

PROFESSIONAL SKATERS ASSOCIATION

# RATINGS GUIDE

TO SAMPLE  
QUESTIONS



## Synchronized 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.





## 2015 SYNCHRONIZED SKATING INSTRUCTOR RATING REQUIREMENTS

- Items underlined indicate a change from the previous year.
- For Synchronized Skating Instructor requirements the coach may be either the primary coach or the assistant coach of the team.

### **\*\* Videotape Guidelines for all levels:**

1. The video must be a DVD format of good quality taken within the last five (5) years. If the video is unable to be viewed at the time of the exam, the exam will not be permitted to continue and the exam will be considered "incomplete". The exam fee will be forfeited.
2. The team must be at the designated level for the rating.
3. The candidate will be asked to narrate the video, discussing points such as theme and style.

### **1. PSA REGISTERED SYNCHRONIZED SKATING INSTRUCTOR (RS);**

- 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 trained a registered U.S. Figure Skating or ISI competitive team at any level, or other ISU member organization equivalent.
- 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 synchronized skating level (see C above) or higher.
- E. Must have employer or team manager sign the application verifying team teaching experience.
- F. \*\* Must bring a VHS or DVD video with a sampling of the applicant's team choreography at the U.S. Figure Skating or ISI competitive team at any level or other ISU member organization equivalent to the exam for review by the panel of examiners.
- G. Must have passed the Registered Sport Science & Medicine written exam.
- H. Must pass the Registered Synchronized Skating Instructor oral exam.

### **2. PSA CERTIFIED SYNCHRONIZED SKATING INSTRUCTOR (CS):**

- 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 Synchronized Skating Instructor rating.
- C. Must have trained a team at the U.S. Figure Skating sectional level or the ISI National level, or other ISU member organization equivalent.
- 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 synchronized skating level (see C above) or higher.
- E. Must have employer or team manager sign the application verifying team teaching experience.
- F. \*\* Must bring a VHS or DVD video with a sampling of the applicant's team choreography at the U.S. Figure Skating sectional level or ISI National level or higher, or other ISU member organization equivalent to the exam for review by the panel of examiners.
- G. Must have passed the Certified Sport Science & Medicine written exam.
- H. Must pass the Certified Synchronized Skating Instructor oral exam.

**3. PSA SENIOR SYNCHRONIZED SKATING INSTRUCTOR (SS):**

- 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 passed the Certified PSA Synchronized Skating Instructor exam.
- C. Must have completed one of the following:
  - a. Have trained a collegiate, intermediate, novice, junior or senior team at the U.S. Figure Skating national level or other ISU member organization equivalent;

**OR**

  - b. Have been a junior or senior U.S. Figure Skating national synchronized team competitor, or other ISU member organization equivalent.
- 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 synchronized Skating level (see C above) or higher.
- E. Must have employer or team manager sign the application verifying team teaching experience.
- F. \*\* Must bring a VHS or DVD video with a sampling of the applicant's team choreography at the collegiate, intermediate, novice, junior or senior U.S. Figure Skating national level or higher, or other ISU member organization equivalent to the exam for review by the panel of examiners.
- G. Must have passed the Senior Sport Science & Medicine written exam.
- H. Must pass the PSA Senior Synchronized Skating Instructor oral exam.

**4. PSA MASTER SYNCHRONIZED SKATING INSTRUCTOR (MS):**

- 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 Synchronized Skating Instructor rating.
- C. Must have completed one of the following:
  - a. Have trained a junior or senior team competing at the U.S. Figure Skating national level, or other ISU member organization equivalent level;

**OR**

  - b. Have been a U.S. Figure Skating or other ISU Governing Body selected international synchronized skating competitor at the junior or senior level, or other ISU member organization equivalent.
- 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 synchronized SKATING with a least one year (50 hours) at the master level (see C above).
- E. Must have employer or team manager sign the application verifying team teaching experience.
- F. \*\* Must bring a VHS or DVD video with a sampling of the applicant's team choreography at the junior or senior U.S. Figure Skating, or other ISU member organization equivalent national or international level to the exam for review by the panel of examiners.
- G. Must have passed the Master Sport Science & Medicine written exam.
- H. Must pass the Master Synchronized Skating Instructor oral exam.

