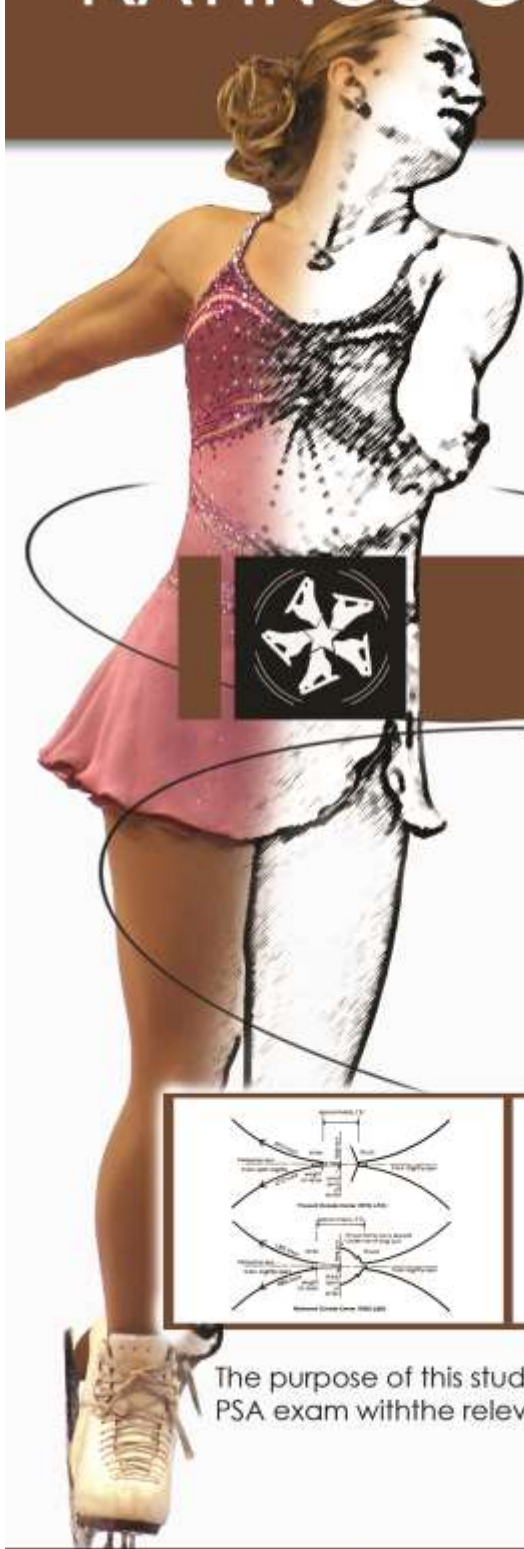
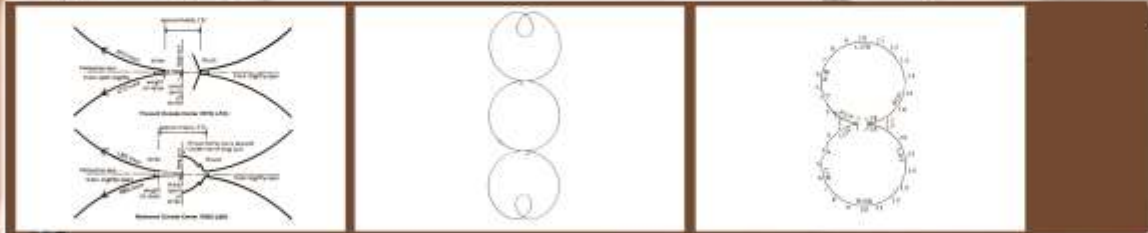


# RATINGS GUIDE

TO SAMPLE  
QUESTIONS



## Figures 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.



## 2016 FIGURE INSTRUCTOR RATING REQUIREMENTS

\*\*Coaching hours may come from coaching a combination of Figures and Moves in the Field but at least 60% of the time must be from Figures

### 1. PSA REGISTERED FIGURE INSTRUCTOR (RF):

- 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 Foundations of Coaching course.
- C. Must have passed the U.S. Figure Skating First figure test, or the ISI Figure Test 3, or other ISU member organization equivalent; or have coached a student through one of these levels.
- 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 figure level or higher.
- E. Must have passed the Registered Sport Science & Medicine exam.
- F. Must pass the Registered Figure Instructor oral exam.

