

**A. Program Title: *Interviewing for Success***

**B. Description:** For job-seekers, the interview is an opportunity to showcase themselves beyond what the resume shows. For employers, the interview process allows the chance to size up the field of applicants while trying to find that one applicant that is a good fit with your team. The sessions will discuss key tips to a successful interview as well as the top 5 interview blunders to avoid. We will explore the interview from the perspective of the employer as well as the applicant.

**C. Measurable Learning Outcomes – Participants Will:**

1. Discuss the purpose of an interview from the employer's perspective and from the candidate's perspective.
2. Identify 10 tips for a successful interview.
3. List the 5 top interview blunders.

**D. Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

**E. Needs Identification:** Today's economic climate means that job-seekers must be able to distinguish themselves from the competition. Unfortunately even the smallest of blunders may influence whether a job offer is given. At the same time, the role of the interviewer has become increasingly important in order to recruit high-quality employees.

**F. Target Audience:**

Administration	Students	Aquatics
Middle Management	Program	

**G. Instructional Methods:**

Lecture	Audience Participation	Handouts	PowerPoint
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**H. Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss interview strategies presented. Through role play assignments, students will demonstrate successful answers to sample interview questions.

**I. Audiovisual Needs:** LCD Projector and Screen

**Speaker's Information**

Shawn P. DeRosa, JD	Tel:	(617) 396-7946
Owner	Fax:	(814) 865-3728
DeRosa Aquatic Consulting	Email:	shawn@derosaaquatics.com
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**A. Program Title: *Summer Romances – Hot or Not?***

**B. Description:** At what point does a manager interfere with a budding romance between staff members? When the job description mandates the wearing of a bathing suit, issues like relationships between staff under and over the age of 18, “guard groupies” and inappropriate adult attention towards guards can take a manager by surprise. What is the role of the manager in this situation? When is parental notification or involvement needed? How have legal cases shaped this aspect of the industry? At the age when many staff may be eager for this type of attention, how are they taught to recognize it and the dangers of it?

**C. Measurable Learning Outcomes – Participants Will:**

1. Discuss statistics involving employee relationships
2. Identify proactive techniques to manage workplace dating
3. Discuss when to “step in” as a supervisor
4. Identify human resource concerns with office dating

**D. Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

**E. Needs Identification:** Leisure service professionals must deal with conflict on a daily basis. Inappropriate responses to conflict can result in violence, employee turnover, and lost revenue.

**F. Target Audience:**

Entry Level	Upper Management	Students	
Middle Management	Facility Management	Program	Aquatics

**G. Instructional Methods:**

Lecture	Handouts	Visual Aids (PowerPoint)
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**H. Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss sexual harassment issues as applied to teenage staff. Participants will be able to list common policies implemented to minimize the risk of sexual harassment.

**I. Audiovisual Needs:** LCD Projector and Screen

**Speaker’s Information**

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A. **Program Title:** *Managing Risks in the Waterfront Environment*

B. **Description:** Do your waterfront program policies mirror your pool approach to managing risks? Are all beaches appropriate for swimming? Has your department fallen into the trap of promoting swimming in dangerous waters? Does your waterfront program increase your agency's risk of a lawsuit? If you answered "Yes" to any of these questions, then it's time to reexamine your aquatics program. This session will get you underway!

C. **Measurable Learning Outcomes – Participants Will:**

1. Discuss risk management strategies vital to the safe operation of swimming beaches.
2. Identify strategies used to manage waterfront operations in today's dynamic environment.
3. Summarize key safety standards for all swimming beaches.

E. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Needs Identification:** Managing risks at waterfront areas is significantly different than managing pool facilities. With increased attendance at beaches across the nation, recreation supervisors and program managers must have a thorough understanding of the differences in managing open water swimming areas, including lakes, ponds, rivers and oceans.

F. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Overheads/PowerPoint)		

H. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss risk management strategies presented and describe how those strategies will apply at their waterfront facilities.

