance program designed to keep the components of a Total Diving System:
- ✓ Performing reliably and to the best of their potential
- - Clean and usable
- - Stored at the dive center
- - All of the answers are correct

To replace the traditional weight belt, most modern buoyancy compensators have:
- ✓ An integrated weight system
- - A harness
- - An inflator
- - Pockets

Once you have determined weight requirements, you must make certain that it is:
- ✓ Properly distributed
- - Colorful
- - Heavy
- - All fixed at one place

All instruments must be readily accessible and the displays should be uncluttered and easy to read even in:
- ✓ Low light and poor visibility
- - The ocean
- - Freshwater
- - Currents

The thermal protection afforded by wetsuits and dry suits can be enhanced by the addition of:
- ✓ Hoods, booties and gloves
- - Argon as inflation gas
- - Hot water inside the suit
- - Back plates and harnesses

Many manufacturers state that a warranty will be voided if the equipment is taken apart or altered, or if parts are replaced by anyone other than:
   ✓ A factory-authorized technician
   - A Dive Professional
   - A self trained technician
   - The manufacturers themselves

Since most of the substrate contains various forms of living organisms, divers need to take painstaking care not to:
   ✓ Trample anything
   - Be closer than 10 meters/30 ft
   - Be negatively buoyant
   - Dive in areas with living organisms

A helpful dive professional will inform divers at the pre-dive briefing of what potential aquatic species may be encountered and:
   ✓ Where they are likely to be encountered
   - How they are easiest to avoid
   - How dangerous they are
   - How they can breed

Which plants make up more than 99% of the bulk of the plants produced in the oceans?
   ✓ Phytoplankton
   - Seaweeds
   - Grasses
   - Corals

If a diver is injured by harmful sea life, it is usually because of:
   ✓ All answers are correct
   - The diver's negligence
   - The diver's ignorance
   - The diver's aggressive behavior

Soft bodied animals without "backbone" found in the waters of the world have a scientific category called:
   ✓ Invertebrates
   - Biospheres
   - Cnidarians
   - Diatoms

The creatures capable of inflicting injury will do so only:
   ✓ Defensively
   - Offensive
   - At night
   - On purpose

The stinging mechanisms of jellyfish are located:
   ✓ On the tentacles
   - On the epidermis
   - On the gastrodermis
   - On the mesoglea

Although all corals contain stinging cells, one group is the most troublesome to divers. These are called:
   ✓ Fire corals
   - Brain corals
   - Soft corals
   - Leather corals

The ocean depth at which the partial pressure of oxygen in air equals 1.6 bar is _____ meters assuming O2 = 21%.
   - 85
   - 70
   ✓ 66
   - 55

Assuming a maximum partial pressure limitation of 1.4 bar, the maximum depth for a 32% nitrox mixture is _____ of seawater.
   ✓ 33.7 m
   - 20 m
   - 43.7 m
   - 66 m

The recommended method to avoid sinus squeezes and reverse blocks is to:
- Only use decongestants that do not produce side effects
- Forcibly equalize the pressure in your sinuses every few meters
- Ascend and descend slowly to allow gradual equalization
✓ Dive only when your sinuses are healthy and clear

If a diver suffers DCS in a remote location, you should:
- Provide oxygen first aid
- Transport the diver to a treatment facility even if that involves considerable delay
- Provide water to drink
✓ All answers are correct

The most common flags used to show the location of divers underwater are the:
- Beta flag and the look-out-below flag
- Alfa flag and the safe boaters flag
- Recreational diver's flag and the beta flag
✓ Recreational diver's flag and the Alfa flag

An incoming tide is called a _____ and an outgoing tide is called an _____.
- Rush; flow
✓ Flood; ebb
- Flow; rush
- Ebb; flood

Sponges can be recognized by the presence of _____, attesting to the circulation of water throughout their bodies.
- Bumps
- Leaves
- Branches
✓ Holes

After a 2:45 minute surface interval as a group D diver, what is your new group designation?
- A
✓ B
- C
- D

What would your minimum surface interval be if you wanted to make two dives to 18 meters for 30 minutes each?
- 1:16
- 2:00
✓ 2:29
- 2:39

The cardiovascular system consists of these three major components:
✓ Heart (pump), Blood (transport medium) , Blood vessels (plumbing)
- Sinuses and Lungs only
- Alveoli, Veins and lungs only
- Right Atrium, left Atrium and Arteries only

A lung rupture can occur with over-pressurization in water as shallow as:
✓ 1.2m
- 5.0m
- 3.5m
- 4.0m

Which of the following statements concerning heat stroke is not true?
✓ Perspiration is profuse
- The skin is hot
- Heat stroke is an extremely serious condition
- The pulse is rapid

A physiological condition called a squeeze occurs when:
✓ The pressure on the outside of an closed air space is greater than the internal pressure
- The pressure on the inside of an air space is greater than the external pressure
- The pressure on the inside of an air space is increasing to equalize with the external pressure
- None of the answers are correct

Permanent hearing loss, vertigo and ringing in the ear are most likely to be the result of a ruptured:
✓ Round and/or Oval Window
- Eardrum
- Eustachian Tube
- Semicircular Canal

The primary symptom of ear squeeze in its initial phase is:
  ✓ A pressure that will progress to severe pain if equalization is not completed
  - A pulling sensation in the chest
  - Joint and limb pain
  - Rapid, shallow, inefficient breathing

There are several lung overexpansion injuries that you should be aware of so that you can avoid them while diving. These are:
  ✓ Air Embolism, Mediastinal Emphysema, Subcutaneous Emphysema, Pneumothorax
  - Decompression Sickness, Barotrauma
  - Hypothermia, Hypoxia, Hyperoxia
  - Decompression Sickness, Arterial Gas Embolism and rupture of the Oval Window

If you have difficulty equalizing pressure in your ears/sinuses while descending, you should:
  ✓ Ascend until the pressure is relieved and then attempt equalization
  - Return to the surface and re-initiate the descent
  - Ascend 2 meters and force equalization
  - Stop and wait until the discomfort subsides

At sea level, human body tissues are saturated with nitrogen at a partial pressure equal to:
  ✓ The partial pressure of the gas in alveolar air
  - The absolute pressure of air at sea level
  - The hydrostatic pressure of water at sea level
  - The gauge pressure of the gas in the lungs

The recommended method to avoid sinus squeezes and reverse blocks is to:
  - Only use decongestants that do not produce side effects
  - Forcibly equalize the pressure in your sinuses every few meters
  - Ascend and descend slowly to allow gradual equalization
  ✓ Dive only when your sinuses are healthy and clear

Tissue half-time is a method used to describe the time necessary to allow the amount of gas in a particular tissue to change by:
  ✓ 50%
  - 100%
  - 33%
  - 75%

The term "fast tissue" refers to:
  ✓ The rate at which they absorb and eliminate nitrogen
  - The ascent rate of the diver if he is too fast
  - Not well-perfused tissues
  - Slow tissues which will change on emergency ascents

The recommended depth and time that a diver should spend at a safety stop on all dives is:
  ✓ 5 meters / 3-5 minutes
  - 10 meters / 1-3 minutes
  - 5 meters / 15 minutes
  - 9 meters / 3-5 minutes

The process of desaturation begins if the diver:
  ✓ Starts ascending
  - Starts descending
  - Is performing a safety stop
  - Is performing a decompression stop

On desaturation, the inert gas diffuses from the tissues into the bloodstream, from the blood into the alveolar air, and then:
  ✓ Out of the body with each exhalation
  - Back into the blood stream
  - Into the sensor of the dive computer
  - Through the lung tissues into the mediastinum

Multi-level dives, in general, are those where:
  ✓ Divers spend time at progressively shallower depths during the dive, which allows extended bottom time
  - Divers spend time at progressively deeper depths during the dive, which allows extended bottom time
  - Divers spend time at progressively shallower depths during the dive, which allows less bottom time
  - All of the answers are correct

The closer to the limits a computer has been pushed, the more:
  ✓ Cautious a diver should be
  - Safe a diver will be
  - Deep the diver will be on the next dive
  - Often the computer needs maintenance

If a diver suffers DCS in a remote location, you should:
  - Provide oxygen first aid
  - Transport the diver to a treatment facility even if that involves considerable delay
  - Provide water to drink
  ✓ All answers are correct

After a 2:45 minute surface interval as a group D diver, what is your new group designation?
  - A
  ✓ B
  - C
  - D

What would your minimum surface interval be if you wanted to make two dives to 18 meters for 30 minutes each?
  - 1:16
  - 2:00
  ✓ 2:29
  - 2:39

To avoid having to sit out dives, divers should always be prepared with a:
  ✓ Extensive spare parts kit
  - Spare cylinder
  - Second Total Diving System
  - Complete second delivery system

All cylinders filled with anything other than air must be:
  ✓ Clearly marked
  - Only used once
  - Rinsed off before filling
  - Rented from an SSI Dive Center

The task of the first-stage of a regulator system is quite simply to:
  ✓ Reduce high-pressure air coming from the cylinder to a consistent intermediate pressure
  - Increase high-pressure air coming from the cylinder
  - Reduce high-pressure air coming from the cylinder to an increased intermediate pressure
  - Increase the intermediate pressure

The SSI Equipment Service Program is a complete maintenance program designed to keep the components of a Total Diving System:
  ✓ Performing reliably and to the best of their potential
  - Clean and usable
  - Stored at the dive center
  - All of the answers are correct

To replace the traditional weight belt, most modern buoyancy compensators have:
  ✓ An integrated weight system
  - A harness
  - An inflator
  - Pockets

Once you have determined weight requirements, you must make certain that it is:
  ✓ Properly distributed
  - Colorful
  - Heavy
  - All fixed at one place

All instruments must be readily accessible and the displays should be uncluttered and easy to read even in:
  ✓ Low light and poor visibility
  - The ocean
  - Freshwater
  - Currents

The thermal protection afforded by wetsuits and dry suits can be enhanced by the addition of:
  ✓ Hoods, booties and gloves
  - Argon as inflation gas
  - Hot water inside the suit
  - Back plates and harnesses

Many manufacturers state that a warranty will be voided if the equipment is taken apart or altered, or if parts are replaced by anyone other than:
- ✓ A factory-authorized technician
- A Dive Professional
- A self trained technician
- The manufacturers themselves

The most common flags used to show the location of divers underwater are the:
- Beta flag and the look-out-below flag
- Alfa flag and the safe boaters flag
- Recreational diver's flag and the beta flag
- ✓ Recreational diver's flag and the Alfa flag

Since most of the substrate contains various forms of living organisms, divers need to take painstaking care not to:
- ✓ Trample anything
- Be closer than 10 meters/30 ft
- Be negatively buoyant
- Dive in areas with living organisms

A helpful dive professional will inform divers at the pre-dive briefing of what potential aquatic species may be encountered and:
- ✓ Where they are likely to be encountered
- How they are easiest to avoid
- How dangerous they are
- How they can breed

Which plants make up more than 99% of the bulk of the plants produced in the oceans?
- ✓ Phytoplankton
- Seaweeds
- Grasses
- Corals

If a diver is injured by harmful sea life, it is usually because of:
- ✓ All answers are correct
- The diver's negligence
- The diver's ignorance
- The diver's aggressive behavior

Soft bodied animals without "backbone" found in the waters of the world have a scientific category called:
- ✓ Invertebrates
- Biospheres
- Cnidarians
- Diatoms

The creatures capable of inflicting injury will do so only:
- ✓ Defensively
- Offensive
- At night
- On purpose

The stinging mechanisms of jellyfish are located:
- ✓ On the tentacles
- On the epidermis
- On the gastrodermis
- On the mesoglea

Although all corals contain stinging cells, one group is the most troublesome to divers. These are called:
- ✓ Fire corals
- Brain corals
- Soft corals
- Leather corals

An incoming tide is called a _____ and an outgoing tide is called an _____.
- Rush; flow
- ✓ Flood; ebb
- Flow; rush
- Ebb; flood

Sponges can be recognized by the presence of _____, attesting to the circulation of water throughout their bodies.
- Bumps
- Leaves
- Branches
✓ Holes

A. GENERAL TRAINING STANDARDS

As long as standards and training requirements are met, the SSI Flexibility Rule:
✓ Allows SSI Dive Professionals to develop their own teaching style
- Add skills not endorsed by SSI to their training program
- Allows SSI Dive Professionals to reduce the number of training dives as necessary
- Requires skills to be taught exactly as described in the Instructor Manuals

A valid Medical History form (or valid medical statement) is required:
✓ Prior to any in-water activity
- Any time SSI training is conducted
- Prior to any open water training
- Prior to certification

Each student participating in entry-level training is required to watch the Risk Awareness Video Part 1 (where applicable):
✓ Prior to any in-water training
- Any time SSI training is conducted
- Prior to open water training
- Prior to certification

Each student must have the appropriate Digital Training Kit (if available)
✓ For every program they participate in
- Only if they are not sharing with another student
- Only if they are older than 18 years
- Only if the instructor requires them to

An SSI Dive Professional must have access to:
✓ All answers are correct
- The most current student manual
- The most current instructor manual
- Any additional required training materials

As defined in the General Training Standards, every SSI Dive Professional must use:
✓ All answers are correct
- At least all student equipment
- A dive computer
- An SMB and surface emergency signaling device

Required open water training dives must be completed:
✓ Within six (6) months of the last academic or in-water training session
- Within nine (9) months of the last academic or in-water training session
- Within six (6) months of the last academic training session
- Within 12 months of the last academic training session

If it has been more than 12 months since the last in-water session, an entry-level student:
✓ Must complete a Scuba Skills Update
- Must restart their entry-level program
- Requires no additional review
- Must do a complete academic review

In the General Training Standards, the rationale for teaching students to pass their primary regulator is found:
✓ Under "SSI In-Water Training Philosophy"
- Under "How To Use These Standards"
- Under "Program Administration"
- Under "Teaching Air-Sharing Skills"

As defined by the General Training Standards, a certified assistant is:
✓ All answers are correct
- An SSI Divemaster or higher
- In active status with SSI
- Able to assist with in-water training and supervision

When can a certified assistant evaluate skills?
  ✓ Never
  - During pool/confined water sessions only
  - During any in-water training session
  - During open water training dives only

Student-to-instructor ratios:
  ✓ Are defined by the specific program standard
  - Are determined entirely by the instructor
  - Should not be reduced for any reason
  - Cannot be increased for any reason

The maximum depth for emergency ascent skills training during any open water dive is:
  ✓ Ten (10) meters or less
  - Fifteen (15) meters or less
  - Nine (9) meters or less
  - There is no depth limit

A written emergency plan is required:
  ✓ For any location where training dives are conducted
  - Only for open water training
  - Only for confined water training
  - Only if the instructor is not familiar with the dive site

As defined in General Training Standards > Diving Environments, the Indoor Diving program requires:
  ✓ All answers are correct
  - An aquarium or purpose-built facility
  - A minimum depth of five (5) meters
  - A minimum surface area of 100 square meters

Which of the following statements is true about the SSI definition of a swim through:
  ✓ The maximum length is ten (10) meters
  - The minimum depth is 30 meters
  - They can be used by entry-level students
  - They do not need clearly visible entry and exit points

Limits for specific program depths are found:
  ✓ In the program's specific standards/instructor manual
  - In the General Training Standards
  - In the Open Water Diver Instructor Manual
  - There are no depth limits

Once a student completes their academic and in-water training requirements:
  ✓ All answers are correct
  - Their certification must be processed within seven (7) days
  - They will automatically receive a digital certification card
  - A printed card may be ordered from the dive center or regional SSI Service Center

Procedures for issuing diver referrals and replacing lost cards are found in:
  ✓ General Training Standards > Certification Procedures
  - The program-specific standard
  - The SSI Dive Center Manual
  - The Instructor Training Course Standards

Instructors may conduct SSI training programs if they are:
  ✓ In active status only
  - In active or under review status
  - In active or inactive status
  - As long as they are affiliated with an SSI Dive Center

  B. DIVE PROGRAM STANDARDS

A water fitness evaluation must be completed before entry-level students:
  ✓ Do any open water training
  - Do any in-water training
  - Start their academic training
  - Are issued their certification card

The Try Scuba program may be conducted by an active status:
    ✓ Assistant Instructor or higher
    - Dive Guide or higher
    - Divemaster or higher
    - Anyone can teach a Try Scuba program

The maximum student-to-instructor ratio in a Basic Diver program is:
    ✓ 4:1
    - 2:1
    - 8:1
    - 6:1

Before getting a Referral Diver certification card, a student must:
    ✓ All answers are correct
    - Complete all academic sessions and assessments
    - Complete an Open Water Diver final exam
    - Complete all pool/confined water sessions and skill evaluations from the Open Water Diver Instructor manual.

An Indoor Diver may upgrade to Open Water Diver after completing all skill evaluations and:
    ✓ Two (2) open water training dives
    - Four (4) open water training dives
    - No open water training is required
    - One (1) open water training dive

If one or more students in a Scuba Diver program are under the age of 15, the maximum student-to-instructor ratio is:
    ✓ 6:1
    - 8:2 with a certified assistant
    - 6:2 with a certified assistant
    - 4:1

If any students in an entry-level program are younger than 12 years old, the maximum student-to-instructor ratio is:
    ✓ 4:1, and only two (2) students may be younger than 12
    - 6:2, and only two (2) students may be younger than 12
    - 8:2 with a certified assistant
    - 8:2 and only two (2)students may be younger than 12

During open water training dives, the Open Water Instructor may:
    ✓ Indirectly supervise navigation skills during Open Water Training Dive #4
    - Indirectly supervise the dive if a certified assistant is present
    - Indirectly supervise students during skill evaluations
    - Indirectly supervise emergency ascent skills

During the Open Water Diver program, Open Water Training Dives 3 and 4 may only be conducted:
    ✓ After all academic and pool/confined water requirements are complete
    - After all academic requirements are complete
    - After all academic requirements and two pool/confined water sessions are complete
    - After two academic and two pool/confined water sessions are complete

The Experienced Diver Test:
    ✓ All answers are correct
    - Requires proof of open water diving experience
    - Is for divers that have lost proof of certification or have non-traditional diving histories
    - Requires an academic and pool/confined water evaluation

The minimum age for the Advanced Adventurer program:
    ✓ Is determined by the applicable specialty program
    - Is 10 years old
    - Is 15 years old
    - Is 12 years old

The first mandatory training dive for all SSI Specialty programs must be:
    ✓ Directly supervised
    - Indirectly supervised
    - Indirectly supervised if a certified assistant is used
    - All training dives must be directly supervised

Students participating in SSI Diving Knowledge Specialty programs must be at least:
    ✓ A Referral Diver
    - An Open Water Diver
    - A Scuba Diver
    - 12 years old

Which of the following is NOT found in the Open Water Specialty programs in the Dive Program Standards?
✓ Dry Suit Diving
- Deep Diving
- Wreck Diving
- Navigation

An uncertified Open Water Diver student may participate in a Scuba Skills Update.
✓ True, if they have completed all of the pool/confined water training dives from the Open Water Diver Instructor Manual
- False, only certified divers may participate in the Scuba Skills Update program

C. DIVE PROFESSIONAL STANDARDS

A Candidate Water Fitness Evaluation includes:
✓ A full diver rescue with a surface swim in under eight (8) minutes
- 20 minutes of treading water
- A 50-meter underwater swim
- A 750-meter surface swim with mask, fins and snorkel

Candidates for the Snorkeling Instructor program must be:
✓ 18 years old
- Active status SSI Dive Professionals
- Open Water Instructors or higher
- 15 years old

The SSI Dive Guide program may be taught by:
✓ An active status Dive Guide Specialty Instructor or higher
- An active status Assistant Instructor or higher
- An active status Advanced Open Water Instructor or higher
- An active status Divemaster Instructor or higher

Which of the following statements is NOT a requirement for the SSI Divemaster rating?
✓ Minimum age: 21 years old
- Be an active status Professional Dive Guide
- Have the Science of Diving certification
- Have logged at least 60 open water dives

Which of the following is not required to complete the Assistant Instructor program?
✓ Complete and pass all requirements from the Open Water Diver Instructor Manual
- Have logged at least 75 open water dives totaling 50 hours or more
- Complete the Candidate Water Fitness Evaluation
- Complete a final exam with a score of 90% or higher

Assistant Instructors may teach, supervise and issue certifications for the following programs:
✓ Scuba Rangers, Try Scuba, Scuba Skills Update, and Perfect Buoyancy
- Scuba Rangers, Try Scuba, Scuba Skills Update and Deep Diving
- Scuba Rangers, Try Scuba, and all SSI Specialty programs
- Scuba Rangers, Basic Diver, Scuba Skills Update and Open Water Diver

Prior to participating in the Instructor Evaluation, an Open Water Instructor candidate must:
✓ Complete the Instructor Training Course
- Log at least 125 open water dives
- Complete at least ten (10) Try Scuba programs
- Assist with at least five (5) Open Water Diver programs

SSI Open Water Instructors may teach, supervise and issue certifications for the following program:
✓ All answers are correct
- Dive Guide
- Enriched Air Nitrox
- Diver Stress and Rescue

Which of the following statements is NOT a requirement for a Divemaster Instructor?
✓ Be an Assistant Instructor Trainer
- Be an Advanced Open Water Instructor
- Be a Science of Diving Instructor
- Have issued a minimum of 30 SSI certifications

How can a SSI Divemaster earn an Ecology Specialty Instructor certification?
✓ Complete a Specialty Seminar, or co-teach the program
- Complete a Specialty Seminar or the Verification Application
- Complete the Verification application, or co-teach the program
- Only co-teaching is an option for Training Specialists

Assistant Instructors may qualify to teach, supervise and issue certifications for the following programs:
   ✓ Science of Diving, Boat Diving and Navigation
   - Equipment Techniques, Wreck Diving and Enriched Air Nitrox
   - Boat Diving, Navigation and Wreck Diving
   - Equipment Techniques, Navigation and Wreck Diving

If a candidate is not a medical professional, what is the minimum required rating to be a React Right Instructor?
   ✓ Active status Professional Dive Guide
   - Active status Assistant Instructor
   - Active status Open Water Instructor
   - Active status Divemaster

In addition to the Divemaster Instructor Rating, an Assistant Instructor Trainer candidate must have issued at least:
   ✓ 30 Scuba Diver and/or Open Water certifications
   - 40 Scuba Diver and/or Open Water certifications
   - 20 Scuba Diver and/or Open Water certifications
   - 10 Scuba Diver and/or Open Water certifications

Which of the following is NOT a prerequisite for the SSI Master Instructor Rating?
   ✓ Have issued at least 200 certifications
   - Be an active status Assistant Instructor Trainer
   - Have logged at least 250 open water dives
   - Train primarily SSI programs at all dive professional levels

If they have been in inactive status for 2 to 5 years, one of the options for an SSI Dive Professional to return to active status is:
   ✓ Complete an SSI Dive Professional Crossover program
   - Review the Open Water Diver Instructor Manual
   - Co-teach at least one (1) Open Water Diver program
   - They only have to pay a renewal fee

Section 1 – Overview of SSI

LESSON 1.1: SSI HISTORY AND PHILOSOPHY

- -

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List at least two ways that both dive centers and dive resorts benefit from the SSI Network
2. Describe why the customer satisfaction is the most important factor in the customer loyalty cycle
3. List at least four examples of how to improve the relationship between dive centers and dive resorts

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 1.5 hours.

III. INSTRUCTOR OBJECTIVES

This lesson gives your candidates an understanding of SSI's history and philosophies. This may be the first time they are exposed to the professional aspects of a career with SSI, so you must ensure that they understand what makes SSI different from other training agencies, and how and why SSI training methods evolved into their modern forms.

IV. SCUBA SCHOOLS INTERNATIONAL

- SSI was founded by dive industry retailers in 1970.
- SSI certifications are globally (ISO) and nationally (RSTC, RSTC Europe, RSTC Japan) recognized.

V. THE SSI PHILOSOPHY

A. BUSINESS PHILOSOPHY

- The most significant difference between SSI and other training agencies is the focus on the dive center, not the dive professional and diver.
- Dive professionals must affiliate and work with an active status SSI Dive Center.
- All SSI programs use two core philosophies for training; the SSI Diver Diamond, and the "Comfort through Repetition" philosophies.

VI. THE SSI DIVER DIAMOND

A. KNOWLEDGE

B. SKILLS

C. EXPERIENCE

D. EQUIPMENT

VII. COMFORT THROUGH REPETITION

- Give some practical examples of how the "Comfort through Repetition" philosophy applies to in-water training.
- Examples include the progression for clearing a mask in the Open Water Diver program, and skill repetition throughout the SSI Education System.
- Explain that skills must be repeated, and that a single successful attempt is not enough to ensure the student has actually mastered the skill.

VIII. ACTIVE LEARNING SESSION: THE SSI TRAINING PHILOSOPHY

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe the "SSI Diver Diamond" and "Comfort Through Repetition" training philosophies.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Diver Diamond

Use the SSI Diver Diamond poster to identify the four sides of the Diver Diamond:

- Knowledge
- Skills
- Equipment
- Experience

After explaining each part of the SSI Diver Diamond, ask the candidates to share practical examples of where and how each part is emphasized during a SSI training program.

Practical Examples of the Diver Diamond:

- Knowledge – Digital learning and instructor-led sessions.
- Skill – Pool/confined water sessions and candidate teaching presentations.
- Equipment – Equipment knowledge, performing skills with personally-owned equipment, and proper experience with equipment lead to a safe and committed diver.
- Experience – Open Water Training Dives, recreational fun dives, dive center events, and organized dive travel.

Comfort through Repetition

- Use the Comfort through Repetition graphic to describe the progression of a single skill.
- Have the candidates describe the process for teaching the skill, and how to determine when the student is ready for the next step in the progression.
- Emphasize the number of times the skill is performed during the progression from shallow pool/confined water to the open water evaluation.
- Restate the ultimate goal of the skill – the student can autonomously perform the skill in open water.

C. ADDITIONAL DISCUSSION QUESTIONS

- What strategy should you use to ensure the new diver has enough practice with complex skills like "Air Sharing"?

IX. THE SSI FAMILY AND NETWORK

A. MEMBERS OF THE SSI FAMILY

Dive Centers

- Consumers come to dive centers to find dive training and travel opportunities, and to purchase equipment.
- They are operated by dive professionals and support staff.
- Every dive center must have a Monitor, who is responsible for quality control, and verifies that the SSI Training Standards are followed.
- The monitor should be the most experienced SSI Instructor on the dive center's staff.

Dive Professionals

- Responsible for the training of dive students – both entry-level and certified divers.
- SSI requires SSI Dive Professionals to be affiliated with a dive center.
- Must follow the SSI Training Standards while conducting SSI training programs.
- Activities that do not involve training (non-training dives, dive charters, etc.) are not regulated by the SSI Training Standards.

Students and Certified Divers

- These people are the critical focus of the dive industry.
- Their participation, and how they spend their money, determines the success or failure of the dive center, the dive professional, and the dive industry.

B. DEVELOPING THE SSI NETWORK

- Most dive centers generally fit into one of two categories – a domestic dive center that focuses on training and retail sales, or a dive resort or boat that primarily offers dive travel and daily dive trips.
- It is SSI's philosophy that strengthening the relationship between these two types of business is critical to the success of the industry, and benefits everyone involved.

X. ACTIVE LEARNING SESSION: CREATING A COMMITTED DIVER

A. INSTRUCTOR OBJECTIVES

The objective of this session is to show how properly using the SSI Education System promotes continuing education and equipment sales.

B. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

Divide the candidates into small groups, and assign one of the following questions, or create your own to answer the objective.

- Each group should use the Diver Diamond and Comfort Through Repetition posters, and any other training aids, to list at least three ways to make a committed diver.
- Once the candidates have made their lists, have them present them to the class. As a group, discuss each response, and add any additional comments or missed information.
- Emphasize the connection between each part of the Diver Diamond.

Possible responses:

- Knowledge and Skill – taking continuing education programs to earn recognition ratings like Advanced Open Water Diver.
- Equipment – owning their own Total Diving System.
- Experience – have at least 50 open water dives in a variety of different local dive sites and travel destinations.

C. ADDITIONAL DISCUSSION QUESTIONS

- How does a dive professional's behavior and personal training style impact their students' decisions to commit to the sport?
- How do SSI recognition ratings, like Specialty Diver, Advanced Open Water, and Master Diver promote diver commitment?

XI. LESSON REVIEW

SSI was founded in 1970 by:
- ✓ Dive retailers
- Equipment manufacturers
- Amateur dive clubs
- The RSTC

The Customer Loyalty Cycles describes the process for:
- ✓ Acquiring and retaining customers
- Selling equipment to customers
- Convincing customers to visit new dive sites
- All answers are correct

What are the four components of the Diver Diamond?
- ✓ Knowledge, Skills, Equipment, Experience
- Skills, Equipment, Experience, Time
- Equipment, Experience, Travel, Retail
- Experience, Equipment, Commitment, Acquisition

Which of the following is a benefit of affiliating with a Dive Center/Resort?
- ✓ All answers are correct
- Access to equipment and training resources
- Interactions with more-experienced instructors
- Access to marketing and student acquisition resources

Local dive centers usually:
- ✓ Focus on training and developing a community of local divers
- Have easy access to exciting open water dive sites
- Focus on traveling divers from other destinations
- Only provide continuing education programs

Dive resorts usually
- ✓ Focus on taking destination divers to exciting dive sites
- Have no access to open water dive sites
- Only provide entry-level training programs
- Focus on developing a local dive community

Developing the SSI Network benefits dive centers by:
- ✓ Increasing communication between dive centers and dive resorts
- Decreasing communication between dive centers and dive resorts
- Only increasing the flow of new divers to dive resorts
- Only increasing the flow of new students to dive centers

An SSI Dive Professional must _____ to maintain active status.
- ✓ All answers are correct
- Affiliate with an active status SSI dive center
- Pay the annual fee
- Complete the online renewal

LESSON 1.2: FUNDAMENTALS OF LEARNING

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List each of the three learning domains, and provide at least one example of each from the SSI Education System
2. Describe the typical dive student that visits their local dive center
3. List the six characteristics of adult learners
4. Give at least one example of a training style that accommodates each of the six characteristics

II. INSTRUCTOR OBJECTIVES

This lesson explains how your candidate's teaching style and the SSI Education System can meet the needs of their students. They must understand how people learn, that dive students are primarily adult learners, and that their student's needs and desires must be met by their training to create lifelong divers.

Successful instructors understand that students who feel involved in their training, and are actively engaged in the learning process, will learn better, retain more information, and usually become more committed to the sport of diving.

III. HOW PEOPLE LEARN

A. COGNITIVE LEARNING DOMAIN

- Learning in this domain involves the transfer of knowledge.
- It is a passive form of learning, where the student reads, watches videos, or participates in instructor-led lectures.

Example: Components of the SSI Total Teaching System

- Digital learning materials
- Instructor-led academic lectures

B. PSYCHOMOTOR LEARNING DOMAIN

- Learning in this domain involves physical action, and skill development.
- It is an active form of learning that involves actually doing a skill.

Example: Comfort through Repetition

- The instructor explains and demonstrates a new skill.
- The student practices and develops proficiency.
- The instructor evaluates and provides feedback on the student's performance.

C. AFFECTIVE LEARNING DOMAIN

- Learning in this domain develops the student's attitudes and opinions about the content.
- Students with a positive attitude about their training retain more information, and are more engaged with the learning process.

Example: The Diving Experience

- The SSI Diver Diamond emphasizes diving experiences as a key component of SSI training.
- Students who continue to dive, and have pleasant training experiences are more likely to continue diving and take continuing education programs.

IV. THE TYPICAL DIVE STUDENT

A. ADULT LEARNERS

- The instructor's training philosophy and teaching style must adapt to the students' wants and needs.
- This requires them to understand their students, how they learn, and what they want from their training experience.

V. ACTIVE LEARNING SESSION: HOW ADULTS WANT TO LEARN

A. INSTRUCTOR OBJECTIVE

The objective of this session is to describe the six characteristics of an adult learner, and how SSI training programs accommodate each characteristic.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Put the list of adult learning characteristics on the board, or have the candidates write them on a piece of paper.

State each characteristic, and have the candidates provide at least one example of how to address that characteristic in a training environment.

1. Adults need respect
2. Adults are autonomous and self-directed
3. Adults are goal-oriented
4. Adults need to feel that things are relevant
5. Adults are practical
6. Adults accumulate personal life experiences

C. ADDITIONAL DISCUSSION QUESTIONS

- How would you adapt an academic session to address these characteristics?
- How do these characteristics change for teenagers or children?

VI. LESSON REVIEW

Which of the following has the greatest effect on a student's attitude toward an SSI program?
✓ The dive professional conducting the program
- The quality of the training materials
- The length of time required for the program
- The cost of the program-

The three learning domains are:
✓ Skill Development, Knowledge Development, Attitude Development
- Knowledge Development, Skill Development, Competency Development
- Skill Development, Attitude Development, Competency Development
- Skills, Knowledge, Competency-

Which learning domain includes a learning activity that consists of removing, replacing, and clearing a mask?
✓ The Psychomotor Learning Domain
- The Cognitive Learning Domain
- The Affective Learning Domain
- No answer is correct

Which learning domain includes a learning activity that requires the student to describe the effects of pressure change on the air spaces in the body?
✓ The Cognitive Learning Domain
- The Psychomotor Learning Domain
- The Affective Learning Domain
- No answer is correct

Learners with more _____ attitudes toward their training learn and retain _____ than learners with more negative attitudes.
✓ Positive, more
- Optimistic, more
- Positive, slower
- Optimistic, slower

Treating everyone as an equal, and creating a training environment where learners are free to voice their opinions in class relates to which adult learning characteristic?
✓ Adults need respect
- Adults are goal-oriented
- Adults are practical
- Adults are autonomous and self-directed

Acting as a facilitator who encourages and guides students through the process of acquiring knowledge relates to which adult learning characteristic?
✓ Adults are autonomous and self-directed
- Adults are goal-oriented
- Adults accumulate personal life experiences
- Adults need respect

The statement, "Adults want to connect the relevance of what they learn to what they want to achieve," relates to which adult learning characteristic?
✓ Adults need to feel that things are relevant
- Adults are goal-oriented
- Adults need respect
- Adults are practical

Using facilitated training strategies to guide learners through the process of connecting their past experiences to current knowledge and skill-based learning activities relates to which adult learning characteristic?
✓ Adults accumulate personal life experiences
- Adults are goal-oriented
- Adults need respect
- Adults are autonomous and self-directed

Allowing free time for students to practice a skill or play underwater games at the end of a pool/confined water session is associated with which learning domains?
✓ Psychomotor and Affective Learning Domains
- Psychomotor and Cognitive Learning Domains
- Affective and Cognitive Learning Domains
- No answer is correct

LESSON 1.3: THE SSI TOTAL TEACHING SYSTEM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the three general sections of the SSI Training Standards related to dive professionals
2. Explain when each part of the training record is completed during a training program
3. Explain when the SSI Flexibility Rule can be used to adapt a training program, and when it cannot

II. INSTRUCTOR OBJECTIVES

This lesson familiarize your students with the various components of the SSI Total Teaching System. They must understand the importance and benefits of the system, and be able to describe how each component improves their students' learning experience, and how the SSI Flexibility Rule can be used to adapt their training to meet the students' needs.

III. PURPOSE OF THE TOTAL TEACHING SYSTEM

- The Total Teaching system has the tools needed to give high-quality training to students.
- It is used for every program in the SSI Education System.
- By using the Total Teaching System, instructors improve the learning experience, protect themselves from liability, and streamline the training process.

IV. ACTIVE LEARNING SESSION: INTRODUCTION TO THE SSI TRAINING STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the three primary sections of the SSI Training Standards, and demonstrate the ability to locate a specific item in the SSI General Training Standards.

B. ACTIVITY INSTRUCTIONS – (PEER INSTRUCTION)

Assign each candidate one question from the list below, or create your own questions from the SSI General Training Standards. Each candidate should access the SSI Standards from their MySSI account using the MySSI app or online.

Have the candidates locate the correct answer in the standards. If necessary, use leading questions to help find the applicable section. Each candidate should present their answer to the class, including the subsection and page where the answer is located.

Suggested Questions:

- Do instructors have to have a surface marker buoy with them during all open water training dives?
- What is the recommended depth limit for a certified Junior Open Water Diver under the age of 12?
- When is a student's medical statement required to be signed by a medical professional?
- How many open water training dives can a student do in a single day?
- Can a dive professional take a student through a swim through during entry-level training dives?
- What is the minimum depth of any open water training dive?

Create more questions as needed. Inform candidates that they will be asked to locate standards from specific training programs later in the Instructor Training Course.

- What other SSI Training Standards exist? (XR, FD, etc.)

V. ACTIVE LEARNING SESSION: TRAINING RECORDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to locate and review the required documentation used for conducting SSI training programs.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Provide paper versions of the following documents that the candidates can review, or display them one at a time on a screen or monitor. Go through each document and discuss its features and purpose.

- Medical History Form
- Waver and Release of Liability
- Statement of Understanding
- Training Record for the Open Water Diver program
- Training Record for a Specialty Program (i.e. Perfect Buoyancy)

Show the candidates where these individual forms can be found in the MyDownloads section of their MySSI account.

C. ADDITIONAL DISCUSSION QUESTIONS

- How can missing or incomplete student forms and records affect you and your dive center in the event of a dive accident or lawsuit?

VI. ADDITIONAL COMPONENTS OF THE TOTAL TEACHING SYSTEM

A. DIGITAL LEARNING MATERIALS

- Emphasize the benefits of digital materials compared to printed books (interactive, quickly updated, no store inventory).
- Digital learning materials are available in 30+ languages for most SSI programs at no additional cost.

B. FINAL EXAMS

- Show the candidates where final exams are found in MySSI.
- Explain how a final exam is conducted, and how and why any missed questions must be explained and understood by the student.
- Explain the process for retaking an exam if the student fails the first attempt.

C. INSTRUCTOR MANUALS

- Show the candidates where to find the instructor manuals in MySSI and the MySSI app.
- Instructors should be very familiar with the manuals for any program they are certified to teach.
- They will use these manuals in greater detail later in the Instructor Training Course.

D. CUE CARDS/WETNOTES

- Review the cue cards or wetnotes with your candidates.
- Emphasize that the skill sequences are suggested guidelines only.

E. PRESENTATION ENHANCEMENT GUIDES (PEGS)

- Show the candidates where to find the PEGs in MySSI.
- Explain how PEGs are used as a training aid.
- Emphasize that the PEGs are a suggested outline only, and can be personalized by the instructor and the dive center.

F. DIVE LOG

- SSI has a printed dive log and a digital dive log that is found in the MySSI app.
- Show a sample of the printed dive log.

VII. ACTIVE LEARNING SESSION: THE FLEXIBILITY RULE

A. INSTRUCTOR OBJECTIVES

The objective of this session is to define the SSI Flexibility Rule, and how it can be applied to SSI training programs.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have candidates open the SSI Training Standards from their MySSI account using the MySSI app or online. You can also open them on a screen, or provided printed versions.

Have candidates locate General Training Standards - The SSI Flexibility Rule, and briefly review the rule. Using examples from your dive center or personal experience, or the list below, ask the candidates if the Flexibility Rule can be used in each example.

Suggested Scenarios:

1. A student is having trouble demonstrating a skill in the pool/confined water, like mask clearing.

- Possible solution: The student could demonstrate the skill during a later pool session.

2. A student has to miss the scheduled final exam, which is given before the first open water training dive.

- Possible solution: The student can complete the final exam at any point prior to certification.

3. Bad weather prevents the class from completing skill evaluations on the second open water training dive.

- Possible solution: Skill evaluations can be completed on any open water training dive.

4. A student cannot complete the Student Water Fitness Evaluation before the first scheduled open water training dive.

- Possible solution: The Flexibility Rule does not apply here – the student cannot start open water training without completing the fitness evaluation.

C. ADDITIONAL DISCUSSION QUESTIONS

- Based on the SSI Flexibility Rule, what content must be covered for all SSI programs?
- Based on the SSI Flexibility Rule, what content can be taught at the dive centers/dive professional's discretion?

VIII. LESSON REVIEW

The Total Teaching System includes:
- ✓ Training Standards, Final Exams, Instructor Manuals
- Training Records, Cue Cards, Equipment Logs
- Digital Learning Materials, Dive Logs, Equipment Service Program
- PEGs, Training Records, Equipment Logs

Which section of the standards includes the ethical standards?
- ✓ General Training Standards
- Dive Program Standards
- Dive Center Standards
- Dive Professional Standards

What is the purpose of the final exam?
- ✓ To evaluate the student's understanding of program knowledge
- To ensure the student is ready for open water training
- All answers are correct
- To prepare the student for continuing education programs

The program instructor manual:
- ✓ Provides an outline for conducting the program
- Must be followed without deviation
- Includes training records and standards
- Includes the final exam

Dive logs:
- ✓ Should be kept by every diver, regardless of experience level
- Must only be completed by entry-level students
- Only include information for recording experience dives
- Must be kept in digital and print form

The components of the Total Teaching System:
- ✓ All answers are correct
- Are used to teach any training program
- Work as an integrated system
- Can be adapted using the SSI Flexibility Rule

Required content according to the SSI Flexibility Rule includes:
- ✓ Academic theory and in-water skills
- Minimum number of training sessions
- Information on local equipment and environment
- How to present skills

Flexible content according to the SSI Flexibility Rule includes:
- ✓ All answers are correct
- How to present skills
- The number and sequence of training sessions
- Information on local equipment and environment

Printable training records are found:
- ✓ In the dive center's MySSI account
- In the dive professional's MySSI download area
- In the student's MySSI account
- At the SSI Service Center

LESSON 1.4: THE SSI EDUCATION SYSTEM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Provide at least three examples of each category of training program
2. Briefly describe the purpose and requirements for each category
3. Briefly describe the relationship between an entry-level certification and continuing education programs
4. List three benefits of the SSI recognition levels

II. INSTRUCTOR OBJECTIVES

The SSI Education System is the foundation of SSI's training philosophy, and must be clearly understood by each of your candidates. They should be able to broadly describe the different categories of programs (acquisition, entry-level, continuing education, dive professional), and how each type of program fits into the overall system.

You do not have to focus on the details of each program – that material will be covered in later lessons – but your candidates should be able to correctly determine what category a program belongs in by the end of this lesson.

III. PURPOSE OF THE SSI EDUCATION SYSTEM

- The SSI Education System is the foundation of SSI's training philosophy.
- It provides a continuum for diver education, from potential clients to dive professionals.
- Understanding how the system works increases earning potential, and creates more business for the dive center.

IV. DIVE TRAINING PROGRAMS

A. ACQUISITION PROGRAMS

Programs designed to acquire new divers

- Programs include Snorkeling, Try Scuba, Basic Diver, Scuba Rangers, and the Scuba Skills Update.
- These programs are free, or available at a reduced price.
- They are short and easy to finish without requiring a significant investment of time or money.
- Students earn a recognition card (except for Basic Diver) after completing these programs.

B. ENTRY-LEVEL CERTIFICATION PROGRAMS

Programs designed to issue an entry-level recreational certification card

- Programs include Referral Diver, Indoor Diver, Scuba Diver, and Open Water Diver.
- These programs are longer, and teach the basic knowledge and skill to become an autonomous diver.
- Students earn a certification card.
- By completing additional requirements, students can upgrade to the Open Water Diver certification.

C. CONTINUING EDUCATION PROGRAMS

Programs designed to teach specialty knowledge and skills to certified divers

- Programs include Ecology, Diving Knowledge, Pool/Confined Water, Open Water, Dedicated Equipment, and Overhead Environment Specialty programs.
- These programs can usually be taught in one or two days, and have fewer in-water skills.
- They are designed to teach specific skills and knowledge beyond entry-level training.
- Students earn certification cards, and can qualify for recognition ratings.

