PADI COURSE DIRECTOR
MANUAL

CONTENTS

SECTION ONE

STANDARDS AND PROCEDURES

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PADI Instructor Development

Overview

In the PADI System, PADI Divemasters train to become PADI Open Water Scuba Instructors in the PADI Instructor Development Course (IDC), and qualify by successfully completing the PADI Instructor Examination (IE). Beyond the IDC/IE, PADI Instructor development continues through education programs ranging from Specialty Instructor training to IDC Staff Instructor courses.

The instructor development process follows three basic paths, all of which apply the same IDC instructional system and performance requirements. PADI Divemasters can complete the entire IDC as a single program. Alternatively, PADI Divemasters may take the PADI Assistant Instructor (AI) course, which consists of key IDC components, then complete the OWSI (Open Water Scuba Instructor) program, which includes remaining IDC components. Finally, an instructor from a diver training organization other than PADI may qualify as a PADI Open Water Scuba Instructor by completing the OWSI program.

Candidates develop their instructor-level knowledge and skills in the IDC through independent study as well as live presentations and workshops conducted or supervised by a PADI Course Director. IDC Staff Instructors may also guide and assist candidates.

The IDC emphasizes development, not testing, and so provides a low-stress environment that frees candidates to learn from their errors and concentrate on knowledge and skill development. Candidates continue until they can reliably achieve the minimum performance requirements to progress beyond the IDC.

The Instructor Examination (IE) evaluates candidate teaching ability, dive knowledge, skills level, understanding of the PADI System, attitude, professionalism and other attributes required of PADI Instructors. IEs are conducted over at least two days by an Instructor Examiner using standardized, objective testing criteria. When these criteria are met, candidates achieve the PADI Open Water Scuba Instructor rating.

This two phase program – the development phase (IDC) conducted by PADI Course Directors and their instructor development staff; and the evaluative phase (IE) conducted by PADI Staff – is the most comprehensive and demanding of any in the dive industry. New PADI Instructors meet the most extensive requirements for learning and performance of any recreational diver certification organization.

IDC Standards

Independent Study

Candidates complete independent study through PADI *IDC eLearning.* Candidates may complete all independent eLearning prior to beginning the IDC, or they can start the IDC (or AI course/OWSI program) and complete independent study as they progress. This assures that candidates complete prerequisite study for subsequent presentations and workshops.

In certain circumstances, such as due to language availability, connectivity issues or special learning needs, *IDC eLearning* curriculum components may be covered in staff-led (Course Director or IDC Staff Instructor) sessions. Contact your PADI Regional Headquarters for guidance if you need to cover independent study material in class.

IDC Prerequisites

Note: See Section Two – Assistant Instructor (AI) Course for all AI course details and Section Three – Open Water Scuba Instructor (OWSI) Program for all OWSI program details.

1. **PADI Divemaster or:**
   - **an instructor member in good standing (renewed or eligible to renew) with another recognized recreational diver training organization.***
   - **have a leadership-level certification in good standing (renewed or eligible to renew) with another recognized recreational diver training organization;* 60 logged dives; documented experience in night diving, deep diving and underwater navigation.**

2. **18 years old**

3. **Medical clearance attesting to dive fitness signed by a physician within the previous 12 months, and have had no medical condition changes.**

4. **Certified diver for at least six months.**

5. **Completed the EFR Primary and Secondary Care course, or other qualifying training, within the last 24 months.**

   Note: Emergency First Response Instructor (or qualifying rating) is required for Open Water Scuba Instructor certification.

6. **If not a PADI Divemaster, successfully complete the PADI Divemaster course diver rescue skills assessment.**

7. **Documentation of any nonPADI qualifying entry level, advanced, rescue and leadership level certifications* as required.**

   *Contact your PADI Regional Headquarters with questions about eligibility or for more information.

Staff Qualifications and Supervision

Note: See Instructor Development Ratings in this section for rating details.

1. **An Active status PADI Course Director is present and in control of all IDC activities.**

2. **Teaching status PADI IDC Staff Instructors assist with the IDC.** They may conduct portions of the IDC under the direction of the Course Director.

3. At the Course Director's discretion, other personnel may assist with the IDC in nonteaching roles, such as assisting with logistics or other support functions. Other personnel may present nonIDC curriculum topics that may benefit candidates.

4. **All staff members must commit to role-model behavior regarding dive practices, skills, actions, attitudes and adhering to PADI Standards.**

Ratios

8:1   May add 8 candidates per Course Director/IDC Staff Instructor

For all water sessions (confined water and open water dives), have at least four people to role-play during teaching presentation practice and instructional workshops. Of the four, at least two are role-playing student divers. Role players may be other instructor candidates, instructional staff or certified divers.

Duration

As with all PADI programs, instructor development courses are performance-based. Course length may vary, depending on factors such as logistical considerations, candidate ability and the number of candidates in the course. To assure reasonable intervals for candidate/ staff interactions and assimilating learning, **the following minimum durations apply:**

When candidates complete *IDC eLearning*:

IDC: 6 days

When all curriculum delivered in live presentations:

IDC: 8 days

See Sample Schedules in the Appendix.

Instructor Candidate Materials

Required

The PADI Dive Center, Resort or Course Director conducting the course ensures that instructor candidates have, in their possession, a personal, current set of the following materials for study and use during the course and for reference afterward; unless the materials are not available in a language the candidate understands:

- **PADI *Instructor Manual***
- **PADI's *Guide to Teaching***
- **PADI *IDC eLearning***
- **PADI Peak Performance Buoyancy, Coral Reef Conservation and Project AWARE Specialty Course Instructor Guides**
- **PADI *Open Water Diver Manual* or *eLearning***
- **Recreational Dive Planner – RDP Table and eRDPML, including Instructions for Use booklets**
- **PADI Skill Practice and Dive Planning Slate**
- **Open Water Diver Quizzes and Exam booklet**
- **PADI *Advanced Open Water Diver Manual* or *eLearning***
- **PADI *Rescue Diver Manual* or *eLearning***
- **Rescue Diver Final Exams booklet**
- **PADI *Divemaster Manual* or *eLearning***
- **Divemaster Final Exams booklet**
- **Aquatic Cue Cards for Open Water Diver, Advanced Open Water Diver, Rescue Diver, Divemaster and Discover Scuba Diving**
- **Skill Development Preparation slate**
- ***The Encyclopedia of Recreational Diving***
- ***Diving Knowledge Workbook* or eRecord for Dive Theory Online**

Recommended

- All PADI diver videos
- PADI Specialty Diver manuals or eLearning
- Open Water Diver Course Prescriptive Lesson Guides
- Rescue Diver Course Prescriptive Lesson Guides
- Divemaster Course Lesson Guides

- *Discover Scuba Diving Participant Guide*
- Skill Evaluation Slate
- PADI Pro log book
- PADI *ReActivate eLearning*
- PADI *Freediver eLearning*
- PADI TecRec course materials

Course Director Materials

- **All required and recommended candidate materials**
- **PADI *Course Director Manual***
- **IDC Lesson Guides**
- **Knowledge Development Evaluation Form**
- **Confined and Open Water Evaluation Slate**
- **Skill Evaluation Slate**
- **Student Record File**
- **All educational and promotional materials for PADI courses and programs including, but not limited to, diver manual, diver and professional videos, digital products, Lesson Guides, instructor guides, quizzes and exams, diver slates, instructor slates, flip charts, log book sections, brochures and forms**

If some materials are not available in a language the instructor candidates or staff understand, it's strongly recommended that examples of those materials are available for candidates to see.

Equipment

All standard instructor and certified assistant equipment as listed in the PADI *Instructor Manual,* General Standards and Procedures section.

IDC Performance Requirements

1. **Complete the following PADI *IDC eLearning* curriculum components:**

   1 – Getting Started
   2 – Dive Theory for Dive Leaders
   3 – PADI System Overview
   4 – Learning, Instruction and the PADI System
   5 – Discover Scuba Diving and Experience Programs

      6 – The PADI Open Water Diver Course

      7 – Risk Management and Legal Considerations

      8 – Managing Risk

      9 – PADI Quality Management and Licensing

      10 – Introduction to Teaching Presentations

      11 – Conducting and Evaluating Knowledge Development

      12 – Confined Water Training

      13 – Open Water Training

      14 – Continuing Education and Leadership Courses

      15 – The Business of Diving

      16 – How to Teach the Recreational Dive Planner (RDP) – **required for crossover candidates;** optional for PADI Members

2. **Participate in the following IDC curriculum components:**

   - **Orientation**
   - **Dive Theory Workshop**
   - **PADI System Workshop**
   - **Learning and Teaching Workshop**
   - **Discover Scuba Diving Workshop**
   - **Open Water Dive Course Scheduling and Set Up Workshop**
   - **Risk Management and Licensing Workshop**
   - **Knowledge Development Presentation Workshop and Candidate Knowledge Development Presentations**
   - **Skill Development Workshop**
   - **Confined Water Training Workshop and Candidate Confined Water Teaching Presentations**
   - **Open Water Training Workshop and Candidate Open Water Teaching Presentations**
   - **Continuing Education Workshop**
   - **Advanced Open Water Diver Course Workshop**
   - **Rescue Diver Course Workshop**
   - **Sales Techniques Workshop**
   - **Course Close**

3. **Present at least three knowledge development teaching presentations, scoring a minimum of 3.4 on at least two, including:**

- at least one PADI Open Water Diver course presentation.
- at least one PADI continuing education course presentation with supporting student media.
- at least one PADI continuing education course presentation without supporting student media.

4. Present at least four confined water teaching presentations (wet), scoring a minimum of 3.4 on at least two. For one presentation, the candidate functions without a certified assistant.

5. Present at least two integrated (two skills) open water teaching presentations (wet), scoring a minimum of 3.4 on each skill for one presentation, including:

- at least one set of skills from the PADI Open Water Diver course.
- at least one set of skills from a continuing education course requiring a demonstration.
- at least one set of skills without a certified assistant.

6. Perform all 24 dive skills in the Skill Evaluation, scoring a minimum of 82 total points, with no individual score below 3 and with at least one underwater skill to a 5.

7. Score 75 percent on the PADI Systems, Standards and Procedures Exam and have any missed questions reviewed until mastery is achieved. Retest candidates scoring less than 75 percent.

8. Score 75 percent on all sections of the Dive Theory Exam and have any missed questions reviewed until mastery is achieved. Retest candidates scoring less than 75 percent.

9. Perform a 400 metre/yard continuous swim, without swimming aids and using any stroke or combination of strokes.

10. Perform a 10-minute tread, drown-proof, bob or float using no aids and wearing only a swimsuit.

11. In confined or open water, demonstrate with role-model quality the rescue of a simulated panicked diver at the surface.

12. In open water, demonstrate with role-model quality the rescue of a simulated unresponsive, nonbreathing diver at the surface.

13. In open water, participate in a scenario including:

- Surfacing a simulated unresponsive nonbreating diver
- Providing aid at the surface
- Exiting
- First aid on boat/shore including rescue breathing for and administering oxygen to the victim using a rescue breathing mask.

Administrative Procedures

IDC Registration Procedures

You, the Course Director, verify that candidates have met IDC requirements by signing the Instructor Certificate of Completion, and registering candidates with your PADI Regional Headquarters. **Send IDC registration packets to your PADI Regional Headquarters within seven days of program completion via a traceable mail or courier service.**

> **Exception:** If the IDC is completed within seven days of an IE, the registration packet can be given to the Instructor Examiner at the IE.

Registration Packet Contents

1. **Instructor Course Report Form.** List all instructor candidates, IDC Staff Instructor candidates, IDC Staff Instructors and Course Directors participating in the course.

2. **Instructor candidate registration forms for each candidate, including:**

   a. **Instructor Application**

   b. **Instructor Candidate Information and Training Record**

   c. **Photograph**

   d. **Medical clearance attesting to dive fitness signed by a physician within the previous 12 months.**

   e. **EFR Primary and Secondary Care course completion (or qualifying training) within the last 24 months.**

   f. **Documentation of any qualifying certifications issued by another recognized recreational diver training organization for entry level, advanced, rescue and leadership level.**

3. **IDC registration fee for each instructor candidate.** (See current PADI Price List.)

OWSI Certification

When candidates successfully complete the Instructor Examination (IE) their paperwork is verified and processed at their PADI Regional Headquarters. When all prerequisites and requirements are verified, including an EFR Instructor credential, the candidates are certified and gain Teaching status when insurance requirements are met. New instructors have renewed PADI Membership for the year in which they successfully complete an IE, but will need to renew their membership the following year.

Referral Procedures

If you, the Course Director, refer an IDC candidate to complete training at another location, make sure that all of the candidate's paperwork is up-to-date. **Provide the candidate with the following forms to give to the new Course Director:**

• **PADI Instructor Candidate Information and Training Record**

• **Instructor Application**

• **Medical Statement**

Keep copies of these forms on file. Referrals are valid for 12 months.

When receiving a referred instructor candidate, resume training in sequence after a preassessment of the candidate's skills and knowledge. At certification, submit the PADI Instructor Candidate Information and Training Record along with the instructor candidate's registration forms to your PADI Regional Headquarters.

Instructor-level Continuing Education Courses

Many PADI Course Directors and authorized dive centers and resorts offer other instructor-enhancement programs and seminars that prepare new instructors for active roles in the diving community. Participating in instructor-level continuing education gives candidates the opportunity to log dives to meet IE requirements and to practice teaching skills in preparation for attending an IE. In addition, it increases the number of courses they can offer as certified instructors.

Candidates may enroll in Specialty Instructor training courses after successfully completing a complete IDC, prior to the IE. (See Section 6 - Specialty Instructor Training Course for complete requirements.)

Course Location Requirements

Authorized PADI Dive Centers and Resorts

IDCs and IDC Staff Instructor courses are conducted at renewed PADI Five Star Career Development Centers (CDCs), Five Star Instructor Development Centers and Five Star Instructor Development Resorts. These facilities have met PADI's highest educational and retail standards, allowing instructor candidates to see many of the topics discussed in the course put into practice.

> **Note:** See Instructor Development Ratings in this section for rating details.

Alternate Locations

In some instances, instructor development programs are conducted at sites outside of authorized PADI Dive Center and Resorts through an application process, such as:

1. At a college or university that incorporate leadership-level diver training in their curriculum. See Career-Oriented College Diving Programs Director Guide on the PADI Pros' Site.

2. In new and developing market places where there are no authorized dive centers or resorts. See Alternate Location Application on the PADI Pros' Site.

IDCs proposed at these locations must not be advertised until the application is approved by your PADI Regional Headquarters.

Instructor Examination (IE)

Overview

The IE is an evaluative program that tests instructor candidates' teaching ability, dive theory knowledge, dive skills, understanding of the PADI System, and attitude and professionalism, to determine whether or not the candidate is sufficiently prepared to become a PADI Open Water Scuba Instructor.

PADI IEs are standardized evaluations, using objective criteria, that are overseen by PADI Regional Headquarters and PADI Instructor Examiners. Assuming all other requirements have been met, those who meet the IE performance requirements earn PADI Instructor certification. The requirements appear on the IE Candidate Statement of Understanding.

IE Prerequisites

1. **Successfully complete an IDC or OWSI program within 12 months of IE start date.**

2. **100 logged dives***

3. **PADI Instructor Certificate of Completion that has both IDC (OWSI program) completion date and dive experience sections signed by a PADI Course Director, or:**

   • **PADI IE Certificate of Participation from initial IE.**

   • **For a third IE, a PADI IE Certificate of Participation, plus written verification of prescribed remediation completion by an Active status Course Director.**

4. **PADI IE Enrollment form and fee.**

5. **Medical clearance attesting to dive fitness signed by a physician within the previous 12 months, and have had no medical condition changes.**

Exit Requirements

• **Emergency First Response Instructor (or qualifying certification)**

• **If CDC graduate, show proof of 100 logged dives*.**

*PADI Five Star Career Development Center (CDC) program candidates enrolled in five pre- or post-IDC courses or a six-week program may attend a PADI Instructor Examination with a minimum of 60 logged dives. For PADI Open Water Scuba Instructor certification they must meet the 100 logged dive requirement.

Examination Policy

IE candidates must complete all examinations independently and within the allotted time.

Exceptions

1. **Exam unavailable in language:** When the written exam is not available in the candidate's primary language, the candidate may be given 50 percent additional time to complete the exam. Notify the appropriate PADI Regional Headquarters in advance so the examiner can prepare the logistical adjustments.

2. **Learning disability:** Candidates with formally-diagnosed learning disabilities who otherwise meet the requirements for becoming PADI Instructors may have special accommodation during the IE, such as additional exam time. The nature of the accommodation depends upon the individual circumstances. Notify the appropriate PADI Regional Headquarters in advance and provide documentation from a credentialed health care practitioner or professional counselor that states that the candidate has been diagnosed with a learning disability. Examples of health care practitioners include, but are not limited to, medical doctors or psychologists. Requests are evaluated on an individual basis with a goal toward creating a positive environment that appropriately tests the candidate's knowledge and abilities.

If the IE is conducted in a language the candidate does not speak/understand, the candidate is responsible for providing and covering all costs for a translator for all segments of the IE.

Auditing Policies

PADI Instructor Development staff are welcome to audit/observe an IE as long as the evaluation process and providing a comfortable environment for candidates remains undisturbed. Any actions that adversely affect the evaluation process (including distracting the Instructor Examiner away from the candidates) may be cause for removal from the IE. **Presence in the IE is at the sole discretion of the Instructor Examiner (or PADI Regional Headquarters). The examiner may remove any individual from the IE for any reason.**

Auditing/observing a PADI IE is allowed as follows.

1. **Course Directors may audit the entire IE.**

2. **IDC Staff Instructors may observe the orientation and closing sessions. At the examiner's discretion, they may audit other portions (for example, when providing logistical support, translation services or other functions critical to the IE); but not the written exams.**

3. **No coaching/assisting candidates with any IE segment.**

4. **No video or streaming images at the IE.**

5. **Direct all candidate questions or concerns to the examiner.**

6. **Course Directors who would like to practice their evaluation skills during an IE must prearrange it with the examiner. Practice evaluation is done discreetly and scores are not shared with candidates.**

Instructor Development Ratings

IDC Staff Instructor

Course Prerequisites

> **Note:** See Section Five – IDC Staff Instructor Course guide for course details.

1. **Teaching status PADI Instructor for the current year.**

2. **PADI Master Scuba Diver Trainer.**

3. **Emergency First Response Instructor.**

4. **Agree to conduct all levels of diver training consistent with the standards and philosophy outlined in the PADI *Instructor Manual* and PADI's *Guide to Teaching.***

5. **Agree to use the PADI System and its components in their entirety.**

IDC Staff Instructor Duties

Teaching status IDC Staff Instructors are authorized to staff instructor development programs and teach PADI Assistant Instructor courses. They work closely with a PADI Course Director (CD) to develop instructor candidates' teaching abilities as well as shape their attitudes as dive professionals. As with PADI CDs, IDC Staff Instructors are also role models with regard to diver training and professionalism, and are responsible members of the dive community. IDC Staff Instructors counsel instructor candidates on improving skills and developing effective teaching presentations. As such, IDC Staff have a strong working knowledge of current PADI Standards, programs and procedures. IDC Staff Instructors are influential in instructor candidate development and conduct.

Training and Certification

The IDC Staff Instructor course is conducted in conjunction with an IDC and includes auditing an entire IDC or presenting all Assistant Instructor course components. IDC Staff Instructor candidates learn how to evaluate knowledge development, confined water and open water teaching presentations, as well as develop familiarity with the IDC curriculum.

When the CD verifies that all performance requirements are met, candidates apply for PADI IDC Staff Instructor certification by submitting a completed IDC Staff Instructor Application to their PADI Regional Headquarters.

Renewal

PADI IDC Staff Instructors maintain their rating by renewing PADI Membership annually. If PADI Membership lapses, they should contact their PADI Regional Headquarters to find out what requirements they need to meet before resuming IDC Staff Instructor responsibilities.

Course Director

The PADI Course Director rating is awarded to PADI Master Instructors who have successfully completed a PADI Course Director Training Course.

Course Prerequisites

1. **Teaching status PADI Master Instructor.**

2. **Renewed Emergency First Response Instructor Trainer.**

3. **PADI IDC Staff Instructor.**

4. **For 12 months before course start date:**

   a. **Have no verified quality assurance complaints.**

   b. **Conduct all levels of diver training consistent with PADI philosophy and as outlined in the PADI *Instructor Manual,* PADI Instructor Guides and PADI *Course Director Manual.***

   Exceptions: Any modification to PADI courses or programs must have been based solely on logistical or environmental considerations and have been approved by a PADI Regional Headquarters.

   c. **Exclusively use the PADI System of diver education for recreational diver training including the various PADI student manuals, PADI Instructor Guides and Lesson Guides, Instructor Cue Cards or slates, videos, digital products, quizzes and exams, Recreational Dive Planner, flip charts and/or workbooks, as available.**

   d. **Have taught PADI Diver courses exclusively.**

   Exceptions: Student divers referred from other certification organizations for completion of entry-level training or other courses not currently offered by PADI.

5. **Within 12 months of application:**

   a. **Score 83 percent in each of the required Dive Theory Exams.**

   Note: Completion of Dive Theory Online credits toward this requirement – eRecord verifies successful completion within 12 months. **Score must be 83 percent or higher on each section.**

   b. **Score 85 percent on the PADI System, Standards and Procedures Exam.**

6. **Completed one of the following options after becoming an IDC Staff Instructor:**

   a. **Staff two complete IDCs**

   b. **Staff one complete IDC; conduct one Assistant Instructor course; and staff one complete OWSI program**

   c. **Conduct two Assistant Instructor courses and staff two complete OWSI programs**

7. **PADI Dive Center or Resort work experience.**

8. **250 logged dives.**

9. **Meet other requirements as listed on the current application.**

Training and Certification

The PADI Course Director (CD) rating is the highest PADI professional certification. Course Director Training Course (CDTC) applicants meet stringent criteria involving experience in conducting PADI Instructor Development programs and demonstration of active leadership in the dive community.

The CDTC develops experienced instructors into entry-level instructor trainers through a process of development, practical application and evaluation. Conducted by PADI Staff, CDTCs are consistent, cutting-edge, and unparalleled in candidate support and fair evaluation. CD candidates also gain in-depth knowledge on PADI philosophy and their leadership role in the diving community. Those who meet CDTC performance requirements earn the PADI Course Director rating.

Applicants apply for a Course Director Training Course by submitting an application along with documentation supporting prerequisites to their PADI Regional Headquarters. Applicants are evaluated on selection criteria, ranked within the pool of applicants and notified once selections are made.

Course Director Duties

Active Status PADI Course Directors are authorized to conduct PADI courses for all certification levels, including instructor development programs.

> **Exceptions:** Specialty diver and instructor courses that require separate, specific specialty instructor or specialty instructor trainer ratings.

CDs also conduct IDC Staff Instructor courses, Status Updates, and apply for Specialty Instructor Trainer ratings after meeting certification requirements.

PADI CDs serve as role models for other PADI Members with regard to PADI instruction, diver training and professionalism. With this rating comes a responsibility to the dive community and an expectation of professional performance. **PADI Course Directors are held to the highest standards regarding the PADI Member Code of Practice.**

PADI Course Directors lead others with a positive attitude. They uphold PADI Standards and philosophies, keep current on standards changes and new programs and have the ability to explain these to others. A positive image and support of PADI in the dive community are hallmarks of a PADI Course Director.

Because education is an essential part of the "Four Es" provided to dive consumers (equipment, education, experience and environment), PADI Course Directors partner with PADI Dive Centers and Resorts to provide quality training programs at all levels. With a PADI CD on staff, PADI Five Star Instructor Development Centers and PADI Five Star Instructor

Development Resorts demonstrate their commitment to offering the highest caliber dive services and programs.

Building on their experience at the CDTC, Course Directors maintain a strong relationship with the PADI organization. PADI Members and staff rely on this relationship to gather and disseminate information regarding PADI educational programs. PADI Course Directors are among the dive community's most influential opinion makers. They play a critical role in shaping the attitudes and abilities of new dive educators, and, therefore, the future of diving.

Maintaining Rating and Renewal

PADI Course Directors maintain Active status (authorization to conduct instructor development programs) by agreeing to the terms of the PADI Course Director Active Status Contract, and by attending a Course Director Update every two years.

Emergency First Response Instructor Trainer

An EFR Instructor becomes an Emergency First Response (EFR) Instructor Trainer by attending an EFR Instructor Trainer course.

Course Prerequisites

1. **Renewed EFR Instructor (including Care for Children Instructor).**

2. **Have issued 25 EFR course completion cards (or taught at least five EFR courses).**

3. **Have no verified quality assurance issues within the past 12 months.**

EFR Instructor Trainer Duties

EFR Instructor Trainers are authorized to teach EFR layperson courses as well as the EFR Instructor course, Instructor Crossover Program and Instructor Retraining Program.

Renewal

Emergency First Response Instructor Trainers maintain their rating by renewing PADI Membership annually and by agreeing to read and implement EFR program changes as announced in the PADI *Training Bulletin.*

Renewing at the trainer level automatically renews the Emergency First Response Instructor rating. In instances where medical standards are revised, update training may be required.

Specialty Instructor Trainer

PADI Course Directors apply for Specialty Instructor Trainer ratings.

Prerequisites

1. **Active status PADI Course Director.**
2. **PADI Specialty Instructor certification for the specialty desired.**
3. **Agree to use the PADI Specialty Course Instructor Guide or submit a role-model instructor-authored outline to your PADI Regional Headquarters for review.**
4. **Submit a Specialty Instructor Trainer Application to your PADI Regional Headquarters for each specialty.**

Specialty Instructor Trainer ratings are renewed with annual membership renewal.

Only Active status CDs who are also instructor trainers in the specialty area are authorized to teach specialty instructor training courses. The trainer ensures that approved distinctive specialty course instructor outlines remain current and reflect changes in standards, programs and procedures.

PADI Freediver, TecRec and Public Safety Diving Instructor Development

PADI Instructor Development goes beyond PADI core courses and Emergency First Response. PADI Members can become instructor trainers for PADI Freediver, PADI TecRec and PADI Public Safety Diver courses. Pursuing instructor trainer ratings in these diverse areas allows PADI Course Directors and PADI Five Star Dive Center and Resort members to attract more candidates to their instructor development programs; and expand the training options their candidates have to offer diving consumers.

Log on to the related dedicated pages on the PADI Pros' Site and contact your PADI Regional Headquarters for more information.

PADI Dive Centers – Retail and Resort Affiliation

PADI Five Star Instructor Development Centers and Five Star Instructor Development Resorts

These are facilities that qualify to offer PADI Instructor-level training. These facilities demonstrate their strong commitment to developing dive professionals by providing educational programs from entry-level through instructor training as well as high-caliber dive experiences and customer service.

PADI Five Star Career Development Center (CDC)

CDC qualifications extend beyond Five Star Instructor Development Centers and Five Star Instructor Development Resorts by offering additional instructor-level training and meeting requirements for assisting dive leaders in reaching their educational and professional goals. PADI CDCs offer career-oriented training to prepare dive professionals for employment in the dive community as well as offering job placement assistance for program graduates. This additional commitment allows their instructor candidates to attend an IE with fewer than the required 100 logged dives.

PADI CDCs can also accept candidates in to the PADI Divemaster course with fewer than 40 logged dives, but not fewer than 20, if the candidates commit to completing an IDC including vocational training (six weeks, five pre- or post-IDC educational programs or a six-week vocational program) at the CDC. The divemaster course exit requirement of 60 logged dives remains. For candidates enrolled in the PADI Divemaster course with fewer than 40 dives, the PADI Five Star Career Development Center Graduate Registration Form (10507) must be submitted with the Divemaster Application once all course requirements have been met, including the 60 logged dives exit requirement.

When a Course Director is employed full or part-time, or has a teaching contract with a PADI Dive Center or Resort, the facility agrees to abide by points 1, 2 and 3 of the PADI Course Director Active Status Contract. (See Appendix)

ASSISTANT INSTRUCTOR COURSE

CONTENTS

PADI Assistant Instructor (AI) Course

Overview

The PADI Assistant Instructor course takes PADI Divemaster training a step further by teaching certified assistants how to introduce new knowledge and skills independently, or with minimal supervision. The course enhances abilities as an instructional assistant and provides candidates with practical experience in teaching knowledge and skill development portions of various PADI courses. Candidates also learn to conduct open water dives for the courses they can teach, such as the Peak Performance Buoyancy specialty. The course familiarizes candidates with PADI Standards, administrative requirements and certification procedures and prepares them for additional PADI Instructor training.

Becoming a PADI Assistant Instructor is a good option for PADI Divemasters who want to gain additional knowledge and skills before taking an IDC, or who must delay attending a complete IDC. Some individuals may find it helpful to become familiar with the PADI System through the assistant instructor course before going on to an OWSI program. Some assistant instructors may not become instructors for a variety of economical, educational and personal reasons, but still may work as dive professionals and hold key positions within the dive industry. They can provide many instructional and noninstructional services for dive centers and resorts, which allows instructors to concentrate on teaching core programs.

AI Course Standards

Independent Study

Candidates complete independent study through PADI *IDC eLearning.* Candidates may complete all independent eLearning prior to beginning the Assistant Instructor course, or they can start the course and complete independent study as they progress. This assures that candidates complete prerequisite study for subsequent presentations and workshops.

In certain circumstances, such as due to language availability, connectivity issues or special learning needs, *IDC eLearning* curriculum components may be covered in staff-led (Course Director or IDC Staff Instructor) sessions. Contact your PADI Regional Headquarters for guidance if you need to cover independent study material in class.

AI Course Prerequisites

1. **PADI Divemaster or:**

   - **an instructor member in good standing (renewed or eligible to renew) with another recognized recreational diver training organization***

   - **have a leadership-level certification in good standing (renewed or eligible to renew) with another recognized recreational diver training organization;* 60 logged dives; documented experience in night diving, deep diving and underwater navigation.**

2. **18 years old.**

3. **Medical clearance attesting to dive fitness signed by a physician within the previous 12 months, and have had no medical condition changes.**

4. **Completed the EFR Primary and Secondary Care course, or other qualifying training, within the last 24 months.**

5. **If not a PADI Divemaster, successfully complete the PADI Divemaster course diver rescue skills assessment.**

6. **Documentation of any nonPADI qualifying entry level, advanced, rescue and leadership level certifications* as required.**

   ***Contact** your PADI Regional Headquarters with questions about eligibility or for more information.

Staff Qualifications and Supervision

Note: See Section One – Standards and Procedures, Instructor Development Ratings for rating details.

1. **An Active status PADI Course Director or PADI IDC Staff Instructor conducts the AI course.**

2. **A Course Director or IDC Staff Instructor is present and in control of all AI course activities.**

3. At the Course Director's or IDC Staff Instructor's discretion, other personnel may assist with the AI course in nonteaching roles, such as assisting with logistics or other support functions.

4. **All staff members must commit to role-model behavior regarding dive practices, skills, actions, attitudes and adhering to PADI Standards.**

Ratios

8:1   May add 8 candidates per Course Director/IDC Staff Instructor

For all water sessions (confined water and open water dives), have at least four people to role-play during teaching presentation practice and instructional workshops. Of the four, at least two are role-playing student divers. Role players may be other instructor candidates, instructional staff or certified divers.

Duration

As with all PADI programs, AI courses are performance-based. Course length may vary, depending on factors such as logistical considerations, candidate ability and the number of candidates in the course. To assure reasonable intervals for candidate/staff interactions and assimilating learning, **the following minimum durations apply:**

When candidates complete *IDC eLearning*:

AI Course: 3 days

When all curriculum delivered in live presentations:

AI Course: 5 days

See Sample Schedules in the Appendix.

AI Candidate Materials

Required

The PADI Dive Center, Resort, Course Director and/or IDC Staff Instructor conducting the course ensures that candidates have, in their possession, a personal, current set of the following materials for study and use during the course and for reference afterward; unless the materials are not available in a language the candidate understands:

- **PADI Instructor Manual**
- **PADI's *Guide to Teaching***
- ***IDC eLearning***
- **PADI Peak Performance Buoyancy, Coral Reef Conservation and Project AWARE Specialty Course Instructor Guides**
- **PADI *Open Water Diver Manual* or *eLearning***
- **Recreational Dive Planner – RDP Table and eRDPML, including Instructions for Use booklets**
- **PADI Skill Practice and Dive Planning Slate**
- **Open Water Diver Quizzes and Exam booklet**
- **PADI *Advanced Open Water Diver Manual* or eLearning**
- **PADI *Rescue Diver Manual* or *eLearning***
- **Rescue Diver Final Exams booklet**
- **PADI *Divemaster Manual* or *eLearning***
- **Divemaster Final Exams booklet**

- **Aquatic Cue Cards for Open Water Diver, Advanced Open Water Diver, Rescue Diver, Divemaster and Discover Scuba Diving**
- **Skill Development Preparation slate**
- ***The Encyclopedia of Recreational Diving***
- ***Diving Knowledge Workbook* or eRecord for Dive Theory Online (eLearning)**

Recommended

- All PADI diver videos
- PADI Specialty Diver manuals or eLearning
- Open Water Diver Course Prescriptive Lesson Guides
- Rescue Diver Course Prescriptive Lesson Guides
- Divemaster Course Lesson Guides
- *Discover Scuba Diving Participant Guide*
- Skill Evaluation Slate
- PADI Pro log book
- PADI *ReActivate eLearning*
- PADI *Freediver eLearning*
- PADI TecRec course materials

Course Director/IDC Staff Instructor Materials

- **All required and recommended candidate materials**
- **PADI *Course Director Manual***
- **IDC Lesson Guides**
- **Knowledge Development Evaluation Form**
- **Confined and Open Water Evaluation Slate**
- **Skill Evaluation Slate**
- **Student Record File**
- **All educational and promotional materials for PADI courses and programs including, but not limited to, diver manual, diver and professional videos, digital products, Lesson Guides, instructor guides, quizzes and exams, diver slates, instructor slates, flip charts, log book sections, brochures and forms**

If some materials are not available in a language the instructor candidates or staff understand, it's strongly recommended that examples of those materials are available for candidates to see.

Equipment

All standard instructor and certified assistant equipment as listed in the PADI *Instructor Manual,* General Standards and Procedures section.

AI Course Performance Requirements

1. Complete the following PADI *IDC eLearning* curriculum components:

    1 – Getting Started

    3 – PADI System Overview

    4 – Learning, Instruction and the PADI System

    5 – Discover Scuba Diving and Experience Programs

    7 – Risk Management and Legal Considerations

    8 – Managing Risk

    9 – PADI Quality Management and Licensing

    10 – Introduction to Teaching Presentations

    11 – Conducting and Evaluating Knowledge Development

    12 – Confined Water Training

    13 – Open Water Training

    15 – Business of Diving – optional

    16 – How to Teach the Recreational Dive Planner (RDP) – **required for crossover candidates;** optional for PADI Members

2. Participate in the following IDC curriculum components:

    *   **Orientation**
    *   **PADI System Workshop**
    *   **Learning and Teaching Workshop**
    *   **Discover Scuba Diving Workshop**
    *   **Risk Management and Licensing Workshop**
    *   **Knowledge Development Presentation Workshop and Candidate Knowledge Development Presentations**
    *   **Skill Development Workshop**
    *   **Confined Water Training Workshop and Candidate Confined Water Teaching Presentations (wet)**
    *   **Open Water Training Workshop and Candidate Open Water Teaching Presentations (wet)**

- Sales Techniques Workshop – optional
- **Course Close**

3. **Complete the Diver Rescue assessment from the PADI Divemaster course in open water.**

4. **Present at least two knowledge development teaching presentations and score a minimum of 3.4 on one presentation.** One presentation from the Peak Performance Buoyancy course is recommended.

5. **Present at least two confined water teaching presentations (wet), scoring a minimum of 3.4 on one presentation. For one presentation, the candidate functions without a certified assistant.**

6. **Present at least one integrated (two skills) open water teaching presentation (wet) from the Peak Performance Buoyancy course, scoring a minimum of 3.4 on each skill.**

7. **Perform all 24 dive skills in the Skill Evaluation, scoring a minimum of 82 total points, with no individual score below 3.**

8. **Score 75 percent on the PADI Systems, Standards and Procedures Exam and have any missed questions reviewed until mastery is achieved. Retest candidates scoring less than 75 percent.**

Administrative Procedures

AI Course Certification Procedures

The PADI Course Director or IDC Staff Instructor conducting the candidate's final course session is the certifying instructor. **The certifying instructor ensures that the candidate meets all other certification requirements.**

To apply for certification, the PADI Course Director or IDC Staff Instructor submits the following to the local PADI Regional Headquarters:

- **Assistant Instructor application**
- **Instructor Candidate Information and Training Record documenting completed Assistant Instructor training segments**
- **Photograph and application fee**

Referral Procedures

To refer an Assistant Instructor candidate to complete training at another location, make sure that all of the candidate's paperwork is up-to-date. Provide the candidate with the following forms:

- **PADI Instructor Candidate Information and Training Record**
- **Medical Statement**

Keep copies of these forms on file. Referrals are valid for 12 months.

When receiving a referred AI candidate, resume training in sequence after a preassessment of the candidate's skills and knowledge. At certification, submit the PADI Instructor Candidate Information and Training Record along with the Assistant Instructor application to your PADI Regional Headquarters.

Course Location Requirements

Authorized PADI Dive Centers and Resorts

Assistant Instructor courses are conducted at renewed PADI Five Star Career Development Centers (CDCs), Five Star Instructor Development Centers, Five Star Instructor Development Resorts, Five Star Dive Centers and Five Star Dive Resorts. These facilities have met PADI's highest educational and retail standards, allowing assistant instructor candidates to see many of the topics discussed in the course put into practice.

> **Note:** See Section One - Standards and Procedures, Instructor Development Ratings for rating details.

Alternate Locations

In some instances, instructor development programs are conducted at sites outside of authorized PADI Dive Center and Resorts through an application process, such as:

1. At a college or university that incorporate leadership-level diver training in their curriculum. See Career-Oriented College Diving Programs Director Guide on the PADI Pros' Site.

2. In new and developing market places where there are no authorized dive centers or resorts. See Alternate Location Application on the PADI Pros' Site.

PADI Assistant Instructor courses proposed at these locations must not be advertised until the application is approved by your PADI Regional Headquarters.

OPEN WATER SCUBA INSTRUCTOR (OWSI) PROGRAM

CONTENTS

Open Water Scuba Instructor (OWSI) Program

Overview

The Open Water Scuba Instructor (OWSI) Program allows dive professionals to continue training to become PADI Instructors or to regain status as a PADI Instructor. There are different program options based three types of candidates:

1. PADI Assistant Instructors enroll to complete remaining IDC components in preparation for attending a PADI Instructor Examination (IE).

2. Scuba instructors from other recreational diver training organizations enroll to learn about the PADI System of diver education and prepare to attend an IE.

3. PADI Instructors who want to regain Teaching status due to lapse in membership or a required reorientation to PADI Standards (formerly called a Status Update) complete a customized program. PADI Course Directors are directed by the PADI Regional Headquarters to conduct a prescriptive OWSI program based on the instructor candidate's needs. These instructors may or may not be required to attend an IE to regain their PADI Instructor rating.

    Note: See Section One – Standards and Procedures, Instructor Examination for IE prerequisites.

For all instructor candidates, provide additional training for those who have difficulty meeting the performance requirements. They can improve by attending additional IDC curriculum presentations and receiving assistance to bolster dive theory knowledge.

Considerations for Certified Instructors

Assume that certified instructors taking the OWSI program have experience and teaching ability, so the program focus becomes less about developing teaching skill and more about overviewing the PADI System. Candidates will learn about or review PADI's educational approach, materials and philosophy, then work on adapting their instructional skills to conduct PADI courses.

Scuba instructors from other recreational diver training organizations may like what they see and choose to attend an IE to become PADI Instructors. The OWSI program prepares these candidates to effectively function as PADI Instructors, while giving them the background they need to prepare for the IE. Sometimes it's preferable for these instructor candidates to attend a complete IDC. Counsel and guide potential candidates regarding which course is most appropriate for them, basing advice on the individual's attitude, experience as an instructor, level of dive knowledge, diving ability and overall understanding of the dive market.

Keep in mind that an individual who is already a scuba instructor may have different perceptions from those of PADI Assistant Instructors. They see themselves as qualified instructors and may view the staff as peers rather than as teachers. They also may have more strongly-developed teaching philosophies and styles than other instructor candidates. It's important for all to approach the program with an open mind.

Carefully consider the opinions and experience of these candidates. If philosophical differences arise, it's best to accommodate all perspectives and agree that many approaches are effective. Point out that PADI's approach is based on a strong foundation of reason, effective outcomes and a long record of practical experience. By being sensitive to differences in attitudes and teaching philosophy and incorporating tact, patience and tolerance into discussions, the course can be a valuable learning experience for all concerned.

OWSI Program Standards

Independent Study

Candidates complete independent study through PADI *IDC eLearning*. Candidates may complete all independent eLearning prior to beginning the OWSI program, or they can start the program and complete independent study as they progress. This assures that candidates complete prerequisite study for subsequent presentations and workshops.

In certain circumstances, such as due to language availability, connectivity issues or special learning needs, *IDC eLearning* curriculum components may be covered in staff-led (Course Director or IDC Staff Instructor) sessions. Contact your PADI Regional Headquarters for guidance if you need to cover independent study material in class.

OWSI Program Prerequisites

1. **PADI Assistant Instructor, PADI Instructor, or instructor member in good standing (eligible to renew) with a recognized recreational diver training organization* for at least six months.**

2. **18 years old.**

3. **Medical clearance attesting to dive fitness signed by a physician within the previous 12 months, and have had no medical condition changes.**

4. **Certified diver for at least six months.**

5. **Completed the EFR Primary and Secondary Care course, or other qualifying training, within the last 24 months; or current Emergency First Response Instructor or CPR/first aid instructor with another emergency care organization.**

6. **Documentation of any nonPADI qualifying entry level, advanced, rescue and leadership level certifications* as required.**

   *Contact your PADI Regional Headquarters with questions about eligibility or for more information.

Staff Qualifications and Supervision

   Note: See Section One – Standards and Procedures, Instructor Development Ratings for rating details.

1. **An Active status PADI Course Director is present and in control of all OWSI Program activities.**

2. **Teaching status PADI IDC Staff Instructors assist with the OWSI program.** They may conduct portions of the OWSI program under the direction of the Course Director.

3. At the Course Director's discretion, other personnel may assist with the IDC in nonteaching roles, such as assisting with logistics or other support functions. Other personnel may present nonIDC curriculum topics that may benefit candidates.

4. **All staff members must commit to role-model behavior regarding dive practices, skills, actions, attitudes and adhering to PADI Standards.**

Ratios

8:1   May add 8 candidates per Course Director/IDC Staff Instructor

For all water sessions (confined water and open water dives), have at least four people to role-play during teaching presentation practice and instructional workshops. Of the four, at least two are role-playing student divers. Role players may be other instructor candidates, instructional staff or certified divers.

Duration

As with all PADI programs, the OWSI program is performance-based. Program length may vary, depending on factors such as logistical considerations, candidate ability and the number of candidates in the course. To assure reasonable intervals for candidate/staff interactions and assimilating learning, **the following minimum durations apply:**

When candidates complete *IDC eLearning*:

OWSI program: 3 days

When all curriculum delivered in live presentations:

OWSI program: 5 days

> **Exception:** The duration of customized programs for PADI Instructors to regain Teaching status may vary from these minimums.

