



RACQUETBALL CANADA

COMPETITION INTRODUCTION

Portfolio





National
Coaching
Certification
Program

PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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Coaching Association of Canada
Association canadienne des entraîneurs



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Acknowledgements

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The Collection, Use and Disclosure of Personal Information

The Coaching Association of Canada collects your NCCP qualifications and personal information and shares that with all NCCP partners, according to the privacy policy detailed online at www.coach.ca. By participating in the NCCP, you are consenting to your information being gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP, please contact coach@coach.ca.

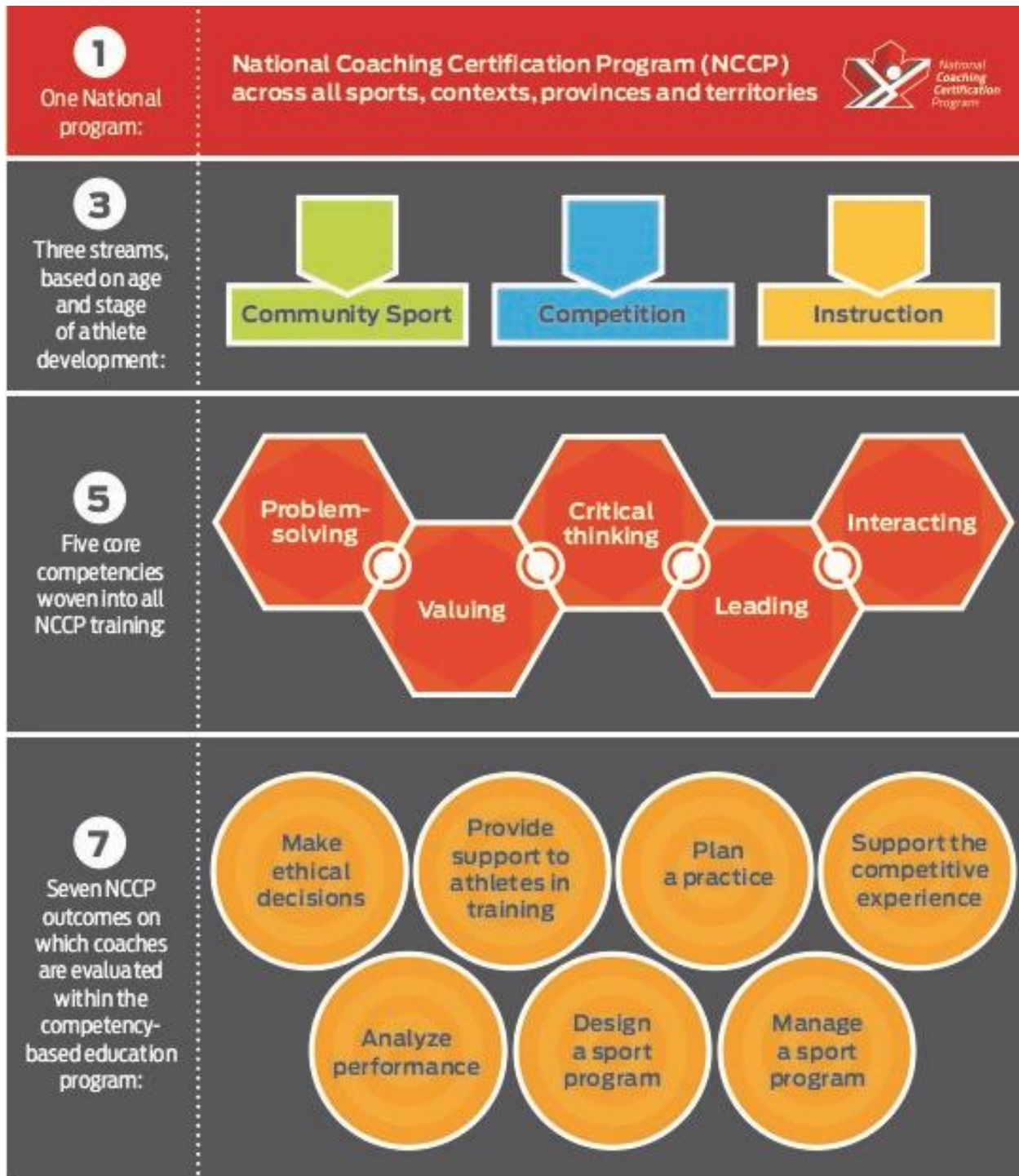
1 Introduction

Welcome to the National Coaching Certification Program (NCCP) Racquetball Canada's Competition Introduction Evaluation. The goal is to support coaches in their day-to-day practice as a Competition Introduction, Train to Train coach.

This portfolio is part of the NCCP, a national training and certification program offered in over 65 sports in Canada. More than a million coaches and sport leaders have taken part in training, education and certification activities offered by the NCCP, since its inception in 1974. The NCCP is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

Coaches will receive NCCP credit. They can track their progress in The Locker, the NCCP database that supports the efforts of all coaches involved in coach education in Canada.

1.1 The NCCP 1–3–5–7 definition



1.2 NCCP Core Competencies

As you progress through this module, you will work on developing 5 core competencies. Those competencies will help you become more effective and have a more meaningful impact on participants' experiences. The competencies are problem-solving, valuing, critical thinking, leading and interacting.



Here are some of the ways these competencies come into play in the NCCP Racquetball Canada Competition Introduction module:

Problem-solving

- Working with coaches to detect athlete errors
- Working with coaches to correct athlete errors

Valuing

- Understanding why the athlete is involved in racquetball
- Valuing the needs of the athlete

Critical thinking

- Reflecting on own coaching practices
- Determining effective cues for coaching

Leading

- Working with other coaches to practice coach
- Vocalizing to the group ways to support athletes in training

Interacting

- Working in groups to help improve coaching practice
