



Skills Checklist - Level 2

SUU ORPT 1055

ACA Training Title: Technical Canyoneering

OBJECTIVE: Provide students with the intermediate personal and group canyoneering skills needed to become contributing team members with competent leaders and mentors.

STUDENT'S NAME: _____

ASSESSOR'S NAME: _____

RECOMMENDATION: ___ PASS ___ CONDITIONAL PASS ___ NO PASS

	DATE	SCORE
Navigation, Map Reading, Canyon Topos		
Read contour lines on a topographic map; identify terrain features (hills, saddles, ridges, drainages), determine relative steepness of grade, identify potential high ground and escape routes.		
Identify relative size of watershed using topo map.		
Orient map with compass and terrain.		
Use GPS to determine grid coordinates, mark waypoints and go to waypoints.		
Plot grid coordinates on a topographic map.		
Prepare and use a canyon topo.		
Knot Craft		
Tie and inspect; frost knot in webbing. Make ladder with webbing.		
Tie and inspect; bowline with Yosemite finish.		
Tie and inspect inline knots; (i.e. alpine butterfly, directional figure eight).		
Tie and inspect; (a) munter hitch, (b) mule hitch or two half hitches.		
Tie and inspect; (a) valdotain tresse, (b) asymmetric Prusiks.		



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Anchors		
Understand and apply good principles of anchor location; DEAR (Dry, Efficient, Accessible, Rope Retrieval)		
Understand and apply good principles of anchor construction; EARNEST (Equalized, Angle, Redundant, No Extension, Strong, Timely)		
Apply sequencing and friction to utilize otherwise marginal anchors. Set up and use sequenced human anchors.		
Construct, evaluate and rig multi-point natural anchors using EARNEST.		
Correct placement of fixed artificial anchors considering rock type and quality, bolt selection (i.e. type, diameter, length).		
Construct, evaluate, rig and use dead man anchors.		
Construct, evaluate and rig chock anchors (chock stones, knot chocks).		
Rig and use transient anchors (human anchors, sand bags, hooks).		
Rig and use static and dynamic courtesy rappel starts.		
Rigging		
Understand the pros and cons of double rope systems (toss 'n go).		
Identify situations that dictate setting rope length to height of rappel.		
Set up and use single rope systems, demonstrate methods for setting rope length (i.e. estimating height, lowering first person, setting releasable).		
Set up and use releasable single rope system (contingency), including three parts: (1) friction mechanism to allow controlled lowering, (2) tie-off that is releasable under tension, and (3) identifying risks and setting safety to mitigate those risks.		
Set up and use static twin rope system (clipped block, stone knot, butterfly).		
Set up and use releasable twin rope system (jester, joker), including three parts: (1) friction mechanism to allow controlled lowering, (2) tie-off that is releasable under tension, and (3) identifying risks and setting safety to mitigate those risks.		
Lower a person, using hands free backup (i.e. friction hitch attached to the harness of the person in control of lowering).		



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Set up and use a top-rope belay system.		
Set up and use a safety line to protect a traverse.		
On Rope Techniques, Companion Rescue		
Ascend a fixed rope using friction hitches; single strand, double strand.		
Ascend a fixed rope using mechanical ascenders; single strand.		
Transition from rappel to ascend and from ascend to rappel.		
Pass a knot while rappelling. Pass a knot while ascending.		
Demonstrate tandem rappel (aka assisted rappel).		
Use drop loop 2:1 to provide lift for rappeller to free stuck gear.		
Rappel on secured rope to provide assistance to person stuck on rappel; lift to free stuck gear, provide foot loop to free stuck gear.		
Swimming, Swift Water		
Swim 100 yards with gear, without floatation.		
Demonstrate swift water crossing; solo, buddy.		
Demonstrate swift water swimming; defensive swimming position, offensive swimming position, using ferry angle.		
Describe stream hazards; foot entrapment, strainers, siphons, undercuts, recirculating currents, and appropriate methods for dealing with them.		

Recommendations After Training

- Students should continue practicing technical skills in low-risk conditions, such as on a low angle slab or on high-angle faces with a top-rope belay provided by a competent belayer.
- Students should descend intermediate canyons with competent leaders and mentors, taking on progressively more anchor, rigging and problem-solving responsibilities.