I. **Audiovisual Needs:** LCD Projector and Screen

**Speaker's Information**

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A. **Program Title:** *Risk Management – Another Day At the Ball Park*

B. **Description:** A unique and creative look at Aquatic Risk Management through the use of the game of baseball. Cover all the bases of Risk Management through the use of this entertaining model that alternates between very sophisticated models and very practical models of Risk Management. Participating in this presentation will allow you to score lots of runs and maybe a grand slam in the game of Risk Management.

C. **Measurable Learning Outcomes – Participants Will:**

1. Define the basic elements of Risk Management
2. Define daily “walkabouts
3. Identify the Four P’s of Risk Management
4. Learn their role in the overall Risk Management program of their facility

D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Target Audience:**

Entry Level	Facility Management	Students
Middle Management		
Upper Management		Program

F. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Overheads/PowerPoint)		

G. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss basic and upper level risk management functions as they apply to the recreation context.

H. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title:** *Surviving the Dreaded Deposition*

B. **Description:** An injury occurs at your facility. You've interviewed staff, provided counseling, and completed all necessary records and reports. Within a few weeks, you receive a Freedom of Information Act Request. What should you do now? Do you know what to expect as you prepare this case for trial? Are you ready to be a witness for your department? Have you prepared yourself for the deposition? While most cases will settle out of court, you must prepare yourself for trial. This session will get you underway.

- C. **Measurable Learning Outcomes: By the end of the session, attendees will:**
1. Identify the purpose of depositions and their importance in trial preparation.
  2. Review the format of a deposition and discuss tips for deponents/witnesses.
  3. Discuss the Golden Rules of Depositions.

D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Needs Identification:** Recreation professionals and program administrators are likely to find themselves involved in litigation arising from injuries occurring at playgrounds, athletic events, swimming areas, and the like. Because most lawsuits will never go to trial, the deposition is one of the most important pre-trial tools available to an attorney. This session will help provide participants with an understanding of the deposition process and better prepare them for their first deposition.

F. **Target Audience:**

Entry Level	Middle Management	Upper Management
Program Coordinators	Others	

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Overheads/PowerPoint)		

H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss risk management strategies presented and describe how those strategies will apply at their waterfront facilities.

I. **Audiovisual Needs:** LCD Projector and Screen

**Speaker's Information**

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**A. Program Title: *Mock Trial*\*\***

**B. Description:** The depositions are over. Settlement is not an option. Against all odds, this case is proceeding to trial. Do you know what to expect? How would you evaluate your peers if you were the expert witness? Participate in our mock trial, where you will see how your operation compares with

**C. Learning Outcomes – Participants Will:**

1. Have the opportunity to participate in a mock trial concerning a drowning at an aquatic facility.
2. Become familiar with trial practice and participate in deciding the outcome of the trial.
3. Learn the dramatic effect witness testimony will have on the outcome of the trial.

**D. Length:** 3 – 3 ½ hours (.3 CEUs)

**E. Needs Identification:** Most trials are not like what they appear to be on television. Recreation managers should be exposed to the trial process so that they better understand the importance of risk management, documentation, and training at the local level.

**E. Target Audience:**

Entry Level	Facility Management	Students
Middle Management	Upper Management	Program

**F. Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Overheads/PowerPoint)		

**G. Audiovisual Needs:** LCD Projector and Screen

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**\*\* Makes an excellent Pre-Conference Workshop. This session requires significant advance preparation along with 8-10 volunteer participants to play the roles of attorneys (4 needed), witnesses and court officer. Shawn will play the role of the judge. Attorneys will spend time preparing their cases before the mock trial, so a commitment to the role of an attorney is a significant commitment.**