### 2. PSA CERTIFIED FIGURE INSTRUCTOR (CF):

- 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 PSA Figure Instructor rating.
- C. Must have passed the U.S. Figure Skating Third figure test, or the ISI Figure Test 4, or other ISU member organization equivalent; or have coached a student through one of these levels.
- 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 figure level or higher.
- E. Must have passed the Certified Sport Science & Medicine exam.
- F. Must pass the Certified Figure Instructor oral exam.

### 3. PSA SENIOR FIGURE INSTRUCTOR (SF):

- 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 Figure Instructor rating.
- C. Must have passed the U.S. Figure Skating Sixth figure test, or ISI Figure Test 7, or other ISU member organization equivalent; or have coached a student through one of these levels.
- 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 figure level or higher.
- E. Must have passed the Senior Sport Science & Medicine exam.
- F. Must pass the Senior Figure Instructor oral exam.

### 4. PSA MASTER FIGURE INSTRUCTOR (MF):

- 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 Figure Instructor rating.
- C. Must have passed the U.S. Figure Skating Eighth gold figure test, or the ISI Figure Test 9, or other ISU member organization equivalent; or have coached a student through one of these levels.
- D. Must have a minimum of five years professional coaching experience and have coached a minimum of 250 hours\*\* over a five- year period in Figures with at least one year (50 hours) at the master figure level.
- E. Must have passed the Master Sport Science & Medicine exam.
- F. Must pass the Master Figure Instructor oral exam.

*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."*

## **TOPICS COVERED ON THE EXAM**

### **A. FIGURE CATEGORIES:**

1. General
2. Ethics and Education
3. Circles /Edges
4. Turns
5. Centers
6. Test Rules and Standards / Competition
7. SafeSport

### **B. LEVELS**

Registered – a thorough basic knowledge is required  
USFSA Preliminary and First figure tests  
ISI Figure 1 and 2 tests

Certified – advanced knowledge that is consistent and functional  
USFSA Second and Third figure tests  
ISI Figure 3 and 4 tests

Senior – superior working knowledge  
USFSA Fourth, Fifth and Sixth figure tests  
ISI Figure 5, 6 and 7 tests

Master – exceptional knowledge  
USFSA Seventh and Eighth figure tests  
ISI figure 8, 9 and 10 tests

# OVERVIEW OF FIGURE RATING LEVELS

**REGISTERED:** - USFSA Preliminary and First Figure tests OR ISI Figure 1 and 2 tests levels

## General

- Carriage, Flow, Motion, Speed
- Long and short axis of the figure
- Theory / method
- Equipment - blades
- Benefits of Figures

## Ethics and Education

- PSA Code of Ethics
- Ethical Solicitation, Marketing and Promotion
- PSA Educational Programs
- PSA Membership

## Circles and Edges

- Four basic edges
- Balance on the blade
- Basic figure eights – FO, FI, and BO
- Waltz eight
- Forward serpentine
- Size and shape
- Line-up of circles
- Common errors and corrections

## Turns

- Forward outside three-turns
- Reverse outside Mohawk step in the Waltz eight
- Common errors and corrections for forward outside three-turns
- Shape of turns and placement
- Line-up of turns

## Centers

- Layout
- Length of center
- Neatness
- Proper push-offs forwards and backwards
- Closed or open
- Threes to the center
- Errors and corrections
- Marking centers

## **Rules and Standards/Competitions**

- Alignment of circles
- Marking of figure tests (U.S. Figure Skating)
- Grading of Figures (ISI Handbook)
- U.S. Figure Skating Test Rules and Regulations for Preliminary and First Figure Tests
- ISI Rules and Regulations for Figure 1 and 2 Tests and Competitions

## **SafeSport**

- Knowledge of the SafeSport handbook and where to find additional information
- Purpose of SafeSport
- Clubs role
- Child abuse and reporting