\* Hours maybe combined with on-ice and off-ice but on-ice must be 50% or more.

*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."*

## **PSA SYNCHRONIZED SKATING INSTRUCTOR OUTLINE**

### **A. CATEGORIES:**

1. Video
2. General / Rules and Standards
3. Ethics and Education
4. Technique
5. Music and Choreography
6. Safety
7. SafeSport

### **B. LEVELS:**

Registered - U.S. Figure Skating or ISI competitive synchronized skating team at any level [A thorough basic knowledge is required]

Certified - U.S. Figure Skating sectional level or ISI national level  
[Advanced knowledge that is consistent and functional]

Senior - Collegiate, novice, junior or senior at the U.S. Figure Skating national level [Superior working knowledge]

Master – Junior and senior at the U.S. Figure Skating national level.  
[Exceptional knowledge]

# OVERVIEW OF SYNCHRONIZED SKATING RATING LEVELS

## REGISTERED LEVEL:

Competition – U.S. Figure Skating or ISI competitive Synchro team at any level

### 1. Video:

- Basic knowledge of choreography
- Basic knowledge of timing
- Ability to identify strengths and weaknesses of performance

### 2. General / Rules and Standards:

- Working understanding of Synchro team management and structure
- Differences of the 6.0 and IJS judging systems
- Coach responsibility when skaters change to another Synchro team organization

### 3. Ethics and Education:

- PSA Code of Ethics
- Educational credits required to maintain an active rating
- Social media guidelines

### 4. Technique:

- Working knowledge of the five basic elements
- Basic ability to identify mistakes and make corrections
- Language commands
- Holds

### 5. Music and Choreography:

- Music selection and program layout
- Understanding of a well-balanced program
- Working knowledge of training choreography

### 6. Safety:

- Injury prevention and first aid
- Equipment
- Illegal moves or elements

### 7. SafeSport:

- Awareness of the SafeSport program
- Where to find information/handbook

## **CERTIFIED LEVEL:**

Competition: U.S. Figure Skating sectional or ISI national competitive synchronized skating team at any level.

### 1. Video:

- Evidence of a well-balanced program
- Advanced ability to identify weaknesses and strengths
- Timing

### 2. General / Rules and Standards:

- Building Synchronized Skating team spirit and unity
- Costumes
- Management
- Synchronized Skating team selection
- ISU judging system – Scale of Values (SOV), Grade of Execution (GOE), Technical Panel, and Program Components

### 3. Ethics and Education:

- Good sportsmanship and motivation
- Networking and recruitment
- PSA Grievance Procedure
- PSA educational events
- Social media

### 4. Technique:

- Transitions
- Common errors and corrections in the five basic elements
- Working knowledge of three-turns, Mohawks, Choctaws, brackets and twizzles
- Holds

### 5. Music and Choreography:

- Music selection
- Placement of elements and skaters
- Timing
- Use of axis in choreography

### 6. Safety:

- Injury prevention and first aid
- Equipment
- Falls

### 7. SafeSport:

- Understanding of what SafeSport is and where to find further information

## **SENIOR LEVEL:**

Competition: collegiate, intermediate, novice, junior, or senior synchronized skating team at the U.S. Figure Skating national level.