- A. **Program Title:** *Waterfront Safety – No More Treading Water*
- B. **Description:** Aquatics safety entails much more than hiring lifeguards to supervise swimmers. Supervisors must understand the nature of catastrophic injuries at aquatic facilities and establish standards for the safe and healthy operation of beaches and pools both during the summer season and during the winter months. This session will help you move your program along, so that you're now swimming with the current.
- C. **Measurable Learning Outcomes - Participants will:**
1. Discuss catastrophic injuries and statistics including drowning, near-drowning, and spinal cord injuries.
  2. Identify key components of aquatic program policies and procedures, including Designated Swimming Beaches, Health & Safety Standards for pool and beach facilities, beach management issues, pool management issues, and winter ice recreation.
  3. Summarize requirements, duties and responsibilities of lifeguards and head lifeguards.
  4. Discuss the RID Factor and steps managers can take to properly supervise lifeguards
- D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)
- E. **Needs Identification:** Managing an aquatic facility requires a detailed understanding of the nature of risks at beaches and pools. For the manager who is not experienced in aquatics, developing a safe and healthy aquatics program is a challenge. Focusing on the information presented in this session will help the manager structure a program with safety in mind.
- F. **Target Audience:**
- |                   |                     |          |
|-------------------|---------------------|----------|
| Entry Level       | Upper Management    | Students |
| Middle Management | Facility Management | Program  |
- G. **Instructional Methods:**
- |         |                        |          |            |
|---------|------------------------|----------|------------|
| Lecture | Audience Participation | Handouts | PowerPoint |
|---------|------------------------|----------|------------|
- H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss management strategies presented and describe how those strategies will apply at their aquatic facilities.
- I. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title:** *Risk Management Basics for Pools and Beaches\*\**

B. **Description:** Managing an aquatic facility, particularly a beach, requires special knowledge and an attention to issues that do not arise in other recreational programming arenas. Whether you are a seasoned risk manager or have been just assigned the responsibility of overseeing a pool or beach, this session will highlight a practical approach to key concepts designed to minimize risks at your facility.

C. **Measurable Learning Outcomes – Participants will:**

1. Discuss risk management strategies vital to the safe operation of beaches and pools.
2. Identify strategies used to manage operations at aquatic facilities in today's dynamic environment.
3. Summarize key safety standards for all pools and beaches.

F. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs) *or* 3 hours (.3 CEUs) ***PLEASE SPECIFY***

E. **Needs Identification:** Managing risks at pools and beaches is often challenging for those without an aquatic background. With increased attendance at pools, beaches and waterparks across the nation, recreation supervisors and program managers must have a thorough understanding of the differences in managing pools and open water swimming areas, including lakes, ponds, rivers and oceans

F. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Overheads/PowerPoint)		

H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss risk management strategies presented and describe how those strategies will apply at their pool and waterfront facilities.

I. **Audiovisual Needs:** LCD Projector and Screen

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***\*\* Makes an excellent Pre-Conference Workshop***

A. **Program Title:** *Tattoos, Body Piercing and Your Facility*

B. **Description:** With the resurgence of tattoos and body piercing comes increased awareness of the safety concerns that accompany choices of body adornment. The prevalence of body piercing raises numerous safety and personal freedom issues. How can recreation and sport professionals anticipate and respond to these issues in an objective manner? This “For Adults Only” session will help introduce you to these issues and will help you to make an informed decision on how to manage these risks.

C. **Measurable Learning Outcomes – Participants will:**

1. Discuss major safety issues surrounding body jewelry, worn by staff or athletes.
2. Review safety issues in providing care to athletes with various forms of body art.
3. Identify health risks and personal freedom issues commonly associated with body art.
4. Discuss information and resources for developing a body jewelry policy for staff and athletes.

G. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Overheads/PowerPoint)		

H. **Audiovisual Needs:** LCD Projector and Screen

**Speaker Information – Co-Developed and often presented w/ Robin Benton**

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**Robin C. Benton, Me.D.**  
Faculty Coordinator  
Aquatic Management Program  
Salem State College, SFL