See Sample Schedules in the Appendix.

Instructor Candidate Materials

Required

The PADI Dive Center, Resort or Course Director conducting the course ensures that candidates have, in their possession, a personal, current set of the following materials for study and use during the course and for reference afterward; unless the materials are not available in a language the candidate understands:

• **PADI *Instructor Manual***

• **PADI's *Guide to Teaching***

- *IDC eLearning*
- **PADI Peak Performance Buoyancy, Coral Reef Conservation and Project AWARE Specialty Course Instructor Guides**
- **PADI** *Open Water Diver Manual or eLearning*
- **Recreational Dive Planner – RDP Table and eRDP**ML**, including Instructions for Use booklets**
- **PADI Skill Practice and Dive Planning Slate**
- **Open Water Diver Quizzes and Exam booklet**
- **PADI** *Advanced Open Water Diver Manual* **or** *eLearning*
- **PADI** *Rescue Diver Manual* **or** *eLearning*
- **Rescue Diver Final Exams booklet**
- **PADI** *Divemaster Manual* **or** *eLearning*
- **Divemaster Final Exams booklet**
- **Aquatic Cue Cards for Open Water Diver, Advanced Open Water Diver, Rescue Diver, Divemaster and Discover Scuba Diving**
- **Skill Development Preparation slate**
- *The Encyclopedia of Recreational Diving*
- *Diving Knowledge Workbook* **or eRecord for Dive Theory Online (eLearning)**

Recommended

- All PADI diver videos
- PADI Specialty Diver manuals or eLearning
- Open Water Diver Course Prescriptive Lesson Guides
- Rescue Diver Course Prescriptive Lesson Guides
- Divemaster Course Lesson Guides
- *Discover Scuba Diving Participant Guide*
- Skill Evaluation Slate
- PADI Pro log book
- PADI *ReActivate eLearning*
- PADI *Freediver eLearning*
- PADI TecRec course materials

Course Director Materials

- **All required and recommended candidate materials**
- **PADI *Course Director Manual***
- **IDC Lesson Guides**
- **Knowledge Development Evaluation Form**
- **Confined and Open Water Evaluation Slate**
- **Skill Evaluation Slate**
- **Student Record File**
- **All educational and promotional materials for PADI courses and programs including, but not limited to, diver manual, diver and professional videos, digital products, Lesson Guides, instructor guides, quizzes and exams, diver slates, instructor slates, flip charts, log book sections, brochures and forms**

If some materials are not available in a language the instructor candidates or staff understand, it's strongly recommended that examples of those materials are available for candidates to see.

Equipment

All standard instructor and certified assistant equipment as listed in the PADI *Instructor Manual,* General Standards and Procedures section.

OWSI Program Performance Requirements

> **Note:** Curriculum components for customized programs for PADI Instructors to regain Teaching status may vary from the following. Complete IDC curriculum components and direct candidates to complete *IDC eLearning* sections as prescribed by your PADI Regional Headquarters.

1. **Complete the following PADI *IDC eLearning* curriculum components:**

   1 – Getting Started

   2 – Dive Theory for Dive Leaders

   3 – PADI System Overview

   4 – Learning, Instruction and the PADI System

   5 – Discover Scuba Diving and Experience Programs

   6 – The PADI Open Water Diver Course

   7 – Risk Management and Legal Considerations

   8 – Managing Risk

   9 – PADI Quality Management and Licensing

13 – Open Water Training

14 – Continuing Education and Leadership Courses

15 – Business of Diving

16 – How to Teach the Recreational Dive Planner (RDP) – **required for crossover candidates;** optional for PADI Members

Exception: PADI Assistant Instructors are not required to repeat *IDC eLearning* sections they completed within the past 12 months as documented on their eRecord or Instructor Candidate Information and Training Record.

2. **Participate in the following IDC curriculum components:**
   - **Orientation**
   - **Dive Theory Workshop**
   - **PADI System Workshop**
   - **Discover Scuba Diving Workshop**
   - **Open Water Dive Course Scheduling and Set Up Workshop**
   - **Knowledge Development Presentation Workshop and Candidate Knowledge Development Presentations**
   - **Skill Development Workshop**
   - **Confined Water Training Workshop and Candidate Confined Water Teaching Presentations**
   - **Open Water Training Workshop and Candidate Open Water Teaching Presentations**
   - **Continuing Education Workshop**
   - **Advanced Open Water Diver Course Workshop**
   - **Rescue Diver Course Workshop**
   - **Sales Techniques Workshop**
   - **Course Close**

3. **Present at least one knowledge development teaching presentations, scoring a minimum of 3.4.**

4. **Present at least two confined water teaching presentations (wet), scoring a minimum of 3.4 on one presentation. For one presentation, the candidate functions without a certified assistant.**

5. **In open water, present at least one integrated (two skills) open water teaching presentation (wet), scoring a minimum of 3.4 on each skill.**

6. **Perform all 24 dive skills in the Skill Evaluation, scoring a minimum of 82 total points, with no individual score below 3.**

7. Score 75 percent on all sections of the Dive Theory Exam and have any missed questions reviewed until mastery is achieved. Retest candidates scoring less than 75 percent.

8. Perform a 400 metre/yard continuous swim, without swimming aids and using any stroke or combination of strokes.

9. Perform a 10-minute tread, drown-proof, bob or float using no aids and wearing only a swimsuit.

10. In confined or open water, demonstrate with role model quality the rescue of a simulated panicked diver at the surface.

11. In open water, demonstrate with role-model quality the rescue of a simulated unresponsive, nonbreathing diver at the surface.

12. In open water, participate in a scenario including:

    • Surfacing a simulated unresponsive, nonbreathing diver

    • Providing aid at the surface

    • Exiting

    • First aid on boat/shore including rescue breathing for and administering oxygen to the victim using a rescue breathing mask.

Administrative Procedures

Candidate Registration Procedures

You, the Course Director, verify that candidates have met OWSI program requirements by registering candidates with your PADI Regional Headquarters. For candidates who need to attend an IE to gain or regain the PADI Instructor rating, sign an Instructor Certificate of Completion and **send the candidate's registration packet to your PADI Regional Headquarters within seven days of program completion via a traceable mail or courier service.**

> **Exception:** If the program is completed within seven days of an IE, the registration packet can be given to the Instructor Examiner at the IE.

For a candidate who completes a customized program to regain Teaching status, submit an Instructor Candidate Information and Training Record documenting completed sections along with other documentation as prescribed by your PADI Regional Headquarters.

Registration Packet Contents:

1. **Instructor Course Report Form.** List all instructor candidates, IDC Staff Instructors and Course Directors participating in the course.

2. **Instructor candidate registration forms for each candidate, including:**

   a. **Instructor Application**

   b. **Instructor Candidate Information and Training Record**

   c. **Photograph**

   d. **Medical clearance attesting to dive fitness signed by a physician within the previous 12 months.**

   e. **EFR Primary and Secondary Care course completion (or qualifying training) within the last 24 months; or Emergency First Response Instructor number or proof of CPR/first aid instructor with another emergency care organization.**

   f. **Documentation of qualifying certifications issued by another recognized recreational diver training organization for entry level, advanced, rescue and leadership level.** PADI Members who have already submitted these records do not need to resubmit.

3. **IDC registration fee for each instructor candidate.** (See current PADI Price List.)

OWSI Certification

When candidates successfully complete the Instructor Examination (IE) their paperwork is verified and processed at their PADI Regional Headquarters. When all prerequisites and requirements are verified, including an EFR Instructor credential, the candidates are certified and gain Teaching status when insurance requirements are met. New instructors have renewed PADI Membership for the year in which they successfully complete an IE, but will need to renew their membership the following year.

Assistant Instructor Certification Option

Instructor candidates who successfully complete an OWSI program may earn a PADI Assistant Instructor certification (if not already a PADI Assistant Instructor) by successfully completing the PADI Systems, Standards and Procedures Exam. This opportunity may be beneficial to candidates who must postpone attending an IE, choose not to attend an IE, or are unsuccessful at an IE.

Referral Procedures

To refer an instructor candidate to complete training at another location, make sure that all of the candidate's paperwork is up-to-date. **Provide the candidate with the following forms:**

• **PADI Instructor Candidate Information and Training Record**

• **Instructor Application**

• **Medical Statement**

Keep copies of these forms on file. Referrals are valid for 12 months.

When receiving a referred instructor candidate, resume training in sequence. At certification, submit the PADI Instructor Candidate Information and Training Record along with the instructor candidate's registration forms to your PADI Regional Headquarters.

Instructor-level Continuing Education Courses

Many PADI Course Directors and authorized dive centers and resorts offer other instructor-enhancement programs and seminars that prepare new instructors for active roles in the diving community. Participating in instructor-level continuing education gives candidates the opportunity to log dives to meet IE requirements and to practice teaching skills in preparation for attending an IE. In addition, it increases the number of courses they can offer as certified instructors.

Candidates may enroll in Specialty Instructor training courses while participating in or after completing an OWSI program, prior to the IE. (See Section 6 – Specialty Instructor Training Course for complete requirements.)

Course Location Requirements

Authorized PADI Dive Centers and Resorts

OWSI programs are conducted at renewed PADI Five Star Career Development Centers (CDCs), Five Star Instructor Development Centers and Five Star Instructor Development Resorts. These facilities have met PADI's highest educational and retail standards, allowing instructor candidates to see many of the topics discussed in the course put into practice.

> **Note:** See Section One – Standards and Procedures, Instructor Development Ratings for rating details.

Alternate Locations

In some instances, instructor development programs are conducted at sites outside of authorized PADI Dive Center and Resorts through an application process, such as:

1. At a college or university that incorporate leadership-level diver training in their curriculum. See Career-Oriented College Diving Programs Director Guide on the PADI Pros' Site.

2. In new and developing market places where there are no authorized dive centers or resorts. See Alternate Location Application on the PADI Pros' Site.

OWSI programs proposed at these locations must not be advertised until the application is approved by your PADI Regional Headquarters.

IDC CURRICULUM

CONTENTS

IDC Curriculum

Overview

This section contains the presentation notes for required staff-led curriculum components. The curriculum is supported by lesson guides that help guide your in-class presentations and conduct of interactive workshops. You access the lesson guides through the *IDC eLearning* system.

Deliver each component as written or personalize, using your own words. Add examples that are relevant and practical for teaching in the local area. Also, include examples of how candidates can learn more about the topic in instructor-level continuing education courses. The notes (in shaded boxes) are directions to you, the presenter. Details about how to organize many of the workshops are included in these notes.

As described in the Standards and Procedures section, candidates complete independent study through PADI *IDC eLearning*. Candidates may complete all independent eLearning prior to beginning the IDC, or they can start the IDC (or AI course/OWSI program) and complete prerequisite independent study assignments before staff-led presentations and workshops. If *IDC eLearning* isn't feasible for candidates due to language availability, connectivity issues or special learning needs, *IDC eLearning* curriculum components may be covered in staff-led sessions.

IDC eLearning content is structured similarly to staff-led presentation outlines in that each section begins with a contact, continues with an overview, lists learning objectives and then presents information to fulfill each specific objective. To deliver *IDC eLearning* curriculum components in class, you display the section the same way that you show lesson guides, then cover the objectives by scrolling through the content using subheads and key words to guide your elaboration. As appropriate to the section, get candidates involved in interactive components and show videos. Use Knowledge Check questions at the end of each topic as an interactive way to confirm candidate understanding.

Presentations and Workshops
Orientation

Duration – 1 hour

Notes

1. This is the first presentation of the complete IDC, AI course or OWSI program.

2. **A PADI Course Director must conduct this presentation for a complete IDC or OWSI program.** A PADI IDC Staff Instructor may conduct this presentation for an AI course. Customize the presentation as appropriate for the program and candidates.

3. Ideally, candidates should complete the *IDC eLearning* – Getting Started curriculum component before this presentation. However, **this is the only section where independent study may follow the related presentation.** This allows a candidate who signs up at the last minute to attend the Course Director-led orientation (IDC Staff instructor-led for AI course) and then catch up with *IDC eLearning* before the next session.

4. The presentation goals are to:

   a. Set a positive tone and learning atmosphere and complete logistical details so they're not distractions to subsequent learning.

   b. Create an atmosphere that encourages candidates to strive to become competent, successful PADI Instructors, and as a result, succeed in the instructor development and instructor examination process.

   c. Align candidates with PADI Instructor Development and Instructor Examination goals and values.

5. Have the course schedule, assignments, learning agreements and logistical information (material requirements, equipment needs, maps, facility guidelines, etc.) ready to hand out.

6. Notes to the presenter are shaded.

Example Contact

Think of someone who influenced you, inspired you or helped you learn. This could be a teacher or an instructor, it could be a family member or a friend, it could be someone you know only by reputation such as a political or business leader. Describe that person and try to identify the attributes that person has that made him or her stand out.

> **Note:** List attributes candidates provide on the board. Keep these for the workshop to follow. This is the first opportunity to hear from candidates and an opportunity to note who speaks up. Encourage and stress the importance of all candidates sharing their opinions.

As a professional dive educator, you want to have many of the attributes we've listed. Through the PADI Instructor Development process, you'll gain the tools and skills you need to become an effective teacher and grow as a dive leader. The program will challenge you to expand your skills and increase your confidence. Keep in mind that you will get as much out of the program as you put into it.

During this orientation, we'll start by getting to know each other. We'll talk about staff and candidate roles and success at the IE. We'll review the course schedule and logistics and build on what you learned during your independent study as we discuss the PADI Instructor Development process. And, we'll discuss what comes after the IDC and IE.

Overview

- **Introductions**

  You, your fellow candidates and the staff need to get acquainted so we can begin to focus on your personal educational and career goals.

- **Course Director, Staff and Candidate Roles and Success at the IE**

  Understanding the role that each of us plays during the instructor development process will help you succeed in this course and prepare you for the IE.

- **Logistics, Schedule and Teams**

  We'll review the course logistics, schedule and how you'll team up, so you know what we're going to do and where you need to be.

- **After the IDC and IE**

  Having a plan to continue to develop professionally is key to being an active part of the dive community.

Conduct

Be ready to participate, ask questions and contribute during the workshop.

Outline

I. Introductions

By the end of this section, you should be able to answer these questions:

1. Why do you want to become a PADI Instructor?
2. What does it take to be an instructor?
3. What's expected of you during the IDC?

A. Why do you want to become a PADI Instructor?

Note: These introductions are about engagement and connection. Explain to candidates that you want them to answer this question by giving a two to three minute self-introduction. Create a relaxed atmosphere and let candidates know they are not being evaluated – you simply want to get to know them and allow them to learn a little about others involved in the program. Keep in mind that comfort with public speaking is a key attribute of a PADI Professional and this is your first opportunity to see candidates in that role. Make sure that you and your staff are prepared to give role model introductions. Take the time to note key points on a whiteboard and have candidates come to the front of the room and do the same before they speak. Give candidates a few minutes to prepare. Introduce yourself first and have staff follow. As each candidate finishes, ask questions about what they just said to demonstrate good listening and to further the elaboration. Be as specific as possible in what you ask – this role-models good listening. Don't rush this – it is an important foundation upon which the entire IDC will build and it begins to develop candidate comfort with speaking to the group.

- Name, home town and occupation
- A couple of interests or passions not directly connected to diving
- First dives
- Current involvement with scuba diving
- Why you want to be a PADI Instructor

B. What does it take to be an instructor?

Workshop

What are the attributes of a professional educator and which one is the most important?

Note: If you started this list during the contact, go back to it and ask candidates if they have anything else to add. If you did not make a list during the contact, start the list now. Make this a fun exercise and make sure all candidates contribute. Emphasize that there are no wrong answers. Allow candidates to search the internet for answers, too. If not suggested by candidates, add: role model, adaptable to change, empathetic, good judgment, prioritizes safety, stays current in diving and instruction, treats students as individuals, situationally aware, technologically aware, accessible, ethical and fit.

Place the letter K (knowledge), S (skill) or A (attitude) after each listed attribute. It's okay to have more than one letter next to an attribute, but keep things simple. Note the number of K, S or A attributes. The majority of these should fall under attitude.

Conclusion

Your attitude is the most important professional attribute. If you have the right attitude, everything else will take care of itself. The instructor development process can enhance your skills and knowledge, but only you can develop the proper attitude necessary to succeed as an instructor. How? Choose to have that right attitude. No matter how things are going, your attitude is always a choice, not a feeling.

C. What's expected of you during the IDC?

   1. One of the first ways you demonstrate an appropriate attitude is through your commitment to taking IDC assignments seriously. Completing *IDC eLearning* independent study thoroughly and on time, and arriving promptly and prepared for knowledge development, confined water and open water sessions, are signs of a true professional.

   2. Candidate-staff interactions throughout the IDC take the form of interactive workshops. Effective participation helps you learn to think like an instructor and depends on the information presented in the required independent learning.

   3. Role-model behavior is an important attribute of a professional educator, even when no one is looking. Approach independent study as you would expect a professional in any field to do so.

D. Learning Agreements

   1. Learning agreements clearly explain candidate and staff responsibilities and help avoid misunderstandings.

   2. Typically, candidates (or student divers – learning agreements work well for all PADI courses) agree to:

      a. Complete assignments on time.

      b. Follow course procedures set forth by staff.

      c. Ask questions if they don't understand something.

      d. Arrive for all sessions on time, prepared.

   3. Course staff agree to:

      a. Start sessions as scheduled.

      b. Provide a positive learning environment.

      c. Answer questions to the best of their ability.

      d. Assist candidates with challenges.

      e. Provide as many sessions as needed for candidates to meet performance requirements (while identifying any additional fees).

II. Course Director, Staff and Candidate Roles and Success at the IE

By the end of this section, you should be able to answer these questions:

   1. What are the roles of the Course Director, staff and candidates in the IDC?

   2. What do you do to succeed in the IE?

A. What are the roles of the Course Director, staff and candidates in the IDC?

   1. My role is a coach and mentor. It is to help you succeed, not to arbitrarily decide who gets through. There are no quotas.

2. IDC Staff Instructors are your allies and will work with me to help you develop your teaching ability, improve your skills and develop effective teaching presentations.

3. Throughout the course, *think like an instructor.*

    a. Teaching does not take place in isolation from the rest of diving. Think about how everything integrates as you apply new skills and new knowledge with what you already know as a diver.

    b. Dive theory is a great example. A firm grasp of dive theory and it's foundational concepts equip you with a knowledge base from which you can draw to establish credibility and solve unforeseen problems.

4. Act as if you are already an instructor, and approach every situation as if dealing with real student divers in real situations.

5. As you've learned, try to forget about scores. Instead, put yourself in training scenarios mentally, and do what needs to be done. Think and act like an instructor rather than chasing scores. See scores as your guide to improvement rather than as a target to hit.

6. Your responsibility is to take the opportunities the IDC presents.

    a. You will make mistakes, but relax about it. This is the place to learn, and making mistakes is part of learning.

    b. The IDC will create a realistic, challenging and achievable load that is designed to prepare you for reality. You should emerge both capable and confident.

B. What do you do to succeed in the IE?

1. It's very important to not focus on the IE.

    a. Think of this like following through in football when kicking at the goal. You aim at the goal, not the ball, and kick through the ball towards the goal. A good kick is the natural result.

    b. Similarly, focus on becoming a successful instructor, and success at the IE will naturally result.

    c. Focus on now, not the IE. Focusing on the IE is focusing on "not losing," but you don't win trying to avoid losing. You win by focusing on winning – becoming a competent, successful PADI Instructor.

III. Logistics, Schedule and Teams

By the end of this section, you should be able to answer these questions:

1. What materials and equipment are required for the course?

2. What is the course schedule, and what other logistics do you need to be aware of?

A. What materials and equipment are required for the course?

Note: Customize the materials list and equipment requirements as necessary for the course and location.

1. You'll find that your PADI *Instructor Manual* and PADI's *Guide to Teaching* will be the two items you refer to most often through the course. However, you'll need to have PADI student materials such as eLearning, manuals, slates, videos and reference books readily available. You'll also need access to the PADI Pros' Site.

2. Your scuba equipment and exposure protection should be appropriate for the local area, be in good working order and set up in a role-model manner.

B. What is the course schedule, and what other logistics do you need to be aware of?

Note: Provide candidates with a schedule and other logistical information as necessary. The goal is to eliminate distractions, questions and issues that can get in the way of learning.

1. Schedule
   a. Independent Candidate Study: What to have completed by when
   b. Class meetings, confined and open water sites

2. Logistics
   a. Teaching materials
   b. Dive equipment
   c. Transport
   d. Accommodation and meals
   e. Contact numbers for emergencies or questions (provide acceptable hours for course related questions.)

3. Paperwork

Note: Confirm that all candidates' paperwork is complete and help with individual questions/issues. Confirm having appropriate emergency information for each candidate available at confined and open water dive sites.

4. Teams

Note: Consider designating teams of three or four. You can have candidates give themselves a team name, which helps unify them and creates a collaborative mentality. Even two or three candidates can make a team – you simply make a point of referring to them that way. For example: "I want the entire team to meet me outside for the workshop."
- Creating a team mentality helps foster mutual support with candidates.
- Consider using team incentives, such as "when everyone in your team has finished their knowledge development presentation, take 30 minutes for lunch."
- A bit of competition between teams also creates a positive dynamic.
- Team members support each other, but don't carry each other – they need to meet the performance requirements as individuals. But, a good team dynamic can help them get there.
- Teams can stay the same for the entire course, which can foster mutual learning, however be sure that a team is not carrying a weaker candidate. Use your judgment and change team members if appropriate.

IV. After the IDC and IE

By the end of this section, you should be able to answer this question:

1. What should you do after successfully completing the IDC and IE?

A. What should you do after successfully completing the IDC and IE?

1. Successful completion of the IDC and IE is a great achievement and marks a new beginning.

2. You're well prepared to start training divers, and that's probably the best thing you can do as a new instructor. Start playing your part in the recreational dive community by getting a job, opening a new business or by simply teaching your friends and family. Applying your new skills develops experience that allows you to continue to grow and learn.

3. Once you have confirmation of Teaching status from your Regional Headquarters, take some immediate practical steps towards teaching your first course:

   b. Pick a course, and review course standards and performance requirements.

   c. Get all the required student and instructional materials for the course and review them in detail.

   d. Create a schedule and share it with prospective students.

   e. Market your new capabilities and let friends and family know about your achievements.

   f. Run your course, certify your students and continue to spread the word.

4. Continuing your professional education should be high on your list of priorities. Becoming a PADI Master Scuba Diver Trainer is an excellent first step and a pathway to more fun and employment opportunities.

Note: Give candidates details for your MSDT preparatory course.

5. Remember, the ultimate goal of becoming an instructor is first to help people learn how to dive safely and comfortably, but second and importantly, to make sure your divers love diving, dive well and know that diving has the power to make the world a better place. People protect what they love, and by introducing them to the underwater world, you can change the course of their lives and help them make the world a better place.

Summary

- **Introductions**

  1. Why do you want to become a PADI Instructor?

  2. What does it take to be an instructor?

  3. What's expected of you during the IDC?

- **Course Director, Staff and Candidate Roles and Success at the IE**

    4. What are the roles of the Course Director, staff and candidates in the IDC?

    5. What do you do to succeed in the IE?

- **Logistics, Schedule and Teams**

    6. What materials and equipment are required for the course?

    7. What is the course schedule, and what other logistics do you need to be aware of?

- **After the IDC and IE**

    8. What should you do after successfully completing the IDC and IE?

Dive Theory Workshop

Duration – 2 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Dive Theory for Dive Leaders curriculum component before the Dive Theory Workshop.**

2. Candidates should have an RDP table and eRDP_{ML} to use.

3. The workshop goals are to:

   a. Shape candidate attitudes through engagement and by establishing the values of understanding dive theory.

   b. Remediate, refine and expand candidate dive theory capabilities.

   c. Create a sense of support among the candidates through team-learning.

   d. Start development of teaching skills through roles as instructors and learners.

4. Here is the recommended sequence for dive theory development, which may be distributed over multiple days and sessions:

   a. Candidates complete Dive Theory Online (or alternative study such as the *Diving Knowledge Workbook)*. This may be completed prior to the IDC.

   b. Candidates complete *IDC eLearning* – Dive Theory for Dive Leaders section. This may precede the IDC and Dive Theory Online. Candidates who need a refresher on using the Recreational Dive Planner can also complete the *IDC eLearning* – How to Teach the RDP section (this section is required for instructors crossing over from other organizations).

   c. Candidates complete a preassessment Dive Theory Exam (Exam 1 found in Appendix). They may do this any time prior to the Dive Theory Workshop. This is optional, but it is recommended that they do this following Dive Theory Online or alternative study.

   d. Candidates participate in the Dive Theory Workshop.

   e. Candidates complete a final Dive Theory Exam (Exam 2 found in Appendix). The candidate must successfully complete this Dive Theory Exam with a score of 75 percent or higher on all sections, review all questions missed and demonstrate mastery, prior to completing the IDC.

   f. If you know your candidates have strong mastery of dive theory and have little need for remediation, it is acceptable to skip the preassessment Dive Theory Exam and make the workshop primarily a brief question-answer session before the final Dive Theory Exam. However, if you're not certain, it's recommended that they complete the steps as outlined to confirm instructor-level theory mastery.

5. Notes to the presenter are shaded.

Example Contact

Name people you admire, including some who are not divers.

> **Note:** Answers will vary. As candidates give names, ask a question related to that person's field. Then, ask candidates whether that person would likely know the answer, and how they know the person would. If you don't know the name and/or the person's field, simply ask. Then ask a question about the field that is as theoretical as possible. Do this with three to five candidates.
>
> For example, candidate says "Amy Drawlscent" (someone you don't know).
>
> "Who's that?" you ask.
>
> "She's a culinary chef who specializes in desserts."
>
> "Would Amy Drawlscent likely know sugar's melting temperature?"
>
> "Of course."
>
> "Why do you think she would know that?"

What we admire in people typically includes expertise, which as a PADI Instructor, includes understanding dive theory. Why?

Because dive theory expertise provides credibility, gives you the ability to explain why, allows you to solve problems or answer questions you've never faced, helps you to develop a mental framework that connect concepts, and you need to know dive theory so you can teach it.

Overview

- The workshop goal is to confirm that your dive theory knowledge meets the level expected of PADI Instructors, and to fill in any gaps if not.

- You're going to be helping each other in small groups. You'll work here and can continue working together on breaks and as time allows until the exam – but obviously, no helping during it.

- You may access the *Diving Knowledge Workbook* or look in other sources for questions, but it's important to make up your own for each other.

- Final confirmation of your dive theory knowledge occurs in two steps: 1) Success on the final Dive Theory Exam to exit the IDC, and 2) IE exams.

Conduct

Have your RDP table and eRDPml ready to use.

Workshop

Note: The goal is to have candidates act as both instructors and learners. However to ensure success and avoid confusion, only have candidates teach those topics/questions they are confident teaching at this point. Divide the candidates into groups that pair those who are strong with those who are weak in various topics. Ask questions, and use the preassessment Dive Theory Exam results to prescriptively guide pairings and topic emphasis. With relatively few candidates, you and/or staff may join the group. Have questions ready to distribute to get things moving if candidates have trouble getting started, or if they begin to slow down.

A. This is a team effort – so you're helping each other. You should each be teaching and learning based on where you can help and where you need help. Push yourselves – there's always room to improve by learning and doing more.

B. Staff will go between groups to provide guidance and keep things moving. We'll even throw in some questions and problems to keep things interesting.

C. Some points:

1. Apply what you've learned about learning and teaching dive theory.

2. Be open-minded about where you need to improve. Teach as well as be taught in these areas.

3. Whether you're helping or being helped, challenge yourself. Ask questions you can't answer easily – the learning is in figuring it out.

4. Access resources that provide guidance or answers. If you don't know what these are, ask someone else, or the staff, or both. Go online. Experts know how to find the answers.

5. If a topic seems overly difficult to understand, chances are there's a gap in something you need to know. Go back to the basics and look for examples that help you understand. Start applying what you've learned as you move forward from there.

6. Have fun! This is diving and it's about diving.

Note: Have groups work together for the allotted times. Pay attention to be sure everyone participates, and confirm that candidates spend time on areas where they're weakest based on your assessments. Move people around as necessary to assure participation, and/or to avoid someone dominating. Drop some interesting problems/questions that aren't easy to answer. Add some fun by having groups compete to provide the correct answer fastest.

Summary

• **Dive Theory Workshop**

Note: When candidates are ready, administer and score the final Dive Theory Exam.

PADI System Workshop

Duration – 2 hours

Notes

1. **Candidates must complete the *IDC eLearning* – PADI System Overview curriculum component prior to this workshop.**

2. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* diver manuals and/or eLearning and quizzes/exams for PADI core courses.

3. The goals of this curriculum section are to:

    a. Familiarize candidates with PADI System components and their uses.

    b. Establish the role of standards, and explain the differences between standards and recommendations.

    c. Guide candidates in how to use system components for routine tasks common to PADI Instructors.

    d. Develop candidates' confidence with their ability to locate what they need to know, do or reference while conducting PADI programs.

4. You should have a computer or tablet with online access connected to a large screen or projector (or other method) to let candidates see what you're doing online. Ideally, each candidate should have individual online access. If this isn't possible, allow time for all candidates to personally use the access available.

5. Have two or three of the most recent *Training Bulletins.* You may show candidates how to download these from the Pros' Site, but you'll want to access them ahead of the workshop.

6. If possible, plan a group call with a Regional Training Consultant at your Regional Headquarters to introduce candidates to this resource. Try to contact your RTC to coordinate the schedule at least a few days in advance.

7. As you guide candidates, assess their learning so you can customize the workshop prescriptively.

    a. When candidates demonstrate repeated, reliable success, move on. There is no need to answer every question.

    b. You can usually determine areas that need additional work based on the speed, accuracy and confidence with which individual candidates access information. Ask impromptu questions, such as, "How do you know that's a standard?" or "Where do we find that?" etc.

8. This is a good workshop in which to involve your IDC Staff Instructors by having them assist candidates with individual difficulties.

9. Ensure everyone participates and cover more examples by giving each candidate different information to locate rather than having everyone look up the same thing, especially after the initial workshop stages.

10. The final part of the workshop is intended as a practical, hands-on session with online processing and the PADI eLearning systems (unless not feasible due to lack of internet access).

    a. It is recommended that you use directed discovery learning, with candidates interacting and finding answers themselves.

    b. Be prescriptive – assign questions to develop familiarity. With crossover candidates, it may help to quickly overview each reference or source when introduced for the first time. Where candidates seem to have difficulties, assign more examples until they're comfortable.

    c. Allow and encourage teamwork. Encourage candidates to add, and answer, their own questions.

    d. Candidates should finish confident in their ability to find the information they need as they use these systems routinely.

11. Notes to the presenter are shaded.

Example Contact

Imagine you're at a barbecue at some friends' house, and they need your help. They want you to make the chicken marinade and throw together an Asian potato salad. Everything you need's inside, they say. But, you've never made this marinade, nor Asian potato salad. There's no recipe for either, and in fact, you've never even been inside their home. Do you think you would have some challenges? Like what?

> **Note:** Candidates should answer with various likely problems.

You'd probably have some issues. You don't know where everything's kept, and you're not even sure of all the ingredients because you don't have recipes. It's much easier if you know what you need, how to use it and where it is. And, it's much better overall because now you can focus on cooking to personal taste instead of trying to find a potato peeler.

You have been studying the PADI System components for a similar reason – so you know what you need and where to find it when you teach a PADI course. That lets you focus on making the system work for you and your students, instead of on how to make the system work. In this workshop, you're going to practice finding the tools the PADI System gives you, so when you need something, you'll know where to get it.

Overview

- **PADI System Workshop: Finding Standards and Recommendations**

  This workshop gives you hands-on, guided practice in locating standards, recommendations, course content, forms, certification processing – really, everything you need – within the PADI System.

- **eLearning and the PADI Online Processing Center**

  To function as an instructor, you need to know how to obtain and assign product codes and complete certification card processing online.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and student diver materials ready to reference.

Outline

I. Quick Review

A. Do you have any questions from the *IDC eLearning* – PADI System Overview section?

Note: Answer any questions. Depending upon the responses, briefly confirm overall understanding with questions such as:

- What are the benefits of an instructional system?
- What five types of information do you get from PADI System media?
- What are two ways you can process certification cards?

Add questions as necessary to confirm study and identify gaps to address prescriptively before moving into the main workshop.

II. PADI System Workshop: Finding Standards and Recommendations

By the end of this section, you should be able to:

1. Use the PADI *Instructor Manual* and other resources to answer realistic standards-related questions typical of those faced by instructors.

Note: Start broadly by taking candidates through the different tools and media, then move into more detailed questions. Start working as a group following your example, then transition to candidates working together, and then finally as individuals. Transition naturally and smoothly from simple to complex based on candidate responses. The examples provided for each part are intended as a general guide, but create additional questions as you go. Use questions to guide learning, so that candidates explore the various PADI media to discover answers for themselves.

Candidates may not be successful on their first attempts as the information they locate becomes more detailed. Provide guidance in the form of questions that help them think differently about where to

look, then have them try again with the same (if the answer wasn't revealed during remediation) or a similar example (if it was). Don't move on until they're successful; it's important to end each stage of the workshop with success.

Workshop Part 1 – Basic: Core Courses

Note: Part I starts with basic questions about locating the answers to common questions about core courses. Initially, guide candidates through the process of where to look for the answers.

A. Open Water Diver Course

1. Let's suppose you're teaching a PADI Open Water Diver course and want to know when students are required by standards to clear their masks. Where do you look?

    Answer: Open Water Diver Course Instructor Guide in the PADI *Instructor Manual*. Show candidates the location of the standards for both confined water and open water. Mention that Instructor Cue Cards also list skill performance requirements.

2. Where do you find recommendations on conducting mask clearing skills?

    Answer: PADI's *Guide to Teaching*. Show candidates the recommendations.

3. Where do you find information about how to clear a mask?

    Answers: PADI *Open Water Diver Manual*, eLearning and/or *Video*. Emphasize that with fully supported core courses, candidates should look to the student materials for the content.

B. Advanced Open Water Diver Course

1. You're teaching an Advanced Open Water Diver course and want to know what two Adventure Dives you must conduct to issue an Advanced Open Water Diver certification. Where do you look?

    Answer: Advanced Open Water Diver Course Instructor Guide in the PADI *Instructor Manual.* Show candidates the location of the standards.

2. Where do you find tips and suggestions for organizing and conducting the Deep Adventure Dive?

    Answer: *Guide to Teaching*. Show candidates the recommendations.

3. Where do you find more information on deep diving techniques?

    Answers: PADI *Advanced Open Water Diver Manual* and *Video*.

C. Rescue Diver Course

1. You're teaching a Rescue Diver course and want to know how many rescue scenarios students must complete. Where do you look?

    Answer: Rescue Diver Course Instructor Guide in the PADI *Instructor Manual*. Show candidates the location of the standards.

2. Where do you find recommendations for setting up and conducting Scenario 1 – Unresponsive Diver Underwater?

    Answer: *Guide to Teaching*. Show candidates the recommendations.

3. Where might you find images showing hand positioning for surfacing an unresponsive diver?

> **Answers:** PADI *Rescue Diver Manual, Video*, eLearning and Rescue Diver Prescriptive Lesson Guides.

D. Divemaster Course

1. You're teaching a Divemaster course and want to know how divemaster candidates can meet the professionalism criteria. Where do you look?

> **Answer:** Divemaster Course Instructor Guide in the PADI *Instructor Manual*. Show candidates the location of the standards and evaluation criteria.

2. Since this is your first divemaster course, you want guidance about training and mentoring dive leaders. Where would you find that?

> **Answers:** *Guide to Teaching.* Show candidates the section on Training Dive Leaders. Also, looking on the Pros' Site and Pro blogs for articles about training dive leaders.

Note: Add questions and examples until it's clear candidates know basically where to look for different types of information in the system.

Workshop Part 2 – Intermediate

Note: Transition into questions without guiding through the steps; have candidates answer the questions and show you what they find. Candidates should be able to find the answers to basic system/training questions with little help.

1. What are the standards for the Controlled Emergency Swimming Ascent in open water during the Open Water Diver course? How do you conduct it?

> **Answer:** Candidates should show you references to the Open Water Diver Course Instructor Guide and *Guide to Teaching*. Mention details for conducting CESA are also listed on the Open Water Diver Course Aquatic Cue Cards. This is a good example, because you can highlight the detailed requirements for this skill. Compare it directly with another skill, such as the emergency weight drop, in both guides.

2. Does everyone have to have a depth gauge or computer in PADI programs?

Note: Avoid "participant" or "student" so you don't give away the answer.

> **Answers:** May include "yes" and "it depends." Ask candidates to show you what they've found. Use leading questions so candidates find the broad standard in General Standards and Procedures, and an exception such as Discover Scuba Diving.

3. What are the requirements and options for dive flexible skills in the Open Water Diver course confined and open water dives?

a. How do you conduct the disconnect low-pressure inflator hose skill?

4. In the Open Water Diver course, what are the confined and open water requirements for knowing the remaining air supply?

a. What's the suggested conduct?

5. What are the suggested techniques for conducting Open Water Dive 4 in the Open Water Diver course?

6. How do you request a certification card for a diver earning the Master Scuba Diver rating?

    a. Where do you find applications?

    Answer: At the Pros' Site. Show candidates how to locate applications.

Note: Add your own questions, here are some examples – have candidates find the answers together. If someone happens to know an answer, ask to see the reference. Make questions progressively more specific and varied.

• What documents must students sign before any inwater activities?

• Can students use rebreathers in PADI courses?

• What's a waiver? How do you apply for one?

• Do you have to issue a certification within a given period after a student meets all course performance requirements?

• Can you link the Underwater Navigation Adventure Dive with any other course? If so, which course or courses and how?

• What are the supervision requirements for Discover Scuba Diving?

• How deep can you take Discover Scuba Diving participants?

• What techniques can you use to protect a pool bottom during the emergency weight drop skill?

• What are the recommended steps to take in the event of an accident?

• Where can you find tutorials for using PADI eLearning?

• Where can you find an answer key for the computer-based Enriched Air Diver Exam in French?

• Where can you find a Training Bulletin for this year?

• Where do you find eLearning Quick Reviews?

Workshop Part 3 – Professional Level

Note: When candidates can answer the intermediate questions with little guidance, transition to scenario-based questions and highly specific questions that are more challenging. Ask guiding questions as necessary. Have candidates work individually, each on different questions you assign, then share where they found their answers with the group. Emphasize the PADI Instructor Manual, but ask questions from the Guide to Teaching, student materials and other references. As candidates show they're becoming comfortable and able, ask more varied and specific questions that stretch their learning but don't confuse them. Questions should touch all core courses and explore key standards such as required materials, required and optional sequencing, prerequisites and ages. Example questions at this level include:

1. You're teaching the PADI Rescue Diver course.

   a. Can students complete all their independent study for the course before their first session with you?

   b. You need exam answer keys. Where do you get them?

2. You're teaching an Advanced Open Water Diver course.

   a. A diver wants to use a sidemount configuration for the Night Adventure Dive. Is this permitted by standards?

   b. You have 12 Advanced Open Water Diver students. Assuming ideal conditions in which you can safely use the maximum ratios, how many Deep Adventure Dives do you need to make?

   c. Can students do the related knowledge development after the dive?

3. You're teaching an Advanced Open Water Diver course.

   a. You're a certified Dry Suit Diver as well as a PADI Instructor, but not a Dry Suit Diver Specialty Instructor. Two students want to make the Dry Suit Adventure Dive. Are you qualified to conduct the dive?

   b. What if we were talking about full face masks and the Full Face Mask Adventure Dive instead of dry suit?

4. Four nondivers want to go on a Discover Scuba Diving experience on a local reef, but you're already committed to teaching a Peak Performance Buoyancy class.

   a. Can you have a PADI Divemaster conduct the experience with them?

   b. If yes, how many participants can go with the divemaster? If no, what options exist for the would-be participants with the divemaster?

5. Two students get upset because you cancel a dive due to poor conditions, and insist that it's their call, and your first responsibility is completing their training. You disagree and respectfully refer to a standard that supports the cancellation. What standard is this?

6. You're on a dive boat at a popular dive site. You watch as, on a boat nearby, the crew must perform an inwater rescue of a diver who failed to follow procedures. After calming down, the diver laughs it off, thankful to have only lost his mask and weights. Are you required to submit an incident report to your PADI Regional Headquarters?

7. You have a PADI Divemaster candidate who claims to have a learning disability. Can you administer the candidate's exams orally? Explain.

8. Two families want to enroll in your next Open Water Diver course. Both families include a 10 year old, a 13 year old and two adults. What standards apply to children in PADI courses and how can you organize this course within standards?

Note: Add questions as necessary until candidates demonstrate they have a good idea of where to look for everything. Encourage candidates and staff to make up their own. Let them explore questions they have about standards, media, where to find things, etc. Keep candidates pursuing questions individually, but discussing their answers and direction with the group.

Workshop Part 4 – Awareness

Now let's look at some situations and questions that you're likely to have trouble with. The point of these is to help you avoid difficulties and know what to do if what to do isn't clear.

Awareness Question 1

Note: Ask candidates to reference a standard that has been changed by a recent *Training Bulletin,* but not in the current Instructor Guide or Specialty Instructor Guide, etc. Do not mention that a change has been made in the *Training Bulletin.* If they answer based on the old standard, guide them to the Training Bulletin, emphasizing that they're responsible for applying what is in the *Training Bulletin.* If they answer correctly, congratulate them, emphasizing that overlooking *Training Bulletin* changes is easy if you don't make a point of keeping up with them. Use this as an opportunity to reinforce keeping notes in their *Instructor Manuals.*

Ask similar questions that you're aware of, if any, with which candidates commonly have difficulty.

Awareness Question 2

You're preparing to teach a PADI Divemaster course in two days. One of your candidates is a commercial diver with more than 600 dives experience, but only 34 dives using scuba. The scuba dives include night, deep and underwater navigation, and the candidate meets all other prerequisites. Can you accept this person into your course?

Note: This will likely prompt a discussion – some candidates will say "no" based on the letter of the standards. Others will counter that doesn't seem reasonable. If both sides don't come up, raise these points yourself, then go back to the central question: What should you do?

Best answer: The standards say "no," but contact an Regional Training Consultant (RTC) at your Regional Headquarters. There may be an exception for such divers. If there isn't, while waivers are generally discouraged, this may be a case in which one is appropriate. Your RTC can start the process with you if so.

RTC Contact (optional)

Note: If possible, use the previous discussion to lead into calling an RTC, as previously scheduled and arranged, at your Regional Headquarters. The RTC can answer the previous question, or together you can agree on a different question. If possible, use face-to-face communication (e.g., Facetime, Skype, GoToMeeting, etc.).

Allow candidates to briefly introduce themselves. The primary purpose of the call is to build contact between candidates and the RTC, with an emphasis on "If in doubt, call." The goal is that as PADI Instructors, they will contact an RTC when they feel the need without having to worry about being embarrassed for not knowing something they "should" know. If a call's not possible, a group email exchange with an RTC that you prearrange may also work.

III. eLearning and the PADI Online Processing Center

By the end of this section, you should be able to:

1. Demonstrate basic access, sign-on and use of the PADI Online Processing Center.

Note: Show candidates the PADI Online Processing Center and review the function of each section. Highlight that there is a Help button available. Be sure to review what courses have eLearning media available and how to access/manage digital codes. Remind them that student materials include certification card processing.