### 1. Video:

- Well balanced program
- Superior analysis of weakness and strengths
- Timing
- Musical interpretation

### 2. General / Rules and Standards:

- Nutrition
- Synchronized skating team tryouts and alternates
- Working knowledge of the ISU judging system – points are given for each technical element and program component as well as reductions for mistakes; definition of a fall; Program Content form.
- Short program requirements
- Well-balance program requirements

### 3. Ethics and Education:

- Communications; motivation
- Coach relationships
- PSA educational programs and events
- Ethical solicitation, marketing and promotion
- PSA Rankings versus Ratings
- Social media

### 4. Technique:

- Working knowledge of step sequences and spins
- Traveling elements
- Pivoting elements
- Use of features/ variations
- All types of turns: Mohawks, Choctaws, rockers, counters, brackets, twizzles, loops  
Field Moves: all spirals, all Ina Bauer's, all spread eagles, 135/180 spirals
- Intersections

### 5. Music and Choreography:

- Program structure and requirements
- Timing
- Mohawks, rockers, counters, twizzles, loops; bilateral movement
- Use of space and body levels
- Program components



6. Safety:

- Injury prevention
- Travel safety
- Costumes
- Training lifts safely

7. SafeSport:

- Knowledge of the SafeSport Manual

**MASTER LEVEL:**

Competition: junior or senior synchronized skating team at the U.S. Figure Skating national level

1. Video:

- Well balanced program
- Timing
- Exceptional insight of weaknesses and strengths
- Interpretation of the music

2. General / Rules and Standards:

- Synchronized skating team organization and management
- ISU judging system – Program components; protocol; technical panel; reductions and deductions
- Use of scale of values to determine base mark

3. Ethics and Education:

- Coach relationships
- How to approach a judge at competitions
- Confidence of a synchronized skating team
- Emeritus ratings
- Promoting good sportsmanship
- Safe social media

4. Technique:

- Working knowledge of high level elements; use of features/ variations
- Exceptional knowledge of all turns and edge quality
- Spins

5. Music and Choreography:

- Program layout diagrams
- Setting a program
- Element selection
- Step sequences

- Use of the creative element

6. Safety:

- Equipment
- Eating Disorders
- Coaching responsibilities for reporting abuse
- Training lifts safely

7. SafeSport:

- Complete understanding and awareness of the SafeSport Program

<b>SYNCHRONIZED SKATING VIDEO</b>
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Implementing video training is a valuable tool for synchronized skating. It is a helpful aid in introducing new moves and transitions and evaluation of elements or performances. Video training can be valuable to a coach in order to review weekly practices. Routines can be seen from all angles and unison and clarity of elements can be evaluated. There are several computer Apps available to help coaches and athletes in their training. Some of these apps allow the users to send pictures and videos to each other which can serve as a valuable learning tool.

**QUESTIONS TO CONSIDER**

**REGISTERED SYNCHRONIZED SKATING VIDEO:**

1. Describe one (1) transition from this program and diagram it.
2. Describe the strengths and weaknesses of this program.

**CERTIFIED SYNCHRONIZED SKATING VIDEO:**

1. Explain the strengths and weaknesses of this program.
2. Identify each element as they occur on the video.

**SENIOR SYNCHRONIZED SKATING VIDEO:**

1. What will you focus on in order to take this Skating to the next level?
2. As we view this video select a step sequence and name the turns in the order they occur.
3. Describe the use of arms and body movement to enhance highs and lows of the music.

**MASTER SYNCHRONIZED SKATING VIDEO:**

1. Select an element as we view this and count it out.
2. Would you have done anything differently with this program if you were starting it again? If so, what would it be?
3. Describe how body movements help to develop the theme.

## GENERAL/RULES & STANDARDS

Synchronized Skating has certainly arrived and has a secure place in the competitive structure of figure skating. In addition, Synchronized Skating is a great way to keep people of all ages skating. Clubs that field a Synchronized Skating team benefit with continuous growth and retention of membership. The professional staff of the club will benefit as the skaters continue to build their skills through lessons in all disciplines.

In order to build a successful synchronized skating organization, the skating team's management must consist of volunteers who believe in the skating team's goals and philosophies. It is important to determine what positions are necessary within your organization and to place clear and precise guidelines for each position.

### QUESTIONS TO CONSIDER

#### **REGISTERED SYNCHRONIZED SKATING GENERAL:**

1. What is the advantage of having a synchronized skating team in your club/rink? To the coaching staff? To the skaters?
2. Describe the steps you take in organizing a new synchronized skating team.
3. Describe your parent organization.
4. What is the IJS system and how does it compare to the 6.0 system?