Dive Guide

- This program trains candidates to lead certified divers on guided dives.
- It is the first step on the SSI Professional Career Pathway.
- Candidates can earn a Professional Dive Guide certification and work for a dive center.

V. RECOGNITION LEVELS AND RATINGS

SSI Recognition Levels reward divers for continuing to dive and log their dives.

- There are ten levels, including the Platinum Pro 5000 Diver.
- They can also earn award badges in the MySSI app.

SSI Recognition Ratings reward divers who continue to dive and take continuing education programs. The digital recognition card is immediately available in the MySSI app once the diver completes the rating requirements and updates their MySSI account.

- Specialty Diver
- Advanced Open Water Diver
- Master Diver

VI. ACTIVE LEARNING SESSION: SSI EDUCATION SYSTEM

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe the different categories of SSI training programs (acquisition, entry-level, etc.).

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have the SSI Diver and SSI Professional Career Pathways posters available to the candidates.

Select an SSI program, and have the candidates decide which category it belongs in. They should also identify it on the applicable poster, and state specific reasons why it fits in the category they select.

Some may fit in more than one category.

Examples:

- Try Scuba – Acquisition
- Open Water Diver - Entry Level
- Diver Stress and Rescue – Continuing Education
- Dive Guide – Dive Professional Programs
- Century Diver/Advanced Open Water Diver – Recognition

C. ADDITIONAL DISCUSSION QUESTIONS

- What are the relationship between recreational diving and XR?
- How much does it cost for a student to obtain a recognition rating like Gold Diver?

VII. LESSON REVIEW

The SSI Education System:
- ✓ Creates safe and capable divers
- Is only applicable for entry-level programs
- Is primarily focused on equipment sales
- All answers are correct

The SSI Education System includes:
- ✓ All answers are correct
- Acquisition programs
- Entry-level certification programs
- Continuing education and recognition programs

The requirements for conducting any SSI training program:
- ✓ Are found in the Training Standards
- Are only found in the instructor manual
- Must be reviewed before beginning training
- Are part of the Flexibility Rule

Which of the following is true about SSI recognition levels?
- ✓ Logging dives is the only requirement
- Each level recognizes 100 logged dives
- Open Water Divers are not eligible for levels above Century Diver
- Divers must log dives and complete additional training

Which of the following is true about SSI recognition ratings?
- ✓ Divers must log dives and complete additional training
- Each level recognizes 100 logged dives
- Logging dives is the only requirement
- Advanced Open Water Diver requires five logged dives

An Advanced Adventurer certification requires:
- ✓ Completing five dives from five specialty programs
- 24 logged dives
- No previous certification
- Completing four dives from four specialty programs

Recognition ratings and levels:
- ✓ Are not required to earn additional certifications
- Are required to earn additional certifications
- Require divers to purchase additional equipment
- No answer is correct

Digital learning materials:
- ✓ All answers are correct
- Increase the student's learning level
- Increase the student's knowledge retention
- Allow the instructor to focus on real-world applications

Successful divers:
- ✓ Understand the benefits of equipment ownership
- Only buy equipment sold by their dive center
- Only use rental equipment when they travel
- All answers are correct

The SSI Educational System:
- ✓ Encourages customer loyalty
- Requires divers to affiliate with one dive center
- Requires instructors to sell equipment
- Is only focused on benefiting the dive center

Which of the following is an entry-level program?
- ✓ Try Scuba
- Specialty Diver
- Perfect Buoyancy
- Entry-level instructor

LESSON 1.5: THE SSI TRAINING TEAM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Identify the three types of employees in a typical dive center training team
2. Explain the duties of each of the three employee types
3. Give at least one example of the responsibilities of SSI Headquarters and Service Centers, dive centers, and dive professionals

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the people that comprise a dive center's training team. Your candidates should understand that each member of the training team is a valuable part of the dive center's success. They should also be able to briefly describe the duties and responsibilities of each member, and how the team works together to develop safe and capable divers.

III. THE DIVE CENTER TRAINING TEAM

A. INSTRUCTORS

Open Water Instructors

- Primarily responsible for training entry-level divers, and supervising certified assistants.
- Can teach more advanced specialty programs, like Dive Guide and Diver Stress and Rescue.
- Responsible for signing training records and issuing Open Water Diver certifications.

Assistant Instructors

- Assistant Instructors can teach some parts of the Open Water Diver program under the indirect supervision of the Open Water Instructor.
- Provide valuable assistance during the academic and in-water training portions of the Open Water Diver program.
- Can qualify to independently teach and issue certifications for many SSI Specialty programs.

B. CERTIFIED ASSISTANTS

- SSI Divemasters or higher.
- Used to increase in-water ratios, and help with group management in the water.
- Cannot teach skills or supervise uncertified divers unless they are Assistant Instructors.
- Must be directed by the lead instructor.

C. SUPPORT STAFF

- Fulfill non-diving roles at the dive center, like retail, travel services, cylinder fills, etc.
- Support the dive center by improving customer service and helping with training logistics.

IV. ACTIVE LEARNING SESSION: WHO DOES WHAT?

A. INSTRUCTOR OBJECTIVES

The objective of this session is to determine who can perform which roles as part of a typical dive center training team.

B. ACTIVITY INSTRUCTIONS – (FIELD TRIP)

Take your candidates on a tour of the dive center or resort where you are conducting the Instructor Training Course. Identify various duties from the list below, or create your own examples, and have the candidates determine which individuals on the training team can fulfill each of those roles.

There may be multiple correct answers for each duty, so try to identify a wide variety of real-world tasks and responsibilities that are encountered by the training team.

Example Duties:

- Registering students for a training program, or conducting an orientation to the dive center
- Completing training records after a program is finished
- Issuing certification and recognition cards using the dive center's MySSI account
- Filling cylinders, issuing rental or training equipment, and creating work orders for equipment servicing
- Conducting academic training, or transitioning from the classroom to the pool/confined water
- Conducting the in-water training portion of the Open Water Diver program

C. ADDITIONAL DISCUSSION QUESTIONS

- How does your dive center take a student from the registration process to the certification card?
- Which duties (not including training) can a dive professional do to earn additional income?

V. SSI TRAINING TEAM RESPONSIBILITIES

A. RESPONSIBILITIES OF SSI HEADQUARTERS AND SERVICE CENTERS

- Create the training materials and standards for each program.
- The local Service Center provides logistical support and training materials to the dive centers.
- Grievance petitions are managed at the SSI Service Center level.

B. RESPONSIBILITIES OF DIVE CENTERS

- Dive centers use the SSI Education System to provide training opportunities for their customers.
- They also develop travel opportunities, local diving, and social events.
- The Monitor of the dive center is responsible for quality control in the dive center.

C. RESPONSIBILITIES OF THE DIVE PROFESSIONAL

- Every dive professional is ultimately responsible for their training programs, their students' safety, and the certifications they issue.
- They are responsible for completing the annual renewal process and affiliating with a dive center.

VI. LESSON REVIEW

____ can evaluate and issue certifications for most SSI training programs.
  ✓ Open Water Instructors
  - Assistant Instructors
  - Divemasters
  - All answers are correct

____ can only teach the academic and pool/confined water portions of the Open Water Diver program under indirect supervision.
  ✓ Assistant Instructors
  - Open Water Instructors
  - Dive center staff
  - No answer is correct

Non-diving staff assist with:
  ✓ Program logistics and organizing training programs
  - Evaluating students under indirect supervision
  - Certifying continuing education students
  - All answers are correct

SSI Headquarters:
  ✓ Create and maintain training materials and Standards
  - Train individual students
  - All answers are correct
  - Monitor the dive center staff

SSI Service Centers:
  ✓ Support dive centers within their region
  - Create and maintain training materials and Standards
  - Train individual students
  - All answers are correct

Dive centers:
  ✓ All answers are correct
  - Annually sign the Dive Center Agreement
  - Assign a dive center Monitor for quality assurance
  - Set schedules for SSI training programs

Dive professionals:
  ✓ Train and certify students
  - Set the dive center training schedule
  - Create and maintain training materials and standards
  - All answers are correct

A dive center training team needs:
  ✓ At minimum one active SSI Dive Professional and one support staff
  - Two instructors with equal responsibilities
  - Only one certified assistant
  - At least three staff members

LESSON 2.1: THE CERTIFIED ASSISTANT

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Briefly describe the role of the certified assistant as related Divemasters and Assistant Instructors
2. List the four steps for gaining experience as a dive professional
3. Give two practical examples for both direct and indirect supervision
4. Give three benefits of using an Assistant Instructor as a certified assistant during the Open Water Diver program

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 1.5 hours.

III. INSTRUCTOR OBJECTIVES

The goal of this lesson is to teach your candidates about the roles and expectations of the Assistant Instructor and the certified assistant. They may have gained experience as a certified assistant during their time as a Divemaster, but once they become an Assistant Instructor, their responsibilities and training opportunities greatly increase.

IV. THE ROLE OF THE CERTIFIED ASSISTANT

- SSI Divemasters can act as certified assistants, helping with group control and organization, but they cannot conduct training.
- Certified assistants with the Assistant Instructor certification can help by teaching the academic and pool/confined water session (except for emergency ascent skills), which is very beneficial to Open Water Instructors.
- The Open Water Instructor is still ultimately responsible for the students' welfare and training, even when indirectly supervising training.

A. DEVELOPING YOUR ABILITIES

A good dive professional is always learning!

1. Watch and learn from more-experienced dive professionals.
2. Begin assisting with training, leading some parts, and observing the more complicated parts of the program.
3. Lead the entire program under direct or indirect supervision, gathering feedback from the lead instructor.
4. Earn the applicable qualification, then continue teaching to gain more experience.

B. INSTRUCTOR CONFLICTS

- The lead instructor is usually the most experienced dive professional.
- Certified assistants must defer to the lead instructor, and follow their directions and guidance at all times.
- Certified assistants should have an open mind, and understand that their way of doing things may not be the only acceptable method.
- If there is a conflict or disagreement, address it outside of the training environment, and attempt to resolve it at the lowest level before involving the dive center or SSI Service Center.

V. ACTIVE LEARNING SESSION: WHAT DOES A GOOD CERTIFIED ASSISTANT LOOK LIKE?

A. INSTRUCTOR OBJECTIVES

The objective of this session is to review the positive attributes of a dive professional as they relate to the duties of an Assistant Instructor.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Divide the candidates into pairs, and have each candidate write down at least three attributes of a good certified assistant (e.g. role modeling, positive student interactions, proper in-water teaching ability).

As a buddy team, the candidates should compare their answers, and select three of the most important attributes.

- Each buddy team should write one or two short sentences that describes how a dive professional acquires each attribute.
- As a class, discuss each buddy team's answers, and how long they think it takes to acquire each attribute.
- They should think about how a dive professional gains experience through observation.
- Results will vary, and there are many correct answers, but each candidate should understand that proper experience takes time, a willingness to learn, and a variety of teaching experiences.

C. ADDITIONAL DISCUSSION QUESTIONS

- How does the experience of an Assistant Instructor working at a dive center differ from an Assistant Instructor working at a dive resort?
- What are some of the benefits of spending time as a working Assistant Instructor before completing the Instructor Training Course?

VI. ASSISTING WITH ACADEMIC TRAINING

Assistant Instructors have a valuable role on the dive center training team, especially during Open Water Diver training programs, where they can participate in almost every aspect of the training process.

A. ACADEMIC SESSIONS

- The format of the academic sessions is determined by the dive center or the lead instructor.
- Before training beings, the team should meet and agree on protocol, roles of each instructor, and expectations for certified assistants during training.

Assisting with Logistics

- Before the academic training begins, the Assistant Instructor can help with paperwork, orientation sessions, meeting the new students, verifying their digital learning progress, and organizing the training environment.
- Their help is very valuable, since it allows the lead instructor to maintain focus and keep the training on schedule.
- Organization is a critical part of any training program, and keeps the program well-organized and running smoothly.

Assisting with Active Learning Sessions

- Active learning sessions are interactive presentations that are more effective when more than one dive professional participates.
- They are a valuable moment for Assistant Instructors to take a supporting role in the training process while learning teaching techniques from more experienced instructors.
- They also expose the training team to a variety of questions and problems that are not normally seen during traditional lecture sessions.

Teaching the Open Water Diver Academics

- Assistant Instructors are qualified to teach all the Open Water Diver program academic sessions under indirect supervision.
- The lead instructor is still responsible for the quality of the training program.
- Assistant Instructors should only teach academic sessions without direct supervision once the lead instructor is confident in their abilities and knowledge level.

VII. ACTIVE LEARNING SESSION: DIRECT AND INDIRECT SUPERVISION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe the difference between the two types of supervision, and when they are/are not permitted.

Have candidates open the SSI Training Standards from their MySSI account using the MySSI app or online. You can also open them on a screen, or provided printed versions.

Have candidates locate the General Training Standards - Supervision, and briefly review the definitions of direct and indirect supervision. They should reference the definition of each type of supervision, as well as the program-specific training standard when they give their answer.

Using examples from your dive center or personal experience, or the list below, ask the candidates which type of supervision must be used in each example.

Suggested Scenarios:

- The lead instructor has an ear infection, and cannot teach the third pool/confined water session of the Open Water Diver program. How can the class continue?
- The lead instructor in an Open Water Diver program is focusing on student who has trouble with a skill. The Assistant Instructor wants to continue teaching skills to the rest of the students. Is this permitted? Are there any limitations?
- The Assistant Instructor is teaching the Open Water Diver academic sessions, and the lead instructor has to leave the dive center for a personal emergency.

Once the candidates research and share their answers with their group, discuss each scenario and the possible solutions as a class.

C. ADDITIONAL DISCUSSION QUESTIONS

- Describe a scenario where the type of required supervision might not be completely clear.
- How does proper indirect supervision benefit the dive center and the dive professional?

VIII. IN-WATER ASSISTANCE

A. POOL/CONFINED WATER SESSIONS

- The Assistant Instructor can teach the Open Water Diver program pool/confined water sessions under indirect supervision.
- They are not allowed to teach or evaluate any emergency ascent skills.
- Once the lead instructor has evaluated a student's emergency ascent skill demonstration, the Assistant Instructor can supervise additional practice attempts.

Assisting During In-Water Training

- The Assistant Instructor's has an important role in buddy skill demonstrations (e.g. Air Sharing, Emergency Buoyant Ascents).
- They know the lead instructor's expectations and needs during the demonstration, and how to present the skill with demonstration-level quality.
- They can also focus on group management while the lead instructor is demonstrating a skill or evaluating other students.

Working with Individual Students

- If a student struggles in the water, the lead instructor should be responsible for helping the student.
- If this occurs, the Assistant Instructor should take charge of the rest of the group.
- Depending on the lead instructor's needs, the Assistant Instructor should continue with training, have students practice familiar skills, or simply supervise the class until the lead instructor is ready to resume training.

B. OPEN WATER SESSIONS

Assisting During the Dive

- Assistant Instructors do not teach or evaluate any skills during the open water training dives.
- Their focus is on group management and safety, and supporting the lead instructor during the dive.
- For example, they can supervise students during entries and exits, and watch the rest of the group while the instructor conducts skill evaluations.

Underwater Tours

- When conditions permit, and the skill requirements of the first two open water training dives are completed, a certified assistant can take up to two students on an excursion dive.
- No skill development or evaluation can occur on these dives; they should only be used to increase the students' in-water comfort and motivation.

C. POST-DIVE DUTIES

- Assistant Instructors can take part in the post-dive debriefing, but should follow the lead instructor's guidance for commenting.
- Feedback should be positive, directly related to the in-water experience, and not too repetitive.
- The training day is not finished until the last student has left the dive center or training site.

IX. ACTIVE LEARNING SESSION: USING A CERTIFIED ASSISTANT IN THE OPEN WATER

A. INSTRUCTOR OBJECTIVES

The objective of this session is to clearly define the duties and expectations for a certified assistant during the open water portion of the Open Water Diver program.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Have the candidates open the SSI Dive Program Standards – Open Water Diver Program from their MySSI app or online, and briefly review the sections on in-water ratios, supervision, and proximity.

Give each candidate or buddy team one of the following scenarios, or create your own that describes an open water training dive with a lead instructor and a certified assistant.

Suggested Scenarios:

- There are eight students in the open water training dives. The lead instructor asks their certified assistant to evaluate four of the students. What certification must the certified assistant have?
- A student is having difficulty removing and replacing their mask during the skill evaluation. What can the lead instructor and certified assistant do in this situation?
- Visibility decreases during the dive, and the surface is no longer visible from the bottom. The lead instructor needs to evaluate ascent skills with four students, and one certified assistant is available. What parameters will allow this evaluation to be completed?
- The class consists of eight students. Four are 18 years old, two are 15 years old, and two are 14 years old. How can the open water training dives be completed without violating standards or extending the duration of the program?

C. ADDITIONAL DISCUSSION QUESTIONS

- How does a certified assistant benefit the students' experience during the open water training dives?
- Why would an instructor decide not to use a certified assistant?

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X. LESSON REVIEW

What is the primary duty of a certified assistant?
- ✓ Support the lead instructor with student training
- Evaluate students in the open water
- Conduct open water skill demonstrations
- Issue Open Water Diver certifications

Follow the lead instructor's directions:
- ✓ If they meet the Training Standards and dive center policy
- Only if you personally agree with them
- At all times without question
- Only if they have more experience than you

An Assistant Instructor can _____ during the Open Water Diver academic sessions?
- ✓ Teach under indirect supervision
- Evaluate student skills
- Only audit lectures
- Only conduct the final exam

Pool/confined water sessions:
- ✓ Focus on skill development in a controlled environment
- Should only focus on advanced skills
- Can only be taught by Open Water Instructors or higher
- All answers are correct

Where should you position yourself during in-water training?
- ✓ Behind the instructor where you will not be a distraction
- Directly next to the instructor to help as necessary
- Directly above the students so you do not distract the instructor
- Directly next to the most nervous student

What skills can an Assistant Instructor teach during pool/confined water training?
- ✓ All skills except for emergency ascent skills
- All skills from the Open Water Diver program
- The instructor must teach all the skills
- Only mask removal and buoyancy skills

Open water training dives:
- ✓ Apply the pool/confined water skills in a real-world environment
- Are used to teach additional skills like buoyancy control
- Require at least one certified assistant
- All answers are correct

Which of the following is the main priority of a certified assistant during open water training?
- ✓ Group control and supervision
- Monitoring the lead instructor's breathing gas supply
- Demonstrating skills at depth
- Conducting underwater tours

Which of the following duties can a certified assistant perform during open water training?
- ✓ All answers are correct
- Act as a Dive Guide during the dive
- Act as a dive buddy for another student
- Conduct underwater tours after Open Water Training Dive 2 is complete

The certified assistant should _____ after the dive.
- ✓ Take part in the post-dive debriefing and log their dives
- Disassemble their equipment before anyone else
- Avoid answering any questions from students
- Only take part in the post-dive debriefing

An Assistant Instructor can _____ during training in pool/confined water during the Open Water Diver program.
- ✓ Teach all skills (except the emergency ascent skills) under indirect supervision
- Teach all skills under indirect supervision
- Teach all emergency ascent skills under direct supervision
- Only observe and assist with group control

LESSON 2.2: THE SPECIALTY INSTRUCTOR

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I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. State the three methods for earning a Specialty Instructor certification, and briefly describe each method
2. List the three general requirements for completing a Specialty Instructor certification
3. Describe how to promote specialty program to entry-level divers and to more experienced divers
4. Describe the relationship between continuing education and equipment sales, and give at least one example of how this relationship benefits the dive professional and the dive center

II. INSTRUCTOR OBJECTIVES

The goal of this lesson is to teach your candidates about the SSI Specialty Instructor certification. This is one of the greatest benefits for an Assistant Instructor before they become an Open Water Instructor, since it provides additional income, allows them to teach specialties they are passionate about, and brings more people into the dive industry.

III. THE SPECIALTY INSTRUCTOR RATING

- Assistant Instructors are automatically qualified to teach Try Scuba, Scuba Skills Update, and the Perfect Buoyancy Specialty program, but this is only the beginning.
- They can qualify for additional Specialty Instructor certifications, which allow them to earn additional income, teach programs they are passionate about, and develop their training abilities and personal teaching style.

IV. BECOMING A SPECIALTY INSTRUCTOR

There are three ways to become a Specialty Instructor:

- Co-Teaching
- Specialty Instructor Seminar
- Verification Application (not available for Divemasters applying for the Training Specialist rating)

Requirements for Completion

- The candidate can complete their own registration, or do it through the dive center.
- Before any Specialty Instructor certification is issued, the dive professional's current documentation (medical, first aid/CPR, etc.) must be uploaded into their MySSI account.
- The Specialty Instructor certification is issued by the dive center or the Service Center.

V. ACTIVE LEARNING SESSION: THE PATH TO A SPECIALTY INSTRUCTOR CERTIFICATION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe the three options for earning a Specialty Instructor certification, the process for completing each option, and when each option should be used.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Review the SSI Dive Professional Standards – Specialty Instructor section, and the three options for certification with your candidates. Show them where to find the Universal Application form in MySSI.

Give each candidate or small group of candidates one of the following scenarios, or have them choose at least two Specialty Instructor certifications that they want to earn.

Have them discuss the process for earning the certification, including registration, completion requirements, and how the certification is issued by either the dive center or responsible Service Center.

Suggested Scenarios:

- One Assistant Instructor wants to earn two certifications, for programs that their dive center does not have an instructor for. They have significant experience with one program, but no experience in the second program.
- Two Assistant Instructors are completing their Instructor Training Course, and would like to earn a Specialty Instructor certification at the same time. Their dive center has an Instructor Trainer on staff.
- A dive center regularly conducts specialty program, and has easy access to a local dive site where the open water training is completed. There is no Instructor Trainer or qualified Specialty Instructor on staff, but two Assistant Instructors want to earn the Specialty Instructor certification.

Discuss each scenario with the entire class, and review the process for completing each option.

C. ADDITIONAL DISCUSSION QUESTIONS

- What are the benefits of completing more than one Specialty Instructor certification?
- What options are available for Assistant Instructors who want to complete multiple Specialty Instructor certifications?

VI. TEACHING CONTINUING EDUCATION

A. BENEFITS TO THE DIVE PROFESSIONAL

- Teaching specialty programs allows an instructor to earn more income.
- Students who enjoyed their training are more motivated to continue training with that dive professional.
- Teaching specialty programs can be a welcome diversion from teaching the Open Water Diver programs.
- Teaching specialty programs also helps an Assistant Instructor refine and improve their training techniques as they develop their personal teaching styles.

B. BENEFITS TO THE DIVE CENTER

- Continuing education students often purchase new equipment, or sign up for dive trips.
- The SSI Recognition levels are designed to encourage divers to keep diving with their dive center, and to find new dive activities within the SSI Network of dive centers and resorts.

VII. ACTIVE LEARNING SESSION: THE EQUIPMENT AND CONTINUING EDUCATION CONNECTION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to emphasize the relationship between taking continuing education programs and equipment sales, and identify how the relationship benefits the dive professional, the dive center, and the student.

B. ACTIVITY INSTRUCTIONS – (FIELD TRIP)

Take the candidates on a tour of your dive center's retail floor, rental area, or service center. You can also use visual aids, like photographs, personal equipment, or equipment catalogs if necessary.

- Use the specialties discussed in the previous active learning session, or the programs regularly taught at your dive center, as examples for the session.
- Have the candidates discuss each specialty, and the skills and requirements for each program. Have them identify equipment that would improve the students' learning experience.
- They should identify each piece of equipment, describe how it would improve the training experience, then discuss suggestions for how to connect the value of owning the equipment to the training program.

- How can you emphasize the importance of equipment ownership to your students without directly selling it to them?
- How does equipment ownership affect a student's decision to take continuing education programs, or to sign up for dive travel opportunities?

VIII. TEACHING CERTIFIED DIVERS

- With a few exceptions, students who take specialty training are usually already certified.
- These divers are fundamentally different than entry-level divers.
- They have already demonstrated the basic skills and knowledge from the Open Water Diver program.
- During specialty training, review the fundamental skills and knowledge, but focus the training on new equipment, the excitement of a new environment, and the skills necessary to complete the program.

IX. LESSON REVIEW

The Specialty Instructor certification for Dry Suit Diving:
   ✓ Is earned by completing additional training requirements
   - Is automatically issued with the Assistant Instructor certification
   - Is automatically issued with the Open Water Instructor certification
   - Can be earned by completing the Divemaster recognition rating

The Specialty Instructor Seminar:
   ✓ Is taught by a qualified Assistant Instructor Trainer or higher
   - Requires proof of 20 logged dives in the specialty
   - Only requires completion of the digital learning materials
   - Only requires completion of the final exam

_____ signs the Dive Professional Universal Application form for a Specialty Instructor co-teaching candidate.
   ✓ The dive center Monitor
   - The Instructor Trainer
   - The dive center owner
   - All answers are correct

The verification application process should be used:
   ✓ Only if the seminar or co-teaching options are not available
   - If the candidate only has 10 logged dives in the specialty
   - If the Service Center requires it
   - As an alternative to the Specialty Instructor Seminar

Teaching specialty programs:
   ✓ Increases earning potential and provides variety
   - Should only be done as an alternative to Open Water Diver training
   - Should only be done by qualified Open Water Instructors
   - Limits earning potential and reduces variety

Dive centers who promote and conduct specialty programs:
   ✓ All answers are correct
   - Increase revenue with less cost
   - Provide more training opportunities to their customers
   - Increase the earning potential of their dive professionals

Divers taking specialty training:
   ✓ Want to learn new and advanced skills
   - Need to relearn basic diving skills
   - Will not need to review basic diving skills
   - Are allowed to decide which skills they need to learn

A diver may take specialty training to:
   ✓ All answers are correct
   - Learn new skills
   - Try out new equipment
   - Prepare for a new dive destination

Assistant Instructors can earn which Specialty Instructor certification?
   ✓ Equipment Techniques
   - Deep Diving
   - Search and Recovery
   - Diver Stress & Rescue

LESSON 2.3: PROFESSIONAL RESPONSIBILITIES

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the requirements for maintaining active status as an SSI Dive Professional
2. List the three parts of being a role model, and give at least one practical example of each
3. Describe how to determine if behavior is unethical, and why dive professionals must never exhibit unethical behavior

II. INSTRUCTOR OBJECTIVES

The goal of this lesson is to teach your candidates the importance of their role as an SSI Dive Professional. This includes maintaining active status, affiliating with a dive center, and acting as a role model to students and other dive professionals.

III. ACTIVE LEARNING SESSION: ACTIVE STATUS REQUIREMENTS AND BENEFITS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe how affiliating with an SSI Dive Center benefits the dive professional, the dive center, and the entire dive industry.

B. ACTIVITY INSTRUCTIONS – (THINK, PAIR, SHARE)

Divide the candidates into pairs, and assign each candidate one of the following questions, or create your own, to answer the lesson objective.

- What are three ways that a dive professional benefits from affiliating with a dive center?
- What are three ways that a dive center benefits from affiliating with a dive professional?
- What are three ways that the dive industry benefits from the dive center-dive professional affiliation?

Have the candidates individually think about one or two answers, then compare their results with their buddy. As a class, discuss all the answers, and add any additional information as necessary.

C. ADDITIONAL DISCUSSION QUESTIONS

- What happens if an active status dive professional does not have a dive center affiliation?
- When would a dive professional affiliate with multiple dive centers?

IV. DIVE CENTER AFFILIATION

- This is one of the key requirements for being an SSI Dive Professional.
- As instructors, the candidates will be responsible for ensuring they understand the affiliation process.
- They are also ambassadors for their dive center and SSI, so they should be able to describe the benefits and process for affiliation to dive professional candidates and dive professionals from other agencies.

V. ACTING AS A ROLE MODEL

- Dive Guides learned how to act as role models to certified divers.
- Assistant Instructors and Open Water Instructors have an even greater responsibility, since other professionals will also look to them for advice and direction.
- As they gain seniority, there will be higher expectations regarding behavior, level of knowledge, and diving abilities.

A. TEACHING STYLE

- Very few people are naturally talented teachers.
- An instructor's teaching style has a great impact on the effectiveness of the training they give.
- Your candidate's should learn from other professionals, and develop a personal teaching style that is professional, fits their personality and abilities, and provides the greatest value to their students.

B. PERSONAL KNOWLEDGE

- The learning process doesn't stop after completing the Instructor Training Course.
- The dive industry is constantly changing, and good dive professionals are always learning.
- Dive professionals should be constantly increasing their personal understanding of the sport, and reviewing existing information.

C. ETHICS AND BEHAVIOR

- Small actions, like intentionally breaking coral, or littering, can have wide-ranging consequences.
- Divers will follow the actions of their instructors, and will be very vocal about situations that they do not approve of.
- Unethical behavior of any sort is not tolerated by SSI, who may revoke a dive professional's status, depending on the offense.

VI. ACTIVE LEARNING SESSION: ETHICAL STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe the difference between inappropriate behavior and unethical behavior, and to emphasize the importance of ethical behavior.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have your candidates review the ethical guidelines listed in the SSI General Training Standards – Ethical Standards. Discuss each of the following scenarios, or create your own list, and quickly poll the candidates on whether the action is appropriate, inappropriate, or unethical.

Discuss any disagreements with the class before moving to the next question.

Suggested Scenarios:

- A dive professional accidentally drops a water bottle over the side of the boat in rough seas, and is noticed by the students.
- An Open Water Instructor tells the Assistant Instructor to teach the pool/confined water emergency skills while the instructor works with a struggling student.
- An instructor has their certified assistant complete all the program paperwork, then the instructor signs the records and issues certification cards.
- A Dive Guide knowingly breaks coral to show a unique underwater feature to their divers.
- An Assistant Instructor criticizes a customer's equipment, and states that the only brand they should use is one sold at a different dive center.

C. ADDITIONAL DISCUSSION QUESTIONS

- What is the key difference between inappropriate behavior and unethical behavior?
- If a student witness unethical behavior, how can this negatively affect the dive professional and the dive center?
- How should a dive professional report a suspected ethical violation?

VII. ACTIVE LEARNING SESSION: PROFESSIONALISM SELF-EVALUATION

NOTE: This session may also be given as homework that should be submitted before starting the next day of training.

A. INSTRUCTOR OBJECTIVES

The objective of this session is to learn to use the Professionalism Evaluation form and criteria.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Give each of the candidates the Professionalism Evaluation form and criteria, and review each line on the form. Describe how they will be evaluated using the form, and how each item is scored.

- Each candidate should conduct a self-evaluation using the form. Encourage them to be honest in their evaluation, and emphasize that this is a learning experience only, not a final evaluation.
- Collect the forms for review. This will allow you to better understand their personal view of their abilities and their enthusiasm for the program to this point.

VIII. LESSON REVIEW

Which document describes the requirements for maintaining active status?
- ✓ General Training Standards > SSI Professional Status
- General Training Standards > SSI Active Status Requirements
- Dive Professional Standards > SSI Professional Status
- Dive Professional Standards > SSI Active Status Requirements

An active status dive professional must have digital copies of required documentation like the medical history and CPR/First Aid certification that are:
- ✓ Less than two years old
- Less than five years old
- Less than one year old
- No documentation is required

Which dive professional(s) must maintain active status to work for a dive center?
- ✓ All answers are correct
- Professional Dive Guide
- Assistant Instructor
- Open Water Instructor

Dive center affiliation:
- ✓ Is required for all SSI Dive Professionals
- Is only required for Open Water Instructors
- Is only required for Dive Guides
- Is only required for SSI Dive Resorts

Dive professionals must have a professional appearance, a professional _____, and use a professional Total Diving System.
- ✓ Attitude
- Sales technique
- Training location
- All answers are correct

Which of the following are learned from more-experienced dive professionals?
- ✓ Teaching style and sales technique
- How to pressure customers into buying equipment
- All answers are correct
- How to avoid responsibilities at the dive center

Why should you increase your knowledge as a dive professional?
- ✓ All answers are correct
- Increase earning potential
- It makes you a safer and more-capable instructor
- It keeps you interested in the sport

Which of the following is an example of positive professional ethics?
- ✓ Treating all students equally
- Only teaching students that will become lifelong divers
- Focusing your teaching efforts on only the best students
- Only following the policies and standards you agree with

Which of the following is an example of a negative ethical behavior?
- ✓ Taking pieces of live coral from the reef
- Encouraging good buoyancy habits
- Keeping a reasonable distance from animals
- Keeping your equipment streamlined

Dive professionals who violate ethical standards may:
- ✓ Be placed in expelled status
- Lose their experience points
- Be fined by SSI Headquarters
- All answers are correct

LESSON 2.4: ENVIRONMENTAL RESPONSIBILITIES

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the three levels of environmental involvement, and provide at least two examples of actions at each level
2. Describe why people in the dive industry have an obligation to protect the environment
3. Use at least one practical example to describe the process for organizing and conducting a dive site clean-up

II. INSTRUCTOR OBJECTIVES

The goal of this lesson is to reinforce the importance of your candidate's responsibilities to the environment. As dive professionals, their living depends on the quality and health of the ocean, their local dive sites, and their underwater ecosystem. Divers will only continue to dive if the sites they visit are clean, exciting, and full of vibrant life.

They must also understand that positive action, regardless of the level that it takes place at, will benefit the underwater world. Divers and dive professionals must choose the level of involvement they are comfortable with, and will be more motivated to continue making personal changes if they know they are making a difference.

III. THREE LEVELS OF ENVIRONMENTAL INVOLVEMENT

A. THE PERSONAL CHANGE LEVEL

- This is the most basic level of change.
- It involves simple actions that anyone can do, like recycling, picking up garbage, or avoiding single-use plastics in their daily life.
- It is the easiest level to work at, but can be hugely beneficial to dive sites and communities.

B. THE COMMUNITY CHANGE LEVEL

- This level involves group behaviors, and includes groups like the dive center's customers, school groups, or residential communities.
- These changes usually require a central coordinator or ambassador, who motivates others and encourages collective action.
- Changes at this level include beach cleanups, recycling campaigns, or hosting social gatherings that focus on environmental issues.
- This level creates enthusiasm about the activities people participate in, and creates a stronger sense of community.

C. THE POLICY CHANGE LEVEL

- This level involves making changes to laws, regulations, or cultural behaviors.
- It is the most complex level, and often requires dedicated action over longer periods of time.
- Changes at this level include dive center networks promoting sustainable travel, writing policy request letters to politicians, or volunteering with environmental organizations.
- This level is where significant protection for the environment can occur, since it involves governmental action.

The next two active learning sessions may be combined into one or conducted as separate sessions, depending on your dive center and training schedule.

IV. ACTIVE LEARNING SESSION: THE PERSONAL CHANGE LEVEL

A. INSTRUCTOR OBJECTIVES

The objective of this session is to develop a list of actions that people can do to directly protect the underwater world.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

After reviewing the Personal Change Level with your candidates, ask them to quickly create a list of activities that fit into the Personal Change category.

- Each activity should have a single purpose (e.g. pick up ten pieces of garbage off the beach), and be directly applicable to their training environment.
- Once you have a small selection of activities, focus on each activity, and have the candidates describe specific examples of how to include these activities into their normal training routine.

C. ADDITIONAL DISCUSSION QUESTIONS

- Why it is sometimes difficult to change personal behaviors?
- What can your dive center do today to promote this level of change?
- What are some immediate positive impacts of the Personal Change Level?

V. ACTIVE LEARNING SESSION: THE COMMUNITY CHANGE LEVEL

A. INSTRUCTOR OBJECTIVES

The objective of this session is to develop a list of actions that a dive center can do to directly protect the underwater world.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

After reviewing the Community Change Level with your candidates, ask them to quickly create a list of activities that fit into the Personal Change category.

- Each activity should have a distinct start and finish, and include the dive center and the local community in some way.
- Once you have a small selection of activities, focus on each activity, and have the candidates describe specific examples of how the dive center can include these activities into their business plan.
- For example, the dive center could promote a beach cleanup in combination with a local dive site visit, or conduct an experience program for local school children that includes the Marine Ecology digital learning materials.

C. ADDITIONAL DISCUSSION QUESTIONS

- How do dive centers and dive professionals benefit at this level?
- How can the SSI Education System, including Recognition cards and the MySSI app be used at this level?

VI. LESSON REVIEW

Why do dive professionals have an obligation to protect the environment?
- ✓ A healthy underwater environment is vital to the growth and stabilizability of the scuba industry
- They do not have an obligation
- They are required by federal laws and regulations
- It is required in the SSI General Training Standards

Cleaning garbage off a reef, or using a non-plastic water bottle is an example of:
- ✓ The Personal Change Level
- The Community Change Level
- The Policy Change Level
- The Community and Policy Change Levels

Conducting a dive site cleanup or hosting an environmentally-oriented social activity is an example of:
- ✓ The Community Change Level
- The Personal Change Level
- The Policy Change Level
- The Policy and Community Change Levels

Donating or volunteering with a non-government organization dedicated to marine conservation is an example of:
- ✓ The Policy Change Level
- The Personal and Community Change Levels
- The Community Change Level
- The Personal Change Level

You should encourage your students to:
- ✓ Take action at a level they are comfortable with
- Only take action at the Personal Level
- Only take action at the Policy Level
- Only take action at the Personal and Community Levels

Most actions that benefit the environment will also benefit:
- ✓ All answers are correct
- Dive professionals and dive centers
- Recreational Divers
- Local fishermen

LESSON 3.1: THE MYSSI SYSTEM AND APP

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I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the three types of logins for the MySSI System
2. List at least five features of the MySSI App
3. Demonstrate how to log a dive on the MySSI app
4. List at least five important features in an MySSI student account
5. List at least seven features that are only available in a MySSI dive professional account

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 3 hours.

NOTE: The amount of time spent on this lesson depends on your candidates' prior experience with the MySSI System and the MySSI app.

III. INSTRUCTOR OBJECTIVES

The goal of this lesson is to verify that your candidates are familiar with every aspect of the MySSI System and app. They must be able to find information in the digital materials, access the download section, and know how to register students and issue certification and recognition cards.

If your candidates are unfamiliar with the MySSI System, consider separating this lesson into several sections, each focusing on a specific aspect of the online or app version of MySSI to avoid overwhelming them with information.

By the end of the Instructor Training Course, they must be capable of using both the online and app versions of MySSI, and each component of the MySSI System.

NOTE: A strong and reliable internet connection is required to complete the online sections of this lesson. You should also have your candidates download the MySSI app prior to starting training, and encourage them to explore the various features of the app before starting the lesson.

IV. WHAT IS THE MYSSI SYSTEM?

- The MySSI System is an integrated digital platform.
- It contains all the information and tools used to register, train, certify, and communicate with students and customers.
- The free MySSI app is designed to be a portable, easy to use part of the MySSI System, with access to digital learning materials, dive logs, current events and more.

A. ACCESSING MYSSI

- There are three types of logins for MySSI – user, dive professional, and dive center.
- This login is the same for both the online and app versions of MySSI.
- Each user account requires a unique email address, which is set during the registration process.
- For new customers, the dive center or dive professional should help with the registration and login process.

V. ACTIVE LEARNING SESSION: THE MYSSI APP

A. INSTRUCTOR OBJECTIVES

The objective of this session is to gain a professional-level familiarity with the MySSI app, since dive professionals will help their students learn to use the app and its features.

B. ACTIVITY INSTRUCTIONS – (PEER INSTRUCTION)

Have the students open their MySSI app on their personal device, and login with their personal information.

If possible, project the view from a smart phone or tablet onto a monitor or television screen so the entire class can follow your actions.

- Login in as a student, and briefly review each menu in the app, then repeat the process using a dive professional login.
- Separate the class into buddy teams, and have each candidate demonstrate two or three features of the app to their buddy.

Suggested Topics:

- Downloading and accessing a program's digital learning.
- Logging a dive, including a new dive site, a new dive buddy, and a dive professional signature.
- Updating personal account information, including changing the language and measurement units.
- Finding a dive center's upcoming events.

C. ADDITIONAL DISCUSSION QUESTIONS

- What other features would help improve the app?
- What is the process for reporting errors, bugs, and suggestions for improvement in the app?

VI. ACTIVE LEARNING SESSION: THE MYSSI STUDENT ACCOUNT

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the features available in the online version of the MySSI System, and to describe how to use each feature as a student user.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Divide the candidates into buddy teams, and have them access the online version of MySSI, using a sample student account. If they are not an SSI Divemaster, they can use their personal account.

Assign each candidate two or three items from the list below. These are features that their students will access while using the MySSI System, so they must understand their purpose and how to access each item.

- Each candidate should independently identify how to access their items from the MySSI homepage.
- As a buddy team, they should identify the purpose and features of each item.
- Each buddy team should then share this information with the rest of the class until each item is properly understood.

Suggested Items:

- MyProfile
- MyC-Cards
- MyPrivacy
- Update Profile Image
- MyTraining
- SSI Quality Assurance
- MyNotifications
- Dealer Locator

C. ADDITIONAL DISCUSSION QUESTIONS

- What other features are available on MySSI?
- What do the different colors in the MyTraining section indicate?

VII. ADDITIONAL DIVE PROFESSIONAL FEATURES

- When a dive professional logs into their MySSI account, they have access to additional features.
- These features are only available to active status SSI Dive Professionals.

VIII. ACTIVE LEARNING SESSION: THE MYSSI DIVE PROFESSIONAL ACCOUNT

The objective of this session is to identify the features available to dive professionals in the online version of the MySSI System, and to describe how to use each feature.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Review each item in a dive professional MySSI account with the class, and have them identify which features are different from a user account.

Your candidates should be able to describe the purpose of each item, and how to find it from the MySSI homepage. Avoid spending too much time on each item. At this point it is only important that they know how to access it, and its purpose.

Suggested Topics:

- MyDocuments
- Find A Dream Job
- MyTraining (instructor view of the digital programs)
- MyDownloads
- MyC-Card Statistics
- MyC-Cards (Growth Rate & Ratio)
- MyMAP Statistics
- Manage Your Affiliation
- MyExperience Points
- Your Pro Rewards
- MyDivers
- MyDigitalKitOrder
- Certified By #
- MAP Alerts Overview
- DC Actions (Where Applicable)

C. ADDITIONAL DISCUSSION QUESTIONS

- What other features are available on MySSI?
- If you have additional questions, who can you ask about the dive professional features in MySSI?

IX. LESSON REVIEW

What is the purpose of the MySSI System?
✓ Provide a single location for all SSI services for divers, dive professionals, and dive centers
 - To create a new social media platform for divers
 - To create revenue for dive centers by charging for instructor materials
 - To provide a way for students to purchase materials directly from SSI

You can access the MySSI System:
✓ With a web browser or the app
 - Only with the app
 - Only with a web browser
 - Using specialized SSI software

Student Materials on the MySSI app:
✓ Are viewable offline after they are downloaded
 - Are only viewable with an internet connection
 - Are not connected to the MySSI System
 - Are only available to dive professionals

Which of the following is available on a professional-level MySSI home page?
✓ Experience points and professional progress
 - Registration for new dive professional programs
 - Active status affiliations
 - All answers are correct

Which menu in student view allows a diver to edit their personal information?
✓ MySSI
 - MyTraining
 - MyLogBook
 - Services

Where can a recreational diver access their Digital Learning materials?
✓ MyTraining
 - MySSI
 - MyLogBook
 - Services

Where can a dive professional download final exams and instructor manuals?
✓ Download Area
 - MyLogBook
 - Dive Pro Area
 - MySSI

Where can a dive professional view their student certification counts and quality assurance statistics?
✓ Services Menu
 - MySSI Menu
 - MyLogBook
 - Dive Pro Area

Which of the following is found in a dive professional MySSI account?
✓ All answers are correct
 - Download area
 - MyMAP statistics
 - Pro Rewards information

Academic Session 3 – Program Administration

LESSON 3.2: THE SSI RECORD KEEPING SYSTEM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the six required components of the SSI Record Keeping System
2. Describe at least three benefits of keeping proper records
3. List four training records use for recreational diving programs
4. List the four general components found in the Open Water Diver Training Record

II. INSTRUCTOR OBJECTIVES

This lesson focuses on emphasizing the critical role of record keeping in the SSI Education System. Proper records protect the student, the dive professional, the dive center, and SSI from litigation. They also help track student progress, increase diver retention, and help prove that the SSI Training Standards are followed.