Remind candidates where to find the Quick Reviews needed to verify an eLearner's understanding (Toolbox/eLearning)

Cover use of paper PIC envelopes as appropriate for your area, but emphasize online processing.

Summary

- **PADI System Workshop: Finding Standards and Recommendations**

  1. Use the PADI *Instructor Manual* and other resources to answer realistic standards-related questions typical of those faced by instructors.

- **eLearning and the PADI Online Processing Center**

  2. Demonstrate basic access, sign-on and use of the PADI Online Processing Center.

Learning and Teaching Workshop

Duration – 1.5 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Learning, Instruction and the PADI System curriculum component prior to this workshop.**

2. A PADI Course Director or PADI IDC Staff Instructor may conduct this workshop. It's recommended that the Course Director introduce and guide discussion for the first and last workshop scenarios.

3. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* diver manuals and/or eLearning, and quizzes/exams for PADI core courses for reference.

4. The goals of this curriculum section are to:

    a. Guide candidates in developing a fundamental understanding of learning and instructional theories, and how they apply to scuba training with the PADI System.

    b. Identify the events of instruction and related examples from within the PADI System, and understand the roles standards play.

    c. Establish the value of performance-based training and define mastery learning.

    d. Have candidates understand and apply the affective (emotional) sides of learning, particularly role modeling.

    e. Guide candidates in developing good judgment, handling real-world problems within standards and the system, and growing in professionalism.

5. This workshop is a guided discussion in which you present scenarios and have candidates walk through them. The primary goal of this workshop is to help shape candidate attitudes toward applying conservative judgment when they apply standards and address diver expectations. Conduct this workshop prescriptively. Conduct Scenario One and at least one other scenario. If candidates reliably demonstrate good judgment, there is no need to complete every scenario.

    a. You may add or change aspects of the scenarios to make them better fit local diving situations. You may create additional scenarios to address other issues or create more involvement, time allowing.

    b. Scenarios should guide candidates towards making correct but sometimes inconvenient decisions and/or coming up with creative alternatives when possible.

    c. Use the provided questions, but add others to guide and stimulate discussion. Candidates should discuss, brainstorm and reach appropriate conclusions on their own. Add points with examples from your own experience. Demonstrate the instructor's role as necessary to make points and suggestions clear.

    d. It's okay if not all candidates play the "instructor," as long as all candidates fully participate in the questions, answers and discussions.

6. Notes to the presenter are shaded.

Example Contact

Before we start on the workshop, let's go over the upcoming open water assignments. A quick update, by the way, I'm monitoring conditions and great news, things are turning around. The visibility has been zero, but it's almost a metre/3 feet now. The surf's come down to 5 metre/15 foot waves, and the temperature's up to 3°C/38°F. So, even if things don't get any better, we're good to go.

Any questions about that before I get into the assignments?

Note: Depending upon the group, you may get no questions or comments. If so, this is an opportunity for a judgment "wake up call." Hopefully, however, someone will question making the dive, suggest an alternate site, etc. If so, praise and reinforce speaking up. If not, ask if anyone isn't comfortable with the conditions; some hands should go up. Ask, "Then why didn't you speak up?" Be very pointed – this is attitude shaping, and you're role modeling that making conservative calls is expected of them. It is not okay to do nothing when they have doubts. Don't hold back. Heavily praise if they questioned the dives, but hit hard if not – this is a good time to shape attitudes.

While getting the dives done is necessary to complete the IDC, using good judgment for safety always comes first, even when inconvenient and disappointing. As an instructor, you're leading others, so making conservative calls to avoid unreasonable risks and unpleasant experiences is Job One. It's behavior you want to role model – it's okay to speak up about anything in the interests of safety.

This workshop is all about applying good judgment so you're thinking like an instructor.

Note: Follow this with the real conditions so they're reassured before continuing, and tell them what your backup plan is if conditions are too poor for diving at the desired site.

Overview

- **PADI System Review**

    We'll confirm your understanding of learning, instruction and the PADI System from your independent study before applying concepts during the workshop.

- **Workshop**

    Through scenarios based on real diving and teaching situations, you'll make decisions and show how you are thinking like an instructor.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and student diver materials ready to reference.

Outline

I. PADI System Review

You've been studying learning, instruction and the PADI System. Let's see what you've learned by having you answer a few questions:

Note: This is an application/review that lets you generally assess candidate understanding. Direct some questions at the group and others at individuals. Use the sample questions as appropriate, adding or substituting based on candidate responses, but this should not take too much time if candidates have completed their independent study.

1. What are the advantages of performance-based training?
2. What does teaching to standards mean?
3. What is "exceeding standards"? When should you do it?

Note: Intentional trick question – candidates should say "never." Then ask if having students repeat a skill more than a minimum stated in standards is considered exceeding standards. Candidates should say "no." Remind them that exceeding a performance requirement means requiring a performance significantly more difficult than what is called for.

4. You're teaching the Advanced Open Water Underwater Navigation Adventure Dive and a student is having trouble navigating a square back to within 8 metres/25 feet of the start point with a compass. Everyone's getting low on air, and on what will probably have to be the last try, the diver ends within 8 metres/25 feet. But, based on the execution, you're pretty sure it was luck. Now what?

   Answer: Surface, rest, repeat skill on future dive until demonstrating true mastery.

5. Open up your PADI manual or eLearning and identify the following events of instruction:

Example: PADI *Advanced Open Water Diver Manual* – Deep Diving section

   a. Gaining attention
   b. Informing students of the objectives
   c. Reminding students of what they've already learned
   d. Presenting the content
   e. Providing learning guidance
   f. Assessing progress
   g. Providing results
   h. Assessing performance
   i. Aiding retention and transfer of information

II. Workshop

Let's role-play some scenarios. You'll take turns being the instructor and discussing what you'd do, with everyone else playing students and assistants.

1. Everyone needs to stand.

2. Play your role as realistically as possible; some humor is okay, but keep it relevant and realistic. The whole point is to think like instructors.

3. If you are the instructor, don't expect to be perfect. If you knew how to do it, you wouldn't be taking this course. Do your best and have fun learning.

Note: Getting candidates to stand encourages taking this seriously, and also establishes the practice for dry scenarios in coming workshops. Assign the first instructor and assign two students. Present the scenario, and when the instructor acts/makes a decision, ask questions, and get the group to brainstorm some options or alternatives that could have worked.

Scenario One

You, the instructor, just arrived at a shore dive site with a class of Open Water Diver students for Open Water Dive Three. There are 4-metre/12-foot waves rolling in and the lifeguard told you there's a four-knot longshore current running. Two of your students are headed on a dream vacation in two days and want to be certified, and you have another Open Water Diver class starting tomorrow. Think like an instructor and tell your class what's going to happen.

Note: Reasonable answers may vary, but look for:
- the dive is cancelled (waiting to see if conditions improve or coming back later is fine)
- a reasonable explanation
- Plan "B" – what they'll do instead (alternate site, activity, schedule, complete referral paper work, certify as PADI Scuba Divers, etc.)

1. Group questions and discussion points:

   a. Why did you cancel (or not cancel) the dive? Does everyone agree that was the right decision?

   Note: Explore thinking of those who disagree, but regardless, in this instance, good judgment is to cancel. After the Example Contact, a reasonable call to cancel is more likely; especially praise doing so if no one questioned the dives during the contact.

   b. What was your backup plan? What options could apply? Why should you always have a backup plan – even for confined water dives?

   Note: Discussion should range from alternate sites to alternate activities and schedules. Advantages should cover professionalism, not disappointing students, or doing so as little as possible.

   c. What did you teach your students by cancelling the dive? By having backup plans?

   Note: Discussion should cover proper diving includes applying good judgment and skipping a dive due to conditions may be necessary. Backup plans teach that having options, if possible, avoids or reduces

disappointment. Had you made the dive, students might have gotten the idea that divers just grit their teeth and go anyway even in poor conditions.

    d.   If you were sure the divers could pull off the dive safely, but it wouldn't be fun, would you go ahead with it? What might they learn?

Note: Guide discussion to the idea that if students come to hate diving because of your decision, you've failed as an instructor even if they were safe and learned everything they were supposed to. They also might get the impression that divers brave it when conditions are poor instead of doing something else.

    e.   Supposing you won't get them in the water before their trip, what might you offer the two vacation students?

Note: Guide candidates to the PADI Scuba Diver certification option if the required dive flexible skills have been covered.

Scenario Two

Note: Assign the instructor and one student. Present the scenario, and when the instructor acts/makes a decision, ask questions, and encourage discussion.

You, the instructor, are conducting Open Water Diver course Confined Water Dive Two. One of your students is very enthusiastic. She's completed all the independent study and watched all the videos and knows what's coming. You can tell she's very comfortable in the water. After clearing a fully flooded mask successfully, with no stress and very fluid on the first try, she tells you she ready to skip ahead to the no mask swim. Talk to us as if you were talking to her. Reference PADI materials if you need or want to.

Note: Look for positive encouragement, a polite refusal and satisfying explanation.

1.   Group questions and discussion points:

    a.   What do standards say about this situation?

Note: Point out that skill shifting is not permitted, except for dive flexible skills.

    b.   Why don't standards allow this? How might doing this be problematic instructionally, even with a strong student?

Note: Guide the discussion to consider: Less repetition; less transfer through gradual application into new situations; mastery is likely in this example, but the instructor has only seen the student do the skill once; this would skip prerequisite skill mastery.

    c.   How can you say "no" but still encourage and retain excitement?

Note: Suggestions will vary – compliment student's enthusiasm, remind her she'll be there soon, etc.

Scenario Three

You're on a boat teaching the Advanced Open Water Diver course and you discover you forgot your snorkel, which you tell to your PADI Divemaster. You check around and there's no spare – no matter how you slice it, there won't be enough snorkels for all divers. Brief your class on what's going to happen. Use your PADI Instructor Manual if you like.

Note: This scenario is intended to develop solution thinking with good judgment. Candidates may ask for more details, like "what dives were planned?" Answer in ways that leave options open, such as the Deep Adventure Dive and Search and Recovery Dive, so the site has deep and shallow diving options. Look for following standards – everyone has a snorkel while diving – flexibility and options.

1. Group questions and discussion points:

   a. What options did the instructor have in this situation?

   Note: Point out that the only really workable option is diving in smaller groups so a snorkel can be shared.

   b. What about making a dive without a snorkel?

   Note: If anyone suggests diving without a snorkel, because it seem reasonable, guide candidates to check standards. Remind them that risk-management issues can occur with even "minor" standards issues, so that's a bad call no matter how reasonable it seems. Explain they'll learn more in the Managing Risk section.

Scenario Four

Note: Assign the instructor and students. Present the scenario, and when the instructor acts/makes a decision, ask questions, and encourage discussion.

You've just met your class at the open water site for your PADI Rescue Diver course. Before you left the dive store, the owner got on your case because he was doing a routine check and found out that you didn't take care of your annual PADI Membership renewal. You're no longer in Teaching status, and you're not authorized to teach any courses. Talk to your students.

Note: Likely nothing the instructor says will sound good. If the candidate "lies" to the class, call it out as inappropriate and steer back to having to be honest. Keep this one short, with the key lesson that nothing is going to sound reasonable to students. Emphasize that letting membership lapse is unprofessional and inexcusable.

1. Group questions and discussion points:

   a. How can the instructor regain Teaching status?

Note: Point out that if the Regional Headquarters is open and your insurance is current (where required), then you can usually get back into Teaching status by calling or trying to renew online on the Pros' Site with your credit card. Explain that renewing early is always wise, and the best option is to get automatic renewal so this can't happen.

    b. Why is professionalism important?

Note: Expand thinking-like-an-instructor brainstorming to other areas where there are no reasonable excuses – the group should conclude that people expect professionalism in everything.

Scenario Five

Note: Assign the instructor and students. Present the scenario, and when the instructor acts/makes a decision, ask questions, and encourage discussion.

You're teaching the PADI Boat Diver course on a large charter boat at a tropical site, and you're just back aboard after the first dive. On the same boat are three well-known local celebrities. During the dive, all three were all over the reef, overweighted, damaging coral and stirring up the bottom in full view of your students. Talk to your students – you can assume the celebrity divers can't hear you.

Note: Look for:

- directing student attention to correct behavior – instructor role-modeling
- emphasis on proper weighting
- the responsibility divers have as ambassadors for the underwater world
- not excusing the celebrities, but being polite and keeping the conversation focused on everyone's responsibility to be aware of the environment while diving, using good techniques, etc.

1. Group questions and discussion points:

    a. Would you talk to the celebrities? How would you do it, and what would you say?

    b. The celebrities were overweighted. How do you think they got that habit? Is that ever acceptable in recreational diving?

Note: Prompt discussion about entry-level training. Point out that overweighting is not acceptable in confined or open water training, even when it seems easier, because habitual overweighting may result. Teaching proper weighting and buoyancy control takes a little longer at the outset, but it saves time overall by reducing problems later. Explain that there may be some situations where it's acceptable to be overweighted, but these are clearly exceptions.

    c. What does a situation such as this tell you about the importance of role-modeling, even when you're not teaching? How does it look if you, as a professional, teach one thing but then do another?

Conclusion

1. Teaching and dive instruction constantly require good judgment.

2. Making judgment decisions will be part of your development and evaluation as instructor candidates.

3. You'll get to practice using good judgment in upcoming workshops, including those in confined and open water.

Summary

• **PADI System Review**

• **Workshop**

Discover Scuba Diving Workshop

Duration – 1.5 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Discover Scuba Diving and Experience Programs curriculum component before the Discover Scuba Diving Workshop.**

2. Candidates should have the PADI *Instructor Manual*, PADI's *Guide to Teaching* and all current Discover Scuba Diving (DSD) instructional materials available to reference and use, and scuba equipment for the confined and open water dives.

3. The workshop goal is to provide direct, hands-on experience and decision-making opportunities that improve each candidate's ability to think like an instructor while conducting Discover Scuba Diving experiences.

4. This workshop has four parts: 1) Program review and briefing practice; 2) Confined water skills practice; 3) Open water dive supervision and control; and 4) Registering participants. It's ideal to conduct all workshop parts in one continuous session, however for logistical reasons, you may split this workshop up. For example, when it's not possible to move from confined water directly into open water.

5. To review participant registration options, be sure to have access to the Online Processing Center and copies of the *Discover Scuba Diving Participant Guide* and the Discover Scuba Diving Registration Form available.

6. Notes to the presenter are shaded.

Example Contact

Have you ever been sky diving, helicopter skiing, big wave surfing or ice climbing?

If you've done any of these activities, you have an adventurous life. If you haven't had the chance to try these activities, or thought to yourself – I would never do that! – then you are like the majority of people. Not every activity appeals to everyone.

Often, however, people are interested and curious, but many activities just seem out of reach. For example, you can't go ice climbing without first having access to an ice wall, and second, having the right equipment and knowledge to participate safely.

Similarly, you can't go scuba diving without first having access to water, and second, having the right equipment and instruction to participate safely.

The PADI Discover Scuba Diving program is designed to make diving accessible to people who are interested and curious. Participants are able to get in the water quickly and experience the thrill of diving through a highly supervised experience. It also needs to be enjoyable so that participants want to continue diving.

Overview

- **Briefing – Part 1**

  You'll learn how to how to conduct a Discover Scuba Diving briefing using instructional tools.

- **Confined Water – Part 2**

  You'll practice conducting Discover Scuba Diving skills in shallow water or from a boat, dock or other surface support station.

- **Open Water – Part 3**

  You'll demonstrate proper Discover Scuba Diving supervision and control during an open water dive.

- **Registering Participants – Part 4**

  We'll go over the Discover Scuba Diving participant registration options.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and DSD instructional materials ready to reference. You'll need your scuba equipment for the confined and open water dives.

Workshop: Briefing – Part 1

Note: Start by reviewing the Discover Scuba Diving program standards and conduct. If possible, show some or all of the *Discover Scuba Diving* video before the workshop.

- Assign candidates a portion of the briefing to conduct so that the entire Discover Scuba Diving briefing is covered.
- Conduct this either pool-side, on shore at the confined or open water site, or on a boat.
- Have candidates use all instructional tools, including the *Discover Scuba Diving Participant Guide,* Discover Scuba Diving Cue Card and/or flip chart.
- Offer suggestions for improvement.

Workshop: Confined Water – Part 2

Note: You may conduct this either in a pool or confined open water site, or in open water from a boat, dock or other surface support station.

- Start by setting up the role-model confined water session. Demonstrate how to organize participants and equipment at the site. Provide an area orientation, go over conducting a risk assessment and having an emergency assistance plan, review facility rules, etc.
- Assign candidates a confined water skill to conduct so that all Discover Scuba Diving skills are covered.
- Assign one or two realistic problems to the role-playing participants for each skill conducted. Realistic problems which may include:
  a. Getting distracted and swimming away
  b. Nervous or panicked diver who wants to ascend immediately
  c. Equipment problem such as a leaky mask
- Offer suggestions for improvement.

Workshop: Open Water – Part 3

Note: Conduct the Discover Scuba Diving open water dive. If your open water dive site is not typically where you'd conduct a Discover Scuba Diving program (cold water, low visibility, etc.), point that out to candidates and explain that the purpose of this workshop is to practice good control with noncertified divers, which also applies to entry-level courses.

- Start by setting up the role-model open water dive. Emphasize the need to first conduct a risk assessment by evaluating conditions. Demonstrate how to organize participants and equipment at the site. Provide an area orientation, and review the emergency assistance plan, etc.
- Have candidates lead role-playing participants during the dive, maintaining proper supervision and control.
- Make sure all candidates have ample opportunity to demonstrate appropriate control and supervision of role-playing DSD participants.
- Emphasize correct positioning that allows immediate physical contact to adjust buoyancy and render assistance to participants, as needed.
- Make sure candidates observe participants with only the brief, periodic interruptions needed to lead the dive and to provide assistance to divers.
- Offer suggestions for improvement.

Workshop: Registering Participants – Part 4

Note: Review the Discover Scuba Diver participant registration online via the PADI Online Processing Center. Review how to register a participant with the *Discover Scuba Diving Participant Guide*. Review using the Discover Scuba Diving Registration Form to register a participant.

Summary

- **Briefing – Part 1**

    1. Demonstrate how to conduct a Discover Scuba Diving briefing using instructional tools.

- **Confined Water – Part 2**

    2. Demonstrate how to conduct Discover Scuba Diving skills practice in shallow water or from a boat, dock or other surface support station.

- **Open Water – Part 3**

    3. Demonstrate proper Discover Scuba Diving supervision and control during an open water dive.

- **Registering Participants – Part 4**

    4. Explain the Discover Scuba Diving participant registration options.

PADI Open Water Diver Course Set Up and Scheduling Workshop

Duration – 1 hour

Notes

1. **Candidates must complete the *IDC eLearning* – PADI Open Water Diver Course curriculum component before this Set Up and Scheduling Workshop.**

2. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching*, all current PADI Open Water Diver course diver materials and Aquatic Cue Cards for the Open Water Diver course available to reference and use.

3. The goals of this workshop are to:

   a. Provide training regarding scheduling and knowledge development preparation specific to the PADI Open Water Diver course.

   b. Guide candidates in preparing for their first course, including practice in scheduling.

4. This workshop has two parts:1) Scheduling; and 2) Set Up. You may conduct this as one continuous workshop, or conduct the Scheduling portion now, and conduct the Set Up portion in conjunction with the Knowledge Development Presentations Workshop.

5. For the Scheduling portion, it's recommended you have a white board or some other way to show a calendar to the group in a manner that lets you write and erase as you create options together.

6. For the Set Up portion, have all classroom equipment ready to assemble, including instructional materials, such as Prescriptive Lesson Guides, etc. for candidates to practice setting up for knowledge development presentations.

7. Notes to the presenter are shaded.

Example Contact

Have you ever been faced with a big project in which you know what to do, but you don't know where to start?

That's how I felt the last time I had to move. It seemed like I had a million boxes to unpack. I knew where everything needed to end up and how to get it there, but I felt overwhelmed because I wasn't sure where to start.

Sometimes it feels that way getting ready for your first PADI Open Water Diver course, so let's practice getting started, which means scheduling. Remember that you've been learning

and will continue to learn and practice how to conduct the PADI Open Water Diver course throughout the instructor development process.

Overview

- **Scheduling – Part 1**

  Working as a team with other candidates and the staff, you'll draft two or more realistic schedules for a PADI Open Water Diver course.

- **Set Up – Part 2**

  You'll demonstrate and/or explain how to set up for an Open Water Diver course knowledge development session, including locating and accessing the appropriate student and instructional materials for the session.

Conduct

Have your PADI I*nstructor Manual,* PADI's *Guide to Teaching* and PADI Open Water Diver course materials ready to reference.

Outline

I. Scheduling

  A. Working as a group we're going to look at some ways to schedule the PADI Open Water Diver course.

  1. Your job is to think like an instructor as we discuss the timing and options available.

  a. Think about the time required for each session, including getting there, plus pre and post activities.

  b. Think about logistics, including getting gear to and from the dive sites, and having students size and try on equipment.

  c. Don't forget the orientation session as we plan.

  d. You'll get better at estimating time with experience in teaching the course, and you can draw upon your experience as an assistant as well.

  2. We'll start with some examples, then we'll map out dates for individual sessions.

  Note: Use the examples provided, but adjust or add variables as appropriate to be closer to likely scheduling circumstances for your candidates. For example, if all open water training requires travel, allow for that in scheduling. Variables to consider:

  - Add students under age 12 to affect ratios.
  - Include at least one example with independent study/prescriptive briefings and one without.

  Add examples for practice as time allows. Don't expect perfection, nor for everyone to agree. The goal is realistic, workable schedules from each example.

Example 1

- There are six students who are studying independently with eLearning. They work full-time jobs – Monday through Friday from 8:00 am to 5:00 pm.

- Confined water site (pool) is available Mondays, Wednesdays and Thursdays from 6:00 to 9:00 pm.

- Dive center is available from 9:00 am to 9:00 pm Monday through Saturday, and from 9:00 am to 5:00 pm on Sunday. It is a 10 minute drive from the pool.

- Open water dives are from a boat that is available only on Sundays. The boat is one hour from the dive center. The boat departs at 7:00 am, conducts two dives and returns by 2:00 pm.

- You have one certified assistant.

Example 2

- There are eight international exchange students, and the PADI Open Water Diver materials are not available in a language they understand, so you will be translating and giving live presentations.

- Confined water site (pool) is available Monday through Friday from 11:00 am to 1:00 pm.

- You have access to a college classroom from 6:00 am to 12:00 pm Monday through Friday. It is a five minute drive to the pool from the classroom.

- Dive center is available from 9:00 am to 9:00 pm Monday through Saturday and closed on Sunday. It is a 10 minute drive from the pool.

- Open water dives are from shore and available any time. At this time of year, the sun rises at approximately 7:00 am and sets at 6:30 pm.

- You have one certified assistant, plus a dive center employee who can assist with logistics during dive center hours.

II. Set Up

Note: This is a hands-on exercise, not a presentation, intended to prepare candidates to access online/computer/paper PADI products. It should be in a setting representative of where candidates are likely to be conducting knowledge development sessions with students as instructors.

- Have candidates set up classroom equipment, including locating the specific materials (manual pages, Prescriptive Lesson Guide slide, etc.) they will use during their assigned knowledge development presentations.

- If you have not yet assigned presentations, give candidates specific topics/sections from the Open Water Diver course to locate.

- Use guided-discovery and allow candidates to help each other in setting up equipment.

Summary

- **Scheduling – Part 1**

  1. Working as a team with other candidates and the staff, draft two or more realistic schedules for PADI Open Water Diver courses.

- **Set Up – Part 2**

  2. Demonstrate and/or explain how to set up for an Open Water Diver course knowledge development session, including locating and accessing the appropriate student materials for the session.

Risk Management and Licensing Workshop

Duration – 1 hour

Notes

1. **Candidates must complete the *IDC eLearning* – Risk Management and Legal Considerations, Managing Risk and PADI Quality Management and Licensing curriculum components prior to this workshop.**

2. Candidates should have the PADI *Instructor Manual* and PADI's *Guide to Teaching* available to reference.

3. The goals of this workshop are to:

   a. Review basic risk management, legal concepts and issues related to teaching scuba, and integrate local specifics to these broader principles.

   b. Overview local regulations and insurance requirements that apply to being a professional scuba instructor.

   c. Review steps professionals take to manage safety and legal risks, including following standards and using appropriate documentation.

4. Have forms (digital or printed) available to refer to during the workshop. You may want to create additional examples of completed forms with errors to use.

5. You will be describing local laws to the extent you're familiar with them as they apply to diving and dive instruction, but avoid unintentionally presenting yourself as a legal expert (unless you are one). Instead, be prepared to direct candidates to appropriate experts or authorities to answer questions or explain legal/regulatory details. You should have any brochures, paperwork, links, downloads, etc. needed to meet local insurance, regulation, licensing, permits, etc., recommendations and requirements.

6. There is an optional subsection about dive incident data. To conduct this, be prepared to go online and show candidates how to locate resources.

7. Notes to the presenter are shaded.

Example Contact

Have you ever been accused of doing something you didn't do? Or, maybe accused of not doing something you were supposed to do but actually did?

It doesn't feel very fair, does it? In addition to this, has your accuser ever demanded that you prove you did or didn't do something?

That's what it feels like a lot of the time in a lawsuit. Plus, especially when it involves an injury to someone else, and since it's a threat to your financial livelihood, it's awful and emotionally draining – there is no other way to honestly describe it.

Fortunately, as you've learned, when you use good judgment, follow standards and document what you do like you're supposed to, incidents are very rare, and you can show a court that you met your duty of care. Let's review the lessons you learned about risk management and licensing, and see how they apply locally.

Overview

- **Local Regulations**

  Depending on where you will teach, there may be local regulations that pertain to scuba diving instruction and working as a dive instructor.

- **Insurance Requirement**

  Carrying professional liability insurance is required in many areas and recommended in most.

- **Documents**

  Handling required administrative paperwork properly is a critical part of risk management.

- **Dive Incident Data (optional)**

  Keeping up with trends can help you better manage risk.

- **Workshop - How Do You Handle This?**

  Practice thinking like an instructor as you review paperwork and forms.

Conduct

Have your PADI *Instructor Manual* and PADI's *Guide to Teaching* ready to reference.

Outline

I. Local Regulations

By the end of this section, you should be able to::

1. Summarize and briefly describe local regulations, and state where to review these for detail.

Note: Review and summarize local regulations that pertain to diving and teaching diving in the local area. Provide handouts/links as appropriate for applications, details, etc.

II. Insurance Requirements

By the end of this section, you should be able to:

1. Summarize and briefly describe local insurance requirements, and state where to review these for detail.

Note: Review the insurance requirements and recommendations for the area as put forth by the PADI Regional Headquarters.

- Assist those needing professional liability insurance with enrolling online or with paper, as appropriate.
- Explain what diver accident insurance is available and encourage having it personally, and making it available for students.

III. Documents

By the end of this section, you should be able to:

1. Explain and demonstrate how to have students complete the PADI Release of Liability/Assumption of Risk/Non-Agency Acknowledgment Forms, Safe Diving Practices Statement of Understanding, and Medical Statement (or appropriate local liability release) in both paper and digital forms.

Note: Have candidates download/access paper (PDF) and digital versions of:

- PADI Release of Liability/Assumption of Risk/Non-Agency Acknowledgment Forms (or EU version)
- Safe Diving Practices Statement of Understanding
- Medical Statement

Review proper use and completion.

IV. Dive Incident Data (optional)

Note: Show candidates how to locate and download the most current DAN Annual Diving Report, as well as other sources that help them keep up with trends and information about medical issues and incidents. Suggested sources include:

- Divers Alert Network (DAN) – www.diversalertnetwork.org
- Rubicon Foundation – www.rubicon-foundation.org
- South Pacific Underwater Medicine Society (SPUMS) -- www.spums.org.au
- Undersea and Hyperbaric Medical Society (UHMS) -- www.uhms.org

V. How Do You Handle This?

By the end of this section, you should be able to:

1. Using sample completed forms, describe and explain what to do based on what the forms show.

A. We'll look at completed forms and documents, and your job is to review them as an instructor.

1. Determine what (if any) action is needed based on the document.

2. Assume the example names and dates are correct.

Note: For a small number of candidates, it's suggested you do this with each form as a group. For larger numbers, divide into groups to tackle each form, then discuss the findings with the entire group. You may create additional examples, access digital forms, etc. based on common local forms and your experience.

Workshop

Example 1: Medical Statement

- Any problems?

- What would you do?

    Answer: A "yes" requires clearance regardless. Have student receive medical approval from a physician.

Example 2: PADI Release of Liability/ Assumption of Risk/Non-Agency Acknowledgment Form

- Any problems?

- What would you do?

    Answer: Lines crossed out. Have the student recomplete the appropriate local version of the form unaltered. If they are not willing to do so, refund the course fees, etc. and say you are sorry, but international dive industry standards do not allow participants to enter a diver training program without formally acknowledging, understanding and assuming the inherent risks of diving. People who won't accept responsibility and the inherent risks of diving can't be in your class.

Note: This references the World Recreational Scuba Training Council requirements.

Example 3: Medical Statement

- Any problems?

- What would you do?

    Answer: A doctor signed his own medical statement. Ask him to get clearance from another doctor.

Example 4: Statement of Understanding

Diver is 15 years old.

- Any problems?

- What would you do?

    Answer: No parent signature. Ask parent to sign.

Example 5: PADI Release of Liability/ Assumption of Risk/Non-Agency Acknowledgment Form

- Any problems?

- What would you do?

    Answer: No problems.

Example 6: Medical Statement

- Any problems?

- What would you do?

  Answer: "Yes" crossed out and changed to "no."
  Give student another form to take to a physician.

Summary

- **Local Regulations**

  1. Summarize and briefly describe local regulations, and state where to review these for detail.

- **Insurance Requirement**

  2. Summarize and briefly describe local insurance requirements, and state where to review these for detail.

- **Documents**

  3. Explain and demonstrate how to have students complete the PADI Release of Liability/ Assumption of Risk/Non-Agency Acknowledgment Forms, Safe Diving Practices Statement of Understanding, and Medical Statement (or appropriate local liability release) in both paper and digital forms

- **Dive Incident Data (optional)**

- **Workshop - How Do You Handle This?**

  4. Using sample completed forms, describe and explain what to do based on what the forms show.

Knowledge Development Presentations Workshop

Duration – 2 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Conducting and Evaluating Knowledge Development curriculum component before this Knowledge Development Presentations Workshop.**

2. **This Knowledge Development Presentations Workshop must precede the candidate knowledge development presentations.**

   Note: You may conduct the Set Up portion of the PADI Open Water Diver Course Set Up and Scheduling Workshop in conjunction with this Knowledge Development Presentations Workshop.

3. IDC Staff Instructors may give example presentations for the Course Director and candidates to score using the Knowledge Development Evaluation Form.

4. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching*, all current diver materials for PADI Open Water Diver, Advanced Open Water Diver, Rescue Diver and Divemaster courses along with specialty instructor guides available to reference and use.

5. The goals of this workshop and the candidate teaching presentations are to:

   a. Show candidates the role of knowledge development in diving.

   b. Develop candidate ability to use the PADI System for knowledge development and mastery evaluation.

   c. Develop candidate ability to give effective knowledge development teaching presentations using the PADI System for courses with and without student media support.

   d. Have candidates practice developing and giving complete, effective knowledge development presentations for courses with (prescriptive teaching) and without (microteaching) student media support.

6. Have a computer/tablet, ideally with online access, and a large screen/projector for use with your presentation, as well as Lesson Guides, Prescriptive Lesson Guides and digital products.

7. Notes to the presenter are shaded.

Example Contact

We're going to look at developing Knowledge Development presentations, but before we do, let's imagine it's 20 July 1969. We're watching TV as Neil Armstrong comes down the ladder of the lunar module – the LM – about to become the first person to set foot on the moon. Here's the dialog with Mission Control.

Mission Control: Okay, Neil, we can see you coming down the ladder now.

Armstrong: I'm at the foot of the ladder. The lunar module pads are barely depressed in the surface, which appears to be very, very fine grain. It's almost like a powder. Okay, I'm going to step off the LM now.

Armstrong: Uh, uh . . . sorry, I . . . I don't know what to say.

Of course, that's not what happened; he said, "That's one small step for a man, one giant leap for mankind." But, think about it: In that moment, he knew the entire world was watching as he played out one of the most pivotal events in human history. And, he was dealing with the realities of staying alive in space, in a place where no one had ever been before. Talk about pressure. But, instead of stumbling over his words, he gave us one of the most memorable quotes ever spoken. How did he manage this?

> **Note:** Candidates will likely answer that he planned what he would say.

Sure. He planned and prepared so he would know what to say. He probably rehearsed it. The point is, if planning and preparation worked for the first step on the moon, they will certainly work for teaching diving. Let's get into it.

Overview

- **Knowledge Development Evaluation Review**

  Knowing the purpose of each element on the Knowledge Development Evaluation form will help you prepare your teaching presentations.

- **Prescriptive Teaching – Diagnostic Practice**

  To teach prescriptively, you need to be able to analyze what needs to be covered in a prescriptive teaching presentation.

- **Preparing Presentations**

  Get practice following the steps and using tools to help you prepare a knowledge development presentation.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and all diver and instructional materials ready to reference.

Outline

I. Quick Review

A. Do you have any questions from the *IDC eLearning* – Conducting and Evaluating Knowledge Development section?

Note: Answer any questions. Depending upon the responses, briefly confirm overall understanding with questions such as:

- What are the three main parts of a presentation?
- How do prescriptive and full presentations differ? Why?
- What's microteaching?

Add questions as necessary to confirm study understanding and identify gaps to address before moving into the main presentation and workshop.

II. Knowledge Development Evaluation Review

By the end of this section, you should be able to answer these questions:

1. What is the purpose of each element on the Knowledge Development Evaluation form, and an example of each?

2. What score do you earn for the entire presentation if you make a negative or unprofessional impression?

Note: Have candidates reference personal copies of the Knowledge Development Evaluation form. They should be familiar from prior study, so treat this as a prescriptive presentation. Go through the evaluation, starting at the top, call on candidates to explain the nature and purpose of each element and ask for examples. As appropriate, ask candidates where they locate each element. With their prior study, this review should not take too long.

Note: Under Overall Handling, emphasize that negative, inaccurate or unprofessional impressions earn a one for the entire presentation. Negative/inaccurate/unprofessional impressions include inappropriate humor, being disparaging, using fear or intimidation to attempt to manipulate students, gross exaggeration or significantly false information. Be sure to explain that providing factual, realistic information about something bad that can happen is not negative. Explain that this is usually done best by presenting the facts and problem, followed by solutions that avoid or correct a problem.

Acceptable: If you don't follow the most important rule in scuba diving, you can suffer serious lung overexpansion injuries. It's probably the worst thing that can happen to a diver, and can result in death or severe, permanent injuries. But, it's also the easiest to avoid.

Negative/unprofessional: Follow the most important rule of scuba or you'll explode your lungs. You'll bleed from your mouth, nose and eyes and ears and die a slow, agonizing death with everyone watching. It really is horrible, so do what I say when we're in the pool.

III. Prescriptive Teaching – Diagnostic Practice

A. During this workshop, we'll practice analyzing what needs to be covered in a prescriptive teaching presentation. In each problem, find the objective or objectives your prescriptive presentation needs to cover.

Note: Present the following problems to candidates and have them use the appropriate PADI materials to find the objectives that need to be covered, and locate the corresponding Prescriptive Lesson Guide(s) or other tools for a prescriptive presentation, as appropriate. Add to the examples given, and you may substitute as well.

After the PADI System Workshop, candidates should be able to locate objectives and other information. Provide guidance and reminders if needed, but reduce guidance as candidates demonstrate the ability to find the objectives and tools themselves. Allow candidates to assist each other. Continue until candidates can do so independently and reliably.

Workshop

Problem 1

Four students in the Open Water Diver course had trouble with Knowledge Review Section Two. Three of them missed Question 5 and one missed Question 15.

Answer: Section Two, Buddy System (continued): 4. What should I do if I get separated from my buddy(ies) during a dive? Section Two, Equipment II: 5. Why is overheating sometimes an issue with exposure suits? How do I avoid overheating?

Problem 2

Several students tell you they had trouble with Question 8 on the Rescue Diver eLearning course Knowledge Review Section Three.

Answer: Section Three, Thermal Problems: 1. What are the differences between heat exhaustion and heat stroke, and how do you treat each?

Problem 3

One of your divemaster candidates answered Knowledge Review Section Two, Question 9, incompletely.

Answer: Section Two, Diver Behavior: 5. What are the characteristics of predive stress and how do you help divers deal with it?

Problem 4

The PADI Peak Performance Buoyancy course materials are not available in a language your students understand, so you covered knowledge development in class presentations. You orally presented the Knowledge Reviews, but two students had difficulty with Question 4 on Part II.

Answer: IV. Fine-Tuning Your Buoyancy: 4. How does your lung volume affect buoyancy, and how do you use it to fine-tune your buoyancy?

Problem 5

Preparing your briefing for the Deep Adventure Dive, some of your students tell you they had trouble identifying all the symptoms and signs of decompression sickness during the knowledge review in eLearning and would like your help reviewing them.

Answer: Advanced Open Water Diver, Section 3, Decompression Sickness: 2. What are six symptoms and seven signs of decompression sickness?

Problem 6

Meeting on a tropical island with four students who are taking the Peak Performance Buoyancy course, you learn they lost their student materials due to a misdirected bag. They didn't get a chance to do any study and there are no replacements available.

Answer: Can't use prescriptive presentations and will need to deliver the entire course content with full presentations.

IV. Preparing Presentations

By the end of this section, you should be able to answer these questions:

1. How do you use the Lesson Plan Form to prepare a knowledge development presentation?
2. What four steps can you follow in preparing a knowledge development presentation?

A. How do you use the Lesson Plan Form to prepare a knowledge development presentation?

1. Using a Lesson Plan Form (or something similar) helps you avoid omitting important information from each segment of your presentation.

2. Information to fulfill the learning objective can be noted on the Lesson Plan Form in the appropriate spaces.

3. Create speaker's notes – not a word-for-word script. Avoid full sentences in your notes – only use them when it's important for students to hear something exactly as written.

   a. If using a mobile device or PC, use a large font or add notes to a presentation in an app like Powerpoint and use speaker's view. Digital notes are easy to reuse and edit, making them worth the initial time to set up.

   b. If using paper, write clearly. Provide plenty of space – use numerous sheets or cards if necessary.

B. What four steps can you follow in preparing a knowledge development presentation?

1. Identify the learning objectives and topic scope.

    a. Reference the student materials, instructor guide presentation outline or other PADI media as appropriate.

2. Complete your Lesson Plan Form.

    a. Be realistic about what to include because not all topics lend themselves to continuing education, equipment ownership benefits, dive trip experience and environmental activities.

    b. Prepare computer graphics, training aids, board notes etc. before the presentation. If you plan to write on a board as part of your presentation, include what you're going to write in your notes.

3. Compare the Lesson Plan Form with the Knowledge Development Evaluation form to be sure you've addressed all elements.

4. Practice giving the lesson.

Workshop

Note: Assign one full presentation (microteaching) and one prescriptive presentation to each candidate. Full presentations (microteaching) may be from any course, but ideally, choose a course for which the candidate will likely need to use full presentations as an instructor. Prescriptive assignments should come from the Open Water Diver, Advanced Open Water Diver, Rescue Diver and Divemaster courses.

Be on hand with staff to assist. Encourage candidates to read their lesson plans to each other. Point out well-executed portions and offer suggestions and guidance.

Note: After students complete development of the initial presentations, you may assign the remaining knowledge development topics for their presentations. If they will give presentations over several sessions, you may assign one or two at a time with ample time to prepare.

• When developing candidates who will teach the core courses without student media (due to language, learning challenges, etc.), assign full (microteaching) presentations from PADI Open Water Diver, Advanced Open Water Diver, Rescue Diver or Divemaster courses.

• Remind candidates that as PADI Open Water Scuba Instructors, they will be able to teach all these courses and need to be prepared to present complete knowledge development sessions.

Summary

• **Knowledge Development Evaluation Review**

1. What is the purpose of each element on the Knowledge Development Evaluation form, and an example of each?

2. What score do you earn for the entire presentation if you make a negative or unprofessional impression?

- **Prescriptive Teaching – Diagnostic Practice**

    3. How do you use the Lesson Plan Form to prepare a knowledge development presentation?

    4. What four steps can you follow in preparing a knowledge development presentation?

- **Preparing Presentations**

- **Assignments**

Candidate Knowledge Development Presentations

Duration – 3 hours each session (based on eight candidates)

Notes

1. **Candidates must complete the Knowledge Development Presentations Workshop before giving any knowledge development teaching presentations**.

2. **To complete the full IDC, a candidate must prepare and deliver three knowledge development presentations and earn a score of 3.4 or higher on the Knowledge Development Evaluation form on at least two presentations. Three presentations must include:**

   a. **at least one PADI Open Water Diver course presentation**

   b. **at least one PADI continuing education course with supporting student media**

   c. **at least one PADI continuing education course without supporting student media**

3. **To earn the Assistant Instructor rating, a candidate must prepare and deliver two knowledge development presentations, including one from the Peak Performance Buoyancy course, and earn a score of 3.4 or higher on the Knowledge Development Evaluation form on at least one presentation.**

4. **To complete the OWSI program, a candidate must prepare and deliver one knowledge development presentation that earns a score of 3.4 or higher on the Knowledge Development Evaluation form.**

5. Sessions for candidate presentations may be combined, but preferably distribute them throughout the schedule with no more than two presentations per candidate in one session.

6. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* diver materials, quizzes and exams, instructor guides and any other materials (such as the PADI app) they need for their presentations.

7. Have a computer/tablet, ideally with online access, and a large screen/projector for use with Lesson Guides, Prescriptive Lesson Guides and digital products.

8. Emphasize that this is a developmental process and that candidates should learn from each other's presentations. Allow time after each presentation for all candidates to adjust their presentations based on what they learn from previous ones.

9. Generally, evaluate presentations with the entire group in a "we're all learning together" atmosphere.

   a. Be specific about what each candidate does well, and how to improve, with the goal of allowing everyone to benefit from each other's mistakes.

   b. Explain how to improve areas that need work by saying candidates are "not there yet."

   c. Evaluate only the presentation – not the candidate – in front of everyone. Handle issues such as unprofessional dress, attitude, significant nervousness, etc., privately.

Confined Water Training Workshop

Duration – 2 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Confined Water Training curriculum component before this Confined Water Training Workshop.**

2. IDC Staff Instructors may give example presentations for the Course Director and candidates to score using the Confined and Open Water Evaluation Slate.

3. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching*, all current diver materials and instructor slates for PADI Open Water Diver, Advanced Open Water Diver, Rescue Diver and Divemaster courses available to reference and use.

4. The goals of this workshop and the candidate teaching presentations are to:

   a. Show candidates how to teach effectively in confined water by applying appropriate control and risk management procedures, following accepted teaching principles and using good judgment.

   b. Develop candidate ability to use the PADI System for confined water skills development and mastery evaluation.

   c. Develop candidate ability to give effective confined water teaching presentations using the PADI System.

   d. Have candidates practice developing and giving confined water presentations using microteaching.