<b>CERTIFIED:</b> - USFSA Second and Third Figure Test OR ISI Figure 3 and 4 Levels
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## **General**

- Carriage, Flow, Motion, Speed
- Equipment – figure blades, scribes, sharpening, etc.
- Benefits of Figures
- Relation to Moves in the Field
- Safety measures

## **Ethics and Education**

- Conflict of interest
- Guidelines for changing coaches
- Promotion
- Dealing with parents
- Educational credits
- PSA Grievance Process

## **Circles**

- Backward inside figure eight
- Backward serpentine
- Placement of turns for double threes
- Change threes circles
- Loop circles – size and shape
- Errors and corrections

## **Turns**

- Forward inside three turns
- Backward outside three turns

- Backward inside three turns
- Forward outside double threes
- Forward inside double threes
- Forward outside and inside loops
- Shape of loops and facing of loops
- Errors and corrections

### **Centers**

- Layout
- Length of center
- Neatness
- Lack of flow back to center
- Change of edges and placement of push-offs
- Errors and corrections

### **Rules and Standards/Competitions**

- Alignment of Circles
- Line-up of Turns and Edges
- Etiquette for a figure test or competition
- Touch downs
- U.S. Figure Skating Test Rules and Regulations for Second and Third Tests
- ISI Rules and Regulations for Figure 3 and 4 Tests and Competitions

### **SafeSport**

- Understanding of what SafeSport is
- Components of SafeSport
- Types of misconduct and abuse
- Reporting abuse
- Requirements for Coach Compliance
- Training or education provided

<b>SENIOR:</b> - USFSA Fourth, Fifth and Sixth Figure Tests OR ISI Figure 5, 6 and 7 test levels
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### **General**

- Carriage, Flow, Motion, Speed
- Method
- Benefits of Figures

### **Ethics and Education**

- Disciplinary actions from grievance
- PSA Tenets of Professionalism
- Marketing and Promotion

- Improving Collections
- Benefits to PSA Membership

### **Circles**

- Forward one-foot eights
- Backward loop circles
- Forward loop serpentine circles
- Counter circles
- Errors and corrections

### **Turns**

- Forward outside bracket turns
- Backward inside bracket turns
- Forward Inside bracket turns
- Backward outside bracket turns
- Backward loops
- Forward counter and backward turns
- Backward counter turns
- Forward change loops
- Shape of turns and facing of turns
- Errors and corrections

### **Centers**

- Layout
- Counter centers
- Forward change loop centers
- Neatness
- Schafer push-offs for back loops
- Closed or Open

### **Rules and Standards/Competitions**

- Alignment of circles
- Line-up of turns and edges
- Skating paragraph figures – tracings required
- Judging or examiner panels
- U.S. Figure Skating Test Rules and Regulations for Fourth, Fifth and Sixth Tests
- ISI Rules and Regulations for Figure 5, 6 and 7 Tests and Competitions

### **SafeSport**

- Specific knowledge of the SafeSport manual
- Contact (touching) and non-contact (non-touching) offenses
- Abusive behavior
- Return to play



<b>MASTER: - USFSA Seventh and Eighth Figure Tests OR ISI Figure 8, 9 and 10 test levels</b>
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**General**

- Carriage, Flow, Motion, Speed
- Method
- Errors in Figures

**Ethics and Education**

- Professional integrity
- Emeritus rating
- Ratings Prep course

**Circles**

- Backward change loop circles
- Backward one-foot eights
- Paragraph threes
- Paragraph double threes
- Paragraph brackets
- Paragraph loops

**Turns**

- Backward change loops
- Forward and backward rockers turns
- Shape of turns and facing of turns
- Errors and corrections of turns

**Centers**

- Layout
- Length of center
- Neatness
- Proper Push-offs
- Closed or Open

**Rules and Standards/Competitions**

- Alignment of Circles
- Line-up of Turns and Edges
- U.S. Figure Skating Test Rules and Regulations for Seventh and Eighth Tests
- ISI Rules and Regulations for Figure 8 and 9 Tests and Competitions

**SafeSport**

- Complete understanding of the SafeSport program
- Willfully Tolerating Misconduct
- Two-deep leadership
- Child abuse

## FIGURE RATING GUIDE TO SAMPLE QUESTIONS

### GENERAL

Figures, or school figures, refer to circular patterns which skaters trace on the ice to demonstrate skill in placing clean turns evenly on round circles. These circles are skated using one foot at a time, as a skater masters balance, control, flow and edge to achieve clean and accurate tracings.