III. EXPECTATIONS OF THE DIVE PROFESSIONAL

- Teaching diving creates a certain amount of risk and liability.
- This is mitigated through proper record keeping.

A. PURPOSE OF THE SSI RECORD KEEPING SYSTEM

- Proper record keeping protects the dive professional and the dive center from liability if an accident occurs.
- It documents the progress of a student through the training program, and verifies that SSI Training Standards were followed.
- It also verifies that all the requirements for completing the program are met before the certification card is issued.

B. MANDATORY RECORD KEEPING

The instructor who conducts the student's training is responsible for completing, or verifying the proper completion of, the following documents:

- Statement of Understanding
- Medical History form / valid medical statement
- Waiver and Release of Liability (where applicable)
- Training Record (proof of academic and in-water training)
- Final exam (evaluation of student knowledge)

IV. THE SSI TRAINING STANDARDS

- The SSI Training Standards are the rules and regulations that must be followed to conduct SSI training programs.
- They are annually reviewed, and updated for the following year.

A. LIMITS OF THE STANDARDS

- The SSI Training Standards only apply to dive professionals conducting authorized SSI programs.
- Activities that do not include training, like boat trips, guiding certified divers, and dive center activities, are not regulated by the standards.
- They also do not protect dive professionals who are willfully negligent, or who violate local laws or regulations.

V. SSI TRAINING RECORDS

- Training records describe what training was conducted, when it occurred, who participated, and what evaluations and assessments were completed during the training.
- Training records must be kept by the dive center for at least five years, or longer if required by local law.
- MySSI now allows dive centers to print customized student records for each program that have some of the student's information pre-entered onto the record.

A. TYPES OF TRAINING RECORDS

- Give each candidate a blank copy of the training records for Open Water Diver, and at least one acquisition and one professional program. If copies are not available, you can display a digital version for the following active learning sessions.
- You should also show them where to download training records in MySSI.

VI. ACTIVE LEARNING SESSION: THE OPEN WATER DIVER TRAINING RECORD

A. INSTRUCTOR OBJECTIVES

The objective of this session is to introduce the Open Water Diver Training Record, explain each section of the record, and describe when and how each section must be completed.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Give each candidate a copy of the training record for the Open Water Diver program. Discuss each section of the training record, covering the following items:

- The purpose of the section
- When the section is signed
- Who signs the section
- Common mistakes made while completing the section

Once you have reviewed each section of the training record, and how to properly complete it, you may have the candidates practice filling out the record on their own.

C. ADDITIONAL DISCUSSION QUESTIONS

- What should you do if there is an error on a training record?
- Why should you avoid giving the original training record to a student?
- Where can you find the requirements for completing each section in the SSI Training Standards?

VII. ACTIVE LEARNING SESSION: TYPES OF SSI TRAINING RECORDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to introduce training records for acquisition, continuing education, and professional dive programs, and to compare and contrast them with the training record for the Open Water Diver program.

B. ACTIVITY INSTRUCTIONS – (PEER INSTRUCTION)

NOTE: This session should only be completed after the Active Learning Session: The Open Water Diver Training Record.

Once your candidates are familiar with the training record for the Open Water Diver program, assign each candidate or buddy team one of the other three records.

- Have the candidates compare the training record with the training record for the Open Water Diver program, and identify at least one difference in each section. For example, the Medical History form for Try Scuba has fewer questions than the training record for the Open Water Diver program.
- Once they finish their review, each candidate should share their findings with their buddy. If there are only a few candidates in the class, have them share their findings with the rest of the class.
- Identify any other differences, and emphasize the similarities between records.

- What other training records are available? (XR, Freediving, Professional)?
- What are the similarities between the different types of SSI training records? How does this benefit dive professionals and dive centers?

VIII. LESSON REVIEW

The SSI Record Keeping System:
- ✓ Minimize risk and protect dive professionals from liability
- - Ensure that divers can litigate if they are not satisfied with their training
- - Only protect SSI from liability
- - Only protect the dive center and SSI from liability

Which of the following must be completed by an Open Water Diver student?
- ✓ All answers are correct
- - Medical History form/valid medical statement
- - Statement of Understanding
- - Final exam

SSI Standards:
- ✓ Provide requirements for training students
- - Only provide requirements for training dive professionals
- - Should only be followed if conditions permit
- - Change depending on region and local dive sites

SSI Standards:
- - Only apply to SSI training programs
- ✓ Apply to SSI training programs, SSI Dive Centers, and SSI Dive Professionals
- - Are written by the regional SSI Service Center
- - Protect dive professionals who are negligent

SSI training records:
- ✓ Are optional to use
- - Includes all the required components to verify the student has completed the training program
- - Are only required for entry-level programs
- - Are only required for dive professional programs

The Medical History form:
- ✓ Must be completed before any in-water training
- - Can be completed after the open water training is completed
- - Is only required for continuing education programs
- - Is only required for dive professional programs

The Waiver and Release of Liability:
- ✓ Describes the risks associated with scuba diving activities
- - Describes the responsibilities of the instructor and student
- - Describes the medical requirements for participating in training
- - All answers are correct

The Statement of Understanding:
- ✓ Describes the responsibilities of the instructor and student
- - All answers are correct
- - Describes the risks associated with scuba diving activities
- - Describes the medical requirements for participating in training

Which signatures are required for records that verify training?
- ✓ Student and instructor
- - Student and dive center
- - Dive center and instructor
- - Instructor only

If a student misses questions on the final exam:
- ✓ Review each missed question and ensure the student understands the correct answer
- - Have the student retake the exam until they score 100%
- - Do nothing as long as the student scores higher than 80%
- - Do nothing as long as the student scores higher than 90%

Incomplete or missing records:
- ✓ Make it impossible to prove training was conducted properly
- - Are permitted, as long as the student is certified
- - Are the dive center's responsibility
- - Are the student's responsibility

LESSON 3.3: SCHEDULING AND ORGANIZATION

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe three benefits of digital learning materials
2. State the importance of properly preparing as an instructor
3. Describe the process for completing an orientation session with a student
4. Explain why the first training session is the most important, and list at least three ways to increase the likelihood that it will be successful

II. INSTRUCTOR OBJECTIVES

The goal of this lesson is to teach your candidates about the importance of proper planning and organization before the first in-person session. They should know that they only have one chance to make a positive first impression on their students. How well they are organized and how they interact with the student significantly affects the students' experience.

III. PLANNING AND PREPARATION

- Students expect a well-organized, professional, and efficient training experience.
- The instructor's preparation determines how well they meet their students' expectations.
- Newer instructors have to carefully plan, and methodically think of every detail.
- The amount of preparation for each program decreases with teaching experience.

IV. ACTIVE LEARNING SESSION: STUDENT ORIENTATION SESSION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate the value of an orientation session, and to practice conducting an orientation session with a new student.

B. ACTIVITY INSTRUCTION – (GROUP DISCUSSION)

As a group, discuss the sequence and protocol for conducting an orientation session with a new student. Use the existing policy at your dive center, or cover the following topics at a minimum:

- An orientation to the dive center, and a brief overview of the program and schedule
- A review of the training record, and verification that all prerequisites are complete, including the Medical History form
- Registration for the digital learning materials and a MySSI user account
- Download and review the features of the MySSI app
- A question and answer session to address any concerns or personal issues

C. ADDITIONAL DISCUSSION QUESTIONS

- What should you do if an orientation session is not an option?
- What questions should you ask a new student during an orientation session?

V. USING THE DIGITAL LEARNING MATERIALS

- SSI digital learning maximizes the students' learning experience and retention before they attend a training program.
- Digital learning can supplement, but not replace, the academic sessions led by the instructor.
- When students complete the digital learning, the instructor can focus on reinforcing existing knowledge, teaching new and relevant concepts, and building the relationship with the student.

A. STUDENT ACCESS

- Students access their digital learning through their MySSI account.
- This is available online in any web browser, or via a download in the MySSI app.

B. DIVE PROFESSIONAL ACCESS

- The digital learning for every program an instructor can teach is accessible by the instructor as well.
- They can view the student materials in the app or online.

C. DIGITAL INSTRUCTOR MANUAL

- Instructors can view the digital version of the instructor manual directly within the student digital learning.
- There is a toggle switch from Student View to Pro View in the top left corner of the menu.
- The instructor manual includes all review keys, practical applications, and active learning sessions.
- A downloadable PDF version of the instructor manual is also available in the download area of MySSI.

VI. ACTIVE LEARNING SESSION: PREPARING FOR TRAINING

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate the difference between teaching students who have completed their digital learning, and those who have not.

B. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

Have your candidates use their SSI Training Standards, the Open Water Diver digital learning materials, and the Open Water Diver Instructor Manual to describe solutions for the following scenarios, or create your own based on your dive center's typical students.

Each answer should include:

- How the candidate will adapt the topic to the student.
- Two or three talking points about the topic.
- How they can evaluate the student's understanding of the materials.

Suggested Scenarios:

- You will be teaching the concept of fitting a mask to a student who doesn't have the digital learning materials, and has never worn a mask before.
- You will be teaching how to choose fins to a student who is an avid snorkeler, but has never been diving, and has not read their digital learning materials.
- You will be teaching the concept of buoyancy to a student who has recently completed a Try Scuba program, and has 100% completion of the digital learning materials in their MySSI account.

C. ADDITIONAL DISCUSSION QUESTIONS

- How should you adjust your training schedule or expectations if your students will not complete the digital learning?
- How can you verify your students' progress in the digital learning materials?
- When all your students complete their digital learning before coming to class, how can you adapt your training schedule?

VII. BEFORE THE FIRST SESSION

A. PERSONAL PREPARATION

- The instructor should prepare for the program by reviewing the digital learning materials, the instructor manual, and any training aids like the PEGs or cue cards/wetnotes.
- All training aids, equipment examples, and other materials should be prepared prior to the first training day.
- This reduces the chance that the instructor will forget something or be unprepared for training.

B. RECORD KEEPING

- Prior to the start of training, all required paperwork must be completed to avoid delays.
- Training records should be reviewed for errors or incompleteness, the digital learning materials completion certification should be reviewed or printed, and the student roster should be reviewed.
- The instructor should maintain control of the training records until the program is completed, or they are directly given to the certifying instructor.

C. PREPARING THE TRAINING LOCATION

- Any training locations should be reserved before the program, and prepared for the training before any students arrive.
- The instructor should be ready to begin training once all their students are present and their paperwork is completed.

VIII. ACTIVE LEARNING SESSION: SETTING UP A CLASSROOM

A. INSTRUCTOR OBJECTIVES

The objective of this session is to properly prepare a classroom or training site for an SSI training program.

B. ACTIVITY INSTRUCTIONS – (FIELD TRIP)

If space and dive center resources permit, take your candidates on a field trip to visit each training location (e.g. classrooms, pool/confined water, open water site) where they will conduct training.

- Discuss the proper method for preparing each site for training
- For the classroom session, discuss how to set up the area for a traditional lecture, then how the setting will change to teach in an active learning environment
- Cover as many aspects of preparation as possible, including training aids, equipment examples, group organization, posters and multimedia, and preparing the instructor materials

C. ADDITIONAL DISCUSSION QUESTIONS

- What impression does the training environment give a student during their first visit?
- What are some obstacles that reduce training effectiveness that you can mitigate during the setup phase (e.g. dive center noise, a crowded pool, or a bad internet connection)?

IX. THE FIRST TRAINING SESSION

- The instructor must be completely ready for training at least 5-10 minutes before it is scheduled to begin.
- They must be on time, and mentally prepared before they start the session.
- Remember that we only get one chance to make a positive first impression!

A. MEETING YOUR STUDENTS

- The beginning of this first session is extremely important. Try to establish a mood of fun and enthusiasm. Help break the ice and put everyone at ease.
- Before meeting the students, take a moment to mentally prepare.

B. WELCOME AND INTRODUCTIONS

- Introduce yourself and any assistants immediately and briefly describe your qualifications and teaching experience.
- Take roll out loud or ask students to introduce themselves.
- Encourage students to get to know each other right away, and make an effort to learn all names as soon as possible.
- Don't rush this initial introduction period, since this is where student and instructor relationships start to develop.

X. LESSON REVIEW

Dive professionals have _____ for programs they can teach.
   ✓ Unlimited access to all student and professional materials
   - Access to only the professional materials
   - Access to only the student materials
   - Access to all materials for one year

Instructor manuals:
   ✓ Are integrated into student materials
   - Are located in the MyDownload section of the app
   - Must be purchased separately
   - Must be viewed in the MySSI DivePro app

What should your students complete before their first training session?
   ✓ Orientation, training record, program registration, app download
   - Training record, program registration, water fitness evaluation, app download
   - Program registration, orientation, water fitness evaluation, travel planning
   - Schedule open water dives, water fitness evaluation, course survey

How should you prepare for the first academic training session?
   ✓ Review the student and instructor materials
   - Preprint certification cards and diplomas
   - Plan the open water training dives
   - All answers are correct

When should you first review the student training records?
   ✓ Before the first training session
   - After the first open water training dive
   - Before issuing the certification
   - After the first pool/confined water session

The dive center will usually:
   ✓ Schedule times and locations for your training sessions
   - Require you to decide when and where to conduct training
   - Allow the students to set their own training schedule
   - Require you to determine the open water training location

What should you do when meeting students for the first time?
   ✓ Be positive and enthusiastic
   - Intimidate them so they respect you
   - Avoid answering their questions until you know them better
   - Tell them they must purchase a Total Diving System

Learning your student's _____ will help you _____.
   ✓ Goals, adapt the class to their needs
   - Abilities, skip pool/confined water training
   - All answers are correct
   - Skills, focus on open water training

LESSON 3.4: QUALITY ASSURANCE

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List at least two ways that a strong quality assurance system benefits the student, the dive professional, and the dive center
2. List the four purposes of the SSI MAP system
3. Describe the two primary duties of the dive center Monitor
4. List the four questions that can lead to a MAP alert

II. INSTRUCTOR OBJECTIVES

The goal of this lesson is to emphasize the importance of the SSI Monitor Assessment Procedures (MAP) System, and how it benefits everyone involved in the training process. Your candidates should understand that the system is not intended to punish them.

Instead, they should view it as a source of feedback, and as an opportunity to identify areas in their teaching style and training technique that can be improved.

III. THE IMPORTANCE OF QUALITY ASSURANCE

- SSI Headquarters, and even SSI Service centers cannot monitor individual dive professionals.
- Every industry requires a system to evaluate their product or performance, and make improvements or changes where necessary.
- The MAP System is an automated, digital tool that relies on direct feedback from the students.
- This feedback is used to demonstrate the effectiveness of the SSI Education System, identify any inconsistencies or weak areas, and to protect dive centers and dive professionals from liability.

A. HOW THE MAP SYSTEM WORKS

- Every student is automatically sent an email with a survey after they complete their training.
- The survey questions ask for feedback from the student related to their experience, the quality of their training, and their opinion of the dive center and dive professional.
- This feedback can be submitted anonymously to the dive center and/or dive professional.
- Certain questions will trigger a MAP Alert, which requires further explanation, but is not an indication of a violation.

IV. THE DIVE CENTER MONITOR

- Every active status SSI Dive Center is required to assign a dive center Monitor.
- This is usually the most-experienced SSI Dive Professional affiliated with the dive center.

A. DUTIES OF THE MONITOR

The Monitor has two primary duties:

1. Ensure the dive professionals affiliated with their dive center follow the SSI Training and Ethical Standards.
2. Collect and review student feedback, and address any potential issues with the dive center's training program or dive professionals.

B. REVIEWING STUDENT FEEDBACK

- Some dive centers create their own questionnaires.
- The Monitor should have access to the survey results created in the MAP System.
- The MAP answers are also tracked at the dive professional and dive center level in MySSI.

C. MAP ALERTS

Four questions can lead to a MAP alert:

- How many open water training dives did you do while wearing scuba equipment?
- How many days were required to complete your open water training dives?
- What was the deepest depth you reached during your open water training dives?
- Was your instructor always in the water with you while you were wearing scuba equipment?

What if your student makes a mistake?

- The system opens a pop-up window to confirm the answer.
- The instructor and the dive center monitor must submit their feed-back via the MAP system (not by phone or email).
- The Service Center requests clarification, and takes further action or closes the Alert.

What if a violation occurs?

- The Service Center determines the appropriate response to the violation, and identifies any corrective actions.
- An official Grievance Resolution case is opened, and the affected individuals are informed of the corrective actions.
- Consequences can range from a simple warning to expulsion from SSI.

V. ACTIVE LEARNING SESSION: MAKING THE MAP SYSTEM WORK FOR YOU

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate the value of the SSI MAP System, and to show how it can be used to improve training methods at an SSI Dive Center.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

After reviewing the purpose of the MAP System and how it works, divide the candidates into pairs, and assign each candidate one of the following purposes of the MAP System.

- Increase safety and ensure compliance
- Reduce liability for the dive professional and dive center
- Improve customer satisfaction
- Motivate the dive center training team

Each candidate should individually think of one or two practical examples of both positive feedback and negative feedback from the MAP System (e.g. a student complains about the speed of training, or wishes they had more in-water training time).

As a buddy team, they should compare their answers, and determine how they can improve their training ability as dive professionals, based on those responses. Each buddy team should share their results with the rest of the class.

As a group, the class should discuss how the dive center could make changes to their policies or training programs to better meet the needs of their students, based on the feedback.

C. ADDITIONAL DISCUSSION QUESTIONS

- Where have you seen quality assurance programs used in your personal experience?
- Is the MAP System only relevant to dive professionals? Dive centers? SSI Service Centers?

VI. LESSON REVIEW

The SSI MAP System provides:
- ✓ A quality assurance program for dive centers
- A way for SSI Headquarters to monitor Service Centers
- A feedback system for the Training Standards
- All answers are correct

The MAP System surveys are initially sent for:
- ✓ Direct feedback from students
- Direct feedback from Service Centers
- Direct feedback from dive centers
- Anecdotal evidence to determine dive professional performance

Which of the following is a purpose of the MAP System?
- ✓ All answers are correct
- Increase safety and ensure compliance
- Reduce liability
- Improve customer satisfaction

Who should be the dive center Monitor?
- ✓ The most experienced dive professional on staff
- Any staff member of the dive center
- Only a non-diving staff member
- Anyone, as long as they are older than 18 years

Which of the following is a duty of the Monitor?
- ✓ Ensure compliance of training standards
- Set dive center policy for training standards
- Assist students with their feedback questionnaires
- All answers are correct

MAP Alerts are created by:
- ✓ Possible Standards violations
- Student is shallower than the minimum depth
- Student is unhappy with their training experience
- Too many students in the academic sessions

When a MAP Alert is created:
- ✓ An email is automatically sent to the dive center and dive professional for clarification
- The dive professional is automatically set in review status
- The student's certification is automatically revoked
- An email is automatically sent to the dive professional and student for clarification

You should respond to MAP Alerts:
- ✓ Through the link provided in the Map Alert email
- With a phone call to the Service Center
- With a formal email to the Service Center
- With an email to the student

SSI Grievance Resolution Committees:
- ✓ Only review formal written complaints
- Annually review all MAP Alerts
- Only review verbal complaints
- Review all complaint filed against a dive center or dive professional

LESSON 4.1: PURPOSE AND STRUCTURE

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the three purposes of academic sessions, and give two practical examples of each purpose
2. Give at least two practical examples of training aids for an academic presentation
3. Give an example for each part of the academic teaching evaluation form

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 3 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on the academic component of the SSI Education System. Your candidates should understand the importance, how to prepare for, and the general format for conducting an academic session. They should also learn about the Academic Teaching Evaluation form and criteria, and how they will be evaluated during the practical application part of the Instructor Training Course.

IV. THE IMPORTANCE OF ACADEMIC SESSIONS

A. PURPOSE

Supplement the Digital Learning

- Academic sessions reinforce the information learned from the digital learning materials.
- They also introduce new information that expands on the digital learning, creating new opportunities for questions and discussions.
- They help develop the student-instructor relationship, and must not be replaced by the digital learning.

Connect to Real-World Diving Experiences

- Academic sessions connect the knowledge in the digital learning materials to the skills and real-world applications of scuba diving.
- They should focus on practical examples of actual diving scenarios that the students will encounter in their diving career.
- Creating an active learning atmosphere increases the students' motivation, enthusiasm, and knowledge retention.

Evaluate Student Knowledge

- The academic sessions should be used to evaluate the students' understanding of the information in the digital learning.
- The instructor should ask questions that require critical thinking and problem solving, not just a yes or no answer.
- Any errors or misunderstandings should be used as teaching opportunities for the class, not criticisms of the student's knowledge.

V. PREPARATION – THE KEY TO SUCCESS

The quality of the presentation is a direct reflection of the amount of preparation.

A. DELIVERY METHOD

- The delivery method should be determined by the instructor's personal teaching style, training environment, and the characteristics of their students.
- Speaking in front of groups is an excellent method for developing and refining this teaching style.

B. TIME LIMITS

- Time management is an important part of delivering an effective academic presentation.
- Each lesson should be short and engaging, so the students do not become overwhelmed with information or lose focus.
- They should also fit within the training schedule to avoid delays and complications with dive center operations.

C. TRAINING AIDS

- Training aids are any physical item that enhances the learning process.
- Examples include photos, videos, equipment examples, models, and more.
- Instructors should use training aids that fit their teaching style, and improve their students' knowledge retention.

VI. ACTIVE LEARNING SESSION: CHOOSING TRAINING AIDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify examples of appropriate training aids, based on the academic materials and the students in the program, and how they can enhance the learning experience.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Divide the candidates into pairs and give each pair one of the following scenarios, or create your own, to answer the lesson objective.

Suggested Scenarios:

- There are three students in class, and two have bought new fins. You are teaching a lesson on fin selection, proper fit, and finning techniques.
- There are six students in class, three who are going to a local dive site with you for their open water training. You are teaching a lesson on adapting to the underwater environment.
- There are two married students in class, and you are teaching a lesson on light absorption. One of the students mentions that they love photography.

Each candidate should individually write down one or two suggested training aids for their assigned scenario.

As a buddy team, the candidates should compare their answers, and select two of the most suitable training aids. They should then create a brief description of how they would use the training aids in the lesson.

As a class, discuss each buddy team's answers, and whether any other training aids would also benefit that program.

C. ADDITIONAL DISCUSSION QUESTIONS

- What is the risk of using too many training aids during training?
- How do you effectively manage time when sharing training aids with the class?

VII. STRUCTURING ACADEMIC PRESENTATIONS

- Every training program is different, but all academic presentations must follow the same general structure.
- This includes an introduction, the body of the presentation, and a summary.
- An experienced instructor can teach any topic if they know how to use this structure.

VIII. ACTIVE LEARNING SESSION: STRUCTURE OF AN ACADEMIC PRESENTATION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the Academic Teaching Evaluation form and criteria to practice developing an academic presentation.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Give each candidate a copy of the Academic Teaching Evaluation form and criteria, then complete a line-by-line review of each item on the form.

- Describe how each item applies to an academic presentation using practical examples, and answer any questions about how to use the form.
- Give a simple presentation (10-15 minutes) on a topic from the Open Water Diver program, preferably a topic related to equipment.
- Have the candidates follow the presentation according to the Evaluation form, marking each time an item on the form is discussed in the presentation, then review their results as a class.
- Discuss where each item appeared in the presentation, and ensure that each candidate can describe the structure of an academic presentation.

C. ADDITIONAL DISCUSSION QUESTIONS

- How does an academic presentation change if students have already completed their digital learning materials? What if they haven't?
- Can you use the Academic Teaching Evaluation form to prepare a lesson on a topic you are not familiar with?

IX. ADMINISTERING THE FINAL EXAM

- Show the candidates where to find the final exams in the download area of MySSI.
- Review the SSI Training Standards – Conducting SSI Programs for the requirements for administering final exams.
- Discuss the process for reviewing and correcting any missed questions, and show where the student signs to acknowledge that they completed the exam.

X. LESSON REVIEW

Each academic session should _____ the digital learning materials.
- ✓ Supplement
- Repeat
- Only review any missed questions from
- Ignore

Academic sessions evaluate student knowledge and:
- ✓ Connect to real-world diving experiences
- Evaluate basic diving skills
- Demonstrate in-water expectations
- All answers are correct

Properly preparing for a presentation:
- ✓ All answers are correct
- Keeps you focused on the subject
- Ensures the key points are discussed
- Keeps you within the time limit

You can improve your delivery method by:
- ✓ Practicing in private
- Avoiding speaking until the actual presentation
- Letting another instructor speak
- Asking the students for advice

Training aids that are specific to the topic:
- ✓ Enhance the content of the presentation
- Should only be used during in-water training
- Should be provided by the students
- Should not be used at all

Every presentation should have a(n):
- ✓ Introduction, body, summary
- Skill demonstration, practice time, summary
- Small group discussion, practice time, summary
- Introduction, field trip, group discussion

Your presentation must include:
- ✓ All answers are correct
- Safe and accurate information
- Clear and measurable objectives
- A discussion of environmental or safe diving practices

The Diver Diamond should be used to:
- ✓ Create need in the students
- Intimidate students into buying equipment
- Teach as much information as possible
- All answers are correct

Every academic session should include a(n):
- ✓ Evaluation of the student's understanding
- Evaluation of the student's skills
- Exam covering the academic material
- Field trip to the retail floor

The final exam:
- ✓ All answers are correct
- Must be signed by both student and instructor
- Must be stored in the student's training record
- Must be completed by each student

Final exams are available in the:
- ✓ Download area of a professional MySSI account
- Instructor manual
- SSI Service Center's website
- In the download area of the dive center's MySSI account

Section 4 – Academic Sessions

LESSON 4.2: INSTRUCTOR-LED TEACHING

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Define "instructor-led teaching" and "passive learning" as they apply to the lecture format
2. Describe at least one benefit and one limitation of the lecture format
3. Develop an academic session outline using the lecture format and the candidate's personal teaching style

II. INSTRUCTOR OBJECTIVES

This lesson should focus on how to deliver an effective academic presentation in a lecture format. Your candidates should learn to make their lectures engaging, relevant, and short enough to keep their students' interest and focus. They should use their personal teaching style and experience to add training value and excitement to their lecture.

III. TEACHING BY LECTURING

- Lecturing is the traditional, instructor-led, style of teaching that is used in schools and training programs around the world.
- It is a simple teaching style, where the instructor talks while the students listen.
- It is a form of passive learning, which means that information flows in one direction – from instructor to student.
- Because it is passive, it can be difficult to keep the students engaged and interested in the subject.

IV. USING THE LECTURE FORMAT

A. INCLUDE RELEVANT CONTENT

- The digital learning materials are the foundation of any academic session.
- The instructor manual provides the outline for the presentation, and lists the relevant information that must be covered for each topic.
- The instructor should supplement these topics with information that applies to real-world diving scenarios, the students' personal goals and needs, and the training environment.

B. GENERAL GUIDELINES FOR LECTURING

Keep lectures short and on topic

- Students have a limited ability to focus on a single subject or lesson.
- Lectures should be limited to 10-20 minutes, which allows the students to refocus between topics.
- They should focus on relevant information, avoiding information that is covered later in the program, or is beyond the scope of the training.

Use a written outline

- A written outline keeps the instructor focused on the subject matter.
- It can also be given to the students as a reference, so they know what to expect, and have a place to take notes.

Use a natural speaking voice

- It is easier to pay attention to someone when they speak in a natural, rhythmic tone of voice.
- The lecture should have the same pacing, pauses, and intonation as a normal conversation.
- Avoid using verbal pauses, like "um…" or "ah…", or meaningless filler words like "Ok" or "so…" that imply that the instructor is unfamiliar with the topic or nervous.

Include the entire group

- To keep the students engaged, periodically make eye contact with every student throughout the lecture.
- Asking questions is a great way to add natural pauses into the lecture.
- To keep them engaged in the topic, all the students must be part of any question and answer sessions or group discussions.

V. ACTIVE LEARNING SESSION: STAYING ON TOPIC

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the proper content for a lecture, based on the topic, the length of the presentation, and the type of training program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Write a list of scenarios on the board, or pass out copies of the list to your candidates. You can use the suggested list below, or create your own to meet the objectives of this lesson.

Quickly review each scenario from a lecture on the Open Water Diver program, and ask the candidates to vote on whether the subject is appropriate for a lecture, based on the information in the scenario. Have one or two candidates explain why they chose their answer.

If there is any disagreement, discuss the options with the candidates and decide on the correct answer.

Suggested Scenarios:

- In the first academic session, the instructor talks about the snorkeling system, and a student asks about how a regulator works at depth. Should the instructor describe the basic functions of a first and second stage?
- During a lecture on gas consumption, a student asks about the site where they will finish their open water training. Should the instructor discuss how the dive site's depths will affect their training experience?
- During a lecture on the snorkeling system, the instructor remembers a diver who had a bad experience with a split fin design. Should they describe this experience to their students?
- During a lecture on boat diving, the instructor remembers a story about a diver who forgot to do their pre-dive check during a shore dive, and had to return to shore. Should they share this story with their students?

C. ADDITIONAL DISCUSSION QUESTIONS

- How can a written outline include real-world information and personal experiences?
- How do you address a question that is beyond the scope of the current lesson, or that is covered in a later lesson?
- How can you tell if you are losing your students' focus during a lecture?

VI. LESSON REVIEW

What type of learning style does a student use during a traditional lecture?
- ✓ Passive
- - Active
- - Interactive
- - No answer is correct

Which of the following occurs during a lecture?
- ✓ The instructor presents information, and the student listens, takes notes, and asks questions
- - The instructor presents key points, and the student provides supplemental information
- - The student presents key points, and the instructor provides supplemental information
- - The student presents key points, and the instructor listens and asks questions

You can improve your lecture by:
- ✓ Using content that is applicable to your training environment and student needs
- - Use the same content every time you teach a subject to ensure you don't miss anything
- - Teaching what you think the student should know, not what they want to know
- - Using general information that could apply to any dive scenario or equipment configuration

A written outline should be used:
- ✓ To maintain focus and provide a logical sequence for the lecture
- - Only if it's your first time teaching the lecture
- - To provide as much information as possible to the students
- - To increase the length of the lecture

Use a _____ speaking voice, and speak in a _____ tone when giving a lecture.
- ✓ Natural, conversational
- - Loud, conversational
- - Quiet, fast
- - Loud, authoritative

Who should you include in review or discussion sessions during a lecture?
- ✓ All the students
- - Only the students who completed the digital learning materials
- - Only the students who are interested in the subject
- - All the students who have the correct answers

Section 4 – Academic Sessions

LESSON 4.3: STUDENT-CENTERED TEACHING

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Define "student-centered learning" and "active learning"
2. Describe three benefits from active learning compared to the traditional lecture format
3. Give at least one example of how to combine active learning sessions into a lecture
4. Describe at least two examples of how an active learning environment is different from a traditional classroom

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the benefits of using active learning to train students. Your candidates should understand the difference between active and passive learning, and how active learning makes the training process easier, increases knowledge retention, and creates more motivated and committed divers.

They should feel confident that they can create active learning sessions based on their own teaching style and experience, and how to incorporate active learning into a traditional lecture.

III. THE CONCEPT OF ACTIVE LEARNING

A. WHAT IS ACTIVE LEARNING?

- The SSI Education System uses the term active learning to describe student-centered learning.
- Student-centered learning is a modern educational model that improves the training process to create better divers.
- This style of teaching uses training techniques that shift the focus from the instructor to the student.

B. WHY USE ACTIVE LEARNING?

- In an active learning environment, the instructor talks less, and acts as a facilitator rather than a lecturer.
- The students discover and process new knowledge, and share this information with their peers.
- This creates a two-way flow of information, where the students are actively engaged in the learning process.
- They are more motivated, have better retention, and create stronger relationships with their peers and the instructor.

IV. ACTIVE LEARNING SESSIONS

- The SS Flexibility Rule allows instructors to modify their training to meet the objectives of the lesson.
- They can restructure the lesson, based on the training schedule, the students' needs, and their personal teaching style.
- Active learning sessions allow instructors to be creative, and to make their training fun and interactive.

A. USING ACTIVE LEARNING IN A LECTURE

- Longer lessons can be subdivided into shorter segments with active learning activities.
- This keeps the students focused, and gives the lecture more variety.

Example

- 0-15 minutes: Topic 1 Lecture
- 15-20 minutes: Active Learning Activity
- 20-30 minutes: Topic 2 Lecture
- 30-40 minutes: Active Learning Activity
- 40-55 minutes: Topic 3 Lecture
- 55-60 minutes: Active Learning Activity

V. ACTIVE LEARNING SESSION: LECTURING WITH ACTIVE LEARNING

A. INSTRUCTOR OBJECTIVES

The objective of this session is to introduce the concept of active learning, and to incorporate it into the more familiar lecture style of teaching.

B. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

Divide the candidates into small groups, and assign each group one topic from the Open Water Diver program. They should use the Open Water Diver Instructor Manual and the Instructor Training Course digital learning to complete the exercise.

Have each group review the instructor manual content for the applicable topic, and suggest one or two active learning sessions (from Lesson 4.4 of the Instructor Training Course digital learning) that can be added into the instructor outline for the program. The active learning activity should be short and simple, supplementing the lecture content instead of replacing it. Each group should share their results with the rest of the class, then discuss how to present the lecture.

C. ADDITIONAL DISCUSSION QUESTIONS

- Is it possible to teach the entire program in an active learning format?
- What are the risks of using too many active learning activities, or using the same activity multiple times in a lesson?

VI. THE ACTIVE LEARNING ENVIRONMENT

- In an active learning environment, the instructor is no longer required to stand in front of the class.
- They should move around the room while engaging with their students.
- The active learning environment is defined by the dive center's resources, and how much space is available.

A. CONFIGURING THE CLASSROOM

- There are many ways to configure a training location for active learning.
- The configuration will change, depending on the type of activity, the dive center resources, and the size of the class.

B. WRITING SURFACES

- Active learning sessions engage the students by encouraging them to interact and participate in their training experience.
- This often requires the students to quickly write down their ideas, questions, and results.
- The instructor should have plenty of writing surfaces and materials available for the activity.

C. TECHNOLOGY IN THE CLASSROOM

- If technology (high-speed internet, smart devices, etc.) is available, it can greatly enhance an active learning activity.
- It should not be a substitute for student and instructor interactions.
- Test each piece of technology while preparing the classroom to ensure that it is available and working properly.

VII. ACTIVE LEARNING SESSION: CONFIGURING AN ACTIVE LEARNING ENVIRONMENT

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate a practical example of how an active learning environment is different from a traditional classroom.

B. ACTIVITY INSTRUCTIONS – (FIELD TRIP)

If the resources of your dive center and training schedule permit, have the candidates configure the classroom into a traditional lecture format (instructor in front, desks facing toward the instructor).

- Describe how to re-arrange the classroom for an active learning session (circle the desks, arrange chairs in groups, shifting the focus to equipment demonstrations, etc.)
- Demonstrate how an instructor moves and interacts with their students during an active learning session, and how it differs from a lecture.
- Emphasize the two-way interaction with students, and how to include the entire class in the session, not just one or two students.

C. ADDITIONAL DISCUSSION QUESTIONS

- What training aids (whiteboards, videos, etc.) improve an active learning environment?
- What are some inexpensive but useful tools to improve an active learning environment?

VIII. LESSON REVIEW

Active learning is:
✓ Any learning activity that gets students interacting with each other and engaged with the course material
- Any presentation that uses slides to highlight key points
- A structured teaching presentation that transfers information from the instructor to the students
- A structured presentation that ends with a digital learning reading assignment

The purpose of conducting an active learning session is to:
✓ Actively involve students in the learning process by facilitating activities that encourage the students to discover, process, and apply information
- Ensure students complete all digital learning assignments
- Ensure the transfer of information from the students to the instructor so they both possess the same knowledge
- All answers are correct

Which of the following statements best describes the role of the instructor in an active learning session?
✓ The instructor facilitates the learning process by using student-centered activities
- The instructor talks, and the students listen to the information presented
- The instructor stands in front of the class and uses slides to highlight key points of the topic
- The instructor presents the information on the topic and summarizes the lecture by asking a series of questions

Active learning sessions are structured to:
✓ All answers are correct
- Address the short attention span of students during a lecture
- Provide students with multiple opportunities for structured engagement
- Divide a traditional lecture into shorter lectures separated by active learning activities

Which statement best describes how to arrange a typical active learning classroom?
- An instructor station at the front of the classroom and student tables/chairs facing the instructor
- An instructor station on one side of the room, with student tables/chairs facing a projector screen or video monitor in the front of the room
✓ Small round tables that accommodate groups of 3-4 students with adequate space for the instructor to move freely around the room
- A podium in front of the room with student tables/chairs facing the podium

Technology like television screens and a wireless internet connection:
✓ Can enhance your students' learning experience
- Are required by the SSI Training Standards
- Must be used to conduct active learning activities
- Should only be used to motivate bored students

Section 4 – Academic Sessions

LESSON 4.4: TYPES OF ACTIVE LEARNING ACTIVITIES

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Briefly describe each of the seven types of active learning activities listed in the digital learning materials
2. Give at least one practical example from the Open Water Diver program for each of the seven activities
3. State whether an active learning activity is appropriate for a given topic from the Open Water Diver program

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the different types of active learning activities that an instructor can use to conduct SSI Training. The examples in the instructor manuals are suggestions only; your candidates should use their imagination, personal experience, and dive center resources to create activities that meet the lesson objectives for any training they conduct.

They should also be able to determine whether an active learning activity is appropriate for the topic they are teaching, and whether it meets the lesson objectives.

III. CHOOSING AN ACTIVE LEARNING ACTIVITY

A. DEFINITIONS

- Active Learning Session - A training session that uses one or more active learning activities to meet the learning objectives of the academic lesson.
- Active Learning Activity - A student-centered learning activity (like a field trip, group discussion, etc.) that engages the participants in the learning process.

B. PROCESS

- Instructors should choose active learning activities that are relevant to their teaching style and the needs of their students.
- They should fit the assigned topic, have clear objectives, and require the students to actively engage with the learning process.
- Some topics have multiple options for activities; others may only fit one or two.

IV. ACTIVE LEARNING SESSION: CHOOSING AN APPROPRIATE ACTIVITY

A. INSTRUCTOR OBJECTIVES

The objective of this session is to determine whether a suggested active learning activity is appropriate for a given topic from the Open Water Diver program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Write the following topics and activities on the board, or choose your own from the Open Water Diver program that meet the objective of this lesson.

Suggested Topics and Activities:

- Underwater Communication: Group Discussion using the SSI Hand Signals
- Scuba Assembly: Peer Instruction where each student teaches their dive buddy how to assemble a scuba unit
- Carbon Dioxide Buildup: Field Trip to the cylinder filling station
- Calculating Gas Consumption: Problem-Solving with sample calculations based on a local dive site
- The Concept of Buoyancy: Group Polling with questions about the importance of buoyancy

Have the candidates open Lesson 4.4: Types of Active Learning Activities in their digital learning materials. They should quickly review each type of suggested activity so they are familiar with each description.

- Present each topic and active learning activity.
- The candidates should vote on whether they think the activity is appropriate for the topic.
- Have one or two candidates explain their reasoning, and discuss any disagreements as a class.

C. ADDITIONAL DISCUSSION QUESTIONS

- How do you determine if an activity meets the objectives of a lesson?

V. ACTIVE LEARNING SESSION: BUILDING AN ACTIVE LEARNING SESSION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to choose an appropriate active learning activity for a topic from the Open Water Diver program, and to briefly describe how to conduct that activity.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Divide the candidates into buddy teams, and assign each candidate one topic from the Open Water Diver program.

- Each buddy team should review Lesson 4.4 from the Instructor Training Course digital learning, and choose an active learning activity that fits the topic. Alternatively, they can suggest their own type of activity.
- They should review the active learning activities, and create an active learning session for each topic. The active learning session must include an Instructor Objective, Activity Instructions, and Additional Questions for Discussion.
- Have each buddy team present their results to the rest of the class, and discuss whether the activity is appropriate for the topic.

C. ADDITIONAL DISCUSSION QUESTIONS

- How can you decide if an activity is appropriate for a given topic?
- How can you evaluate if an active learning session is successful?

VI. LESSON REVIEW

What factors affect which Active Learning Activity you should use?
- ✓ Training environment, subject matter, and resources
- Student experience level, size of the dive site, student age
- Training environment, student age, length of the program
- Subject matter, resources, length of the program

Which Active Learning Activity allows the students to debate ideas and opinions with the rest of the class?
- ✓ Group Discussion
- Field Trip
- Group Polling
- No answer is correct

Which activity requires students to have completed the digital learning materials?
- ✓ Peer Instruction
- Group Discussion
- Field Trip
- Think-Pair-Share

Which activity requires students to provide an immediate response to a question?
- ✓ Group Polling
- Field Trip
- Think-Pair-Share
- Problem Solving

Which Active Learning Activity takes students out of the classroom into the retail floor, travel center, or service center?
- ✓ Field Trip
- Group Discussion
- Think-Pair-Share
- Peer Instruction

Which activity requires students to determine an answer to a problem that may have many correct answers?
- ✓ Problem Solving
- Field Trip
- Peer Instruction
- Small Group Discussion

LESSON 5.1: MAKING DECISIONS AND MANAGING RISK

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Explain the difference between the responsibilities of a diver and a dive professional
2. List three risk management resources for a dive professional
3. State the importance of maximizing a student's training time
4. Describe the process for making decisions in the pool/confined water, open water, and during transitions

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 3 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on the responsibilities of a dive professional during in-water training. As an instructor, your candidates will be expected to accept a higher level of risk, properly assess and mitigate risk during training, and use resources like the SSI Training Standards and the SSI risk awareness guidelines to determine when risk levels are too high.

They must also understand the value of increasing the amount of time they spend with their students in the water. The in-water training sessions must be long enough to ensure the students are capable of completing the certification requirements, as well as being fun and enjoyable. They should understand that the time and effort they invest into their students' in-water experience is one of the strongest factors in the student to instructor relationship.

IV. RESPONSIBILITIES OF THE DIVE PROFESSIONAL

- Divers are only responsible for the safety and well-being of themselves and their buddy.
- The instructor is responsible for the safety and well-being of everyone involved in the training program, including their students and assistants.
- They must have professional-level skills, knowledge, and abilities so they can evaluate and mitigate risk during training without worrying about themselves.

A. WORKING WITH STUDENTS

- Entry-level students do not have any experience with scuba equipment or the skills required to dive safely.
- They lack the knowledge and training to dive autonomously, which is why their safety and comfort are the instructor's top priority.
- The Instructor must determine where the safe limits are for their students, since the students lack the instincts and reflexes needed for safe diving.

V. RESOURCES FOR DIVE PROFESSIONALS

- As an instructor gains experience, their ability to quickly make appropriate decisions increases.
- They should always use any resources available to them to help with the decision-making process.

VI. ACTIVE LEARNING SESSION: RESOURCES FOR DIVE PROFESSIONALS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify and become familiar with three common resources available to dive professionals for making decisions and evaluating risk.

Give each candidate a copy of a sample accident management plan, or provide an actual plan from your dive center. They should also have a copy of the SSI Risk Awareness Guidelines, which are available in the download area of MySSI, and a list of instructors and support staff from their dive center.

Divide the candidates into small groups and give each group one of the following scenarios, or create your own that meets the objectives of the session.