5. During the Confined Water Selection, Organization and Management portion, you should encourage discovery learning, and prompt discussions to develop thinking strategies and good judgment.

   a. You may divide candidates into groups and assign each a confined water site for which to answer your questions. Review all group answers with everyone for further discussion.

   b. Discuss the four environments until candidates demonstrate good conservative judgment in how they would use and organize the sample sites. Candidates may differ in their approaches; any approach that is workable, follows standards and prioritizes safety, learning and enjoyment is acceptable.

   c. You may add or substitute different example confined water environments, particularly ones you plan to use for the confined water teaching presentations.

d. Candidates may ask for more information about each site. Encourage this by creating answers. However, you can stimulate contingency thinking and flexibility by answering, "We don't have that information. How would you prepare accordingly?"

e. As candidates answer your questions, have them reference and show you standards that may apply to support their responses.

f. Cover the questions listed, but use them to build on more questions that stimulate and direct thinking. Add "what if" questions to develop judgment. Reapply judgment concepts to the different sites.

g. Encourage discussion among the candidates. Be sure all candidates participate; address questions to individuals as well as to the group as necessary to keep everyone engaged.

6. Notes to the presenter are shaded.

Example Contact

Imagine you and some friends decide to go outdoors for a picnic. You want to play some casual sport, listen to some music and cook out. You plan to go to a park you're familiar with and have visited before. But when you get there, it's unexpectedly crowded. You manage to find a spot together, but the barbecue grills are all taken. And if that weren't enough, there's a new sign "No Playing Music." There's no place else you can go, and you don't want to miss the time together, so what would you do?

> **Note:** Candidates may give a wide variety of answers. Prompt thinking by asking questions about seeing if someone will share a grill, taking turns with headphones, etc. Look for several creative solutions. If someone suggests ignoring the sign, reply that your group consists of people who understand the importance of following the rules. If someone mentions a "Plan B," compliment the suggestion, but say for this example there isn't one.

You're going to need to be flexible, considerate of others, and play by the rules while doing what you can to enjoy yourself. Confined water training sites often require you to be flexible and interact considerately with others as you follow standards and guide students through a rewarding training session. That's part of what we'll look at today.

Overview

- **Confined Water Selection, Organization and Management**

  During this workshop, you'll apply creative thinking and good judgment to choosing and using confined water training sites.

- **Confined and Open Water Evaluation Slate Review**

  Knowing the purpose of each element on the evaluation slate will help you prepare your teaching presentations.

- **Preparing Confined Water Teaching Presentations**

   Get practice following the steps and using tools to help you prepare to teach in confined water.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and all diver and instructional materials ready to reference.

Outline

I.   Quick Review

A.   Do you have any questions from the *IDC eLearning* – Confined Water Training section?

Note: Answer any questions. Depending upon the responses, briefly confirm overall understanding with questions such as:

- What are the main parts of a confined water presentation?
- How do you help students learn more effectively in confined water?
- How do you choose a confined water site?
- What are dive flexible skills?

Add questions as necessary to confirm understanding and identify gaps to address before moving into the main presentation and workshop.

II.   Confined Water Selection, Organization and Management

By the end of this section, you should be able to:

1.   Apply creative thinking and good judgment to realistic decisions typical of those instructors must make when choosing and using confined water training sites.

2.   In accomplishing the previous objective, demonstrate prioritizing student safety by making it your first consideration when analyzing and considering options.

A.   We're going to look at some different confined water training site examples with different characteristics.

1.   Your job is to think like an instructor as we discuss the practical aspects of teaching diving there based on questions I ask. Do this as if you will really be teaching in each of these sites, and there will likely be more than one "right" answer.

2.   Think about control, organization, meeting performance requirements and assessing mastery.

   a.   Unless I say otherwise, assume we're discussing training for entry-level divers.

   b.   You can ask for more information and discuss options together. You may also suggest training options beyond entry-level if they may be appropriate.

   c. In everything you consider, think about student safety first. If in doubt, always be conservative.

3. Be prepared to support what you say with standards or other references. Use the PADI *Instructor Manual,* PADI's *Guide to Teaching* and instructor cue cards as references for standards, skill conduct and organization needs that the environment may affect.

4. As we discuss this, write down a plan that you could actually use. The plan can include gathering further information about specific aspects of the site.

Confined Water Environment 1 – Large Pool

1. 25 metres/yards by 40 metres/yards

2. Shallow end is 25 metres/yards long, 1 metre/3-4 feet deep

3. Drops vertically to 5 metres/15 feet (no slope)

4. Deep end is 15 metres/yards long

5. Water temperature is 22ºC/72ºF

6. Unlimited visibility

Side View

40 m/y

1 m/y

5 m/ y

25 m/y

15 m/y

40 m/y

Top View

25 m/y
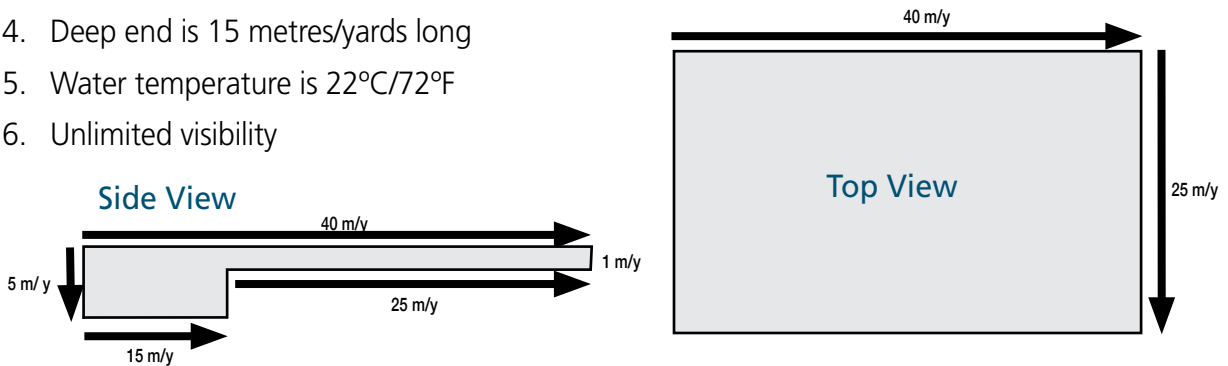
Confined Water Environment 2 – Small Pool

1. 7 metres/yards by 10 metres/yards

2. Shallow end is 1 metre/3-4 feet deep with gentle slope for 3 metres/yards, then steeper slope to 4 metres/yards down to 3 metres/yards deep

3. Deep end has about 3 metres/yards level

4. Water temperature is 28ºC/82ºF

5. Unlimited visibility

Side View

10 m/y

1 m/y

3 m/y

10 m/y

Top View

7 m/y
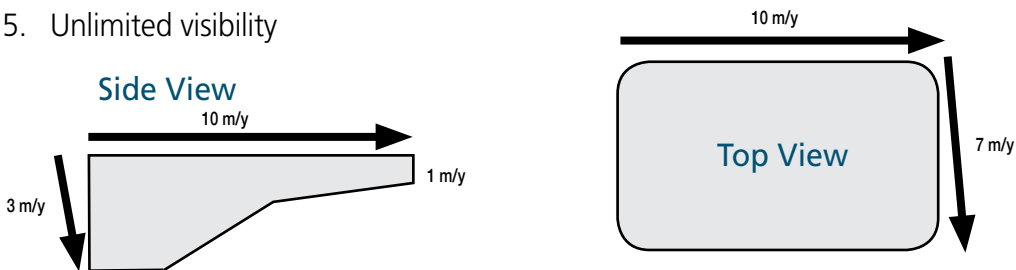
Confined Water Environment 3 – Protected Ocean Bay

1. Sandy bottom with some rocks

2. Slopes from sand/small rock beach to 1 metre/3 feet about 4 metres/yards from shore

3. Gently slopes to 2.5 metres/8 feet about 30 metres/yards from shore

4. Water temperature 27°C/80°F

5. 12 metres/40 feet visibility

Side View

Top View
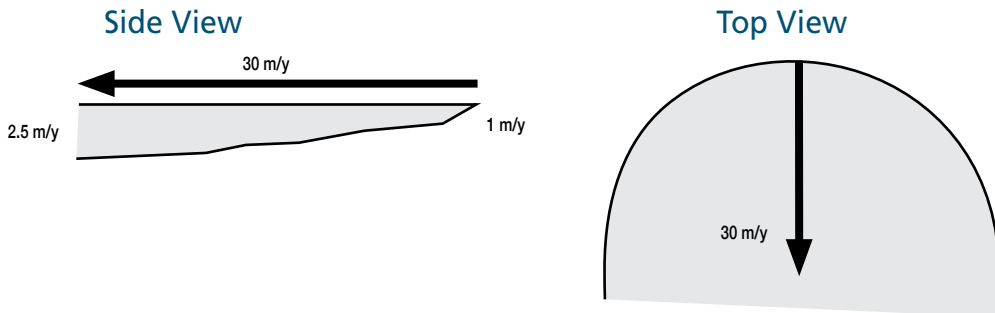
Confined Water Environment 4 – Freshwater Pond

1. Fine sand bottom

2. Slopes quickly to 1 metre/3 feet about 3 metres/yards from shore

3. Drops on a steep slope to 5 metres/15 feet about 12 metres/yards from shore

4. Water temperature is 20°C/68°F

5. 5 metres/15 feet visibility

Side View

Top View
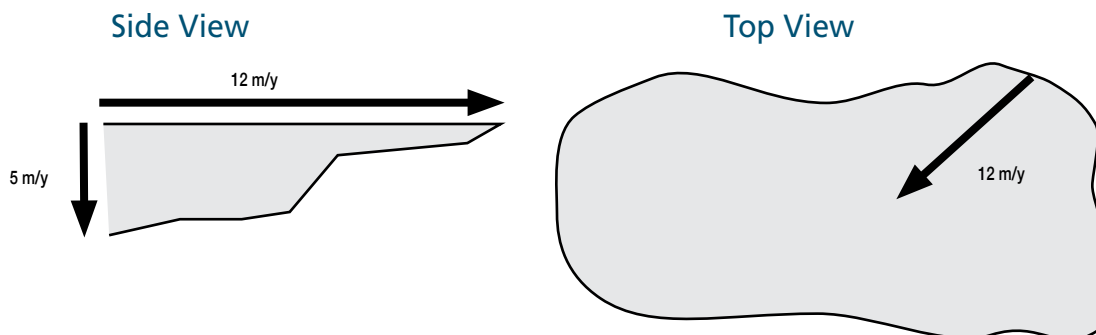
For each environment:

1. What logistical considerations do you have at the site? Equipment? Staff? Where do you put weights so they're handy for adjusting when doing weight checks?

2. What do your students need to know about the location?

3. You're conducting Open Water Diver course Confined Water Dive 1. Where would you have them stage and set up their gear? How would you sequence the skills from beginning to end? What about for Confined Water Dives 3 and 5?

4. How would you position yourself, students and assistants for stationary and for swimming skills in water shallow enough in which to stand? How about in water too deep in which to stand?

5. What special considerations do you have for making sure students meet performance requirements?

6. A student has a medical emergency. Where would your emergency equipment be?

7. Imagine you have to share half the site with people swimming laps along the length of the site. What changes would you make?

What if:

• You arrive for Confined Water Dive 3 and the deep area isn't available. There's no immediately available alternative site. What would you do?

• You arrive for Confined Water Dive 1 and the visibility is only 2 metres/6 feet. What would you do? What if it were the confined water dive that precedes the Dry Suit Adventure Dive?

• Your assistant cancels at the last minute and you have to conduct the session alone. What does this affect? How would you rearrange things?

Note: As appropriate, add different judgment-related questions to reinforce previous learning, such as "One of your students tells you he has a cold but has taken a good decongestant. What would you do?"

III. Confined and Open Water Evaluation Slate Review

By the end of this section, you should be able to answer these questions:

1. What is the purpose of each element on the Confined and Open Water Evaluation Slate, and what is an example of each?

2. What are three ways you can earn a one (1) or two (2) for the entire presentation, and how do you avoid them?

A. What is the purpose of each element on the Confined and Open Water Evaluation Slate, and what is an example of each?

Note: Have candidates reference copies of the Confined and Open Water Evaluation Slate. They should be familiar from prior study, so treat this as a prescriptive presentation. Go through the evaluation, starting at the top, call on candidates to explain the nature and purpose of each element, and ask for examples. This review should not take too long.

B. What are three ways you can earn a one (1) or two (2) for the entire presentation and how do you avoid them?

1. Demonstration

   a. Forget to do a required demonstration – 1

   b. Be unable to do the skill – 1

     c.   Execute the skill with difficulty – 2

     d.   Demonstrate in a way that students can't really see or learn from it – 2

     e.   Remember your demonstration. Practice the skill until you know it really well, and remember you're demonstrating. It's okay to demonstrate more than once.

2. Problem Solving

     a.   Diver could have been injured – 1

     b.   Missed problem or responded inappropriately – 2

     c.   Be conservative and put student safety first. Respond calmly and smoothly. Although you don't want to overcorrect when a student makes a mistake, if in doubt, act.

3. Control and Delivery

     a.   Do something unsafe or violate PADI Standards – 1

- The most common standards violations in the instructor development process are failure to assure mastery and inadequate supervision.

- Always have students who didn't meet the performance requirement repeat the skill until they do. If in doubt about meeting requirements or demonstrating mastery, there's no harm in repeating a skill. Depth, time and distance requirements are common violations.

- Always be sure students have the direct supervision required by standards, and be even more conservative as conditions require.

     b.   Be unorganized and waste time without being unsafe or violating standards – 2

- One of the most common time wastes is insisting students use a specific technique after having met the performance requirements with a variation or different one.

- We'll practice organization and time use.

- Keep in mind that being conservative and taking your time to manage and reduce risk is not wasting time.

IV. Preparing Confined Water Teaching Presentations

By the end of this section, you should be able to answer these questions:

1. How do you use the Skill Development Preparation Slate to prepare a confined water teaching presentation?

2. What four steps can you follow in preparing a confined water teaching presentation?

A. How do you use the Skill Development Preparation Slate to prepare a confined water teaching presentation?

1. Using the Skill Development Preparation Slate (or something similar) as you learn the process helps you avoid omitting important information from each segment of your presentation.

2. Use the Skill Development Preparation Slate to note the performance requirements and the key presentation elements.

   a. Make notes, not a script.

   b. Be sure you cover the elements, but give yourself flexibility to arrange them for a natural flow.

   c. Avoid full sentences and write large enough to be read easily.

3. When you give your presentations, primarily use PADI Cue Cards. The Skill Development Preparation Slate is a learning tool for reference – as you become familiar with the components, flow and how they relate, you will present without it. Check the Skill Development Preparation Slate if you're not there yet, but your goal is to no longer need to.

B. What four steps can you follow in preparing a confined water teaching presentation?

1. Review the performance requirements on the PADI Cue Cards and/or PADI *Instructor Manual* for the skill(s) on the specific dive.

2. Refer to the student materials and PADI's *Guide to Teaching* for conduct and technique recommendations for the skills in PADI core courses.

   a. Check the *Guide to Teaching* for common problems for which to prepare.

3. Compare your notes to the criteria on the Confined and Open Water Evaluation Slate to be sure you've included everything in the briefing and debriefing.

4. Think like an instructor.

   a. How would you conduct the skill or sessions without an assistant?

   b. Is there any special equipment you would like, for example a float? What if you don't have it?

   c. How would you solve problems and improve performance?

Workshop

Note: Assign each candidate one confined water skill from the Open Water Diver course. Be on hand with staff to assist. Encourage candidates to read their Skill Development Preparation Slates to each other. Point out well-executed portions and offer suggestions and guidance.

Note: After students complete development of the initial presentations, you may assign the remaining confined water teaching topics (dry and wet). If they will give presentations over several sessions, you may assign one or two at a time with ample time to prepare.

Summary

- **Confined Water Selection, Organization and Management**

  1. Apply creative thinking and good judgment to realistic decisions typical of those instructors must make when choosing and using confined water training sites.

  2. In accomplishing this, demonstrate prioritizing student safety by making it your first consideration when analyzing and considering options.

- **Confined and Open Water Evaluation Slate Review**

  3. What is the purpose of each element on the Confined and Open Water Evaluation Slate, and what is an example of each?

  4. What are three ways you can earn a one (1) or two (2) for the entire presentation, and how do you avoid them?

- **Preparing Confined Water Teaching Presentations**

  5. How do you use the Skill Development Preparation Slate to prepare a confined water teaching presentation?

  6. What four steps can you follow in preparing a confined water teaching presentation?

Candidate Confined Water Teaching Presentations – Dry

Duration – 2 hours (based on eight candidates)

Notes

1. **Candidates must complete the Confined Water Training Workshop before this dry confined water teaching presentations workshop.**

2. **By the end of this session, rehearsing only, candidates should be able to walk through presenting a single confined water skill, including basic organization, conduct, signals and other presentation aspects on the Confined and Open Water Evaluation Slate.**

3. The purpose of a "dry" teaching presentation is to increase candidate practice and repetition while saving time in confined water. Walking through the roles away from the water saves time by eliminating gear preparation, entering the water, etc. It also is a time effective way to address basic organization, control and delivery errors that commonly occur.

    a. The goal is to get candidates comfortable presenting and familiar with the process. Tell them to think of it as a rehearsal for their confined water sessions; this tends to lower stress and reduce fears of failure.

    b. For logistical reasons, you may conduct these presentations in confined water, but it's recommended that you do them dry.

4. Each candidate must do at least one dry presentation, but two or more are recommended. There is no minimum score requirement.

5. Assign as second skills those that tend to be more challenging so you can walk candidates through them dry: CESA, alternate air source use stationary and swimming, no assistant ascent/descent skills, etc.

6. Conduct these walk-throughs in a clear area so that everyone can move around. Have candidates position themselves, students and assistants as they will in confined water. Tell candidates where the pool sides or boundaries are, where deep water is, the sun's location, etc. – whatever they need to know for their skills.

7. Candidates may use some equipment if it's helpful for walking through demonstrations, but don't let this slow things down.

8. Walk candidates through each presentation by continuously setting the stage, asking questions and providing guiding statements. For example:

a. When the "instructor" says, "Let's go down," everyone crouches as if descending, then you stand upright and say "Okay, we're underwater now." After the first presentation, everyone will understand how you're doing things.

b. Stand behind the instructor (as you would underwater) and say, "Here's how I signal a problem when you're playing the student."

c. If forgotten, ask "Did you demonstrate?"

d. Help candidates feel free to make mistakes or ask for help with statements like, "Relax, no one expects you to know it yet. I'll talk you through it. That's why we're doing this – so you learn it."

9. In a nonthreatening manner, frequently ask "why" to encourage thinking like an instructor and developing good judgment.

10. After wet presentations, use dry presentations as needed for developmental practice.

a. With your guidance, candidates can effectively refine aspects of their presentations without having to be in equipment or the water.

b. Dry practice works well for skills that have more complex organization, such as Rescue Diver skills.

c. Encourage candidates to practice dry presentations together.

Candidate Confined Water Teaching Presentations – Wet

Duration – 2 hours each session (based on eight candidates)

Notes

1. **Candidates must complete the Candidate Confined Water Teaching Presentation – Dry workshop before giving any wet confined water teaching presentations.**

2. **To complete the full IDC, the candidate must prepare and deliver four confined water teaching presentations and earn a score of 3.4 or higher on the Confined and Open Water Evaluation Slate on at least two presentations. For one presentation, the candidate functions without a certified assistant.**

3. **To earn the Assistant Instructor rating or complete the OWSI program, the candidate must prepare and deliver two confined water teaching presentations and earn a score of 3.4 or higher on the Confined and Open Water Evaluation Slate on at least one presentation. For one presentation, the candidate functions without a certified assistant.**

4. Candidates may give more than one presentations in a session, but preferably distribute them throughout the schedule. Encourage candidates to help each other as they prepare for and progress through the presentations.

5. When arriving at the confined water site for the first time, demonstrate organization, where students would stage equipment and other logistics. Ask candidates to think like an instructor and discuss an emergency action plan relevant to site. During subsequent sessions, have candidates handle setup with staff guidance as needed and ask candidates to do a quick risk assessment relative to the established emergency action plan.

6. Before the first candidate presentation, build on the dry workshop by demonstrating (or having staff demonstrate) a role-model confined water teaching presentation. Emphasize thinking like an instructor and being adaptable to the situation to meet standards and to guide students through a positive learning experience.

7. Keep your debriefings interactive. Encourage thinking like an instructor by asking guiding questions. Ask candidates why they made particular choices (especially regarding risk management and judgment), and have them explore whether different choices would have been better, worse or just as acceptable.

8. Schedule additional sessions as needed for candidates who have not yet reached the performance requirement.

Skill Development Workshop

Duration – 1.5 hours

Notes

1. Conduct this workshop anytime after the Orientation.

    a. Ideally, conduct this workshop after candidates complete the *IDC eLearning* – Confined Water Training section (or attend the related Course Director presentation, if applicable). If conducting it before, brief candidates and demonstrate the characteristics of demonstration quality skills.

    b. You may schedule the 400 metre/yard swim and the 10 minute float/survival swim during this workshop or in conjunction with any other confined water session prior to concluding the course.

2. By the end of this session, **the candidate should be able to swim 400 metres/ yards, and float/survival swim for 10 minutes, without using swimming or flotation aids.** Exposure suits with weighting for neutral buoyancy may be worn if required for the water temperature.

3. By the end of this session, **the candidate should be able to demonstrate all 24 dive skills listed in the Skill Evaluation, scoring a minimum of 82 points with no individual score below a 3 and with at least one underwater skill to a 5.**

4. If arriving at the confined water site for the first time, ask candidates to think like instructors and discuss an emergency action plan and how to handle a confined water-related emergency relevant to the site. On all subsequent visits to a site, ask candidates to do a quick risk assessment relative to the established emergency action plan.

5. Emphasize there is no one correct technique for any skill. Candidates may use any technique that meets the performance requirement.

6. Review and demonstrate the difference between a 3.0 and a 5.0 skill performance.

7. To earn a 5.0 on regulator recovery and clearing and mask removal, replacement and clearing, candidates must demonstrate the skill while neutrally buoyant.

8. Based on candidate performance, offer suggestions on how to improve and alternative techniques. Time allowing, have candidates practice while applying suggestions and/or techniques.

Open Water Training Workshop

Duration – 2 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Open Water Training curriculum component and Confined Water Teaching Presentations – Dry workshop before this Open Water Training Workshop.**

2. IDC Staff Instructors may give example presentations for the Course Director and candidates to score using the Confined and Open Water Evaluation Slate.

3. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* all current diver materials and instructor slates for PADI Open Water Diver, Advanced Open Water Diver, Rescue Diver and Divemaster courses available to reference and use.

4. The goals of this workshop and the candidate teaching presentations are to:

   a. Show candidates how to teach effectively in open water by applying appropriate control and risk management procedures, following accepted teaching principles and using good judgment.

   b. Develop candidate ability to use the PADI System for open water skills development and mastery evaluation.

   c. Develop candidate ability to give effective open water teaching presentations using the PADI System.

   d. Have candidates practice developing and giving open water presentations using microteaching.

   e. Overview practical suggestions specific to training students in open water in the PADI Open Water Diver and Scuba Diver courses.

5. During the Open Water Selection, Organization and Management workshop, you should encourage discovery learning and prompt discussions to develop thinking strategies and good judgment. Build upon discussions from the Confined Water Training Workshop.

   a. Divide candidates into small groups and assign each an open water site. Discuss at least three environments with distinct differences (fresh/salt, warm/cold, mild surf/calm lake/ boat, entries from dock, over rocks, over sand, etc.) It could be a familiar site, or describe actual or realistic fictional sites.

   b. Assign each group a specific training dive from a PADI core or specialty diver course, with different numbers of students. Assign one group Peak Performance Buoyancy Dive

One, and one group Open Water Dive 2 from the PADI Open Water Diver course. The remaining can be any courses of your choosing. If you have fewer than four candidates, give all the sites/dives to the group to consider.

   c. Candidates may ask for more information about each site. As in the confined water workshop, make up answers or stimulate contingency thinking by answering, "We don't have that information. How would you prepare accordingly?"

   d. As candidates answer your questions, have them reference and show you standards that may apply to support their responses.

   e. Cover the questions listed, but use them to build on more questions that stimulate and direct thinking. Add "what if" questions to develop judgment. Reapply judgment concepts to the different sites, and continue until candidates demonstrate good conservative judgment in how they would use and organize the sample sites.

   f. Candidates may differ in their approaches; any approach that is workable, follows standards and prioritizes safety, learning and enjoyment is acceptable. Encourage discussion among the candidates. Be sure all candidates participate; address questions to individuals as well as to the group as necessary to keep everyone engaged.

6. For the discussion on Managing Descents, consider hanging a line with which you and candidates can walk through positioning, control and techniques for different descent situations. You can also conduct a walk through of descent techniques during the Open Water Teaching Presentations – Dry workshop.

7. Notes to the presenter are shaded.

Example Contact

Remember when you first learned to drive? You probably started in a parking lot or on a quiet street. After you learned how to control the car there well enough, you went into traffic for the first time. When you did that, what did you need to know? What was new?

> **Note:** Candidates may give a wide variety of answers. Prompt thinking by asking questions about other cars, traffic signals, road hazards, etc.

What did you not need to know? What wasn't new?

> **Note:** Prompt thinking as needed by asking questions about how to steer, use turn signals or brake – skills mastered in the parking lot.

So, driving in a parking lot and driving in traffic are similar in many ways, but they're different, too. The parking lot is simpler, making it a good place to learn the basics. But, then, you have to learn to apply those skills where you'll do most of your driving.

This is like when students go from confined water to open water. There are some important differences to guide them through, but you don't waste time telling them what they already know.

Overview

- **Open Water Selection, Organization and Management**

  During this workshop, you'll apply creative thinking and good judgment to choosing and using open water training sites.

- **Preparing Open Water Teaching Presentations**

  Practice following the steps and using tools to help you prepare to teach and supervise student divers in open water.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and all diver and instructional materials ready to reference.

Outline

I. Quick Review

A. Do you have any questions from the *IDC eLearning* – Open Water Training section?

Note: Answer any questions. Depending upon the responses, briefly confirm overall understanding with questions such as:

- What are the differences between confined water and open water teaching presentations?
- When would you demonstrate a skill in open water? When would you not?
- When you plan open water training, what comes first?
- What are you teaching when you give briefings and debriefings?

Add questions as necessary to confirm understanding and identify gaps to address before moving into the main presentation and workshop.

II. Open Water Selection, Organization and Management

By the end of this section, you should be able to:

1. Apply creative thinking and good judgment to realistic decisions typical of those instructors must make when choosing and using open water training sites.

2. In accomplishing this, demonstrate prioritizing student, staff and your own safety by making it your first consideration when analyzing and considering options.

3. Demonstrate creative thinking and good judgment in considering possible management techniques for open water descents with entry-level divers.

A. We're going to look at some different open water training site examples with different characteristics.

1. Your job is to think like an instructor as we discuss the practical aspects of teaching diving there based on questions I ask. Do this as if you will really be teaching in each of these sites, and there will likely be more than one "right" answer.

2. Think about control, organization, meeting performance requirements and assessing mastery. Also consider student comfort and enjoyment.

   a. You can ask for more information and discuss options together.

   b. In everything you consider, think about student, staff and your safety first. If in doubt, always be conservative.

3. Be prepared to support what you say with standards or other references. Use the PADI *Instructor Manual,* PADI's *Guide to Teaching* and instructor cue cards as references for standards, skill conduct and organization needs that the environment may affect.

4. As we discuss this, write down an open water plan that you could actually use. The plan can include gathering further information about specific aspects of the site.

Note: Divide candidates into groups. Assign each group a dive site, which may be any mix of fresh or salt water, shore or boat. There should be at least three different sites. Assign each group a specific training dive. Assign one group Peak Performance Buoyancy Dive One, and one group Open Water Dive 2 from the PADI Open Water Diver course. The remaining can be any courses of your choosing.

For each dive site:

1. What logistical considerations do you have at the site? Equipment? Staff? Where do students check their weighting before the dive?

2. What do your students need to know about the location?

3. What do you need to consider with respect to meeting performance requirements (depths, distances, etc.)?

4. Do you have a surface float? If so, where do you put it and how do you secure it? Does it have a dive flag? Why or why not?

5. How would you position yourself, students and assistants for stationary and for swimming skills?

6. How would you sequence skills in the dive?

7. A student has a medical emergency. How do you get the student out of the water and into emergency care? What would an emergency action plan include?

8. What would you do if it turns out the site is deeper than expected?

9. Your students take twice as long as you'd expect to complete the performance requirements. How much time do you have to explore the site?

10. What do you tell your students about protecting the environment at the site?

11. Your assistant cancels at the last minute and you have to conduct the dive alone. What does this affect? How would you rearrange your plan?

Note: Add questions as appropriate to explore topics, test judgment and thinking, and encourage discussion.

B. Demonstrate creative thinking and good judgment in considering possible management techniques for open water descents with entry-level divers.

Note: Consider hanging a line with which you and candidates can walk through positioning, control and techniques for each of the descent situations as you discuss them.

1. In the Open Water Diver course, performance requirements call for three types of descents: with a physical control reference, with a visual reference, and with no reference.

2. In Open Water Dives 1 and 2, students descend using a physical reference, if necessary, to control the descent rate.

3. In Open Water Dive 3, students descend using a visual reference only.

4. In Open Water Dive 4, students descend with no visual reference.

5. Thinking like an instructor:

Note: Ask questions and discuss each descent. Candidates should provide positioning options supported by circumstances and standards. Have candidates explain their reasoning and throw in "what if" variables to encourage discussion and thinking like an instructor.

a. What is a physical reference and how do you conduct a descent using a physical reference? How would you position yourself to supervise students? Why? What if you have no assistant?

b. What is a visual reference and how do you conduct a descent using only a visual reference? How would you position yourself to supervise students? Why? What if you have no assistant?

c. How do you conduct a descent with no reference? How would you position yourself to supervise students? Why? What if you have no assistant?

III. Preparing Open Water Teaching Presentations

By the end of this section, you should be able to:

1. How do you use the Skill Development Preparation Slate to prepare an open water teaching presentation?

2. What four steps can you follow in preparing an open water teaching presentation?

Note: This builds on confined water teaching presentations and should be primarily a review, with emphasis on the differences between confined water and open water teaching presentations.

A. How do you use the Skill Development Preparation Slate to prepare an open water teaching presentation?

1. Use the Skill Development Preparation Slate (or something similar) much as you did when preparing confined water teaching presentations.

2. As you formulate your presentation, recall the main differences between confined water and open water teaching presentations:

   a. For entry-level divers, emphasize the differences in conditions, control, positioning, depths, times and the environment.

   b. Do not "reteach" or demonstrate skills already taught and demonstrated in confined water. However, give reminders and tips on applying the skills in open water.

   c. You do teach and demonstrate skills being introduced in open water (such as in continuing education courses).

3. On your slate, note the performance requirements and the key presentation elements.

   a. Make notes, not a script.

   b. Be sure you cover the elements, but give yourself flexibility to arrange them for a natural flow.

   c. Avoid full sentences and write large enough to read easily.

4. When you give your presentations, primarily use PADI Cue Cards. The Skill Development Preparation Slate is a learning tool for reference – as you become familiar with the components, flow and how they relate, you will present without it. Check the Skill Development Preparation Slate if you're not there yet, but your goal is to no longer need to.

B. What four steps can you follow in preparing an open water teaching presentation?

1. Review the performance requirements on the PADI Cue Cards and/or PADI *Instructor Manual* for the skill(s) on the specific dive.

2. Refer to the student materials and PADI's *Guide to Teaching* for conduct and technique recommendations for the skills in PADI core courses.

   a. Check the *Guide to Teaching* for common problems for which to prepare.

3. Compare your notes to the criteria on the Confined and Open Water Evaluation Slate to be sure you've included everything in the briefing and debriefing.

4. Think like an instructor.

   a. Remember student, staff, self – Safety First.

   b. How would you conduct the skill or sessions without an assistant?

   c. Is there any special equipment you would like, for example a float? What if you don't have it?

   d. How would you solve problems and improve performance?

Workshop

Note: Assign each candidate two skills from the Open Water Diver course to combine into one presentation. Be on hand with staff to assist. Encourage candidates to read their Skill Development Preparation Slates to each other. Point out well-executed portions, and offer suggestions and guidance.

Note: After candidates complete development of the initial presentations, you may assign the remaining open water teaching topics (dry and wet). If they will give presentations over several sessions, you may assign one or two at a time with ample time to prepare.

Summary

- **Open Water Selection, Organization and Management**

    1. Apply creative thinking and good judgment to realistic decisions typical of those instructors must make when choosing and using open water training sites.

    2. In accomplishing this, demonstrate prioritizing student, staff and your own safety by making it your first consideration when analyzing and considering options.

    3. Demonstrate creative thinking and good judgment in considering possible management techniques for open water descents and ascents with entry-level divers.

- **Preparing Open Water Teaching Presentations**

    4. How do you use the Skill Development Preparation Slate to prepare an open water teaching presentation?

    5. What four steps can you follow in preparing an open water teaching presentation?

Candidate Open Water Teaching Presentations – Dry

Duration – 3 hours (based on eight candidates)

Notes

1. **Candidates must complete the Open Water Training Workshop before this dry open water teaching presentations workshop.**

2. **By the end of this session, rehearsing only, candidates should be able to walk through an open water teaching presentation by presenting two skills, including basic organization, conduct, signals and other presentation aspects on the Confined and Open Water Evaluation Slate.**

3. Each candidate must do at least one dry presentation with two skills, but two or more are recommended. There is no minimum score requirement.

4. Assign skills that tend to be more challenging so you can walk candidates through them dry. **At least one candidate must be assigned CESA.** Other recommended assignments include:

    a. Descent or ascent skill with no certified assistant with entry-level divers

    b. Rescue Diver surface skill

    c. Rescue Diver underwater skill

    d. Skill that would typically require a demonstration.

5. Remember that the purpose of a "dry" teaching presentation is to increase candidate practice and repetition while saving time in open water. It also is a time-effective way to address basic organization, control and delivery errors that commonly occur.

    a. The goal is to get candidates comfortable presenting and familiar with how the process differs in open water as compared to confined water.

    b. For logistical reasons, you may conduct these presentations in confined water (simulating open water) or in open water, but it's recommended that you do them dry.

6. Conduct these walk-throughs in a clear area so that everyone can move around. Have candidates position themselves, students and assistants as they will in open water. Describe the site features – topography, fresh or salt water, conditions such as waves, currents, visibility and temperature, where the deep water is if practicing for a multiple depth site, the sun's location, etc. – whatever they need to know to competently execute a training session there.

7. Candidates may use some equipment if it's helpful for walking through demonstrations, but don't let this slow things down.

8. Walk candidates through each presentation by continuously setting the stage, asking questions and providing guiding statements. For example:

    a. After the briefing, tell candidates that they are in the water or underwater as appropriate for the skills.

    b. Stand behind the instructor (as you would underwater) and say "Here's how I signal a problem when you're playing the student."

    c. Help candidates feel free to make mistakes or ask for help with statements like, "Relax, no one expects you to know it yet. I'll talk you through it. That's why we're doing this – so you learn it."

9. In a nonthreatening manner, frequently ask "why" to encourage thinking like an instructor and developing good judgment.

10. After wet presentations, use dry presentations as needed for developmental practice.

    a. With your guidance, candidates can effectively refine aspects of their presentations without having to be in equipment or the water.

    b. Dry practice works well for knot tying, compass use, search patterns and other skills candidates need to refine. It also works well for more complex organization, such as Rescue Diver skills.

    c. Encourage candidates to practice dry presentations together.

Candidate Open Water Teaching Presentations – Wet

Duration – 3 hours each session (based on eight candidates)

Notes

1. **Candidates must complete the Candidate Open Water Teaching Presentation - Dry workshop before giving any wet open water teaching presentations.**

2. **Present at least two integrated (two skills) open water teaching presentations, scoring a minimum of 3.4 on each skill for one presentation, including:**

    a. **at least one set of skills from the PADI Open Water Diver course.**

b.　at least one set of skills from a continuing education course requiring a demonstration.

　　　c.　at least one set of skills without a certified assistant.

3. **To earn the Assistant Instructor rating, the candidate must present at least one integrated (two skills) open water teaching presentation (wet) from the Peak Performance Buoyancy course, scoring a minimum of 3.4 on each skill.**

4. **To complete the OWSI program, the candidate must present at least one integrated (two skills) open water teaching presentation (wet), scoring a minimum of 3.4 on each skill.**

5. Candidates may give more than one presentation in a session, but preferably distribute them throughout the schedule. Encourage candidates to help each other as they prepare for and progress through the presentations.

6. When arriving at the open water site for the first time, demonstrate organization, where students would stage equipment and other logistics. Ask candidates to think like instructors and discuss an emergency action plan relevant to the site. During subsequent sessions, have candidates handle setup with staff guidance as needed, and ask candidates to do a quick risk assessment relative to the established emergency action plan.

7. Start with a role-model briefing that emphasizes site orientation and evaluating conditions. Give a thorough, positive, overview as would be given to PADI Open Water Diver students.

8. Emphasize thinking like an instructor and being adaptable to the situation to meet standards and guide students through a positive learning experience.

9. Make your final debriefing interactive. Encourage thinking like an instructor by asking guiding questions. Ask candidates why they made particular choices (especially regarding risk management and judgment), and have them explore whether different choices would have been better, worse or just as acceptable.

10. Schedule additional sessions as needed for candidates who have not yet reached the performance requirement.

Continuing Education Workshop

Duration – 1.5 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Continuing Education and Leadership Courses curriculum component prior to this workshop.**

2. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* PADI Peak Performance Buoyancy, Coral Reef Conservation and Project AWARE Specialty Course Instructor Guides, instructor cue cards, diver manuals and/or eLearning, and quizzes/exams for PADI core courses for reference.

3. The goals of this workshop are to:

   a. Have candidates brainstorm and creatively apply continuing education and leadership training concepts to real-world circumstances and their own growth as professionals.

   b. Develop candidates' confidence to teach continuing education courses.

   c. Further develop candidates' ability to use the PADI System for continuing education skill development and mastery.

   d. Have candidates practice using good judgment in making planning decisions for continuing education training.

4. This workshop builds on what candidates learned in the PADI System Workshop and further develops their familiarity with the PADI *Instructor Manual* and *Guide to Teaching.* Candidates should understand the structure of PADI core courses and be able to locate any required information efficiently. Confirm this before beginning the workshop.

5. During the workshop, you review the concepts of course linking and scheduling decisions by having them work through realistic examples with you.

   a. All segments are intended to be prescriptive, interactive and led by you.

   b. For added practice, you may divide candidates into groups of three or four to create linking options and/or schedules based on examples you provide. These can be during the workshop, or assigned for later review.

6. Conduct the workshop prescriptively with realistic application to local diving circumstances. Progress to more complex questions/linking/issues as candidates demonstrate understanding and mastery. Add and/or skip over examples to keep the learning pace with candidate needs.

7. Candidates may have questions about specifics and variables for the hypothetical examples; give plausible, realistic answers. Because you are teaching thinking skills by

role modeling and with guiding questions, make your thinking visible by writing and updating answers/plans/discussion points where all can see them (computer projection, white board, etc.).

8. It's recommended that as you discuss Adventure Dives you have candidates plan the Adventure Dive(s) you'll complete (and assign skills from) in the Advanced Open Water Diver Workshop.

9. Notes to the presenter are shaded.

Example Contact

Who here has seen a live play or musical of some sort – professional, amateur, it doesn't matter? Think of one in particular and based on it – Did they just make it up as they went along, or did they seem to have planned it out and practiced?

> **Note:** Answers will vary.

Did anything happen that seemed unplanned that they had to adjust for?

> **Note:** Answers will vary.

In other words, you – the audience – expected them to know what they were going to do ahead of time. They couldn't just wing it or it would have been a disaster, right? Just noise. And beyond that, when things happened that they didn't expect, they had to be flexible and adjust to keep the performance going well. Sometimes you see these adjustments and things go on, but it's best when they handle it so smoothly you don't even know something happened.

Planning continuing education is much like this. You have to consider the site, conditions, what staff you have and what your students want to learn. You need to have thought this out and have a reasonable plan for what you're going to do, and you have to stay flexible enough to smoothly handle things that come up – because they will. If you've not planned like this, at best you won't look professional and at worst what your students expect from you won't get done.

Overview

- **Schedule and Logistics Planning**

    Together we'll use the Advanced Open Water Diver course to practice planning logistics and scheduling.

- **Course Linking**

    You'll think like an instructor to create and identify ways you can link courses suited to specific student diver needs and the local environment.

Conduct

Have your PADI *Instructor Manual,* PADI's *Guide to Teaching* and all diver and instructional materials ready to reference.

Outline

I. Schedule and Logistics Planning

By the end of this session, you should be able to:

1. As part of a group, apply good judgment and make decisions about variables that generally affect planning a continuing education course, and a specific continuing education dive.

A. Thinking like instructors, there are two types of planning involved with teaching a course. There's the planning we do as divers and instructors for each specific dive, but there's also general planning of course scheduling and logistics in a broad, flexible sense.

B. To practice course scheduling and logistics planning, together we'll plan an Advanced Open Water Diver course that you might teach locally.

Note: Ask candidates these questions and discuss options as a group.

1. Beside the Deep and Underwater Navigation Adventure Dives, what dives can we offer, or might students ask for, as optional Adventure Dives? Which three are we going to do? Why?

Note: Create a list of possible dives. Note and correct suggestions that would not apply in the local environment by using guided questioning – "Can we realistically offer that dive here?" Because there are multiple possibilities, after discussing the pros and cons, you may have to make the final choices. List final chosen dives.

2. Besides regular dive gear, what specialty equipment do we need for these dives?

Note: Answers will vary depending upon the dives chosen. List special equipment requirements next to the Adventure Dives.]

3. What if you don't have some of the specialty equipment and can't get it for this class. What do you do?

4. Based on local dive sites, what logistics do these dives call for?

Note: Answers will vary, but should address specialty specific needs like carts to get DPVs down a long dock to the boat, or more general ones like pop-up changing tents for a beach with no nearby dressing rooms. Provide examples as necessary.

5. How are we going to schedule these dives? One dive a month for five months? All five over two days? At what dive sites and in what order?

Note: Guide candidates toward a reasonable, loose schedule suited to the local environment. Remind them to consider depth (for example, deep dive first if more than one dive on a day; shallower for better

light when imaging etc.), activity (for example, locally different dive sites may be preferred for Underwater Navigation and for Fish Identification Adventure Dives.) List days, dives and sites.

C. Let's plan an Adventure Dive(s) in detail referencing your PADI *Instructor Manual* and PADI's *Guide to Teaching*.

Note: Ideally, this is the Adventure Dive(s) that you'll complete during the Advanced Open Water Diver Workshop. You can assign skills to candidates, if you haven't already done so. Ask candidates these questions and discuss options as a group, agreeing on an overall plan.

1. What are the performance requirements and skills for this dive?

2. Thinking about the dive site, how will you enter, exit and organize activities underwater? What supervision considerations do you have?

3. In what order will you conduct the skills and how will you assess mastery?

D. In many circumstances, you can conduct training for more than one course on the same day at the same site. See the Multiple-level Training discussion in the PADI's *Guide to Teaching* for some ways to handle integrated scheduling. Course links also help by connecting courses for your students, so let's look at these next.