- A. **Program Title:** *Are You Swimming In Dirty Water?*
- B. **Description:** Beaches across the nation are seeing increased closures due to elevated bacteria levels. Relatively new testing requirements may drastically alter how you manage your swimming area. How can you protect the public health while keeping your beaches open to the public? Come find out!
- C. **Measurable Learning Outcomes: By the end of the session, attendees will:**
1. Understand practical differences between enterococcus and e. coli tests
  2. Discuss need to identify point and non-point source pollution
  3. Discuss specific enteric pathogens of concern
- D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)
- E. **Needs Identification:**
1. The Beaches Environmental Assessment and Coastal Health Act of 2000 requires coastal states to adopt by 2004 the Environmental Protection Agency standards for monitoring beach water quality.
  2. New standards require a shift from traditional bacteriological monitoring of fresh and marine water swimming areas
  3. Legislation requires thorough understanding of pros and cons of each test, along with record-keeping and forecasting of environmental issues
- F. **Target Audience:**
- |                      |                   |                  |
|----------------------|-------------------|------------------|
| Entry Level          | Middle Management | Upper Management |
| Program Coordinators | Others            |                  |
- G. **Instructional Methods:**
- |                                    |                        |          |
|------------------------------------|------------------------|----------|
| Lecture                            | Audience Participation | Handouts |
| Visual Aids (Overheads/PowerPoint) |                        |          |
- H. **Learner Assessment:**
1. Through active participation in the program and/or direct questioning, participants will discuss issues presented and describe how these impact their waterfront facilities.
  2. Through case analysis participants will learn to address water quality issues
- I. **Audiovisual Needs:** LCD Projector and Screen

### **Speaker's Information**

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- A. **Program Title:** *Including HIV+ Athletes in Community Sports*  
*Alternative Title: Communicable Diseases in Community Sports*
- B. **Description:** With over 150,000 Americans living with HIV and over 350,000 living with AIDS, recreation and sport managers should expect that at least one of their players is HIV positive. But is your staff prepared to handle the responsibilities of managing the safety of the HIV positive athlete as well as that of other program participants? This session will highlight issues and resources available to help park and recreation professionals address these issues.
- C. **Measurable Learning Outcomes: By the end of the session, attendees will:**
4. Identify the issues surrounding inclusion of HIV positive athletes in sport.
  5. Discuss confidentiality issues, ADA requirements, disclosure restrictions and response by recreation/athletic staff.
  6. Identify resources in the community for public education and information
- D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)
- E. **Needs Identification:** Persons with HIV infection are encouraged to participate in recreation programs and sports. This raises issues of safety, confidentiality, disclosure, and public education. Recreation staff must be prepared to handle these issues in a professional manner to avoid the risk of legal exposure.
- F. **Target Audience:**
- |                      |                   |                  |
|----------------------|-------------------|------------------|
| Entry Level          | Middle Management | Upper Management |
| Program Coordinators | Others            |                  |
- G. **Instructional Methods:**
- |                                    |                        |          |
|------------------------------------|------------------------|----------|
| Lecture                            | Audience Participation | Handouts |
| Visual Aids (Overheads/PowerPoint) |                        |          |
- H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss issues surrounding HIV positive athletes in public recreation programs and sports, and describe resources and actions needed to comply with existing laws and regulations while balancing safety needs of athletes and staff.
- I. **Audiovisual Needs:** LCD Projector and Screen

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- A. **Program Title:** *Human Resources 101: Keeping Your Head Above Water*
- B. **Description:** New managers are often faced with having to hire, discipline and terminate staff. They also must enforce policies and procedures often unique to the recreation environment. But do they really understand the legal implications arising out of human resource functions? This session will begin exploring how legal issues and human resource functions are intertwined.
- C. **Measurable Learning Outcomes: By the end of the session, attendees will:**
1. Discuss issues of selecting, interviewing, hiring, evaluating and terminating staff..
  2. Review role of policy manual and discuss key policies for aquatic staff..
  3. Identify appropriate questions for interviews and discuss questions that are not permissible.
  4. Discuss resources for finding information on human resource functions
- D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)
- E. **Needs Identification:**
1. Managers often fail to understand basics of employment law
  2. Interviewers often do not understand what questions may and may not be asked during an interview
- F. **Target Audience:**
- |                      |                   |                  |
|----------------------|-------------------|------------------|
| Entry Level          | Middle Management | Upper Management |
| Program Coordinators | Others            |                  |
- G. **Instructional Methods:**
- |                                    |                        |          |
|------------------------------------|------------------------|----------|
| Lecture                            | Audience Participation | Handouts |
| Visual Aids (Overheads/PowerPoint) |                        |          |
- H. **Learner Assessment:**  
Through active participation in the program, direct questioning and case analysis, participants will discuss issues presented and describe how these impact their own operation/department.
- I. **Audiovisual Needs:** LCD Projector and Screen

