

THE MAGAZINE FOR CANADA'S COACHES

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WINTER 2013

COACHES

plan

DU COACH



15 WAYS TO GIVE
GREAT FEEDBACK

Eat to win
TOP PICKS IN
SPORT NUTRITION

ATHLETES AND
ANXIETY

PASSION FOR THE TRACK

Two-time Olympic team coach Carla Nicholls
on her rise through the ranks

**COACHING
LGBT ATHLETES**

**COACHES OF
CANADA**
ENTRAÎNEURS
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THE PROBLEM WITH **HIGH-TECH HOCKEY GEAR**

COACHES plan DU COACH

WINTER 2013



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"THE MORE MEASUREMENT AND FEEDBACK
AN ATHLETE RECEIVES THE MORE MOTIVATED
THEY BECOME AND THE HIGHER THEY ACHIEVE!"

- SCOTT LIVINGSTON
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Conduct unbecoming

In a story headlined “What happens when coaches go from crazy good to just plain crazy?” the news site www.theloop.ca reported earlier this year that New Jersey’s Rutgers University fired basketball coach Mike Rice after video surfaced of him shoving, kicking, swearing, and using homophobic slurs at his players. It’s the kind of behaviour that makes coaches cringe.

Our feature article in this issue, “15 Ways to Give Great Feedback,” explores why support from the sidelines is more effective than screaming and why aggressive coaching tactics often backfire. We consulted three top sports experts for their views on how coaches can provide the best possible feedback. Be sure to take a look at our coaching checklist on page 25 to see how you measure up.

Just as feedback can be a double-edged sword, so too can modern hockey equipment. In our feature “Hockey Gear: More Harm than Help?” journalist Annie Claire Bergeron-Oliver examines the idea that while innovations in equipment have helped reduce injury, they’ve also made players less cautious about their safety. She points to evidence that the trend towards heavily protective equipment is slowly changing as a result.

While many athletes are at risk of physical injury, a great deal also cope with the mental stress of anxiety. Mental performance consultant Shaunna Taylor details the impact of anxiety on performance and offers coaches advice on how they can help athletes who struggle with this disorder.

Elsewhere in this issue we report on the benefits of ballet for athletes and offer a detailed analysis of the best choices in sports drinks, bars, and gels. We’ve got a couple of inspiring coach profiles for you as well—track coach Carla Nicholls and judo coach Nicolas Gill both offer insight on their successful careers in sport.

Drop us a line and give us your feedback on these or any other articles in this issue. And let us know if you have ideas for future articles you’d like us to consider. *Coaches plan du coach* is your magazine. Help us make it as relevant to you as possible by dropping us a line at coach@coach.ca.

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Put your right foot forward

WHY PROPER FOOT FUNCTION IS KEY TO PERFORMANCE

By Sean Murray

INJURIES ARE COMMON IN ATHLETES BECAUSE THEY CONSTANTLY PUSH THEIR BODIES TO THE LIMIT. Because injuries can drastically alter training and affect performance, it's imperative to recognize the factors that contribute to overuse injuries. These factors can include: physical or mental fatigue, awkward posture or technique, poor equipment design, prolonged repetition (intensity), and poor biomechanics ("flat feet").

Poor lower extremity alignment can lead to mechanical deficiencies, giving rise to overuse injuries. If alignment issues aren't properly addressed, the deficiency is reinforced, which often leads to more complex injuries. It is important to treat the cause of improper alignment—not only the symptoms—so that the imbalances that arise from the poor alignment can be corrected.

Biomechanics is the study of the mechanics of the body, especially of the forces exerted by the muscles and gravity on the skeletal structure. One of the key biomechanical factors to consider is the foot. Ensuring proper foot function is one of the ways to promote true alignment and reinforce proper training techniques.

Always consider the foot position

The human foot and ankle contain 28 bones with 55 articulations that function in synchrony to allow for a variety of activities during the different phases of gait. The foot is able to accomplish many diverse activities via a series of complex and delicately balanced interactions between various articulations and their supporting soft tissues. Thus the foot position must always be considered when looking at biomechanical factors influencing training.

Foot function problems often stem from a pronated foot, one that rotates or rolls inward and does not properly pass the weight over the foot. An athlete with an excessively pronated foot, whether genetic or as a result of an injury, is often predisposed to overuse injuries such as shin splints, Achilles tendonitis, heel and kneecap pain, and heel spurs.



Sean Murray is a certified pedorthist and a member of the Pedorthic Association of Canada and the College of Pedorthics of Canada. He is also a hockey coach with 17 years of experience and is president and partner in the Ottawa Sport and Health Centre.