II. Course Linking

By the end of this session, you should be able to:

1. As part of a group, give appropriate course-linking examples suited to specific student needs, courses and circumstances..

A. Recall that in *IDC eLearning* – PADI System Overview section you learned about course links that bridge programs and help encourage additional training.

B. Let's look at example situations in which you can use course linking to encourage and promote continuing education. For the purposes of this exercise, assume you're already qualified to teach all the specialties, that student divers are able to meet knowledge development requirements, and you have all specialized equipment needed in the examples. For this discussion, you'll refer to:

1. In the PADI *Instructor Manual*

   • Key Standards

   • Ratios

   • Supervision

   • Linking Courses

2. In PADI's *Guide to Teaching* – Teaching Techniques – Organization

Examples

Note: The listed examples are provided to get the workshop started. You do not need to use these examples, but may modify, substitute and/or add to them to be relevant to local diving circumstances. Continue until candidates demonstrate linking by finding and suggesting appropriate links with little difficulty and/or prompting. The last two examples have answers provided, but adapt/add/alter variables to make other answers apply.

Example 1

You're teaching an Open Water Diver course and want to start student divers down the continuing education path. Which PADI or AWARE Specialty courses will you link to the Open Water Diver course and why did you choose them? How will you integrate specialty training in to the Open Water Diver course?

Note: Give candidates a few minutes to answer this question, then briefly discuss everyone's choices. Provide an example if needed to get their thinking going. Correct or offer suggestions as appropriate.

Example 2

You're teaching an Advanced Open Water Diver course and want to link two PADI Specialty Diver courses to start student divers toward Master Scuba Diver. Choose the courses you would link. Why did you choose them, and how might you integrate training and schedule dives?

Note: Briefly discuss candidates' choices. Answers can vary based on the Adventure Dives chosen. Correct or offer suggestions as appropriate.

Example 3

You're teaching an Advanced Open Water Diver course with four students and have two training dives planned that day. However, you have time to make four dives. Assuming student interest and local-environment suitability, how could students also earn a PADI Specialty Diver certification that same day? How many can they earn?

Note: Possible answers include: Adaptive Support, Altitude, AWARE Shark Conservation, Boat, DSMB, Digital Underwater Photographer, DPV, Drift, Dry Suit, Full Face Mask, Peak Performance Diver and Underwater Naturalist because the specialty can be completed with two open water dives. The corresponding Adventure Dive is followed with a third training dive to complete the specialty.

In this example, how many specialties can divers earn that day?

Note: Emphasize that students can earn only one specialty certification because they are limited to three training dives per day. However, an instructor could offer two options since there's time for the instructor to make four dives.

Based on the actual local diving circumstances, which Adventure Dive/Specialty course pairings would you expect to be popular, and why?

Example 4

Two Advanced Open Water Divers want to continue through PADI Divemaster. You have the following courses scheduled. All are useful courses for PADI Professionals, but which have course links that would help them earn the PADI Divemaster rating?

- Altitude Diver   [No links apply to this example.]
- Search and Recovery Diver   [Credits to Divemaster Course Practical Skill 4]
- Fish Identification   [No links apply to this example]
- Emergency Oxygen Provider   [Credits to Rescue Diver Exercise 9]
- Basic Freediver   [No links apply to this example.]
- Rescue Diver   [A required step and Emergency Assistance Plan credits to Divemaster]
- Deep Diver   [Credits to Divemaster Course Practical Skill 5]
- Tec 40 Diver   [No links apply to this example]

Summary

- **Schedule and Logistics Planning**

  1. As part of a group, apply good judgment and make decisions about variables that generally affect planning a continuing education course, and a specific continuing education dive

- **Course Linking**

  2. As part of a group, give appropriate course-linking examples suited to specific student needs, courses and circumstances.

Advanced Open Water Diver Workshop

Duration – 3 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Continuing Education and Leadership Courses curriculum component (and the Candidate Open Water Teaching Presentation – Dry workshop prior to this workshop.**

2. This workshop has two parts: 1) Candidates observe and participate in a role model Adventure Dive and 2) Candidates practice diver assessment and supervision for the Deep Adventure Dive. You may conduct both parts together during the Adventure Dive, or conduct separate dives, or conduct the diver assessment and the supervision practice on different dives. The assessment/supervision practice does not need to occur during a deep dive.

3. **By the end of this workshop, at and in an open water site, the candidate should be able to organize, sequence and conduct an Adventure Dive, including:**

   • **Brief and debrief an assigned Adventure Dive skill or task.**

   • **During the dive, demonstrate techniques that may be used to complete dive performance requirements for the assigned skill or task.**

   • **In and underwater, demonstrate techniques for conducting the Deep Adventure Dive assessment and direct supervision during the dive.**

4. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* instructor cue cards and diver materials for the Advanced Open Water Diver course available to reference and use, and scuba equipment for the open water dive.

5. Choose an Adventure Dive and assign candidates at least one skill or task from it. Have candidates develop open water teaching presentations for their assignments. Refer candidates to the *Guide to Teaching* for recommendations.

6. At the open water site, ask candidates to think like an instructor, do a risk assessment and discuss an emergency action plan relevant to site. Have candidates prepare their equipment, slates and instructor cue cards.

7. Start with a role-model predive briefing for the Adventure Dive, with a site orientation and review the importance of teaching divers to evaluate conditions. Go over Thinking Like a Diver concepts and review the dive Knowledge Review.

8. Have candidates brief their assigned skill(s) and evaluate presentations based on the Confined and Open Water Evaluation Slate.

9. Review and walk through supervision as it applies to the dive (direct or indirect), and required direct supervision for the Deep Adventure Dive that you will have them take turns practicing.

10. In the water, have candidates conduct their assigned skills with other candidates/staff taking turns playing students and an assistant. As appropriate, show candidates alternative techniques for meeting dive performance requirements.

11. Have candidates role play assessing diver skills and supervision/organization for the Deep Adventure Dive (or on a separate dive).

12. After the dive, have candidates debrief their skill(s) to complete their presentations, which should include Thinking Like a Diver discussion points. Review documenting training requirements.

13. Make your final debriefing interactive. Encourage thinking like an instructor by asking guiding questions. Go over overall performance for the group, and give individual debriefings based on scores.

Rescue Diver Workshop

Duration – 3 hours

Notes

1. **Candidates must complete the *IDC eLearning* – Continuing Education and Leadership Courses curriculum component and the Candidate Open Water Teaching Presentation – Dry workshop prior to this workshop.**

2. This workshop has two purposes: 1) For candidates to observe and participate in conducting role model Rescue Diver training and 2) For candidates to practice their panicked diver and unresponsive diver skills (and other rescue skills as appropriate) to demonstration quality.

3. You may conduct both parts together during a single workshop, or you may have candidates practice their rescue skills in a separate confined or open water session, followed by a workshop that focuses on teaching the skills. Have staff role-play students for candidates as necessary to simulate a realistic Rescue Diver class size.

4. **By the end of Part 1 of this workshop, at and in an open water site, the candidate should be able to:**

   - **Demonstrate the organization, sequence and conduct of Rescue Diver course:**
     - **Exercise 2 – Panicked Diver**
     - **Exercise 6 – Surfacing the Unresponsive Diver**
     - **Exercise 7 – Unresponsive Diver at the Surface**
   - **Brief and debrief one or more skills or tasks from Exercises 2, 6 and 7.**
   - **Demonstrate techniques that may be used to meet the performance requirements for Exercises 2, 6 and 7.**

5. **By the end of Part 2 of this workshop, the candidate should be able to:**

   - **Perform a demonstration-quality rescue of a simulated panicked diver at the surface, in water too deep in which to stand, in either confined or open water.**
   - **Perform a demonstration-quality rescue of a simulated nonbreathing, unresponsive diver at the surface in open water that is too deep in which to stand.**
   - **Participate as a rescuer, simulated victim, secondary rescuer or equipment handler in an open water scenario that includes:**
     - **Bringing a simulated nonbreathing, unresponsive diver from the bottom to the surface (from not deeper than 9 metres/30 feet).**

- **Providing aid at the surface while towing a nonbreathing diver to an exit.**

- **Removing a nonbreathing diver from the water.**

- **Administering oxygen to a nonbreathing diver while using a rescue breathing mask.**

Note: This scenario may be combined with Part 1, Exercises 6 and 7.

6. Candidates should have the PADI *Instructor Manual,* PADI's *Guide to Teaching,* instructor cue cards and diver materials for the Rescue Diver course available to reference and use, and scuba equipment for the local environment.

7. Remind candidates that at the IE, they will be evaluated on the rescue of a simulated unresponsive, nonbreathing diver at the surface. Also, remind them that they can be assigned any skill from the PADI Rescue Diver course and must be able to execute it at demonstration-quality as part of their teaching presentations.

For Part 1

1. Assign candidates at least one skill or task from Rescue Exercises 2, 6 or 7. Have candidates develop open water teaching presentations for their assignments. Refer candidates to the *Guide to Teaching* for recommendations.

2. At the open water site, ask candidates to think like an instructor, do a risk assessment and discuss an emergency action plan relevant to site. Have candidates prepare their equipment, slates and instructor cue cards.

3. Start with a role-model predive briefing with a site orientation. Emphasize the importance of letting lifeguards or other authorities know that you're conducting rescue exercises.

4. Have candidates brief their assigned skill(s) and evaluate presentations based on the Confined and Open Water Evaluation Slate.

5. In the water, have candidates conduct their assigned skills with other candidates/staff taking turns playing students and an assistant. As appropriate, show candidates alternative techniques for meeting exercise requirements. Emphasize that different techniques work better for some individuals, and that they want to be prepared to show and adapt different approaches.

6. Have candidates debrief their skill(s) to complete their presentations. Review documenting training requirements.

For Part 2

1. Have candidates demonstrate a complete simulated rescue of a panicked diver at the surface in water too deep in which to stand. This may be completed in confined or open water. Repeat as necessary to reach demonstration quality.

2. In open water, have each candidate demonstrate a complete simulated rescue of a nonbreathing, unresponsive diver at the surface including towing and gear removal. Repeat components as necessary to reach demonstration-quality.

3. As a group, have candidates run through a scenario that includes bringing a diver to the surface, rescue breathing while towing, exiting and administering oxygen. This can be in stages and combined with the conduct of Exercises 6 and 7 in Part 1. Candidates may be assigned the role(s) of rescuer, simulated victim, equipment handler, shore/boat support etc. Repeat scenarios and/or skills as necessary to reach reliable demonstration-quality.

4. Make your final debriefing interactive. Encourage thinking like an instructor by asking guiding questions. Go over overall performance for the group, and give individual debriefings based on scores.

Sales Techniques Workshop

Duration – 1 hour

Notes

1. **Candidates must complete the *IDC eLearning* – Business of Diving curriculum component prior to this workshop.**

2. The primary purpose of this workshop is to help candidates develop a positive attitude toward selling dive equipment and services. The workshop goals are to:

    -   Review the steps for an effective sales presentation that helps customers obtain what they want and need.

    -   Practice greeting customers in a way that allows for positive communication throughout the sales process.

    -   Practice sales techniques including gathering information, presenting a solution, overcoming objections, closing the sale and after-sale follow up.

3. If possible, conduct the workshop in the retail area of the dive center/resort, or wherever instructors working in the local area may sell education, equipment and experiences. This could be on the dive boat, poolside, etc.

4. At the conclusion, use the provided questions, but add yours to guide and stimulate discussion. In a successful workshop, candidates will creatively engage with each other and brainstorm solutions for handling objections, closing sales and offering after-sale follow up.

5. Notes to the presenter are shaded.

Example Contact

Have you ever walked out of a store without purchasing what you went in for because you were uncomfortable or felt slightly threatened by a sales person - even though the store had exactly what you wanted?

Or, have you ever gone back to a store and looked for a specific salesperson because he or she was so helpful during your last shopping experience?

There still are a few pushy sales people around who give the sales profession a bad name. However, there are also many great sales people who truly provide good customer-centric service.

Because dive centers and resorts depend on income from sales of their products and services, you, as a dive professional often fulfill the role of a sales person when you help student divers obtain what they need to be happy, active divers.

By applying the techniques you learned during the *IDC eLearning* – Business of Diving section to this workshop, you'll be better equipped to help customers purchase the dive equipment, courses and adventures they need and want.

Overview

• **Greeting Customers and Sales Techniques**

We'll review the techniques that promote conversations with customers and benefit the sales process.

• **Workshop**

Through role-playing, you'll practice sales techniques that assist customers.

Conduct

Be ready to try different techniques and have some fun learning to help your student divers obtain the dive equipment and services they need.

Outline

I. Greeting Customers and Sales Techniques

Note: Review concepts from *IDC eLearning* – Business of Diving section including the instructor's role in helping student divers discover their next step in scuba diving, and then guiding them toward purchasing those items that will fulfill their dive adventures. Review techniques for greeting customers, and go over sales technique steps in preparation for candidates applying techniques and steps during the workshop.

A. Let's review how you can greet customers in a way that results in conversations rather than the customers saying, "I'm just looking."

1. Position yourself well inside the store, where you won't block customer entry, and stand to the side of the main aisle. Never behind the counter.

2. Avoid questions like "Can I help you?"

3. Smile warmly and appear casual. Don't immediately move toward the customer.

4. Say something like "Good morning, welcome to the dive center, may I direct you to something?"

5. Only move when the customer asks you for directions to an item or for other help.

B. Remember that using effective sales techniques is about building long-term customer relationships. It's not about high-pressure sales tactics or "pushing" items on customers. There are six components:

1. Preparation

2. Greeting and gathering information

3. Sales presentation – features and benefits

4. Handling objections

5. Closing the sale

6. After-sale follow up

Workshop

Note: Divide candidates into small groups of two to three. Assign one candidate to be the sales person and one candidate to be the customer. You may conduct scenarios simultaneously if staff can adequately monitor candidates and the area is conducive to several sales presentations occurring at one time.

- Secretly tell the customer to be interested in a specific item, course or dive trip. Advise the customer to only reveal this after feeling the sales person has established positive communication and has asked appropriate questions regarding the customer's wants and needs.

- Also, secretly supply the customer with a reasonable objection regarding purchasing the item, course or dive trip. For example, don't like color; no time to use item; issue with price; don't have enough dive experience; etc.

- Ask the customer to decide to purchase the item only if the instructor adequately overcame the objection and asked for the sale.

- Have the customer "walk into the store" (or approach) and ask the sales person to greet the customer.

- End the scenario when the customer either agrees or disagrees to purchase the item.

- Continue scenarios until each candidate plays the role of the sales person.

Note: Conclude the workshop by guiding a group discussion using these questions:

- Did you have enough knowledge about the item you were selling to adequately prepare your presentation? Would you do anything different to better prepare in the future?

- Did you get all the information you needed from the customer to put together a personalized sales presentation?

- How did you determine what the customer's objection was, and how did you attempt to overcome the objection?

- Did you close the sale? If so, what is your plan for follow up?

Offer suggestions for improvement, and remind candidates about where they can obtain further sales training.

Summary

- Greeting Customers and Sales Techniques

- Workshop

Course Close

Duration – .5 hours

Notes

1. This is the last session of the complete IDC, AI course or OWSI program.

2. **A PADI Course Director must conduct this presentation for a complete IDC or OWSI program.** A PADI IDC Staff Instructor may conduct this presentation for an AI course. Customize the presentation as appropriate for the program and candidates.

3. Although candidates must meet all requirements before they are considered to have completed the course, you may schedule this session as works best for logistics, even if candidates (individually or as a group) still have requirements they will meet afterward.

4. The presentation goals are to:

    a. Address any remaining logistical/scheduling issues.

    b. Review (as necessary) Instructor Examination details.

    c. Promote continuing education.

    d. Reinforce the support and services available to PADI Professionals.

    e. Build enthusiasm and confidence for the candidates' new careers as PADI Professionals.

5. Notes to the presenter are shaded.

Example Contact

How many of you have gotten to the end of a program, seminar or course and had the presenter say, "This is the end, but it's really the beginning."

It's cliché and unoriginal. You hear it all the time. But there's a good reason – it's true.

The end of your PADI Open Water Diver course was just the beginning, wasn't it? And ,look where you are now. The same is true as you become a PADI Instructor. It's just the beginning of a challenging, rewarding, wonderful journey. It's a memorable adventure; and likely the day will come when you will look back and wish you could do it all again. That day will be here in a blink, so be professional, be passionate and enjoy it.

Overview

- **Remaining Logistics**

- **Instructor Examination Details**

- **Continuing Education**

- **Community Support**

- **Congratulations**

Conduct

Let's take a few minutes to cover some last minute thoughts and details.

Outline

I. Remaining Logistics

Note: Cover any open details. This can include meetings, outstanding fees, equipment. etc. affecting the entire group or individuals.

II. Instructor Examination Details

Note: Cover any open details regarding the IE(s) in which candidates are enrolled. If necessary, review IE forms, conduct and performance requirements. Confirm that all IE participation documentation has been submitted. Finish by emphasizing the need to think beyond the IE.

III. Continuing Education

Note: Remind candidates of upcoming instructor-level continuing education programs, such as Master Scuba Diver Trainer Preparatory courses, EFR Instructor courses, TecRec, PADI Freediver, marketing workshops, etc. Try to get a commitment from each candidate and provide any required materials, etc.

IV. Community Support

Note: Candidates should leave the program connected to you, their fellow candidates and their PADI Regional Headquarters.

- Encourage candidates to exchange contact information, friend each other in social media, etc., and provide time for them to do so.
- Tell candidates that you hope to remain their mentor, and that you will be available going forward, wherever their careers take them.
- Remind them that their PADI Regional Headquarters is as close as their phones via voice or email, and that there are no stupid questions – only stupidly failing to ask them.

V. Congratulations

Note: Finish by reminding candidates of how far they've come and what they've learned. Reinforce your confidence in them based on what you've seen them accomplish.

- Have staff members add their encouragement and observations.
- Remind candidates that are now leaders and mentors, responsible for role-modeling safe diving practices, positive interactions with others and environmental advocacy

IDC STAFF INSTRUCTOR COURSE

CONTENTS

IDC Staff Instructor Course

Overview

The IDC Staff Instructor course prepares candidates to teach the PADI Assistant Instructor course and to staff PADI Instructor Development programs. The training furthers teaching abilities and develops a candidate's evaluation and counseling skills through classroom sessions, guided evaluation training and an internship.

IDC Staff Instructor Duties

- Independently teach and certify PADI Assistant Instructors at dive centers or resorts that are at a minimum PADI Five Star Dive Centers or Resorts.

- Conduct IDC training segments while a PADI Course Director is present, in control and available on premises for consultation.

- Evaluate and critique instructor candidate knowledge development, confined water and open water teaching presentations.

- Provide counseling and remedial training for instructor candidates and IDC Staff Instructor candidates.

- Assist with instructor-level continuing education programs, such as PADI Specialty Instructor Training courses.

- Observe the orientation and closing sessions of PADI Instructor Examinations.

IDC Staff Instructor Course

Standards

Prerequisites

1. **Teaching status PADI Instructor.**

2. **PADI Master Scuba Diver Trainer.**

3. **Emergency First Response Instructor.**

4. **Agree to conduct all levels of diver training consistent with the standards and philosophy outlined in the PADI *Instructor Manual,* PADI's *Guide to Teaching* and the PADI *Course Director Manual.***

5. **Agree to use the PADI System and its components in their entirety.**

Supervision

An Active status PADI Course Director conducts the course.

> **Exceptions:** Preassessment exams and skill evaluations may be conducted by a Teaching status IDC Staff Instructor under the indirect supervision of a Course Director. Once the first three IDC Staff Instructor Course Knowledge Development sessions are completed, further refinement may continue with an IDC Staff Instructor.

Ratio

There is no maximum IDC Staff Instructor candidate-to-Course Director limit. However, to maintain a positive learning environment, consider the total number of people involved in the IDC including instructor candidates, IDC Staff Instructor candidates and IDC Staff Instructors, and limit enrollment accordingly – use good judgment.

Sequence

Candidates complete Preassessment, Knowledge Development and Evaluation Training before auditing an entire IDC or presenting all Assistant Instructor course components.

Location

Conduct IDC Staff Instructor courses at renewed PADI Five Star Career Development Centers, Five Star Instructor Development Centers and Five Star Instructor Development Resorts, or in conjunction with Instructor Development Courses conducted at approved Alternate Location and Career-Oriented College Diving Programs.

Materials

- **All materials required of IDC candidates**
- **PADI *Course Director Manual***
- **Knowledge Development Evaluation Form**
- **Confined and Open Water Evaluation Slate**

Recommended

All materials recommended for IDC candidates

Performance Requirements

1. **Score 80 percent on each of the Dive Theory Exams and have any missed questions reviewed until mastery is achieved. Candidates scoring less than 80 percent on a section are retested.** Candidates who have completed Dive Theory Online (eLearning) within 12 months (eRecord is proof) may receive credit for this requirement.

2. **Score 80 percent on the PADI Systems, Standards and Procedures Exam and have any missed questions reviewed until mastery is achieved. Candidates scoring less than 80 percent are retested.**

3. **Perform all 24 dive skills in the Skill Evaluation, scoring 96 total points, with no individual score below 3.**

4. **Score at least 4.0 on a knowledge development teaching presentation.**

5. **Score at least 4.0 on a confined water teaching presentation.**

6. **Attend the four IDC Staff Instructor Course Knowledge Development sessions:**

   a. **Course Orientation**

   b. **Instructor Development Standards, Procedures and Curriculum**

   c. **How to Organize and Conduct the PADI Assistant Instructor Course**

   d. **The Psychology of Evaluation and Counseling**

7. **Meet evaluation scoring parameters:**

   a. **Match the control score on three out of five knowledge development evaluation criteria sections for two out of three teaching presentations.**

   b. **Match the control score on three out of the five confined water evaluation criteria sections for two out of three teaching presentations.**

   c. **Match the control score on three out of four** (no demonstration) **or three out of five** (demonstration required) **open water evaluation criteria sections for two out of three teaching presentations.**

8. **Audit a complete IDC by observing all required IDC curriculum sections, OR present all components from the Assistant Instructor course, scoring at least a 3.4 on each presentation.**

   a. Auditing an IDC is preferred, whenever possible, because candidates observe the organization, communication and preparation for an IDC, then audit all training, evaluation and counseling sessions. If instructors can't audit the entire IDC, they audit missed sections at subsequent IDCs until completing all IDC curriculum presentations.

   b. If auditing a complete IDC is not possible, candidates have the option to present all curriculum components from the Assistant Instructor course (listed below) for evaluation. Have other IDC Staff Instructor candidates, IDC Staff Instructors or instructional staff members play the role of Assistant Instructor candidates. Provide candidates with as much practical experience as possible.

   - Orientation
   - PADI System Workshop
   - Learning and Teaching Workshop
   - Discover Scuba Diving Workshop
   - Risk Management and Licensing Workshop
   - Knowledge Development Presentation Workshop and Candidate Knowledge Development Presentations
   - Skill Development Workshop
   - Confined Water Training Workshop and Candidate Confined Water Teaching Presentations (wet)
   - Open Water Training Workshop and Candidate Open Water Teaching Presentations (wet)
   - Assistant Instructor Course Close

Preassessment

This part of the course evaluates an IDC Staff Instructor candidate's knowledge and skills. To function as role models, counselors and coaches for instructor candidates, IDC Staff Instructors need to have instructor-level knowledge of dive theory and PADI Standards, exemplary dive skills and role-model presentation techniques. Allow time for candidates to work on any areas of deficiency. Course Directors evaluate the teaching presentations; the exams and skill assessment may be conducted by an IDC Staff Instructor.

Dive Theory Exam

Administer a Dive Theory Exam. This exam is closed book, no notes. The candidate needs the RDP Table and eRDPML, and may use a calculator and scratch paper. Passing score is 80 percent on each section.

If necessary, retest only those segments showing deficient scores using a second Dive Theory Exam. Remediate and retest as necessary. Retain the exam answer sheets with the candidate's signature verifying the exam was reviewed and that the incorrect items are understood.

> **Exception:** Completion of Dive Theory Online (eLearning) may be credited toward this preassessment requirement if the candidate submits an eRecord verifying successful completion within 12 months.

Standards Exam

Administer a PADI Systems, Standards and Procedures Exam found in the PADI *Course Director Manual* appendix. The candidate needs a PADI *Instructor Manual* and PADI's *Guide to Teaching* for this exam; no other reference materials are allowed. Passing score is 80 percent (with any missed questions reviewed).

If necessary, retest using a second PADI Systems, Standards and Procedures Exam. Continue to remediate and retest as necessary. Retain the exam answer sheets with the candidate's signature verifying the exam was reviewed and that the incorrect items are understood.

Skill Evaluation

Conduct the PADI Skill Evaluation in confined water. Review the scoring criteria before starting. Emphasize the need for slow, exaggerated demonstrations as well as the need to role-model being neutrally buoyant when demonstrating certain skills. **Candidates perform all 24 dive skills in the Skill Evaluation, scoring 96 total points, with no individual score below 3.** Because some skills require a buddy, candidates work together. An IDC Staff Instructor can act as buddy, as needed.

Counsel the candidate on areas that need improvement and allow time for practice and remediation. Then retest by conducting the entire skill evaluation again. Continue to remediate and retest until the performance requirement is met.

Knowledge Development Presentation

Assign a presentation topic from any PADI course to the candidate. Provide assignments in advance to allow adequate preparation time. Suggest that the IDC Staff Instructor candidate review the "Developing Knowledge Development Presentations" section in *IDC eLearning.*

Evaluate the presentation using the criteria listed on the Knowledge Development Evaluation Form. **Passing score is at least a 4.0.** Provide a role-model critique of the presentation by giving positive reinforcement and suggestions for improvement.

Remediate, then retest by assigning another topic and repeating until the performance requirement is met.

Confined Water Teaching Presentation

Assign one skill from either the Open Water Diver or Rescue Diver courses for the candidate to prepare as a confined water teaching presentation. Make assignments in advance to allow adequate preparation time. Suggest that the IDC Staff Instructor candidate review the "Confined Water Training" section in *IDC eLearning.*

Evaluate the presentation using the criteria listed on the Confined and Open Water Presentation Evaluation Slate. **Passing score is at least a 4.0.** Provide a role-model critique of the presentation by giving positive reinforcement and suggestions for improvement.

Remediate, then retest by assigning another skill and repeating until the performance requirement is met.

Knowledge Development

This part of the course covers Instructor Development Course structure, procedures and curriculum, giving IDC Staff Instructor candidates the knowledge base necessary to staff IDCs and teach Assistant Instructor courses.

Use the IDC Staff Instructor Course Lesson Guides and presentation outlines in the next section to conduct knowledge development sessions. Ask candidates to follow along in their PADI *Course Director Manuals* during these presentations:

• IDC Staff Instructor Course Orientation

• Instructor Development Standards, Procedures and Curriculum

• How to Organize and Conduct the PADI Assistant Instructor Course

• The Psychology of Evaluation and Counseling

Evaluation Training

During evaluation training, candidates learn how to effectively and consistently evaluate teaching presentations and offer positive critiques for knowledge development, confined water and open water teaching presentations by evaluating live and video presentations. When evaluations and critiques are objective and consistent with other staff, instructor candidates clearly understand how to improve and enhance presentations.

Conduct

1. Conduct as one long session or separated into two or more sessions. Schedule additional practice sessions as needed.

2. Review the evaluation tool for the type of presentation given: the Knowledge Development Evaluation Form or the Confined and Open Water Evaluation Slate. Give specific examples to clarify scoring (for example, how to score staying within scope of topic versus going beyond the scope, and how to score solving a problem correctly versus responding incorrectly).

3. Discuss techniques to track what was said or what occurred during the presentation (for example: circling or checking key words on the form, using abbreviations and short notes to recall good points or areas needing clarification, etc.).

4. Show a video of (or live-deliver) knowledge development, confined water and open water teaching presentations. Ask candidates to carefully listen and watch while evaluating.

5. Discuss the candidates' scores, point by point. Emphasize that being able to explain why a presenter earned a score is equally important to matching the control score.

6. If necessary for clarification, replay portions of the video.

7. Discuss counseling points and critique techniques appropriate for each presentation. Emphasize positive reinforcement and giving specific suggestions for improvement.

8. Candidates evaluate at least two more knowledge development, confined water and open water teaching presentations respectively (three total of each type, or as many as it takes for candidates to meet the performance requirements). Review scores and discuss counseling techniques.

9. Tell candidates that they will also practice evaluating during the IDC.

Confined and Open Water Considerations

1. Emphasize that there are many different ways to meet skill performance requirements and to organize confined and open water training. Contrast technique differences with meeting standards.

2. When presenting live, have at least four participants to role-play the instructor, assistant and two student divers.

3. Explain how the evaluator's positioning in the water influences the ability to see and hear the presentation.

4. Explain how to integrate open water dive skills into a single presentation. Point out how the evaluation slate allows you to score two skills for each candidate.

5. Discuss how to evaluate control during teaching presentations when the instructor candidate does not have a certified assistant available.

Sample Schedule

Assignments – Overview the "Standards and Procedures" and "Curriculum" sections of the PADI *Course Director Manual.* Prepare a knowledge development and confined water teaching presentation. Reference the "Conducting and Developing Knowledge Development" and "Confined Water Training" sections in *IDC eLearning.*

Day One   Hours

Morning

	Hours
Course Orientation	1.5
Systems, Standards and Procedures Exam	1.5
Dive Theory Exam	1.5

Afternoon

Instructor Development Standards, Procedures and Curriculum	1.5
How to Organize and Conduct the PADI Assistant Instructor Course	1
Skill Evaluation Preassessment	1
Confined Water Teaching Presentation Preassessment	1

Day Two

Morning

Knowledge Development Presentation Preassessment	1
The Psychology of Evaluation and Counseling	1
Evaluating Knowledge Development Teaching Presentations	2

Afternoon

Evaluating Confined Water Teaching Presentations	2
Evaluating Open Water Teaching Presentations	2

Auditing an IDC or presenting Assistant Instructor Course segments

Knowledge Development Presentations

Course Orientation

Duration – 1 Hour

Notes

1. Prior to this presentation, IDC Staff Instructor candidates must obtain a current PADI *Course Director Manual.*

2. If possible, present this orientation in combination with a registration session the evening before the course work starts. This allows IDC Staff Instructor candidates to begin independent study and prepare assignments prior to the first class session.

3. Notes to the presenter are shaded.

Example Contact

What did you learn during your instructor training program?

What have you learned since then about teaching scuba diving?

New instructors leave the instructor development program as entry-level educators with a basic foundation for teaching. More experienced instructors have developed an effective teaching style and discover the techniques that work best for them.

An IDC Staff Instructor helps new dive educators develop a strong base while sharing valuable lessons they've learned. The instructor development curriculum gives instructor candidates the basics and through interaction with the Course Director and IDC Staff Instructors, candidates prepare to handle day-to-day instructional duties.

Becoming an IDC Staff Instructor brings important responsibilities, but also exciting opportunities to develop the abilities of future PADI Instructors. This orientation reviews the goals, course certification requirements and responsibilities of IDC Staff Instructors.

Overview

- **Goals and Value of PADI IDC Staff Instructor Training**

  Knowing the goals of IDC Staff Instructor training helps focus your training and guide your future professional development. Since you'll become an integral part of the PADI instructor development process, you need to understand your responsibilities and what career opportunities they present.

- **Course Structure, Standards and Performance Requirements**

    By knowing the course structure and examining the training segments, you'll understand what new knowledge and skills you'll develop.

- **Schedule and Logistics**

    For planning purposes, we'll review the schedule, logistics and attendance requirements.

Conduct

Follow along in your PADI *Course Director Manual.*

Outline

I. **Goals and Value of PADI IDC Staff Instructor Training**

1. "Mentor" is defined as a "trusted counselor or guide; tutor or coach." PADI IDC Staff Instructors are looked to as mentors by instructor candidates. It's similar to the way a new student looks up to an assistant instructor or divemaster for help and guidance.

2. During an instructor development program you'll probably fulfill all the definitions of mentor – you'll counsel candidates about their skills, tutor candidates about PADI Standards and coach candidates in developing more effective teaching presentations.

3. By your actions and professionalism, you'll also assist candidates in developing proper positive attitudes and influence how they conduct themselves as PADI Professionals.

A. **What are the goals of the PADI IDC Staff Instructor course?**

1. The PADI IDC Staff Instructor course goals are to:

    a. Familiarize you with PADI instructor development program standards, procedures and curriculum.

    b. Familiarize you with PADI Assistant Instructor course standards, procedures and curriculum.

    c. Develop your evaluation skills to an effective and consistent level.

    d. Develop your counseling and critique skills to an effective level.

    e. Further develop your presentation skills to a role-model level.

    f. Prepare you for staffing PADI instructor development programs.

B. **What responsibilities can you assume after certification?**

1. Becoming a PADI IDC Staff Instructor increases your instructional responsibilities and enhances your career opportunities. Also, because the PADI IDC Staff Instructor rating is a renewable special credential, you receive recognition as a key member of the instructor development team.

2. A renewed IDC Staff Instructor is qualified to:

   a. Independently teach and certify PADI Assistant Instructors.

   b. Conduct instructor development training segments under the supervision of a PADI Course Director.

   c. Evaluate and critique candidate knowledge development, confined water and open water teaching presentations. (An additional eight instructor candidates may be added to the program per certified PADI IDC Staff Instructor.)

   d. Provide counseling and remedial training for instructor development program and IDC Staff Instructor candidates.

   e. Assist with training during instructor-level continuing education programs, such as PADI Specialty Instructor training courses.

   f. Observe the orientation and closing sessions of PADI Instructor Examinations.

II. Course Structure, Standards and Performance Requirements

A. What four steps does the course contain and how is each step structured?

1. The IDC Staff Instructor Course consists of four steps:

   a. **Step One – Preassessment:** This step confirms that you have adequate dive theory and standards knowledge as well as exemplary dive skills to act as a role model for instructor candidates. It also measures your ability to construct satisfactory knowledge development and confined water teaching presentations. Before auditing an IDC, you must successfully complete this preassessment.

   b. **Step Two – Knowledge Development Sessions:** To effectively function as staff during instructor development programs or to conduct assistant instructor courses, you need to have knowledge of each program's structure and standards. These formal classroom sessions guide you through the course curricula.

   c. **Step Three – Evaluation Training:** In this step, you'll participate in practical training exercises that will help you develop evaluation skills for knowledge development, confined and open water teaching presentations. You'll also practice giving presentation critiques and learn a variety of counseling techniques. These exercises, along with the practice you get while auditing an IDC, will provide you with basic coaching skills.

   d. **Step Four – Auditing an IDC:** During this step, you'll observe all IDC training segments, evaluation and counseling sessions, as well as staff organization, communication and preparation. Auditing an IDC enhances your training in several ways:

      • You view the course from a staff perspective, which differs from an instructor candidate's perspective. Your anxiety level will probably be much lower than when you participated in your instructor development program

as a candidate. You'll be able to pay more attention to the course details and supplementary information.

- You'll receive the most up-to-date information about PADI Standards, programs, and educational and promotional materials.

- You participate as an observer only, so you're able to apply the information and practice the evaluation skills you obtained from Steps Two and Three in a non-stressful environment.

- You'll see how each segment of training is organized and learn techniques for effective conduct.

e. An alternate Step Four is the Practical Training option. This applies when logistics make auditing an actual IDC unfeasible. During this option you present all Assistant Instructor course components. You are evaluated during your presentation and must score at least a 3.4 on each presentation.

B. What are the course standards and where are they found?

Note: Have candidates turn to the IDC Staff Instructor Course Standards and explain the following course standards.

1. Prerequisites
2. Supervision and Ratio
3. Sequence and Location
4. Materials

C. What performance requirements must you meet before receiving a PADI IDC Staff Instructor certification?

Note: Discuss each performance requirement listed in the IDC Staff Instructor Course Standards.

III. Schedule and Logistics

A. What are the course schedule and logistics?

1. Course Schedule and Assignments
   [Review the schedule and assignments.]

2. Logistics
   [Review logistics, specific equipment requirements and rules or special procedures for the course.]

3. Administrative Requirements
   [Complete any paperwork that has not been taken care of ahead of time.]

Summary

- **Goals and Value of PADI IDC Staff Instructor Training**

  1. What are the goals of the PADI IDC Staff Instructor course?

  2. What responsibilities can you assume after certification?

- **Course Structure, Standards and Performance Requirements**

  3. What four steps does the course contain and how is each step structured?

  4. What are the course standards and where are they found?

  5. What performance requirements must you meet before receiving a PADI IDC Staff Instructor certification?

- **Schedule and Logistics**

  6. What are the course schedule and logistics?

Instructor Development Standards, Procedures and Curriculum

Duration – 1.5 Hours

Notes

1. Present any time after the IDC Staff Instructor Course Orientation.

2. Emphasize that learning where to look for information and knowing how to use the PADI *Course Director Manual* effectively and efficiently is the intent of this presentation.

3. Prior to this presentation, have IDC Staff Instructor candidates familiarize themselves with the "Instructor Development Standards and Procedures" and "Curriculum" sections of their PADI *Course Director Manuals.*

Example Contact

If preparing to teach a PADI Rescue Diver course, where would you look for information about conducting the course?

Of course, you'd look in your PADI *Instructor Manual* and PADI's *Guide to Teaching.* Where to look and how to find information is an important part of training for instructor candidates. In turn, knowing how to use the PADI *Course Director Manual* is crucial to functioning as an IDC Staff Instructor.

This presentation, along with auditing a complete IDC, will familiarize you with the standards, procedures and curriculum components of PADI Instructor development programs.

Overview

- **PADI *Course Director Manual***

    Knowing what information is contained in each section makes it easier to find and reference when needed.

- **IDC Standards**

    To effectively function as an IDC staff member and counsel candidates, you need to understand what standards guide the course conduct and define successful completion of the course.

- **OWSI Program Standards**

  As an IDC Staff Instructor, you may also staff the OWSI program. Although the course standards are similar to the IDC, you'll want to know the differences and understand the philosophy behind this program.

- **Instructor Development Curriculum Components**

  Once certified as an IDC Staff Instructor you may present curriculum components from the IDC under the supervision of a PADI Course Director, so you'll want to understand how each component is designed and fits into the course.

- **IE Overview**

  Because what goes on at an IE is of interest to instructor candidates, you need to understand the program so that you can correctly answer candidate questions.

Conduct

Follow along in your PADI *Course Director Manual.*

Outline

I. **PADI *Course Director Manual***

   A. **What are the features and functions of each section of the PADI *Course Director Manual?***

      1. The PADI *Course Director Manual* contains course guidelines for PADI Instructor development and instructor-level continuing education courses.

      2. As an IDC Staff Instructor, you'll use this manual when conducting the PADI Assistant Instructor course, and when assisting with PADI Instructor development programs and other instructor level courses, such as specialty instructor training courses.

      3. You'll want to keep your manual updated, similar to the way you keep your PADI *Instructor Manual* current.

      4. The PADI *Course Director Manual* has seven sections:

      Note: Have candidates identify these sections as you discuss them.

         a. Standards and Procedures – contains IDC and IE standards. We'll look at the standards in this section in more detail in a moment.

         b. Assistant Instructor Course – contains the standards and procedures specific to conducting the PADI Assistant Instructor course. We'll look at this section in more detail in another presentation.

    c.   Open Water Scuba Instructor (OWSI) Program – contains the standards and procedures specific to the OWSI program, including how this program may be customized to assist PADI Members regain Teaching status.

    d.   Curriculum – includes all the staff-led presentations and workshops for the AI course, IDC and OWSI program. We'll overview the curriculum outlines later in this presentation.

    e.   IDC Staff Instructor Course – we'll continue to use this section throughout your IDC Staff Instructor training.

    f.   Specialty Instructor Training Course – contains the general guidelines for conducting specialty instructor training courses. Although IDC Staff Instructors are not authorized to teach these courses, you may assist a Course Director. You may want to review this section and familiarize yourself with its contents.

    g.   Appendix – where you'll find sample schedules, assignment suggestions, exams and answer sheets. Note that instructor development forms, other related materials and references are found on the PADI Pros' Site.

II. IDC Standards

A. What are the goals and philosophy of the IDC?

1. The PADI Instructor Development Course is designed to further develop the leadership and teaching abilities of PADI Divemasters to the instructor level.

2. The goal is to prepare instructor candidates to function as PADI Open Water Scuba Instructors.

3. It's important to stress to candidates that the goal of the IDC is not to teach them how to pass the IE. If candidates focus on becoming confident, professional dive educators, they'll find themselves prepared to successfully complete the IE.

B. What are the three basic types of IDCs and where are they conducted?

1. There are three basic types of IDCs. Although all types use the same curriculum, the location and setting is different for each due to the needs of the marketplace.

    a.   Instructor development programs at PADI Five Star Instructor Development Centers (IDCs) and Career Development Centers (CDCs) are the most popular because they take place within dive centers or resorts that have met PADI's highest educational and retail standards. Candidates see many of the topics discussed in class put into practice around them and this practical application aspect makes this the preferred location for instructor training.

    b.   Alternate Location IDCs are generally conducted in areas where there are no PADI Five Star IDCs and CDCs. Many immature markets are prime locations for instructor development, yet do not have established dive centers. Alternate Location IDCs allow Course Directors to train dive professionals in the area, which may encourage further market development. Alternate Location IDCs may

only be conducted at a neutral location with professional meeting facilities that are preapproved by a PADI Regional Headquarters.

c. Career-Oriented College Diving Programs integrate PADI IDCs into degree or certificate programs that prepare candidates for careers in the recreational or scientific diving fields. For more information about these programs refer to the Career-Oriented College Diving Program Director Guide on the PADI Pros' Site.

C. Where can you find the general standards that guide IDC conduct?

1. Turn to the Standards and Procedures section in the PADI Course Director Manual and review the following standards:

a. Independent Study

b. IDC Prerequisites

c. Staff Qualifications and Supervision

d. Ratio

e. Duration

f. Material and Equipment

D. What are the candidate performance requirements for successfully completing the IDC?

1. There are performance requirements that candidates must meet before attending an IE. The purpose of these requirements is to verify that candidates have gained knowledge and skills and can meet minimum performance levels.

2. A candidate who has trouble meeting the requirements in the IDC's developmental setting may find it extremely difficult to meet the IE criteria. Because there's no maximum number of attempts for reaching these levels in the IDC, candidates may continue to develop until they fulfill the performance requirements.

3. Turn to the Standards and Procedures section in the PADI *Course Director Manual* and review the IDC Performance Requirements.

III. OWSI Program Standards

A. What is the purpose of the OWSI program?

1. The PADI Open Water Scuba Instructor (OWSI) program is designed to enable PADI Assistant Instructors and recreational scuba instructors certified through other certification organizations to become PADI Instructors.

a. Because OWSI program participants already have some degree of experience and teaching ability, the course focuses on exploring the PADI System of diver education, rather than on developing basic teaching techniques.

b. Participants are encouraged to work on adapting their instructional skills to conduct PADI courses. OWSI program participants (who are instructors certified

through other certification organizations) are encouraged to approach the course with an open mind and consider it an opportunity to take a close look at the PADI System.

2. The third purpose of the OWSI program is to allow PADI Instructors to regain Teaching status after a lapse in membership or due to a required reorientation to PADI Standards (formerly called a Status Update).

   a. These instructors may or may not be required to attend an IE to regain their PADI Instructor rating.

   b. PADI Course Directors are directed by the PADI Regional Headquarters to conduct a prescriptive program based on the instructor candidate's needs.