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- A. **Program Title:** *Advanced Issues in Sexual Harassment*  
**Speaker:** *Shawn DeRosa*
- B. **Description:** Working at a pool or beach often requires aquatic staff to be less clothed than their non-aquatic colleagues. This session will review the standards and laws surrounding sexual harassment and will highlight the less obvious or less “planned for” incidents of sexual harassment, including third party and same-sex harassment.
- C. **Measurable Learning Outcomes – Participants will:**
1. Define sexual harassment: quid pro quo, hostile work environment.
  2. Review definitions of third party and same-sex sexual harassment.
  3. Discuss “touching policies” for staff and important role pre-service training plays in establishing a harassment-free workplace.
  4. Review how off-duty behavior can also lead to a sexual harassment claim.
- H. **Length:** 1 ¼ hours (.1 CEUs)
- E. **Target Audience:**
- |                   |                     |          |
|-------------------|---------------------|----------|
| Entry Level       | Upper Management    | Students |
| Middle Management | Facility Management | Program  |
- G. **Instructional Methods:**
- |                                    |                        |          |
|------------------------------------|------------------------|----------|
| Lecture                            | Audience Participation | Handouts |
| Visual Aids (Overheads/PowerPoint) |                        |          |
- H. **Audiovisual Needs:** LCD Projector, Screen

**Speaker Information – Shawn DeRosa**

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**A. Program Title: *Practical Pool Management***

**B. Description:** Practical Pool Management is a fast-paced one-day course which highlights the most important topics in pool operations, maintenance and safety including circulation, filtration, chemistry, safety and risk management. Using *The Complete Swimming Pool Reference* (2<sup>nd</sup> Edition) as a foundation for the course, practical tips and principles not found in other sources are discussed. Why not take the course from the professionals who wrote the book?!

**C. Measurable Learning Outcomes – Participants Will:**

1. Discuss safety procedures vital to the safe operation of public swimming pools.
2. Review pool circulation, chemical treatment and filtration and learn practical procedures for handling problems at your facility.
3. Learn key risk management strategies to reduce liability at public and semi-public swimming pools.

**D. Length:** 8 hours (1 Day Workshop)

**E. Needs Identification:** Pool managers must be trained in the proper and safe operation of swimming pools. This is often a requirement of state and local health codes. PPM may meet local training requirements if certification is not required.

**F. Target Audience:** Persons managing or operating a public or private swimming pool facility, including certified pool operators.

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

**G. Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Video/PowerPoint)		Text

**H. Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss risk management strategies presented and describe how those strategies will apply at their waterfront facilities. Participants will receive a certification of attendance from Aquatic Safety Research Group.

**I. Audiovisual Needs:** LCD Projector and Screen, VCR (w/ Cable to project using LCD)

Speaker's Information: Shawn DeRosa and/or Tom Griffiths

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A. **Program Title:** *Practical Pool Management PLUS (PPM+)*

B. **Description:** Practical Pool Management *PLUS* is a fast-paced two-day certification course which highlights the most important topics in pool operations, maintenance and safety including circulation, filtration, chemistry, safety and risk management. Using *The Complete Swimming Pool Reference* (2<sup>nd</sup> Edition) as a foundation for the course, practical tips and principles not found in other sources are discussed. Why not take the course from the professionals who wrote the book?!

C. **Measurable Learning Outcomes** – Participants Will:

1. Discuss safety procedures vital to the safe operation of public swimming pools.
2. Review pool circulation, chemical treatment and filtration and learn practical procedures for handling problems at your facility.
3. Learn key risk management strategies to reduce liability at public and semi-public swimming pools.