**FSR 1.11** Carriage, flow, motion and speed: An effortless, flowing and graceful execution should be achieved. Within the limits of the following rules, complete freedom is allowed to the skater.

#### **A. Carriage:**

1. The head should be carried in an upright position, relaxed and held naturally.
2. The upper body should be upright but not stiff and not bent forward or to the side at the hips.
3. The arms should be held gracefully.
4. The hands should not be carried higher than the waist, the palms held easily, naturally and parallel to the ice.
5. The fingers should neither be extended nor clenched.
6. The skating leg should be flexed and the knee slightly bent.
7. The free leg should be slightly bent at the knee, generally held over the tracing with the free foot not too close to the skating foot. When the free leg is temporarily in front of the skater its knee and ankle should be gracefully extended.
8. The free foot should be carried slightly above the ice, the toe of the skate pointing downward and outward.
9. Exaggerated and incorrect positions must be avoided.

#### **B. Flow:**

1. Lively and even flow should be maintained throughout.

#### **C. Motion:**

1. The motion should be graceful and even, without stiffness or jerky, abrupt, flailing or angular motions.
2. Moderate use of the arms and free foot to assist the execution of the figure is permitted, within the range of the foregoing paragraphs.

#### **D. Speed:**

1. The figure should be skated at a reasonable speed.

### **REGISTERED FIGURE SAMPLE GENERAL QUESTIONS**

1. What procedures are followed when skating a figure?
2. Describe carriage or flow or motion or speed in regards to figures.
3. Describe your basic theory or method of teaching figures.
4. How much practice time do you recommend for practicing figures?

### **CERTIFIED FIGURE SAMPLE GENERAL QUESTIONS**

1. What kind of figure blades do you recommend?
2. How do figures relate to other disciplines?
3. What safety methods do you employ when teaching figures?
4. How do you improve flow or speed?

## SENIOR AND MASTER FIGURE SAMPLE GENERAL QUESTIONS TO BE ADDED AT A LATER DATE

### 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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*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."*

**REGISTERED FIGURE SAMPLE ETHICS AND EDUCATION QUESTIONS:**

1. What procedures do you follow when asked to give a skater lessons?
2. Would you teach a skater that is on a higher level than you are rated?
3. Have you ever participated in the PSA Apprentice Program?

**CERTIFIED FIGURE SAMPLE ETHICS AND EDUCATION QUESTIONS:**

1. How do you do react when a skater has informed you they are leaving you for another coach?
2. What is the PSA Grievance procedure and would you consider using it?
3. May a coach post a flyer promoting their business with links to their Facebook page and Twitter?  
Please explain.
4. What do you do to continue your education as a coach?

**SENIOR FIGURE SAMPLE ETHICS AND EDUCATION QUESTIONS:**

1. What are the Tenets of Professionalism?
2. What qualities make a good coach?
3. Do you encourage your skaters to continue with figures?
4. What are the benefits of belonging to PSA?

**MASTER FIGURE SAMPLE ETHICS AND EDUCATION QUESTIONS:**

1. How do you deal with learning plateaus? Burnout? In your skaters? In yourself?
2. What is an emeritus rating?
3. Explain the focus of the Ratings Prep program.

<b>CIRCLES AND EDGES</b>
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**FSR 1.13**

- A. CIRCLES:** The circle is basis of all figures. Each figure consists of two circles or three circles which are tangent except for a brief interruption in their continuous tracing, due to the change of feet. The diameter of each circle should be approximately three times the height of the skater. The radii of all of the circles and half circles of a figure should be approximately the same length. The circles and half circles should begin and end as near as possible to the intersection of the long and short axes. The long axis of the figure divides it longitudinally into symmetrical halves. The short axis divides the figure into symmetrical lobes. It forms a right angle with the long axis where the lobes join. Figures which consist of three lobes have two short axes which divide the figure into its three lobes. Maintenance of the long axis, the short axis and symmetry of the figure should especially be observed.

