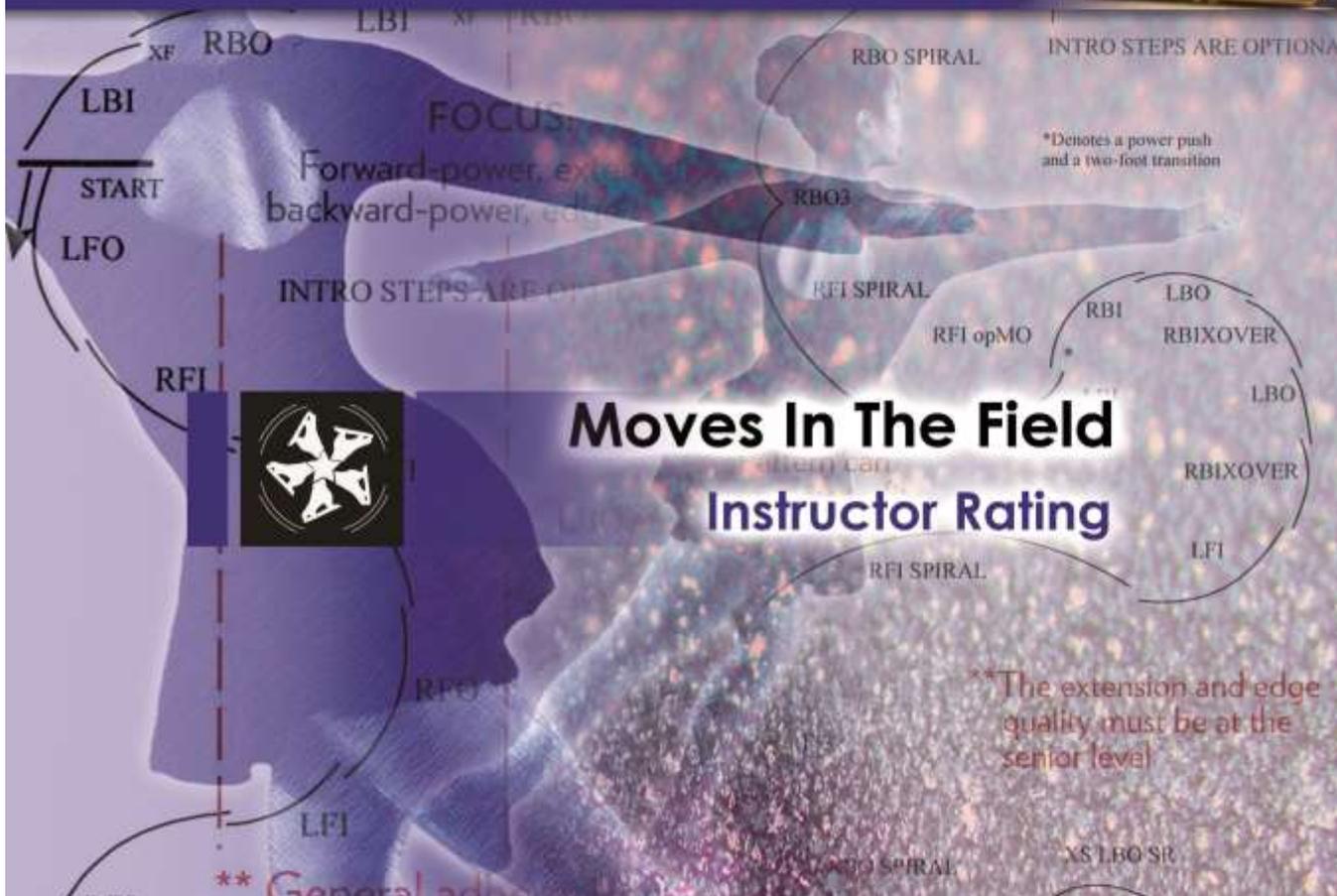
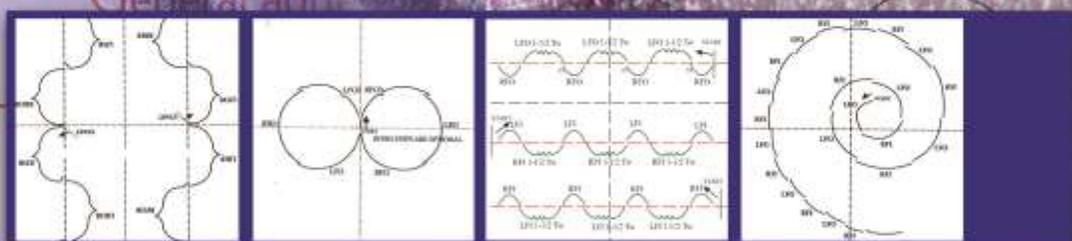


# RATINGS GUIDE

TO SAMPLE QUESTIONS



## Moves In The Field Instructor Rating



The purpose of this study guide is to provide the individual who is taking the PSA exam with the relevant materials covered by the exam.