For each scenario, the candidates should:

- Create a list of staff members who can help answer questions, and why they are the appropriate choice.
- Explain how the Risk Awareness Guidelines could be used in this scenario.
- Describe which parts of the accident management plan are applicable.

Suggested Scenarios:

- A new instructor is teaching their first Open Water Diver program at your dive center, and will be in the building after normal working hours end. They need advice on how to organize their students during the pool sessions so that they stay in the shallow end.
- During the boat ride to the training site for Open Water Training Dive 3, the certified assistant becomes very seasick. The boat has a dedicated captain and four non-diving crew members. The class has six students, and the instructor is planning on doing air sharing ascents during the dive.
- The instructor will be leading a dive trip for the dive center to a new travel destination. They have done local dive trips before, but this is their first overseas trip. They have not visited the site before, and will be taking a mix of certified divers with various experience levels, some of whom will be doing continuing education training during the trip.

C. ADDITIONAL DISCUSSION QUESTIONS

- What non-SSI resources are available to help instructors make educated decisions?

VII. MAKING DECISIONS DURING TRAINING

- Decision-making is one of the most challenging duties of a dive professional.

A. POOL/CONFINED WATER SESSIONS

Learning a new skill or working with new equipment

- In the pool/confined water, students learn new skills and become familiar with new equipment.
- The dive professional must understand their students' goals, needs, and limits before tasking them.
- Students who are given too much information, or a skill that is too complex, can easily become overwhelmed and frustrated.
- The instructor should simplify wherever possible, dividing skills or objectives into smaller, more manageable sub-tasks.
- The first time a student tries a skill, the instructor should prevent any mistakes, so the student can develop the proper muscle memory.

Refining and mastering skills

- As the student gains confidence and ability, the instructor can increase the complexity of the task, and be less restrictive in their decision-making process.
- They can decide whether to immediately intervene when a student makes an error, or they can let the student attempt to self-correct.

Evaluating proficiency and practice

- Students must be proficient at a skill before they attempt it in the open water.
- This evaluation must be personally witnessed and approved by the instructor.
- During practice, the student can self-correct, receive help from a buddy, or ask for assistance from an instructor.
- The instructor should stop the exercise and intervene only if a safety risk exists, or if the student is repeatedly failing to complete the skill.

- Open water environments have higher levels of risk than the pool/confined water environment.
- Conditions often vary from site to site and day to day, depending on weather, current, and other factors.
- The instructor must fully understand their students' abilities before taking them into the open water, and evaluate the students' abilities to safely complete the dive based on this understanding.
- During the first few dives, instructors should be more proactive with their decision-making.

Creating capable divers

- The goal of every SSI training program is to create safe, capable, and autonomous divers.
- They should be allowed to gradually increase their independence in open water as they gain more experience.
- By the end of their training, the students should be able to make safe, appropriate, and thoughtful decisions, or be willing to seek the advice of a dive professional.

VIII. TRANSITIONS

- Transitions are a part of every training program, and occur during every dive.
- Examples include: moving from land to the water, leaving the surface and descending to depth, and trying a new piece of equipment for the first time.
- They have higher risk, since they are often distracting, dynamic environments.
- Dive professionals must be very alert during transitions, and act quickly to ensure the safety of their students.

IX. LESSON REVIEW

Which of the following is your responsibility?
✓ Ensuring safety and comfort during training
- Having your students practice their skills after certification
- Ensuring that your students are challenged by their training
- All answers are correct

Who is ultimately responsible for decisions made during training?
✓ The instructor or dive professional conducting training
- The dive center owner
- The dive center Monitor
- The student

Which of the following is a helpful resource for making decisions and evaluating risk?
✓ All answers are correct
- Accident management plan
- The SSI Risk Awareness Booklet
- Dive center staff and instructors

An accident management plan must be used:
✓ Whenever and wherever in-water training occurs
- Whenever a dive professional is in the water
- Only for non-certified students
- Only for students who do not have the Diver Stress and Rescue certification

What should you do during transitions?
✓ Watch closely for hazards or inattentive students
- Allow the students to determine their own level of acceptable risk
- Allow another dive professional to monitor the transition
- Encourage your students to move as quickly as possible to minimize risk

How can you make a complicated demonstration easier to understand?
✓ Separate it into smaller pieces
- Go through it as fast as possible
- Allow students to practice before giving the demonstration
- Include as much information as possible in the demonstration

An autonomous diver has the skills, knowledge, and experience to:
✓ Dive without supervision from an instructor
- Dive without a dive buddy or dive professional
- Dive in any environmental conditions or depths
- Teach basic skills to their dive buddy

Once students are proficient in a skill:
✓ Allow them to self-correct mistakes
- Continue to supervise them closely
- Do not provide any additional feedback
- Allow them to teach other students

As their training progresses, your student should:
✓ Make more decisions on their own
- Make fewer decisions on their own
- Rely more on their dive buddy
- Rely more on a dive professional

The first open water training dive may require _____ decision-making and have a _____ acceptable level of risk.
✓ More, lower
- Less, lower
- More, higher
- Less, higher

By the end of the training program, your students should be capable of making:
✓ Appropriate decisions or seek the advice of a dive professional
- Any decision without assistance
- Only decisions related to their personal well-being
- Some decisions, as long as their dive buddy agrees

What is a source for managing risk for a dive professional?

✓ All answers are correct
- Accident management plan
- Risk Awareness Guidelines
- Dive center staff

LESSON 5.2: GROUP CONTROL AND COMMUNICATION

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the four general factors used to maintain in-water safety, and give one practical example of each factor
2. Describe how to position the instructor, the certified assistant, and the students while teaching in-water skill from the Open Water Diver program
3. List four in-water environments that require different levels of control and supervision, and give at least one practical example of appropriate supervision in each environment
4. Properly demonstrate each of the hand signals used for the Open Water Diver program at a professional level

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the proper techniques for controlling and communicating with students during the in-water training sessions. It discusses how positioning and the presence of an assistant affect group management.

Your candidates should know how to maintain safety and group control during any part of an in-water training dive, and how clear communication skills prevent misunderstandings.

III. MAINTAINING SAFETY

There are four general factors for maintaining in-water safety:

A. STUDENT-TO-INSTRUCTOR RATIOS

- The applicable program standard sets in-water ratios.
- These are maximum ratios only.
- They should be decreased whenever necessary for safety.
- They can also be decreased to create a better training environment for the student.

B. POSITIONING

- Proper positioning is a critical part of in-water training.
- It maintains group control and safety, and must be regularly re-evaluated throughout the training session.
- The instructor must determine the appropriate position for the students, any assistants, and themselves, and clearly communicate this to the rest of the class.
- Everyone in the water must follow the instructor's directions.

C. INSTRUCTOR POSITIONING

- Certain skills taught in SSI training programs have a recommended position for each individual taking part in the skill demonstration and evaluation. Others are left up to the instructor's discretion.
- For every skill, control, student safety, and the ability to immediately intervene if necessary are the three priorities when establishing the position for any skill.

D. SKILL DEVELOPMENT

- The SSI philosophy "Comfort through Repetition" is a core component of the SSI Education System.
- SSI believes that students must repeatedly practice a skill before it is mastered.
- Safe divers are comfortable with every skill, and can perform them in a variety of conditions and environments.

IV. ACTIVE LEARNING SESSION: POSITIONING DURING A SKILL

A. INSTRUCTOR OBJECTIVES

The objective of this session is to determine the appropriate location for the instructor, the certified assistant, and the students during skill demonstrations and evaluations.

Divide the candidates into buddy teams, and assign each candidate one of the skills from the following list. They should use training aids like buoyancy compensators, weight pockets, belts, and various regulator configurations, as well as the SSI Skill Review program to complete this session.

- Regulator Recovery
- The Diving Position / Neutral Buoyancy
- Air Sharing (Stationary and Ascent)
- Emergency Swimming Ascent (vertical or diagonal)
- Emergency Buoyant Ascent

Have each candidate review the skill description for their assigned skill. They should record the following information for a skill evaluation with a new student:

- How to position the student (kneeling, diving position, hovering, etc.).
- Where to position the instructor during the demonstration and evaluation phases.
- How to maintain group control with the rest of the students.

Each candidate should review their answers with their buddy, and determine how the positioning would change with the following additions:

- The instructor has a certified assistant.
- The skill is being done for the third time in deep water.
- The student shows signs of nervousness, and fumbles with their equipment.

Have each candidate share their results with the rest of the class, then discuss any situations where the positioning would have to change due to time, number of students, pool size, etc.

Remind the candidates that uncertified divers must never be left unsupervised underwater.

B. ADDITIONAL DISCUSSION QUESTIONS

- Should an instructor touch or remove their alternate air source during exercises where the student's regulator is out of their mouth?
- When is it appropriate to use the diving position for skill demonstrations? When should it not be used?

V. GROUP CONTROL AND SUPERVISION

- The correct amount of control and supervision varies from program to program, and depends on many factors.

A. TRAINING AND EXPERIENCE LEVEL

Less experience and training = more control and supervision.

Entry-Level Students vs Certified Divers

- Entry-level students often have little or no in-water experience.
- Specialty program students are certified divers with at least entry-level level knowledge and skills.

B. TRAINING LOCATION

The training location affects the type and degree of control and supervision.

Out of the Water

- This environment usually has the lowest level of risk, and so usually requires the least amount of direct control and supervision.
- It can be the most distracting, and is where many in-water mistakes begin, so the instructor cannot completely relinquish control.

At the Surface

- The amount of control and supervision required at the surface depends on the environmental conditions, and the characteristics of the dive group.
- The instructor must ensure that proper buoyancy is maintained, and that students stay close enough to help in an emergency.
- Generally, open water dives require a greater amount of control and supervision than pool/confined water dives.

Shallow Water

- Any problems or concerns should be corrected in the shallow water before moving to deeper water or descending.
- External factors, like other people, interesting marine life, and current, are often the determining factor for how much control is needed.

Deep Water

- Students should start shallow, and move to progressively deeper waters as their experience and ability increases.
- The amount of control and supervision required also progressively increases with depth.
- If students lack experience with deep water, the instructor must be especially careful to ensure they do not exceed safe depths for the dive.

VI. COMMUNICATION

A. THE PRE-DIVE BRIEFING

- Students must be able to understand what their instructor is telling them. This is especially important underwater, when communication is limited to hand signals.
- The pre-dive briefing should be focused, limited to relevant information, and in a logical sequence.
- The students and assistants must understand what is expected of them before the briefing ends, and the instructor must answer all questions related to the upcoming dive.

B. HAND SIGNALS

- The instructor must be calm, clear, and slow to ensure the students can follow their directions.
- Entry-level students, who are not familiar with common underwater signals, may have the most trouble communicating their needs to the instructor.

VII. ACTIVE LEARNING SESSION: COMMUNICATING WITH HAND SIGNALS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to review the SSI Hand Signals, and to demonstrate the difference between user-level and professional-level hand signals.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have the candidates open the Open Water Diver digital learning on their MySSI app or online. You can also show the hand signals on a monitor.

- Each candidate should have an opportunity to demonstrate one of the common SSI hand signals.
- Each demonstration should be at a professional-level quality.

Have one or two candidates demonstrate the hand signals at a user-level quality, then discuss as a group how these could be misinterpreted by entry-level divers.

You should emphasize how different divers sometimes use difference signals, which could mean different things depending on context.

C. ADDITIONAL DISCUSSION QUESTIONS

- What are the common hand signals for "Remaining Gas", "Shark", and "Follow Me" at your dive center?
- When should the instructor communicate their expectations for hand signals to their students?

VIII. LESSON REVIEW

Student-to-instructor ratios should be:
- ✓ Reduced to increase safety
- Maximized to increase profit
- Maximized to increase training effectiveness
- Reduced to decrease training effort

Certified assistants can:
- ✓ Increase control and supervise students
- Increase ratios for all SSI programs
- Sign training records
- All answers are correct

Skills should be introduced:
- ✓ From simple to complex
- From complex to simple
- Without focusing on intermediate steps
- All at once to avoid confusing the student

Uncertified students:
- ✓ Should be more closely supervised
- Can be given more independence than certified divers
- Must be supervised by an Open Water Instructor
- Can be supervised by a Dive Guide

Generally speaking, students require the least amount of supervision:
- ✓ Out of the water
- At the surface
- In shallow water
- In deep water

Generally speaking, students require the most amount of supervision:
- ✓ In deep water
- Out of the water
- In shallow water
- At the surface

A pre-dive briefing should be:
- ✓ All answers are correct
- Used before every in-water training session
- Understood by everyone participating in session
- Completed before entering the water

Hand signals should be:
- ✓ Slow, clear, and exaggerated
- Performed only once to avoid confusing the student
- Only presented to the entire group
- Only used in deep water

LESSON 5.3: THE TEACHING PROCESS

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the purpose of transitioning from the pool/confined water to an open water environment, and how it benefits students
2. State the purpose of open water training dives
3. Describe at least three practical examples of how increasing in-water training time benefits students
4. Define the diving position, and describe how it is introduced and used to teach skills during training
5. List the three requirements for skills taught during SSI training programs, and describe the SSI Skill Philosophy as it relates to skills from the Open Water Diver program

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the purpose and benefits of in-water teaching. Your candidates should understand why each type of environment (pool/confined water and open water) is a valuable part of the SSI Education System, and what should be accomplished during training sessions.

They should also understand the Diving Position skill, when it should be introduced to their students, and how the Diving Position benefits their students' training experience.

III. WHY TEACH IN CONFINED WATER?

- The open water environment is a dynamic, challenging environment.
- Students, especially entry-level students must learn basic safety and control skills before diving in open water for the first time.
- Pool/confined water sessions create a controlled training environments for skill demonstration, practice, and evaluation.

IV. THE PURPOSE OF THE OPEN WATER TRAINING DIVES

- The ultimate goal of every student is to become an autonomous diver in the open water, not in the pool/confined water.
- The open water training dives are where students gain experience, and demonstrate their abilities and skills in a real-world environment, and in realistic conditions.
- By the end of the open water training dives, the instructor must be confident in their students' abilities, and have evaluated each skill required in the instructor manual.

V. TRAINING PROGRESSION

- The SSI Education System uses a progression of simple to complex when teaching any concept or skill. This is shown in the "Comfort through Repetition" philosophy.
- In-water training is a key component of this philosophy, where students progress from the calm, controlled conditions of the pool/confined water, to the dynamic, real-world environment of the open water.
- At each transition point, the instructor must be certain that their students are ready to advance to the next phase of their training.

VI. ACTIVE LEARNING SESSION: SPENDING MORE TIME WITH YOUR STUDENTS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate the benefits and importance of increasing the amount of training time spent with the students.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Use the following scenario, or create your own to meet the objective of this session.

First Attempt

Select a volunteer from the group to assemble a Total Diving System using their own equipment, or rental equipment that they are familiar with.

- Time the exercise, and state that any safety violations, like leaving a cylinder standing, will result in a ten second penalty.
- If you have multiple candidates, you can assign more than one candidate to assemble the equipment at the same time.
- Record the first attempts on a whiteboard or piece of paper.

Second Attempt

Pick a different candidate than the first, and have them repeat the assembly exercise, but add one of the following challenges:

- The candidate is blindfolded, or has their vision impaired.
- They are only allowed to assemble the equipment with one hand, or one hand partially restrained.
- They must assemble everything from a seated position.
- The equipment is different than they are used to (DIN setup, new BC straps, a different regulator configuration, etc.)
- Record the second result.

Third Attempt

Repeat the exercise for a third time with the same candidate from Exercise 2, but add an assistant who gives the candidate equipment and directions. For this attempt, there is no time penalty.

- Record the third set of results, and discuss them with the candidates.
- Generally, the second attempt should be the longest, and the third attempt will be longer than the first.

As a group, discuss the benefits of maximizing training time, and how to make decisions at each stage in a student's training. They should understand that spending more time on a physical activity, without the pressure of a short schedule, and with the proper assistance, will ensure that their students have a positive learning experience.

C. ADDITIONAL DISCUSSION QUESTIONS

- What is the best way to help a student who needs more time to become comfortable in the water?
- How does "Comfort through Repetition" affect an instructor's decision-making process?

VII. THE DIVING POSITION

- Many divers, especially at the entry level, are traditionally taught skills while negatively buoyant in a kneeling position.
- This position makes it easier to control the students, and to prevent unexpected ascents.
- Unfortunately, this is not a natural or realistic position for divers once they complete their certification.

A. WHAT IS THE DIVING POSITION?

- The diver's body should be nearly horizontal, in a slightly head-up position.
- During early attempts, the knees or fin tips may touch the bottom, but the objective is to master neutral buoyancy.
- Non-integrated weight systems make the diving position more challenging. Students should be encouraged to use integrated systems if possible.
- Students who master the diving position during pool/confined water training have better buoyancy control, and are more likely to succeed in the open water, especially when there is a muddy bottom or fragile coral reef.

B. TEACHING WITH THE DIVING POSITION

- The diving position encourages students to practice skills in a natural, real-world position.
- It should only be introduced once the instructor is confident in the student's ability to properly demonstrate and practice the skill without becoming overwhelmed.
- Depending on the student's ability, introduce skills while negatively buoyant, and transition to the diving position once the student demonstrates appropriate comfort and technique with the skill.
- The diving position is a recommendation only – students should not be forced to learn skills only in the diving position, or failed due to the inability to maintain the diving position.

VIII. TEACHING SSI SKILLS

- The skills taught in SSI training programs have evolved to meet the needs and abilities of modern divers, equipment, and dive theory.
- Skills that are outdated, or that provide little or no training value, are modified or removed from SSI programs.
- Examples include buddy breathing, air sharing techniques, and the open water emergency buoyant ascent.

Any skill taught during an SSI training program must:

- Be functional during recreational scuba dives
- Work in diverse and adverse conditions
- Work with all types of equipment and equipment configurations

IX. ACTIVE LEARNING SESSION: THE SSI SKILL PHILOSOPHY

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify practical examples of why SSI requires certain skills to be taught using specific techniques.

B. ACTIVITY INSTRUCTIONS – (FIELD TRIP)

Before starting the field trip, review the SSI General Training Standards – SSI In-Water Training Philosophy. This section of the standards explains why SSI requires air sharing skills to be taught in a specific manner.

- Conduct a field trip to the retail floor or service center, or use rental equipment, your personal equipment, or the candidate's equipment to identify different configurations of regulators, buoyancy compensators, and weight systems.
- Have the candidates describe how they were taught skills for each piece of equipment.
- Use the SSI Training Standards and the SSI Skill Review program online or in the MySSI app to review the suggest sequence for each of those skills.
- Emphasize that performing a skill smoothly, safely, and efficiently is more important than following a checklist.

Ensure that your candidates understand that there are different "correct" ways to complete a skill, based on the student and their dive buddy's personal abilities, skill level, and equipment configuration.

C. ADDITIONAL DISCUSSION QUESTIONS

- Can you adapt equipment recovery skills for a diver with only one arm, or who has chronic shoulder issues?
- What is the purpose of teaching a skill using intermediate steps, and what is the final desired outcome for a skill demonstration?

X. LESSON REVIEW

Pool/confined water training sessions:
- ✓ All answers are correct
  - Allow your students to learn and practice new skills
  - Increase your students' comfort with new equipment
  - Allow your students to have fun

Pool/confined water sessions should include practice time:
- ✓ Whenever possible, so they enjoy their experience
  - Only if they are already proficient in their skills
  - Only if they will not be going to the open water
  - Only if they purchase new equipment

During the open water training dives:
- ✓ You will evaluate your students' skills and abilities
  - You will demonstrate the skills learned in the pool/confined water
  - You will evaluate your students' abilities to learn new skills
  - All answers are correct

Increasing your students' in-water training time:
- ✓ Increases proficiency, comfort, and motivation
  - Reduces proficiency, comfort, and motivation
  - Increases the risk level of your training
  - Limits the open water training time

Use the Diving Position during your training to:
- ✓ Increase student comfort and real-world skill development
  - Force students to practice skills in an advanced position
  - Eliminate weak students from training
  - Increase the challenge of completing skills

If a student struggles to complete a skill in the Diving Position:
- ✓ Allow them to conduct it while stationary or kneeling
  - They must practice until they can do the skill in the diving position
  - Skip the skill until they reach the open water training dives
  - No answer is correct

Any skill conducted as part of an SSI training program must:
- ✓ Be functional, work in any dive environment, and work with any equipment configuration
  - Be functional, work only in tropical dive environments, and work with only one type of equipment configuration
  - Be functional, work in any dive environment, and with only one type of equipment configuration
  - Be functional, work only in tropical dive environments, and work with any equipment configuration

LESSON 5.4: CONDUCTING IN-WATER TRAINING

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe how to conduct a pre-dive briefing on a skill from the Open Water Diver program for a pool/confined water session using the In-Water Teaching Evaluation form and criteria
2. Describe how to conduct a pre-dive briefing on a skill from the Open Water Diver program for an open water training dive using the In-Water Teaching Evaluation form and criteria
3. Describe the process for demonstrating and evaluating a skill during pool/confined water training
4. Describe the four-step sequence for identifying and correcting a problem during in-water training
5. Describe the proper sequence for a post-dive debriefing, using a practical example from the Open Water Diver program

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the proper sequence for conducting in-water training sessions. Your candidates should be able to describe the difference between a briefing for the pool/confined water, and a briefing for an open water training dive.

They should be able to use the program-specific skill descriptions, the In-Water Teaching Evaluation form and criteria, and the information learned in the previous sections to explain the process for planning the briefing, conducting the demonstration and evaluation, and for dealing with problems during in-water training.

III. ACTIVE LEARNING SESSION: PURPOSE OF IN-WATER TRAINING (REVIEW)

A. INSTRUCTOR OBJECTIVES

The objective of this session is to quickly review the purpose of in-water training sessions, and to reinforce the importance of in-water training.

B. ACTIVITY INSTRUCTION – (GROUP POLLING)

Place the following questions on the monitor, or write them on a whiteboard, and ask your candidates to quickly respond to each question with short, one or two sentence answers.

1. What is the purpose of pool/confined water training?
2. How do you determine if a student is ready for the open water training dives?
3. How does increasing the amount of in-water training time benefit the student?

Your candidates should be able to quickly answer each question before moving to the next active learning session. They should understand the importance of properly conducting in-water training, skill demonstrations, and skill evaluations.

IV. ACTIVE LEARNING SESSION: THE POOL/CONFINED WATER SKILL BRIEFING

NOTE: This session should be long enough to ensure your candidates can properly prepare for and conduct a skill briefing for a pool/confined water session. Investing more time at this point in the training will increase your candidates' likelihood of success during their practical application evaluations.

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the cue cards/wetnotes and the Open Water Diver Instructor Manual to create an effective pool/confined water briefing, based on the In-Water Teaching Evaluation form and criteria.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Give each candidate a copy of the In-Water Teaching Evaluation form and criteria, and have them open the Open Water Diver Instructor Manual online or in their MySSI app.

- Choose a skill from the Open Water Diver program, and discuss each item of the Evaluation form, using the topic as a practical example.

Assign each candidate or buddy team a skill from the Open Water Diver program, and have them work together to create a pre-dive briefing for the assigned skill.

- If time and schedule permit, you should assign more than one skill, so the candidates can gain experience with more than one briefing.
- The candidates should present the skill briefing as if they were teaching a group of students. If you split the candidates into buddy teams, have one candidate act as the lead instructor with the other candidate acting as the assistant.
- Have the candidates switch roles, or assign each candidate a new skill, then repeat the exercise.

C. ADDITIONAL QUESTIONS FOR DISCUSSION

- How does the skill briefing change when the skills are more complex?
- If there is an assistant helping with class, what role should they play in the briefing?

V. ACTIVE LEARNING SESSION: THE OPEN WATER SKILL BRIEFING

NOTE: This session should be long enough to ensure your candidates can properly prepare for and conduct a skill briefing for an open water session. Investing more time at this point in the training will increase your candidates' likelihood of success during their practical application evaluations.

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the cue cards/wetnotes and the Open Water Diver Instructor Manual to create an effective open water training dive briefing, based on the In-Water Teaching Evaluation form and criteria.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Give each candidate a copy of the In-Water Teaching Evaluation form and criteria, and have them open the Open Water Diver Instructor Manual online or in their MySSI app.

- Briefly review the objectives of the open water training dives (real-world experience, skill evaluation, etc.) with the candidates.
- Describe the difference between the pool/confined water sessions and the open water training dives, and discuss each item in the briefing that changes.
- Emphasize that the key points should be summarized, and that the briefing should include considerations for the training environment.

Assign each candidate or buddy team a skill from the open water portion of the Open Water Diver program, and have them work together to create a pre-dive briefing for the assigned skill.

- If time and schedule permit, you should assign more than one skill, so the candidates can gain experience with more than one briefing.
- The candidates should present the skill briefing as if they were teaching a group of students. If you split the candidates into buddy teams, have one candidate act as the lead instructor with the other candidate acting as the assistant.
- Have the candidates switch roles, or assign each candidate a new skill, then repeat the exercise.

C. ADDITIONAL QUESTIONS FOR DISCUSSION

- Should the briefing change from the first open water training dive to the last?
- What additional items should be considered as part of the briefing for an open water training dive?

VI. SKILL DEMONSTRATION AND EVALUATION

- New skills must always be introduced to the students by the instructor at a professional-quality level.
- Professional-level quality means that the skill demonstration must be slow, exaggerated, and emphasize the key points for completing the skill.

A. POSITIONING

- The instructor must be positioned so that every student can clearly see their demonstration.
- For ascent skills, it may be more effective to keep the students at the surface so they can see the entire sequence.
- In low visibility, the skills can initially be taught in two parts to maintain control and supervision of the class.

B. INSTRUCTOR DEMONSTRATION

- The instructor should always demonstrate a skill for the first time.
- Repetitions of the skill can be demonstrated by an assistant, as long as they use the same sequence as the instructor to avoid confusing the student.
- The demonstration should follow the key points of every skill description, but can be adapted to meet the needs of the individual student.
- Buddy skills should be demonstrated using an assistant if possible, or one of the more capable students if necessary.

C. STUDENT DEMONSTRATION

- The student's attempt will usually have small errors, or will not follow the key points of the skill exactly.
- The instructor must decide whether the demonstration was acceptable, or if it must be repeated.
- The instructor must maintain constant physical contact with the student during the ascent phase of any emergency ascent skills.

D. PROBLEM-SOLVING

When a student makes a mistake, the instructor should use the following sequence to correct the issue:

1. Recognize the problem.
2. Stop the skill at an appropriate time (the student's safety and access to breathing gas are the first priority).
3. Help the student understand where the problem occurred, and the proper corrective action.
4. Have the student repeat the skill from the beginning.

E. EVALUATION

- Students must be able to demonstrate each skill at a user-level quality during the evaluation.
- This means that they can safely and effectively repeat the skill without errors or safety issues, and without assistance.
- Generally, small errors that do not effect safety, or the efficient completion of the skill, are acceptable if the demonstration meets the objective of the skill.
- The instructor should not interfere during the skill evaluation unless there is a safety risk.

VII. ACTIVE LEARNING SESSION: EVALUATING A SKILL DEMONSTRATION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to evaluate whether a student's skill demonstration is acceptable before continuing to the open water training dives.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Have the candidates open the instructor manual for the Open Water Diver program, and review the skill descriptions from at least one pool/confined water session and one open water training dive. Discuss the key points, and how they can be adapted to meet the needs and abilities of the students.

Examples: mask clearing techniques change for students with a nose purge valve, or alternate air sharing techniques for students with integrated alternate air sources.

Divide the candidates into buddy teams, and assign each candidate at least one skill from the Open Water Diver program.

- Each candidate should identify where the skill is found in the pool/confined water sessions, and where it is repeated in the open water training dives portion of the instructor manual.
- As a buddy team, the candidates should review their skills, and determine what the minimum acceptable criteria (user-level quality) are for a successful student demonstration.
- There may not be a wrong or right answer, but the candidates should be able to justify their decision.
- Each buddy team should share their results with the rest of the group, then discuss each answer as a class.

Suggested Scenarios:

- Mask Removal and Replacement – the student must hold their nose while completing the demonstration, but is calm and methodical.
- Regulator Recovery – the student initially forgot to blow bubbles, but self-corrected without direction from the instructor.
- Removing and Replacing the Scuba Unit – the student struggles to get their arms into the buoyancy compensator, and nearly loses control of their buoyancy compensator during the demonstration.
- Stationary Air Sharing – the student successfully completes the skill, but their eyes are wide and staring for the duration of the demonstration.

C. ADDITIONAL DISCUSSION QUESTIONS

- What other evaluation criteria should be used to determine whether a student's skills are ready for evaluation in the open water?
- If a student struggles with the skill evaluation, how can the instructor adapt the skill to help them succeed?

VIII. DEBRIEFING SKILL DEMONSTRATIONS AND EVALUATIONS

- Every training session should include a debriefing of the skills performed during that session.
- Feedback should be relevant and constructive, but not excessively positive if errors occurred.
- Reinforce good habits, and encourage success.
- Identify all issues with technique, or that present a safety risk.

IX. ACTIVE LEARNING SESSION: THE SKILL DEBRIEFING

A. INSTRUCTOR OBJECTIVES

The objective of this session is to effectively conduct a skill debriefing, based on the In-Water Teaching Evaluation form and criteria, that addresses a problem commonly seen in an Open Water Diver program.

B. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

Review each item in the debriefing section of the In-Water Teaching Evaluation form and criteria with your candidates. Divide the candidates into buddy teams or small groups, and give each group one of the following skill scenarios, or create your own to meet the session objective.

- Each group should prepare a debriefing, following the In-Water Teaching Evaluation form, that addresses the assigned skill, the problems seen during the demonstration, and the corrective actions for each problem.
- Each candidate should present the debriefing, using the rest of the class as students. Discuss each presentation after the candidate completes it, and provide feedback and suggestions.

Suggested Scenarios:

- During the pool/confined water session, two students successfully completed the mask removal and replacement exercise, one student completed it while holding their nose, and one student was not able to clear their mask.
- During the pool/confined water session, all students completed the air sharing exercise, but one student had trouble finding a regulator, one student forgot to blow bubbles, and one student began floating to the surface during the demonstration.
- During the first open water training dive, two of the students had trouble establishing neutral buoyancy at the bottom before starting the dive, and needed help from the assistant.

C. ADDITIONAL DISCUSSION QUESTIONS:

- When should the instructor discuss logging the dive and completing training records?
- How is an open water skill debriefing different from a pool/confined water debriefing?

X. OPEN WATER TRAINING DIVES

- Whenever possible, instructors should increase the number of open water training dives to help the students gain more experience and comfort.

XI. CONDUCTING OPEN WATER TRAINING DIVES

- During the open water training dives, students apply the skills they learned during the pool/confined water sessions in a real-world diving environment.
- Open water conditions should be more dynamic, including colder water temperatures, deeper depths, and more noticeable waves and currents.

A. ORIENTATION AND BRIEFING

- For the first dive at a new location, the instructor should give a quick site orientation and discuss the features of the site with their students.
- The pre-dive briefing must also include an overview of water and dive site conditions.
- Skill briefings should focus on how the skill will be different in the open water, and only include a short summary of the key points.

B. DURING THE DIVE

Control and Supervision

- The instructor must watch their students closely during the dive to evaluate their comfort and safety, especially if conditions are less than perfect.
- As the students become more comfortable and gain experience, the instructor can allow them greater freedom during the dives.

Evaluating Students

- Each student must be evaluated on the skills listed in the open water part of the program's instructor manual before they earn a certification.
- Each skill must be performed at a user-level quality, without external assistance or safety issues.
- Students are not required to pass each skill evaluation on the first try, but they must pass before the end of the final training dive. If possible, give them multiple opportunities to practice and demonstrate each skill in a real-world scenario (for example – clearing a mask during the dive, not just while kneeling on the bottom).
- The instructor must determine that each student is capable of being an autonomous diver by the end of their training, or they cannot earn the program certification.

C. DEBRIEFING

- Open water training dives use the same debriefing process as the pool/confined water sessions.
- The instructor should discuss the dive, the skills conducted during the dive, and how the students performed during the dive.
- The debriefing should also include a discussion of how to log the dive, and what information should be included in the dive log.

XII. LESSON REVIEW

Pool/confined water sessions are where your students:
    ✓ All answers are correct
    - Learn new skills
    - Become familiar with new equipment
    - Develop safe diving habits

A proper briefing includes:
    ✓ Objective, value, key points, organization, hand signals, and location
    - Only objective, key points, and location
    - Only objective, value, and location
    - Objective, possible risks, location, and number of repetitions

The format of the briefing changes, based on:
    ✓ The type of training, training environment, and personal teaching style
    - The number of students, the type of equipment, and dive center policy
    - The type of training, type of equipment, and personal teaching style
    - The number of students, personal teaching style, and dive center policy

Where are detailed skill descriptions found?
    ✓ In the program instructor manual and the SSI Skill Review program
    - In the student digital learning materials
    - In the SSI Training Standards
    - All answers are correct

What signal should you give before demonstrating a skill?
    ✓ Everyone Watch Me
    - Remove Your Regulator
    - Do the Skill with Me
    - Everyone Watch Their Buddy

When should you complete the student training records?
    ✓ After each training session, or at the end of each training day
    - After issuing the student's certification card
    - After completing all of the pool/confined water sessions
    - Whenever is most convenient for you

To improve your students' training experience, you should always:
    ✓ Add additional training dives, even if they are not required
    - Force your students to try new skills or techniques
    - Teach everything you know about specific topics
    - All answers are correct

Which of the following will you only do during the pool/confined water training, and not the open water training dives?
    ✓ Demonstrating and reviewing skills for your students
    - Practicing buddy awareness and buoyancy control
    - Evaluating your students' comfort and ability
    - Enforcing safe and environmentally-friendly diving practices

LESSON 6.1: THE TRY SCUBA PROGRAM

- -

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. State two ways the Try Scuba program can be used as an acquisition tool
2. List six training aids provided by SSI for the Try Scuba program
3. Describe how their dive center structures the Try Scuba program
4. Demonstrate how to issue a digital recognition card for Try Scuba in MySSI
5. List the three steps of the post-Try Scuba counseling process

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 3 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on the Try Scuba program. Your candidates should understand that Try Scuba is an acquisition program that should be used to attract new customers, and generate enthusiasm and excitement for entry-level training like the Open Water Diver program.

Candidates should be able to describe the purpose and format of the program, how to issue a recognition card, and how to discuss the Open Water Diver program with their Try Scuba students once the program is finished.

IV. ACTIVE LEARNING SESSION: TRY SCUBA PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and recognition requirements for the Try Scuba program.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have candidates open the SSI Training Standards from their MySSI account (using the MySSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Once each candidate locates the program standard, quickly identify each subsection (e.g. Intent, Prerequisites, etc.).

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What other prerequisites are required?
- What are the completion requirements?

V. OVERVIEW OF THE TRY SCUBA PROGRAM

- The Try Scuba program is an acquisition tool that encourages students to register for entry-level training programs.
- In resort areas, the Try Scuba program may be the primary acquisition source for entry-level programs.
- SSI offers a free Try Scuba digital kit for every user registered in MySSI.

A. TYPICAL TRY SCUBA STUDENTS

- These students may be interested in diving, or simply doing a Try Scuba because the opportunity exists.
- Students who are already interested in diving may use the Try Scuba program as the first step in their training, or to verify that it is a sport they want to try.

B. THE VALUE OF TRY SCUBA PROGRAMS

- The first breath underwater is an amazing experience for most people.
- It can be the moment that decides whether a student stops diving, or becomes a lifelong diver.
- Try Scuba programs allow students to experience this feeling without making a significant initial commitment.
- They also do not have the pressure of a complete Open Water Diver program.

C. BENEFIT FOR DIVE PROFESSIONALS

Professional Development

- Teaching Try Scuba programs allow instructors to gain in-water experience with students.
- It helps the instructor learn how to teach basic scuba skills to students with a variety of personalities and goals.
- It also helps the instructor develop their personal teaching style, and how to develop relationships with their students.

Financial Benefits

- The Try Scuba program is less time-intensive than an entry-level program.
- It can be run with multiple students in a short period of time, which increases the earning potential for both the instructor and the dive center.

D. BENEFITS FOR DIVE CENTERS

- Dive centers must acquire new customers to be successful.
- Properly conducted Try Scuba programs create excited customers with relatively little investment.
- The program also allows a dive center to make more efficient use of their rental equipment and pool/confined water facilities.
- When students register for Try Scuba programs, dive centers can access their customer information for customized marketing and promotional efforts.

VI. PREPARING FOR TRAINING

- Even though it is an acquisition program, the Try Scuba program should be treated like any other training program.
- It uses the SSI Education System to teach the program.
- Students' should be impressed by the dive professional and dive center's professionalism and training quality.
- The goal of the Try Scuba program should be to register the students for entry-level training.

A. TRAINING MATERIALS

The following training materials are available:

- SSI Training Standards
- Try Scuba Instructor Manual
- Try Scuba flip chart
- Try Scuba/Basic Diver cue card/wetnote
- Try Scuba Digital Learning

B. RECORD KEEPING

- Using the Try Scuba training record protects the dive professional and the dive center from liability.
- The Try Scuba training record can be printed from the MySSI directly by the dive center.

C. SCHEDULING AND SETUP

- Try Scuba programs should be a regularly scheduled part of every dive center's training calendar.
- They should be regularly promoted to prospective clients.
- Use local promotions, vouchers, and coupons to encourage customers to participate.

VII. ACTIVE LEARNING SESSION: TRY SCUBA FORMATS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to explore different formats of the Try Scuba program, and identify how these formats can be used to acquire new divers.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Separate the candidates into buddy teams, and assign one of the following examples of a typical dive center to each team.

- Each candidate should identify one or two types of students that they would typically see in Try Scuba programs, based on their assigned location.
- As a buddy team, the candidates should develop a basic format for conducting the program, based on their expected customer base, including the schedule, where the program will be taught, and at least two methods of marketing the program to prospective customers.
- Each buddy team should share their results with the rest of the class, and discuss any additional suggestions or comments.

Suggested Scenarios:

- Site 1: This dive center has a resort location that is popular with cruise ships. They have access to a shallow pool, and are located on a popular beach with a nice "house reef" a short distance from shore.
- Site 2: This dive center is located in a non-tropical climate, in a medium-sized town with an active outdoor culture. They do not have their own pool.
- Site 3: This dive center is part of a local university, and focused on the student population. They do not have their own pool, but have access to the pool at the school's student center.
- Site 4: This dive center is located in a northern climate, in a large city. They have a small pool, and a large retail center with two medium-sized classrooms.

C. ADDITIONAL DISCUSSION QUESTIONS:

- How do marketing efforts change, based on the resources of the dive center and the expected customer base?
- What types of effective marketing techniques are cost-effective, and do not require a large investment of time or personnel resources?

VIII. CONDUCTING THE TRY SCUBA PROGRAM

- The instructor manual and cue cards are only a guideline for conducting the Try Scuba program.
- The instructor should use the format and schedule that best fits the needs of their dive center and students.

A. ACADEMIC SESSION

- The length of the academic session depends on the amount of content needed to prepare the students to safely dive in the pool/confined water.

Some core information must be explained, regardless of the program format:

- The basic operation of scuba equipment.
- How to breathe underwater, and the importance of proper exhalations.
- How to equalize the ears during depth changes.
- How to move while wearing scuba equipment.
- Hand signals used during the Try Scuba program.

B. CONFINED WATER SESSION

- This session is very important, and must not be rushed.
- Each step must be clearly explained, and students must never be pushed or harassed.
- Only advance to the next phase if the student is ready and willing.
- A bad experience may scare the student away from the sport forever.

Breathing Underwater for the First Time

- Shallow exhalations, which do not properly remove carbon dioxide from the lungs, are one of the most common problems with Try Scuba students.
- Focus on the proper exhalations, and watch the students for nervousness or fear.
- Ensure that they are breathing normally, and exhaling properly, prior to continuing with the experience.

In-Water Skills

- The skills in the instructor manual and cue cards/wetnotes are only recommendations, and are designed to enhance the students' in-water experience.
- The instructor's primary focus should be on fun and adventure.
- Never force a student to complete a skill, and ensure that any skills introduced during training are appropriate to the experience and the training environment.

C. POST-DIVE EXPERIENCE

- The post-dive experience is one of the most important components of the Try Scuba program.
- This stage is where instructors connect the excitement of a Try Scuba program with becoming an Open Water Diver.
- If they fail to make this connection, the dive professional loses the opportunity to earn income for themselves and their dive center.

Issuing a Recognition Card

- The digital recognition card must be issued by the dive center or dive professional once the program is completed.
- A printed card and a diploma are available as well.
- Students should know how to access their card using the MySSI app before leaving the dive center.
- The instructor will earn Pro Reward Points for every Try Scuba recognition card they issue.

Upgrading to Basic Diver

- Before a Try Scuba can enter the open water, their Basic Diver instructor must evaluate the required skills in the pool/confined water environment.
- They can earn the Basic Diver certification after completing some additional academic training, a final exam, and an open water training dive.

IX. ACTIVE LEARNING SESSION: ISSUING A DIGITAL CARD

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate the process for issuing a digital recognition or certification card once a student completes an SSI training program.

B. ACTIVITY INSTRUCTIONS – (PEER INSTRUCTION)

Have one of the candidates volunteer to demonstrate the process for issuing a digital card for one or more of the following programs. If more than one candidate volunteers, each candidate should demonstrate the process for a different program.

- The candidate should access their dive professional, using a monitor or screen that is visible to the rest of the class.
- They should complete the process for issuing the card, pausing at each step to ensure the rest of the candidates understand each part of the sequence.
- Show the candidates how the process changes for a certification card, and explain why dive professionals can issue recognition cards and not certification cards.

C. ADDITIONAL DISCUSSION QUESTIONS:

- What other tools are available for recognizing students who complete SSI training? Examples include printed cards, diplomas, and signed dive logs.
- What is the process for having a dive center issue a card as opposed to having the dive professional issue it?

NOTE: If the candidates are not part of the dive center staff, this session should focus on the process for issuing a card from the dive professional account.

X. ACTIVE LEARNING SESSION: COUNSELING TRY SCUBA STUDENTS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to determine a student's motivations, and encourage them to continue with an entry-level training program after completing their Try Scuba experience.

B. ACTIVITY INSTRUCTIONS – (PROBLEM SOLVING)

This is a role-playing session, where the instructor, an assistant, or actual students can be as part of the training experience. The candidate should ask leading questions about the student's experience, and determine the best method of marketing an entry-level program to the student.

Suggested Questions:

- First, evaluate the student's experience – was it positive, negative, and what did they like best?
- Next, identify what aspects of an entry level program, like Basic Diver or Open Water Diver, are most appealing to the student.
- Last, use marketing materials available at the dive center, the upcoming training schedule, and the SSI digital learning to encourage the student to register for their next training program.

C. ADDITIONAL DISCUSSION QUESTIONS:

- Should an instructor always focus on registering the student for the Open Water Diver program, or is the Basic Diver or Scuba Diver program acceptable?
- Where should this counseling session occur?