3. The OWSI program curriculum differs from the IDC in that it relies on the candidate's previous teaching experience, therefore there are fewer staff presentations focusing on the basics of teaching.

   a. However, OWSI programs may be conducted at the same time as IDCs because the course presentations that are required for the OWSI program are from the IDC curriculum.

   b. Conducting both courses simultaneously allows OWSI program participants to attend additional staff presentations beyond those required. In fact, many OWSI program participants choose to attend all or most of the IDC.

B. Where can you find the standards that guide the OWSI program?

1. Turn to the OWSI Program section in the PADI Course Director Manual and review the following standards specific to the OWSI Program:

   a. OWSI Program Prerequisites

   b. Duration

   c. OWSI Program Performance Requirements

IV. Instructor Development Curriculum Components

A. Which curriculum sections are designed for independent study through *IDC eLearning*?

1. Candidates may complete all independent eLearning prior to beginning the IDC, or they can start the IDC (or AI course/OWSI program) and complete independent study as they progress.

   a. Although *IDC eLearning* is preferred, it may not be feasible for all candidates due to language availability, connectivity issues or special learning needs. In these cases, the independent study material may be covered in staff-led sessions.

2. Turn to the Standards and Procedures section in the PADI *Course Director Manual* and review the *IDC eLearning* curriculum components listed under IDC Performance Requirements.

B. Which curriculum sections are designed for staff-led presentations and workshops?

1. Under IDC Performance Requirements, review the list of IDC curriculum components.

2. When you audit the IDC, you'll observe these presentations and workshops. Begin personalizing the outlines by highlighting or adding margin notes for elaboration and application.

C. How are the staff-led presentations and workshops structured for easy delivery?

1. Similar to other PADI courses, presentations and workshops are generally supported by lesson guides that helps guide your presentation. You access the lesson guides through the *IDC eLearning* system.

2. Turn to the Orientation in the curriculum section of the PADI *Course Director Manual* as an example. For easy delivery, each presentation has the following features:

   a. Title of the presentation

   b. Duration – for some presentations times vary depending on the number of candidates.

   c. Notes – These notes state where to position the presentation within the IDC sequence and offer delivery suggestions.

   d. Example Contact – use this contact or a similar idea to introduce the topic and stress its importance and value to candidates.

   e. Overview – a guide to the presentation content and why each topic is important. Each of the presentation objectives is integrated into the body of the presentation.

   f. Conduct – prompts you to direct candidate actions.

   g. Outline – guides your elaboration. Deliver as written or personalize, using your own words. Add examples that are relevant and practical for teaching in the local area. Add in examples of how candidates can learn more about the topic in instructor-level continuing education courses

   h. Note (in shaded box) – these are directions to you, the presenter. Details about how to conduct many of the workshops are included in these notes.

   i. Summary – contains the Overview and Objectives

D. How do you deliver *IDC eLearning* sections in class if necessary?

1. *IDC eLearning* content is structured similarly to staff-led presentation outlines in that each section begins with a contact, continues with an overview, lists learning objectives and then presents information to fulfill each specific objective.

2. To deliver *IDC eLearning* sections in class, you display the section the same way that you show lesson guides, then cover the objectives by scrolling through the content using subheads and key words to guide your elaboration.

a. As appropriate to the section, get candidates involved in interactive components and show videos.

b. Use Knowledge Check questions at the end of each topic as an interactive way to confirm candidate understanding.

3. You should be thoroughly familiar with the *IDC eLearning* section before presenting it to candidates. It's a good idea to practice presenting the section as you scroll through the content so that your delivery is smooth and effective.

V. IE Overview

A. What is the goal of an IE?

1. The goal of the Instructor Examination (IE) is to provide a standardized, objective evaluation of each instructor candidate's teaching ability, dive theory and standards knowledge, watermanship skills and professional attitude.

2. To ensure consistency and fairness, all IEs are conducted by PADI Instructor Examiners who strive to provide the most conducive environment for candidates to demonstrate their knowledge and skills.

3. By successfully completing an IE, candidates show that they are prepared to begin functioning as entry-level PADI Open Water Scuba Instructors.

B. How are IEs structured?

1. The IE is a two-day program that takes place at facilities such as hotels, conference centers or schools. The program takes approximately 20 hours to complete, however, the duration varies depending on attendance and logistics.

2. There isn't a typical sequence of events at IEs because activities are dictated by classroom and confined water availability at each location.

3. Each IE starts with an orientation and ends with a closing session, which you can attend. There are four evaluation segments including:

a. Written Examinations – Dive Theory and Systems, Standards, and Procedures.

b. Confined Water – Confined Water Teaching Presentation and Skill Circuit

c. Knowledge Development Teaching Presentation

d. Open Water – Open Water Teaching Presentation and Rescue Demonstration

4. Candidates are also evaluated on their general skills and professionalism.

Note: Review the criteria on the IE Candidate Statement of Understanding. Download the most current version from the PADI Pros' Site.

5. As an IDC Staff Instructor, you need to be able to answer candidate questions about the IE accurately to help minimize misconceptions and reduce their fears.

a. Your best role is to assure candidates that IE evaluations are straightforward and similar to those they experienced during their IDC or OWSI program.

b. Encourage candidates not to dwell on the IE, but to focus on developing the knowledge and skills they need to be an instructor

Summary

- **PADI *Course Director Manual***

    1. What are the features and functions of each section of the PADI *Course Director Manual?*

- **IDC Standards**

    2. What are the goals and philosophy of the IDC?
    3. What are the three basic types of IDCs and where are they conducted?
    4. Where can you find the general standards that guide IDC conduct?
    5. What are the candidate performance requirements for successfully completing the IDC?

- **OWSI Program Standards**

    6. What is the purpose of the OWSI program?
    7. Where can you find the standards that guide the OWSI program?

- **Instructor Development Curriculum Components**

    8. Which curriculum sections are designed for independent study through *IDC eLearning?*
    9. Which curriculum sections are designed for staff-led presentations and workshops?
    10. How are the staff-led presentations and workshops structured for easy delivery?
    11. How do you deliver *IDC eLearning* sections in class if necessary?

- **IE Overview**

    12. What is the goal of an IE?
    13. How are IEs structured?

How to Organize and Conduct the PADI Assistant Instructor Course

Duration – 1 Hour

Notes

1. Present any time after the Instructor Development Standards, Procedures and Curriculum presentation.

2. Prior to this presentation, IDC Staff Instructor candidates should review the Curriculum section of their PADI *Course Director Manuals.*

Example Contact

Picture this – a busy PADI Dive Center during peak season. All the instructors are teaching multiple classes. Their schedules are full, yet the customers want more – some want to try scuba before enrolling in the PADI Open Water Diver course, some want another specialty, some need an Emergency First Response certification to complete their Rescue Diver requirements. How can the dive center keep up with the demand?

The answer – employ PADI Assistant Instructors. PADI Assistant Instructors may independently conduct several PADI programs and conduct others under indirect supervision, so they can provide valuable services to customers.

For career trackers, as well as PADI Dive Centers and Resorts looking for help, it's important that the PADI Assistant Instructor course is available to interested candidates. Since PADI Course Directors and IDC Staff Instructors are the only PADI Members who may certify PADI Assistant Instructors, we have a responsibility to keep this program viable.

This presentation reviews the Assistant Instructor course standards, organization and curriculum as well as providing marketing ideas to attract candidates to your courses.

Overview

- **Goals, Philosophy and Value of PADI Assistant Instructor Training**

  Understanding the course goals helps focus your efforts to guide the assistant instructor candidates' professional development. Having the right philosophy and setting the proper tone during the course influences how your assistant instructor candidates take on new responsibilities and conduct themselves as professionals.

- **Structure and Standards**

  By knowing the course requirements and examining the course training segments, you can better structure your program to meet the course goals and prepare candidates to function as PADI Assistant Instructors.

- **Organizing Training and Scheduling**

  Before accepting assistant instructor candidates into the course you must ensure that they meet the prerequisite requirements. Because you'll deliver knowledge development information in the classroom and review knowledge candidates gain through independent study, you need to know how to organize these sessions for maximum effectiveness. To keep courses fun, convenient and complete, you must be organized and know what scheduling options are available.

- **Marketing**

  Knowing how to market your program and use the promotional tools available to you, helps keep your courses filled.

Conduct

Follow along in the PADI *Course Director Manual.*

Outline

I. Goals and Philosophy of PADI Assistant Instructor Training

   A. What are the goals of the PADI Assistant Instructor course?

      1. The PADI Assistant Instructor course takes PADI Divemaster training a step further by teaching these certified assistants how to introduce new knowledge and skills independently, or with minimal supervision, and learn to conduct additional PADI programs.

      2. The PADI Assistant Instructor course goals are to:

         a. Further develop the assistant instructor candidate's skills as an instructional assistant.

         b. Provide the candidate with practical experience in teaching knowledge development portions of various PADI courses.

         c. Provide the candidate with practical experience in conducting skill development sessions of various PADI courses.

         d. Provide the candidate with practical experience in conducting open water training dives in courses such as the Peak Performance Buoyancy specialty course.

         e. Provide the candidate with practical experience in conducting other PADI programs.

         f. Familiarize the candidate with PADI Standards, administrative requirements and certification procedures used in conducting PADI courses.

g. Familiarize the assistant instructor candidate with the structure of the dive industry and provide basic marketing, sales and risk management techniques.

h. Prepare the assistant instructor candidate for PADI Instructor training.

B. What is the philosophy behind and the value of PADI Assistant Instructor training?

1. Becoming a PADI Assistant Instructor is a good option for PADI Divemasters who want to gain additional knowledge and skills before taking an IDC, or who must delay attending an IDC.

    a. An experienced assistant instructor enters instructor training already knowing how to teach and handle a class, which makes it easier to absorb more during the OWSI program and smooths the transition to functioning as an instructor.

2. Individuals who have a leadership-level certification through other certification organizations may also qualify to take the PADI Assistant Instructor course. These individuals may find it helpful to become familiar with the PADI System through the assistant instructor course before going on to an OWSI program.

    a. By taking this course, they get to fine-tune and adapt their teaching skills to PADI programs, and become PADI Members.

3. Some assistant instructors may not become instructors for a variety of economical, educational and personal reasons. However, they still may work as dive professionals and hold key positions within the dive industry. They can provide many instructional and noninstructional services for dive centers and resorts, which allows instructors to concentrate on teaching.

II. Structure and Standards

A. Where can you find the standards that guide your conduct of the course?

1. Turn to the Assistant Instructor Course section in the PADI Course Director Manual and review the following standards specific to the Assistant Instructor course:

    a. AI Course Prerequisites

    b. Staff Qualifications and Supervision

    c. Duration

    d. Materials and Equipment

    e. Course Location Requirements

B. What performance requirements must candidates meet before receiving a PADI Assistant Instructor certification?

1. Turn to the Assistant Instructor Course section in the PADI *Course Director Manual* and review the AI Course Performance Requirements.

2. Next, look at the AI Course Certification Procedures.

III. Organizing Training and Scheduling

A. How do candidates use independent study to prepare for the course?

1. Prior to the start of the assistant instructor course, have candidates complete the required *IDC eLearning* sections.

2. As mentioned in the last presentation, although *IDC eLearning* is preferred, it may not be feasible for all candidates due to language availability, connectivity issues or special learning needs. In these cases, the independent study material may be covered in staff-led sessions.

B. How do you organize the staff-led curriculum presentations and workshops?

1. Start by reviewing the IDC Curriculum sections required for the Assistant Instructor course in your PADI *Course Director Manual.*

    a. Pay attention to the Notes at the beginning of each presentation.

    b. On the presentation outline, highlight special emphasis points and add notes for elaboration.

    c. Look at the IDC Lesson Guides for each presentation or workshop, as available.

    d. Note and mark references to the PADI Instructor Manual or PADI's *Guide to Teaching* so that you can find them quickly in class.

2. Refer to the Sample Schedule in Appendix of your *Course Director Manual*. Use the AI Course schedule as a guide to properly sequencing the course.

3. Look at the suggested assignments in the Appendix of your *Course Director Manual* to prepare assignment sheets for candidates.

IV. Marketing

A. What promotional ideas and tools are available to assist you in marketing your courses?

1. PADI promotional tools available to assist you:

    a. PADI brochures – PADI Instructor Development

    b. Continuing Education Poster

2. Exposing PADI Divemasters or divemaster candidates to assistant instructor candidates is a good way to create interest.

3. Personally invite PADI Divemasters to enroll in your PADI Assistant Instructor program, especially those who have an interest in becoming PADI Instructors or making recreational scuba diving a career. Identify individuals who need additional dive experience before being eligible to enroll in an IE.

4. Use the fact that only IDC Staff Instructors or Course Directors can teach this course as a marketing tool. Promote the Five Star IDCs and CDCs as the place to obtain this exclusive career development training.

Summary

- **Goals and Philosophy of PADI Assistant Instructor Training**
    1. What are the goals of the PADI Assistant Instructor course?
    2. What is the philosophy behind and the value of PADI Assistant Instructor training?

- **Structure and Standards**
    3. Where can you find the standards that guide your conduct of the course?
    4. What performance requirements must candidates meet before receiving a PADI Assistant Instructor certification?

- **Organizing Training and Scheduling**
    5. How do candidates use independent study to prepare for the course?
    6. How do you organize the curriculum sessions?

- **Marketing**
    7. What promotional ideas and tools are available to assist you in marketing your courses?

The Psychology of Evaluation and Counseling

Duration – 1 Hour

Notes

1. Present any time after the IDC Staff Instructor Course Orientation.

Example Contact

How do you feel when told that you must undergo a test or exam, or that your work will be inspected, scrutinized or criticized?

Most people become tense and anxious, even when confident in their abilities and certain that their work is good. Nobody really likes to be evaluated, especially if they perceive the process as a pass-fail situation. That's why it's important to establish and emphasize that evaluations conducted during PADI Instructor development are developmental – not terminal.

Helping candidates improve teaching presentations involves more than simple scoring. It involves creating a setting conducive to teaching, building a good rapport and providing constructive suggestions. This presentation discusses techniques for making evaluations and critiques positive, developmental experiences for candidates.

Overview

*   **The Five "Ps" of Evaluation**

    During instructor training you become a coach, so you need to have an effective coaching plan. Understanding how to organize evaluation sessions will assist you in coaching candidates in an environment conducive to learning.

*   **Formulating an Effective Critique**

    Giving critiques is part of the evaluation process and you'll want to provide candidates with information that will help them improve and develop.

Conduct

Follow along in your PADI *Course Director Manual* and take notes as appropriate.

Outline

I. The Five "Ps" of Evaluation

A. What are the five "Ps" of evaluation and how do they apply to instructor development?

1. Whether you're conducting candidate teaching presentations in the classroom, confined or open water, there are a few aspects of evaluation that remain constant. For easier recall, think of these aspects as the five "Ps" of evaluation.

    a. Preparation – similar to setting up any training session.

    b. Purpose – having a goal or game plan.

    c. Patience – learning takes time and repetition.

    d. Peer Cooperation – teamwork adds to development.

    e. Perspective –- flexibility and keeping an open mind are key.

B. How can you prepare for evaluation sessions?

1. **Preparation –** Preparation starts with completely understanding the evaluation criteria and having a firm grasp of the subject matter. As an instructor, you're already familiar with the material presented in PADI courses and will develop your evaluation skills in Step Three – Evaluation Training. Here are some additional considerations for setting up an evaluation session:

    a. If possible, have the evaluation form or slate from the candidate's last presentation available for comparison. This allows you to quickly identify areas of improvement and aspects that still need work. You'll find this information helpful when giving critiques.

    b. Have candidates provide you with a lesson plan, especially for the first few presentations. By looking at the actual plan, you can determine whether the candidate included all important components. If, while delivering the presentation, the candidate leaves something out, you'll know whether it was an oversight, delivery problem or a deficiency in the presentation's structure. This allows you to better direct your counseling.

    c. Position yourself in the most inconspicuous location to view presentations and avoid intimidating candidates. If you're out of their direct line of sight, candidates may find it easier to focus on their peers instead of watching you write notes about their performances. Try to be subtle and unobtrusive when scoring.

C. Why is it important to establish a purpose for each evaluation session?

1. **P**urpose **–** Establishing a purpose or developmental goals for each evaluation session helps you avoid overwhelming candidates with too many suggestions.

a. If candidates receive excessive recommendations for improvement (especially minor points) they'll have difficulty prioritizing which ones to implement.

b. It's also demoralizing to have every aspect of their work analyzed.

c. Instead, concentrate on the basics – structure first and then delivery.

d. Have each candidate focus on one or two key areas to improve before moving on to less important areas.

D. Why are consistency and patience important when evaluating candidate teaching presentations?

1. Your teaching experience thus far has taught you that everyone learns at different rates. When evaluating candidate presentations, you'll find that some candidates will implement suggestions immediately, while others will need concepts reviewed several times before successfully incorporating them into presentations.

a. You may also find candidates who deliver excellent confined and open water presentations, but have difficulty constructing a knowledge development teaching presentation or vice versa. This is where consistency and patience in evaluating and counseling candidates comes in.

b. During evaluation sessions emphasize that the PADI System provides the material necessary for effective presentations. The candidate's job essentially involves organization and delivery. Avoid making lesson planning a complicated process.

c. Let candidates know that it is okay to make mistakes because they enhance learning. To avoid making the same mistakes, apply what's learned to the next presentation.

d. Every presentation can be improved, no matter how high the score. Continue to work with candidates to refine presentations in all areas of evaluation.

E. How can you encourage peer cooperation during evaluation sessions?

1. Because the goal is to develop practical teaching abilities, evaluation sessions need to be as realistic as possible. One factor that can contribute realism is the interaction between the instructor candidate and the acting "students" and "assistants." Consider the following to foster cooperation and support among candidates:

a. Require everyone to pay attention and follow the instructor's directions during presentations.

b. Encourage team work, but discourage candidates from covering up each other's mistakes or doing someone else's work.

c. Encourage candidates to listen to all presentation critiques, not just their own. Compliment them when they incorporate ideas or suggestions from other candidate's performances into their presentations.

d. At times, it may be appropriate to ask candidates to comment on each other's presentations. This technique may demonstrate that your comments are not

arbitrary, but shared by those acting as students. However, position this carefully – thoughtless negative remarks or inconsistent comments do not foster peer cooperation or enhance learning.

F. What is the proper perspective to have when evaluating candidates?

1. Individuals wants to believe that the way they choose to do things is the best. As an evaluator, you must realize that when candidates present topics or skills in a different manner, it's not necessarily wrong. Always take a moment to distinguish between your personal preferences and unacceptable performance. Keep in mind that:

    a. There is often no one "PADI way", only methods that meet the performance requirements.

    b. Especially when evaluating confined water teaching presentations, concentrate on the criteria and critical attributes of a skill rather than on the technique.

    c. If a candidate tries an ineffective technique, however, be prepared to demonstrate a method that works. Make demonstrating and sharing various techniques that fulfill the criteria part of the learning experience.

2. You, too, can occasionally be wrong – you're human. When mistakes occur, admit it to yourself and the candidates and learn from the experience.

II. Formulating an Effective Critique

A. What steps can you take to make your critiques more effective?

1. Think of a critique as an interpretation of the evaluation score. A score is only a relative measurement of presentation strength.

2. It is the critique that provides details, explanations and suggestions for improvement. When formulating a critique, follow these steps:

    a. Conduct a critique at the end of each presentation. Candidates want immediate feedback about their performances.

    b. Keep each critique brief and focused. If it takes longer than a few minutes, candidates may have difficulty retaining the information. If more than one evaluator has comments, coordinate the critique so that the same information is not repeated.

    c. Start critiques with positive comments about the presentation's strengths. By confirming that candidates have mastered parts of the presentation, you provide a foundation on which to build. This also makes it easier to accept suggestions for improvement.

    d. Occasionally ask candidates to critique their own performance. This allows you to assess if candidates can identify their strengths and weaknesses.

e. Have candidates write down ideas and suggestions during the critique, then ask them to repeat these back to you. This technique provides candidates with a reference when working on future presentations and ensures that candidates understand the suggestions.

f. Back up suggestions with examples. For example, if the suggestion is to include more references to local diving sites, explain what local dive site could have been mentioned at a specific part of the presentation.

g. Conclude the critique with positive comments and additional encouragement for improvement. Remember to use the phrase "you're not there yet." Studies show that emphasizing "not yet" significantly benefits subsequent performance by positioning mistakes as part of learning, rather than as failures.

Summary

- **The Five "Ps" of Evaluation**

    1. What are the five "Ps" of evaluation and how do they apply to instructor development?

    2. How can you prepare for evaluation sessions?

    3. Why is it important to establish a purpose for each evaluation session?

    4. Why is consistency and patience important when evaluating candidate teaching presentations?

    5. How can you encourage peer cooperation during evaluation sessions?

    6. What is the proper perspective to have when evaluating candidates?

- **Formulating an Effective Critique**

    7. What steps can you take to make your critiques more effective?

SPECIALTY INSTRUCTOR TRAINING COURSE

CONTENTS

Specialty Instructor Training Course

Overview

PADI Specialty Instructor Training courses teach instructors how to organize, promote and conduct PADI Specialty Diver courses, and emphasize the value of specialty training to divers. Several Specialty Instructor Training courses are often offered as preparatory program package for those interested in becoming Master Scuba Diver Trainers.

Staff Qualifications

Active Status PADI Course Directors who are certified in the specialty course, both at the Instructor and Instructor Trainer levels, conduct Specialty Instructor Training courses.

IDC Staff Instructors assisting with Specialty Instructor Training courses must hold the corresponding PADI Specialty Instructor rating.

Specialty Instructor Trainer Application Procedures

Submit a Specialty Instructor Trainer Application to your PADI Regional Headquarters.

For Distinctive Specialty Instructor Trainer applications, re-evaluate and update your diver-level outline to ensure it is both current, role-model and suitable for distribution to your instructor candidates. Submit the updated outline with the application to your PADI Regional Headquarters.

Do not advertise or schedule programs until your PADI Regional Headquarters has approved the application.

Specialty Instructor Training Standards

Prerequisites

All Specialties

- **PADI Instructor, or currently participating in/completed an IDC/OWSI Program within the past 12 months. IDC/OWSI candidates may apply for Specialty Instructor certification only after successfully completing an IE.**

Specialties Without Dives

- **PADI Assistant Instructor**

- **PADI Divemaster for these courses: Emergency Oxygen Provider, Equipment Specialist, Coral Reef Conservation, Project AWARE Specialist and PADI Distinctive Specialty Diver (approved).**

    Exception: Both Divemasters and Assistant Instructors may attend Digital Underwater Photographer specialty instructor training courses.

Additional prerequisites and exit requirements apply to certain specialty instructor training courses, such as: (See PADI *Instructor Manual* for details.)

- **Cavern Diver**

- **Enriched Air Diver**

- **Ice Diver**

- **Public Safety Diver**

- **Self-Reliant Diver**

    Note: Candidates who do not have the specialty diver level certification may take the diver level course in conjunction with specialty instructor training.

> PADI Assistant Instructors and Instructors may conduct the Peak Performance Buoyancy, Project AWARE Specialty and Coral Reef Conservation courses without taking Specialty Instructor Training. However, instructor training provides candidates with valuable hands-on mentorship from a Course Director.
>
> The Peak Performance Buoyancy, Project AWARE and Coral Reef Conservation Specialty Instructor ratings do not credit toward the Master Scuba Diver Trainer rating.

Performance Requirements

1. **Present a knowledge development presentation from the specialty diver course outline.**

2. **State the purpose and goals of the specialty diver course.**

3. **Explain the course standards and procedures from the PADI Specialty Course Instructor Guide.**

4. **List student diver and instructor equipment requirements.**

5. **Explain the specialty diver course open water training considerations.**

6. **Demonstrate mastery of all knowledge development and water skill performance requirements for the specialty diver course.**

7. **Conduct an open water teaching assignment and demonstrate all open water performance requirements for the specialty diver course. Skills may be combined as appropriate for open water training dives.**

8. **Describe how to conduct all course segments in a manner that enables divers to meet course performance requirements.**

9. **Describe successful marketing and promotional techniques to promote specialty diver training as part of the PADI System.**

10. **Determine costs involved in the pricing of specialty training.**

> **PADI Divemasters must also complete the IDC curriculum component – Learning and Teaching Workshop.** Prescriptively adapt workshop to explain learning theory and modify scenarios based on the specific specialty diver course.

General Considerations

Specialty Instructor Training includes open water dives except when the diver-level course has no open water dives. As with specialty diver courses, emphasize the practical aspects of the course, specifically the open water dives (or workshops and demonstrations for specialties without dives).

Cover all specialty diver course performance requirements in the instructor-level course. For example, the Night Diver Specialty course has three dives. You can cover all of the diver-level course dive performance requirements for those three dives in one specialty instructor course dive (logistics, time, etc. allowing).

Required Dives

Diver-Level Course Required Dives	Instructor-Level Course Required Dives
2-3*	1
4	2

Exception: The Ice Diver courses has 3 dives; 2 are conducted at the instructor level.

Duration

Specialty instructor course candidates can complete no more than three training dives per day.

Supervision

A PADI Course Director is present and in control of all course activities

For those specialty diver courses that require direct supervision, the Course Director must directly supervise the specialty instructor training dives.

Ratio

8:1   May add 8 candidates per Course Director/IDC Staff Instructor

Materials

Required

- **PADI Specialty Course Instructor Guide or PADI-approved Distinctive Specialty Outline**
- **PADI *Specialty Diver Manual* for the corresponding specialty, if available**

Recommended

All related PADI Specialty Diver materials

Certification Requirements

10 logged open water dives in the specialty area

These dives may be completed during the Specialty Instructor Training course.

> **Exception:** For Adaptive Techniques Specialty, the 10 dives may include session/workshops completed during training.

Certification Procedures

Verify that all course requirements are met.

Course Director and applicant sign the Specialty Instructor Application and submit it to the appropriate PADI Regional Headquarters.

Specialty Instructor Training Course Sample Outline

Use this sample outline as a basic framework when conducting Specialty Instructor Training courses. Refer to the PADI *Instructor Manual,* PADI's *Guide to Teaching* and the specific Specialty Course Instructor Guide. Tailor this outline to the specialty, your teaching style, and the local environment.

I. Registration and Orientation

A. Complete application, pay fees, and verify course prerequisites.

B. Have instructor candidates complete administrative paperwork.

C. Introduce the staff and instructor candidates.

D. Inform candidates that because they are taking a Specialty Instructor Training course, they will not need to meet the 25 divers certified requirement. They need documentation of 10 logged dives in each specialty area before certification.

E. Inform candidates that they must have proof of Specialty Instructor certification from their PADI Regional Headquarters before they begin teaching specialty diver courses.

F. For candidates who are not yet PADI Instructors, explain that:

   1. Assistant Instructor and Divemasters may apply for specialty courses that don't include open water dives.

   2. Candidates who have completed an IDC/OWSI program within the past 12 months may apply for specialties that include open water dives after successfully completing an IE.

II. Overview of PADI Specialty Diver Courses

A. Explain the purpose of PADI Specialty Diver courses.

B. Review the philosophy of PADI Specialty Diver courses.

C. Look over the list of standardized Specialty Course Instructor Guides currently available and highlight corresponding manuals and videos.

D. Review the PADI *Instructor Manual* – General Standards and Procedures Guide – highlighting considerations for open water training dives and other general standards as they apply to specialty courses.

E. Review required diver and instructor equipment. Add any equipment suggestions appropriate for the local environment.

F.   Go over Master Scuba Diver Trainer and Master Scuba Diver requirements.

G.   Discuss the relationship between the PADI Advanced Open Water Diver course and PADI Specialty Diver courses.

H.   Explain opportunities available to Junior Divers and nondivers.

III. Specialty Course Instructor Outline Review

A.   Review in detail the Specialty Course Instructor Guide distributed to instructor candidates.

B.   If available for the specialty and in a language understood by the candidates, show the Conducting and Marketing PADI Specialty Courses video.

C.   Review knowledge development and water skill sessions (including any confined water sessions). Discuss all specialty diver course performance requirements.

IV. Knowledge Development Workshop

A.   Demonstrate a role-model teaching presentation using a topic from the Specialty Course Instructor Guide.

B.   Assign each candidate a topic to prepare and present. Evaluate and provide positive reinforcement and suggestions for improvement.

V.   Specialty Course Marketing and Promotion

A.   Explain that diver surveys indicate a strong interest in pursuing specialty training and continuing education. The market for specialty diver training includes nondivers, divers and dive professionals.

B.   Emphasize the importance of promoting the benefits and adventure of PADI continuing education consistently throughout all courses. Reinforce the idea that the need for training never ends. It's a good idea to schedule individual counseling sessions and identify specific diver's desires regarding special interest areas.

C.   Stress that to develop a positive, professional reputation, instructors should market the value and benefits of the courses they teach. Most divers enroll in courses as a result of referral from friends.

D.   Explain that instructors should promote and honor the links between the Advanced Open Water Diver course and other course courses, and the corresponding Specialty Diver courses. Review the Linking Courses section of the PADI *Instructor Manual.* Also, by conducting multiple-level training at a dive site, divers can interact with one another and get a look at what lies ahead.

E. Discuss that offering a full menu of specialty diver courses and scheduling them conveniently gives divers attractive options, such as purchasing an individual course or a Master Scuba Diver package.

F. Explain that by offering a Master Scuba Diver program that includes five specialties, you give customers the options they want to enable them to attain their educational goals.

G. Emphasize that good marketing includes making sure that divers enjoy their training – make it fun. Incorporate social activities throughout training.

H. Emphasize that travel and training go together – promote specialty training as part of a dive trip.

I. Stress that instructors should attend professional enhancement seminars, such as PADI Business Academy, Business of Diving programs, Member Forums, etc., to help with marketing techniques. Also, consult **The Undersea Journal** and the PADI Pros' Site for articles about continuing education marketing.

J. Add additional tips, suggestions and techniques from your marketing and promotional experience.

VI. Establishing Costs

Review considerations for pricing courses from the *IDC eLearning* – Business of Diving section. Adapt considerations and examples to the specialty diver course.

VII. Open Water Dives/Workshop

Note: The diving (or workshop) portion of this course is very important. It must be well planned, organized and conducted in an exemplary manner. Instructors will model what you do. Explain that you may be condensing a number of skills from several specialty dives into one specialty instructor dive.

A. Arrange practice to meet performance requirements of the particular specialty diver course.

B. Outline the performance requirements for either a workshop (i.e. Equipment Specialist) or open water dives. Introduce special techniques or skills to enhance learning.

C. Organize dry-run sessions on shore when appropriate for the course, such as Underwater Navigation, Search and Recovery and Wreck Diver specialties by practicing search patterns and the use of a compass and/or reel.

D. Workshop Guidelines: In courses such as Equipment Specialist, a hands-on session, such as wetsuit repair and save-a-dive kit preparation, replaces open water dives.

E. Open Water Dive Guidelines – may be completed in one or more dives:
   1. Review dive site logistics.
   2. Demonstrate role-model procedures for conducting the specialty dive.

3. Follow the Specialty Course Instructor Guide, and complete all skill performance requirements with candidates.

4. Have candidates practice teaching a segment of the dive.

5. Use the Confined and Open Water Evaluation slate to evaluate presentations. Provide positive reinforcement and suggestions concerning their performance.

VIII. Graduation and Certification Procedures

A. Verify that candidates log dives, and remind them of the required number of logged specialty dives needed before applying for the specialty instructor rating.

B. Complete the PADI Specialty Course Instructor Application.

C. Have candidates submit their applications, along with items on the checklist to their PADI Regional Headquarters for approval. Reference the PADI *Instructor Manual* for additional documentation/prerequisites needed for certain specialties such as Cavern, Enriched Air, Ice and Self-Reliant Diver.

D. Remind instructor candidates that they can begin promoting and teaching the specialty course when they have received notification of application approval from their PADI Regional Headquarters.

APPENDIX

CONTENTS

Sample Schedules

The following sample schedules suggest ways you can organize IDCs, AI Courses and OWSI Programs to meet sequencing requirements. With this as a guide, arrange schedules that fit your logistical and instructor candidate needs.

Complete IDC

— For candidates who completed *IDC eLearning*

Day One	Hours
Morning	
Orientation	1
PADI System Workshop	2
Candidate Preassessment Exams	2
Afternoon	
Dive Theory Workshop	2
Confined Water Training Workshop	1.5
Confined Water Teaching Presentation – Dry	2

Day Two	Hours
Morning (confined water)	
Skill Development Workshop (and swim/tread)	1.5
Candidate Confined Water Teaching Presentation – Wet 1	2
Discover Scuba Diving Workshop – briefing and confined water	0.75
Afternoon	
Learning and Teaching Workshop	1.5
Knowledge Development Presentation Workshop	2
Risk Management and Licensing Workshop	1

Day Three	Hours
Morning	
Open Water Diver Course Scheduling and Set Up Workshop	1
Candidate Knowledge Development Teaching Presentation – 1	3
Afternoon (confined water)	
Candidate Confined Water Teaching Presentations – Wet 2 and 3	4

Day Four	Hours
Morning	
Open Water Training Workshop	1.5
Open Water Teaching Presentation – Dry	2
Continuing Education Workshop	1.5

Afternoon (open water)

Candidate Open Water Teaching Presentation – Wet 1	3
Discover Scuba Diving Workshop – open water dive and registration	0.75
Advanced Open Water Diver Course Workshop	2

Day Five   Hours

Morning

Candidate Knowledge Development Teaching Presentations – 2 and 3	5
Sales Techniques Workshop	1

Early Afternoon (confined water)

Candidate Confined Water Teaching Presentations – Wet 4	2

Late Afternoon

Dive Theory and Systems, Standards and Procedures Exams	3

Day Six   Hours

Morning (open water)

Candidate Open Water Teaching Presentation – Wet 2	3
Rescue Diver Course Workshop	3

Afternoon

Course Close	0.5
Makeups	

Complete IDC

— When all curriculum is delivered in live presentations

Day One	Hours
Morning	
Getting Started (IDC eLearning)	0.75
Orientation	1
PADI System Overview (IDC eLearning)	1.25
PADI System Workshop	1.5
Afternoon	
The PADI Open Water Diver Course (IDC eLearning)	.75
Learning, Instruction and the PADI System (IDC eLearning)	1.25
Learning and Teaching Workshop	1.5
Introduction to Teaching Presentation (IDC eLearning)	1.25

Day Two	Hours
Morning	
Confined Water Training (IDC eLearning)	1.25
Confined Water Training Workshop	1.5
Confined Water Teaching Presentation - Dry	2
Afternoon (confined water)	
Skill Development Workshop (and swim/tread)	1.5
Candidate Confined Water Teaching Presentations – Wet 1	2

Day Three	Hours
Morning	
Conducting and Evaluation Knowledge Development (IDC eLearning)	2
Knowledge Development Presentation Workshop	2
Discover Scuba Diving and Experience Programs (IDC eLearning)	1
Afternoon (confined water)	
Candidate Confined Water Teaching Presentations – Wet 2 and 3	4
Discover Scuba Diving Workshop – briefing and confined water	0.75

Day Four	Hours
Morning	
Open Water Diver Course Scheduling and Set Up Workshop	1
Candidate Knowledge Development Teaching Presentations – 1	3
Dive Theory for Dive Instructors (IDC eLearning)	0.75
Afternoon	
Candidate Preassessment Exams	2
Dive Theory Workshop	2
Continuing Education and Leadership Programs (IDC eLearning)	1.25

Day Five   Hours
Morning
    Open Water Training (IDC eLearning)   1.25
    Open Water Training Workshop   1.5
    Open Water Teaching Presentation – Dry   2
Afternoon (open water)
    Candidate Open Water Teaching Presentation – Wet 1   3
    Discover Scuba Diving Workshop – open water dive and registration   0.75
    Advanced Open Water Diver Course Workshop   2

Day Six   Hours
Morning
    Candidate Knowledge Development Teaching Presentation – 2   3
    The Business of Diving (IDC eLearning)   1.25
Afternoon (open water)
    Candidate Open Water Teaching Presentation – Wet 2   3
    Rescue Diver Course Workshop   3

Day Seven   Hours
Morning (confined water)
    Candidate Confined Water Teaching Presentations – Wet 4   2
Late Morning
    Risk Management and Legal Consideration (IDC eLearning)   1
    Managing Risk (IDC eLearning)   1
Afternoon
    Candidate Knowledge Development Teaching Presentation - 3   3
    PADI Quality Management and Licensing (IDC eLearning)   .5
    Risk Management and Licensing Workshop   .5
    Sales Techniques Workshop   1

Day Eight   Hours
Morning
    Continuing Education Workshop   1
    How to Teach the RDP (optional)   1.5
    Dive Theory and Systems, Standards and Procedures Exams   3
Afternoon
    Course Close   .5
    Makeups

Assistant Instructor Course

— For candidates who completed required *IDC eLearning* sections

Day One   Hours
Morning
    Orientation   1
    PADI System Workshop   2
    Confined Water Training Workshop   1.5
Afternoon
    Confined Water Teaching Presentation – Dry   2
    Learning and Teaching Workshop   1.5
    Knowledge Development Presentation Workshop   2
Evening
    Candidate Knowledge Development Teaching Presentation – 1   3

Day Two   Hours
Morning (confined water)
    Skill Development Workshop   1.5
    Candidate Confined Water Teaching Presentation – Wet 1 and 2   3
    Discover Scuba Diving Workshop – briefing and confined water   0.75
Afternoon
    Open Water Training Workshop   1.5
    Open Water Teaching Presentation – Dry   2
    Risk Management and Licensing Workshop   1
Evening
    Candidate Knowledge Development Teaching Presentation – 2   3
    Sales Techniques Workshop (optional)   1

Day Three   Hours
Morning (open water)
    Candidate Open Water Teaching Presentation – Wet 1 (two skills)   3
    Discover Scuba Diving Workshop – open water dive and registration   0.75
    Rescue assessment   1
Afternoon
    Systems, Standards and Procedures Exams   2
    IDC Close   .5
    Makeups

Assistant Instructor Course

— When all curriculum is delivered in live presentations

Day One   Hours

Morning

Getting Started (IDC eLearning)	0.75
Orientation	1
PADI System Overview (IDC eLearning)	1.25
PADI System Workshop	1.5

Afternoon

Learning, Instruction and the PADI System (IDC eLearning)	1.25
Learning and Teaching Workshop	1.5
Introduction to Teaching Presentation (IDC eLearning)	1.25

Day Two   Hours

Morning

Confined Water Training (IDC eLearning)	1.25
Confined Water Training Workshop	1.5
Confined Water Teaching Presentation - Dry	2

Afternoon (confined water)

Skill Development Workshop	1.5
Candidate Confined Water Teaching Presentations – Wet 1	2

Day Three   Hours

Morning

Conducting and Evaluation Knowledge Development (IDC eLearning)	2
Knowledge Development Presentation Workshop	2
Discover Scuba Diving and Experience Programs (IDC eLearning)	1

Afternoon (confined water)

Candidate Confined Water Teaching Presentations – Wet 2	2
Discover Scuba Diving Workshop – briefing and confined water	0.75

Day Four   Hours

Morning

Candidate Knowledge Development Teaching Presentations – 1	3
Sales Techniques Workshop (optional)	1
Open Water Training (IDC eLearning)	1.25

Afternoon

Open Water Training Workshop	1.5
Open Water Teaching Presentation - Dry	2
Risk Management and Legal Consideration (IDC eLearning)	1
Managing Risk (IDC eLearning)	1

Day Five   Hours

Morning (open water)

Candidate Open Water Teaching Presentation – Wet 1	3
Discover Scuba Diving Workshop – open water dive and registration	0.75
Rescue assessment	1

Afternoon

PADI Quality Management and Licensing (IDC eLearning)	.5
Risk Management and Licensing Workshop	.5
Systems, Standards and Procedures Exams	2
Course Close	.5
Makeups	

OWSI Program

— For candidates who completed required *IDC eLearning* sections

Day One	Hours
Morning	
Orientation	1
PADI System Workshop	2
Candidate Preassessment Exams	2
Afternoon	
Dive Theory Workshop	2
Confined Water Training Workshop	1.5
Learning and Teaching Workshop	1.5

Day Two	Hours
Morning (confined water)	
Skill Development Workshop (and swim/tread)	1.5
Candidate Confined Water Teaching Presentation – Wet 1 and 2	3
Discover Scuba Diving Workshop – briefing and confined water	0.75
Afternoon	
Knowledge Development Presentation Workshop	2
Open Water Diver Course Scheduling and Set Up Workshop	1
Open Water Training Workshop	1.5
How to Teach the RDP	1

Day Three	Hours
Morning	
Candidate Knowledge Development Teaching Presentation – 1	3
Sales Techniques Workshop	1
Continuing Education Workshop	1.5
Afternoon (open water)	
Candidate Open Water Teaching Presentation – Wet 1	3
Discover Scuba Diving Workshop – open water dive and registration	0.75

Day Four	Hours
Morning (open water)	
Advanced Open Water Diver Course Workshop	3
Rescue Diver Course Workshop	3
Afternoon	
Risk Management and Licensing Workshop	1
Dive Theory and Systems, Standards and Procedures Exams	3

Course Close	0.5
Makeups	

OWSI Program

— When all curriculum is delivered in live presentations

Day One · Hours

Morning

Getting Started (IDC eLearning)	0.75
Orientation	1
PADI System Overview (IDC eLearning)	1.25
PADI System Workshop	1.5

Afternoon

The PADI Open Water Diver Course (IDC eLearning)	.75
Learning, Instruction and the PADI System (IDC eLearning)	1.25
Open Water Diver Course Scheduling and Set Up Workshop	1
Candidate Preassessment Exams	2

Day Two · Hours

Morning

Dive Theory for Dive Instructors (IDC eLearning)	0.75
Dive Theory Workshop	2
Discover Scuba Diving and Experience Programs (IDC eLearning)	1
Confined Water Training Workshop	1.5

Afternoon (confined water)

Skill Development Workshop (and swim/tread)	1.5
Candidate Confined Water Teaching Presentations – Wet 1 and 2	3
Discover Scuba Diving Workshop – briefing and confined water	0.75

Day Three · Hours

Morning

Continuing Education and Leadership Programs (IDC eLearning)	1.25
Continuing Education Workshop	1
The Business of Diving (IDC eLearning)	1.25

Afternoon

Knowledge Development Presentation Workshop	2
How to Teach the RDP	1

Day Four · Hours

Morning

Candidate Knowledge Development Teaching Presentations – 1	3
Sales Techniques Workshop	1
Afternoon	
Open Water Training (IDC eLearning)	1.25
Open Water Training Workshop	1.5

Day Five | Hours

Morning (open water)

Candidate Open Water Teaching Presentation – Wet 1	3
Discover Scuba Diving Workshop – open water dive and registration	0.75
Afternoon	
Risk Management and Legal Consideration (IDC eLearning)	1
Managing Risk (IDC eLearning)	1
PADI Quality Management and Licensing (IDC eLearning)	.5
Risk Management and Licensing Workshop	.5

Day Six | Hours

Morning (open water)

Advanced Open Water Diver Course Workshop	3
Rescue Diver Course Workshop	3
Afternoon	
Dive Theory Exam	2
Course Close	.5
Makeups	

Knowledge Development

Assignment Suggestions

Open Water Diver Course Assignments	Quiz	Question
Buoyancy	1A	1
Equalization	1A	6
Swimming and Moving	2A	4
Entanglement	3A	8
Decompression Sickness	4A	4
Dive Computers	4A	8
Decreasing Pressure	1B	5
Equalization	1B	6
Predive Safety Check	2B	8
Surface Problem Management	3B	6

Rescue Diver Course Assignments	Knowledge Review	Question
Benefits of a rescue breathing mask	1	4
Steps for Emergency Management	1	6
Tired and Panicked Divers	1	9
Equipment Related Problems	2	3
Equipment Releases	2	4
Missing Diver Procedures	3	14
Lung Overexpansion Injuries	4	4
Surfacing the Unresponsive Diver	4	10

Divemaster Course Assignments	Exam	Question
Supervising Diving Activities	A, Part 1	7
Supervising Diving Activities	A, Part 1	14
Assisting with Student Divers	A, Part 1	23
Assisting with Student Divers	A, Part 1	29
Physics	A, Part 2	73
Physiology	A, Part 2	94
RDP Use	A, Part 2	112
RDP Use	A, Part 2	118

Peak Performance Buoyancy Course Assignments – Address learning objectives:

Peak Performance Buoyancy fundamentals – buoyancy check

- Assess personal buoyancy control skills using the PADI Buoyancy Assessment.
- Use the "Basic Weighting Guidelines" to estimate weight needed to begin a buoyancy check.
- Identify three circumstances when you should conduct a buoyancy check before diving.
- Outline five steps to help you conduct a buoyancy check at the surface.