## MOVES IN THE FIELD INSTRUCTOR RATING REQUIREMENTS

### 1. PSA REGISTERED MOVES IN THE FIELD INSTRUCTOR (RM):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the Basic Accreditation rating or Entry Level Coaching Course.
- C. Must have passed the U.S. Figure Skating preliminary moves in the field test or have coached a student through this level.
- D. Must have a minimum of 50 hours over a one-year period of professional coaching experience with at least one of the years at the registered moves in the field level (pre-preliminary and preliminary moves in the field tests) or higher.
- E. Must have passed the Registered Sport Science and Medicine written exam.
- F. Must pass the Registered Moves in the Field Instructor oral exam.

### 2. PSA CERTIFIED MOVES IN THE FIELD INSTRUCTOR (CM):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the Registered Moves in the Field Instructor rating.
- C. Must have passed the U.S. Figure Skating juvenile moves in the field test or have coached a student through this level.
- D. Must have a minimum of 100 hours over a two-year period of professional coaching experience with at least one of the years at the certified moves in the field level (pre-juvenile and juvenile moves in the field tests) or higher.
- E. Must have passed the Certified Sport Science and Medicine written exam.
- F. Must pass the Certified Moves in the Field Instructor oral exam.

### 3. PSA SENIOR MOVES IN THE FIELD INSTRUCTOR (SM):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the Certified Moves in the Field Instructor rating.
- C. Must have passed the U.S. Figure Skating novice moves in the field test or have coached a student through this level.
- D. Must have a minimum of 150 hours over a three-year period of professional coaching experience with at least one of the years at the senior moves in the field level (intermediate and novice moves in the field tests) or higher.
- E. Must have passed the Senior Sport Science and Medicine written exam.
- F. Must pass the Senior Moves in the Field Instructor oral exam.

### 4. PSA MASTER MOVES IN THE FIELD INSTRUCTOR (MM):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the Senior Moves in the Field Instructor rating.
- C. Must have passed the U.S. Figure Skating senior moves in the field test\* or have coached a student through this level.\*
- D. Must have a minimum of five (5) years professional coaching experience and have coached a minimum of 250 hours over the five-year period in the discipline of moves in the field with a least one year (50 hours) at the master level (junior and senior moves in the field tests\*).
- E. Must have passed the Master Sport Science and Medicine written exam.
- F. Must pass the Master Moves in the Field Instructor oral exam.

*\*2010 revised Moves in the Field tests*

*Pursuant the Federal Trade Commission Decision and Order dated March 3, 2015, the Professional Skaters Association has agreed to change its Code of Ethics and will not adopt, encourage its members to follow, or enforce any Code of Ethics provision relating to solicitation of coaching work that does not comply with the FTC Consent Order.*

*The Professional Skaters Association has permanently removed the Code of Ethics rules stating, "Prior to acting as a coach, the member shall determine the nature and extent of any earlier teaching relationship with that skater and other members" and, "No member shall in any case solicit pupils of another member, directly or indirectly, or through third parties."*

## MOVES IN THE FIELD RATING OUTLINE

### CATEGORIES FOR ALL LEVELS:

1. General / Stroking
2. Ethics and Education
3. Technique, Turns and Pattern
4. Rules and Standards / Testing
5. SafeSport

### LEVELS:

1. Registered - Candidates will be expected to have **a thorough basic knowledge** of the Pre-Preliminary and Preliminary Moves in the Field tests.
2. Certified - Candidates will be expected to have **an advanced knowledge** that is consistent and functional of the Pre-Juvenile and Juvenile Moves in the Field tests.
3. Senior - Candidates will be expected to have **a superior working knowledge** of the Intermediate and Novice Moves in the Field tests.

4. Master - Candidates will be expected to have **an exceptional knowledge** of the Junior and Senior Moves in the Field tests.

## MOVES IN THE FIELD EXAM OVERVIEW

### REGISTERED:

Exam candidates will be expected to have a **thorough basic knowledge** of the Pre-Preliminary and Preliminary Moves tests.