- Listening and having a growth mindset while working with coaches

1.3 Learning Outcomes

The NCCP distinguishes between training and certification. To become certified in this and other coaching contexts, you must be evaluated, and you must provide evidence in the evaluation that you meet certain criteria.

The learning outcomes listed below reflect the evidence and criteria that apply to this context.

- Plan a Practice (evaluated in this portfolio)
 - Identify appropriate logistics for practice
 - Identify appropriate activities for each part of the practice
 - Design an Emergency Action Plan
- Make Ethical Decisions (evaluated in this portfolio)
 - Applies correctly the NCCP make ethical decision making process
- Support Athletes in Training (evaluated in a practice observation)
 - Ensure practice environment is safe
 - Implement an appropriately structured and organized practice
 - Make interventions that promote learning
 - Provide performance cues to improve athlete performance
- Analyze Performance (evaluated in a practice observation)
 - Detect errors
 - Correct errors

1.4 Competition Introduction Coaching Pathway



Coaches – Coaches will learn how to detect, correct, and improve the racquetball skills and strategies, and will also learn how to plan their own practice and make ethical decisions

Athletes – This workshop is for coaches working with athletes who are starting to compete in tournaments and provincial championships. Athletes are typically at the Learn to Train and Train to Train levels of LTAD

Competition – Tournaments and Provincial Championships



1.5 Evaluation

NCCP evaluation process involves:

Portfolio evaluation
Pre-brief
Formal observation
Debrief
Action planning
Reporting/Administration



Portfolio Evaluation

- The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register on Trackie and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the coach will register in Trackie for the formal observation.
- When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

Portfolio:

Evaluates:

- Plan a Practice outcome (trained in MS Plan a Practice module)
- Make Ethical Decisions outcome (trained in MS Make Ethical Decisions module)

The portfolio must have the following:

1. Information Form
2. Emergency Action Plan
3. Practice Plan
4. NCCP Transcript indicating completion of MED

Formal Evaluation:

Evaluates:

- Support Athletes in Training outcome (trained in this module)
- Analyze Performance outcome (trained in this module)

Certification Standard:

Certification standard refers to the degree to which coaches meet the criteria. Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for this context in their evaluation.