#### **CERTIFIED SYNCHRONIZED SKATING GENERAL:**

1. What do you look for beyond technical skills when auditioning skaters?
2. How do you prepare for a practice session?
3. Name 4 things every skater can learn from skating on a Synchronized Skating Team.
4. Explain the following in the IJS: Scale of Values (SOV), Grade of Execution (GOE), Technical Panel, and Program Components.

#### **SENIOR SYNCHRONIZED SKATING GENERAL:**

1. Define power, quickness, edge quality and extension.
2. How can you ensure that an alternate will be capable in any position?
3. What nutritional needs are important for maximum training and performance?
4. Explain the point structure for the technical elements and the program components.

#### **MASTER SYNCHRONIZED SKATING GENERAL:**

1. Is there more than one way to organize a synchronized skating team? If so, explain advantages and disadvantages of each.
2. Describe the steps you take in organizing a new synchronized skating team.
3. Describe your parent organization.
4. What is the IJS system and how does it compare to the 6.0 system?
5. What skills and personalities do you look for in placing people in management positions?

6. Name and explain the five program components for synchronized skating in the ISU judging system.

## ETHICS AND EDUCATION

**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.

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## QUESTIONS TO CONSIDER

### REGISTERED SYNCHRONIZED SKATING ETHICS/EDUCATION:

1. How do you handle a difficult parent?
2. What measures do you use to enforce discipline?
3. What is meant by "CER"?
4. Is U.S. Figure Skating CER a certification?
5. Name five benefits of PSA membership.
6. Is social media a good form of recruitment?

### CERTIFIED SYNCHRONIZED SKATING ETHICS/EDUCATION:

1. How do you handle complaints from one skater to another?
2. What do you do to motivate yourself?
3. Name and explain five educational opportunities the PSA offers.
4. Is social media a good form of communication?
5. Explain the PSA Grievance process.

### SENIOR SYNCHRONIZED SKATING ETHICS/EDUCATION:

1. How can you ethically solicit and promote yourself?
2. What is the difference between an instructor and a coach?
3. What is safe practice and good sportsmanship of social media?
4. What is an emeritus rating?

### MASTER SYNCHRONIZED SKATING ETHICS/EDUCATION:

1. What can a synchronized skating coach do to build the confidence of a synchronized skating team in order for the team to perform at their true potential?
2. Explain what the U.S. Figure Skating **Continuing Education Requirement** is?
3. What is meant by **Annual Core Credits** and how many credits must be earned?
4. How should coaches be expected to act on social media?

## TECHNICAL

The five basic elements in synchronized skating include wheels, blocks, circles, lines and intersecting moves. All elements should be well explained and thoroughly understood before being attempted. New elements should progress from easy to difficult making each element more complex by adding speed, footwork, level changes, free skating moves, different holds, pivoting, traveling, etc. Applying features and variations to the choreography can enhance

the program only if it is executed well. The quality of a good basic element may be affected negatively by adding a more difficult feature.

Synchronized Skating has unique terminology that is not used in other figure skating disciplines. A couple of examples include:

- 1) Guiding - the direction the skaters turn their faces to make sure they are in proper alignment.
  - a. Example: Looking into the center of a two-spoke wheel, looking to make sure they are in proper alignment with their column, row and diagonal of a block, no hold element (NHE) or any multiple-line formation.
- 2) Shadowing - the alignment of the skater's position directly behind the correct skater she should be in formation with.
  - a. Example: a block or parallel wheel (following the leader)
- 3) Tracking - the spacial awareness of one skater's path/tracing to another skater's path/tracing they are following.
  - a. Example: In a circle, a skater must align her inner hip to the inner hip of the person she is following.
  - b. In a traveling parallel wheel, the back skater tracks slightly inside of the person in front of her.