#### General / Stroking:

- Basic knowledge of stroking exercises
- Knowledge of the six focus points of Moves in the Field
- Knowledge of all four axis
- How an edge is created
- Where the body weight should be on the blade

#### Ethics and Education:

- How a coach should handle situations with other coaches as well as skating parents
- Standards of ethical behavior
- Educational credits required to maintain active rating
- Benefits of belonging to the PSA

#### Technique, Turns and Pattern:

- Ability to walk through each move and discuss the steps
- Draw on paper the various turns and patterns
- Common pattern errors, corrections and exercises to help
- Discuss power sources and extensions and how to apply them
- Examples of correct and incorrect pushing techniques
- Explain coaching methods and how you go about teaching basic edges and stroking
- Discuss the importance of learning the basics correctly and how to use keywords in lessons consistent

#### Rules and Standards / Testing:

- Test Preparation for a skater
- Knowledge of the testing rules and which errors require a re-skate
- Placement and optional placements of each move
- Intro step requirements

Safe Sport:

- U.S. Figure Skating SafeSport program

**CERTIFIED**

General / Stroking:

- Advanced knowledge of maximizing power within steps and stroking exercises
- Importance of using an axis
- knowledge of the different joints used to produce power

Ethics and Education:

- Benefits of using PSA events and products
- How to deal with fellow coaches in your work environment
- Knowledge of the PSA Grievance procedures

Technique, Turns and Pattern:

- Ability to walk through each move and discuss the steps
- Draw on paper the various turns and patterns
- Common pattern errors, corrections and exercises to help
- Discuss primary and secondary power sources and how to apply them
- Examples of closed and open mohawks
- Explain coaching methods and how you go about teaching turns
- Discuss how to correct scrapped and skidded turns

Rules and Standards / Testing:

- Test Preparation
- Dealing with a skater who took a test that was marked retry
- How do you keep your coaching methods consistent
- Discuss ways to develop power in a skater

SafeSport:

- Two-Deep Leadership
- Types of misconduct and abuse

**SENIOR**

General / Stroking:

- Superior knowledge of stroking and steps in each move
- Knowledge of the weight placement on the blade during turns
- How power and edge quality is used in each move

Ethics and Education:

- PSA Code of Ethics
- Benefits of using the internet for coaching
- Self promotion without being unethical
- Strong knowledge of PSA programs offered to members

Technique, Turns and Pattern:

- Ability to walk through each move and discuss the steps
- Draw on paper the various turns and patterns
- Common pattern errors, corrections and exercises to help
- Discuss primary and secondary power sources and how to apply them
- Examples of correct and incorrect twizzles and loops
- Explain coaching methods and how you go about teaching twizzles and loops
- Primary and secondary sources of power

Rules and Standards / Testing:

- Expectations for passing the Intermediate and Novice Moves tests
- Knowledge of why pattern is important
- Differences between the different test tracks
- Importance of the order of the moves within each test

SafeSport:

- Procedure for reporting suspected abuse
- Appropriate physical contact during training & instruction

**MASTER**

General / Stroking:

- Exceptional knowledge of maximizing power within steps and stroking exercises
- Importance of intro steps and the rules that apply to them

Ethics and Education:

- PSA Grievance Procedure
- Dealing with unethical coaches
- PSA Rankings and Emeritus Ratings

Technique, Turns and Pattern:

- Ability to walk through each move and discuss the steps
- Draw on paper the various turns and patterns
- Common pattern errors, corrections and exercises to help
- Discuss primary and secondary power sources and how to apply them

- Examples of closed and open mohawks and choctaws
- Explain coaching methods and how you go about teaching loops
- Discuss the importance of “selling the step sequences”

#### Rules and Standards / Testing:

- Expectations for passing the Jr and Sr Moves tests
- Focus points of Moves in the Field
- What happens when a skater doesn't follow the prescribe pattern
- How do you develop good posture and technique

#### SafeSport:

- Willfully tolerating misconduct
- The grooming process

<b>GENERAL / STROKING</b>
---------------------------

Moves in the Field tests were created to strengthen stroking, develop footwork and increase power. The lower levels of Moves in the Field encourage beginning skaters to learn the fundamentals of free skating. Knowledge of the steps, fairly good edges and some evidence of good form are basic skills which should be taught. Power and speed should be developed as the skater improves. Attention to pattern and depth of edges increases as tests progress.

Coaches need to isolate and concentrate on individual problems within each Moves in the Field test. Completing a whole pattern of stroking with turns on the ends is often a waste of time if the turns are the problem and not the stroking. It would be more time efficient to repeatedly practice the turns in the center of the rink until they are controlled and then add the stroking.

While you will employ many different techniques to help your skaters master Moves in the Field, it is important to remember the basics. Speed, flow and quality edges are a necessity; control and correct execution are key. The ultimate goal of Moves in the Field testing is to develop a skater to perform solid connecting steps between elements in order to give balance and link together a total performance that inspires and excites an audience.

### QUESTIONS TO CONSIDER

#### REGISTERED

1. How do you create an edge?
2. What are the six focus points of Moves in the Field?
3. How is flow maintained across the ice?

4. What body parts and techniques would you employ to attain power?
5. Are intro steps important?
6. How will pattern dictate accuracy?