1.6 Welcome

Congratulations on embarking on the evaluation process! You are showing you are willing to grow and learn as a coach. Evaluation is meant to provide coaches with feedback to enhance their coaching, ensure athletes are safe and for coaches to demonstrate their competency. The first component of the evaluation is submitting a portfolio. Please fill in this portfolio and submit in Trackie. Once this is evaluated you can register for your observation evaluation.

The portfolio consists of 4 components:

- a. Coach Information
- b. Practice Plan
- c. Emergency Action Plan
- d. Make Ethical Decision On-line Evaluation

2.1 Coach Abilities

Coach Strengths

In the box below briefly outline what you feel are your strengths as a coach:

Goals and Next Steps

In the box below briefly outline areas of growth, your goals and next steps as a coach:

2.2 Philosophy

In this section, think about the athletes you are coaching and determine where you fit on the continuum below with regards to your coaching philosophy.

| Rank where you would be on the following continuum from 1 on the left side to 5 on the right side | | | | | | |
|---|---|---|---|---|---|-------------------------------------|
| Nurturing | 1 | 2 | 3 | 4 | 5 | Authoritarian |
| Equal attention for all athletes | 1 | 2 | 3 | 4 | 5 | More attention based on performance |
| Development/Participation | 1 | 2 | 3 | 4 | 5 | Winning |
| Multi-Sport Athlete | 1 | 2 | 3 | 4 | 5 | Specialization |
| Positive Encouragement | 1 | 2 | 3 | 4 | 5 | Constructive Feedback |

3 Practice Plan

Create a Practice Plan that will be observed by your coach evaluator and insert below. Please ensure it has all the components covered in NCCP Plan a Practice Module. See marking tool for more specifics. See Appendix for a template you could use.

Practice plan

| | | | | | | | | |
|--------------------------|--|--------------|-------------------|-------------------|--|-----------|---------------------------|--|
| Team: | | Date: | | Time: from | | to | | |
| Age/Level: | | | | | | | | |
| Location: | | | Objective: | | | | | |
| Equipment needed: | | | | | | | | |
| Introduction | | | | | | | Key message/safety | |
| | | | | | | | | |
| Warm-up | Include general and specific warm-up | | | | | | Key message/safety | |
| | | | | | | | | |
| | | | | | | | Equipment needed | |
| | | | | | | | | |
| Main part | Pay attention to the order of the activities | | | | | | Key message/safety | |
| | | | | | | | | |
| | | | | | | | Equipment needed | |
| | | | | | | | | |
| Cool-down | | | | | | | Key message/safety | |
| | | | | | | | | |
| Conclusion | | | | | | | Key message/safety | |
| | | | | | | | | |

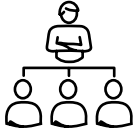
4 Emergency Action Plan

Create an Emergency Action Plan for the main facility you coach at and insert below. Please ensure it has all the components covered in NCCP Plan a Practice Training Module. See marking tool for more specifics.

EMERGENCY ACTION PLAN (EAP)

Date: _____

Event: _____ Location: _____



Charge Person

Backup

Backup



Call Person

Backup

Backup



Important Addresses

Site or Facility (Address, City, Province)

Nearest Hospital (Address, City, Province)

Additional Location Information



Emergency Phone Numbers

Emergency Services

Facility Manager or Superintendent

Other

Event: _____ Location: _____

Directions to site/facility**Charge Person Responsibilities**

1. Conduct an initial assessment of the injury.
2. Designate someone to watch the other participants (stop all activities and ensure all participants are in a safe area if nobody is available to supervise).
3. Wait with the injured participant and help keep them calm until emergency medical services arrive and conduct their assessment of the injury.
4. Record the injury using their club's accident report form.