**FSR 1.14**

- A. LOOPS:** The diameter of the circle of the loop figure should be approximately the height of the skater.

**REGISTERED FIGURE SAMPLE CIRCLE QUESTIONS:**

1. What are the most important skills to be learned on a preliminary figure test?
2. Do you have just one or do you have a variety of methods you use for teaching edges?

3. How do you teach the forward serpentine?
4. Name three errors on the backward outside figure eight. How do you correct each?

**CERTIFIED FIGURE SAMPLE CIRCLE QUESTIONS:**

1. What is the correct size of loop circles?
2. What are the most common mistakes on the change of edge in a back serpentine figure?
3. Name three common errors on backward inside push-offs. How do you correct each?
4. Are scribes beneficial? What are the advantages and disadvantages?

**SENIOR FIGURE SAMPLE CIRCLE QUESTIONS:**

1. What are possible solutions to poor flow?
2. What causes a flat place on the circle?
3. How do you correct a bulge on a step down backwards?

**MASTER FIGURE SAMPLE CIRCLE QUESTIONS:**

1. How do you instruct your skaters concerning layout?
2. How many hours do you think is minimum for a seventh or eighth test skater?
3. Give examples of basic techniques that are important from Preliminary to Eighth test.

<b>URNS</b>
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**FSR 1.13**

**E. Turns:** Turns should be skated with a single clean edge up to the turn, and similarly after the turn, without skids or scrapes, double tracings (flats) or unpermitted changes of edge either before, in or after a turn (except at the cusp). The cusps of turns should be of equal size. The entry into and the exit from turns should be symmetrical.

**REGISTERED FIGURE SAMPLE TURN QUESTIONS:**

1. How do you teach a waltz eight?
2. Draw a good three-turn.
3. How do you teach a three-turn?
4. What are the effects of over and under rotation?

**CERTIFIED FIGURE SAMPLE TURN QUESTIONS:**

1. What are some errors in a three-turn?
2. What causes a pointed loop?
3. Explain the blade usage for forward and backward three-turns.
4. How do you teach forward loops?

**SENIOR FIGURE SAMPLE TURN QUESTIONS:**

1. How do you correct a tipped bracket?
2. What is the difference between brackets and counters?
3. How do you correct a wild free leg on a forward counter?
4. How do you correct a dip in the circle before a turn?

**MASTER FIGURE SAMPLE TURN QUESTIONS:**

1. How do you correct a jumped back bracket?
2. Explain the difference between a rocker and a counter?

3. How do you teach rocker turns.
4. Name common faults on brackets, counters, rockers.

## CENTERS

**See diagrams in U.S. Figure Skating Special Regulations for Figures – Diagrams of Figures page 12.**

### **REGISTERED FIGURE SAMPLE CENTER QUESTIONS:**

1. Describe and draw correct forward push offs.
2. Describe and draw correct centers.
3. What are three common errors with the center for a backward outside figure eight?

### **CERTIFIED FIGURE SAMPLE CENTER QUESTIONS:**

1. Draw a correct center for a backward serpentine showing the change of edge and push-offs.
2. List three common errors in regards to the centers.
3. What are some of the problems in the first quarter of a circle?
4. Are scribes beneficial? Explain.

### **SENIOR FIGURE SAMPLE CENTER QUESTIONS:**

1. How long should a change loop center be?
2. What causes a center to be off axis?
3. What causes a “trailer”?
4. How do you teach a Schaeffer push off?

### **MASTER FIGURE SAMPLE CENTER QUESTIONS:**

1. Draw a correct back paragraph loop center.
2. Draw a correct outside rocker center.
3. What is the general length of all centers?
4. How do you use a scribe when drawing centers?