## **QUESTIONS TO CONSIDER**

### **REGISTERED SYNCHRONIZED SKATING TECHNIQUE:**

1. Explain the following terms: guiding, shadowing and tracking.
2. Name five basic elements.
3. Give three reasons why a circle might become misshaped. How do you correct each error?
4. Demonstrate four different holds.
5. Choose one of the five basic elements and explain how you teach it. Identify four common errors that can arise.

### **CERTIFIED SYNCHRONIZED SKATING TECHNIQUE:**

1. Identify three (3) common errors in a block. How do you correct each error?
2. Identify three (3) reasons why a line may become misshaped when edges and turns are added to the steps. How do you correct these mistakes?
3. Describe and draw 3 types of intersecting moves.
4. Describe a travel element.

### **SENIOR SYNCHRONIZED SKATING TECHNIQUE:**

1. How do you travel a 2-spoke wheel? Draw a traveling 2-spoke wheel.
2. What are the four phases of an intersection? Explain each phase.
3. How do you train good edge quality in step sequences?
4. Describe a travel element.
5. Describe a pivoting element.

### **MASTER SYNCHRONIZED SKATING TECHNIQUE:**

1. How do you train unison in a spin element?
2. Draw and explain an angled intersection or a whip intersection. What do you recommend for a point of intersection?
3. What is a common error in the following elements: Parallel wheel? Traveling circle? Line with a step sequence? Pivoting line with turns? Interlocking wheels? How do you correct these errors?
4. Describe a travel element.
5. Describe a pivoting element.

## **MUSIC AND CHOREOGRAPHY**

Before shopping for music, think about the kind of music you will need for your present synchronized skating team. Consider their skating ability, personality, age, size, strengths, weaknesses and goals. With this in mind, you will have a more direct approach to shopping. Check PS Magazine and other periodicals for articles on music. The suggestions and comments on music selections can be very helpful. If you don't have any teams who need music at this particular time, you can begin shopping for general categories of music. Later, when you need to find music, you will be able to choose from the selections you have already collected.

There are several important considerations to keep in mind when developing the choreography. Correct placement of skaters of varying heights and abilities, varied placement of elements, varied rotational direction of wheels and circles and seamless and interesting transitions are essential in creating a pleasing well balanced program to the phrasing of the music.

### **QUESTIONS TO CONSIDER:**

#### **REGISTERED SYNCHRONIZED SKATING MUSIC/CHOREOGRAPHY:**

1. What do you look for when choosing music for synchronized skating? How is this different from choosing music for singles? What do you have to be careful of?
2. What is a well-balanced program? Are there any requirements?
3. In a block, draw an example of change of axis and change of configuration

#### **CERTIFIED SYNCHRONIZED SKATING MUSIC/CHOREOGRAPHY:**

1. How do you prevent your skaters from getting ahead of or behind their music?
2. How do you determine the placement of skaters during choreography? The placement of elements on the ice?
3. What should you do when there is a problem with the music during a competition?

#### **SENIOR SYNCHRONIZED SKATING MUSIC/CHOREOGRAPHY:**



1. When editing synchronized music, how is it different than editing singles music? What do you have to be especially careful of?
2. How is the program structure different in the short program and free skating program at the junior or senior level?
3. Suppose you have to change the choreography of a section in the middle of the free skating program. How do you do it?

#### **MASTER SYNCHRONIZED SKATING MUSIC/CHOREOGRAPHY:**

1. Diagram one of your most recent routines. Include direction of elements.
2. How do you select the elements in your choreography in order to accumulate the maximum points?
3. Once you have the music recorded, how do you “set” the routine before practice? During the first practice?

<b>SAFETY</b>
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Before teaching any Skating, it is important that the coach, Skating management and the rink staff have a clear plan for handling injuries, accidents, and emergencies. Determine an evacuation plan and practice this during the season. All skaters, coaches and Skating management should know the Skating’s rules in order to minimize the chance of injury regarding practice, competition travel, performance, equipment and costuming.

#### **QUESTIONS TO CONSIDER**

##### **REGISTERED SYNCHRONIZED SKATING SAFETY:**

1. What measures do you take to minimize the chance of injury?
2. What first aid supplies do you have available and where are they located?
3. How are falls handled during a practice? During a competition?