Call Person Responsibilities

1. Call for emergency help.
2. Provide all necessary information to dispatch.
 - The facility location
 - The closest access door to the injured participant
 - The nature of the injury
 - A description of first aid that has been performed
 - Other medical information, such as allergies or medical conditions
3. Clear any traffic from the facility entrance or access road before the ambulance arrives.
4. Wait by the entrance to direct the ambulance.
5. Call the participant's emergency contact person.
6. Assist the charge person as needed.

REMINDERS

- You can save and re-use this form to prepare an EAP for your usual practice site and for any site where you host competitions.
- When preparing for away competitions, ask the host team or host facility for a copy of their EAP in advance.
- Attach the medical profile and parent or caregiver contact information for each participant to this emergency action plan.

5 Make Ethical Decisions

Insert a copy of your NCCP transcript showing completion of the Make Ethical Decisions on-line evaluation.

6 Appendices

6.1 Evaluation Tools

| | | |
|---|-------------------|--------------|
| Name: | Evaluator: | Date: |
| Outcome: Make Ethical Decisions | | |
| Criteria: | | |
| Evidence | 0 1 2 | Comments |
| MED on-line evaluation complete | | |
| Outcome: Plan a Practice | | |
| Criteria: Practice Plan: Identify appropriate logistics for practice | | |
| Evidence | 0 1 2 | Comments |
| Practice plan identifies athletes' ages and abilities on the practice plan | | |
| Practice plan has a clearly identified practice goal for the age and stage of the athletes | | |
| Practice plan includes all segments of the practice in the plan: intro, warm-up, main part, cool-down, and conclusion or reflection | | |
| Practice plan outlines facilities and equipment required to achieve practice goal | | |
| Practice plan provides a timeline for the activities on the practice plan | | |
| Total | | |
| Criteria: Practice Plan: Identify appropriate activities in each part of the practice | | |

| Evidence | 0 1 2 | Comments |
|--|-------|----------|
| Practice plan describes planned activities | | |
| Practice plan indicates key factors (coaching points) that will be identified for all the activities | | |
| Practice plan identifies the duration of the overall practice and each practice segment | | |
| Practice plan ensures activities are purposeful and linked to overall practice goal | | |
| Practice plan ensures activities reflect awareness and control for potential risk factors | | |
| Practice plan ensures activities contribute to the development of skill(s) and are appropriate to the stage of skill development | | |
| Total | | |
| Criteria: Design an Emergency Action Plan | | |
| Evidence | 0 1 2 | Comments |
| Phone numbers of parents and emergency contact have been collected and are in a location that can be accessible by coach | | |
| Emergency telephone numbers listed on the EAP | | |
| Location of medical profiles for each participant indicated on EAP | | |
| Location of fully stocked first aid kit is identified on EAP | | |

| | | |
|---|--|--|
| EAP has a Designate advance “call person” and “charge person” | | |
| EAP provides directions to reach the activity site | | |
| Total | | |



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A ROLE TO PLAY.**

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NCCP Code of Ethics



Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- ▶ Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- ▶ Share your knowledge and experience openly
- ▶ Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- ▶ Be a positive role model
- ▶ Maintain confidentiality and privacy of participants' personal information



Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- ▶ Recognize and minimize vulnerable situations to ensure the safety of participants
- ▶ Prioritize a holistic approach when planning and delivering training and competition
- ▶ Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- ▶ Participate in education and training to stay current on practices to ensure the continued safety of your participants
- ▶ Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- ▶ Provide equitable opportunity and access for all
- ▶ Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- ▶ Obey the rules and participate honestly and respectfully
- ▶ Be open, transparent and accountable for your actions
- ▶ Maintain objectivity when interacting with all participants



Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.



Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.



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Visit coach.ca, the resource and information hub for coaches in Canada. Check your coaching transcript in the Locker, access valuable eLearning coaching modules, and get practical coaching tips that you can use today from the Coaching Association of Canada.

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