### **CERTIFIED**

1. How do you correct toe pushing?
2. What is cadence and how does it relate to Moves in the Field?
3. Describe all four axes.
4. What is a sub-curve and how to correct it?
5. How does extension develop power?

### **SENIOR**

1. Where is the axis when executing a forward outside counter?
2. What is quickness? Define and explain.
3. What does “check” mean?
4. What moves require a stand still start?
5. How do you recognize superior skating quality?

### **MASTER**

1. What are the new elements your skater would learn on the Junior and Senior Moves tests?
2. What is the difference between the wide open Choctaw in the Choctaw Sequence and the wide closed Choctaw?
3. What is the importance of teaching introductory steps?
4. How do you camouflage a skater's weaknesses at this level?

<b>EDUCATION AND ETHICS</b>
-----------------------------

Introduction: How many career options can provide the excitement, challenges and satisfaction of coaching figure skating? Figure skating coaches at all levels experience the pleasure of watching young people develop the sport skills of skating. However, coaches also have equally important legal and ethical obligations to our governing organizations, our skaters and their families, but most of all...to ourselves. Many of these obligations or responsibilities are natural extensions of the mission and goals of the PSA, US Figure Skating, ISI and other governing organizations. Others are defined legally or are expectations of society for a “teacher” in an extracurricular activity.

There are many lists of coaching responsibilities to be found, and a list of resources is included at the end of this introduction. Every figure skating coach should print, read, and have available a copy of each of these documents, and become familiar with the expectations for professional figure skating coaching. Some focus mainly on the legal issues and others focus more on ethical issues. The legal and ethical issues are not mutually exclusive, as many of the legal

responsibilities are based upon societal ethics, doing what is morally right. Preventing discrimination and harassment of athletes is a legal duty of coaches, since these activities are illegal, but this duty is also an ethical expectation of society. Skaters in a coach's care are expected to be safe, both physically and emotionally.

Legal responsibilities: Legal responsibilities are usually formulated to maintain the safety and wellbeing of the athletes. Mandatory child-abuse reporting is a legal responsibility of coaches in many states and is a good example of a coach's duty that is mandated by a governmental body. Check your state laws to learn what the expectation is for a professional coach with regard to reporting child abuse.

A very important source of additional expectations for a coach is found in the accepted national standards for coaching published by our professional organizations, PSA. As these standards become more widely accepted, they will become the "standard of care" for figure skating coaches in the eyes of the legal system. It will be necessary for figure skating coaches to show that they have the training and expertise in each of the various areas detailed in this set of standards.

The following list of legal duties of a coach is representative of the many codes of conduct and behaviors recommended for coaches:

1. Use of current knowledge of proper skills and methods of instruction
2. Creating and maintaining a safe physical, and positive emotional environment
3. Recommendation of safe and appropriate equipment
4. Proper and beneficial short- and long-term planning
5. Providing warnings to parents and athletes of risks inherent in sport participation
6. Developing a sensitivity to the health and well-being of skaters under a coach's direction
7. Planning for the provision of appropriate emergency care

Ethical Duties: The ethical duties of a coach are not as easily defined. We can begin with the acknowledgement of core responsibilities of the coaching profession as the cornerstone of ethics. There is a framework that we can use for making ethical decisions:

1. Define for yourself what the ethical issue is.
2. Gather the facts surrounding the issue.
3. Make your best effort to understand all sides of the issue
4. Consult with trusted colleagues.
5. Make a list of actions you can take.
6. Identify the practical options from the list of actions.
7. Consider, determine and weigh the consequences of each proposed option by answering three questions:
  - a. Who will be affected by my decision or my action?

- b. Will I be able to acknowledge this decision to my colleagues, my club and rink, PSA, etc.
- c. Can I live with my action or decision?

Respect, Responsibility, and Integrity encompass the standards of ethical behavior that coaches must exhibit in their role as the primary facilitator of developing skaters. When ethical standards are applied consistently, they enable coaches to emphasize and nurture the long-term best interests of skaters and allow coaches to facilitate the development of the highest potential of the skaters.

Continuing Education: Coaching figure skating as a profession is an exciting and dynamic one. There is no major sport in the world that trains its athletes the same as it did 20 years ago—and figure skating should not be an exception. We have a challenge and an obligation to provide our skaters with the highest-quality information and training techniques.

Continuing education is a vital and necessary part of developing skills as a coach. As we learn more within the sport, we are able to coach at higher levels, interpret training methods more comprehensively, and have a greater understanding of technique. Most licensed professions have continuing education requirements to stay updated on new methods or developments within their profession. In occupational therapy, for example, 25 continuing education course hours are required every two-year period to maintain licensure. Requirements vary between professions but the need for professional development is universally accepted. When you look at your own coaching career, investing in education is a natural part of improving.