D. **Length:** 16 hours (2 Day Workshop)

E. **Needs Identification:** Pool managers must be trained in the proper and safe operation of swimming pools. This is often a requirement of state and local health codes. PPM+ meets or exceeds training requirements of other popular pool operator training programs.

F. **Target Audience:** Persons managing or operating a public or private swimming pool facility, including certified pool operators.

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (Video/PowerPoint)		Text

H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss risk management strategies presented and describe how those strategies will apply at their waterfront facilities. Participants receiving a 70% on the final examination will receive a certificate suitable for framing from attendance from Aquatic Safety Research Group, LLC.

I. **Audiovisual Needs:** LCD Projector and Screen, VCR (w/ Cable to project using LCD)

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A. **Program Title:** *Beach Management 101*

B. **Description:** Industry standards for managing pool facilities are well known and well-regulated. But many states lack regulations concerning public swimming beaches. Do your waterfront policies mirror your pool approach to managing risks? Are all beaches appropriate for swimming? Has your department fallen into the trap of promoting swimming in dangerous waters? If you answered “Yes” to any of these questions, then it’s time to reexamine your aquatics program. This introduction to beach management will get you underway!

C. **Measurable Learning Outcomes – Participants Will:**

1. Discuss risk management strategies vital to the safe operation of swimming beaches.
2. Identify strategies used to manage waterfront operations
3. Discuss the need for lifeguard services at public beaches
4. Summarize key safety standards for all swimming beaches.

I. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Needs Identification:** Managing risks at waterfront areas is significantly different than managing pool facilities. With increased attendance at beaches across the nation, recreation supervisors and program managers must have a thorough understanding of the differences in managing open water swimming areas, including lakes, ponds, rivers and oceans. This information is generally not taught at the collegiate level.

F. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

H. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss risk management strategies presented and describe how those strategies will apply at their waterfront facilities.

I. **Audiovisual Needs:** LCD Projector and Screen

**Speaker’s Information**

Shawn P. DeRosa, JD  
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A. **Program Title:** *Conflict Resolution*

B. **Description:** Conflict is a normal part of our everyday life. Many people fear conflict, but conflict itself is not a problem - it is what we do with it that counts. Angry patrons, fighting children, and employee disagreements are just a few examples of how leisure service professionals must deal with conflict. This session will offer proven strategies for reducing conflict in the recreational setting.

C. **Measurable Learning Outcomes – Participants Will:**

1. Discuss origins of conflict
2. Identify strategies used to deescalate hostility
3. Discuss win-win strategies for negotiation
4. Identify steps for mediating employee conflicts

J. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Needs Identification:** Leisure service professionals must deal with conflict on a daily basis. Inappropriate responses to conflict can result in violence, employee turnover, and lost revenue.

F. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

H. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss conflict management strategies presented and describe how they can apply this information on a daily basis at their respective facilities.

I. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title:** *Water Quality: A Practical Approach to Sanitation, Oxidation and Water Balance*

B. **Description:** Maintaining water quality that is healthy for swimmers and safe for pool equipment is a key goal of operating any swimming pool or water attraction. In this session, you will learn the basics of sanitation, oxidation, ORP and water balance. Knowledge of proper water treatment and documentation will reduce liability, protect your swimmers, extend the life of your equipment and minimize disruptive downtime and expensive repairs.

C. **Measurable Learning Outcomes – Participants Will:**

1. Identify chemicals used in proper pool sanitation
2. Discuss importance of water balance in extending equipment life
3. Explain difference between oxidation and sanitation
4. Discuss role of oxygen reduction potential in measuring chlorine's ability to oxidize

K. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Needs Identification:** Proper water quality management is essential for the safe and healthy operation of swimming pools. In states where certification of pool managers is not required, a basic understanding of how to manage the pool water quality is needed to protect the public health and minimize problems during the operation of the facility.

F. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

G. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

H. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss common standard for swimming pool water sanitation and treatment.

I. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title: Predators and Public Parks/ Pools: Can We Keep Our Children Safe**

B. **Description:** We know people that prey upon children live lawfully in our communities. What steps should we take to minimize the chance of a sexual predator using our facilities as a means of getting close to children? Can you exclude known offenders from your pool? Is it reasonable to ask staff to assume responsibility for identifying potential pedophiles? Learn what the law requires you to do.

C. **Measurable Learning Outcomes – Participants Will:**

1. Identify common signals that an adult may be a sexual predator.
2. Discuss strategies to keep sexual predators away from children, parks and pools.
3. List actions to take if a suspect predator may be lurking at your facility.

D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

F. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

G. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss the issues surrounding sexual offenders and predators.

I. **Audiovisual Needs:** LCD Projector and Screen

J. **Speaker's Information:**

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**A. Program Title: *Ask the Expert* \***

*\*Note: This session was requested by an NRPA Affiliate to enable students to have an open-ended workshop at the state conference wherein they could ask questions relating to working in the field of Parks and Recreation.*

**B. Description:** Shawn DeRosa is the Manager of Aquatic Facilities & Safety Officer for Intercollegiate Athletics at the Pennsylvania State University. A former Regional Director for the National Recreation and Park Association and assistant professor in the Leisure Services program at Salem State College, Shawn is very familiar with the field of parks and recreation. This is your chance to have an open discussion on matters affecting the profession, employment opportunities and much more.

**C. Measurable Learning Outcomes – Participants Will:**

1. Discuss the future of the field of parks and recreation.
2. Identify ways to get more student involvement in WPR.
3. Discuss hot topics in the industry.

**E. Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

**E. Needs Identification:** Students are often too timid to have an open and frank discussion with professors. Time and time again students look gain insight from those currently employed in the field as opposed to relying on advice from university professors. This is their chance to ask questions without fear of affecting course grades.

**F. Target Audience:**  
Students

**G. Instructional Methods:**  
Audience Participation                      Visual Aids (PowerPoint)

**H. Learner Assessment:** Through active participation in the program students will direct the course of the session. Speaker will moderate discussion and direct the flow of information to ensure understanding of session content.

**I. Audiovisual Needs:** LCD Projector and Screen

**Speaker's Information**

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- A. **Program Title:** *Are You Prepared for Litigation?*
- B. **Description:** The litigation process is an intimidating one, both for “professional” staff and for lifeguards. Understanding the process and how common records will be used in the course of litigation will help you better prepare yourself, your staff and your employer for the inevitable lawsuit following a catastrophic injury or death.
- C. **Measurable Learning Outcomes – Participants Will:**
1. Discuss the “anatomy” of a lawsuit. What happens at each stage of the process?
  2. Identify the types of records that you will be asked to produce and review how these records will be used by both attorneys and experts alike.
  3. List the Golden Rules of a deposition.
  4. Discuss pros and cons of witness statements v. witness interviews.
- F. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)
- E. **Needs Identification:** Recreation providers need to fully understand the important role business records play in a lawsuit. Strong documentation can help defend a weak lawsuit.
- F. **Target Audience:**
- |                   |                     |          |
|-------------------|---------------------|----------|
| Entry Level       | Upper Management    | Students |
| Middle Management | Facility Management | Program  |
- G. **Instructional Methods:**
- |                        |                          |
|------------------------|--------------------------|
| Audience Participation | Visual Aids (PowerPoint) |
|------------------------|--------------------------|
- H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss issues and strategies presented.
- I. **Audiovisual Needs:** LCD Projector and Screen