XI. LESSON REVIEW

The Try Scuba program is intended to:
  ✓ Provide a fun and safe pool/confined water experience
  - Prepare students for advanced dive training
  - Certify students as entry-level divers
  - All answers are correct

Who directly supervises the open water portion of the Basic Diver program?
  ✓ An SSI Open Water Instructor or higher
  - Any dive professional
  - An SSI Assistant Instructor or higher
  - An SSI Divemaster or higher

Teaching Try Scuba programs:
  ✓ Increases your teaching experience and increases earning opportunities
  - Does not provide any benefit to dive professionals
  - Develops your open water training abilities
  - Allows you to register for Specialty Instructor training

Try Scuba and Basic Diver programs are intended to:
  ✓ Acquire new customers for the dive center
  - Remove unqualified customers from training
  - Be a primary source of dive center profit
  - All answers are correct

Which component(s) of the SSI Total Teaching System can be used to teach Try Scuba programs?
  ✓ All answers are correct
  - Training Standards
  - Instructor Manual
  - Cue cards and flip chart

Which of the following is required for a Try Scuba program?
  ✓ Record keeping and scheduling
  - Choosing an open water training site
  - Conducting a final exam
  - Purchasing equipment

A Try Scuba in-water experience must:
  ✓ Be as enjoyable and problem-free as possible
  - Be challenging, to ensure the student is ready to dive
  - Include a comprehensive briefing and debriefing
  - All answers are correct

Skills in the Try Scuba program:
  ✓ Are only required before open water dives
  - Must be taught and evaluated by an Assistant Instructor
  - Are not required for any in-water training
  - Must be taught and evaluated by a Divemaster

Once the in-water session is finished, you should:
  ✓ All answers are correct
  - Conduct a quick review of the students' experience
  - Issue the digital Try Scuba recognition card
  - Encourage the students to continue diving

Registered students who complete the Try Scuba experience:
  ✓ Can continue to the Basic Diver program
  - Can register for SSI Specialty programs
  - Can dive independently in pool/confined water environments
  - Can dive with a buddy in open water environments

The Try Scuba program is a(n):
  ✓ Acquisition and recognition program
  - Certification program
  - Program for non-swimmers
  - Program for kids only

LESSON 6.2: THE SCUBA SKILLS UPDATE PROGRAM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe how to find the standards for the Scuba Skills Update program
2. State the prerequisites, minimum instructor level, and in-water ratios for the Scuba Skills Update program
3. List the two types of typical students for the Scuba Skills Update program
4. Use practical examples to describe how, why, and when to promote continuing education and equipment purchases during the Scuba Skills Update program

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the Scuba Skills Update program. Your candidates should understand that Scuba Skills Update can be is an acquisition program that should be used to attract new customers and keep existing customers active.

They should be able to describe the two types of students who take the Scuba Skills Update and the different training expectations for each type.

III. ACTIVE LEARNING SESSION: SCUBA SKILLS UPDATE PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Scuba Skills Update program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What other prerequisites are required?
- What are the completion requirements?

IV. OVERVIEW OF THE SCUBA SKILLS UPDATE PROGRAM

- The Scuba Skills Update is used to review the basic skills and knowledge from the Open Water Diver program.
- It does not have any required academic or in-water requirements, and should be adapted to meet the needs of the student participating in the program.
- It is designed for entry-level students, but the format can be modified for any program in the SSI Education System.

A. TYPICAL STUDENTS

There are two different ways that the Scuba Skills Update program can be used.

Uncertified Students

- These are students who do not complete their Open Water Diver training.
- The Scuba Skills Update is required if it has been more than twelve months since the last in-water session, and is recommended if it has been more than six months.
- Pay close attention to the student's needs or weaknesses, and adapt the program to help them complete the Open Water Diver program.
- All skills from the Open Water Diver program should be reviewed for these students.

Certified Divers

- These students have already earned at least an entry-level certification.
- The Scuba Skills Update should be adapted to meet the personal needs and goals of the diver.
- They may need more practice with one specific skill or technique to prepare for an upcoming trip or training program.
- If the instructor has the applicable specialty instructor certification, the Scuba Skills Update can also be used for divers who want an update for the specialty.

B. THE VALUE OF THE SCUBA SKILLS UPDATE PROGRAM

- The Scuba Skills Update is an excellent tool to prepare divers for upcoming dive trips or vacations, since they do not need to spend time practicing during their travels.
- It is also useful for dive centers during slow seasons; they can encourage divers to stay active and keep their skills current.
- During the program, the instructor can identify opportunities for new equipment sales and continuing education.

V. PREPARING FOR TRAINING

- Scuba Skills Update students should be registered in MySSI by the dive center, and issued the Scuba Skills Update digital learning.
- The format of the program, and what materials are used during training, depends on the needs and certification level of the students.

The following training materials are available:

- Scuba Skills Update Instructor Manual
- Scuba Skills Update Digital Learning
- Scuba Skills Update cue card/wetnotes
- Open Water Diver Review Questions and Final Exam (optional)
- Applicable instructor manuals if conducting the update for a specialty program (optional)

A. RECORD KEEPING

- Since the Scuba Skills Update program is a training program, the appropriate training record should be completed before starting the program.
- This ensures that the student's information is current, and provides proof of what the instructor taught during the program.

VI. CONDUCTING A SCUBA SKILLS UPDATE PROGRAM

- There is no required sequence for the Scuba Skills Update program because it should be customized to meet the needs of each student, and to fit the training schedule of the dive center.
- The instructor should focus on their students' needs, identify any deficiencies in their skills and knowledge, and any opportunities for equipment sales and continuing education training.

A. POST-DIVE EXPERIENCE

- The debriefing should be conducted as a counseling session, reviewing the student's performance, their objectives for the program, and what they need to continue to be safe and capable diver.

Issuing a Recognition Card

- The digital recognition card must be issued by the dive center.
- A printed card and a diploma are available as well.
- Students should know how to access their card using the MySSI app before leaving the dive center.

VII. ACTIVE LEARNING SESSION: COUNSELING SCUBA SKILLS UPDATE STUDENTS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the needs of Scuba Skills Update students, and to determine appropriate equipment and continuing education sales opportunities for these students.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Separate the candidates into buddy teams, and assign one of the following examples of a typical Scuba Skills Update student to each team.

- Each candidate should identify at least two opportunities in the scenario that create an opportunity for the diver to purchase equipment or participate in a continuing education program.
- As a buddy team, the candidates should develop a counseling strategy that creates need in the student, and motivate them to purchase equipment, register for another SSI program, or sign up for a dive trip with the dive center.
- Each buddy team should share their assigned scenario and their results with the rest of the class, role-playing the part of the student and instructor.
- As a class, discuss the choices made by each buddy team, and identify whether another method would be more appropriate for the scenario.

Suggested Scenarios:

- A diver is going on a five-day resort dive trip, and owns their own mask, fins, and snorkel (purchased from your dive center). They have been certified for years, but haven't been in the water for almost a decade. They visit your dive center to inquire about training and equipment.
- A local family with two children, who have just completed their certification, want to do a Scuba Skills Update together so the parents are comfortable diving with their children. They do not own any equipment, and do not have any immediate travel plans.
- An Open Water Diver student completed their academic and pool/confined water training seven months ago. They register for your dive center's local certification trip, and have an Enriched Air Nitrox class planned for the following weekend. They recently purchased a Total Diving System from your dive center.

C. ADDITIONAL DISCUSSION QUESTIONS:

- How can the Scuba Skills Update program be used to evaluate an experienced diver that has no proof of certification?
- What can happen if you make assumptions about the students' needs, goals, and interests?

VIII. LESSON REVIEW

What is the purpose of the Scuba Skills Update program?
- ✓ To give additional in-water training to uncertified divers, or certified divers who need to refresh their knowledge and abilities
- To provide a certification option that does not require the Open Water Diver program
- To teach specialty skills and knowledge to certified divers
- To re-certify divers who have been out of the water for more than five years

If it has been more than twelve months since their last in-water session, an Open Water Diver student:
- ✓ Must complete a Scuba Skills Update
- Can complete a Scuba Skills Update or an SSI Specialty program
- Must retake the entire Open Water Diver program
- There are no additional requirements

Certified divers take Scuba Skills Updates to:
- ✓ Refresh their basic diving knowledge and skills
- Learn new specialty skills and knowledge
- Earn a new Open Water Diver certification
- All answers are correct

Which materials should be used to teach the Scuba Skills Update program?
- ✓ Scuba Skills Update instructor materials
- Diver Stress and Rescue Instructor materials
- Only the Open Water Diver digital learning materials
- The Assistant Instructor digital learning materials

A certified diver must complete _____ before starting the Scuba Skills Update program.
- ✓ Any paperwork required by the dive center
- A new Diver Training Record
- A new Specialty Diver Training Record
- A new diving physical and medical evaluation

The in-water session of a Scuba Skills Update should include:
- ✓ A review of basic diving skills
- A detailed discussion of each skill from the Open Water Diver program
- Only advanced buoyancy skills
- Only a review of emergency skills

What should you do during the post-dive discussion?
- ✓ All answers are correct
- Issue a digital recognition card
- Discuss how the skills will be applied in the real world
- Encourage your students to continue diving, buy equipment, and travel

After completing the Scuba Skills Update, the dive center should issue the:
- ✓ Scuba Skills Update recognition card
- Open Water Diver certification
- Scuba Skills Update certification card
- Basic Diver certification card

LESSON 6.3: SSI SPECIALTY PROGRAMS

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe two benefits of the credit for experience for Specialty programs by SSI
2. List the six categories of Specialty programs, and list two programs in each category
3. Promote a specialty program to a beginner and an experienced diver by value

II. INSTRUCTOR OBJECTIVES

This lesson focuses on SSI Specialty programs, and should emphasize programs that can be taught by an Assistant Instructor. The candidates should be able to briefly describe each specialty category, and use the SSI Training Standards to identify the programs in each category.

They should also understand the purpose and benefits of teaching specialty programs, how to market each category to new and experienced divers, and how divers can earn credit for experience dives and recognition ratings within the SSI Education System.

III. ACTIVE LEARNING SESSION: SSI SPECIALTY PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for each SSI Specialty program category.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have candidates open the SSI Training Standards from their MySSI account (using the MySSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Once each candidate locates the SSI Specialty program standards, briefly review the SSI Specialty General Training Standards.

Assign one of the sub-categories (e.g. Diving Knowledge or Open Water Specialties) to each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions

- What is the intent of the program?
- Who can conduct a program?
- What is the minimum age to take the program?
- What other prerequisites are required?
- What in-water training is required, and what is the maximum depth for any training dive?

C. ADDITIONAL DISCUSSION QUESTIONS:

- What specialties require a pool/confined water session before open water training?
- Can you combine specialty programs? If so, what the is procedure, and what are the limits for combining specialties?

IV. IMPORTANCE OF SPECIALTY PROGRAMS

- Specialty programs are one of the main pillars of the SSI Education System.
- They offer advanced training for recreational divers on subjects beyond their entry-level training.
- A Referral Diver can start almost every specialty, but the Open Water Diver certification must be issued prior to any mandatory open water training.
- Some programs are more complex, and require an Open Water Diver certification or equivalent as a prerequisite to begin any mandatory open water training.

A. IN-WATER REQUIREMENTS

- In-water training is optional for some specialties, but is recommended for every program, following the SSI Diver Diamond Philosophy.
- The first required training dive, and all skills evaluations, must be directly supervised for any program with mandatory in-water training.
- In-water training for the Dedicated Equipment and Overhead Environment Specialty programs must be directly supervised at all times.
- Adding additional training dives beyond the minimum requirements improves the students' experience, and ensures that the "Comfort through Repetition" philosophy is followed.

B. CREDIT FOR EXPERIENCE

- SSI believes that experience is the most important aspect of any training program.
- Divers who complete experience dives for any specialty program, and have that dive signed by a dive professional in their logbook, may credit one dive toward the applicable specialty certification.
- They must still register for the program, complete the digital learning, academic sessions, and any additional mandatory in-water training before earning the certification.

NOTE: You should give several practical examples of this process to ensure your candidates understand how to credit experience dives toward specialty certifications.

V. TYPES OF SPECIALTY PROGRAMS

A. ECOLOGY SPECIALTIES

- These programs focus on marine ecology and the underwater environment.
- They are available to divers and non-diving students, and do not have any required in-water training.
- Divemasters with the Training Specialist certification can teach these programs.

Programs:

- Marine Ecology
- Fish Identification
- Coral Identification
- Sea Turtle Ecology
- Shark Ecology

B. DIVING KNOWLEDGE SPECIALTIES

- These programs focus on the theory and science of diving.
- They do not have any required in-water training, and can be taught by Assistant Instructors (with the exception of Enriched Air Nitrox) with the applicable instructor certification.
- They are an excellent training option for dive centers with limited access to in-water training sites, or during slow seasons.

Programs:

- Altitude Diving
- Equipment Techniques
- Enriched Air Nitrox 32 and 40 (only available to Open Water Instructors)
- Science of Diving

C. POOL/CONFINED WATER SPECIALTIES

- These programs have in-water training requirements that can be completed in a pool/confined water environment, or in an open water environment.
- They do not require open water training, but it can be added to increase the training value of the program.
- An Assistant Instructor with the applicable instructor certification can teach these programs.

Programs:

- Full Face Mask
- Photo-Video
- Perfect Buoyancy

D. OPEN WATER SPECIALTIES

- These programs require at least two open water training dives (three for Diver Stress and Rescue and Deep Diving).
- Some programs can only be taught by an Open Water Instructor with the applicable instructor certification.
- There are different minimum age limits for some of these programs, due to the increased depth and complexity of the training.

Programs:

- Boat Diving
- Deep Diving (only available to Open Water Instructors)
- Diver Stress and Rescue (only available to Open Water Instructors)
- Navigation
- Night/Limited Visibility (only available to Open Water Instructors)
- River Diving
- Waves, Tides and Currents
- Wreck Diving

E. DEDICATED EQUIPMENT SPECIALTIES

- These programs focus on the knowledge and skills needed to dive using specialty equipment.
- They can only be taught by an Open Water Instructor with the applicable instructor certification, due to the additional complexity and risk of the program.
- They also have different minimum age limits, and require a pool/confined water session prior to any open water training dives.

Programs:

- Dry Suit Diving
- Independent Diving
- Scooter/DPV Diving
- Search and Recovery
- Recreational Sidemount Diving
- Recreational Rebreather Diving

F. OVERHEAD ENVIRONMENT SPECIALTIES

- These programs focus on limited penetration, no-decompression diving.
- They require a minimum level of experience, and have a higher minimum age requirement than other specialty programs.
- They also have reduced in-water ratios for any dive involving overhead environments.

Programs:

- Advanced Wreck Diving
- Cavern Diving
- Ice Diving

VI. ACTIVE LEARNING SESSION: MEETING THE NEEDS OF NEW AND EXPERIENCED DIVERS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the goals of students with different levels of experience, and to determine the best method of marketing specialty programs to them.

B. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

Separate the candidates into small groups, and give them one of the following scenarios. Have them identify the needs and goals of the student in the scenario, and determine an effective strategy for encouraging the student to take a continuing education program.

Encourage the candidates to make their answers as realistic as possible. They should use their personal experience, the resources of the dive center, and an actual training schedule (if possible) to create a working solution.

The candidates should ask questions for more information, and avoid directly selling the training experience. The goal is to identify the student's goals, create need, and sell the value of the training program.

Suggested Scenarios:

- A new customer expresses an interest in visiting the Blue Hole (a deep dive destination), but does not have an entry-level certification. They are very excited for their Open Water Diver training, but don't know what else is available.
- You are introduced to a regular dive center customer who has been certified for fifteen years. They have an Open Water Diver and Enriched Air Nitrox certification, and are considering buying a new buoyancy compensator.
- You meet a diver at a resort who loves night diving, but has always done guided dives. They have fifty dives in their logbook, and ten of them are guided night dives. They will be at the resort for another two days, and do not have any other plans.

Have each group of candidates describe their solution to the rest of the class, and discuss any alternatives or suggestions that the other candidates have.

They should also understand the benefits and limitations of crediting experience dives toward specialty certifications.

C. ADDITIONAL DISCUSSION QUESTIONS

- Why is it important to emphasize the value of training and create a connection with the potential student, rather than focusing on cost?
- What methods of encouraging students to take continuing education programs will work best with your personal teaching and selling styles?

VII. UNIQUE RECOGNITION PROGRAMS

- SSI authorizes these programs, but they are not part of the SSI Specialty categories.
- Generally, these are programs that address an interesting local dive site, dive center resource, or passion of an instructor, like Mine Diving, Lionfish Hunter, and Missile Silo Diver.
- They do not count toward the SSI recognition levels.
- The dive center issues a digital recognition card for the program, which can also be physically printed.

VIII. LESSON REVIEW

____ training dive(s) must be ____ during specialty programs.
  ✓ The first mandatory, directly supervised
  - All optional, directly supervised
  - The first open water, indirectly supervised
  - All open water, directly supervised

If a diver can show proof of prior experience dives for a specialty program:
  ✓ You can credit one dive
  - You can credit two dives
  - You cannot credit prior experience
  - You can credit all prior experience dives

The Ecology Specialty programs:
  ✓ Can be taught by an Assistant Instructor with the applicable certification
  - Require at least two open water dives
  - All answers are correct
  - Cannot be combined with Open Water Diver training

Science of Diving is a ____ Specialty program.
  ✓ Diving Knowledge
  - Open Water
  - Pool/Confined Water
  - Dedicated Equipment

Enriched Air Nitrox programs:
  ✓ Do not require any in-water training
  - Can be taught by an Assistant Instructor
  - Requires at least two open water dives
  - Can be taught by a Divemaster

Pool/Confined Water Specialties:
  ✓ Require at least two dives for certification
  - Must only be taught in the pool/confined water
  - Must be taught by an Open Water Instructor or higher
  - All answers are correct

Open Water Specialties:
  ✓ All answers are correct
  - Require at least two open water training dives for certification
  - Focus on real-world, open water skills
  - Can be promoted to both new and experienced divers

LESSON 6.4: THE SCUBA RANGERS PROGRAM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the purpose and structure of the Scuba Rangers program
2. List five general characteristics of young learners
3. Use practical examples to explain how poorly-fitted equipment can negatively affect young divers
4. Describe three special considerations for working with children
5. Describe how to adapt Scuba Ranger Specialty programs to meet the needs of young divers

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the Scuba Rangers program, which is designed to allow students younger than ten years old to dive in a pool/confined water environment. Your candidates should understand the purpose of the program, the special considerations for working with young children, and how to adapt the program to meet the needs of their students and dive center.

III. WHAT IS SCUBA RANGERS?

- The Scuba Rangers program is designed to introduce children between 8-10 years old to scuba diving in a controlled pool/confined water environment.
- It is a recognition program only, and is intended to offer exciting and hands-on diving activities for students until they are old enough to register for the Open Water Diver program.

IV. ACTIVE LEARNING SESSION: THE SCUBA RANGERS PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Scuba Rangers program.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions

- Who can conduct a program?
- What is the minimum age to take the program?
- Where can training be conducted, and what is the maximum depth for in-water training?
- What is the student-to-instructor ratio?
- How can students earn the Master Ranger rating?

V. WORKING WITH CHILDREN

- Young learners have different needs, attention spans, and interests than adult learners.
- This means that instructors must adapt their teaching style and training environment to ensure their students' safety, and to give them a positive learning experience.

General characteristics of young learners:

- Shorter attention spans
- Less attentive to lecture-style teaching
- Visual learners
- Need more frequent breaks during training
- More sensitive to criticism

A. KNOWLEDGE DEVELOPMENT

- Any academic training should be at a level of detail that is appropriate for the students' age and level of knowledge development.
- It should focus on simple, practical examples that directly connect the student to their in-water enjoyment.

B. TEACHING IN THE WATER

- Young learners may be quick to learn the basics of diving, or they may require extra care and attention.
- In-water training should focus on the students' comfort, and their fun and enjoyment.

C. EQUIPMENT NEEDS

- Young students often have body types that require equipment specifically designed for their smaller size and weaker musculatures.
- Using the wrong equipment is a safety risk, and will often cause the student to have a negative learning experience.
- Specialized equipment may include youth-sized buoyancy compensators, mouthpieces, cylinders, and exposure suits.

VI. SPECIAL CONSIDERATIONS FOR CHILDREN

A. PHYSICAL NEEDS

- The ear canals of young divers are often still developing, and they may have trouble properly equalizing.
- Young divers also may not understand how to properly communicate whether they are having trouble equalizing.
- The instructor must be aware of their students' comfort and body language at all times, and act quickly to prevent discomfort or injury.

B. EMOTIONAL NEEDS

- Children may not understand the risks of their actions.
- This can be positive, since they will not be as hesitant as adult students, but they also may put themselves at risk.
- The instructor must be aware of the student's action, behaviors, and personality, and act accordingly to ensure their comfort and safety.

C. SKILL DEVELOPMENT

- Complex skills should be divided into smaller steps.
- Skills and evaluations should be presented as fun, playful challenges, and advancement to the next level should not be the only learning goal.

VII. CONDUCTING THE SCUBA RANGERS PROGRAM

A. ADMINISTRATIVE REQUIREMENTS

- Your local SSI Service Center or region may have laws that regulate working with children.
- All training record must be signed by parent or guardian.
- There are no digital kits available for the Scuba Ranger program.

B. ACADEMIC SESSIONS

- The program contains 5 academic sessions in increasing complexity.

C. POOL/CONFINED WATER SESSIONS

- The focus should be on fun and adventure.
- It may be necessary to schedule additional sessions, or to slow the students' progress to keep them active until they are ready for the Open Water Diver program.
- One of the most important skills that they can learn is the ability to independently assemble and put on their equipment.

Student Comfort

- Young students are less likely to clearly express their needs and discomfort.
- They may not communicate that they are cold or tired.
- The instructor must be observant, and determine the appropriate time to end the activity.

D. POST-DIVE EXPERIENCE

- Children should eventually be able to independently disassemble their equipment.
- Logging the dive into a logbook should be a scheduled part of every debriefing (using a paper logbook is recommended).
- The Scuba Ranger embossing tool is another way to add recognition value to the students' training accomplishments.
- Digital recognition cards can also be issued to help track the students' progress.

VIII. SCUBA RANGER CONTINUING EDUCATION

- The goal of the Scuba Ranger program is to keep young students active and excited about scuba diving.

A. SCUBA RANGER SPECIALTIES

- SSI built templates for a few Scuba Ranger specialties, using a format similar to the specialties in the SSI Education System.
- These are recognition programs only, so each Scuba Ranger Instructor should adapt them, and create their own specialties to meet the interests and needs of their students.

B. RECOGNITION LEVELS

The SSI Education System uses the same recognition philosophy for Scuba Ranger students.

- Intermediate Scuba Ranger: Complete the Scuba Ranger Development program and two Scuba Ranger Specialties
- Advanced Scuba Ranger: Complete the Scuba Ranger Development program and four Scuba Ranger Specialties
- Master Scuba Ranger: Complete the Scuba Ranger Development program and eight Scuba Ranger Specialties (including the Rescue/Safety Specialty).

IX. LESSON REVIEW

The Scuba Rangers program:
  ✓ All answers are correct
  - Is intended for children 8-10 years old
  - Is a pool/confined water program only
  - Does not certify students to dive without a dive professional

Because they are still developing physically, students may:
  ✓ Have trouble equalizing
  - Learn skills faster than adults
  - Consume breathing gas more quickly
  - All answers are correct

Which of the following is correct?
  ✓ Students may not understand the consequences of their actions
  - Students can perform complex skills more quickly than adults
  - Parents must be in the water with the student for the first training session
  - Students will always tell you when they are cold or uncomfortable

If a student has trouble performing a skill:
  ✓ Be encouraging, and do not force them to complete the skill
  - Do not stop until they have mastered the skill
  - End the session and have them leave the water
  - Have them practice on their own

The Scuba Rangers program:
  ✓ Uses the SSI Total Teaching System
  - Does not require any paperwork
  - Can be taught in any format
  - Does not have any additional administrative requirements

If your student can perform a task or skill correctly:
  ✓ Supervise but do not interfere
  - Allow them to practice without supervision
  - Continue to guide them step by step
  - Allow them to practice if their buddy supervises

Once a student completes the Scuba Rangers Development Program:
  ✓ They can continue training with Scuba Rangers Specialties
  - They can participate in SSI Pool/Confined Water Specialties
  - They must wait until they are ten years old to continue diving
  - They automatically earn a Scuba Ranger Recognition Level

The Scuba Rangers Recognition Levels are:
  ✓ Intermediate, Advanced, and Master
  - Rookie, Intermediate, and Advanced
  - Advanced, Master, and Professional
  - No answers are correct

A student can earn recognition levels by completing the Scuba Rangers Development program and:
  ✓ Additional Scuba Ranger Specialties
  - Ecology Specialties
  - No additional requirements are necessary
  - The Open Water Diver program

LESSON 6.5: OPEN WATER DIVER PROGRAM OVERVIEW

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the purpose and completion requirements for the Open Water Diver program
2. Explain the sequence for conducting the Open Water Diver program, and how the Flexibility Rule can be used
3. Briefly describe the key points from each section of the Open Water Diver digital learning

II. INSTRUCTOR OBJECTIVES

This lesson focuses on how the Open Water Diver program is structured, how it can be adapted using the SSI Flexibility Rule, and the key points of the academic sessions.

Your candidates should understand which parts of the program must be conducted in sequence, and which parts can be adjusted to meet the needs of their dive center, their students, and their training schedule. They also must understand the general content of each academic session, and how they can apply real-world knowledge to this content while teaching their students.

III. PROGRAM SEQUENCE

- The program is divided into three parts: academics, pool/confined water sessions, and open water training dives.
- The Flexibility Rule may be used to adapt the program to meet the needs of the dive center and students, as long as the SSI Training Standards are followed.

Restrictions

- Open Water Training Dive 1 may be conducted prior to completing the academic requirements and pool/confined water requirements for the program (if the student is a Basic Diver).
- Open Water Training Dive 2 may only be conducted after all requirements and evaluations for Academic Sessions 1-3 and Pool/Confined Water Sessions 2-3 of the Open Water Diver Instructor Manual have been met or exceeded.
- Open Water Training Dives 3-4 may only be conducted after all requirements and evaluations for Academic Sessions 1-6 and Pool/Confined Water Sessions 2-6 of the Open Water Diver Instructor Manual have been met or exceeded.
- The snorkeling skills from Pool/Confined Water Session 1 may be combined with any/all in-water training sessions, but must be completed prior to certification.
- The Student Water Fitness Evaluation must be completed prior to any open water training dives.

SSI Assistant Instructors can conduct the academic sessions and the pool/confined sessions (with the exception of emergency ascent skills) under indirect supervision. They must have the same level of understanding and familiarity with the program as an Open Water Instructor.

IV. ADMINISTRATIVE REQUIREMENTS

- All required paperwork, including the personal information on the student training record, should be completed prior to starting the program.
- Each section of the training record should be completed after the session is completed, or at the end of each training day.

V. ACTIVE LEARNING SESSION: OPEN WATER DIVER ACADEMIC SESSIONS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to become familiar with each academic session from the Open Water Diver program.

B. ACTIVITY INSTRUCTIONS – (THINK PAIR SHARE)

Separate the candidates into buddy teams, and assign one or two chapters from the Open Water Diver program to each group. Have them review the chapter using their MySSI app or online.

- Each candidate should review their assigned chapters, and identify one or two main points.
- As a buddy team, they should compare their answers, and write down two or three examples of real-world applications for each main point.
- There are no incorrect answers, but each response should have a realistic and relevant application to the topic.
- Each buddy team should share their results with the rest of the class, and discuss any additional suggestions, personal perspectives, and comments.

C. ADDITIONAL DISCUSSION QUESTIONS

- How can an instructor use the Student/Pro View switch in MySSI to help with their training program?
- How should an instructor transition from one academic session to the next?

Assistant Instructor
FINAL REVIEW AND CERTIFICATION

I. PRACTICAL APPLICATION

By the end of this program, you must be confident that each candidate can use the SSI Total Teaching System and Educational System, and has professional-level knowledge of all the programs they will be qualified to teach.

They must have demonstrated the ability to deliver effective academic teaching presentations, and have safe and professional in-water teaching abilities.

- They must successfully complete Practical Application Sessions 1-6 as outlined in this manual.
- They must meet the minimum passing scores listed on each evaluation form.
- They must demonstrate skills at a professional-level quality for each workshop.

II. ASSISTANT INSTRUCTOR FINAL EXAM

- Allow the candidate sufficient time to complete the final exam (about one hour).
- The candidate must pass the final exam with a minimum score of 90%.
- Review any questions that the candidate answered incorrectly, and ensure that they fully understand the correct answer.
- The candidate must sign the answer sheet after the review.
- If the candidate fails the exam, they must take an alternate version of the exam at a later date.

III. FINAL REVIEW

- Discuss the candidate's overall performance during the program. Emphasize that the combination of training and experience is the only way to become a safe and confident dive professional.

IV. FINAL RECORD KEEPING

- At the end of the program the candidate must have successfully completed all required academic and pool/confined water sessions and evaluations.
- The appropriate sections of the Training Record must be signed and dated by the instructor and candidate.

V. ADMINISTRATIVE REQUIREMENTS

- Upon completion of the Assistant Instructor Training Course, send the candidate's Assistant Instructor Training Record with all required documents to the local SSI Service Center.
- The candidate will be certified as an Assistant Instructor.

VI. LESSON REVIEW

For the Open Water Diver program, Open Water Training Dive 1 can be conducted:
✓ Prior to completing the academic and pool/confined water requirements
- Only after Academic Sessions 1-3 are completed
- Only after completing the first three pool/confined water sessions
- Only after completing the first three academic and pool/confined water sessions

Open Water Training Dive 2 may only be conducted:
✓ After completing Academic Sessions 1-3, and Pool/Confined Water Sessions 2-3
- After completing only Academic Sessions 1-3
- After completing all academic and pool/confined water sessions
- After completing all academic sessions and Pool/Confined Water Sessions 1-3

Students must fill out a training record:
✓ Prior beginning their in-person training
- Only if the dive center requires one
- Prior to beginning any open water training
- Once all academic and in-water requirements are completed

Which of the following is an example of a real-world application of Section 1: Your Body and the Aquatic Environment?
✓ Describing how a high-quality mask improves a student's comfort and ability to see underwater
- Explaining the effects of nitrogen narcosis on a diver
- Providing real-world examples of no-decompression limit dive planning
- Explaining the process for dealing with a suspected decompression illness or diving injury?

Which of the following is an example of a real-world application for Section 2: Using Your Life Support Equipment?
✓ Promoting the Perfect Buoyancy program to students who want to learn more about safe diving practices
- Promoting the Science of Diving program to students who are interested in the effects of pressure
- Explaining the importance of logging dives
- Explaining the effects of nitrogen narcosis on a diver

Which of the following is an example of a real-world application for Section 3: Breathing Gas and the Effects on Your Body?
✓ Discussing the dive schedule for a trip your dive center takes that involves plane flights
- Describing interesting or unique animals seen at your favorite dive site
- Encouraging students to take an Ecology Specialty program
- All answers are correct

Which of the following is an example of a real-world application for Section 4: The Value of a Dive Buddy and Executing Your Dives?
✓ Calculating gas management and dive plans for various depths at your local dive site
- Emphasizing the difference between rental and personal equipment
- Discussing the dive schedule for a trip your dive center takes that involves plane flights
- Describing interesting or unique animals seen at your favorite dive site

Which of the following is an example of a real-world application for Section 5: The Ocean and Your Diving Opportunities?
✓ Teaching students how proper buoyancy prevents accidental encounters with sea urchins
- Describing the process for assembling their Total Diving System
- Providing real-world examples of no-decompression limit dive planning
- Emphasizing the difference between rental and personal equipment

Which of the following is an example of a real-world application for Section 6: Your Scuba Diving Experiences and Beyond?
✓ Connecting their academic knowledge to the open water training dives that they are about to complete
- Emphasizing the difference between rental and personal equipment
- Describing the process for assembling their Total Diving System
- Providing real-world examples of no-decompression limit dive planning

Congratulations!
WHAT COMES NEXT

I. WHAT COMES NEXT?

LESSON 7.1: PURPOSE OF THE OPEN WATER DIVER PROGRAM

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the purpose of the Open Water Diver program
2. Give at least three reasons why students start the Open Water Diver program
3. List the three responsibilities of an Open Water Instructor to their students

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 2 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on the purpose of the Open Water Diver program. Your candidates should be able to find the Open Water Diver Program Standard, describe the two general types of Open Water Diver students, and briefly describe the three responsibilities of an instructor during the Open Water Diver program.

IV. ACTIVE LEARNING SESSION: OPEN WATER DIVER PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Open Water Diver program.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What other prerequisites are required?
- What are the completion requirements?

V. CREATING NEW DIVERS

- The Open Water Diver program is SSI's most popular training option.
- It forms the core of the SSI Education System, and is the starting point for most new divers.

A. THE TYPICAL OPEN WATER DIVER STUDENT

- There are many different reasons why students register for the Open Water Diver program.
- They may be looking for a new adventure, seeking a personal challenge, or attending the program because of another student's influence.
- Instructors must learn and understand their students' motivation, since this affects the students' learning style and their enthusiasm for their training.
- Understanding a student's motivation is also a critical factor in encouraging equipment ownership and continuing education.

VI. YOUR RESPONSIBILITIES TO THE STUDENT

The Open Water Diver program is an amazing opportunity for a dive professional to share their passion and excitement with their students. With this opportunity comes certain responsibilities to the student.

A. SUPERVISION

- Entry-level divers are not certified, so they have not shown the ability to be safe and autonomous divers.
- They must be directly supervised by a dive professional during their training.
- Their safety and comfort are the dive professional's primary priority.

B. EVALUATION

- The instructor must watch and evaluate their students' performance during the entire training program.
- This evaluation occurs throughout the program, not just during formal skill evaluations.
- They must demonstrate the ability to be safe, capable, and autonomous divers before their certification is issued.
- Once they meet the requirements of the instructor manual for the Open Water Diver program, their instructor must issue the certification card.

C. CERTIFICATION

- The Open Water Instructor is responsible for ensuring the student training record and log book are properly completed once the program is finished.
- The dive center confirms the completion of the program, based on the signed training record.
- The certification card must be issued within seven days of completing the program.
- The SSI Open Water Diver certification is a globally recognized card (ISO certified) that can be used anywhere in the world.

VII. LESSON REVIEW

The Open Water Diver program is designed to
- ✓ Create safe, capable, autonomous divers
- Teach advanced skills, like lift bags and deep descents
- Train students for every diving environment
- All answers are correct

The Open Water Diver certification trains divers to a maximum depth of:
- ✓ 18 meters
- 32 meters
- 15 meters
- 27 meters

Divers taking the Open Water Diver program:
- ✓ Have a variety of reasons for becoming divers
- Are always motivated by others
- Are always self-motivated
- All share the same reason for becoming divers

Why should you learn about your students' motivations for taking the Open Water Diver program?
- ✓ You can adapt your training to meet their goals
- You can eliminate skills that they will not need
- You can reduce the open water training dives
- You do not need to learn about their motivations

Which of the following is true about Open Water Diver students?
- ✓ They must never be alone in the water
- They only need to be supervised in deep water
- They only need to be supervised in open water
- They only need to be supervised during skill evaluations

The purpose of evaluating Open Water Diver students is to:
- ✓ Determine if they have the knowledge, skills, and abilities to earn the Open Water Diver certification
- Determine whether they can continue with advanced training
- Make them feel bad about their abilities
- Require them to take remedial training

When must a certification card be issued?
- ✓ When the student completes the program requirements outlined in the SSI Training Standards
- Once the dive center decides that the student is qualified
- Only if the Open Water Instructor decides that the student is qualified
- Only if the student requests a card

Section 7 – The Open Water Diver Program
LESSON 7.2: CERTIFICATION OPTIONS

- -

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. State the intent of the Referral Diver, Indoor Diver, and Scuba Diver programs, and the requirements for completing each program
2. Describe how to upgrade to the Open Water Diver program from Referral Diver, Indoor Diver and Scuba Diver
3. List the requirements for completing the Open Water Diver program
4. Describe the process for upgrading a Junior Diver certification

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the certification path for the Open Water Diver program. There are a variety of ways that students can earn the Open Water Diver certification if they cannot immediately complete the program. Each alternative method credits the work the student has already completed, and has an upgrade option for when they are ready to complete their Open Water Diver training.

Your candidates should understand the purpose of each certification option, and what their students must do to upgrade from each option to the Open Water Diver certification.

III. ACTIVE LEARNING SESSION: THE SSI REFERRAL DIVER CERTIFICATION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to demonstrate the process for earning and issuing a Referral Diver certification, and the benefits of issuing the certification.

Activity Instructions – (Group Discussion)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

- Briefly review the Referral Diver Program Standard.
- Have the candidates discuss situations where the Referral Diver certification should be used.

Examples:

- An Open Water Diver student at domestic dive center has three months before their scheduled open water training dives, which they will complete at an SSI Dive Resort.
- A student misses their scheduled open water training, and has a short period of time before the next scheduled program.
- A student completes their academic and pool/confined water requirements, but wants additional practice before their open water training dives.

B. ADDITIONAL DISCUSSION QUESTIONS

- Which SSI Specialty programs can a Referral Diver register for?

Ask a candidate to volunteer to demonstrate the process for upgrading a Referral Diver to the Open Water Diver certification.

- Give the candidate access to a dive center MySSI account, using a monitor or screen that is visible to the rest of the class.
- They should demonstrate the upgrade process, pausing at each step to ensure the rest of the candidates understand each part of the sequence, stopping before the certification is actually issued.
- Assist as necessary to ensure the candidate completes the process without any errors.

C. ADDITIONAL DISCUSSION QUESTIONS

- If a student doesn't complete all the requirements for the Referral Diver program, what options are available to the instructor?

IV. REFERRAL DIVER

A. BENEFITS

- Referral Diver certifications can be issued to students who plan to complete their open water training dives at a different SSI Dive Center.
- It can also be issued to students who complete the academic and pool/confined water requirements for the Open Water Diver program, but cannot immediately complete their open water training dives.
- It strengthens the relationship between local dive centers and resorts, while reducing paperwork errors and miscommunication.

B. REQUIREMENTS FOR COMPLETION

- Complete the Open Water Diver academic requirements
- Complete the Open Water Diver pool/confined water sessions
- Score at least 80% on the Open Water Diver final exam

C. UPGRADES

- Completing the open water training dives from the Open Water Diver program within six months (complete the Scuba Skills Update program first if it has been longer than twelve months).
- The dive center can "upgrade" the students' certification without any additional cost for the kit registration.
- Use additional training dives to verify the students' abilities, or if there is any uncertainty about their previous training.

V. INDOOR DIVER

A. BENEFITS

- The Indoor Diver program is an alternative to the Open Water Diver program that can be used in designated SSI Indoor Diving Facilities.
- It offers a limited open water experience for divers who do not have access to open water training environments.
- The facility must be designated as an SSI Indoor Diving Facility, and meet certain size and depth requirements.
- Examples include Nemo 33 in Belgium and Monte Mare in Germany.

B. REQUIREMENTS FOR COMPLETION

- The student must complete all the academic and pool/confined water requirements from the Open Water Diver program.
- They must also complete four indoor training dives, and the skills from the open water training dives in the instructor manual for the Open Water Diver program.
- The requirements for the four dives are identical to those of the Open Water Diver program, except that they are conducted in the indoor facility.
- The depth, in-water ratios, and supervision requirements are identical to those of the Open Water Diver program.

C. UPGRADES

- The SSI Indoor Diver certification does not have an expiration date.
- Students must complete at least two additional open water training dives, and all the skills from the open water training section of the instructor manual for the Open Water Diver program.
- The upgrade to the SSI Open Water Diver does not require a new program registration, but an upgrade fee will be charged to the student.

VI. ACTIVE LEARNING SESSION: SCUBA DIVER PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Scuba Diver program, and to describe how the Scuba Diver program can be used in both resort and land-locked dive centers.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- What are the completion requirements?
- Who can a certified SSI Scuba Diver dive with?

C. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

The candidates should discuss how the Scuba Diver certification can be promoted in both the resort and domestic dive centers. Ask leading questions, and provide feedback from your own experience to help guide the discussion.

Suggested Questions:

- What is the most common type of diver at your dive center, and how would they benefit from the Scuba Diver program?
- What is the alternative for students who do not have time to complete the entire Open Water Diver program?
- If a student cannot complete the Open Water Diver program, can they be issued a Scuba Diver certification?

VII. SCUBA DIVER

A. BENEFITS

- The Scuba Diver certification can be issued to students who do not meet the performance requirements for the Open Water Diver certification.
- It can also be used for students who do not have the time to complete the entire Open Water Diver program.

B. REQUIREMENTS FOR COMPLETION

The Scuba Diver program is essentially the first half of the Open Water Diver program and includes:

- Academic Sessions 1-3 from the Open Water Diver program
- Pool/Confined Water Sessions 1-3 from the Open Water Diver program
- 80% on the Scuba Diver final exam
- Open Water Training Dives 1 and 2, including all the skills, from the Open Water Diver program

C. UPGRADES

- The SSI Scuba Dive certification is a lifelong internationally-recognized certification (ISO 24801-1).
- Upgrade students must complete the remaining academic, pool/confined water, and open water training as outlined in the instructor manual.
- If necessary, conduct a Scuba Skills Update to verify the students' proficiency, or to review the equipment and skills from the Open Water Diver program.

VIII. JUNIOR DIVER CERTIFICATIONS

- The minimum age for junior entry-level certifications is ten years old.
- The dive center can complete the upgrade process when the student turns 15, with no additional registration fee.
- Most specialty programs allow junior certifications for students under the age of 15.

IX. OTHER CERTIFICATION OPTIONS

As the core of the SSI Education System, materials from the Open Water Diver program can also be used for other programs, like the Scuba Skills Update, Try Scuba, Basic Diver, and Experienced Diver programs.

A. BASIC DIVER

- Requires one pool/confined water session, and one open water training dive.
- The skills on the Try Scuba/Basic Diver cue card must be evaluated in the pool/confined water session by the Open Water Instructor conducting the open water training dive.
- The Basic Diver certification is valid for six months, and allows the diver to dive under direct supervision of an Open Water Instructor.
- The pool/confined water session and open water training dive may be credited to the Open Water Diver program if the Open Water Diver program is started within six months of issuing the Basic Diver certification.

B. EXPERIENCED DIVER TEST

This program is used to verify the knowledge, skills, and ability of someone who has lost proof of their entry-level certification, or who was trained as a military, commercial, lifeguard, or scientific diver. It is another method of encouraging potential students to complete the Open Water Diver program.

- The diver must provide proof of prior diving experience.
- Register the diver for the Open Water Diver program, and complete the final exam, at least one pool/confined water session, and at least two open water training dives.
- All the skills from the instructor manual for the Open Water Diver program must be evaluated in both the pool/confined water and open water environments prior to certification.

If the Experienced Diver Test is used to evaluate Diver Stress and Rescue or Dive Guide candidates:

- Complete the program-specific final exam with a passing score of 80%.
- Complete at least one (1) pool/confined water session and skill assessment as outlined in the applicable instructor manual.
- Complete the Student Water Fitness Evaluation as outlined in the SSI Training Standards prior to any open water training dives.
- Complete at least two (2) open water training dives on scuba, as outlined in the applicable instructor manual.
- Complete all the required skills from the program, as outlined in the applicable instructor manual.
- For Dive Guide - complete all practical applications, as outlined in the instructor manual for Dive Guide.