Peak Performance Buoyancy fundamentals – weight position and distribution

- Position and distribute weight for greater control in the water.

Peak Performance Buoyancy fundamentals – streamlining

- List four reasons for being streamlined while diving.
- Describe how a streamlined diver looks while underwater.

Peak Performance Buoyancy fundamentals – visualization

- Use visualization techniques to help you relax, establish a comfortable breathing pattern and move more gracefully through the water.
- Use visualization techniques to achieve Peak Performance Buoyancy.

Peak Performance Buoyancy fundamentals – staying physically fit

- Explain how being physically fit helps you attain and maintain Peak Performance Buoyancy.

Confined Water

Assignment Suggestions

Open Water Diver Course – Confined Water Skills

BCD inflation/deflation

Regulator clearing

Regulator recovery

Partial mask clearing

Underwater swimming

Submersible pressure gauge use

Alternate air source use

Ascents

Controlled seated entry

Snorkel breathing and clearing

Snorkel/regulator exchange

Five point descent

No mask breathing

Mask replacement underwater

Disconnect low pressure inflator hose

BCD oral inflation

Proper weighting

Air depletion exercise

Five point ascent

Deep water exit

Neutral buoyancy – fin pivot

Neutral buoyancy swim

Cramp removal

Tired diver tow

Air depletion/alternate air source use combined

Freeflow regulator breathing

Controlled emergency swimming ascent

Surface dives – skin diving

Snorkel clearing – skin diving

No mask swimming

Hovering

Removal and replacement of weight system – surface

Removal and replacement of scuba unit – surface

Removal and replacement of weight system – underwater

Removal and replacement of scuba unit – underwater

Loose cylinder band

Emergency weight drop

Rescue Diver Course – Exercises

Tired diver, assists and transport (underarm push, modified tired-swimmer carry, tank-valve tow)

Panicked diver, making contact (surface approach, underwater approach)

Response from shore/boat/dock, approach with quick reverse to stay out of diver's grasp)

Distressed diver underwater, respond to overexerted and active panic ascent

Distressed diver underwater, respond to an out-of-air emergency

Surfacing the unresponsive diver, positive buoyancy ascent

Surfacing the unresponsive diver, bring an unresponsive diver to the surface

Open Water

Assignment Suggestions

Open Water Diver Course – Open Water Skills

Buoyancy/weight check

Controlled descent

Buoyancy control using low pressure inflator

Clear partially flooded mask

Clear fully flooded mask

Regulator recovery and clearing

Alternate air source use – stationary

Alternate air source ascent

Ascent

Descent with reference

Buoyancy control using oral inflation

Free descent without reference

Hovering

Mask removal, replacement and clearing

Controlled emergency swimming ascent

Cramp removal

Tired diver tow

50 metre/yard surface compass swim

Snorkel/regulator exchange

Remove and replace weight system at surface

Remove and replace scuba unit at surface

Underwater compass navigation

Inflatable signal tube use

Emergency weight drop

Rescue Diver Course – Exercises

Tired diver, assists and transport (underarm push, modified tired-swimmer carry, tank-valve tow)

Panicked diver, making contact (surface approach, underwater approach)

Response from shore/boat/dock, approach with quick reverse to stay out of diver's grasp)

Distressed diver underwater, respond to overexerted and active panic ascent

Distressed diver underwater, respond to an out-of-air emergency

Surfacing the unresponsive diver, positive buoyancy ascent

Surfacing the unresponsive diver, bring an unresponsive diver to the surface

Name _____ Date _____ Exam # _____

Answer Sheet — IDC Dive Theory Exams

Directions: Make your answer choice by COMPLETELY filling in the space ■ below the proper letter. If you make a mistake, erase your selection or place a dark X through your first answer.

	PHYSICS					PHYSIOLOGY					EQUIPMENT			
	a	b	c	d		a	b	c	d		a	b	c	d
1.	☐	☐	☐	☐	1.	☐	☐	☐	☐	1.	☐	☐	☐	☐
2.	☐	☐	☐	☐	2.	☐	☐	☐	☐	2.	☐	☐	☐	☐
3.	☐	☐	☐	☐	3.	☐	☐	☐	☐	3.	☐	☐	☐	☐
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20.	☐	☐	☐	☐	20.	☐	☐	☐	☐	20.	☐	☐	☐	☐

I reviewed and understand the questions I have missed.

Signature _____ Date _____

Name _____ Date _____ Exam # _____

Answer Sheet — IDC Dive Theory Exams

Directions: Make your answer choice by COMPLETELY filling in the space ■ below the proper letter. If you make a mistake, erase your selection or place a dark X through your first answer.

	DIVING SKILLS AND ENVIRONMENT					RECREATIONAL DIVE PLANNER			
	a	**b**	**c**	**d**		**a**	**b**	**c**	**d**
1.	☐	☐	☐	☐	1.	☐	☐	☐	☐
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19.	☐	☐	☐	☐	19.	☐	☐	☐	☐
20.	☐	☐	☐	☐	20.	☐	☐	☐	☐

I reviewed and understand the questions I have missed.

Signature _____ Date _____

DIVE THEORY
EXAM – 1

Constants Used for Dive Theory Exam

METRIC

1 litre of salt water weighs 1.03 kilograms

1 litre of fresh water weighs 1 kilogram

Pressure increases by 1 atm every 10 metres of salt water

Pressure increases by 1 atm every 10.3 metres of fresh water

Pressure changes per unit of salt water = 0.100 atm/m

Pressure changes per unit of fresh water = 0.097 atm/m

IMPERIAL

1 cubic foot of salt water weighs 64 pounds

1 cubic foot of fresh water weighs 62.4 pounds

Pressure increases by 1 atm every 33 feet of salt water

Pressure increases by 1 atm every 34 feet of fresh water

Pressure changes per unit of salt water = 0.445 psi/ft or 0.0303 atm/ft

Pressure changes per unit of fresh water = 0.432 psi/ft or 0.0294 atm/ft

Note: Metric and imperial numbers that appear in questions are not intended to be exact conversions.

Physics

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. The air in your cylinder was accidently mixed with 0.5% carbon monoxide. If you took this to 20 metres/66 feet, what would the surface equivalent percentage be?

   a. 0.5%
   b. 1.0%
   c. 1.5%
   d. 5%

2. What is the gauge pressure at a depth of 34 metres/112 feet of fresh water?

   a. 3.3 atm / 48.4 psi
   b. 3.4 atm /49.8 psi
   c. 4.3 atm / 63.1 psi
   d. 4.4 atm / 64.5 psi

3. When viewed underwater, objects normally appear _____ due to _____.

   a. closer; refraction
   b. farther way; visual reversal
   c. larger; turbidity
   d. smaller; conduction

4. In technical diving, decompression stops are planned so the diver doesn't end up with _____ that results in decompression sickness.

   a. too low a partial pressure of nitrogen
   b. an excessive gas pressure gradient
   c. an emergency ascent
   d. too high an oxygen gas tension

5. If you take a full breath from your cylinder at 20 metres/66 feet, you're inhaling _____ the number of air molecules as a full breath at the surface. Therefore, your gas supply will last _____ as long as using the same cylinder at the surface.

   a. twice; half
   b. three times; three times
   c. one third; one third
   d. three times; one third

6. If a diver has consumed 100 bar/1400 psi after spending 10 minutes at 30 metres/99 feet, approximately how much gas will he consume at 10 metres/ 33 feet if he spends 15 minutes there (assuming all other factors remain the same)?

   a. 37.5 bar / 525 psi
   b. 75 bar / 1050 psi
   c. 100 bar /1 400 psi
   d. 300 bar / 4200 psi

7. If a full scuba cylinder is left outside on a hot, sunny day,

   a. the pressure will increase and the volume will remain the same.
   b. the pressure will decrease and the volume will remain the same.
   c. the pressure won't change, but the volume will increase.
   d. the pressure will decrease and the burst disc may blow.

8. The force of buoyancy is predicted by _____ and is an _____ force exerted on an object placed in fluid.

   a. Boyle's Law; upward
   b. Haldane's Principle; equal
   c. Dalton's Law; equal
   d. Archimedes' Principle; upward

9. Why do you need more weight diving in the ocean than in a freshwater lake, even when you are wearing the same equipment?

   a. fresh water is usually colder

   b. The ocean has more waves

   c. Salt water weighs more for a given volume

   d. Fresh water is more dense

10. Water is able to conduct heat more efficiently than air because

   a. the molecules flow more smoothly than air.

   b. it is denser than air.

   c. it is less dense than air.

   d. the molecules are more fluid than air.

11. Your dive boat bumps into a large box floating just under the surface of a freshwater lake. After bringing it aboard, you determine the weight to be 75 kilograms/165 pounds. How much water does it displace?

   a. 75 litres/2.64 cubic feet

   b. more than 77 litres/ 2.80 cubic feet

   c. 72.81 litres/2.57 cubic feet

   d. less than 71 litres/2.50 cubic feet

12. If it takes a diver 90 minutes to breathe all the air from a scuba cylinder at the surface, approximately how long will the air in that cylinder last at 20 metres/66 feet of sea water if all other conditions remain the same?

   a. 45 minutes

   b. 30 minutes

   c. 18 minutes

   d. 15 minutes

13. During a wall dive in the ocean, you release a balloon at a depth of 24 metres/80 feet. The balloon contains one litre of air. What is the balloon's volume at the surface?

   a. 1.0 litres

   b. 2.4 litres

   c. 3.4 litres

   d. 4.0 litres

14. Sound results from vibration, so the _____ the medium, the more easily sound is transmitted. This is why sound travels ____ times faster in water than air.

   a. faster; 20

   b. colder; two

   c. denser; four

   d. warmer; eight

15. If an object weighing 150 kilograms/330 pounds is neutrally buoyant in salt water, what is the volume of the water the object displaces?

   a. 75 litres / 2.64 cubic feet

   b. 146 litres / 5.16 cubic feet

   c. 150 litres / 5.29 cubic feet

   d. 155 litres / 5.40 cubic feet

16. Approximately how much air must be pumped down from the surface to fill a 40-litre/1.4-cubic feet container if the container lies in 20 metres/66 feet of sea water?

   a. 40 litres / 1.4 cubic feet

   b. 80 litres / 2.8 cubic feet

   c. 120 litres / 4.2 cubic feet

   d. 160 litres / 5.6 cubic feet

17. If a diver weighing 75 kilograms/165 pounds is neutrally buoyant in fresh water, the same diver with the same equipment would _____ in salt water.

    a. float

    b. sink

    c. remain neutral

    d. bob up and down wildly

18. You and your buddy are each diving an enriched air cylinder with 27 percent oxygen and 73 percent nitrogen. On a wreck dive at 20 metres/66 feet in the ocean, what is the partial pressure of oxygen?

    a. 0.80 ata

    b. 0.81 ata

    c. 0.84 ata

    d. 0.86 ata

19. Which of the following can resist the transmission of sound underwater?

    a. Thermocline

    b. Clear visibility

    c. Waves

    d. Rebreathers

20. A 200-kilogram/440-pound anchor that displaces 127 litres/4.5 cubic feet of water lies on the sea floor in 17 metres/56 feet. What is the minimum amount of water that must be displaced from a lifting device to bring the anchor to the surface?

    a. 67 litres / 2.38 cubic feet

    b. 69 litres / 2.43 cubic feet

    c. 73 litres / 2.55 cubic feet

    d. 127 litres / 4.5 cubic feet

Physiology

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. An increase in the partial pressure of nitrogen could result in

   a. oxygen toxicity.
   b. gas narcosis.
   c. rupture of red blood cells.
   d. lung overexpansion injury.

2. The worst situation for a diver near the end of a dive would be

   a. having a middle ear squeeze.
   b. having a reverse block.
   c. having a dry suit squeeze.
   d. There's no difference for the diver between the three situations above.

3. If a diver starts a dive warm and with normal circulation but then gets cold during the dive, circulation

   a. to the extremities reduces, slowing elimination of nitrogen.
   b. generally speeds up, raising the diver's heart rate.
   c. stays the same, but heart rate slows down.
   d. becomes erratic, causing heart tremors.

4. Due to gas density, the deeper you're diving the more easily you can

   a breathe.
   b. overexert yourself.
   c. reduce carbon dioxide levels.
   d. move.

5. A ruptured ear drum may immediately cause_____ underwater and may also lead to infection due to water entering the _____.

   a. vertigo; middle ear
   b. euphoria; inner ear
   c. hypothermia; middle ear
   d. vertigo; inner ear

6. The symptoms of a decompression sickness tend to appear _____ while the symptoms of lung-overexpansion injuries tend to appear_____ .

   a. immediately after the dive; more slowly
   b. slowly over several days; immediately upon surfacing
   c. within the first few hours; within minutes after the dive
   d. only after surfacing; usually at depth

7. _____ is "stomach breathing" used before breathhold dives in which the lower abdomen expands when you inhale.

   a. Hyperventilation
   b. Diaphragmatic breathing
   c. Square breathing
   d. Skip breathing

8. After surfacing from a short dive, both buddies complain of headaches, nausea, narrowed vision and dizziness. You may suspect they are suffering from

   a. decompression sickness.
   b. nitrogen narcosis.
   c. hypothermia.
   d. carbon monoxide poisoning.

9. As a diver ascends from a dive at depth, nitrogen pressure in tissues is _____ the surrounding pressure.

   a. higher than
   b. lower than
   c. equal to
   d. unaffected by

10. In all but the warmest water, even with exposure protection a diver loses heat faster than the body can generate it. This is primarily because

    a. water absorbs heat significantly faster than air.
    b. the diver loses heat to each breath of cool gas.
    c. divers always shiver a little.
    d. most heat loss is through the face.

11. You've just climbed back on the boat after a deep dive and vertical ascent, and your buddy complains of dizziness, shortness of breath and pains down one side of his body. These could be symptoms of _____ and the best course of action would be to _____.

    a. decompression sickness; provide fluids
    b. lung-overexpansion injury; provide oxygen
    c. carotid sinus reflex; loosen his wet suit or remove his hood
    d. overexertion; have him relax until his breathing calms

12. Shallow-water blackout can occur if a breathhold diver

    a. stays too long underwater.
    b. ascends too fast.
    c. doesn't hyperventilate at the surface.
    d. doesn't stay attached to a safety line.

13. Why does a diver become light-headed with a dry suit neck seal that is too tight?

    a. It reduces exit of oxygen poor blood from the brain and lowers blood pressure in the head, raising the heart rate.
    b. It reduces fresh blood flow to the brain, raises blood pressure in the head and slows the heart rate.
    c. It squeezes the nerves in the neck and increases blood flow out of the brain, slowing the heart rate.
    d. It squeezes the trachea and throat, which raises blood pressure and raises the heart rate.

14. The danger of a diver breathing pure oxygen underwater is that

    a. the body also needs nitrogen, even at shallow depths.
    b. it can increase the risk of decompression sickness.
    c. it can increase the risk of carbon monoxide poisoning.
    d. breathing pure oxygen under pressure can be toxic, even at shallow depths.

15. You surface from a dive to find another diver sitting on the deck of the boat, having just completed a deep dive. In speaking to him, you learn that he had been to a party the night before and had consumed alcohol. He is complaining of numbness and tingling in his legs, and extreme fatigue. These are signs and symptoms of

    a. carbon monoxide poisoning.
    b. a hangover (too much partying the night before).
    c. oxygen toxicity.
    d. decompression sickness.

16. Smoking, _____ and breathholding during ascent, may contribute to the risk of a lung overexpansion injury.

    a. alcohol
    b. chest congestion
    c. dehydration
    d. exercise before the dive

17. Which of the following is a sign of heat stroke?

    a. Cool, dry skin
    b. Shivering
    c. Cool, clammy skin
    d. Hot, flushed (red), dry skin

18. The most serious lung overexpansion injury is a(n) _____. The first-aid procedures _____.

    a. mediastinal emphysema; remain the same for all
    b. pneumothorax; are different for each
    c. subcutaneous emphysema; are different for each
    d. air embolism; remain the same for all

19. Cases of drowning in very cold water can make revival

    a. impossible.
    b. quite unlikely.
    c. possible even after fairly long periods of time.
    d. possible, but only if the patient has not been immersed long.

20. A diver who experiences a loss of consciousness during a dive but is fine after the dive

    a. may just be experiencing short-term exhaustion and should be fine after some rest.
    b. should seek medical evaluation immediately.
    c. should get something to eat and monitor himself.
    d. would probably not benefit from 100% oxygen, as he is now conscious.

Equipment

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. Most of the recent regulators, alternate air sources, SPGs and BCDs can be used with EANx blends of up to _____ percent oxygen without modification, but you do need _____.

    a. 21; an oxygen clean cylinder
    b. 32; a properly labeled cylinder
    c. 40; special enriched air diving training
    d. 100; lower pressure cylinder fills

2. You're planning a dive in an area where there is a possibility of passing boat traffic, so you decide to tow a surface buoy on the dive. You have a surface buoy, dive flag and line. You should also take _____ underwater to help with this extra equipment.

    a. a mesh bag
    b. a reel
    c. various clips
    d. a torch

3. One difference between diving on open-circuit scuba system (with a one cylinder) and diving with a closed-circuit rebreather is that in open-circuit diving

    a. the partial pressure of nitrogen in the breathing mix stays the same throughout a multilevel dive.
    b. buoyancy control is only controlled by your breathing.
    c. the air is recycled and then vented through the regulator exhaust.
    d. the ratio of gases in the breathing mix remain the same throughout the dive.

4. Yesterday you rented an aluminum cylinder with a yoke valve for your dive. Today you plan to dive in the same location, but the dive center only has a steel cylinder with a DIN valve available. The cylinders are of equal capacity and you have a DIN adaptor for the valve. What (if any) other adjustments to your equipment should you organize?

    a. No other adjustments are necessary.
    b. You will need to use less weight.
    c. You will need to use more weight.
    d. You will need to use a different pressure gauge.

5. You're lifting a bicycle from the bottom using a lift bag. When ready to start up, the best position for you to be in is

    a. underneath the bicycle and lift bag.
    b. to the side of and level with the bicycle.
    c. to the side of and level with the lift bag.
    d. above the lift bag.

6. The weight change of a steel cylinder from full to reserve pressure during a dive would be _____ it would be using an aluminum cylinder of the same capacity.

    a. the same as
    b. greater than
    c. less than
    d. a kilogram/two pounds less than

7. When diving in extremely cold temperatures, such as when ice diving, a key feature of your regulator should be

    a. an environmental seal.
    b. a downstream valve.
    c. a balanced first stage.
    d. a DIN valve.

8. Your computer goes into decompression mode during a dive and you ascend before you can complete the required time. On the surface, you see that your computer has "locked up." You should

   a. stay out of the water for at least 24 hours, monitor yourself for DCS symptoms and only then re-enter the water.

   b. stay out of the water at least until the computer is re-enabled.

   c. change computers to a less conservative one.

   d. change the batteries in the computer and reactivate it.

9. When wearing a wet suit, the _____ you dive the more insulation you have. It is the _____ that provides this insulation.

   a. deeper; warmed up water layer between your skin and the neoprene

   b. shallower; warmed up water layer between your skin and the neoprene

   c. deeper; gas bubbles in the neoprene

   d. shallower; gas bubbles in the neoprene

10. Modern regulators are referred to as open-circuit demand valves because

    a. they are in high demand and open with the flow of air.

    b. they are activated when divers breathe in, and used air is then released into the water.

    c. they are designed to freeflow if they malfunction.

    d. a second diver can breathe easily from the alternate air source.

11. Three reasons you should have a visual inspection performed on a scuba cylinder are to

    a. detect exterior damage, detect severe interior corrosion and prevent galvanic action between dissimilar metals.

    b. check for water in the cylinder, check for internal corrosion and change the cylinder and valve threads.

    c. detect severe interior corrosion, assess the flexibility of the cylinder and prevent metal corrosion between the cylinder and valve threads.

    d. detect structural internal damage, check for pitting and change the cylinder valve.

12. A DIN connection on a scuba cylinder allows the DIN regulator to be screwed directly into the cylinder valve, which has these advantages:

    a. Better air flow and more reliable.

    b. Better seal between the cylinder and regulator and a stronger connection.

    c. Less likely to freeze and easier to maintain.

    d. No advantages.

13. With regards to weight systems, it's best to

    a. cut off the weight belt tail end to avoid entanglement.

    b. wear an extra 1.3 kilograms/3 pounds to help you get under on the descent.

    c. wear sufficient weight so that you are neutrally buoyant at the surface.

    d. tuck the weight belt tail into your BCD jacket so you don't get confused.

14. A burst disk in the cylinder valve is designed to rupture when the cylinder pressure rises above _____ percent of the cylinder's rated pressure. The disk should be replaced _____.

    a. 50; at every hydrostatic test
    b. 140; regularly
    c. 175; annually
    d. 200; every two years

15. Cylinders must be hydrostatically tested _____ and should be visually inspected _____ .

    a. annually; every two years
    b. every two years; every three years
    c. periodically as required by local law; annually (or as required by local law)
    d. annually; when there are signs of corrosion

16. Which of the following can cause a regulator to "wet breathe," or let water come inside the second stage causing discomfort when you breathe?

    a. Missing tabs/tear on the mouthpiece
    b. An environmental seal
    c. A degraded o-ring on the tank valve
    d. A long hose

17. When a diver inhales, water pressure causes a _____ to flex inward, depressing a(n) _____ that releases the gas.

    a. diaphragm in the second stage; downstream valve
    b piston in the first stage; upstream valve
    c. burst valve in the second stage; demand lever
    d. DIN valve; diaphragm

18. The function of a scuba regulator's first stage is to

    a. reduce intermediate pressure air to ambient pressure.
    b. transport high pressure air to the second stage.
    c. reduce intermediate pressure to low pressure.
    d. reduce high pressure air from the tank to intermediate pressure.

19. A hydrostatic test involves _____ testing a cylinder. The important part of the testing procedure is _____.

    a. pressure; placing the cylinder in a vacuum
    b. pressure; placing the cylinder in water
    c. visually; removing the cylinder valve
    d. visually; filling the cylinder with water

20. What is one equipment-related consideration you should have when conducting dives deeper than 18 metres/60 feet in a freshwater lake?

    a. All equipment should be oxygen cleaned before diving deeper than 18 metres/60 feet.
    b. Divers should wear thermal protection sufficient for the temperature at depth.
    c. A pony bottle must be part of the equipment used.
    d. Regulators should be unbalanced and have an adjustment for easier breathing.

Diving Skills and Environment

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. The _____ causes the major ocean currents to deflect to the right in the _____ hemisphere and to the left in the _____ hemisphere.

   a. wind; northern; southern

   b. earth's rotation; northern; southern

   c. moon; southern; northern

   d. earth's rotation; southern; northern

2. You're just about to exit the water at the end of a dive. It's warm sea water, so you and your buddy are wearing short wet suits. Your buddy complains of a sudden stinging sensation on her leg. When you both get back onto the boat, you should

   a. pour fresh water over the stinging area.

   b. rub the stinging area.

   c. apply ice to the stinging area.

   d. rinse the stinging area with salt water.

3. While night diving, you accidentally bang your hand on the reef wall and drop your light, but you can still see it on the bottom. You should first

   a. quickly go and get your light.

   b. get your backup light out and check that your hand is OK.

   c. signal to your buddy and then go retrieve the light.

   d. signal to your buddy and then get your backup light out.

4. The correct procedure for performing an emergency weight drop at the surface is to

   a. use your left hand to pull the weight belt free.

   b. pull the weights free and place them in the surface buoy.

   c. quick-release the weights and pull them clear of your body.

   d. completely deflate your BCD and pull the weights free.

5. You and your buddy are diving near a popular wreck. You notice an old, broken pottery vase on the seabed. You should

   a. take the vase as a souvenir of the dive.

   b. take the vase to hand in to the local museum.

   c. note the location, take a photo if you can and report it to authorities or the local museum.

   d. cover the vase with sand to protect it.

6. You're diving at night and your fin is caught in some fishing line attached to the coral wall. Your buddy is a distance away. How do you ask him for help?

   a. Move your light in large circles.

   b. Shine your light on your fin.

   c. Turn your light on and off continuously.

   d. Wave your light back and forth continuously.

7. You should not try lifting an object by hand underwater that weighs more than

   a. seven kilograms/15 pounds.

   b. 11 kilograms/22 pounds.

   c. 15 kilograms/30 pounds

   d. 45 kilograms/100 pounds

8. At the end of a dive, while swimming back to shore you turn around and notice your buddy unresponsive, lying face down on the surface. Your first priority is to

a. remove your buddy's equipment.
b. assume your buddy is looking at something underwater and continue to shore.
c. establish positive buoyancy for you and your buddy.
d. begin CPR immediately.

9. You and your buddy are looking for a small outboard motor in a boulder-strewn and patchy reef area that's 30 metres by 30 metres/100 feet by 100 feet. Your best pattern would likely be a/an _____ search pattern.

a. random
b. expanding square
c. jackstay
d. circular

10. You and your buddy are coming to the end of your dive and are swimming at about five metres/15 feet. You decide to release your delayed surface marker buoy (DSMB) to show your position. You have the DSMB line attached to your reel. You should

a. ensure the reel is clipped onto your BCD, inflate the DSMB, release the line and allow it to slacken.
b. release the line but wait until you reach the surface to inflate the DSMB.
c. have your buddy inflate the DSMB, while you release the line, ensuring it remains slack.
d. inflate the DSMB yourself, keep hold of the reel, release the line and keep tension on it.

11. Tides play an important role in determining when certain dive locations will experience strong currents, _____ and _____.

a. windy conditions; poor visibility
b. changing aquatic life; longshore drift
c. changing depth; changing visibility
d. waves and upwelling

12. You're planning a dive in the ocean wearing an equipment configuration you've only worn in fresh water. You should _____ to account for the change to salt water.

a. add two kilograms/four pounds of weight
b. remove two kilograms/four pounds of weight
c. make no adjustments
d. perform a buoyancy check

13. When navigating a square pattern underwater, if you begin your course on a 40-degree heading how many turns will you require and what will your new headings be?

a. Four turns; 220, 40, 220, 40
b. Three turns; 130, 220, 310
c. Three turns; 220, 40, 220
d. Four turns; 130, 220, 310, 40

14. If you are unexpectedly caught in a rip current, _____ and _____ until clear of the rip.

a. don't panic; swim in toward shore
b. establish buoyancy; swim parallel to shore
c. descend; let it carry you out to sea
d. stay at the surface; swim away from shore

15. When choosing the best underwater search pattern to find an object, you should consider the size of the object, bottom composition and

    a. the temperature of the water.
    b. the time of day.
    c. the water conditions and visibility.
    d. whether it's the first dive of the day.

16. When conducting the controlled emergency swimming ascent (CESA), the diver should

    a. release his weight belt as he ascends.
    b. retain all equipment.
    c. drop the regulator from his mouth and make an aaah sound.
    d. kick as fast as possible.

17. If you are on a wall dive and a down welling current develops and starts to push you downward, you should

    a. put air into your BCD and move closer to the wall.
    b. put air into your BCD and move away from the wall.
    c. allow the current to take you deeper while continuing to swim alongside the wall.
    d. immediately start to swim up.

18. Participating in a Discover Local Diving experience is recommended when

    a. the divers are in an area/environment in which they have no previous experience.
    b. an individual wants to snorkel but has no interest in scuba.
    c. a diver wants to enroll in the PADI Advanced Open Water Diver course.
    d. a diver wants to refresh his skills after a period of inactivity.

19. Securing the alternate air source (AAS) in the triangular area formed by your chin and rib cage

    a. allows you to share gas immediately and not drag the gear.
    b. allows you to use a longer hose and to strap it safely inside the BCD belt.
    c. makes it closer to your mouth should you need it, and allows it to be strapped inside the BCD belt.
    d. looks tidier and means you don't need such a high quality AAS.

20. One hour ago, you and your buddy completed a 30-metre/100-foot dive but missed your safety stop on the ascent. Your buddy complains of joint pain and numbness in his left arm. You have full cylinders ready for your next dive, and the rest of the group is starting to gear up. You're in a remote location. You should

    a. have someone call emergency services and accompany your buddy back into the water to complete some inwater recompression while you wait.
    b. provide your buddy with as close to 100% oxygen as you can, and call for emergency help according to your emergency plan.
    c. provide 100% oxygen and then take your buddy for a shallow dive while you wait for emergency services.
    d. keep your buddy moving and get him into a hot shower as soon as possible.

Recreational Dive Planner (RDP)

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. The Recreational Dive Planner surface interval credit table is based on a _____ minute half time tissue compartment.

   a. 120
   b. 60
   c. 40
   d. 14

2. I'm planning a dive in a lake that sits at 250 metres/820 feet of altitude. Since the dive is above sea level, I will plan it

   a. much as I would at sea level.
   b. using special procedures.
   c. using reduced no stop limits and special tables.
   d. with shorter surface intervals.

3. A diver has completed a wreck dive to 29 metres/95 feet with 24 minutes of bottom time. He conducted an emergency decompression stop for eight minutes. The soonest he could dive again is at least _____ hours and the soonest he could fly home is at least _____ hours.

   a. 12; 24
   b. six; 12
   c. 24; 24
   d. six; 18

4. When should a recreational diver re-enter the water to decompress?

   a. If a no decompression limit is exceeded by no more than five minutes and the emergency decompression stop was missed.
   b. If a no decompression limit is exceeded by more than five minutes and the emergency decompression stop was missed.
   c. If the diver made a very fast ascent with no stops.
   d. Never

5. The special rule for multiple repetitive dives (WXYZ rule) was developed to

   a. account for extended no-decompression bottom times at shallower depths.
   b. account for the possibility of overexertion.
   c. account for reverse profiles typically taken be recreational divers.
   d. account for multi-level diving within a single dive.

6. The RDP was developed using a _____ model because_____ .

   a. multi-tissue; this approach encompasses both decompression and no decompression dives
   b. multi-tissue; body tissues on-gas and off-gas nitrogen at various rates
   c. single-tissue; there can only be one controlling tissue
   d. single-tissue; calculations are less complex and more accurate

Use a RDP Table or eRDPML to answer the following questions.

7. What is the no decompression limit for a dive to 11 metres/36 feet?

Metric	Imperial
a. 98 minutes	a. 80 minutes
b. 135 minutes	b. 135 minutes
c. 147 minutes	c. 140 minutes
d. 219 minutes	d. 205 minutes

8. If a diver exits the water in pressure group P, what would her new pressure group be after a surface interval of 100 minutes?

a. B
b. C
c. D
d E

9. A diver completes a 20-minute dive to 30 metres/100 feet, and after waiting for 50 minutes on the surface makes a second dive to 20 metres/70 feet for 22 minutes. What is the diver's pressure group after the second dive?

Metric	Imperial
a. G	a. K
b. R	b. S
c. U	c. T
d. V	d. U

10. What is the minimum surface interval required to make a dive to 22 metres/80 feet for 23 minutes, followed by a 15-metre/50-feet dive for 46 minutes?

Metric	Imperial
a. 17 minutes	a. 10 minutes
b. 23 minutes	b. 15 minutes
c. 29 minutes	c. 19 minutes
d. 30 minutes	d. 20 minutes

11. You've completed a dive to 17 metres/58 feet for 35 minutes. It's 11 am and you plan to start the second dive at 11:45 am; you'd like to stay at this depth for 45 minutes. What is the maximum allowable depth to accomplish this second dive?

Metric	Imperial
a. 10 metres	a. 40 feet
b. 16 metres	b. 50 feet
c. 17 metres	c. 60 feet
d. 20 metres	d. 65 feet

12. A diver plans to make three dives using minimum surface intervals between each dive. The planned dives are:
Metric: 34 metres for 10 minutes, 17 metres for 40 minutes and 14 metres for 40 minutes
Imperial: 112 feet for 10 minutes, 56 feet for 39 minutes, and 45 feet for 25 minutes. How many total minutes will it take to complete from the descent of the first dive to surfacing on the last dive? (You may ignore ascent time, but not required safety stop time. You must apply all RDP rules, guidelines and recommendations.)

Metric	Imperial
a. 146 minutes	a. 126 minutes
b. 173 minutes	b. 157 minutes
c. 179 minutes	c. 163 minutes
d. 182 minutes	d. 166 minutes

13. Divers are planning a dive to two wrecks. The first dive will be 25 metres/80 feet for 25 minutes, as some in the group are not great on their gas consumption and they want to plan conservatively. They will have an hour break and then want to complete another dive for 35 minutes, as deep as they can, as the less experienced divers won't be joining them. What will their maximum allowable depth be?

Metric	Imperial
a. 12 metres	a. 30 feet
b. 14 metres	b. 40 feet
c. 16 metres	c. 50 feet
d. 18 metres	d 60 feet

Use the eRDPML to answer the following questions.

14. If a diver surfaces from a dive with a pressure group of J, what is his pressure group after 35 minutes on the surface?

    a. B
    b. C
    c. D
    d. E

15. What is a diver's pressure group after a dive to 26 metres/91 feet for 22 minutes?

Metric	Imperial
a. The dive exceeds the no stop limit	
b. P	b. N
c. O	c. O
d. N	d. P

16. What is the no decompression limit for a dive to 28 metres/95 feet?

Metric	Imperial
a. 20 minutes	a. 20 minutes
b. 23 minutes	b. 22 minutes
c. 24 minutes	c. 23 minutes
d. 26 minutes	d. 26 minutes

17. A buddy team is planning a multilevel dive with three levels:
Metric: 35, 24 and 15 metres
Imperial: 115, 80 and 50 feet.
If the divers plan to stay the maximum time allowed at each depth, approximately how long will they spend underwater? (You may ignore ascent times, but not required safety stop time.)

Metric	Imperial
a. 35 minutes	a. 40 minutes
b. 38 minutes	b. 43 minutes
c. 41 minutes	c. 46 minutes
d. 44 minutes	d. 49 minutes

18. A buddy team is planning four dives over one day. The first will be a multilevel dive with three levels:
Metric: 35, 24 and 10 metres
Imperial: 115, 80 and 33 feet.
If the divers plan to stay the maximum time allowed at each depth, what would their minimum surface interval be for the second dive? (You may ignore ascent times, but not required safety stop time.)

    a. The minimum time can't be calculated if you don't know the second dive depth and time.
    b. One hour
    c. Two hours
    d. Three hours

19. What is a diver's pressure group after a dive to 15 metres/49 feet for 1 hour 10 minutes?

Metric	**Imperial**
a. U	a. T
b. V	b. U
c. W	c. V
d. X	d. W

20. What is the minimum surface interval required to make a dive to 30 metres/100 feet for 20 minutes, followed by a 23-metre/80-feet dive for 19 minutes?

Metric	**Imperial**
a. :55	a. 1:00
b. 1:00	b. 1:04
c. 1:09	c. 1:10
d. 1:31	d. 1:30

DIVE THEORY
EXAM – 2

Constants Used for Dive Theory Exam

METRIC

1 litre of salt water weighs 1.03 kilograms

1 litre of fresh water weighs 1 kilogram

Pressure increases by 1 atm every 10 metres of salt water

Pressure increases by 1 atm every 10.3 metres of fresh water

Pressure changes per unit of salt water = 0.100 atm/m

Pressure changes per unit of fresh water = 0.097 atm/m

IMPERIAL

1 cubic foot of salt water weighs 64 pounds

1 cubic foot of fresh water weighs 62.4 pounds

Pressure increases by 1 atm every 33 feet of salt water

Pressure increases by 1 atm every 34 feet of fresh water

Pressure changes per unit of salt water = 0.445 psi/ft or 0.0303 atm/ft

Pressure changes per unit of fresh water = 0.432 psi/ft or 0.0294 atm/ft

Note: Metric and imperial numbers that appear in questions are not intended to be exact conversions.

Physics

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. When the pressure surrounding a liquid saturated with nitrogen (such as your blood during a dive) is suddenly reduced,

   a. oxygen bubbles may form.
   b. more gas will dissolve into the liquid.
   c. the gas dissolved in the liquid will come out of solution.
   d. the liquid heats to a boil.

2. The inert gas argon is sometimes used as a

   a. dry suit inflation gas.
   b. breathing gas for tec divers in deep waters.
   c. cleaning gas during cylinder testing.
   d. gas in recompression chambers.

3. If a cylinder has 0.3% carbon monoxide at the surface, what percentage of carbon monoxide will be present in the cylinder at 35 metres/115 feet?

   a. 0.3%
   b. 1.05%
   c. 10.5%
   d. 3%

4. If you make a dive in temperate water wearing a wet suit that's not suitable for the temperature, most of the heat loss will occur through

   a. convection.
   b. conduction.
   c. convention.
   d. collusion.

5. Approximately how much denser is the air a diver breathes at a depth of 30 metres/99 feet as compared to the surface?

   a. Equivalent to the surface density
   b. Two times as dense
   c. Three times as dense
   d. Four times as dense

6. You're diving a reef at 30 metres/100 feet. To get the desired bottom time within your gas plan, you decide to cut your gas consumption in half by ascending to a shallower depth. You signal your buddy to go up, and ascend to

   a. 5 metres/15 feet.
   b. 10 metres/33 feet.
   c. 15 metres/50 feet.
   d. 20 metres/70 feet.

7. A balloon is filled with 90 litres/3 cubic feet of air at room temperature. What would happen to that balloon if it were put into a freezer at a constant ambient pressure?

   a. The volume would decrease
   b. The volume would increase
   c. The volume would remain constant
   d. The volume would fluctuate wildly

8. A diver can clearly hear the sound of a boat engine in the distance, but will have difficulty determining the direction of the boat because

   a. water in the diver's ear canal muffles the sound.
   b. sound travels more slowly through water.
   c. the sound radiates out from the boat.
   d. there is an insufficient delay between the sound striking each ear.

9. What is the absolute pressure at a depth of 34 metres/112 feet of sea water?

    a. 2.4 ata/35.1 psia

    b. 3.4 ata/49.8 psia

    c. 4.4 ata/64.5 psia

    d. 5.4 ata/79.2 psia

10. Changing speed of light causes light to bend. In diving, we're most affected with light bending as it

    a. passes through areas of high turbidity to low turbidity.

    b. passes from the water through glass into the air in your mask.

    c. travels from warm water to cooler water.

    d. bounces off the surface of the water.

11. The outside temperature is warm but you'll be diving in a very cold lake. You've had your cylinder filled and it's in the back of the car. Your regulator has an environmental seal. What will happen to your air supply when you enter the lake for your dive, and what impact will this have on your dive?

    a. The gas pressure will decrease and this will impact your turn pressure planning.

    b. The gas pressure will increase and this will impact how long your dive is going to be.

    c. The gas pressure will remain exactly the same and there's no impact on your dive plan.

    d. The regulator will freeflow, and this will impact your exit plans.

12. At one time, capillary depth gauges were popular in diving – these gauges were simply a small tube open at one end. As you descended, water pressure compressed the air and you read the depth on a scale at the end of the compressed air column. Based on your knowledge of Boyle's Law, you would expect the depth the increments to be spaced _____ as you went deeper.

    a farther apart

    b. closer together

    c. the same as shallower

    d. irregularly

13. If an object that weighs 85 kilograms/187 pounds is neutrally buoyant in salt water, what is the volume of water the object displaces?

    a. 87.5 litres/3.2 cubic feet

    b. 85 liters/3 cubic feet

    c. 82.5 litres/2.9 cubic feet

    d. 170 litres/6 cubic feet

14. If a diver weighing 85 kilograms/187 pounds is neutrally buoyant in salt water, the same diver with the same equipment would _____ in fresh water.

    a. remain neutral

    b. float

    c. sink

    d. bounce

15. If the upward force of buoyancy is equal to the downward pull of gravity, the result is a state of _____ buoyancy.

    a. positive

    b. neutral

    c. negative

    d. fluctuating

16. Approximately how much air must be pumped down from the surface to fill a 50-litre container if the container lies in 40 metres/132 feet of sea water?

    a. 50 litres
    b. 200 litres
    c. 250 litres
    d. 300 litres

17. A phenomenon called "visual reversal," usually occurring in low visibility water, makes objects viewed underwater appear _____ than they actually are.

    a. more distant
    b. closer
    c. brighter in color
    d. distorted

18. A sealed balloon containing two litres of air at 10 metres/33 feet of depth in the ocean is released. What will its volume be when it reaches the surface (assuming it doesn't rupture).

    a. Two litres
    b. Four litres
    c. Three litres
    d. One litre

19. What is the minimum amount of water that must be displaced from a lifting device to bring a 453.5-kilogram/1,000-pound anchor to the surface from 40 metres/132 feet of salt water if the anchor displaces 254.8 litres/nine cubic feet?

    a. 185.5 litres/6.6 cubic feet
    b. 191 litres/6.9 cubic feet
    c. 198 litres/7 cubic feet
    d. 255 litres/9 cubic feet

20. A diver is using a cylinder filled with air (21% oxygen, 79% nitrogen). With respect to the oxygen, at approximately what depth would breathing this mix have the same effect as breathing pure oxygen at the surface?

    a. 40 metres/130 feet
    b. 50 metres/165 feet
    c. 80 metres/260 feet
    d. 30 metres/100 feet

Physiology

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. To reduce the effects of dead-air space, gas density and turbulence, you should always
   a. use a regulator with a downstream valve.
   b. breathe deeply and slowly while diving.
   c. maintain neutral buoyancy and have good trim.
   d. use a regulator with a balanced first stage.

2. Oxygen and _____ are the two gases most important to your metabolic processes.
   a. carbon monoxide
   b. carbon dioxide
   c. helium
   d. nitrogen

3. Carbon monoxide is difficult to detect because it
   a. is odorless and tasteless.
   b. is inert.
   c. has a sedative effect.
   d. doesn't have a strong smell.

4. If a diver surfaces from an uneventful dive with some blood and mucus in her mask, she is likely to have suffered a
   a. middle ear squeeze.
   b. sinus squeeze.
   c. round window rupture.
   d. ear drum rupture.