*Pursuant the Federal Trade Commission Decision and Order dated March 3, 2015, the Professional Skaters Association has agreed to change its Code of Ethics and will not adopt, encourage its members to follow, or enforce any Code of Ethics provision relating to solicitation of coaching work that does not comply with the FTC Consent Order.*

*The Professional Skaters Association has permanently removed the Code of Ethics rules stating, "Prior to acting as a coach, the member shall determine the nature and extent of any earlier teaching relationship with that skater and other members" and, "No member shall in any case solicit pupils of another member, directly or indirectly, or through third parties."*

## QUESTIONS TO CONSIDER

### REGISTERED

1. How do you handle dissension between yourself and another member of the coaching staff?
2. Name one standard of ethical behavior for coaches?
3. What are the benefits of a PSA membership?

4. Are there advantages to team teaching?

### **CERTIFIED**

1. Describe good qualities of a coach.
2. How can you promote yourself ethically?
3. What benefits are there to attending a PSA event?
4. What is the PSA Grievance Procedure?
5. How do you respond to a new student who wants lessons?

### **SENIOR**

1. What should you do if you disagree with a judge's mark?
2. How do you handle student confidences?
3. What is the PSA Code of Ethics?
4. Name five PSA programs.
5. How do you use the internet for your business of coaching?

### **MASTER**

1. How do you deal with your own burnout?
2. How do you deal with an unethical coach in your rink? In your area?
3. What is a PSA Ranking? What is an Emeritus Rating?
4. Give a brief summary of the PSA Educational events offered.

<b>TECHNIQUE, TURNS and PATTERN</b>
-------------------------------------

Moves in the Field are designed to emphasize one or more of the following qualities: power, edge quality, extension or line, quickness or preciseness of skating movement, continuous flow and turn execution. Although all six qualities are simultaneously important, even critical, to good skating, the Moves in the Field are designed to allow the skater to focus on one or more specific qualities.

Power moves are intended to measure a skater's ability to generate and maintain speed. Edge quality moves are to challenge the skater to achieve proper balance and to control body rotation in conjunction with demonstrated flow. Extension (line or carriage) moves are designed to demand the skater's pursuit of style and artistry with demonstrated flow. Quickness moves are intended to verify the skater's ability to perform quick, precise skating steps and movements. Continuous flow moves are meant to be skated with an even consistent undisturbed running edge across the ice. Turn execution moves are intended to verify the skater's ability to perform proper skill and technique of how the turn should be performed.

As in all skating, the intention is to encourage flow and a strong body line. It is recognized that the emphasis needs to be on the body action, rather than the specificity of edge.

**\*\*Its important that you know and are able to do the following\*\***

1. All of the moves in each level.
2. The order that the moves are skated in.
3. The focuses of each individual move.
4. 3-5 common errors for each move.
5. 3-5 exercises to fix these problems.
6. Be able to draw out each move and its edges and turns on paper.
7. Be able to walk out each entire move on the floor.

*Examiners will ask at least one question from each individual move and will choose at least one question from each level regarding Technique, Turns and Pattern.*

### QUESTIONS TO CONSIDER

#### REGISTERED

1. Why is the perimeter stroking important to learn as a beginning move?
2. How do you teach the four basic edges?
3. Name some exercises to strengthen a weaker leg for a spiral.
4. Do you teach a rhythm on the waltz eight?
5. Are the transitional steps important on the forward and backward crossovers?
6. What arm positions do you teach on the spirals?
7. Is there a weight shift on the power threes?
8. How do you control going in and out of an alternating 3 turn?
9. What determines the circle size for the forward circle 8's?
10. Draw the pattern of the alternating backward crossovers to backward outside edges.

#### CERTIFIED

1. Do you use a count or cadence during any of the moves?
2. How do you focus and explain edge quality during turns?
3. Why is learning "power pulls" so important and where is the pressure on the blade during the pull?
4. How do you teach the head, arms and leg positions during the backward 8's?
5. What are the correct edges on the five-step Mohawk sequence?
6. Describe the circumference increase on the power circles.
7. Is the Mohawk in the eight-step open or closed?
8. Does PSA recognize more than one way to do a cross stroke?
9. Can skaters do a move pattern in a different location than what is diagramed in the rule book?
10. Draw the placement of the 3's in the double three pattern.

#### SENIOR

1. How important is turn placement?
2. What is a proper spiral and how do you teach it?

3. What does a correct bracket look like on paper?
4. What part of the blade does a skater twizzle on?
5. Exercises for teaching the slide chasse.
6. What is the knee action during the inside 3-turns?
7. What other turns do the counters relate to?
8. What are the arm and leg positions before, during and after a loop?
9. Where do the sources of power come from during the slow rocker Choctaws?
10. What is a common error during a back inside twizzle?