X. LESSON REVIEW

Where can you find more information on the standards requirements for the Scuba Diver program?
  ✓ In the Dive Program Standards
    - In the General Training Standards
    - In the Open Water Instructor Standards
    - In the Open Water Diver Standard
  ✓ In the Dive Program Standards
    - In the General Training Standards
    - In the Open Water Instructor Standards
    - In the Open Water Diver Standard
  ✓ In the Dive Program Standards
    - In the General Training Standards
    - In the Open Water Instructor Standards
    - In the Open Water Diver Standard
  ✓ In the Dive Program Standards
    - In the General Training Standards
    - In the Open Water Diver Standard

Students must complete _____ from the Open Water Diver program to receive the Referral Diver certification.
  ✓ The academic training and all pool/confined water requirements
    - The academic training and the first two pool/confined water sessions
    - Only the academic training
    - The academic training, pool/confined water sessions, and the first two open water training dives

Referral Divers may dive in:
  ✓ A pool/confined water environment with a buddy
    - Open water environments shallower than 12 meters with a buddy
    - A pool/confined water environment without a buddy
    - Any open water environment with a certified assistant

A Referral Diver must complete _____ to upgrade to an Open Water Diver certification.
  ✓ All open water training dives, and all skill evaluations
    - At least two open water training dives and all skill evaluations
    - At least two open water training dives, and the skill evaluations from the first two open water training dives
    - At least four open water training dives

The Indoor Diver program may be completed in _____ as outlined in the SSI Training Standards.
  ✓ An indoor diving facility
    - Any indoor pool deeper than 10 meters
    - Any indoor diving environments
    - Any open water training environment

An Indoor Diver must complete _____ to upgrade to an Open Water Diver certification.
  ✓ Two open water training dives, and all skill evaluations
    - At least one open water training dive, and all skill evaluations
    - All four open water training dives, and all skill evaluations
    - Two pool/confined water sessions, and two open water training dives

Which academic training sessions must be completed for the Scuba Diver certification?
  ✓ Academic Sessions 1-3
    - Academic Session 3-6
    - Academic Sessions 1-6
    - Academic Sessions 1-4

A Scuba Diver must complete _____ to upgrade to an Open Water Diver certification.
  ✓ The remaining academic and pool/confined water sessions and two open water training dives.
    - The remaining academic and pool/confined water sessions and four open water training dives.
    - Only the in-water training requirements
    - Only the open water training dives

LESSON 8.1: ADVANCED ADVENTURER

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe at least two benefits of teaching the Advanced Adventurer program
2. Describe how to conduct the four parts of the Advanced Adventurer program
3. Describe the process for upgrading an Adventure Dive to the applicable SSI Specialty certification

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 2 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on the purpose and structure of the Advanced Adventurer program. Your candidates must understand how the program is conducted, how to market the program to their students, and how to upgrade a student from the Adventure Dive to the applicable specialty program.

IV. PROGRAM OVERVIEW

- The Advanced Adventurer program Is an introduction into five SSI Specialty programs.
- It should not be confused with the Advanced Open Water Diver recognition level.

V. ACTIVE LEARNING SESSION: ADVANCED ADVENTURER PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Advanced Adventurer program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What are the completion requirements?
- How are Adventure Dives credited toward SSI Specialty certifications?

C. ADDITIONAL DISCUSSION QUESTIONS

- What does it mean when a student asks for an "advanced certification?"
- How can you use the Advanced Adventurer program to highlight unique offerings at your dive center?

VI. THE ADVANCED ADVENTURER PROGRAM

A. TYPICAL STUDENTS

- This program is marketed to students who are interested in continuing their training, but are not sure what specialties they want to complete.

B. VALUE OF THE PROGRAM

- Advanced Adventurer is the first step to completing SSI Specialty training, much like the Scuba Diver program is a step on the path to becoming an Open Water Diver.
- For dive resorts and dive boats, it is a great way to expose students to a wide variety of specialty programs in a relatively short period of time.
- It is the equivalent of other agency's Advanced Open Water Diver program.
- It focuses on practical, in-water experience, not academic training, so the student can quickly learn what the complete specialty requires.

C. BENEFITS FOR DIVE PROFESSIONALS

- Any Open Water Instructor can teach the Advanced Adventurer program if they have experience with the skills and techniques required in the Adventure Dive.
- It creates opportunities to quickly earn additional income, and exposes the instructor to the academic and in-water requirements of many SSI specialties.
- Instructors can use their experience teaching Advanced Adventurer to earn the applicable Specialty Instructor certifications.

VII. PREPARING FOR TRAINING

- Most dive centers will adapt the Advanced Adventurer program to meet their unique needs, and to take advantage of local dive environments.
- It has the same administrative requirements as any program in the SSI Education System.
- The student picks five Adventure Dives from twelve possible specialties (See SSI Training Standards), and completes the digital learning for those five dives.

A. TRAINING MATERIALS

- The instructor can use the Advanced Adventurer instructor materials, or the applicable Specialty Instructor materials to teach the program.

VIII. CONDUCTING THE PROGRAM

A. ACADEMIC SESSION

- The academic sessions can be conducted in a more casual, informal manner.
- They are often completed a short period of time before starting the Adventure Dive.
- There is no final exam required for the Advanced Adventurer program.

B. POOL/CONFINED WATER SESSION

- Some of the Adventure Dives require a pool/confined water session prior to the Adventure Dive.
- This increases the amount of in-water time with the student, and allows the instructor to verify that the student is comfortable with the equipment and skills used during the Adventure Dive.

C. OPEN WATER DIVES

- The Adventure dives follow the standard sequence for an open water training dive, including briefing and debriefing.
- The student must complete five different Adventure Dives to earn their certification.

D. POST-DIVE EXPERIENCE

- During the post-dive debriefing, review the students' in-water experience, and encourage them to continue with the specialty certification.
- Remind them that they have already completed half of the in-water requirements for the specific specialty.

Issuing a Certification Card

- The instructor must complete the training record after the program is finished.
- The dive center confirms that the program is complete, and issues the digital certification card.
- The student can immediately see their digital card online, or in their MySSI app.

Upgrades

- Students can credit each Adventure Dive toward the first dive of the applicable specialty program.
- They must register for the specialty program, complete the digital learning, the final exam, and any remaining in-water requirements.
- During the in-water training, all skills from the specialty program must be reviewed and evaluated.

IX. LESSON REVIEW

The Advanced Adventurer program is designed to:
- ✓ Introduce students to five specialties
- Introduce students to three specialties
- Certify students in five specialties
- Certify students in three specialties

Students must complete the digital learning materials for:
- ✓ At least five Adventure Dives
- All of the Adventure Dives
- At least three Adventure Dives
- No digital learning materials are available for Advanced Adventurer

Teaching the Advanced Adventurer program allows an Open Water instructor to:
- ✓ Become familiar with various SSI specialty programs
- Qualify for the Master Instructor rating
- Certify students as SSI Specialty Divers
- All answers are correct

Pool/confined water sessions are:
- ✓ Required before any Dedicated Equipment Specialty Adventure Dive
- Recommended, but not required
- Required before all Adventure Dives
- Only required for Junior Advanced Adventurer students

After completing the Adventure Dives, you should always:
- ✓ Conduct a post-dive debriefing
- Administer the Advanced Adventurer final exam
- All answers are correct
- Issue the Advanced Open Water Diver recognition card

How does a diver upgrade to a specialty certification after completing the associated Adventure Dive?
- ✓ Complete the specialty program and at least one additional in-water dive (as required by standards)
- Only complete at least one additional open water training dive
- Complete the specialty program and at least two open water training dives
- Nothing, the specialty certification is issued with the Advanced Adventurer certification

LESSON 8.2: ENRICHED AIR NITROX

- -

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Describe the Enriched Air Nitrox 32 and Enriched Air Nitrox 40 certification options
2. Describe how to conduct the Enriched Air Nitrox practical application session
3. List at least two additional training materials required to teach the Enriched Air Nitrox program

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the purpose and structure of the Enriched Air Nitrox program. Your candidates must understand how the program is conducted, the benefits of an Enriched Air Nitrox certification, and how to upgrade a student from the Enriched Air Nitrox 32 to the Enriched Air Nitrox 40 certification.

III. ACTIVE LEARNING SESSION: ENRICHED AIR NITROX PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Enriched Air Nitrox program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What is the difference between the 32 and 40 certification options?
- What are the completion requirements?

C. ADDITIONAL DISCUSSION QUESTIONS

- What is the benefit of combining the Enriched Air Nitrox program with the Open Water Diver program?
- Why are there two Enriched Air Nitrox certification options?

IV. PROGRAM OVERVIEW

- There are two certification options for this program, Enriched Air Nitrox 32 and Enriched Air Nitrox 40.
- The Enriched Air Nitrox 40 program is ISO-certified.
- The Enriched Air Nitrox 32 program is a shortened version, and limits the certification holder to nitrox mixes up to 32 percent oxygen.

A. TYPICAL STUDENTS

- The program can be taught to almost any diver, from an Open Water Diver who combines it with their entry-level training, to an experienced diver who wants to increase their no-decompression times.
- The Enriched Air Nitrox 32 program is typically taught to students on live-aboard boats, where EAN 40 is not available, or time is limited.

B. VALUE OF THE PROGRAM

- Using nitrox increases a diver's safety margins when diving to equivalent depths on air.
- It can also increase no-decompression time limits and reduce surface intervals.
- Most modern dive computers are nitrox-compatible, and many dive centers offer nitrox blends, so the Enriched Air Nitrox certification allows a diver to maximize their in-water experience.
- Enriched Air Nitrox 40 is a prerequisite for every SSI XR program.

V. PREPARING FOR TRAINING

A. TRAINING MATERIALS

- This program requires nitrox analyzers and nitrox-filled cylinders for the practical application session.
- Ideally, the instructor will have access to a fill station, and qualified personnel to show how the station is operated.

VI. CONDUCTING THE PROGRAM

A. ACADEMIC SESSION

- Use the SSI Total Teaching System to conduct the academic sessions.
- Enriched Air Nitrox 32 students must complete sections 1-3 of the digital learning, the Enriched Air Nitrox 32 final exam, and the practical application session.
- Enriched Air Nitrox 40 students must complete all of the digital learning, the Enriched Air Nitrox 40 final exam, and the practical application session.

B. PRACTICAL APPLICATION SESSION

- During the practical application session, students learn to calibrate and use nitrox analyzers.
- They must be able to properly calibrate an analyzer, analyze a nitrox-filled cylinder, and properly mark the cylinder with the contents.
- They should also understand the features and uses of their nitrox-compatible dive computer, and how to recognize the indication provided by the computer before, during, and after the dive.

C. IN-WATER SESSION

- If the program is combined with Open Water Diver training, the fourth open water training dive may be done on nitrox.
- There are no mandatory in-water sessions, since there are no nitrox-specific skills used during a dive.

Issuing a Certification Card

- The instructor must complete the training record after the program is finished.
- The dive center confirms that the program is complete, and issues the digital certification card.
- The student can immediately see their digital card online, or in their MySSI app.

Upgrades

- Students can upgrade from the 32 to the Enriched Air Nitrox 40 certification.
- They must complete the remaining digital learning (Chapter 4) and the Enriched Air Nitrox 40 final exam.

VII. LESSON REVIEW

What is the purpose of the Enriched Air Nitrox program?
- ✓ To certify students to dive with nitrox blends up to 40% oxygen
- To certify students to dive with nitrox blends up to 40% nitrogen
- To certify students to dive with nitrox blends up to 60% oxygen
- To certify students to dive with a stage cylinder blend up to 50% oxygen

Enriched Air Nitrox certification allows a student to _____ compared to equivalent air depths.
- ✓ Reduce their surface intervals, and increase bottom times
- Increase surface intervals, and increase bottom times
- Reduce their surface intervals, and increase maximum depths
- Reduce surface intervals, increase bottom times, and increase depths

Students with the Enriched Air Nitrox certification should use a dive computer to:
- ✓ Maximize the benefits of their training
- Safely exceed no-decompression limits
- Increase maximum depth limits
- All answers are correct

Which of the following is a benefit for dive professionals who teach Enriched Air Nitrox?
- ✓ It is a prerequisite for Extended Range Nitrox Diving
- It certifies the instructor to teach Extended Range Nitrox Diving
- There is no benefit to teaching Enriched Air Nitrox
- It decreases the earning and marketing opportunities for the dive professional

You can issue the Enriched Air Nitrox certification card only after the student completes:
- ✓ All required academic sessions, the final exam, and the practical application sessions
- All required academic sessions, and at least two pool/confined water sessions
- All required academic sessions, the practical application sessions, and at least one open water training dive
- All required academic sessions and at least two in-water training dives

LESSON 8.3: SPECIALTY PROGRAMS

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. State the two categories of specialty programs only available to Open Water Instructors, and give at least one example of each
2. Give at least two practical examples of why these programs have increased levels of risk
3. Describe the process for evaluating risk, and determine whether a dive can be completed safely and within SSI Training Standards
4. Describe the process for completing the upgrade from Wreck Diving to Advance Wreck Diving

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the purpose and structure of the specialty programs available to Open Water Instructors. Your candidates should understand why these programs require an Open Water Instructor certification, and the increased risk associated with teaching these programs.

III. OVERVIEW

- Open Water Instructors can qualify to teach programs in the Dedicated Equipment Specialty and Overhead Environment Specialty categories.
- These programs have a higher level of risk than other specialty programs, due to the complexity of the equipment and environment.
- They have more restrictive standards than other specialties, like increased age and proof of in-water experience.

A. DEDICATED EQUIPMENT SPECIALTIES

- These specialties involve the use of specialized diving equipment, like dry suits, lift bags, and underwater scooters.
- Misusing this equipment can cause injury, or even death.
- Instructors must be familiar with the equipment used during their training, and must ensure the students are capable of diving safely and autonomously with this equipment after their certification is issued.
- These programs require at least one pool/confined water session to ensure the students are familiar with the equipment and its use prior to entering the open water environment.

B. OVERHEAD ENVIRONMENT SPECIALTIES

- These programs focus on limited penetration, no-decompression diving.
- They have a higher level of risk, since the diver cannot ascend directly to the surface.
- In-water ratios are more restrictive for any dive involving overhead environments.

IV. ACTIVE LEARNING SESSION: RISK MITIGATION

A. INSTRUCTOR OBJECTIVES

The objective of this session is to determine the acceptable level of risk for a dive, based on the SSI Training Standards, the type of dive environment, and the abilities of the students in the class.

B. ACTIVITY INSTRUCTIONS – (PROBLEM SOLVING)

Separate the candidates into buddy teams, and assign one of the following scenarios to each group, or create your own to meet the objective of the session.

- Briefly review the SSI General Training Standards – Duty of Care and Diving Environments with the candidates.
- They will use their personal experience, the SSI Training Standards, and the Risk Awareness Guidelines to evaluate the risk level of the scenario, determine a plan of action, and create a dive plan.
- Each buddy team should be able to identify the risk factors in the scenario and then determine whether the scenario is unsafe or exceeds standards.
- They should create a dive plan for completing the scenario that ensures the students' safety and comfort, while still meeting the requirements of the SSI Training Standards.

There are no right or wrong answers, but the candidates must be able to justify their decision, and explain it to the rest of the class before continuing.

Discuss each scenario and proposed solution, and identify any alternatives that would also help safely complete the dive.

Suggested Scenarios:

- There are three students completing their Advanced Wreck Training. During the second open water training dive, one of the students quickly breathes through most of their gas supply, and shares gas with their buddy at the safety stop as a precautionary measure. The third dive planned is to a wreck at 25 meters, with a 10-meter swim through.
- There are four students registered for a Dry Suit Diving class. Two of the students are renting dry suits from the dive center, one has just purchased a new dry suit, and the third bought a used dry suit from a friend. The student who owns their suit misses the scheduled pool/confined water session due to a personal emergency. The open water training dives are scheduled to take place two days later at a local quarry.
- There are six potential students for a Search and Recovery program. Three are very experienced, and the remaining three have just finished their Open Water Diver certification. On the day of the open water training dives, visibility is lower than expected, and there is a high surge at the initial dive site.

C. ADDITIONAL DISCUSSION QUESTIONS

- How should an instructor communicate their decisions to students when a dive must be canceled or rescheduled due to safety issues?

V. RISK MITIGATION

A. STUDENT ABILITIES

- The students' safety and comfort are the instructor's primary concern during training.
- The instructor must be constantly evaluating their students' abilities, before, during, and after the dive, to determine whether they can safely complete the training.

B. PERSONAL ABILITIES

- The instructor is responsible for the students' well-being, so they must know their personal limits and abilities before starting any training.
- They must never dive outside their limits, or with equipment, group sizes, or in environments where they cannot ensure the safety of their students.

C. TRAINING ENVIRONMENTS

- An appropriate training environment (dive site) is important to minimize risk.
- Sites should be selected so that they provide sufficient training value while minimizing the risk and hazards associated with advanced training.
- The instructor should be familiar with the site and expected site conditions, and evaluate the site prior to starting the dive.

VI. CONTINUING EDUCATION

Promoting Dedicated Equipment Specialties

- These programs can be promoted to students who are interested in working in diving careers, as scientific divers, or who simply want a new and exciting challenge.
- They may also be promoted as a practical option – for example, dry suit diving in cold-water environments, or Independent Diving for students who like to travel without a dive buddy.

Promoting Overhead Environment Specialties

- These programs require a minimum number of open water dives, and appeal to divers who are interested in more technical forms of diving.
- They can be used as an introduction to the XR overhead environment programs, or offered as an exciting experience at a local overhead dive site.

Issuing a Certification Card

- The instructor must complete the training record after the program is finished.
- The dive center confirms that the program is complete, and issues the digital certification card.
- The student can immediately see their digital card online, or in their MySSI app.

A. UPGRADES

- SSI Wreck Diving students can upgrade their certification to the Advanced Wreck Diving certification by completing two additional open water training dives that include limited penetration skills.

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VII. LESSON REVIEW

Which of the following programs can only be taught by an Open Water Instructor with the applicable specialty instructor certification?
- ✓ Dry Suit Diving
- - Boat Diving
- - Marine Ecology
- - All answers are correct

Which of the following instructor certifications can only be earned by an Open Water Instructor?
- ✓ Ice Diving Instructor
- - Boat Diving Instructor
- - Science of Diving Instructor
- - Shark Ecology Instructor

Dedicated Equipment Specialties:
- ✓ Have a required pool/confined water session
- - Require at least four open water training dives
- - Can be taught by an Assistant Instructor or higher
- - Require at least two pool/confined water sessions

Why must a Dedicated Equipment Specialty be taught by an Open Water Instructor with the Specialty Instructor certification?
- ✓ These programs have higher risk levels and more complex equipment requirements
- - SSI does not want Assistant Instructors to teach everything
- - These programs have reduced risk levels and more complex equipment requirements
- - They can be taught by any SSI Dive Professional

To ensure student safety during training:
- ✓ Reduce ratios, and increase supervision levels
- - Eliminate the open water training dives
- - Only practice non-emergency skills
- - Have your students show each other how to complete the skill demonstration

As the subject matter expert, your understanding of the program content and personal abilities must be _____ your students' understanding and abilities.
- ✓ Higher than
- - Lower than
- - The same as
- - Different from

Training environments and conditions for these programs should be _____ typical training sites.
- ✓ Shallower and less complex than
- - Deeper, and more complex than
- - Shallower and more complex than
- - The same as

How does a diver upgrade from Wreck Diving to Advanced Wreck Diving?
- ✓ Complete two additional open water training dives
- - Complete two pool/confined water sessions, and one open water training dive
- - There are no additional requirements
- - Complete the additional academics, the Advanced Wreck Diving final exam, and at least one additional open water training dive

Section 9 – Diver Stress and Rescue and Dive Guide

LESSON 9.1: DIVER STRESS AND RESCUE

- -

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List two types of typical Diver Stress and Rescue students
2. State the value of the Diver Stress and Rescue program, and give at least two practical examples of how the program benefits new and experienced divers
3. Briefly describe each of the Diver Stress and Rescue academic and practical application sessions, and give at least two practical examples of how to apply the knowledge to real-world scenarios

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 4 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on the structure and purpose of the Diver Stress and Rescue program. Your candidates must understand the value of the program, the types of students who register for the program, and how the program is typically conducted.

They should be able to familiar with the academic sessions, and be able to apply the knowledge in each session to a practical, real-world example that is relevant to their students' experience level and personal goals.

IV. PROGRAM OVERVIEW

- The Diver Stress and Rescue program teaches recreational divers how to deal with emergencies when they occur, and how to avoid common stressors.
- It focuses on the real-world causes of stress, and how divers deal with personal and external stressors.
- It also introduces basic rescue and missing diver scenarios at a recreational level.

A. TYPICAL STUDENTS

- Divers of every experience level can benefit from the Diver Stress and Rescue program.
- New divers will learn how to deal with the stress of an unfamiliar environment.
- Experienced divers will learn how to better assist their dive buddy.
- Diver Stress and Rescue is also a prerequisite for any dive professional program.
- A valid CPR/First Aid certification is required before certification (React Right is recommended).
- A valid O2 provider certification is recommended.

B. VALUE OF THE PROGRAM

- Divers must be self-reliant and able to recognize signs of stress in themselves and their dive buddies.
- This program reinforces the entry-level rescue skills, and teaches divers how to help in a diving emergency.
- It also teaches the importance of maintaining proficiency in emergency skills, and how to manage the scene of an incident/accident.

V. ACTIVE LEARNING SESSION: DIVER STRESS AND RESCUE PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Diver Stress and Rescue program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What other prerequisites are required?
- What are the completion requirements?

C. ADDITIONAL DISCUSSION QUESTIONS

- How can the React Right program be integrated into Diver Stress and Rescue training?
- How will the focus of this program change, based on the experience level of the student?

VI. PREPARING FOR TRAINING

- Due to the nature of the program, the instructor must be familiar with local emergency regulations, dive center policies for emergency management, and any training aids, training locations, and open water training sites.
- The instructor must inventory any diving and emergency medical equipment before the program starts, and be familiar with its use.
- They should prepare and practice presenting the rescue scenarios before introducing them to the students.
- Skill descriptions and videos are found in the instructor manual and the SSI Skill Review program in MySSI.

A. TRAINING MATERIALS

- Students will learn to identify and use many different types of diving and emergency equipment as part of this program.
- This equipment should be in good working order, and apply to as many emergency scenarios as possible.
- Exposing students to a range of equipment types is also an excellent way to create need in the student, and increase dive center sales.

VII. CONDUCTING THE PROGRAM

A. POOL/CONFINED WATER SESSION

- The pool/confined water sessions progress from simple self-rescue scenarios to more complex rescue techniques and search patterns.
- The instructor should adapt the sessions to meet the needs, goals, and experience levels of their students, and the training environment and program schedule.
- By the end of the pool/confined water sessions, the students should be able to recognize stressors, perform self-rescues, provide aid to a distressed diver, and perform diver rescues.
- They should also understand that there are many different ways to correctly complete a rescue skill.

B. OPEN WATER TRAINING DIVES

- The open water training dives should include realistic emergency scenarios that apply the knowledge from the academic sessions and the skills learned in the pool/confined water sessions to a real-world environment.
- They should be adapted to the local training environment, and be conducted as close as possible to the real-world scenario.
- By the end of the training, the students should understand that there are many options to dealing with diving emergencies, and that prevention is the best solution.
- They should also be familiar with a wide range of rescue techniques, rescue equipment, and the local procedures for managing an emergency scene.

VIII. ACTIVE LEARNING SESSION: DIVER STRESS AND RESCUE ACADEMIC SESSIONS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to review the academic content for the Diver Stress and Rescue program, and to identify the best method for conducting the pool/confined water sessions and open water training dives, based on available resources and the students' needs and abilities.

B. ACTIVITY INSTRUCTIONS – (THINK PAIR SHARE)

Separate the candidates into buddy teams, and assign one chapter from the Diver Stress and Rescue digital learning to each group.

- Each candidate should access the Diver Stress and Rescue digital learning from their MySSI account, and review the major themes and topics of their assigned chapter. They should develop an outline that highlights the objectives and main points of the chapter.
- As a buddy team, the candidates should review their outlines, then develop at least two or three real-world examples of how to apply the information in their outline. They should use their personal experience, local dive sites, and the resources of the dive center to add training value to the examples.
- Each buddy team should give a brief overview of their chapter, and then share their results with the rest of the class.
- As a class, discuss each chapter and determine what other examples would also be appropriate.

There are no right or wrong answers, but the candidates should be able to clearly explain their answers, and how they relate the academic knowledge to a real-world environment.

C. ADDITIONAL DISCUSSION QUESTIONS

- How should the in-water training be adapted to reflect the information learned during the academic sessions?
- What are the benefits of adding additional in-water training sessions to the Diver Stress and Rescue program?

D. ACTIVITY INSTRUCTIONS – (PROBLEM SOLVING)

Separate the candidates into buddy teams, or assign one of the following scenarios to each candidate.

The candidates should use resources like their dive center training schedule, the Diver Stress and Rescue Instructor Manual, and any available training aids.

For each scenario, the following questions should be answered:

- What are the most important goals for the student, and how will you adapt the in-water training to meet those goals?
- How should the in-water training be structured?
- Are there any special considerations regarding the dive center resources or training schedule?
- Should additional in-water sessions be included in the training program?

Possible Scenarios:

- A parent with a teenage child wants to complete the program before an upcoming trip. Their child is newly certified, but the parent has been recovering from a back injury for the past year.
- Two experienced divers plan to register with your dive center for their Professional Dive Guide certification program. They will be working at a local dive resort that runs regular trips to warm water dive sites.
- Your dive center runs daily shore and boat diving trips. Two of your regular customers are looking for a new challenge, and register for the Diver Stress and Rescue program.

IX. LESSON REVIEW

The Diver Stress and Rescue program trains divers to deal with:
- ✓ Recreational diving emergencies
- Any diving emergency
- Stressed divers only
- Personal emergencies only

To begin training, students must have:
- ✓ An Open Water Diver certification
- A Dive Guide certification
- At least two specialty certifications
- A Referral Diver certification

Before earning their certification, students must have:
- ✓ A React Right certification or equivalent
- At least two additional specialty certifications
- A Dive Guide certification
- The Advanced Open Water Diver recognition card

What is one benefit of the Diver Stress and Rescue program?
- ✓ It refreshes and further develops emergency skills
- It qualifies the diver to provide advanced medical care
- It teaches divers how to manage decompression diving emergencies
- All answers are correct

Which of the following topics should be adapted to your local regulations and dive center policies?
- ✓ All answers are correct
- Transporting victims to advanced medical care
- Managing the scene of an accident
- Interacting with local authorities

There are _____ pool/confined water sessions, and _____ open water training dives in the Diver Stress and Rescue program.
- ✓ Three, three
- Two, three
- Two, two
- Two, four

When preparing for the practical application part of the Diver Stress and Rescue program, what should you include?
- ✓ Various equipment configurations, emergency equipment, and dive center accident management plans
- An accident management plan for every dive site your dive center visits
- Detailed diagrams of dive boats and dive sites
- All answers are correct

The in-water sessions should:
- ✓ Progress from basic review to complex scenario management
- Include as many repetitions of every skill as possible
- Only focus on complex scenario management
- Only cover skills the student has not already learned

Which of the following is a key objective of the Diver Stress and Rescue program?
- ✓ All answers are correct
- Critical thinking
- Proper decision-making techniques
- Rescue and missing diver search skills

Which of the following will improve your student's learning experience?
- ✓ Acting as a mentor, and teaching them to evaluate their decisions
- Only teaching them one correct way to deal with each scenario
- Only focusing on the equipment configurations used at your dive center
- Teaching them every possible emergency scenario

LESSON 9.2: DIVE GUIDE ACADEMIC OVERVIEW

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the prerequisites for the Dive Guide program
2. Describe the two certification options for the program, and how to upgrade from a Dive Guide to Professional Dive Guide
3. Briefly describe each of the Dive Guide academic sessions, and give at least two practical examples of how to apply the knowledge to real-world scenarios

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the structure and purpose of the Dive Guide program. Your candidates must understand the value of the program, the two certification options and the general structure of the program.

They should be able to familiar with the academic sessions, and be able to apply the knowledge in each session to a practical, real-world example that is relevant to their students' experience level and personal goals.

III. PROGRAM OVERVIEW

- The Dive Guide program is the connection between recreational diving and becoming a dive professional.
- The SSI Dive Guide program has two options: Dive Guide and Professional Dive Guide.
- Dive Guides can lead their family and friends on guided experience dives.
- The Dive Guide program can be promoted as a regular recreational specialty that focuses on group management.
- Professional Dive Guides work for a dive center, can earn an income, and can qualify to become SSI Divemasters, which is the next step on the SSI Professional Career Pathway.

IV. ACTIVE LEARNING SESSION: DIVE GUIDE PROGRAM STANDARDS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to use the SSI Training standards to determine the intent, prerequisites, and certification requirements for the Dive Guide program.

B. ACTIVITY INSTRUCTIONS – (GROUP POLLING)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Once each candidate locates the program standard, quickly identify each subsection (e.g. Intent, Prerequisites, etc.).

Ask each of the following questions, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- Who can conduct the program?
- What is the minimum age to take the program?
- What other prerequisites are required?
- What are the completion requirements?

- What is the difference between the two types of Dive Guide certifications?

V. PREPARING FOR TRAINING

- Dive Guide candidates must complete the digital learning prior to starting the program.
- The dive center should review the students' progress in MySSI to verify that they are ready to begin training.
- The dive center must also print out the Dive Guide training record before the program starts.
- The dive center must order the candidate's physical materials, including slates and SSI Dive Professional mask strap.

A. SCHEDULING

- The program's duration will vary, depending on the number of students, their experience level, and the resources of the dive center.
- It may be conducted in the standard SSI Education System format, as a longer internship, or in combination with the Science of Diving program to upgrade the candidates to Divemaster.
- The Dive Guide program is challenging, so candidates must be properly prepared, and sufficient training time must be allotted.
- Ensure that the schedule has enough time to properly develop the candidate's in-water skills, leadership abilities, and professionalism.

B. TRAINING MATERIALS

- Candidates must be registered for the digital learning.
- The dive center must order the physical Dive Guide Kit for each candidate.
- The Dive Guide Instructor must also have the latest versions of the evaluation forms and criteria.
- A strong internet connection is highly recommended for the academic sessions.

VI. ACTIVE LEARNING SESSION: DIVE GUIDE ACADEMIC SESSIONS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to review the academic content for the Dive Guide program, and to identify real-world applications of the academic knowledge.

B. ACTIVITY INSTRUCTIONS – (THINK PAIR SHARE)

Separate the candidates into buddy teams, and assign one chapter from the Dive Guide digital learning to each group.

- Each candidate should access the digital learning from their MySSI account, and review the major themes and topics of their assigned chapter.
- They should develop an outline that highlights the objectives and main points of the chapter using the Dive Guide digital learning and instructor manual.
- As a buddy team, the candidates should review their outlines, then develop at least two or three real-world examples of how to apply the information in their outline. They should use their personal experience, local dive sites, and the resources of the dive center to add training value to the examples.
- Each buddy team should give a brief overview of their chapter, and then share their results with the rest of the class.
- As a class, discuss each chapter and determine what other examples would also be appropriate.

There are no right or wrong answers, but the candidates should be able to clearly explain their answers, and how they relate the academic knowledge to a real-world environment.

C. ADDITIONAL DISCUSSION QUESTIONS

- How should the instructor adapt the academic training for a candidate from another agency who is not familiar with the SSI Education System?

VII. CERTIFICATION AND UPGRADES

A. ISSUING A CERTIFICATION CARD

- The dive center issues Dive Guide certifications, and keeps the training record at the dive center.
- Professional Dive Guides must upload a current Medical History form, proof of CPR/First Aid/Oxygen Provider certification, and their professional liability insurance (where applicable) to their MySSI account.
- Professional Dive Guide training records are sent to the responsible Service Center, which reviews the record and issues the professional certification.

B. UPGRADES

- The training and evaluation criteria for Dive Guide and Professional Dive Guide are identical.
- To upgrade, the candidate must meet the program prerequisites, apply for active status, and complete the additional paperwork requirements for an SSI Dive Professional.
- Their completed training record is sent to the responsible Service Center, which reviews the record and issues the Professional Dive Guide certification card.

VIII. LESSON REVIEW

The Dive Guide program trains candidates to:
- ✓ Lead certified divers on recreational dives
- Lead certified divers on extended range dives
- Lead entry-level students on excursion dives
- All answers are correct

Candidates can earn the Professional Dive Guide rating by completing their training and:
- ✓ Meeting the requirements for maintaining active status
- Completing the Science of Diving program
- Registering for an Instructor Training Course
- Teaching at least five Scuba Skills Updates

Candidates completing the non-professional Dive Guide certification may:
- ✓ Guide friends and family on recreational dives
- Work for a dive center, dive resort, or dive boat
- Register for the Divemaster certification
- All answers are correct

Which of the following are prerequisites for starting the Dive Guide program?
- ✓ All answers are correct
- Have logged at least 40 open water dives
- Have the Diver Stress and Rescue certification (or equivalent)
- Be at least 15 years old

What should your candidates complete before beginning their in-person training?
- ✓ All of the Dive Guide digital learning
- Sections 1-3 of the Dive Guide digital learning
- The Dive Guide digital learning and the candidate water fitness evaluation
- The Diver Stress and Rescue and Open Water Diver digital learning

What additional training materials are required for the Dive Guide program?
- ✓ Dive Briefing and Dive Guiding Evaluation forms
- The Professionalism Evaluation form
- The Education System Evaluation form
- The Academic Teaching Evaluation form

What is the purpose of a mid-program counseling session?
- ✓ Provide feedback and constructive criticism to your candidates
- Scare the candidates into trying harder
- Eliminate weak candidates from the program
- Identify which parts of the program can be eliminated

After completing their training, Professional Dive Guides must _____ before earning their certification card.
- ✓ Complete the requirements for maintaining active status
- Complete the Science of Diving program
- Register for the Divemaster program
- All answers are correct

LESSON 9.3: DIVE GUIDE PRACTICAL APPLICATIONS

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List each of the Dive Guide practical application sessions, and briefly describe the importance of each session
2. Describe the evaluation requirements for each Dive Guide practical application session
3. Develop a training schedule for the Diver Stress and Rescue or Dive Guide program, based on a typical training format

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the Dive Guide programs' practical application sessions. These are the core of the Dive Guide program, where Dive Guide candidates learn to conduct dive briefings and guide dives. Your candidates must understand the purpose, value, and evaluation criteria for each of the sessions.

III. OVERVIEW

- The Dive Guide practical applications are a key part of the program.
- The primary duty of a Dive Guide is to safely lead and supervise certified divers, so these sessions focus on the requirements for conducting a proper briefing and how to properly guide a dive.
- The training sequence can be rearranged to meet the needs of the training schedule and Dive Guide candidates.

IV. THE PRACTICAL APPLICATION SESSIONS

- Every candidate must use a professional-level Total Diving System during training.
- This is an opportunity to market equipment and services to candidates who do not already own their own equipment.

A. SESSION 1: CANDIDATE WATER FITNESS EVALUATION

- This must be completed prior to certification.
- The passing requirements are set by ISO and RSTC standards to ensure the Dive Guide candidate has a minimum level of in-water ability.
- This is the same evaluation used for any SSI Dive Professional training, and is described in detail on the Candidate Water Fitness Evaluation form and criteria.
- It should be conducted early in the Dive Guide program to identify any weaknesses or areas for improvement.
- The evaluation is valid for six months after the completion date.

B. SESSION 2: SNORKELING SKILLS WORKSHOP

- Dive Guide candidates earn the SSI Snorkeling Instructor certification with their Professional Dive Guide certification.
- This means that they must have professional-level snorkeling skills.
- Use the Snorkeling Instructor Manual and cue card to conduct the workshop, and simulate an actual snorkeling program if possible.

C. SESSION 3: OPEN WATER DIVER SKILLS WORKSHOP

- Dive Guides who earn the Divemaster recognition rating can act as certified assistants.
- They must be able to assist with skill demonstrations at a professional level.
- This means that they must be able to perform the skills from the Open Water Diver program at an expert diver-level quality.
- If possible, these skills should be done in the diving position to simulate a real-world diving environment more accurately.

D. SESSION 4: DIVER STRESS AND RESCUE SKILLS WORKSHOP

- This workshop has the same requirements as Session 3, but focuses on the skills from the Diver Stress and Rescue program.
- Dive Guides are responsible for the divers they lead, so they must have expert diver-level rescue abilities.
- If possible, conduct this workshop using real-world scenarios that the Dive Guide candidates may encounter in their day-to-day work.

E. SESSION 5: DIVE BRIEFING EVALUATION

- This session evaluates the Dive Guide candidate's ability to properly conduct a dive briefing.
- Proper dive briefings are a critical part of a successful dive.
- The Dive Briefing Evaluation form and criteria, and how to conduct this session will be covered in the Instructor Training Course practical application sessions.

F. SESSION 6: DIVE GUIDING EVALUATION

- Leading divers is the primary duty of a Dive Guide.
- The Dive Guiding Evaluation form and criteria, and how to conduct this session will be covered in the Instructor Training Course practical application sessions.

G. SESSION 7: DEEP AND NIGHT DIVING WORKSHOP

- Dive Guides lead divers in a variety of dive environments and conditions.
- They must be familiar with the decision-making process and how to safely conduct these dives.
- Use a variety of real-world scenarios in this workshop, and emphasize that the primary concern is always diver safety and comfort.

V. LESSON REVIEW

What is the purpose of the Dive Guide Practical Application Sessions?
✓ Evaluate a candidate's abilities to complete the duties of a Dive Guide
- Prepare a candidate to teach the Perfect Buoyancy program
- Introduce a candidate to the duties of a dive professional
- All answers are correct

The Candidate Water Fitness Evaluation:
✓ Evaluates a candidate's professional-level in-water comfort
- Is optional, if the candidate has already completed the Student Water Fitness Evaluation
- Is identical to the entry-level Student Water Fitness Evaluation
- Must be completed after the Dive Guiding evaluation

What is the purpose of the Snorkeling Skills Workshop?
✓ To evaluate a candidate's ability to teach the Snorkeling program
- To develop a candidate's Basic Freediving skills
- To certify a candidate as a Basic Freediving Instructor
- To certify a candidate as a Snorkeling Instructor Trainer

A candidate must demonstrate at least a _____ level of proficiency during the Open Water Diver Skills Workshop.
✓ Professional
- Expert
- Entry
- Recreational

If possible, skill demonstrations should be done:
✓ In the diving position
- With additional weight to ensure the candidate is negatively buoyant
- Under indirect supervision
- Only in the open water

The Diver Stress and Rescue Skills Workshop should be done:
✓ Using realistic scenarios
- Only in the open water
- Only if time and scheduling permits
- Using very stressful scenarios

Which tools are used to conduct the Dive Briefing Evaluation?
✓ All answers are correct
- The Dive Briefing Evaluation form and criteria
- The Dive Briefing Evaluation slate
- The Dive Briefing Slate

Dive Guide candidates must successfully complete at least _____ Dive Briefing Evaluation, but should complete more if possible.
✓ One
- Two
- Three
- Four

The Dive Guiding Evaluation:
✓ Can be combined with the Dive Briefing Evaluation
- Should only be conducted in the pool/confined water
- Should not include any problems
- Should be one hour long to increase training value

What kind of scenarios should be included in the Dive Guiding Evaluation?
✓ Realistic scenarios with simple problems
- Realistic scenarios without any problems
- Realistic scenarios with complex problems
- The most complex scenarios possible

Section 9 – Diver Stress and Rescue and Dive Guide

LESSON 9.4 – PROGRAM LOGISTICS

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Create a sample training schedule for an assigned program, based on the dive center's resources, a typical group of students, and one of three types of training formats
2. Explain the process for determining the actual cost of a training program

II. INSTRUCTOR OBJECTIVES

This lesson focuses on creating a training schedule for the Diver Stress and Rescue and Dive Guide programs, based on three formats (weekend, evenings, or week day schedule), that considers the students' abilities and experience level, and the resources of their dive center.

III. ACTIVE LEARNING SESSION: DEVELOPING A PROGRAM SCHEDULE

A. INSTRUCTOR OBJECTIVES

The objective of this session is to develop a training schedule for the Diver Stress and Rescue or Dive Guide program, using one of three traditional program formats.

NOTE: This session may be given to the candidates as homework to ensure they have sufficient time to research and develop a detailed and realistic training schedule.

B. ACTIVITY INSTRUCTIONS – (PROBLEM-SOLVING)

Assign each candidate either the Dive Guide or Diver Stress and Rescue program, and give them one of the suggested program formats:

- Weekend Class (only Saturdays and Sundays are available)
- Evening and Weekend Class (Only weeknights after 5pm and weekends are available)
- Week Day Class (Only Monday-Friday are available)

The candidates should use the following resources to create a schedule for completing the training program with four students or candidates.

- The SSI Training Standards
- The program's digital learning
- The program's instructor manual
- Student training records
- The program's cue cards/wetnotes
- The program's final exam
- The dive center staff
- Other dive professionals

Give each candidate sufficient time to research and complete the assignment. At a minimum, the suggested schedule should include:

- The total duration of the program, and each day's expected duration
- Expected duration of each academic and in-water training session
- What materials or preparation the student or candidate must have prior to starting each training session
- A scheduled time for the final exam and review
- Contingency plan for at least one missed academic session, an alternate final exam, and one rescheduled in-water session

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The candidates should present their training schedule to the class for review. Identify any areas for improvement, and discuss alternate solutions and contingency plans for each training format.

C. ADDITIONAL QUESTIONS FOR DISCUSSION

- What should the instructor do if a student misses a scheduled training session?
- How should an instructor react if a student is consistently late, or arrives to the training session unprepared?

IV. ACTIVE LEARNING SESSION: THE TRUE COST OF TRAINING

A. INSTRUCTOR OBJECTIVES

The objective of this session is to develop an accurate price list for a typical Diver Stress and Rescue or Dive Guide program, based on variables like training resources, number of students, and instructor requirements.

B. ACTIVITY INSTRUCTIONS – (PROBLEM SOLVING)

Candidates should use the information they recorded in the previous session to create an accurate estimate of the true cost of training using the following sequence:

1. Identify the number of training sessions, including academics, in-water training, orientation and final exam.
2. Determine how long each session will take for four students or candidates, including breaks, and add up the total duration.
3. Calculate the cost of each part of the program, considering factors like classroom rental, cylinder fills, equipment rentals, instructor salary, etc.

The candidates should create an initial estimate for the cost of the program, and determine an estimated price for each student or candidate (usually total cost / 4).

- Compare the cost against market prices, either at a local dive center or a competitor, and ask the candidates if the price is too high or too low. Usually it will be lower than expected.
- Calculate how the price changes with fewer registrations, and whether the dive center can actually make a reasonable profit margin.
- Discuss any conclusions, and why the price structure was different than expected.

Possible Conclusions:

- Initial price estimates are usually too low due to factors that were not considered during the evaluation process.
- Scheduling a profitable training program is not a simple process.
- Programs require a minimum number of attendees to stay profitable.
- There are diminishing returns for adding more students to a class (additional instructor fees, larger training area, etc.).

Section 10 – The Business of Diving

LESSON 10.1: YOUR ROLE IN THE DIVING INDUSTRY

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. State the importance of the instructor as part of the dive center team
2. State the importance of equipment manufacturers to the dive industry
3. Describe the relationship between dive resorts and domestic dive centers
4. List the four phases of the Customer Loyalty Cycle

II. SUGGESTED DURATION

For a program with four candidates, completing the lessons in this Academic Session should take approximately 4 hours.

III. INSTRUCTOR OBJECTIVES

This lesson focuses on a broad overview of the role of dive professionals, especially instructors, in the dive industry. Your candidates must understand that they are more than simply an instructor at a dive center. By becoming a dive professional, they join a connected network of other dive professionals, domestic dive centers, dive resorts, equipment manufacturers and more.

Instructors are one of the primary sources of information for their students, so their advice and feedback is a vital part of creating committed, well-educated, and excited divers. These divers are more likely to support the dive center and the industry by continuing to dive, taking specialty programs, and purchasing equipment and services.

IV. YOU AND THE DIVE INDUSTRY

- Instructors are a key part of the dive industry.
- They have a role in the dive center's commercial success, and are the primary source of trusted information for students.
- Their advice on equipment, training, and travel suggestions influence their students' decisions.
- They have a duty to provide thoughtful, accurate, and relevant advice, and to emphasize the importance of equipment ownership to creating safe and committed divers.