5. Hard work, overexertion and improper breathing may primarily increase the level of _____ in the body, contributing to gas narcosis on deeper dives.
   a. carbon dioxide
   b. nitrogen
   c. argon
   d. carbon monoxide

6. On a local dive, you encounter a strong current at 15 metres/50 feet and begin to experience confusion and a feeling of air starvation. You should
   a. breathe from your buddy's alternate second stage.
   b. continue the dive, but at a shallower depth.
   c. stop, rest and breathe slowly and deeply.
   d. ascend to the surface as quickly as possible.

7. You're diving for the first time at the beginning of the dive season after having all your equipment serviced and your dry suit seals replaced. On the first dive of the day, you begin to feel light-headed and signal to your buddy to end the dive. The cause is most likely
   a. contaminated air.
   b. a neck seal that is too tight.
   c. a BCD that is too small.
   d. decompression illness.

8. Which of the following is a sign of heat exhaustion?
   a. Hot, flushed (red), dry skin
   b. Cool, dry skin
   c. Shivering
   d. Cool, clammy skin

9. _____ has one of the highest heat capacities of all naturally occurring substances.

    a. Water
    b. Air
    c. Argon
    d. Sulfuric acid

10. You've just climbed back onto the boat after a dive, and your buddy complains of dizziness, shortness of breath and skin close to the neck area that seems to crackle when touched. What's the best course of action?

    a. Provide oxygen and lie him down.
    b. Give him a warm drink and reassurance.
    c. Lie him down and ensure he is warm.
    d. Do nothing and let him get his breath back.

11. You're on a dive boat traveling out for the first dive of a multi-dive day. This will be your deepest dive, and it's to an iconic spot in the area, so you're excited. You notice one of the dive group is much quieter than normal and seems withdrawn. This could be a sign of _____ and the appropriate action would be to _____.

    a. physical stress; keep an eye on the diver
    b. psychological stress; go over and chat with the diver
    c. decompression illness; provide oxygen
    d. a bad mood; keep out of the diver's way

12. Administering oxygen is an appropriate first-aid treatment for lung overexpansion injuries because it

    a. maximizes the effectiveness of the blood that reaches the affected tissues.
    b. calms the victim.
    c. increases the alveolar nitrogen partial pressure.
    d. helps keep any bubbles circulating.

13. Regardless of how long a person has been submerged, in cases of drowning the primary first aid for a nonbreathing diver after reaching the surface is immediate

    a. oxygen administration.
    b. rescue breathing.
    c. recompression treatment.
    d. evacuation.

14. Your buddy from a dive three days ago calls to complain he has had joint pain in his arm and is worried. He explains that the pain appeared a couple hours ago and was very sharp, but that it then subsided and has now disappeared. He has taken no medication. You know he has been playing tennis since the dive. You

    a. suspect he has decompression illness.
    b. suspect he has carbon monoxide poisoning.
    c. suspect he has oxygen poisoning.
    d. suspect he overdid the game of tennis.

15. After a dive, _____ may be present in a diver's circulation system, yet the diver may not display any symptoms of decompression illness.

    a. embolisms
    b. large blood vessel blockages
    c. transparent bubbles
    d. silent bubbles

16. Cigarette smoking prior to a dive should be avoided because it _____ the body's ability to transport oxygen due to an increased level of _____ in the lungs.

    a. increases; nitrogen
    b. decreases; carbon monoxide
    c. increases; carbon dioxide
    d. decreases; nicotine

17. Filling scuba cylinders with pure oxygen for recreational diving is not advised because:

    a. the body needs to obtain nitrogen from breathing air.
    b. it can increase the risk of decompression sickness.
    c. the cylinder will not hold as much when filled only with oxygen.
    d. breathing pure oxygen under pressure can be toxic, even at shallow depths.

18. Signs and symptoms of DCS and lung overexpansion injuries are

    a. usually easy for a dive professional to distinguish.
    b. always obvious.
    c. sometimes not best treated with 100 percent oxygen.
    d. often the same.

19. The mammalian diving reflex refers to the tendency for a breathhold diver's _____ when submerged into cold water.

    a. throat to constrict
    b. oxygen levels to fall
    c. heart rate to decrease
    d. heart rate to increase

20. On a dive to 30 metres/100 feet, you notice your buddy is quite distracted, chasing fish and getting farther from you without noticing it. You catch up with him but he's slow to understand your hands signals. It's best for you and your buddy to

    a. stay much closer together and continue the dive.
    b. ascend to a shallower depth.
    c. abort the dive immediately.
    d. continue until you reach your maximum planned depth.

Equipment

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. When diving with a closed-circuit rebreather (CCR), you primarily use _____ to fine tune your buoyancy.

   a. breath control
   b. ankle weights
   c. BCD inflation/deflation
   d. weight belt

2. Which part of a standard regulator reduces high pressure to intermediate pressure?

   a. Environmental seal
   b. 1st stage
   c. 2nd stage
   d. Burst disc

3. Most current regulators, alternate air sources, SPGs and BCDs can be used with EANx blends of up to _____ oxygen without modification. This guideline is in place due to the increasing risk of _____ reactions with higher percentages.

   a. 21%; corrosive
   b. 32%; galvanic
   c. 36%; chemical
   d. 40%; oxidation

4. A _____ connection on a scuba cylinder allows the regulator to be screwed directly into the cylinder valve.

   a. manifold
   b. DIN
   c. yoke screw
   d. K-valve

5. Unlike standard inflatable signal tubes, delayed surface marker buoys (DSMBs) have a _____and feature _____.

   a. brighter color; over-pressure valves
   b. reel; a dump valve
   c. non-spill design; over-pressure valves
   d. carabiner; carry straps

6. A (+) sign after the date of the last hydrostatic test date on a(n) _____ cylinder means the cylinder can be filled to _____ above the listed pressure.

   a. steel; 10 percent
   b. steel; 20 percent
   c. aluminum; 20 percent
   d. aluminum; 10 percent

7. An uncontrollable regulator freeflow could be caused by

   a. extremely cold water.
   b. deep breathing.
   c. unconventional hose routing.
   d. skip breathing.

8. The marking _____ indicates an aluminum cylinder.

   a. 3AL
   b. 3000
   c. ALUM
   d. DOT-AL

9. The _____ in a cylinder valve relieves overpressure from an overheated or overfilled cylinder.

   a. o-ring
   b. pressure gauge
   c. environmental seal
   d. burst disk

10. You're planning a dive in the ocean wearing equipment you've only worn in fresh water. You should _____ to account for the change to salt water.

    a. add 2 kilograms/4 pounds of weight
    b. perform a buoyancy check
    c. remove 2 kilograms/4 pounds of weight
    d. make no adjustments

11. Scuba regulators are referred to as open-circuit _____ because they are activated by _____ and exhaust is vented into the water.

    a. demand valves; diver inhalation
    b. upstream valves; cylinder air flow
    c. balanced valves; diver exhalation
    d. downstream valves; water pressure

12. You've just had your latex neck seal on your dry suit replaced by your local PADI Dive Center, and when you try the suit on the seal feels very tight. You should

    a. not worry as it's latex and will stretch quickly on your first dive.
    b. trim it with scissors, in small amounts until you get the correct fit.
    c. make a small v-shaped notch in it so it's a little bigger.
    d. leave it as is but use lots of talcum powder (or similar) to ease it on.

13. Modern second stages are designed to freeflow if they malfunction. This is due to their _____ design, meaning that if the downstream valve fails it almost always fails in an open position.

    a. upstream
    b. balanced
    c. fail-safe
    d. open-circuit

14. Dive computers with integrated SPGs or gas pressure features can track your depth, time and _____. An enriched air dive computer can also calculate your _____.

    a. heading; oxygen exposure
    b. gas consumption; oxygen exposure
    c. gas pressure; carbon monoxide level
    d. heading; nitrogen saturation level

15. You're preparing a dive when you discover the mouthpiece on your primary second stage regulator is damaged. This is

    a. acceptable for experienced divers, but not for new divers.
    b. a minor inconvenience that doesn't need to be fixed immediately.
    c. a potential stressor for any diver and may lead to other problems.
    d. an indicator that the regulator needs a complete overhaul.

16. During a dive on which one buddy has a dive computer and the other is using tables, both divers should

    a. dive within the limits of the most conservative tool.
    b. dive to the maximum limits allowed by the dive computer.
    c. dive to their own personal limits.
    d. dive to either the table or computer limits, as long as they're diving on the same dive profile.

17. Diaphragm or piston valves are most likely found in the _____ of a scuba regulator.

    a. first stage
    b. high-pressure ports
    c. second stage
    d. both first and second stages

18. Ideally, I should use a lift bag with _____ than the apparent weight of the object I'm bringing up, and as a recreational diver, using a lift bag, I should not attempt to bring up an object weighing more than _____.

    a. significantly more lift; 45 kilograms/100 pounds

    b. significantly more lift; 7 kilograms/15 pounds

    c. slightly more lift; 7 kilograms/15 pounds

    d. slightly more lift; 45 kilograms/100 pounds

19. When using an alternate inflator regulator, which combines a second stage with the BCD low-pressure inflator, you would _____ in an out-of-air emergency.

    a. pass this to your buddy to breathe from

    b. breathe from it yourself, and pass your primary second stage to your buddy

    c. breathe from it yourself and pass your buddy your other alternate air source

    d. buddy breathe from your primary second stage

20. You own a dive cylinder. You have it visually inspected every year and it has been pressure tested recently. It's been in the garage for the winter so this is the first time you are using it for a few months. At the dive site you notice it feels heavier than usual and you think you can hear something loose moving inside. What should you do?

    a. Get another cylinder for the dive and put yours in for a hydrostatic test.

    b. Get another cylinder for the dive and put yours in for a visual inspection.

    c. Ignore it for the dive and plan to mention it when it is due for its annual inspection next month.

    d. Ask for a new gas fill for this dive and mention it at the next inspection.

Diving Skills and Environment

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. You and your buddy are on a night dive when you see a dive light ahead of you in the distance; the light is moving up and down slowly. This means a diver is signaling

   a. there's an emergency.
   b. a request for attention.
   c. that everything's OK.
   d. that it's the exit point.

2. The Coriolis effect caused by the earth's rotation helps divers to understand

   a. gas movement in regulator second stages.
   b. local tidal range and the best time to dive.
   c. how to plan dives at altitudes above sea level.
   d. the direction of major ocean currents.

3. When assisting a diver who is panicking at the surface, your first consideration should be

   a. getting the diver to talk to you and explain the problem.
   b. ensuring the diver is positively buoyant.
   c. having the diver put on his mask and breathe from the snorkel.
   d. telling the diver to stop panicking as it's not helping the situation.

4. You notice the weather forecast for tomorrow's dive indicates that it will be windy. You consider changing the planned site for one that's more protected because you're concerned about

   a. tides.
   b. haloclines.
   c. waves.
   d. rips.

5. Apart from removing items as part of an authorized project, items that have been recently lost or_____, removing objects from underwater should be avoided as it can destroy historical information and/or _____.

   a. portholes; can be dangerous
   b. old anchors; can be against the law
   c. debris (litter); make the site less interesting for others
   d. shells; upset others

6. While exiting the water, it's a good habit to keep your _____ as you climb the boat's ladder.

   a. mask around your neck
   b. snorkel in your mouth
   c. mask off and regulator clipped
   d. mask on and regulator in

7. You're diving in a dry suit in low visibility, and it's difficult to orient yourself. You feel yourself starting to rise, and then your leg catches on some fishing net that tangles around a fin. You should _____ first.

   a. release some air from your BCD and/or dry suit
   b. quickly unravel the fishing net
   c. signal your buddy
   d. get your cutting tool out

8. You're making a shore dive and entering through mild surf. You have all your equipment in place and are carrying your fins. When a wave approaches,

   a. face the wave, leaning into it.
   b. dive under the wave and out the other side.
   c. stand sideways, leaning into it.
   d. stand with your back to the wave.

9. You're diving close to shore but in very low visibility and you're no longer sure where you are or which way is back to shore. _____ could immediately help you.

   a. Kick cycles and bottom composition
   b. Sand ripples and depth change
   c. Boat noise and time estimation
   d. Currents and tides

10. You should administer oxygen to a diver you suspect is suffering from decompression illness:

    a. only if a medical doctor is present.
    b. only if the diver has not been diving with enriched air.
    c. only if you are in a completely dry area.
    d. as soon as possible.

11. The correct procedure for performing an emergency weight drop at the surface is to

    a. use your left hand to pull the weight belt free.
    b. pull the weights free and place them in the surface buoy.
    c. quick-release the weights and pull them clear of your body.
    d. completely deflate your BCD and pull the weights free.

12. You are lower on gas than you would like but not yet at ascent pressure. It's best to continue to the exit point underwater as the surface is choppy, so you should

    a. swim faster to your exit point, ascending to a shallower depth if possible.
    b. ascend immediately and steadily to the surface, and continue to the exit point at the surface.
    c. continue swimming as you were because you have already planned a reserve into your ascent pressure.
    d. slow down and set a pace that slows your breathing, if possible ascending to a shallower depth.

13. When you exit the water after a dive in warm tropical sea water, you notice your buddy has a red, raised welt on her arm. This is most likely caused by a _____ and you should _____.

    a. fish spine; apply ice cubes to the wound
    b. jellyfish; rinse the wound area with vinegar
    c. fire coral; immobilize the arm and apply pressure to the wound
    d. sea snake; rinse the wound with cold salt water

14. If you are searching for something lost underwater in a small area using only a compass, the best search method will be

    a. random search pattern.
    b. expanding square search pattern.
    c. line-based search pattern.
    d. circular search pattern.

15. Hyperventilation (rapid, deep breathing) is no longer preferred as a breathhold technique in skin diving because it can result in _____. Although some use this technique by limiting hyperventilation to two or three breaths, it is better to _____ in preparation for a skin dive.

    a. nitrogen narcosis; breathe deeply and slowly

    b. shallow-water blackout; skip-breathe

    c. loss of consciousness; breathe from your diaphragm, or "stomach breathe"

    d. drowning; shallow-breathe rapidly

16. At the scene of an accident, drowning victims who appear to feel better and to have recovered from the incident should always be encouraged to see a medical doctor because

    a. they may develop decompression illness.

    b. they may have aspirated water that can cause lung malfunction.

    c. they may have water narcosis.

    d. the water may have caused an ear barotrauma.

17. Participating in a PADI ReActivate program is recommended when

    a. an individual wants to try diving for the first time.

    b. a diver wants to refresh his skills after a period of inactivity.

    c. an individual wants to snorkel but has no interest in scuba.

    d. a diver just wants to replace a lost certification card.

18. What is the compression-to-ventilation ratio for administering one-person CPR on an adult casualty?

    a. 30:2

    b. 15:1

    c. 15:2

    d. 30:1

19. You're on a special dive to photograph manta rays and have reached your safety stop. You have some great shots but really wanted a better close-up. The rays start to move deeper down the reef slope and away from you, but you can see that they are leveling out. You check your gas and you're not at the planned ascent pressure, but very close. You can see the boat above you and your buddy has more air remaining than you. You should

    a. take your few last shots where you are and make your ascent as planned.

    b. quickly swim toward the rays and take the shot since you estimate you can make it back in good time

    c. slowly swim toward the rays to take the shot as your buddy has plenty of air remaining.

    d. give the camera to your buddy and signal that he should go on alone to take the photos while you wait.

20. You retain your regulator in place during a Controlled Emergency Swimming Ascent (CESA) when you have run out of air because

    a. it helps you make a continuous sound.

    b. you may be able to get a few breaths of air as you ascend.

    c. it will stop the urge to breathe.

    d. it can help control your ascent rate.

Recreational Dive Planner (RDP)

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. When planning a dive using the RDP, bottom time is defined as the time from

   a. the beginning of descent until surfacing at the end of the dive.
   b. the beginning of descent to the beginning of ascent to the surface.
   c. your arrival at the deepest depth of your dive until the moment you start your safety stop.
   d. your arrival on the bottom until the beginning of the safety stop.

2. You've made a single dive at an altitude of 450 metres/1,500 feet. What is the minimum time you are recommended to wait before flying?

   a. 12 hours
   b. 18 hours
   c. 24 hours
   d. Four hours

3. The US Navy tables use a _____ compartment to control the off-gassing during the surface interval, whereas the Recreational Dive Planner (RDP) uses a _____ compartment to calculate nitrogen elimination during the interval.

   a. 40-minute; 90-minute
   b. 90-minute; 40-minute
   c. 60-minute; 120-minute
   d. 120-minute; 60-minute

4. A buddy team plans a dive to 30 metres/100 feet for 20 minutes. They get distracted and then notice they have a bottom time of 26 minutes. They should

   a. immediately ascend to the surface, breathe 100% oxygen and avoid diving for 48 hours.
   b. immediately ascend to 5 metres/15 feet and make a stop for three minutes, then avoid diving for 12 hours.
   c. immediately ascend to 5 metres/15 feet and make a stop for eight minutes, then avoid diving for six hours.
   d. immediately ascend to 5 metres/15 feet and make a stop for at least 15 minutes (air supply permitting), then avoid diving for 24 hours.

5. You and a buddy drive to an altitude of 500 metres/1650 feet for a dive in a clear, freshwater mountain lake. You remind your buddy that you need to use special procedures when planning the dive using the RDP or computer. This is because

   a. the atmospheric pressure at altitude is lower than that at sea level.
   b. dives at altitude of 150 metres/500 feet or higher are considered altitude dives and need special procedures.
   c. you should plan the dive as if it is 4 metres/10 feet deeper at this altitude.
   d. the atmospheric pressure at altitude is higher than at sea level.

6. Dive tables and computers track the theoretical amount of _____ dissolved in body tissues during and between dives.

   a. oxygen
   b. nitrogen
   c. carbon dioxide
   d. argon

Use a RDP Table or eRDPML to answer the following questions.

7. If a diver exits the water in pressure group K, what would her new pressure group be after a surface interval of 17 minutes?

   a. J

   b. G

   c. H

   d. I

8. If a diver exits the water in pressure group C, what would the diver's new pressure group be after a surface interval of 4 hours 30 minutes?

   a. The diver would have no PG.

   b. A

   c. C

   d. Z

9. Two divers complete a 21-metre/70-foot dive for 30 minutes. After an hour's surface interval, they want to make another dive. What is the maximum allowable depth they can go to on this second dive if they want to stay for 50 minutes?

Metric	Imperial
a. 15 metres	a. 55 feet
b. 16 metres	b. 50 feet
c. 17 metres	c. 60 feet
d. 18 metres	d. 65 feet

10. What is the minimum surface interval required to make a dive to 22 metres/80 feet for 23 minutes, followed by a 16-metre/50-foot dive for 47 minutes?

Metric	Imperial
a. 12 minutes	a. 11 minutes
b. 23 minutes	b. 15 minutes
c. 29 minutes	c. 19 minutes
d. 53 minutes	d. 33 minutes

11. Two divers complete a dive to 30 metres/100 feet for 20 minutes. After a surface interval for lunch for one hour the divers want to make a 22-metre/70-foot dive to the same wreck. How long could they stay on the second dive?

Metric	Imperial
a. 8 minutes	a. 9 minutes
b. 24 minutes	b. 25 minutes
c. 29 minutes	c. 30 minutes
d. 1 hour	d. 1 hour

12. A diver completes a 25-minute dive to 22 metres/72 feet, and after waiting for one hour on the surface makes a second dive to 18 metres/60 feet for 36 minutes. What is the diver's pressure group after the second dive?

Metric	Imperial
a. N	a. O
b. S	b. P
c. T	c. U
d. W	d. W

13. A diver has completed one dive and is about to start his next dive. He is in pressure group H at the start of the dive. What would the diver's pressure group be after this dive if he went to 18 metres/66 feet for 20 minutes?

Metric	Imperial
a. W	a. I
b. T	b. R
c. S	c. S
d. R	d. T

Use the eRDPᴍʟ to answer the following questions.

14. If a diver surfaces from a dive with a pressure group of W, what is his pressure group after 40 minutes on the surface?

    a. I

    b. K

    c. L

    d. M

15. What is the no decompression limit for a dive to 28 metres/95 feet?

Metric	Imperial
a. 20 minutes	a. 20 minutes
b. 25 minutes	b. 25 minutes
c. 24 minutes	c. 23 minutes
d. 23 minutes	d. 22 minutes

16. A diver completes a 26-minute dive to 26 metres/81 feet, and after waiting for 70 minutes on the surface makes a second dive to 18 metres/60 feet for 25 minutes. What is the diver's pressure group after the second dive?

Metric	Imperial
a. W	a. W
b. P	b. Q
c. M	c. N
d. N	d. O

17. What is the minimum surface interval required to make a dive to 28 metres/95 feet for 21 minutes, followed by a 20-metre/70-feet dive for 30 minutes?

Metric	Imperial
a. 2:15	a. 2:24
b. 1 hour	b. 1:35
c. 1:04	c. 1:38
d. 1:08	d. 2:23

18. A buddy team is planning a multilevel dive with three levels:
    Metric: 31, 20 and 12 metres
    Imperial: 108, 70 and 40 feet
    If the divers plan to stay the maximum time allowed at each depth, approximately how long will the divers spend underwater? (You may ignore ascent times, but not required safety stop time.)

    a. 71 minutes

    b. 74 minutes

    c. 77 minutes

    d. 80 minutes

19. What is a diver's pressure group after a dive to 31 metres/108 feet for 16 minutes?

Metric	Imperial
a J	a. K
b. K	b. L
c. L	c. M
d. The time exceeds the NDL.	

20. A buddy team has completed a multilevel dive with three levels:
    Metric: 35, 24 and 15 metres
    Imperial: 115, 80 and 50 feet
    They spent 10 minutes at the first, deepest level, then 10 minutes at the second level and 15 minutes at the third level. What pressure group did they exit the dive with?

Metric	Imperial
a. S	a. R
b. T	b. S
c. U	c. T
d. V	d. U

Name _____ Date _____

PADI Systems, Standards and Procedures Exam

	a	b	c	d
1.	T ☐	F ☐		
2.	T ☐	F ☐		
3.	☐	☐	☐	☐
4.	T ☐	F ☐		
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	T ☐	F ☐		
8.	T ☐	F ☐		
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐

	a	b	c	d
11.	T ☐	F ☐		
12.	T ☐	F ☐		
13.	☐	☐	☐	☐
14.	☐	☐	☐	☐
15.	T ☐	F ☐		
16.	T ☐	F ☐		
17.	☐	☐	☐	☐
18.	☐	☐	☐	☐
19.	☐	☐	☐	☐
20.	☐	☐	☐	☐

	a	b	c	d
21.	☐	☐	☐	☐
22.	☐	☐	☐	☐
23.	T ☐	F ☐		
24.	T ☐	F ☐		
25.	T ☐	F ☐		
26.	☐	☐	☐	☐
27.	T ☐	F ☐		
28.	☐	☐	☐	☐
29.	T ☐	F ☐		
30.	☐	☐	☐	☐

31. Answer:

Reference:

32. Answer:

Reference:

33. Answer:

Reference:

34. Answer:

Reference:

35. Answer:

Reference:

36. Answer:

Reference:

37. Answer:

Reference:

38. Answer:

Reference:

39. Answer:

Reference:

40. Answer:

Reference:

I have reviewed and understand the questions I missed.

Signature _____ Date _____

SYSTEMS, STANDARDS AND PROCEDURES

EXAM – 1

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. The PADI Membership Commitment Code of Practice states that members must exhibit common honesty in your PADI-related activities; not disparage the PADI organization, PADI Members or any other dive industry professionals; and treat student divers and all those involved in dive activities with respect, regardless of age, ethnicity, gender, religious affiliation, disability or sexual orientation.

   True

   False

2. With exception of the Peak Performance Buoyancy Diver, Coral Reef Conversation and Project AWARE Specialty courses, an instructor may not teach a PADI Specialty Diver course until certified as PADI Specialty Instructor for that specialty.

   True

   False

3. The minimum age prerequisite is _____ years old for enrolling in a PADI Divemaster, Assistant Instructor or Instructor Development Course.

   a. 15

   b. 17

   c. 18

   d. 21

4. For continuing education courses, in preparation for the dive and before beginning open water dive skills, a PADI Instructor is required to assess the diver's skills and comfort level inwater.

   True

   False

5. Student divers need to complete administrative paperwork, such as a PADI Liability Release/Assumption of Risk Agreement/Non-Agency Acknowledgement form (or EU version):

   a. Only if the student has not taken a course from the instructor before.

   b. Only for the Open Water Diver course.

   c. Before any inwater activities as part of every scuba diving course – regardless of the level of training.

   d. Only if the student has not previously taken a PADI course.

6. Confined water is defined as:

   a. Any body of water that offers swimming-pool like conditions with respect to clarity, calmness and depth.

   b. A pond or small ocean lagoon,

   c. Any body of water considerably larger than a swimming pool which has good conditions.

   d. A freshwater pool.

7. Any person who can meet most of the performance requirements for a course may earn a PADI Open Water Diver certification.

   True

   False

8. In general, you need to use sound judgment and conduct a risk assessment before determining if conditions warrant reduced ratios for student diver safety and control on open water training dives.

   True

   False

9. For the purposes of training, an open water dive is defined as a dive during which a diver:

   a. Reaches a depth of at least 10 metres/33 feet.

   b. Satisfactorily completes all performance requirements.

   c. Uses a full cylinder of air.

   d. Spends the majority of time at 5 metres/15 feet or greater, and breathes at least 1400 litres or 50 cubic feet of compressed gas or remains submerged for at least 20 minutes.

10. Temporary certification cards must be issued:

   a. Immediately upon exiting the water.

   b. To any student the instructor believes is likely to finish the course.

   c. Only to the students who have met all certification requirements.

   d. Only to students referred to other instructors to complete open water training.

11. The maximum student diver-to-instructor ratio for scuba training in confined water is 10:1 with a certified assistant required for each four additional student divers.

   True

   False

12. For each certification, reinforce to divers that they are responsible for diving within the limits of their training and experience.

   True

   False

13. A certified assistant is defined as:

   a. A diver who holds a leadership level rating from any diver certification organization.

   b. A PADI Divemaster candidate who is in training.

   c. A Teaching status PADI Instructor, PADI Assistant Instructor or Active status PADI Divemaster.

   d. A PADI Rescue Diver or diver with a higher certification.

14. PADI Members must submit a Diving Incident Report Form to their PADI Regional Headquarters:

   a. Any time a diving accident is witnessed or the member is involved in the incident.

   b. Only when a training related incident occurs.

   c. Only when the incident involved medical treatment at a hospital or recompression chamber.

   d. Each time an incident occurs in the local area, even if the member was not personally there.

15. PADI Sidemount Divers may use sidemount configuration during courses provided that all dive performance requirements can be met.

   True

   False

Peak Performance Buoyancy Course

16. The prerequisites requirements for enrolling in a Peak Performance Buoyancy course include being at least 10 years old and having a Junior Open Water Diver rating or equivalent rating.

   True

   False

17. The student diver-to-instructor ratio for the Peak Performance Buoyancy course is:

    a. 10:1
    b. 6:1
    c. 8:1
    d. Unlimited

Skin Diver Course

18. Which of the following pieces of equipment are required for each Skin Diver course student?

    a. Mask, fins and snorkel only
    b. Fins, mask, snorkel and buoyancy control device
    c. Snorkeling equipment, wet suit and buoyancy control device
    d. Snorkeling equipment and a thick wet suit for buoyancy

19. The maximum student diver-to-instructor ratio for confined water training during the PADI Skin Diver course is:

    a. 16:1
    b. 10:1
    c. 8:1
    d. 6:1

Experience Programs

20. Regarding the Discover Scuba Diving experience, which of the following statements are true?

    a. The experience may be conducted in a pool or confined water.
    b. In water too deep to stand up in, the ratio is three participants to one instructor or certified assistant.
    c. Participants must learn to monitor their own pressure gauges.
    d. Participants learn to breathe from an alternate air source.

21. Each Discover Scuba Diving participant should be equipped with:

    a. Weight belt and snorkel.
    b. Wet suit and boots.
    c. Depth gauge or dive computer.
    d. A buoyancy control device (BCD) and compressed-air cylinder.

22. How many participants may an instructor take on the Discover Scuba Diving open water dive if the instructor is accompanied by a certified assistant?

    a. 4
    b. 2
    c. 6
    d. 8

23. After Discover Scuba Diving participants complete the Optional Open Water Dive with a PADI Instructor, they may participate in additional dives supervised by certified assistants at a maximum ratio of two participants to one certified assistant while under the indirect supervision of a Teaching status PADI Instructor.

    True
    False

24. To participate in the Bubblemaker experience, an individual must be at least 8 years old or older.

    True
    False

25. Active status PADI Divemasters may conduct the PADI Seal Team program in a pool.

    True
    False

26. Children can earn PADI Seal Team membership by:

    a. Participating in two Bubblemaker programs.

    b. Completing all specialty AquaMissions.

    c. Participating in a Discover Scuba Diving open water dive.

    d. Completing AquaMissions 1-5.

27. Discover Local Diving is designed to introduce divers to specialty diving areas and, if appropriate, dives may be counted towards the PADI Advanced Open Water Diver certification.

    True

    False

28. To participate in a Discover Local Diving experience, an individual must:

    a. Complete PADI ReActivate.

    b. Show proof of entry-level scuba diving certification.

    c. Sign a Medical Statement.

    d. Be at least 15 years old.

29. Only a Teaching status PADI Instructor may conduct PADI ReActivate.

    True

    False

30. The PADI ReActivate program is designed to:

    a. Introduce divers to new and unfamiliar dive sites.

    b. Teach uncertified divers how to scuba dive.

    c. Refresh a certified diver's fundamental scuba knowledge and dive skills.

    d. Recertify basic scuba divers.

Instructional Scenarios

Directions: Answer the following questions and cite references from the PADI *Instructor Manual* or PADI's *Guide to Teaching* that lead you to your conclusion.

31. A PADI Instructor is preparing to take Open Water Diver course students on their final two dives – Dive 3 and 4. A student diver who missed Dive 2 wants to catch up to the rest of the class. The instructor considers having a certified assistant complete Dive 2 skills with the student diver and then have them swim over to complete Dive 3 with the rest of the class. Is this allowed according to PADI Standards?

32. The Rescue Diver Exam is not available in a language a rescue diver student can read and understand. Can you administer an oral exam for this diver?

33. Because of high surf at most local dive sites, an instructor takes student divers to a calm, protected bay for their open water training dives. After entering the water and descending, the instructor finds the deepest part of the bay is only 4.5 meters/14 feet deep. Should the instructor conduct skills evaluations and complete the training dives here?

34. While conducting an Open Water Diver course, the instructor decides to introduce the skill – free flow regulator breathing – in Confined Water Dive 1 because it would reinforce airway control and save time in later sessions. Is this a violation of PADI Standards?

35. A student diver answers "yes" to a condition on the Medical Statement at the beginning of the course. Because the student diver is a physician himself, he explains that it's a minor condition and he's fit for diving. Does the student still need to secure medical approval from another physician prior to any water training?

36. During Open Water Diver course - Confined Water Dive 3, the PADI Instructor you are assisting asks students divers to hand you their weights during the Emergency Weight Drop skill to avoid having weight drop and damage the pool. Is this the proper way to conduct this skill?

37. You assist a PADI Instructor in conducting two Adventure Dives in the morning. One of the Advanced Open Water Diver students also wants to complete the Peak Performance Buoyancy Specialty Diver course with you that afternoon. Should you allow the diver to do two more training dives with you?

38. You want to conduct the PADI Seal Team AquaMission Creature ID Specialist in a sheltered bay that has lots of aquatic life. Is this allowed?

39. Parents wants to enroll their children in a PADI Skin Diver course. One child is 10 years old and the other will be eight years old in two months. Can both children enroll in the course you have starting this week?

40. An instructor has a class of four Open Water Diver course students – a family consisting of the parents, a 14 year-old and a 10 year-old. An Advanced Open Water Diver wants to tag along for their last open water dive. Should the instructor add this diver to the group for the dive?

SYSTEMS, STANDARDS AND PROCEDURES

EXAM – 2

Directions: Select the best answer from the choices provided or choose the statement that best completes the sentence.

1. A person may be certified as a PADI Diver if the person can satisfactorily fulfill all certification requirements for the particular level of certification.

   True

   False

2. As a PADI Member, you agree not to substitute other courses and programs for advertised PADI, TecRec and EFR programs.

   True

   False

3. Waivers to deviate from PADI Standards:

   a. Are granted to facilities and are valid only for one year from the date of issuance.

   b. Are granted to individual members and are valid indefinitely.

   c. Are granted to individual members and are valid only for one year from the date of issuance.

   d. Are granted to both facilities and individuals and are valid indefinitely.

4. The PADI Member Code of Practice states that PADI Members should perform a personal readiness self assessment before teaching or leading others on dives, which includes evaluating physical health and fitness for diving as well as the ability to respond to diver emergencies.

   True

   False

5. The PADI Safe Diving Practices Statement of Understanding is to be reviewed and signed by each student:

   a. Only for the Open Water Diver course.

   b. Only if the student has not taken a course from the instructor before.

   c. As part of every scuba diving course conducted – regardless of the level of training.

   d. Only if the student has not previously taken a PADI course.

6. For each certification, you should reinforce to divers that they:

   a. Are responsible for diving within the limits of their training and experience.

   b. Must renew their certification every two years.

   c. Can only dive at sites they've visited previously.

   d. Should gain dive experience on their own before enrolling in another course.

7. A PADI Assistant Instructor is qualified to teach and certify PADI Open Water Divers.

   True

   False

8. The instructor is required to assess a student diver's skills and comfort level inwater and generally assess dive knowledge to determine if the diver is ready to participate in a continuing education course's open water dives.

   True

   False

9. The minimum certification level required for a certified assistant is:

   a. A leadership level rating from any diver certification organization.

   b. A PADI Rescue Diver rating.

   c. A renewed PADI Assistant Instructor or PADI Instructor.

   d. An Active status PADI Divemaster rating.

10. Open water dive is defined as:

    a. A lake or ocean environment.

    b. Any body of water that offers swimming-pool like conditions with respect to clarity, calmness and depth.

    c. Any body of water significantly larger than a swimming pool offering conditions typical of a natural body of water encountered by divers.

    d. Any freshwater or salt water environment.

11. Regarding open water dive ratios, you need to use sound judgment and conduct a risk assessment before determining if conditions warrant reduced ratios for student diver safety and control.

    True

    False

12. PIC envelopes/online or applications are to be sent to your PADI Regional Headquarters within seven days after the student diver completes the certification requirements.

    True

    False

13. For the purposes of training, an open water dive is defined as a dive during which a diver:

    a. Reaches a depth of at least 10 metres/33 feet.

    b. Satisfactorily completes all performance requirements.

    c. Spends the majority of time at 5 metres/15 feet or greater, and breathes at least 1400 litres or 50 cubic feet of compressed gas or remains submerged for at least 20 minutes.

    d. Uses a full cylinder of air.

14. Temporary certification cards must be issued:

    a. Only to student divers who have completed all phases of training.

    b. Only to student divers completing continuing education courses.

    c. To any student diver the instructor believes is likely to finish the course.

    d. To any student diver who completes at least one open water training dive.

15. PADI Rebreather Divers may use rebreathers on which they are qualified during courses provided that all dive performance requirements can be met.

    True

    False

Peak Performance Buoyancy Course

16. The Peak Performance Buoyancy course includes an optional confined water dive buoyancy clinic and two open water training dives.

    True

    False

17. To enroll in a Peak Performance Buoyancy Specialty Diver course, an individual must:

    a. Be certified as a PADI Advanced Open Water Diver and at least 15 years old.

    b. Be certified as a PADI Junior Open Water or Open Water Diver and at least 15 years old.

    c. Be certified as a PADI Junior Open Water, Open Water Diver and at least 10 years old.

    d. Be certified as a PADI Junior Advanced Open Water, Advanced Open Water Diver and at least 12 years old.

Skin Diver Course

18. To enroll in a PADI Skin Diver course, an individual must be at least _____ years old.

    a. 12

    b. 8

    c. 15

    d. There is no minimum age requirement.

19. The maximum student diver-to-instructor ratio for the PADI Skin Diver course open water dive is:

    a. 10:1

    b. 8:1

    c. 16:1

    d. 6:1

Experience Programs

20. Which of the following pieces of dive equipment are required of each Discover Scuba Diving participant?

    a. Buoyancy control device (BCD) and compressed-air cylinder.

    b. Alternate air source and depth gauge.

    c. Knife/diver's tool and snorkel.

    d. Wet suit and weight belt.

21. Regarding the Discover Scuba Diving experience, which of the following statements are true?

    a. The pool ratio is 6 participants to 1 PADI Assistant Instructor.

    b. The maximum pool or confined water depth should not exceed 5 metres/15 feet.

    c. Every participant needs to master all skill performance requirements.

    d. You can not leave participants unattended in the water, either at the surface or underwater.

22. The PADI Discover Scuba Diving experience – Optional Open Water Dive:

    a. Requires the use of a PIC envelope/online for participant registration.

    b. May be conducted by a PADI Assistant Instructor.

    c. Must not be conducted deeper than 12 metres/40 feet.

    d. May be combined with a Digital Underwater Photography dive.

23. To participate in the Discover Scuba Diving experience, an individual must complete and sign the *Discover Scuba Diving Participant Guide*, including the Discover Scuba Diving Knowledge and Safety Review.

    True

    False

24. After successfully completing one dive, a Discover Scuba Diving participant may make subsequent dives with a certified assistant at a ratio of 2:1 under the indirect supervision of a PADI Instructor.

    True

    False

25. To participate in Discover Local Diving, an individual must be certified as a PADI Adventure Diver or higher rating.

    True

    False

26. Which of the following forms must a Discover Local Diving participant complete?

    a. PADI Safe Diving Practices Statement of Understanding

    b. Continuing Education Administrative Document

    c. Medical Statement

    d. PADI Release of Liability/Assumption of Risk/Non-agency Acknowledgment Form – Certified Diver Experience Programs

27. PADI ReActivate participants must complete both a confined water and open water dive.

    True

    False

28. To be recognized as a PADI Master Seal Team member, a child must:

    a. Complete AquaMissions 1 through 5.

    b. First become a PADI Seal Team member, then complete an additional 10 Specialty AquaMissions and independently assemble and disassemble equipment.

    c. Complete Open Water Diver course Confined Water Dives 1 through 5.

    d. First become a PADI Seal Team member, then complete Confined Water Dive 1 from the Open Water Diver course.

29. To earn a PADI Master Scuba Diver rating, a diver must have at least 60 logged dives.

    True

    False

30. The maximum depth for the Bubblemaker programs is:

    a. 6 metres/20 feet

    b. 5 metres/15 feet

    c. 2 metres/ 6 feet

    d. Water shallow enough to stand in.

Instructional Scenarios

Directions: Answer the following questions and cite references from the PADI *Instructor Manual* or PADI's *Guide to Teaching* that lead you to your conclusion.

31. A PADI Instructor is preparing for Open Water Diver course – Confined Water Dive 3. One student diver missed the Confined Water Dive 2 and needs to catch up. The instructor considers having a certified assistant complete Dive 2 skills with the student diver and then have them swim over to complete Dive 3 with the rest of the class. Is this allowed according to PADI Standards?

32. An Open Water Diver student has a learning disability as documented by a health care practitioner. Can you administer the quizzes and final exam orally for this diver?

33. At the beginning of a course, a student diver agreed to the course logistics, schedule and fees. After the final open water dive, the instructor realizes that the diver has not paid all course fees. The instructor decides to withhold the student diver's certification until all fees are paid. Can the instructor do this?

34. While conducting an Open Water Diver course, the instructor decides to combine Dive 3 and Dive 4 performance requirements into one dive. The rational is that this would make the final course dive more enjoyable for student divers. Can the instructor do this without violating PADI Standards?

35. A student diver answers "yes" to a medical condition on the Medical Statement, then decides to change the answer to "no." Should you still require the student diver to secure approval by a medical doctor prior to any inwater training?

36. You're conducting a PADI ReActivate program for two divers and they ask to practice removing and replacing their scuba units underwater. Is this allowable by PADI Standards?

37. During the Wreck Adventure Dive, the instructor considers having the student divers swim through a long passage in the sunken barge – a distance of 6 metres/20 feet. Is this allowable by PADI Standards?

38. For a group of certified divers, you conduct Discover Local Diving at a nearby fresh water dive site. As part of the briefing you review weighting in fresh water versus salt water and assist them in adjusting their weight systems properly. During the dive you ask them to work on maintaining good buoyancy control. Is this acceptable during Discover Local Diving?

39. You ask a PADI Divemaster to conduct the AquaMission: Skin Diver Specialist for your PADI Seal Team participants. Is this allowed by PADI Standards?

40. You assist a PADI Instructor in conducting two Adventure Dives in the morning. One of the Advanced Open Water Diver students also wants to complete the Peak Performance Buoyancy Specialty Diver course with you that afternoon. Should you allow the diver to do two more training dives with you?

PADI COURSE DIRECTOR ACTIVE STATUS CONTRACT

WHEREAS, PADI is an international organization providing services for the support of diving instructors and the certification of divers, and the Course Director is an individual engaged in business as a diving instructor. The Course Director desires to engage in business as an instructor trainer under PADI's Training, Education and Memberships Department guidelines, and to maintain his/her rating the parties have therefore agreed as follows:

1.   Course Director agrees to conduct all levels of training (including instructor levels) consistent with PADI philosophy and as outlined in the current PADI *Instructor Manual* and *Course Director Manual.* Further, Course Director will not change or modify any of the courses outlined in the PADI *Instructor Manual* and *Course Director Manual* unless written approval to do so has been granted by the appropriate PADI office.

2.   Course Director agrees to use the PADI System of diver education exclusively, including the latest array of educational materials available from PADI in all of the Course Director's personal and store or resort diving courses. Exceptions may be considered with a written request for courses not currently offered by PADI, for example cave diver courses. If approved, the Course Director will be authorized to teach such non-PADI Courses.

3.   Course Director agrees not to sponsor or conduct any recreational diver training program for any diver training organization other than PADI for the duration of this contract except as noted in paragraph two above. Student referrals from other training organizations, in which the Course Director keeps an instructor rating, may be accommodated for the sole purpose of completing training started elsewhere.

4.   Course Director agrees to assure that any store or resort with which he/she has a teaching contract or employment (full or part-time) will comply with and abide by points 1, 2 and 3 above.

5.   Course Director agrees to register Instructor Examination candidates with their respective PADI office as soon as possible but no later than five (5) business days before the scheduled Instructor Examination and follow the protocol of the appropriate PADI office.

6.   Course Director agrees not to make malicious statements or participate in activities that are not in the best interest of PADI or intended to wrongfully discredit its employees. The Course Director may voice any complaints or criticisms directly to the appropriate PADI office.

7.   Course Director understands that, in addition to maintaining annual membership as a teaching status instructor, to maintain his/her Course Director rating he/she must attend a PADI Course Director Training Course or PADI Course Director Update every two years, or when otherwise required by the appropriate PADI office.

8.   Course Director understands that if his/her Course Director rating lapses, to requalify as a Course Director, he/she may need to successfully complete an entire PADI Course Director Training Course.

9.   Course Director understands that violation of one or more points of this contract may lead to PADI Course Director rating termination.

<u>Term</u>: The terms of this contract shall remain in effect as long as Course Director remains in active status.

I have read the foregoing PADI Course Director Active Status Contract and hereby assent to the contract in its entirety.

COURSE DIRECTOR:

Name_____ PADI No. _____

Signature _____ Date _____
(Day / Month / Year)

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