### **MASTER**

1. Common problems with inside and outside rocker sequences.
2. What is edge quality in the sustained edge step?
3. Explain the free leg and skating knee action on the back outside power double three-turns to double inside rocker step.
4. How many forward and backward rockers are performed in the rocker pattern?
5. Where are the sources of power on the straight line Choctaw-sequence?
6. What are the primary and secondary power sources for the Junior Power Pulls? How can you obtain the most power?
7. Explain what arm positions you teach going into, during and out of the back outside loops? Back inside loops? What free leg positions do you teach going in and out of backward outside and inside loops?
8. What axis is used during the Jr Straight Line Sequence and which turns are performed on them?
9. Where are the most important places to check during the back rocker, Mohawk, inside bracket cross behind outside bracket portion of the Sr Serpentine Step Sequence?

<b>RULES and STANDARDS / TESTING</b>
--------------------------------------

Testing is a unique part of figure skating and requires specific strategies. A skater who has been properly taught how to prepare for a testing situation should be able to use that skill when testing in school or in many challenges he or she will meet in their lifetime. A testing situation, although filled with variables, has many constants. Those are the factors to dwell on when preparing a student for a test:

- Skaters should know the order in which the moves are skated.
- They should be prepared to begin at either end of the ice.
- They may be asked to skate simultaneously with other skaters.
- They should understand the primary focus of each move.
- Although there are optional steps and positions, a skater should be taught a specific number of entry steps and definite arm and free leg positions.

- The skater should clearly understand the long axis and pattern of each move.

## QUESTIONS TO CONSIDER

### REGISTERED

1. How do you prepare a skater for Moves in the Field tests?
2. How many intro steps can be used?
3. Discuss patterns on Moves in the Field tests.
4. What is a mandatory error?

### CERTIFIED

1. Do you add arm movements? Why or why not?
2. When should toe pushing not be tolerated?
3. Can you talk to a student during a test?
4. How do you produce power?

### SENIOR

1. What is the difference in the passing standard between the Intermediate and Novice Moves test?
2. Is pattern important?
3. Define quickness and why it's important.
4. How many retries are allowed?

### MASTER

1. What can happen if a skater does not follow the prescribed pattern?
2. What are the six focus points in Moves in the Field?
3. Name three of the expectations to pass the senior Moves in the Field test.
4. Explain the difference between the long axis and the continuous axis and how you use both.
5. How would you explain the difference to your skater between testing the junior Moves in the Field test as to the senior Moves in the Field test?

<b>SAFESPORT</b>
------------------

SafeSport was originally created by the U.S. Olympic Committee, and the U.S. Figure Skating SafeSport Program was formally launched in May 2013 at the annual Governing Council meeting and includes policies that will apply to all U.S. Figure Skating clubs, programs, events and activities. The PSA wholeheartedly supports the continued effort of U.S. Figure Skating to provide a safe environment for its members and to protect the opportunity of its members to participate in the sport in an atmosphere that is free of harassment and abusive practices.

As coaches, we all play a role in creating a healthy environment for our skaters to participate in our sport. The role of PSA is to educate our members on their unique position to raise awareness about the different types of misconduct and a clear reporting process. To do this PSA continues to provide opportunities for education and training on SafeSport and assists U.S. Figure Skating in implementing policies and guidelines for protection of the athletes and our coaches.

PSA has partnered with U.S. Figure Skating in a comprehensive approach for distributing SafeSport information to all coaches with a delivery plan. The conveyance of information actually began in 2012 with CER ET 201 – “2GRO-W Champions” course that was mandatory for all coaches in that season. Additionally PSA has hosted SafeSport presentations at Conference, Nationwide Seminars, PS Magazine articles, Program Component Camps, and CER RU 100 “SafeSport for Figure Skating Coaches”.

The scope and content of SafeSport is being communicated to coaches on a continual basis. As knowledge of SafeSport has become an expectation for coaches at all levels, questions have been added to every rating exam. Candidates will be informed in advance that SafeSport will now be a component of the exam.

To prepare, please review the study material at the following links:

The link to the U.S. Figure Skating SafeSport page:

- [www.usfsa.org/shell.asp?sid=49066](http://www.usfsa.org/shell.asp?sid=49066)

USFS SafeSport Handbook:

- [www.usfsa.org/content/safesport%20handbook.pdf](http://www.usfsa.org/content/safesport%20handbook.pdf)

#### **MOVES IN THE FIELD SAFESPORT SAMPLE QUESTIONS TO CONSIDER:**

1. What is the U.S. Figure Skating SafeSport Program?
2. What is “Two-Deep Leadership”?
3. What are the different types of misconduct and abuse?
4. What is the proper procedure for reporting suspected abuse?
5. What do you consider appropriate physical contact during training & instruction?
6. What is “Willfully Tolerating Misconduct?”
7. What is the grooming process?
8. What is child abuse?