A. DIVE EQUIPMENT MANUFACTURERS

- Manufacturers support the industry by making the equipment needed to safely dive.
- They fund research, development, and production costs.
- Instructors should be familiar with the brands sold by their dive center, and the benefits and features of each product.

B. TRAVEL AGENCIES

- Travel agencies and services connect divers with dive centers and dive resorts.
- Many dive centers develop a relationship with a travel agency to offer their customers attractive travel options.
- Instructors should know which trips are offered by their dive center, and the basic features of each trip.
- They should be able to discuss the benefits of these trips with students who express an interest in travel.

C. DIVE PUBLICATIONS AND ONLINE MEDIA

- Dive professionals should stay current on dive industry news and events.
- These media outlets include magazines, social media, and other online resources.
- They allow divers to share their experiences and learn about new diving opportunities.

V. ACTIVE LEARNING SESSION: THE CUSTOMER LOYALTY CYCLE

A. INSTRUCTOR OBJECTIVES

The objective of this session is to get a brief overview of the Customer Loyalty Cycle, and to describe practical examples of each phase of the cycle.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Draw the Customer Loyalty Cycle, or display it on a screen or monitor.

- Briefly highlight and explain each phase, and give a practical example from the dive center or your personal experience. Emphasize that customer satisfaction is the key to continuing the cycle.
- After explaining each phase, ask the candidates to share one or two examples from their personal experience. Ask leading questions to help the candidates create their example.
- As you discuss each phase, identify any obstacles that the candidates experiences that delayed their progress.

Suggested Questions:

- (Acquisition) Why did you start diving?
- (Development) When and where did you earn your first scuba certification?
- (Development and Commitment) How long did it take to earn your next certification?
- (Commitment) When did you buy your first Total Diving System?
- (Retention) How many dives do you do in an average year?

C. ADDITIONAL DISCUSSION QUESTIONS

- How does a dive professional influence a diver's progress through the Customer Loyalty Cycle?
- What can happen if the customer is not satisfied at the end of any phase in the cycle?
- In what phase does the instructor have the most influence on their student?

VI. LESSON REVIEW

Which of the following statements is true?
- ✓ Capable and confident divers are more likely to continue to dive
- Divers with a poor training experience will continue to visit your dive center
- The actions of a dive professional have little to no effect on a diver's career
- All answers are correct

Which of the following is the best resource for a diver looking for additional training and experiences?
- ✓ Their local dive center
- Internet forums and websites
- Their non-diving friends and family
- An unaffiliated dive professional

Equipment manufacturers benefit the dive industry by:
- ✓ Researching and developing new equipment
- Researching and creating new medical procedures
- Promoting travel and dive destinations
- All answers are correct

Travel agencies benefit the dive industry by:
- ✓ Connecting divers and dive centers to new and exciting dive destinations
- Researching and developing new equipment
- Creating and certifying new divers
- Promoting dive industry news and new techniques

Which of the following is a benefit of dive industry media?
- ✓ All answers are correct
- Attracts new customers to the sport
- Shares your experiences with friends and family
- Informs divers and dive professionals about news, events, and technologies

What is the sequence of the Customer Loyalty Cycle?
- ✓ Acquisition, Development, Commitment, Retention
- Acquisition, Commitment, Retention, Development
- Development, Commitment, Acquisition, Retention
- Commitment, Development, Retention, Acquisition

Section 10 – The Business of Diving
LESSON 10.2: ACQUISITION

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Define the Acquisition phase of the Customer Loyalty Cycle
2. Describe how businesses acquire customers
3. List two important points regarding earning the customers trust
4. List four key points of a personal orientation of the dive center

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the first phase of the Customer Loyalty Cycle – Acquisition. Your candidates must understand the importance of gaining new customers, and why gaining a customer's trust is one of a dive center's primary priorities.

They should be able to describe how to identify a potential customer's needs and goals, and how to promote the dive center's resources and retail goods to meet these needs.

III. CUSTOMER ACQUISITION

- Dive centers must continually acquire new customers to stay in business.
- Customers have many choices, so the dive center must give them a reason to visit and spend money.
- Acquisition strategies must be effective and positive to gain repeat business.

A. DEVELOPING YOUR CUSTOMER'S TRUST

- A customer must believe that they are getting a good value before they spend money at a dive center.
- Their concerns and limits must be understood and accommodated during the acquisition phase.
- They must trust the dive center to provide a high-quality service or product.
- This trust is earned by identifying their needs, then determining the best way to meet these needs, not just by selling them the most expensive product.

IV. ACTIVE LEARNING SESSION: CUSTOMER ACQUISITION STRATEGIES

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify at least two possible methods for effectively acquiring new customers for a dive center.

B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Separate the candidates into buddy teams.

- Each candidate should think of at least one personal example of a time where they successfully acquired a customer, or were acquired as a customer themselves in a non-diving industry.
- They should record what made the acquisition possible; the marketing strategy, relevant information, an exciting promotion, etc.
- As a buddy team should compare their answers, and identify which parts of the acquisition strategy could be used by their dive center to gain new entry-level students (Try Scuba and Open Water Diver).
- Each buddy team should share their results with the rest of the class, and discuss any additional suggestions or comments.

C. ADDITIONAL DISCUSSION QUESTIONS

- What are some examples of ineffective acquisition strategies? List a few reasons why they are unsuccessful?
- What factors should a dive center consider when developing an acquisition strategy?

V. ACTIVE LEARNING SESSION: WHAT DO CUSTOMERS WANT?

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify common reasons students take entry-level programs, and then determine ways to use the SSI Education System to meet the student's needs and goals.

B. ACTIVITY INSTRUCTIONS – (THINK PAIR SHARE)

Separate the candidates into buddy teams, and assign one of the following entry-level programs to each team.

- Each candidate should identify one or two reasons why a student takes their assigned program.
- As a buddy team, the candidates should compare their answers, and identify any reasons that are common to more than one training program. For example, students start diving for fun, because they are impressed with the training facility, because they trust the dive center, or because the training fits their schedule.
- Each buddy team should share their results with the class, and record any reasons that are common to every program on the board or a sheet of paper.

Entry-Level Programs:

- Try Scuba
- Basic Diver
- Scuba Diver
- Open Water Diver

C. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Use the list of reasons on the board to have a group discussion about why customers begin diving. Identify how the SSI Education System, Comfort through Repetition, and the SSI Flexibility Rule can help an instructor meet the needs and expectations of their students.

D. ADDITIONAL DISCUSSION QUESTIONS

- What are some techniques for dealing with unhappy customers?
- If a customer doesn't feel that their needs or expectations are met, what will they do?

VI. POSITIONING YOURSELF AS THE EXPERT

- Dive professionals have a wealth of knowledge that they can share with other people.
- The information shared with a customer must be relevant to their needs and interests, and at a level of detail that they can understand.
- For experienced customers, the instructor should supplement their existing knowledge with information specific to their dive center and its products.
- The instructor must be able to compare and contrast the features and benefits of equipment, training, and travel opportunities.
- Information must be positive. Speaking negatively about brands, competitors, etc., is unprofessional.

VII. CREATE A WELCOMING ENVIRONMENT

- First impressions are crucial to attracting new customers.
- If they get a bad impression, it will be very hard to earn or regain their trust.
- Everyone at the dive center must understand this fact, and work hard to ensure the customer has a positive first impression.

VIII. ACTIVE LEARNING SESSION: THE ROLE OF THE DIVE PROFESSIONAL IN ACQUISITION

A. INSTRUCTOR OBJECTIVES

The goal of this session is to describe the sequence for acquiring a new customer, using practical examples.

B. ACTIVITY INSTRUCTIONS – (PROBLEM SOLVING)

Separate the candidates into buddy teams, and assign a scenario to each team. Each buddy team should use the following steps to describe the sequence for acquiring a new customer.

- Greet
- Inquire
- Listen
- Suggest
- Thank

They should be able to describe the type of customer, how to identify the customer's goals and needs, and at least two practical examples of training and equipment options for that student. Encourage them to be creative, and to add as much detail to the scenario as possible to make it realistic.

Each buddy team should share the scenario and their results with the rest of the class, role-playing the part of the customer and the dive professional, and using the steps outlined above.

- A customer enters the dive center for the first time. They are uncertified, and had a negative experience with rental equipment during a Try Scuba at another dive center. They want to get certified before their next vacation.
- A customer calls the dive center for the first time, and wants to know the cost of the Open Water Diver program. They want to get certified as quickly as possible, in the least amount of time.
- A newly-certified Open Water Diver has just moved into town, and visits the center for the first time. They have an uncertified spouse and two children, and want to stay active in the sport.

C. ADDITIONAL DISCUSSION QUESTIONS

- What factors indicate that the Acquisition phase is complete?
- What can happen if the customer is not satisfied during the Acquisition phase?

IX. LESSON REVIEW

By completing the Acquisition phase, your customers:
- ✓ Decide to do business with you
- Choose not to do business with you
- Choose to become a lifelong customer
- Choose to become a dive professional

Why do you need to earn your customer's trust and respect?
- ✓ Because they can always choose to take their business elsewhere
- Because it is the only way to get them to spend money
- Because they will buy less equipment from you
- Because it's required by the SSI Dive Center Agreement

Which of the following is an aspect of the Acquisition phase?
- ✓ All answers are correct
- Targeted marketing
- Positioning yourself as the expert
- Creating a welcoming environment

Which of the following is part of a targeted marketing strategy?
- ✓ Cost effectiveness and consistent messaging
- Cost effectiveness and cold calling
- Consistent messaging and mass-emailing
- Cold calling and mass-emailing

Which part of the dive center team should be aware of internal and external marketing efforts?
- ✓ All answers are correct
- Dive professionals
- Retail and travel center staff
- The owners

What is the purpose of positioning yourself as an expert to your customers?
- ✓ They will come to you for advice on training, purchases, and travel
- They will only ask you about training opportunities
- They will know to look somewhere else for advice
- They will learn that the internet is the best source of advice

Why is creating a welcoming atmosphere a key component of the Acquisition phase?
- ✓ Customers who do not feel comfortable will seek out a different dive center
- It makes experienced divers less likely to become loyal customers
- It convinces new divers to register for continuing education programs
- It is not a key component of the Acquisition phase

LESSON 10.3: DEVELOPMENT

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Define the Development phase of the Customer Loyalty Cycle
2. Explain the importance of creating a strong relationship with a customer
3. Describe how to create need in a customer during training
4. Give at least two practical examples of how the Equipment Service Program benefits the customer and dive center

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the second phase of the Customer Loyalty Cycle – Development. Your candidates must understand the importance developing a strong relationship with the customer, and how this benefits both the dive professional and the dive center.

Developing a relationship with a customer takes time and effort, but it is a necessary part of the cycle. Developing a customer's interests, knowledge, and need for additional training and high-quality equipment will encourage them to continue the cycle and keep diving.

III. THE EDUCATION AND BONDING PHASE

- Once the Acquisition phase is complete, the Development phase begins.
- This requires the dive center to provide training, equipment purchase opportunities, and travel options to their customers.
- The relationship with the customer will develop as their trust and opinion of the dive center increases.

A. CREATING NEED

- Customers that feel a personal need for training, retail, service, or travel options are self-motivated to seek out dive centers who can meet this need.
- Connecting this need to the real-world training eliminates hard sales techniques that reduce a customer's trust and investment in the industry.
- It also leads to increased sales for the dive center, because the student understands the benefits of the information provided by their instructor.

IV. CUSTOMER DEVELOPMENT

- Instructors can use practical examples of the benefits of equipment ownership, training, and travel to help develop need in their students.
- The best place to instill this need is during training while the instructor-student relationship is developing.
- Customer development greatly depends on their relationship with their instructor, and starts from the first time they contact the dive center.

A. ORIENTATION SESSIONS

- Spending more face-to-face time with a customer improves their relationship with the dive center and their instructor.
- By conducting an orientation session before the training program begins, the instructor can answer questions, highlight the features of the dive center, and begin developing a relationship without the pressure of a training environment.
- These sessions are a perfect opportunity to learn about the customer's needs and expectations, and to create a plan for developing a relationship with them.

B. APPEARANCE

- A professional dive center is more likely to provide the high-quality service that modern customer's expect.
- This means that every aspect of the dive center, from training sites to retail floor, travel center, and the staff's personal appearance must reflect a high level of professionalism.

- The Development phase of the Customer Loyalty Cycle does not have a definite end point.
- Customers are constantly evaluating the dive center and their instructor's performance, and their relationship is always evolving.
- To maintain this relationship, the dive center and the instructor should ask for feedback, and continually look for ways to improve their services and value.

V. ACTIVE LEARNING SESSION: THE SSI EQUIPMENT SERVICE PROGRAM

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe the features and benefits of the SSI Equipment Service Program, and how the program applies to the Development phase of the Customer Loyalty Cycle.

B. ACTIVITY INSTRUCTIONS – (FIELD TRIP)

If the resources of your dive center and training environment permit, take the candidates to the service or rental areas, and review each part of the Equipment Service Program, and how it applies to various equipment components.

You can also use practical examples of equipment if a field trip is not practical.

- Identify each piece of equipment that uses a service tag, and how the dive center tracks when equipment service is due.
- Have the candidates explain how to promote proper care and maintenance to their students, and how the Equipment Service Program encourages regular servicing.
- Discuss how the Equipment Service Program directly applies to the Development phase of the Customer Loyalty Cycle, and how a dive professional's equipment reflects the professionalism of the dive professional and the dive center.

C. ADDITIONAL DISCUSSION QUESTIONS

- How does worn-out or missing professional equipment affect the students' impression of their instructor?
- How can a dive center use the Equipment Service Program and their rental or training equipment to promote the benefits of personal equipment ownership, proper care, and regular maintenance?

VI. LESSON REVIEW

What is the purpose of the Development phase of the Customer Loyalty Cycle?
- ✓ To nurture and strengthen the relationship with your customer
- To seek out and find potential new customers
- To encourage customers to become lifelong divers
- All answers are correct

What is the primary goal of the Development phase?
- ✓ To create need in customers
- To create lifelong divers
- To convince divers to purchase equipment
- All answers are correct

Which of the following is a technique for developing a relationship with your customer?
- ✓ All answers are correct
- Conduct orientation sessions
- Demonstrate professionalism in appearance and dive center activities
- Encourage them to provide feedback and reviews

What is the purpose of an orientation session?
- ✓ To highlight the features of the dive center and its resources to a customer
- To show off the most expensive equipment available at the dive center
- To demonstrate how experienced the dive professionals are
- To show the customer how complicated diving can be

Why is it important for a dive center to maintain a professional appearance?
- ✓ It is more attractive to the customer, and builds confidence
- The SSI Service Center can revoke membership if the dive center is not well-maintained
- Customers will only visit dive centers with the most modern features
- Dive centers do not need to maintain a professional appearance

Reviews and dive center/dive professional evaluations:
- ✓ All answers are correct
- Identify areas for improvement
- Help the dive center create new travel and training opportunities
- Make the customer feel like their opinion is valid

LESSON 10.4: COMMITMENT

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Define the Commitment phase of the Customer Loyalty Cycle
2. Describe the difference between issuing a certification and creating a lifelong diver
3. Explain why a lifelong diver is more valuable to the industry than one who simply earns a certification
4. Give at least three practical examples of how a customer commits to the sport of diving
5. Give at least three practical examples of the benefits of personal equipment ownership

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the third phase of the Customer Loyalty Cycle – Commitment. Your candidates must understand that SSI's philosophy is to create divers who are actively engaged in the sport. After earning their entry-level certification, committed divers take continuing education programs, understand the benefits of equipment ownership, and travel to dive destinations.

III. BECOMING A LIFELONG DIVER

- A committed diver invests in the sport when they decide to purchase equipment, training, or travel from a dive center.

There are many benefits to creating committed, lifelong divers.

- It is more cost-effective, and less time-intensive, to keep customers active than to continually acquire new customers.
- It motivates the customer to use their training or equipment, or gives them a reason to travel.
- It increases the customer's loyalty to their dive center and its dive professionals.
- The dive industry benefits from the customer's involvement and financial support.

Earning a certification is just the first step. To create committed divers, dive centers and dive professionals must continue to create need and provide value to their relationship with the customer.

IV. ACTIVE LEARNING SESSION: FEATURES OF A COMMITTED DIVER

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the characteristics of a diver who commits to the sport, and describe how this benefits the entire diving industry.

B. ACTIVITY INSTRUCTIONS – (SMALL GROUP DISCUSSION)

Review the SSI Training Philosophy and Dive Training Programs posters with your candidates, and restate the objective that every student become a "lifelong diver" once they earn their certification card. Emphasize the SSI Recognition Levels and Recognition Ratings.

- Each group should select two specialty programs from the Dive Training Programs poster, and identify at least three practical examples of how a student in that program demonstrates their commitment to the sport of diving.
- Examples include purchasing specialized equipment, registering for a dive trip that will use the specialty program, or achieving the SSI Master Diver rating.
- Each group should record each practical example on the board or a piece of paper.
- As a class, discuss each example, and have the candidates describe how they can incorporate that example into the training that they conduct.

C. ADDITIONAL DISCUSSION QUESTIONS

- How is the Commitment phase affected if the one of the parts of the Diver Diamond is missing?
- When is a diver considered truly committed to the sport?

V. HOW YOUR CUSTOMERS COMMIT

There are three ways that a customer commits to the sport of diving:

- The investment of money (Purchasing decisions)
- Taking continuing education (The desire to learn more)
- Taking dive trips (The search for adventure)

Dive centers and dive professionals must understand the customers' goals and needs for each of these options, and ensure that their advice and program offerings can fulfill them.

A. CONTINUING EDUCATION

- The SSI Education System has a wide range of specialty programs that meet the needs and interests of almost any diver.
- These programs, along with the SSI Recognition levels and ratings, encourage divers to continue their adventure, seek new challenges, and learn more about their equipment.

B. TRAVELING WITH YOUR DIVE CENTER

- Most divers enjoy the social aspect of the sport, and the camaraderie that comes with dive travel.
- Dive travel is a great opportunity to earn additional income, generate interest, and create committed divers.
- Trips can be brief and local excursions, or longer, more intensive expeditions.
- They are often easy to plan and manage once the dive professional and dive center are familiar with the process.

VI. ACTIVE LEARNING SESSION: THE IMPORTANCE OF EQUIPMENT OWNERSHIP

A. INSTRUCTOR OBJECTIVES

The objective of this session is to determine the benefits of equipment ownership to the diver, the dive center, and the dive professional, and identify how a dive professional can encourage their students to own their equipment.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Present the following question to the entire class:

- What are the benefits when entry-level students purchase equipment during or shortly after their training?

The candidates should consider the question from three perspectives:

- The diver
- The dive professional
- The dive center

Discuss each perspective as a class, and have the candidate give two or three possible answers for each. There are no right or wrong answers, but the candidates should be able to justify their answers using practical examples.

Possible examples include:

- Students who are familiar with their own equipment are safer, more comfortable divers, and are more likely to continue diving and take continuing education programs.
- Dive professionals can teach specialty programs, or train students in the equipment they will actually use in the open water.
- Dive centers generate income through equipment sales.

C. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Separate the candidate into buddy teams, and assign each buddy team a typical dive customer.

- Each candidate should record two or three ways to encourage their customer to invest in personal diving equipment.
- As a buddy team, the candidates should identify the four or five best options from their list, and create practical examples of how they would encourage their customer during training.
- As a class, discuss the choices made by each buddy team, and identify whether any other methods would be more appropriate.

- What is the result of a dive professional who discourages personal equipment ownership, or speaks negatively about a brand offered by the dive center?

VII. LESSON REVIEW

What is the primary purpose of the Commitment phase of the Customer Loyalty Cycle?
- ✓ To create need in your customers, and reinforce their connection to your dive center
- To convince customers to buy as much equipment as possible
- To bring new customers into the dive center
- To create new dive professionals

What is the most important consideration if you want to help a customer commit to your dive center?
- ✓ Listen to their needs, and give them relevant advice
- Listen to their needs, and advise them based on your opinions
- Only give them advice that benefits your dive center
- Only give them advice that creates more training opportunities for you to teach

Which of the following is a way that customers demonstrate their commitment to a dive center?
- ✓ All answers are correct
- Taking continuing education programs
- Purchasing equipment and services
- Traveling with the dive center

What should you consider when discussing equipment purchases with a customer?
- ✓ You should recommend equipment that meets their needs and goals
- They should buy whatever brands you recommend
- They should buy the most-expensive equipment available in your dive center
- All answers are correct

What is one way that you can connect continuing education to your customer's needs?
- ✓ Identify programs that will enhance their personal goals
- Register them for as many programs as possible
- Find programs that requires them to buy new equipment
- Emphasize that they should become a dive professional

Why would a customer decide to travel with your dive center?
- ✓ They want an easy travel experience with a business they are already familiar with
- They don't know where else to find travel information
- They want you to sell them additional equipment and training
- They don't have any other options

LESSON 10.5: RETENTION

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. Define the Retention phase of the Customer Loyalty Cycle
2. List the four reasons that people continue to dive, and give one practical example of each reason
3. State the primary factor that prevents customers from moving from one phase of the Customer Loyalty Cycle to the next
4. State the importance of continuing the Customer Loyalty Cycle

II. INSTRUCTOR OBJECTIVES

This lesson focuses on the fourth phase of the Customer Loyalty Cycle – Retention. Your candidates must understand that SSI's philosophy is to create lifelong divers who patronize dive centers and resorts. They should understand the reasons that people continue to stay active in the sport, and how to motivate their customers to continue diving.

They should also be able to describe the entire Customer Loyalty Cycle using practical examples, and the factors that prevent their customers from moving from one phase of the cycle to the next.

III. WHY PEOPLE CONTINUE TO DIVE

- Dive centers and dive professionals retain their customers by giving them a reason to continue diving.

A. DIVING FOR THE LOVE OF DIVING

- These divers are usually relatively easy to satisfy.
- They are self-motivated, and will actively seek new diving opportunities without requiring much incentive from a dive center or dive professional.

B. DIVING FOR A PERSONAL GOAL

- These divers get certified for a specific purpose.
- The dive center and dive professional must be able to fulfill their goals, and offer them related opportunities that expand on their initial objective.
- Convincing them to continue once their goal is met is sometimes challenging, but they can also become very loyal customers once their trust is earned.

C. DIVING AS A TRAVEL OPPORTUNITY

- These divers love to travel, and will use dive travel as an opportunity to expand their options.
- They require a variety of destinations, trip calendars, and types of diving environment to stay active.
- They are often a strong income stream for a dive center, since travel is directly connected to training and equipment sales.

D. DIVING FOR RECOGNITION

- These divers seek recognition for their accomplishments.
- They sometimes require additional encouragement, personalized attention, and careful management to meet their needs and expectations.
- The SSI Recognition System is the perfect way to reward and celebrate their accomplishments.

IV. ACTIVE LEARNING SESSION: KEEPING DIVERS ACTIVE

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify which types of activities a dive center can offer to keep their divers motivated and actively diving.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Write at least three examples of a dive center on the board, or have the candidates write them on a piece of paper.

- The candidates should list at least three or four examples of activities that the dive center could provide their customers.
- The list should include local and travel options, non-diving activities like beach cleanups or social gatherings, and at least two specialty training programs applicable to the dive center characteristics.
- As a group, discuss each dive center and the activities the dive center could offer.

C. ADDITIONAL DISCUSSION QUESTIONS

- What can happen if a dive center does not motivate their divers to continue diving?
- What are some additional benefits of offering non-diving activities at a dive center?

V. KEEPING CUSTOMERS ACTIVE

A. KEEP IT FUN

- Diving should be fun and exciting, but safety is always the first priority.
- Dive centers must find ways to keep the customer engaged and entertained.

B. NURTURE RELATIONSHIPS

- Experienced dive professionals must find ways to stay motivated and passionate about the sport, otherwise they will struggle to develop relationships with their customers.
- Never forget that the customer deserves an amazing training experience, and dive professionals work in one of the most beautiful environments on the planet.
- Creating safe, capable divers who care about the sport will help an instructor maintain personal pride in their training ability.

C. MAKE IT ACCESSIBLE AND EASY

- Anything that prevents the dive center and dive professional from meeting their customer's expectations will cause the customer to stop diving.
- The modern world offers a variety of activities and distractions, so diving must be accessible and easy to accomplish.
- This does not mean that safety or the quality of training should be diminished. Instead, focus on making the process more efficient, and reacting quickly and professionally to meet the customers' needs.

D. SUPPORT NON-DIVING ACTIVITIES

- Non-diving activities allow divers to stay engaged with the dive center outside of the diving environment.
- These opportunities are almost limitless, but should always develop the customers' relationship with the dive center.

E. BE CREATIVE

- Look at other outdoor industries, successful local businesses, and other dive centers in the SSI Network for ideas.
- Creativity, engagement, and innovation are the keys to a successful business.

VI. ACTIVE LEARNING SESSION: CONTINUING THE CUSTOMER LOYALTY CYCLE

A. INSTRUCTOR OBJECTIVES

The objective of this session is to describe how to move from one phase of the Customer Loyalty Cycle to the next, and how a customer continues the cycle for the rest of their diving career.

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B. ACTIVITY INSTRUCTIONS – (THINK-PAIR-SHARE)

Separate the candidates into buddy teams, and assign one of the first three phases of the Customer Loyalty Cycle to each candidate. If there are fewer than three candidates in the class, assign one of the first two phases. Do not allow the candidates to hear which phase is assigned to the other candidates.

- Each candidate should create a list of characteristics for a diver in their assigned phase. For example, a diver in the Acquisition phase might be uncertified, looking for a new adventure, and taking a vacation to a tropical beach in the near future.
- Allow the candidates enough time to write five or six details, then have them switch papers with their buddy.
- Each candidate should identify the correct phase of the Customer Loyalty Cycle, and write two or three practical examples of how to move to the next phase.
- As a class, discuss each of the example divers, and identify whether the correct phase was identified for each scenario. If there is any disagreement, identify which phase most closely aligns with the diver's characteristics.

C. ACTIVITY INSTRUCTIONS – (PROBLEM SOLVING)

Select one or two of the most detailed and realistic examples for the next activity.

- Each buddy team should create a counseling strategy that will encourage the example diver to continue through the end of the cycle. They should identify various activities, training opportunities, and equipment options that will keep the diver engaged and active with the dive center.
- Each strategy should also include a description of how the customer goes from the Retention phase back to the Development phase, including the Acquisition phase if applicable to the strategy.
- Discuss each strategy as a class, and identify how the dive professional and dive center benefit from keeping an existing customer in the cycle rather than constantly acquiring new entry-level divers.
- Ensure that the candidates understand that customer satisfaction is the link between each phase, and what can happen if the customer is not satisfied at each phase.

VII. LESSON REVIEW

What is the primary purpose of the Retention phase of the Customer Loyalty Cycle?
- ✓ To keep your customers actively diving and engaged with your dive center
- To get as many sales as possible before a customer stops diving
- To focus on attracting new customers to the dive center
- To keep your customers in the dive center as long as possible

People continue to dive because:
- ✓ They have personal goals, enjoy dive traveling, or seek recognition
- They have no other alternatives
- They enjoy spending their money on expensive hobbies
- All answers are correct

How can you support a diver who is looking for new travel opportunities?
- ✓ Recommend trips that meet their goals and budget
- Only recommend trips that have the highest profit margin for the dive center
- Recommend trips that will require the diver to purchase new equipment
- Recommend trips that require the diver to take additional training

Which of the following is a method of retaining divers?
- ✓ All answers are correct
- Nurture customer relationships
- Make diving accessible and easy
- Support non-diving activities and events

After completing the Retention phase of the Customer Loyalty Cycle, the customer:
- ✓ Restarts the cycle at one of the earlier phases
- Will be a customer for life
- Does not require any additional effort from the dive center
- All answers are correct

THE INSTRUCTOR TRAINING COURSE, INSTRUCTOR EVALUATION, AND WHAT COMES NEXT

I. LESSON OBJECTIVES

By the end of this lesson, candidates must be able to:

1. List the eight parts of the Instructor Evaluation
2. Describe the three possible outcomes for passing or failing the Instructor Evaluation
3. Describe the SSI Dive Professional Recognition levels, and what continuing education programs are available for Open Water Instructors

II. THE INSTRUCTOR EVALUATION

- The Instructor Evaluation is the final step of the Open Water Instructor certification.
- During the Instructor Evaluation, candidates demonstrate their skills and teaching ability to an independent third party SSI Instructor Certifier.
- The candidates have learned everything they need to know during the Instructor Training Course, so the Instructor Evaluation is simply a real-world test of their training.
- The Instructor Evaluation must be paid for, and all documentation uploaded in the candidate's MySSI profile, prior to starting the Instructor Evaluation.

III. PARTS OF THE INSTRUCTOR EVALUATION

Each candidate must successfully complete the following:

- Score at least 90% on the Open Water Instructor Final Exam.
- Score at least 30 points on the SSI Education System Evaluation.
- Score at least 36 points on a teaching presentation from one of the following programs: Open Water Diver, Enriched Air Nitrox, Diver Stress and Rescue, or Dive Guide.
- Score at least 32 points on a pool/confined water presentation from the Open Water Diver program.
- Score at least an average of 2.5 points on the Open Water Diver Skills Workshop (three skills in the pool/confined water).
- Score at least 2 points on the Diver Stress and Rescue Skills Demonstration (one skill).
- Score at least 30 points each on an open water presentation of two skills from the Open Water Diver program.
- (Optional) Score at least 24 points on the SSI Professionalism Evaluation.

NOTE: The Instructor Certifier assigns topics from SSI to each candidate for the Instructor Evaluation.

IV. PASS AND FAIL CRITERIA

If the candidate successfully completes each part of the Instructor Evaluation on the first attempt, they are qualified to become an Open Water Instructor, and can teach and issue certifications for the following programs:

- Open Water Diver
- Enriched Air Nitrox
- Diver Stress and Rescue
- Dive Guide

If the candidate fails one part of the evaluation:

If the candidate fails one part of the evaluation (with the exception of the open water presentation), they can attempt to repeat the failed part during the current Instructor Evaluation with another topic selected by the Instructor Certifier.

If the candidate fails more than one part of the evaluation:

If the candidate fails two or more parts of the evaluation (including the open water evaluation), they must repeat the entire Instructor Evaluation at a later date.

They should review any weak areas and receive remedial training from an Instructor Trainer before retaking the Instructor Evaluation.

The fee for the new Instructor Evaluation is reduced.

A. CERTIFICATION PROCESS

- The Instructor Certifier must send the Instructor Evaluation training record to the local SSI Service Center.
- The SSI Service Center verifies that the training record is complete and correct, then issues the instructor certifications.

V. WHAT COMES NEXT?

- The Open Water Instructor certification is not the pinnacle of a dive professional's career.
- Instructors should understand that they can continue to earn rewards for their training efforts, and how to advance in their SSI professional career.
- Options include taking an SSI Specialty Instructor Seminar, or earning the Advanced Open Water Instructor and Divemaster Instructor recognition ratings.

VI. ACTIVE LEARNING SESSION: CONTINUING EDUCATION FOR DIVE PROFESSIONALS

A. INSTRUCTOR OBJECTIVES

The objective of this session is to identify the prerequisites for each certification and recognition level available to Open Water Instructors.

B. ACTIVITY INSTRUCTIONS – (GROUP DISCUSSION)

Have candidates open the SSI Training Standards from their MySSI account (using the Dive SSI app or online). They can also be displayed on a screen or monitor, or physical copies of the printed version can be shared with each candidate.

Ask each of the following questions about the certification and recognition ratings beyond Open Water Instructor, and have the candidates give the correct answers for each question. Allow for group discussion if there are any questions from the candidates.

Suggested Questions:

- What is the intent of the program?
- Who can conduct the program?
- What other prerequisites are required?
- What are the completion requirements?

Ensure that the candidates understand the process to become an SSI Instructor Trainer, and the benefits of continuing their dive professional training.

C. ACTIVITY INSTRUCTIONS – (PEER INSTRUCTION)

Have each candidate list one or two Specialty Instructor certifications that they are interested in earning.

- They should review the training standards for the Specialty Instructor Seminar and the SSI Dive Professional recognition ratings.
- Choose one or two volunteers to describe the programs they chose, and how to reach the next recognition level.

Practical Application Sessions
INSTRUCTOR GUIDE

I. OVERVIEW

Candidate evaluations are the metric we use to determine if the candidate has the skills, knowledge and ability to be an SSI Dive Professional. By completing these evaluations, your candidates gain teaching experience in a controlled environment under your direct supervision, and refine their teaching abilities before completing the program.

Your duty is to conduct these evaluations using the program instructor manual and SSI Dive Professional Evaluation forms and criteria. Using these materials ensures that you provide a comprehensive and unbiased evaluation of your candidate. If they do not meet the minimum requirements of each evaluation, you must not issue a certification until they can successfully complete a re-evaluation process.

The candidate is only required to successfully complete one evaluation for each practical application session, but you should conduct several evaluations if time and program schedule permit, since this will help your candidate develop their training abilities, which will ultimately make them a better dive professional.

II. REQUIRED PRACTICAL APPLICATION SESSIONS

By the end of this training program, your candidate must complete the following sessions:

A. ASSISTANT INSTRUCTOR

- Practical Application 1: Candidate Water Fitness Evaluation

- Practical Application 2: Academic Presentation - Open Water Diver

- Practical Application 3: Academic Presentation - Perfect Buoyancy/Specialty Programs

- Practical Application 4: Workshop - Try Scuba and Scuba Rangers

- Practical Application 5: Workshop - Open Water Diver and Scuba Skills Update

- Practical Application 6: Pool/Confined Water Presentation - Open Water Diver Skill

- Practical Application 7: Pool/Confined Water Presentation - Perfect Buoyancy

B. OPEN WATER INSTRUCTOR

Open Water Instructor candidates must also complete:

- Practical Application 8: Academic Presentation - Enriched Air Nitrox or Diver Stress and Rescue

- Practical Application 9: Academic Presentation - Dive Guide

- Practical Application 10: Workshop - Diver Stress and Rescue Skills

- Practical Application 11: Pool/Confined Water Presentation - Open Water Diver Emergency Skill

- Practical Application 12: Pool/Confined Water Presentation - Diver Stress and Rescue

- Practical Application 13: Open Water Presentation - Open Water Diver Skills

- Practical Application 14: Open Water Workshop - Dive Briefing Evaluation

- Practical Application 15: Open Water Workshop - Dive Guiding Evaluation

III. EVALUATING THE CANDIDATE

- Using a video camera to record the presentations is a helpful way to provide unbiased feedback, but you must allow

- Using a video camera to record the presentations is a helpful way to provide unbiased feedback, but you must allow sufficient time for video analysis.
- Allow the candidates to review their performance, and remind the candidates that these sessions are learning experiences.
- Use the evaluation form to provide objective, line-by-line feedback.
- Provide positive feedback first, followed by constructive criticism and corrective actions.
- End the evaluation on a positive note.

A. INDIVIDUAL EVALUATION

- If a candidate has significant issues with their presentation, you should conduct an individual evaluation and assign remedial training.
- Identify any deficiencies in the presentation, and identify positive corrective actions that will help the candidate succeed.
- If necessary, repeat the presentation until the candidate successfully meets the objectives of the evaluation.

IV. RECORD KEEPING

- Date and initial the candidate's Training Record after they successfully complete the evaluated practical application session.
- For the evaluations, both you and the candidate must sign each evaluation form after reviewing it with the candidate.
- Store the completed evaluation forms in the candidate's Training Record.

Practical Application 1

CANDIDATE WATER FITNESS EVALUATION

Objectives

1. Complete the Candidate Water Fitness Evaluation as outlined in the SSI Training Standards and the Candidate Water Fitness Evaluation form and criteria

I. SUGGESTED DURATION

For a program with four candidates, this Practical Application Session should take approximately 1.5 hours.

II. OVERVIEW

Describe your expectations for this session, how it will be conducted, and how the candidates' performance will be evaluated.

- SSI requires candidates for all dive professional programs to complete the Water Fitness Evaluation. This ensures that they have the minimum required in-water fitness level required to be a dive professional, and allows you to identify any weaknesses or possible issues.
- Use the SSI Candidate Water Fitness Evaluation form and criteria to conduct and evaluate this session.

III. ADDITIONAL MATERIALS

NOTE: An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

A. CANDIDATE

- Mask, Fins, Snorkel
- Exposure protection (as required) and weight system

B. INSTRUCTOR

- Evaluation form and criteria
- Timing device
- Training Records

IV. ORGANIZATION AND SAFETY

- Guidelines and suggestions for completing the evaluation are found on the evaluation form and criteria. Determine the appropriate exposure protection, weighting, and location.
- Proper control and supervision of the candidates must be maintained at all times during the evaluation.
- You are directly responsible for your candidate's safety. Use additional assistants and safety equipment as necessary.
- If exposure protection is used, the candidates must be weighted so that they are neutrally buoyant for the entire evaluation.

V. EVALUATION FORM AND CRITERIA

Use the Candidate Water Fitness Evaluation form and criteria to evaluate the candidate's performance. They must successfully complete the following requirements:

- Tread water for 15 minutes without using any aids or flotation of any kind.
- Swim 700 meters without stopping within 20 minutes using a mask, fins and a snorkel. If a wetsuit is used, weights must be added to ensure the candidate is neutrally buoyant.
- Swim 375 meters without stopping, and without the use of mask, fins, snorkel or other swim aids (required in North America). This exercise may be conducted as an alternative to the 700m assisted swim.
- Swim underwater for 25 meters using a mask, fins and snorkel.
- Perform a full, unconscious-diver-on-the-surface rescue with a total distance of 100 meters within eight (8) minutes. Both parties must use a Total Diving System.

A. CREDIT

- If your candidate has successfully completed the Candidate Water Fitness Evaluation within six (6) months, a re-evaluation is not required unless there has been a change in their physical abilities or health.

Practical Application Guide

ACADEMIC TEACHING PRESENTATIONS

Objectives

1. Demonstrate the ability to organize, prepare, and perform a short presentation on an assigned topic from an SSI Training program

2. Include each key point from the six sections of the Academic Teaching Evaluation form in their presentation

3. Supplement the student materials with information applicable to real-world diving situations

4. Achieve a minimum passing score as defined on the Academic Teaching Evaluation form

I. SUGGESTED DURATION

The presentation and evaluation should take about 30-45 minutes per candidate, depending on the amount of evaluation required.

- The actual duration with vary, depending on the ability and comfort of your candidates.

II. PREPARATION

A. REQUIRED EVALUATIONS

Use this Practical Application Guide to conduct the following Practical Application Sessions:

- Practical Application 2: Academic Presentation - Open Water Diver
- Practical Application 3: Academic Presentation - Perfect Buoyancy/Specialty Programs
- Practical Application 8: Academic Presentation - Enriched Air Nitrox or Diver Stress and Rescue
- Practical Application 9: Academic Presentation - Dive Guide

Each Assistant Instructor candidate must successfully pass at least one evaluation on a topic from each of the following programs:

- Open Water Diver
- Perfect Buoyancy/Specialty Programs

Open Water Instructor candidates must also successfully pass at least one evaluation on a topic from each of the following programs:

- Enriched Air Nitrox or Diver Stress and Rescue
- Dive Guide (two topics on content that is specific to the Dive Guide program)

B. ASSIGNING TOPICS

- Assign topics to your candidates before the evaluation begins so that they have time to review the student and instructor materials.
- Ensure they have enough time to properly prepare their presentation.
- Topics should promote real-world application for the selected training program, and progress from simple concepts to more complex topics as the candidate's comfort and presentation techniques improve.
- Presentations from the Dive Guide program should include at least two topics that cover content specific to the program, and be long enough for the instructor to evaluate the candidate's knowledge and understanding of the Dive Guide curriculum.
- If possible, the candidate should conduct Active Learning Sessions, to enhance the training experience for the students.

C. SCHEDULING

- Each individual presentation should take approximately 12-15 minutes to complete.
- Presentations from the Dive Guide program should take approximately 20-30 minutes to complete.
- To clarify any details or correct any weaknesses, increase the length of the presentation if necessary.

III. ADDITIONAL MATERIALS

A. CANDIDATE

- Program-specific Instructor Manual (digital version is recommended) and Presentation Enhancement Guides
- A written outline of the presentation (recommended)
- Visual aids and training tools appropriate to the topic
- A laptop or smart device (optional)
- Whiteboard and markers (optional)

B. INSTRUCTOR

- Program-specific Instructor Manual (digital version is recommended)
- Academic Teaching Evaluation form and criteria
- Training Records
- Timing device

IV. HOW TO CONDUCT THE PRACTICAL APPLICATION SESSION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this session, how it will be conducted, and how the candidate's performance will be evaluated.

- Briefly review the objectives of the evaluation, and allow your candidates to conduct their academic presentations.

B. CANDIDATE GOALS

- They must be able to conduct the presentation in a manner that is logical, informative, and engaging.
- They should learn about their students' goals and experiences, and adapt the presentation accordingly.
- The presentation should follow the basic structure outlined on the Academic Teaching Evaluation form, and use appropriate visual aids and real-world examples that enhance the presentation.
- It must go beyond a simple review of the topic, supplement the students' understanding of the material, and apply the topic to real-world diving scenarios.

C. EVALUATION FORM AND CRITERIA

Use the Academic Teaching Evaluation form and criteria to evaluate the candidate's performance.

- They must earn a minimum score of 36 points for each evaluation in this training program.

- They must earn a minimum score of 5 points for each subsection of the evaluation form.
- There are two categories on the Academic Teaching Evaluation form that must receive a score of 2 or higher, or the entire evaluation is failed.

D. POSSIBLE WEAKNESSES

The candidate may require individual evaluation and remedial training for many reasons, including:

- Were they knowledgeable about their topic, but too nervous? Assign additional training that focuses on speaking in front of groups.
- Did they have poor knowledge, or were unable to supplement the topic with applied, real-world knowledge? Give them specific research topics, then have them conduct another presentation.
- Were their presentation skills poor? Use video analysis, or demonstrate alternate methods of presenting that better utilize their personal teaching style.
- Were they poorly prepared for the presentation? Review proper methods, and give them additional time to prepare before the next presentation.

Practical Application Guide

IN-WATER TEACHING PRESENTATIONS

Objectives

1. Demonstrate the ability to organize, prepare, and perform an in-water presentation on skills assigned from an SSI Training program
2. Include each key point from the In-Water Teaching Evaluation form in their presentation
3. Supplement the skill descriptions with information applicable to real-world diving situations
4. Achieve a minimum passing score as defined on the In-Water Teaching Evaluation form

I. SUGGESTED DURATION

The presentation, including briefing and debriefing, and evaluation should take about 15-30 minutes per candidate, depending on the amount of evaluation required.

- The actual duration with vary, depending on the ability and comfort of your candidates.

II. PREPARATION

A. REQUIRED EVALUATIONS

Use this Practical Application Guide to conduct the following Practical Application Sessions:

- Practical Application 6: Pool/Confined Water Presentation - Open Water Diver Skill
- Practical Application 7: Pool/Confined Water Presentation - Perfect Buoyancy (may be conducted in the open water)
- Practical Application 11: Pool/Confined Water Presentation - Open Water Diver Emergency Skill
- Practical Application 12: Pool/Confined Water Presentation - Diver Stress and Rescue
- Practical Application 13: Open Water Presentation - Open Water Diver Skills

Each Assistant Instructor candidate must successfully pass at least one pool/confined water evaluation on a skill from each of the following programs:

- Open Water Diver
- Perfect Buoyancy (may be conducted in open water)

Open Water Instructor candidates must also successfully pass at least one pool/confined water evaluation on a skill from each of the following programs:

- Open Water Diver (emergency skills)
- Diver Stress and Rescue

Open Water Instructor candidates must also successfully pass at least one open water evaluation on two skills from the following program:

- Open Water Diver (one basic skill combined with one emergency skill)

NOTE: Emergency Buoyant Ascents are not permitted during open water training.