## RULES AND STANDARDS FOR TESTING AND COMPETITION

Rules in regards to U.S. Figure Skating Figure tests may be found in the 2003 USFSA Rulebook under TR 12.00 to TR 18.00 inclusive. The standard figure tests are divided into nine classes to be taken in the following order: preliminary, first, second, third, fourth, fifth, sixth, seventh and eighth. The adult figure tests are divided into three classes to be taken in the following order: bronze, silver and gold.

General Rules for ISI Figure tests can be found in the current ISI Handbook under Section II: ISI Test Level Requirements. The skater must have passed the Delta test to begin. Figures may be taken and passed one at a time but the entire test must be passed before competing at the new (higher) test level.

U.S. Figure Skating: Every figure is marked on a scale from 0 to 6.0

- 0 = not skated
- 1 = very poor
- 2 = poor
- 3 = mediocre
- 4 = good

- 5 = very good
- 6 = outstanding performance

ISI: Each figure is graded on a scale from 0 to 10.

- 0 - maneuver was not attempted
- 1 - maneuver was attempted, but not recognizable
- 2 - maneuver was attempted and recognizable
- 3 - very poor
- 4 - poor, not passable
- 5 - minimum passing standard
- 6 - fair performance
- 7 - good performance
- 8 - very good performance
- 9 - excellent performance
- 10 - superior performance, no errors

**REGISTERED FIGURE SAMPLE TESTING AND COMPETITION QUESTIONS:**

1. What must your skaters do before starting to skate a figure?
2. How do you teach your skaters to deal with mistakes?
3. List some points of etiquette you teach your skaters to use in competition.
4. What is the scale of marking for figures?

**CERTIFIED FIGURE SAMPLE TESTING AND COMPETITION QUESTIONS:**

1. Which foot do you start a figure with? Are reskates allowed?
2. What is the range of marks for each figure? Is ISI and USFS the same?
3. What advice do you give a skater who skates figures first in a competition?  
Skates last?
4. Can scribes be used in practice before a test or competition?

**SENIOR FIGURE SAMPLE TESTING AND COMPETITION QUESTIONS:**

1. What do you think is an ideal layout for a sixth test?
2. What qualities make a good competitive figure skater? Coach?
3. What are the judges looking for on a sixth test?

**MASTER FIGURE SAMPLE TESTING AND COMPETITION QUESTIONS:**

1. Rank in order of importance: circles, centers, turns, tracing. Explain.
2. What is the most important role for a coach at a competition?
3. How do you layout a back paragraph bracket? Forward paragraph double three?

<b>SAFESPORT</b>
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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. This year PSA has hosted SafeSport presentations at Program Component Camps, Conference, Nationwide Seminars, PS Magazine articles, and this season one of the prepaid CER courses is 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 now 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 USFS SafeSport page:

- <http://www.usfsa.org/shell.asp?sid=49066>

USFS SafeSport Handbook:

- <http://www.usfsa.org/content/safesport%20handbook.pdf>

#### **REGISTERED FIGURE SAMPLE SAFESPORT QUESTIONS:**

1. What is the SafeSport program? It's purpose?
2. What is child abuse?
3. How do you report suspected child abuse?

#### **CERTIFIED FIGURE SAMPLE SAFESPORT QUESTIONS:**

1. Do clubs have a role to play in SafeSport?
2. What are the different types of misconduct and abuse?
3. What is the proper procedure for reporting suspected abuse?
4. What are the requirements of “Coach Compliance”?

#### **OTHER SAFESPORT SAMPLE QUESTIONS TO CONSIDER:**

1. What is “Two-Deep Leadership”?
2. What do you consider appropriate physical contact during training & instruction?
3. What is “Willfully Tolerating Misconduct”?
4. What is the grooming process?
5. What are some indicators that there may be abuse of a minor?
6. Give three examples of child abuse.

## 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 USFSA 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.
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- 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, Worchester, 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.
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**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 Team, 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:**

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

**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	
Friendly	
Neat in appearance	
Cooperative	
Working on self-improvement	
Cultivating my own students	
Inspiring	

**NOTES:**

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