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- A. **Program Title:** *Assessment in Campus Aquatics: What's your approach?*
- B. **Description:** Assessment is essentially a measure of effectiveness. How effective is your aquatics program? Are you meeting campus/community needs? Do you even know what those needs are? This session will discuss how you can assess effectiveness in your programs. Together we can help each other take our aquatic programs to the next level.
- C. **Measurable Learning Outcomes – Participants Will:**
1. Define assessment.
  2. Compare assessment and evaluation.
  3. Identify three methods of assessment that can be easily implemented at little cost.
  4. List potential new assessment methods or goals.
- G. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)
- E. **Needs Identification:** Campus recreation providers are required to regularly assess program effectiveness. Various models exist for assessment, many of which include the use of technology.
- F. **Target Audience:**
- |                   |                     |          |
|-------------------|---------------------|----------|
| Entry Level       | Upper Management    | Students |
| Middle Management | Facility Management | Program  |
- G. **Instructional Methods:**
- |                        |                          |
|------------------------|--------------------------|
| Audience Participation | Visual Aids (PowerPoint) |
|------------------------|--------------------------|
- H. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss issues and strategies presented.
- I. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title:** *The Changing World of Aquatics*

B. **Description:** The world of aquatic recreation is ever-changing. Gone are competitive rectangular pools and “in” are free-form family leisure centers with interactive features. Stoic lifeguards poised upon tall perches are a thing of the past. Today lifeguards are walking and talking. Floatation devices, long banned at aquatic venues, are now offered free of charge to help prevent drowning. Come remember the past and explore the future of aquatics as we adapt to our changing environment: new budgets, new demographics, new ideas.

C. **Measurable Learning Outcomes – Participants Will:**

1. List components of a successful aquatics program in today’s dynamic recreation environment
2. Discuss low cost programs & ideas that can breathe life into a stale aquatics program
3. Discuss new standards of care applicable to lifeguards

E. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

F. **Needs identification:** Aquatic recreation providers stuck in the past fail to address the new demands of today’s fun-seeking patrons. “This is how it’s always been done” just isn’t good enough anymore. To remain a viable attraction, aquatic recreation providers must understand the new trends in the industry and strive to adapt accordingly.

G. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

H. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

I. **Learner Assessment:** Through active participation in the program and/or direct questioning, participants will discuss common rules of etiquette that can be implemented immediately.

J. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title:** *From the Pool to the Boardroom: Business Etiquette You Didn't Learn in College*

B. **Description:** We've all been in those awkward situations; you see someone you've met many times before but you can't remember her name. You're walking with a business associate and you meet someone you've known for years. How do you properly introduce the two to each other? The waiter places a basket of bread on the table. What do you do? To distinguish yourself from your peers in a business setting you don't have to be 100% better than everyone else, you just have to be a little more polished. This session will get you started.

C. **Measurable Learning Outcomes – Participants Will:**

1. List the three steps for proper business introductions.
2. Review proper etiquette for both oral and written communications, including voice mail and email.
3. Discuss rules for online networking, including Facebook, MySpace and LinkedIn.
4. Identify common rules of etiquette for dinners and other special events.

D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

F. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

G. **Learner Assessment:**

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I. **Audiovisual Needs:** LCD Projector and Screen

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A. **Program Title:** *How to Make Your Adolescent Lifeguards Professionals*

B. **Description:** No, it's not easy! Because adolescence truly does not end until age 25, there is much to be done when mentoring your teenagers into young professionals. From uniforms to posture, continuing education opportunities to resume building, scanning strategies to emergency response, hear from the professionals who have trained and supervised *thousands* of lifeguards, how to shape your young staff into true professionals. The tips offered will be practical and achievable and will empower your staff to kick it up a notch.

C. **Measurable Learning Outcomes – Participants Will:**

1. Discuss scanning strategies to help lifeguards appear more professional to your patrons
2. Identify In-service training topics and ideas to build a knowledge base for all professional lifeguards
3. List strategies you can use to empower lifeguards take ownership for excellent customer service

D. **Length:** 1 ¼ hours – 1 ½ hours (.1 CEUs)

E. **Target Audience:**

Entry Level	Upper Management	Students
Middle Management	Facility Management	Program

F. **Instructional Methods:**

Lecture	Audience Participation	Handouts
Visual Aids (PowerPoint)		

G. **Learner Assessment:**

Through active participation in the program and/or direct questioning, participants will discuss the issues surrounding sexual offenders and predators.

I. **Audiovisual Needs:** LCD Projector and Screen

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