B. ASSIGNING SKILLS

- Assign skills to your candidates before the evaluation begins so that they have time to review the instructor manual and skill descriptions.

- Ensure they have enough time to properly prepare their presentation.
- For the first in-water presentation, only non-emergency skills must be assigned. The second presentation (Open Water Instructors) must be on an emergency skill from the Open Water Diver program.

C. SCHEDULING

- Each presentation should take approximately 15-30 minutes to complete.
- Increase the length of the presentation to clarify any details or weaknesses.

D. GROUP STRUCTURE

- The presentation should include the candidate, a certified assistant, and at least two students. The students should be played by certified assistants or other candidates.
- You may act as a student if necessary to ensure an appropriate class size, but this is not recommended since it makes it more difficult to properly evaluate the candidate.
- Give each candidate their roles as student or instructor when you assign the topics.

III. ADDITIONAL MATERIALS

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

A. CANDIDATE

- Training aids appropriate to the topic
- Cue cards or wetnotes, and slates (optional)

B. INSTRUCTOR

- Program-specific Instructor Manual (digital version is recommended)
- In-Water Teaching Evaluation form and criteria
- In-Water Teaching Evaluation slate
- Training Records
- Whiteboard and markers (optional)

IV. ASSIGNING PROBLEMS

- Each student under the candidate's supervision should be assigned a problem commonly experienced by students practicing the skill.
- Problem selection is at your discretion, and no student should receive more than one problem per presentation.
- The problems should be realistic for the given skill, and should be easily corrected if the candidate recognizes the problem and provides the appropriate corrective action.
- Students must not create their own problems, and should show immediate improvement once the candidate identifies and corrects the problem.

V. HOW TO CONDUCT THE PRACTICAL APPLICATION SESSION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this session, how it will be conducted, and how the candidate's performance will be evaluated.

- Briefly review the objectives of the evaluation, and allow your candidates to conduct their presentations.

B. CANDIDATE GOALS

- They must be able to conduct the presentation in a manner that is logical, informative, and engaging.
- They should learn about their students' goals and experiences, and adapt the presentation accordingly.
- The presentation should follow the basic structure outlined on the evaluation form, and use appropriate training aids and real-world examples that enhance the presentation.

C. EVALUATION FORM AND CRITERIA

- Use the In-Water Teaching Evaluation form and criteria to evaluate the candidate's performance.

- All candidates must earn a minimum score of 32 points at least once for each pool/confined water evaluation.
- Open Water Instructor candidates must earn a minimum score of 30 points at least once for each open water evaluation.

- They must earn a minimum score of 5 points for each subsection of the evaluation form.
- There are three categories on the In-Water Teaching Evaluation form that must receive a score of 2 or higher, or the entire evaluation is failed.

D. POSSIBLE WEAKNESSES

The candidate may require individual evaluation and remedial training for many reasons, including:

- Did they fail to provide value to the skill, or provided an incomplete presentation? Review the skill descriptions and have them conduct another presentation.
- Were their presentation skills poor? Use video analysis, or demonstrate alternate methods of presenting that better utilize the candidate's personal teaching style.
- Did they miss the problem, or did they provide an incorrect response? Provide feedback and practical examples of how to respond correctly.

IN-WATER SKILLS WORKSHOP

Objectives

1. Demonstrate each component of the Try Scuba program and Scuba Rangers program (academic, equipment assembly and in-water demonstrations), using the program-specific cue cards and available training aids

2. Describe the process for conducting a Scuba Skills Update

3. Perform all of the skills listed on the Open Water Diver cue cards with demonstration-level quality in a pool/confined water setting

4. Perform all of the skills listed on the Diver Stress and Rescue cue cards with demonstration-level quality in a pool/confined water setting

5. Score an average of 2 points for each skill as outlined on the In-Water Teaching Evaluation slate

I. SUGGESTED DURATION

The workshop and evaluation should take about 1.0 hour per candidate, depending on the amount of evaluation required.

- The actual duration may vary, depending on the ability and comfort of your candidates.

II. PREPARATION

A. REQUIRED WORKSHOPS

Use this Practical Application Guide to conduct the following Practical Application Sessions:

- Practical Application 4: Workshop - Try Scuba and Scuba Rangers
- Practical Application 5: Workshop - Open Water Diver and Scuba Skills Update
- Practical Application 10: Workshop - Diver Stress and Rescue Skills

Each Assistant Instructor candidate must successfully pass at least one workshop on all the skills from each of the following programs:

- Try Scuba and Scuba Rangers
- Open Water Diver and Scuba Skills Update

Open Water Instructor candidates must also successfully pass at least one workshop on all the skills from:

- Diver Stress and Rescue

III. OVERVIEW

Describe your expectations for this session, how it will be conducted, and how the candidate's performance will be evaluated.

- Assistant Instructors are qualified to teach and issue recognition cards for Try Scuba, Scuba Rangers, and the Scuba Skills Update program, so they must be familiar with how your dive center conducts each program.
- They must be able to simulate a Try Scuba or Scuba Rangers program using the approved training materials. Each candidate must use one or more training aids to demonstrate a component of the applicable program (e.g. a flip chart, skill demonstration, or post-dive counseling).
- The format and execution of the applicable program should be adapted to meet the needs and training environment of your dive center, training schedule, and customer base.
- If their students have difficulty completing the skill, the instructor must be able to identify any errors, and provide advice and alternate methods of completing the skill.
- They must be able to perform the skills at a demonstration-level quality by the end of each workshop, ideally while neutrally buoyant in the diving position.

Demonstration-Level Quality:

The skill exercise is completed without pauses or mistakes, and can be repeated without noticeable effort. Each key point of the skill is clearly identified and demonstrated during the exercise with pauses for emphasis.

IV. ADDITIONAL MATERIALS

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

- Total Diving System
- SSI Open Water Diver and Diver Stress and Rescue program cue cards (recommended)
- Skill videos (optional)

A. INSTRUCTOR

- SSI Open Water Diver and Diver Stress and Rescue program cue cards
- In-water Evaluation slate
- Evaluation form and criteria
- Video camera (optional)
- Training Records

V. ASSIGNING SKILLS

- Assign skills to your candidates before each workshop begins so that they have time to review the skill descriptions and videos.
- SSI recommends assigning simple skills first to increase the candidates' confidence, then gradually increasing the complexity.
- Ensure they have enough time to prepare a demonstration-level quality skill presentation.

VI. HOW TO CONDUCT THE WORKSHOP

The format of the workshop depends on your candidate's abilities, the program schedule, and the training environment.

- Briefly review the objectives of the workshop, and allow your candidates to conduct their skill presentations.
- Review the process for conducting the Scuba Rangers and Scuba Skills Update programs at your dive center, and allow the candidates to discuss how they would conduct each program.

NOTE: The candidate can also co-teach at least one complete Try Scuba or Scuba Rangers program to meet the requirements for this Practical Application. The SSI Training Standards must be followed at all times.

VII. EVALUATING THE WORKSHOP

- Allow the candidates to review their performance, and remind the candidates that these sessions are learning experiences.
- Use the skill descriptions from the applicable instructor manual and the In-Water Teaching Evaluation Slate to evaluate

the candidate's performance.

- They must score an average of 2 points for each skill to successfully complete this workshop.

Practical Application Guide
DIVE GUIDE WORKSHOPS

Objectives

1. Assign a dive scenario to a Dive Guide candidate that includes typical diver profiles, dive sites, and environmental conditions
2. Use the Dive Briefing Evaluation form and criteria to evaluate a Dive Guide candidate's dive briefing
3. Use the Dive Guiding Evaluation form and criteria to evaluate a Dive Guide candidate's dive guiding performance
4. Evaluate the Dive Guide candidate within ± 3 points of the instructor's score for each evaluation

I. SUGGESTED DURATION

Each workshop and evaluation should take about 20-45 minutes per candidate, depending on the amount of evaluation required.

The actual duration with vary, depending on the ability and comfort of your candidates.

II. PREPARATION

A. REQUIRED WORKSHOPS

Use this Practical Application Guide to conduct the following Practical Application Sessions:

- Practical Application 14: Workshop - Dive Briefing Evaluation
- Practical Application 15: Workshop - Dive Guiding Evaluation

Dive Guide Instructor candidates must successfully complete at least one evaluation of a Dive Guide candidate on each of the following topics:

- Dive Briefing
- Dive Guiding

B. ORGANIZATION

The Dive Briefing and Dive Guiding evaluations may be combined or conducted separately.

Assign roles to each person participating in the workshop:

1. Instructor - the Instructor Trainer conducting the Instructor Training Course.
2. Open Water Instructor candidate - the candidate actually being evaluated during the workshop.
3. Dive Guide candidate - a simulated Dive Guide candidate who will be evaluated by the Open Water Instructor candidate.
4. Divers - additional candidates, certified assistants, or certified divers who will be supervised by the Dive Guide candidate.

C. ASSIGNING SCENARIOS

- The Open Water Instructor candidate should assign a typical open water dive scenario, including dive site features, diver profiles, and environmental and dive conditions, to their Dive Guide candidates before the evaluations begin so they have time to research and prepare their presentation.

D. SCHEDULING

- This session can be conducted using a shortened dive scenario (10--15 minutes), or using a full-length dive scenario, depending on available training time and the number of candidates.
- The Dive Briefing Evaluation should be conducted immediately prior to the Dive Guiding Evaluation, but may be conducted at any time prior to the actual dive at the instructor's discretion.

E. LOCATION

- The dive briefings can be conducted on-site, or in an appropriate classroom environment.
- Ensure that the location is free from distractions and has the required training materials to conduct the evaluation.
- The Dive Guiding Evaluation must be conducted in an actual open water environment.

F. GROUP STRUCTURE

- The scenario should include the Dive Guide candidate and at least two divers. The divers should be certified assistants, other candidates role-playing as students, or certified divers.
- The Open Water Instructor candidate may act as a diver if necessary to ensure an appropriate class size, but this is not recommended since it makes proper evaluation more difficult.

III. ADDITIONAL MATERIALS

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

A. CANDIDATE

- Dive Briefing slate
- Dive Guiding Evaluation slate
- Dive Guide Instructor Manual
- Applicable evaluation forms and criteria

B. INSTRUCTOR

- Dive Guiding Evaluation slate
- Dive Guide Instructor Manual
- Applicable evaluation forms and criteria
- Video camera (optional)

IV. ASSIGNING PROBLEMS

- For the Dive Guiding workshop, the Open Water Instructor candidate should assign a problem commonly experienced by divers during a typical dive scenario to each diver under the Dive Guide candidate's supervision.
- Problem selection is at the Open Water Instructor candidate's discretion, and no diver should receive more than one problem per scenario.
- The problems should be realistic for the given scenario, and should be easily corrected if the Dive Guide candidate recognizes the problem and provides the appropriate corrective action.
- Divers must not create their own problems, and should show immediate improvement once the problem is corrected by the candidate.

V. HOW TO CONDUCT THE WORKSHOP

The format of the workshop depends on your candidates' abilities, the program schedule, and the training environment.

- Briefly review the objectives of the workshop, and allow the Open Water Instructor candidates to conduct their evaluations.
- Use the evaluation form and criteria to evaluate the Dive Guide candidate's performance at the same time as the Open Water Instructor candidate.

VI. EVALUATING THE WORKSHOP

A. EVALUATING THE DIVE GUIDE CANDIDATE

- The Open Water Instructor candidate should evaluate the Dive Guide candidate's performance using a line-by-line review of the evaluation form.
- They should conduct the evaluation and provide feedback as if they were a certified Open Water Instructor.

B. EVALUATING THE OPEN WATER INSTRUCTOR CANDIDATE

- Compare the two copies of the evaluation form and provide feedback to your Open Water Instructor candidate.
- Identify any discrepancies, and provide feedback as necessary.
- Your Open Water Instructor candidate's total score for the evaluation should be within ±3 points of your total score for each evaluation.

Open Water Instructor
FINAL REVIEW

I. PRACTICAL APPLICATION

By the end of this program, you must be confident that each candidate can use the SSI Total Teaching and Education Systems, and has professional-level knowledge of all the programs they will be qualified to teach.

They must have demonstrated the ability to deliver effective academic teaching presentations, and safe and professional in-water teaching abilities.

- They must successfully complete all practical application sessions listed in this manual.
- They must meet the minimum passing scores listed on each evaluation form.
- They must demonstrate skills at a demonstration-level quality for each workshop.

II. FINAL REVIEW

- Discuss the candidate's overall performance during the program. Stress again that the combination of training and experience is the only way to become a safe and confident dive professional.

III. FINAL RECORD KEEPING

- At the end of the program the candidate must have successfully completed all academic and pool/confined water sessions, evaluations, and all open water training dives.
- The appropriate sections of the Training Record must be signed and dated by the instructor and candidate.

IV. ADMINISTRATIVE REQUIREMENTS

- Upon completion of the Instructor Training Course, send the candidate's Instructor Training Record with all required documents to the local SSI Service Center.
- Upon completion of the Instructor Training Course, candidates may participate in an Instructor Evaluation. The Instructor Evaluation must be conducted within six (6) months of the completion of the Instructor Training Course.
- If it has been more than six (6) months, an Instructor Trainer will need to conduct a reevaluation to determine if the candidate still has proficient knowledge and skills before attending an Instructor Evaluation.

Preface
INSTRUCTOR CONTENT

This section contains:

1. Minimum requirements for candidates and instructors (See the SSI Standards for a detailed list)
2. Suggestions for how to teach the program
3. A list of administrative requirements and scheduling suggestions for the program

I. PROGRAM OBJECTIVES

The SSI Instructor Evaluation assesses the knowledge and skills necessary to organize and conduct entry-level scuba training courses, and the specialty programs taught by SSI Open Water Instructors.

II. DEPTH LIMITATIONS

- The maximum depth for pool/confined water training is 5 meters.
- All open water training dives must be conducted at depths between 5 and 40 meters.

III. CANDIDATE PREREQUISITES

- Must have passed an Instructor Training Course, or have completed an Instructor Crossover program (dive professionals from non-recognized agencies).
- Be an Open Water Diver or higher for at least six (6) months prior to starting the Instructor Evaluation.

IV. CANDIDATE PREPARATION

- Register and pay for the program.
- Upload all required documents in MySSI.

V. ADMINISTRATIVE REQUIREMENTS

- The dive center should verify that the required documentation is uploaded into the candidate's MySSI account.
- The applicable SSI Service Center will verify the candidate's eligibility prior to starting the program.

A. INSTRUCTOR CERTIFIER REQUIREMENTS

- Review each candidate's documentation, and print the Instructor Evaluation training record for each candidate prior to the program start date, and verify that their documentation is uploaded and current.
- Discuss the Instructor Evaluation with the Instructor Trainer or dive center prior to the start date, and ensure that requirements for the training location, training aids, cylinder fills, etc. are understood and agreed upon by each responsible party.
- The schedule for the Instructor Evaluation should be given to the candidates at least one week prior to the start date.
- Request copies of the final exam and Evaluation Topic sheets from the SSI Service Center.

VI. COMPLETION REQUIREMENTS

- Upon completion of the Instructor Evaluation, the candidate and the Instructor Certifier must sign and date the appropriate parts of the candidate's training record.
- The Instructor Certifier must send the candidate's completed training record and signed Open Water Instructor final exam to the applicable SSI Service Center.
- The Instructor Certifier may keep the completed Evaluation forms as long as the training records are signed.
- The SSI Service Center decides who maintains the training record of candidates that fail the Instructor Evaluation.

VII. UNITS AND MEASUREMENTS

- Time is calculated in minutes: seconds - e.g. 1 minute and forty-five seconds = 1:45
- Length and depth are measured in meters
- Volume is measure in liters
- Depth is measured in bar or meters: 10 meters of seawater (msw) = 1 bar
- Pressure is measured in bar

VIII. TERMINOLOGY

To keep terminology simply and clear, this manual often uses generic terms in place of detailed lists or titles. If necessary, the specific title will be used to further clarify a concept or subject.

- The words "Instructor" or "you" refer to the Instructor Certifier completing the Instructor Evaluation.
- "Dive center" refers to any active status SSI Dive Center, Dive Resort, Dive Boat or Dive School.
- "Dive professional" refers to any dive professional in active status with SSI.
- "Candidate" refers to the candidate participating in the Instructor Evaluation.

IX. PROGRAM MATERIALS

You must have the following training materials prior to starting the Instructor Evaluation.

- Instructor Evaluation Training Records
- In-Water Teaching Evaluation Slate

Evaluation Forms and Criteria

There should be at least one copy of each Evaluation form for each candidate participating in the program, and additional copies should be available.

- SSI Education System Evaluation Form and Criteria
- Academic Teaching Evaluation Form and Criteria
- In-Water Teaching Evaluation Form and Criteria
- Dive Guiding Evaluation Form and Criteria
- Dive Briefing Evaluation Form and Criteria
- Professionalism Evaluation Form and Criteria (optional)

Exam

- Open Water Instructor Final Exam – Versions A and B in the appropriate language
- 100-Question Answer Sheets and Instructor Answer Key

Training Aids

- Instructor Evaluation PEGs (optional)
- Evaluation Topic sheets for the candidates
- Professional-Quality Total Diving System according to the SSI General Training Standards, including Equipment Service Program tags
- Appropriate training aids for the SSI Education System Evaluation
- Internet access (recommended)

X. SCHEDULING AND ORGANIZATION

A. COMPONENTS OF THE SSI INSTRUCTOR EVALUATION

Like the Instructor Training Course, the Instructor Evaluation can be adapted to a range of scheduling options, based on the number of candidates, training environment, and what resources you have available.

Each candidate must successfully complete the following:

- Score at least 90% on the Open Water Instructor Final Exam.
- Score at least 30 points on the SSI Education System Evaluation.
- Score at least 36 points on a teaching presentation from one of the following programs: Open Water Diver, Enriched Air Nitrox, Diver Stress and Rescue, or Dive Guide.
- Score at least 32 points on a pool/confined water presentation from the Open Water Diver program.
- Score at least an average of 2.0 points on the Open Water Diver Skills Demonstration (three skills in the pool/confined water).
- Score at least 2 points on the Diver Stress and Rescue Skills Workshop (one skill).
- Score at least 30 points each on an open water presentation of two skills from the Open Water Diver program.
- (Optional) Score at least 24 points on the SSI Professionalism Evaluation.

B. CHOOSING EVALUATION TOPICS

SSI has created a set of twelve Evaluation Topic sheets that must be used if they are available in the candidate's language. Let the candidates randomly select their sheet, or you can determine which sheet is given to each candidate. Ensure that you know which candidate is assigned which sheet, so you can reference them during their presentations.

C. DURATION

You must consider as many factors as possible when preparing the schedule for your Instructor Evaluation, and allow sufficient time for candidate preparation.

A single day may be sufficient if there are only one or two candidates in the Instructor Evaluation, but a two-day schedule is usually more effective and less challenging for you and the candidates.

NOTE: We do not recommend conducting the Instructor Evaluation over several days (e.g. two weekends), or with several days between sessions. You will be able to evaluate the candidate's true abilities more effectively over two consecutive days.

XI. SUGGESTED TWO DAY SCHEDULE

The following schedule is the minimum suggested duration for conducting an Instructor Evaluation with four candidates. This schedule only includes time spent actively conducting the program, does not include breaks or travel time.

A. DAY 1

- Introductions and Overview: 0.5 hours
- Open Water Instructor final exam: 2 hours
- Pass out Evaluation Topic sheets and preparation time: 1.5 hours
- Pool/Confined Water Evaluation, Open Water Diver Skills Demonstration, and Diver Stress and Rescue Skill Demonstration: 2.5 hours

Total Duration: 6.5 hours

B. DAY 2

- Open Water Evaluation: 2 hours
- Academic Evaluation: 1.5 hours
- SSI Education System Evaluation: 2 hours
- Final Performance Review: 1 hour

Total Duration: 6.5 hours

XII. TEACHING ARRANGEMENTS

The Instructor Evaluation should effectively simulate real-world teaching situations, both in the classroom and in the water.

To increase the value of your candidate's experience, we recommend using the following structure for the in-water presentations:

- One candidate acting as the instructor
- One assistant
- Two students

A. ROLE PLAYING

If there are enough candidates in your Instructor Evaluation, you should assign the roles of assistant and students to other candidates. If necessary, other staff members or dive professionals can act/fill in these roles if they have the necessary qualifications.

NOTE: You or the Instructor Trainer should only participate in the Instructor Evaluation if absolutely necessary to provide a high-quality evaluation experience for the candidates.

XIII. INSTRUCTOR OVERVIEW

A. INTRODUCTION

The SSI Instructor Evaluation is the final phase of the Instructor Training Course. It must be used to evaluate Open Water Instructor candidates before they are issued the Open Water Instructor certification and the Specialty Instructor certifications for Advanced Adventurer, Enriched Air Nitrox, Diver Stress and Rescue, and Dive Guide.

This manual is structured to give clear guidelines and suggestions for conducting evaluations, analyzing the candidate's level of skill, knowledge, and ability, and how to determine whether the candidate passes or fails the Instructor Evaluation.

B. GENERAL CONSIDERATIONS

- The Instructor Evaluation is an evaluation process, not a teaching process. You must evaluate the candidate's performance and determine whether they are qualified for the Open Water Instructor certification.
- You are encouraged to give feedback and suggestions to the candidate, but should not be teaching or introducing new material during the Instructor Evaluation.
- The Instructor Evaluation is also an opportunity to evaluate the teaching ability of the Instructor Trainer, as their candidate's abilities are a direct reflection of their teaching and evaluation process.

C. ATTITUDE OF THE INSTRUCTOR CERTIFIER

- Your Instructor Certifier certification is of the highest certifications offered by SSI.
- Your appearance, performance, and actions represent the entire SSI organization, not just your dive center.
- Your equipment and training aids must be in perfect working condition, and follow the SSI requirements exactly.
- You should identify how candidates can pass the Instructor Evaluation, and avoid looking for reasons to fail them.

D. INSTRUCTOR TRAINER PARTICIPATION AND SCORING

- You must follow this manual as closely as possible to avoid the appearance of subjectivity or favoritism.
- The Instructor Trainer may attend the Instructor Evaluation at your discretion.
- You may also decide when and how to announce their scores for each candidate during the Instructor Evaluation.

XIV. THE ART OF EVALUATING CANDIDATES

Evaluating Open Water Instructor candidates is a difficult process. You must quickly develop an impression of the candidate's abilities to train students, their personal aptitude, and how they cope with stress and unexpected situations and emergencies.

- Some candidates will be nervous about performing in the Instructor Evaluation, but perfectly capable of teaching students in a real-world environment. This must be considered if they have a weakness or failure point during the Instructor Evaluation.
- The Instructor Evaluation should challenge candidates, but you must not intentionally increase the stress level or difficulty of the Instructor Evaluation beyond what is described in this manual.
- A weakness in the candidate's performance does not necessarily mean that they have failed, but they must be able to meet all of the performance requirement of the Instructor Evaluation as outlined in this manual.

XV. PASS AND FAIL CRITERIA

If the candidate successfully completes each part of the Instructor Evaluation on the first attempt, they are qualified to become an Open Water Instructor, and can teach and issue certifications for the following programs:

- Open Water Diver
- Enriched Air Nitrox
- Diver Stress and Rescue
- Dive Guide

If the candidate fails one part of the evaluation:

- If a candidate fails one part of the evaluation (with the exception of the Open Water Evaluation), they can immediately repeat the failed part during the current Instructor Evaluation using another topic selected by the Instructor Certifier.
- If the candidate fails the Open Water Evaluation, they must repeat the entire Instructor Evaluation at a later date.

If the candidate fails more than one part of the evaluation:

- If the candidate fails two or more parts of the evaluation, they must repeat the entire Instructor Evaluation at a later date.
- They should review any weak areas and receive remedial training from an Instructor Trainer before retaking the Instructor Evaluation.
- The candidate will pay a reduced fee for their next Instructor Evaluation.

The Instructor Evaluation
INTRODUCTION AND OVERVIEW

I. PURPOSE

This session should be used to introduce yourself and any assistants to the candidates, and to describe the schedule, expectations, and sequence of the Instructor Evaluation. This increases the likelihood that the Instructor Evaluation will run smoothly and effectively, and that your candidates will be prepared for each part of the Instructor Evaluation before it begins.

II. INTRODUCTION

The beginning of the Instructor Evaluation is extremely important. Establish a lighthearted but professional tone of fun and enthusiasm, and do your best to ease the concerns of any candidates who may be excessively nervous or concerned.

If you are meeting the candidates for the first time, take a moment to introduce yourself and explain your qualifications and teaching experience, and personally greet each candidate.

Have each candidate introduce themselves, and try to learn everyone's name as quickly as possible. The candidates should make an effort to learn about their peers in the program, and give the following information during their introduction:

- Name
- Profession
- Number of years diving
- Affiliated dive center
- Favorite dive site or diving activity
- Reason for becoming an SSI Instructor

III. INSTRUCTOR EVALUATION OVERVIEW

The candidates should have already received the schedule for the Instructor Evaluation, but you should briefly review it again, and ensure that there are no questions, conflicts, or misunderstandings.

Include the following information:

- Start and stop times for each session
- Rules and expectations for the Instructor Evaluation
- Criteria for passing or failing
- Question and answer session

IV. ASSIGNING EVALUATIONS TOPICS

Give each candidate the sheet with their assigned topics. Each candidate should receive only one sheet, and you must remember which sheet is given to each candidate so you can ensure that they are preparing for the correct topic. You may also wait until after the final exam to avoid distracting the candidates.

THE OPEN WATER INSTRUCTOR FINAL EXAM

I. OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Complete the Open Water Instructor final exam with a passing score of at least 90%

II. SUGGESTED DURATION

The final exam generally takes about 1-1.5 hours. When you prepare the schedule for the Instructor Evaluation, include sufficient time to grade each exam and review the results with the candidate.

You should also have a plan for candidates who cannot finish the exam in the allotted time period.

III. PREPARATION

Once introductions are complete, and the Instructor Evaluation is ready to begin, you can start with the final exam. We recommend completing the exam early in the Instructor Evaluation, since this will help you identify any weak areas of knowledge.

A. PURPOSE

The purpose of the Open Water Instructor final exam is to objectively test the candidate's knowledge on a wide range of subjects related to SSI training programs. It consists of 100 questions, and includes sections on:

- Perfect Buoyancy
- Enriched Air Nitrox
- Diver Stress and Rescue
- Dive Guide
- General SSI Training Standards

B. RULES OF CONDUCT

Each candidate must individually take the entire exam without outside assistance. If necessary, separate the candidates, and remind them that they should stay quiet during and after the exam to avoid disturbing the other candidates.

If a candidate does not understand a question, or there is a language barrier, you may provide clarifying information to help explain the question and the possible answers, but you cannot help the candidate determine the correct answer.

IV. ADDITIONAL MATERIALS

A. PERMITTED TEST AIDS

Candidates are not permitted to use notes, instructor materials, or other test aids during the final exam. They are allowed to use:

- A calculator
- Blank paper for calculations
- SSI Enriched Air Nitrox Tables
- SSI Training Standards

NOTE: The digital versions of the Training Standards and Enriched Air Nitrox tables may be used, but you must ensure that the candidates do not access training materials to answer questions.

V. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated.

Give each candidate a copy of the Open Water Instructor final exam and a 100-Question Answer sheet, and allow them to take the exam.

B. EVALUATION

- The minimum passing score for the Open Water Instructor final exam is 90%.
- Collect the completed exams and grade them as soon as possible after the exam.
- If any candidates have failed the exam, tell them when they can retake the exam, and tell them which areas they should review.
- Candidates completing a re-exam must use the alternate version of the exam.

The Instructor Evaluation

SSI EDUCATION SYSTEM EVALUATION

I. EVALUATION OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Demonstrate in-depth knowledge of the entire SSI Education System
2. Correctly answer at least one question about each key point from the SSI Education System Evaluation form using appropriate training aids and real-world examples

II. SUGGESTED DURATION

This evaluation should take about 20-30 minutes per candidate if done on an individual basis.

We recommend conducting this evaluation one-on-one with each candidate, but it can also be conducted with a group of candidates at your discretion. If you do a group evaluation, you must ensure that each candidate's knowledge of the SSI Education System is evaluated fairly and equally with their peers.

III. PREPARATION

You should prepare a list that has multiple questions for each point on the SSI Education System Evaluation form, and determine which questions you will ask each candidate. The questions should be general enough to allow the candidate to think creatively about their answer, and should not have simple "yes" or "no" answers.

IV. ADDITIONAL MATERIALS

We recommend using the following training aids to help with this evaluation:

- Sample certification cards
- SSI promotional posters
- The SSI Total DiveLog
- The MySSI app and online portal
- SSI training records for Open Water Diver and Dive Guide programs
- Dive Guide Briefing and evaluation slates

V. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated.

Follow the SSI Education System Evaluation form and criteria, and ask at least one question for each key point to determine the candidate's level of knowledge.

B. CANDIDATE GOALS

- The candidate should be able to give a comprehensive answer to each question that demonstrates the scope of their understanding of the SSI Education System and how it applies to the question.
- Their answer should be in their own words, and not just a restatement of content from the SSI Total Teaching System.
- They should also be able to use real-world examples that define and clarify their answers.

C. EVALUATION FORM AND CRITERIA

- Use the SSI Education System Evaluation form and criteria to evaluate the candidate's performance.
- They must earn a minimum score of 30 points.

The Instructor Evaluation
ACADEMIC TEACHING EVALUATION

I. EVALUATION OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Demonstrate the ability to organize, prepare, and perform a short presentation on an assigned topic from an SSI training program
2. Include each key point from the six sections of the Academic Teaching Evaluation form in their presentation, and explain why the student must understand each point
3. Supplement the student materials with information applicable to real-world diving situations
4. Use appropriate training aids to enhance the student's learning experience
5. Achieve a minimum passing score as defined on the Academic Teaching Evaluation form

II. SUGGESTED DURATION

The presentation and evaluation should take about 15-20 minutes per candidate.

III. PREPARATION

Each candidate must successfully pass an evaluation on a topic from one of the following programs:

- Open Water Diver
- Enriched Air Nitrox
- Diver Stress and Rescue
- Dive Guide

A. SCHEDULING

- Each individual presentation should take approximately 12-15 minutes to complete.
- Presentations from the Dive Guide program may take longer, but should not exceed 30 minutes.

IV. ADDITIONAL MATERIALS

A. CANDIDATE

- Program-specific Instructor Manual (digital version is recommended) and Presentation Enhancement Guides
- A written outline of the presentation (recommended)
- Visual aids and training tools appropriate to the topic
- A laptop or smart device (optional)
- Whiteboard and markers (optional)

B. INSTRUCTOR

- Program-specific Instructor Manual (digital version is recommended)
- Academic Teaching Evaluation form and criteria
- Training Records
- Timing device

V. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated. Briefly review the objectives of the evaluation, and allow your candidates to conduct their academic presentations.

B. CANDIDATE GOALS

- Candidates must be able to conduct the presentation in a manner that is logical, informative, and engaging.
- They should learn about their students' goals and experiences, and adapt the presentation accordingly.
- The presentation should follow the basic structure outlined on the Academic Teaching Evaluation form, and use appropriate visual aids and real-world examples that enhance the presentation.
- It must go beyond a simple review of the topic, supplement the students' understanding of the material, and apply the topic to real-world diving scenarios.

C. EVALUATION FORM AND CRITERIA

- Use the Academic Teaching Evaluation form and criteria to evaluate the candidate's performance.

- They must earn a minimum score of 36 points.

- They must earn a minimum score of 5 points for each subsection of the evaluation form.
- There are two highlighted categories on the Academic Teaching Evaluation form that must receive a score of 2 or higher, or the entire evaluation is failed.

POOL/CONFINED WATER EVALUATION

I. EVALUATION OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Demonstrate the ability to organize, prepare, and perform an in-water presentation on a skill assigned from the Open Water Diver program
2. Include each key point from the In-Water Teaching Evaluation form in their presentation
3. Supplement the skill descriptions with information applicable to real-world diving situations
4. Achieve a minimum passing score as defined on the In-Water Teaching Evaluation form

II. SUGGESTED DURATION

The presentation and evaluation should take about 15-30 minutes per candidate.

III. PREPARATION

- The candidate must have enough time to properly prepare their presentation, based on the skill listed on their Evaluation Topic sheet.
- An equipment check should be completed before the presentation begins to ensure the candidate's equipment is in perfect condition and follows the SSI Equipment Service Program requirements.
- Any deficiencies should be noted and corrected before the evaluation begins.

A. GROUP STRUCTURE

- The presentation should include the candidate, a certified assistant, and at least two students. The students should be certified assistants, other candidates role-playing as students.
- You may act as a student if necessary to ensure an appropriate class size, but this is not recommended since it makes it more difficult to properly evaluate the candidate.
- Give each candidate their roles as student, assistant, or instructor when you assign the topics.

IV. ADDITIONAL MATERIALS

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

A. CANDIDATE

- Training aids appropriate to the topic
- Cue cards or wetnotes, and slates (optional)

B. INSTRUCTOR

- Program-specific Instructor Manual (digital version is recommended)
- In-Water Teaching Evaluation form and criteria
- In-Water Teaching Evaluation slate
- Training Records
- Whiteboard and markers (optional)

V. ASSIGNING PROBLEMS

- Each student under the candidate's supervision should be assigned a problem commonly experienced by students practicing the skill.

- Problem selection is at your discretion, and no student should receive more than one problem per presentation.
- The problems should be realistic for the given skill, and should be easily corrected if the candidate recognizes the problem and provides the appropriate corrective action.
- Students must not create their own problems, and should show immediate improvement once the candidate corrects the problem.

VI. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated. Briefly review the objectives of the evaluation, and allow your candidates to conduct their presentations.

B. CANDIDATE GOALS

- Candidates must be able to conduct the presentation in a manner that is logical, informative, and engaging.
- They should learn about their students' goals and experiences, and adapt the presentation accordingly.
- The presentation should follow the basic structure outlined on the evaluation form, and use appropriate training aids and real-world examples that enhance the presentation.

C. EVALUATION FORM AND CRITERIA

- Use the In-Water Teaching Evaluation form and criteria to evaluate the candidate's performance.

- They must earn a minimum score of 32 points.

- They must earn a minimum score of 5 points for each subsection of the evaluation form.
- There are three highlighted categories on the In-Water Teaching Evaluation form that must receive a score of 2 or higher, or the entire evaluation is failed.

The Instructor Evaluation
OPEN WATER DIVER SKILLS DEMONSTRATION

I. OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Perform at least three skills from the Open Water Diver program at demonstration-level quality

II. SUGGESTED DURATION

The presentation and evaluation should take about 15-30 minutes with a group of four candidates.

III. PREPARATION

- You should prepare a list of skills from the Open Water Diver program that you will assign to each candidate prior to starting the demonstration.
- You can decide whether to give the same skills to every candidate, or whether each candidate will demonstrate a different group of skills.
- One of the assigned skills for each candidate should be a surface skill.
- You should clearly assign an assistant if one is needed to demonstrate the skill.

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

IV. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated.

- Use hand signals to indicate which candidate should conduct their demonstration, and which skills they must demonstrate.

B. CANDIDATE GOALS

- Each candidate must be able to understand the hand signals, and immediately perform their assigned skill at demonstration-level quality.

Demonstration-Level Quality: The skill exercise is completed without hesitation or mistakes, and can be repeated without noticeable effort.

Each key point of the skill is clearly identified and demonstrated during the exercise with pauses for emphasis.

C. EVALUATION FORM AND CRITERIA

- Use the In-Water Teaching Evaluation Slate to evaluate the candidate's performance.

- They must earn at least 2 points for each skill.

- If the candidate fails, they may make a second attempt with three different skills.

The Instructor Evaluation

DIVER STRESS AND RESCUE SKILL DEMONSTRATION

I. OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Explain and perform at least one skill from the Diver Stress and Rescue program at demonstration-level quality

II. SUGGESTED DURATION

The presentation and evaluation should take about 10-15 minutes per candidate.

III. PREPARATION

- Each candidate is assigned a skill from the Diver Stress and Rescue program on their Evaluation Topic sheet.
- They should review the applicable instructor manual, and prepare a skill briefing and in-water demonstration following the In-Water Teaching Evaluation form.
- You should also assign an assistant to each candidate for their demonstration.

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

IV. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated.

B. CANDIDATE GOALS

- Each candidate must be able to give a skill briefing and in-water presentation of their assigned skill at demonstration-level quality.
- They must be able to clearly state each step in the skill in a logical sequence that follows the skill description from the instructor manual.

Demonstration-Level Quality: The skill exercise is completed without hesitation or mistakes, and can be repeated without noticeable effort.

Each key point of the skill is clearly identified and demonstrated during the exercise with pauses for emphasis.

C. EVALUATION FORM AND CRITERIA

- Use the In-Water Teaching Evaluation Slate to evaluate the candidate's performance.

- They must earn at least 2 points.

- If the candidate fails, they may make a second attempt with a different skill assigned by you.

The Instructor Evaluation
OPEN WATER EVALUATION

I. EVALUATION OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Demonstrate the ability to organize, prepare, and perform a single open water presentation that combines two skills assigned from the Open Water Diver program
2. Present their assigned skills in a natural and realistic sequence, based on the skill complexity, the SSI Comfort through Repetition philosophy, and the instructor manual for the Open Water Diver program
3. Include each key point from the In-Water Teaching Evaluation form in their presentation
4. Supplement the skill descriptions with information applicable to real-world diving situations
5. Achieve a minimum passing score as defined on the In-Water Teaching Evaluation form

II. SUGGESTED DURATION

The presentation and evaluation should take about 15-30 minutes per candidate, depending on the complexity of the skill.

III. PREPARATION

- The candidate must have enough time to properly prepare their presentation, based on the skills listed on their Evaluation Topic sheet.
- An equipment check should be completed before the presentation begins to ensure the candidate's equipment is in perfect condition and follows the SSI Equipment Service Program requirements.
- Any deficiencies should be noted and corrected before the evaluation begins.

A. GROUP STRUCTURE

- The presentation should include the candidate, a certified assistant, and at least two students. The students should be certified assistants or other candidates role-playing as students.
- You may act as a student if necessary to ensure an appropriate class size, but this is not recommended since it makes it more difficult to properly evaluate the candidate.
- Give each candidate their roles as student, assistant, or instructor when you assign the topics.

IV. ADDITIONAL MATERIALS

An accident management plan, first aid kit and emergency oxygen must be available at all times during any in-water training.

A. CANDIDATE

- Training aids appropriate to the topic
- Cue cards or wetnotes, and slates (optional)

B. INSTRUCTOR

- Program-specific Instructor Manual (digital version is recommended)
- In-Water Teaching Evaluation form and criteria
- In-Water Teaching Evaluation slate
- Training Records
- Whiteboard and markers (optional)

V. ASSIGNING PROBLEMS

- Each student under the candidate's supervision should be assigned a problem commonly experienced by students practicing the skill.

- Problem selection is at your discretion, and no student should receive more than one problem per presentation.
- The problems should be realistic for the given skill, and should be easily corrected if the candidate recognizes the problem and provides the appropriate corrective action.
- Students must not create their own problems, and should show immediate improvement once the candidate corrects the problem.

VI. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

Describe your expectations for this evaluation, how it will be conducted, and how the candidate's performance will be evaluated. Briefly review the objectives of the evaluation, and allow your candidates to conduct their presentations.

B. CANDIDATE GOALS

- Candidates must be able to conduct the presentation in a manner that is logical, informative, and engaging.
- They should learn about their students' goals and experiences, and adapt the presentation accordingly.
- The presentation should follow the basic structure outlined on the evaluation form, and use appropriate training aids and real-world examples that enhance the presentation.
- Both skills should be included in a single presentation as if they were conducting an in-water session from an actual Open Water Diver program. The presentation should include everything their students' need to complete both skills.

Example:

A skill presentation that includes a surface skill and a submerged skill should include a brief description of the process for transitioning from the surface to the desired depth, and what each participant will do after descending.

C. EVALUATION FORM AND CRITERIA

- Use the In-Water Teaching Evaluation form and criteria to evaluate the candidate's performance.

- They must earn a minimum score of 30 points for each skill.

- They must earn a minimum score of 5 points for each subsection of the evaluation form.

- There are three highlighted categories on the In-Water Teaching Evaluation form that must receive a score of 2 or higher, or the entire evaluation is failed.

The Instructor Evaluation

PROFESSIONALISM EVALUATION (OPTIONAL)

I. EVALUATION OBJECTIVES

By the end of this evaluation, the candidate must be able to:

1. Demonstrate the characteristics of an SSI Dive Professional as outlined on the Professionalism Evaluation form and criteria

II. SUGGESTED DURATION

It may be difficult to properly evaluate a candidate's professionalism in the limited time available during the Instructor Evaluation, so this evaluation may be waived at your discretion, or conducted as a part of each of the previous evaluations.

The Instructor Trainer should have already evaluated the candidate during the Instructor Training Course, so this evaluation is not a required component of the Instructor Evaluation.

III. HOW TO CONDUCT THE EVALUATION

A. INSTRUCTOR OVERVIEW

By the time they reach the Instructor Evaluation, your candidates are usually very familiar with the professional expectations required of SSI Dive Professionals. In some cases, you may have a candidate who does not meet these expectations.

In these situations, conduct a counseling session with the candidate as soon as possible after the issue occurs.

B. CANDIDATE GOALS

- Candidates must demonstrate the behaviors and characteristics expected of an SSI Dive Professional throughout the Instructor Evaluation.

C. EVALUATION FORM AND CRITERIA

- Use the SSI Professionalism Evaluation form and criteria to address the problem with the candidate, and give them the opportunity to correct their behavior.
- If the candidate fails to correct their behavior, or a new issue occurs, you can fail the candidate and require them to retake the entire Instructor Evaluation at a later date.
- Alternatively, you can conduct an additional counseling session with the candidate and their IT (if possible) to address the problem and determine the corrective actions.

The Instructor Evaluation
FINAL PERFORMANCE REVIEW

I. EVALUATIONS

By the end of the Instructor Evaluation, you must be confident that each candidate can use the SSI Total Teaching System and SSI Education System, and has professional-level knowledge of all the programs they will be qualified to teach.

They must have demonstrated their ability to deliver effective academic teaching presentations, and have safe and professional in-water teaching abilities.

- They must successfully complete all evaluations and skill demonstrations listed in this manual.
- They must meet the minimum passing scores listed on each evaluation form.
- They must pass the Open Water Instructor final exam with a minimum score of at least 90%.

You must personally decide whether each candidate has successfully met the criteria for earning the Open Water Instructor certification.

II. PERSONAL PERFORMANCE REVIEW

After completing the Instructor Evaluation, you should personally review each candidate's performance in an individual counseling session.

- Discuss any topics or areas where the candidate can improve their proficiency, but keep your discussion short and focused.
- Review the final exam and ensure the candidate understands any incorrect answers, then have the candidate sign the answer form to acknowledge the correct answers.
- You should also ensure that the candidate has logged each open water training dive, and sign their dive log or complete the signing process in their MySSI app.

A. FAILING THE INSTRUCTOR EVALUATION

If a candidate has failed, you should discuss what their next step should be. They may be ready to immediately take the next available Instructor Evaluation, or they may require remedial training from their Instructor Trainer. You may want to include the Instructor Trainer in this discussion.

Motivate them to continue trying by emphasizing the areas where they succeeded, and by showing them how much they have already accomplished.

III. ADMINISTRATIVE REQUIREMENTS

- The appropriate sections of the Instructor Evaluation Training Record must be signed and dated by you and the candidate.
- Send the candidate's training record and any required documentation to the responsible SSI Service Center.
- The Service Center will review the paperwork and issue the appropriate credentials.