**DEFINITIONS and SKATING STANDARDS FOR MOVES IN THE FIELD**

## **THE FOCUS POINTS OF MOVES IN THE FIELD:**

**Power** is creation and maintenance of speed and flow without visible effort. It is developed by continuous rise and fall of the skating knee together with the pressure on the edge on the blade against the ice. End products of power are (1) velocity, speed or pace (2) flow across the ice (3) acceleration.

**Edge Quality** is initiated through proper body alignment over the skating foot, creating a stable arc that travels uninterrupted until a required transition takes place. Depth of edge refers to the acuteness of the arc and is created by the lean of the body and the angle of the blade when it takes the ice. Good edges result in a confident, sure and controlled movement.

**Quickness** refers to foot speed. It is the precise, rapid, and crisp turns, changes of edges, and transitions. Quickness does not refer to the overall pace at which the move is skated. Refinements to acknowledge include quick movement that is quiet, fluid, and continuous without disturbing the proper and erect carriage of the upper body or interrupting the established rhythm.

**Extension** is controlled stretching of the free leg complemented by an upright body posture. The extended leg is held in an unbroken line. Spirals are an obvious element to demonstrate good extension (by the way, the benchmark for spirals is that the free leg must be at least at hip height.) Extension can also refer to nicely straightened legs and pointed toes during stroking. The final extended position should be executed in a controlled manner and should achieve maximum length of all body lines.

**Continuous Flow** is the skater's ability to maintain a consistent and undisturbed running edge across the ice. Flow does not necessarily relate to the speed at which the skater is traveling as it is sometimes best recognized as the skater starts to slow down.

**Turn Execution** (formerly called Turn Quality) is the proper skill and technique of how the turn should be performed. The correct entry and exit edges are to be adequate for its identification.

## **OTHER IMPORTANT TERMS:**

Axes definitions taken from the Dance Glossary of the U.S. Figure Skating Rulebook  
**Long Axis/Longitudinal Axis:** A straight line that divides the ice surface into two halves lengthwise (midline).

**Continuous Axis:** An imaginary line running around the ice surface that serves as the basis for the dance pattern. Usually in pattern dances and short dance the continuous axis consists of two lines running parallel to the long axis of the ice

surface, approximately halfway between long axis and the sides. These lines are joined at each end of the ice surface by a semi-circle. These semi-circles are flattened in some dances so that they run parallel to the ends of the ice surface. In circular dances, such as the Kilian, the continuous axis approximates a circle. The continuous axis of the Paso Doble is an oval.

**Transverse Axis:** An imaginary line intersecting the continuous axis of a dance at right angles.

**Short Axis:** A straight line that divides the ice surface into two halves crosswise.

**Posture/Carriage** is the proper alignment of the hips, back, arms, shoulders, and head over the skater. Unless the move requires a variation, typically, the skater's back should be straight, with the spine and head perpendicular to the surface of the ice. The arms should be extended out from the shoulders, level, and relaxed. The free leg should be extended in a straight line and slightly turned out from the free hip to the free toe.

**Accuracy** is the correct start, steps, and adherence to the general pattern.

**Bilateral movement** is the ability to execute movements on both sides of the body, clockwise and counterclockwise, forward, and backward.

In **Spirals** both the free leg and the upper body are extended up and away from the employed leg and the surface of the ice. The torso should remain somewhat upright and not collapsed downward. The head should maintain an upright position following the natural curve of the rest of the upper body. The free leg should be straight, turned out and extended at the level of the hip or higher. Positioning of the arms is optional.

NOTE: "Moves in the Field" have been designed to encourage the skater to generate speed and power at each transition. The transitions include a push or pull movement from one of the four edges on both the right and left feet (forward, backward, inside and outside).

## SUGGESTED READING LIST FOR MOVES IN THE FIELD

The following suggested reading represents publications related to skating, equipment, coaching techniques and skating history. None of the publications necessarily represents the official position of the PSA as to any content presented. This list is provided solely as a reference tool for the convenience of persons interested in figure skating.