##### **CERTIFIED SYNCHRONIZED SKATING SAFETY:**

1. What are your Skating rules for practice, competition and travel?
2. What equipment should you check prior to a competition?

##### **SENIOR SYNCHRONIZED SKATING SAFETY:**

1. What are the safety factors that you consider when selecting the wardrobe and costume?
2. At what point do you determine an ill skater should not skate in a competition?

##### **MASTER SYNCHRONIZED SKATING SAFETY:**

1. What do you feel are good boots and blades for a synchronized skater? Why is good equipment important? Give three examples of why a skater would need their blade moved.
2. What are the symptoms of an eating disorder?

3. How do you ensure that your athletes get appropriate rest and nutrition during a competition?

## SAFESPORT

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)

### **SYNCHRONIZED SKATING SAFESPORT SAMPLE QUESTIONS TO CONSIDER:**

1. What is 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. With regard to Synchronized Skating and Theatre on Ice - do Team Managers, Locker room "moms", other volunteers, etc. require background checks?

## SUGGESTED READINGS

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.

### BOOKS:

*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 Basic Steps to Advanced Techniques* by Peter Morrissey, James Young (Paperback - October 1997)

*Competitive Figure Skating, a Parent's Guide*, Robert S. Ogilvie, Harper and Row, New York, 1985. *Official U.S. FIGURE SKATINGA Rulebook*, United States Figure Skating Association, Colorado Springs, CO [www.usfsa.org](http://www.usfsa.org), current book.

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

*USFSA Skate With U.S. Basic Skills Program*, United States Figure Skating Association, Colorado Springs, CO, [www.usfsa.org](http://www.usfsa.org) 1998.

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

*Choreography and Style for Ice Skaters*, Ricky Harris, St. Martin's Press, New York, 1991.

*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)

*Technical Manual and Dictionary of Classical Ballet*, Third edition, Gail Grant, paperback, Dover Publications, 1982.

*The HarperCollins Dictionary of Music*, Second edition, Christine Ammer, Harper Trade, 1987.

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

### MAGAZINES AND PERIODICALS:

*The Professional Skater*, PS Magazine, Professional Skaters Association, Rochester, MN. Bi-monthly. *Skating Magazine*, United States Figure Skating Association, 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*, Newton, NH [www.six0skatemag.com](http://www.six0skatemag.com). **VIDEOTAPES:**

*Moves in the Field, Volumes I & II*, Professional Skaters Association, Rochester, MN [www.skatepsa.com](http://www.skatepsa.com).

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

*Magic of Style: Volumes I, II & III*, Training Videos, Ann-Margreth Frei-Hall, Vail, CO.

**AUDIO CASSETTE TAPES:**

Audiocassettes from past PSA International Conferences are available through the PSA Office, Rochester, MN [www.skatepsa.com](http://www.skatepsa.com).

**WEBSITES:**

[www.isu.org](http://www.isu.org)    [www.skatepsa.com](http://www.skatepsa.com)    [www.usfigureskating.org](http://www.usfigureskating.org)    [www.skateisi.org](http://www.skateisi.org)

**HANDBOOKS:**

*FACTORS OF DIFFICULTY IN SYNCHRONIZED SKATING* (Available on the ISU website)

*SYNCHRONIZED SKATING COACHES BEGINNER MANUAL (ISU)* (Available through the ISU)

*Professional Standards: An ethics guide for figure skating professionals* © 2011 PSA

**RATE YOURSELF AS A PROFESSIONAL**

Are you the best that you can be? Rate yourself in the following areas. As the year goes on, see how much you can improve in the areas you have marked low. Rate yourself at the end of the season. Keep your chart and look back at it after several years of experience. It should be helpful and interesting.

Mark from 0 to 10	
Patient	
Dependable	
Responsible	
Prompt	
Conscientious	
Organized	
Pleasant	
Mature in judgment	



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