PSA 2011

### **BOOKS:**

PSA Moves in the Field - Pre Preliminary to Senior, 5.1 edition, PSA 3006 Allegro Park SW, Rochester, MN 55902, 2009

The Complete Book of Figure Skating, Carole Shulman, Human Kinetics, 2001

The Inner Champion: A Mental Toughness training Manual for Figure Skaters, Choeleen Loundagin, 1997 (Paperback)

Figure Skating School: A Professionally Structured Course from Basics to Advanced Techniques by Peter Morrissey, James Young (Paperback – October 1997)

Sports Illustrated Figure Skating: Championship Techniques by John Misha Petkevich, John Misha Petkevich, Winner's Circle Books, 1989

Competitive Figure Skating, a Parent's Guide, Robert S. Ogilvie, Harper and Row, New York, 1985

Games Girls Play: Understanding and guiding young female athletes, Caroline Silby, Ph.D., Shelly Smith, St. Martin's Press, 2000

Official USFSA Rulebook, United States Figure Skating Association, Colorado Springs, Co [www.usfsa.org](http://www.usfsa.org), 2005

Recreational Ice Skater Test Standards, Ice Skating Institute, Inc., Dallas, TX [www.skateisi.com](http://www.skateisi.com)

Skate With U.S. Basic Skills Program, United States Figure Skating Association, Colorado Springs, CO [www.usfsa.org](http://www.usfsa.org) 2010

Lesson Planning Manual Volume 2, U.S. Figure Skating Basic Skills Program, 2010

The Ultimate Guide to Weight Training for Skating (Paperback), Robert Price, Maryanne Haselow-Dulin, Price World Enterprises, 2003. ISBN: 1-932549-21-8

Ice Skating: Steps to Success (Steps to Success Activity Series) (Paperback), Karin Kunzle-Watson, Stephen J. Dearmond, Human Kinetics Publishers, Inc. 1996 ISBN: 0-87322-669-0

Conditioning for Skating: Off-Ice Techniques for On-Ice Performance (Paperback), Carl Poe, M.S., C.S.C.S., McGraw-Hill, 2002 ISBN: 157028220X

Ice Dancing, A Manual for Judges and Skaters, available through USFSA, Colorado Springs, Co [www.usfsa.org](http://www.usfsa.org)

Figure It Out, Nina Stark-Slapnik, 1986. A Figure workbook for skaters. Available through the PSA Office, Rochester, MN [www.skatepsa.com](http://www.skatepsa.com)

New Era Figures, Robert Ogilvie, PSA Office, Rochester, MN [www.skatepsa.com](http://www.skatepsa.com)

The Handbook of Figure Skating, Professional Skaters Association, Rochester, MN [www.skatepsa.com](http://www.skatepsa.com), 1995. A complete guide to the sport of figure skating.

Figure Skating: Sharpen Your Skills, Indiana/World Skating Academy, Masters Press, Indianapolis, IN, 1995

ISU Handbooks, available through the ISU, Lausanne, Switzerland, [www.isu.org](http://www.isu.org)  
(Regulations, Single Skating)

Skater's Edge SOURCEBOOK: Ice Skating Resource Guide, Second edition, Alice Berman, Skater's Edge, 1998

Figure Skating for Dummies, (Paperback) by Kristi Yamaguchi with Christy Ness and Jody Meacham, IDG Books

### **MAGAZINES AND PERIODICALS:**

The Professional Skater, PS Magazine, Professional Skaters Association, Rochester, MN Bi-Monthly

Skating Magazine, U. S. Figure Skating, Colorado Springs, CO. Published 10 times per year

Blades on Ice, Gerri Walbert, 7040 North Mona Lisa Road, Tucson, AZ 85741. Bi-monthly

International Figure Skating, Paragraph Communications, 55 Ideal Road, Worcester, MA 01604

Patinage, 39 boulevard de la Marne, 76000 Rouen, France. Five issues per year

Recreational Ice Skating, Ice Skating Institute, 355 West Dundee Road, Buffalo Grove, IL 60089-3500

Ice Skating Down Under, PO Box 567, Archerfeld, Queensland, 4108, Australia. Quarterly

6.0 Skate Magazine, Newtown, NH [www.six.0skatemag.com](http://www.six.0skatemag.com)

### **VIDEOTAPES / DVD's:**

Moves in the Field, Volumes I and II, (VHS and DVD formats available) Professional Skaters Association, Rochester, MN [www.skatepsa.com](http://www.skatepsa.com).

Moves in the Field Pre-Preliminary to Senior plus Adult Moves, (new and revised Moves) DVD, Professional Skaters Association, Rochester, MN 2010.

USFSA Jets Committee, available through USFSA, Colorado Springs, CO. (Senior singles Required elements, Senior Pairs Required Elements, Synchronized Team, International Dances, Warm-up and Stretching by Ricky Harris)

Magic of Style: Volumes I, II and III, Training Videos, Ann-Margret Frei-Hall, Vail, CO

Figure Skating Elements (How to Series 5 volumes), [VHS or CD] ISU presents an educational series to demystify figure skating. 2002 ISU Lausanne, Switzerland, [www.isu.org](http://www.isu.org)