SANTHORANT DANIEL / SHUTTERSTOCK

Athletes with poor foot function may not always experience pain initially but through repetitive training they may be predisposed to more serious or chronic conditions.

The type of sport and specific demands placed on the athlete can accelerate any biomechanical deficiencies and also exacerbate any underlying conditions. External factors that affect biomechanics in terms of equipment include improper or outdated footwear. When it comes to training, biomechanics can be affected by poor training technique, improper recovery time, adding volume or new movements and previous injuries.

Internal factors affecting biomechanics can include genetics, sudden growth, muscle imbalances, leg length discrepancies, and postural considerations.

Athletes with poor foot function may not always experience pain initially but through repetitive training they may be predisposed to more serious or chronic conditions. A gait analysis is helpful in determining if an athlete may be at risk. A treadmill assessment is often used as a tool to evaluate foot mechanics and postural deficiencies or imbalances.

The term “no pain-no gain” is very much an outdated expression. This does not reflect current training objectives or ease the demands placed on today’s athletes. Pain is an indicator that the athlete needs rest or needs to re-evaluate his or her training.

Coaches and athletes alike need to understand these signals and be proactive about any issues that arise. If you suspect that one of your athletes is having an imbalance issues, ensure you speak to the athlete’s parent(s) and seek an expert’s advice.

Athletes and anxiety

COPING STRATEGIES COACHES SHOULD BE AWARE OF
WHEN THE PRESSURE GETS TO BE TOO MUCH

By Shaunna Taylor, PhD (c.), Certified Canadian Counsellor

ONE OF THE MOST CRITICAL FACTORS THAT CAN IMPACT HUMAN PERFORMANCE IS ANXIETY. This unpleasant state of mental uneasiness is common in the competitive and high pressure world of sport. Negative thoughts can have a devastating impact on an athlete's ability to perform. That's why all coaches, team staff, and athletes should be made aware of anxiety-related presenting symptoms and how they can impact performance.

Anxiety falls into two categories—trait anxiety and state anxiety—and it's important for athletes and coaches to understand the different aspects of each in order to build performance plans and develop coping strategies.

Trait anxiety refers to a general level of stress that is characteristic for an individual—a trait connected to personality. Those with higher levels of trait anxiety are often more easily stressed and anxious and may be prone to debilitating thoughts or fears of negative outcomes. This is usually a longer term type of anxiety and symptoms tend to be intense and difficult to manage on their own without intervention.

State anxiety, on the other hand, tends to be shorter term and is related to a specific situation, such as the feeling of tension that arises in the moments before a competition begins. State anxiety can prevent an athlete from performing their best, such as forgetting movements during a routine or missing relatively easy shots at a goal in high pressure situations.

There are two critical contributing components in trait and state anxiety: cognitive (mental) symptoms and somatic (physical) symptoms. Athletes might deal with both cognitive and somatic symptoms, or one might be more dominant than the other, depending on the individual. Some of the symptoms of cognitive anxiety might include negative self talk, or feelings of nervousness. Symptoms of somatic anxiety are nausea or “butterflies,” and increased perspiration, respiration, and heart rate.



Shaunna Taylor is the Director, Sport Development/High-Performance, Para-Triathlon at Triathlon Canada, and is a professional member of the Canadian Sport Psychology Association. She has been consulting with coaches and athletes from the grassroots level to the Olympic/Paralympic level for 15 years.

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Finding ways to cope

Every athlete is unique and it is important to find ways to cope that will work for the individual. However, it can take patience and time to find the right methods and strategies that will be effective for each athlete. There is no cookie-cutter approach that works for everyone.

For state anxiety, therapies tend to focus on the specific situations causing stress to the athlete, whereas trait anxiety requires a broader approach.

One of the most obvious techniques that can help an athlete cope with anxiety is relaxation therapy. Some coaches still view the integration of relaxation exercises in a negative light. They might consider the need for such exercises as a sign of weakness or be concerned that such exercises will affect an athlete's motivation when it comes to performance. But coaches must understand the athlete's need to be in his or her optimal zone for performance, which is unique to each athlete. Some athletes need to increase activation or arousal before a performance, and others tend to be over aroused and need to 'come down' to a place where their abilities can function at peak effectiveness. This is not a sign of weakness; it is just another dimension to mental preparedness and performance planning.

Athletes who would like to try integrating relaxation into their repertoire of coping and mental preparation skills might want to begin by doing some simple progressive muscle relaxation exercises. This can be done in a targeted way on the day of an important competition, or as a method for having a better night's sleep the night before a big game or race. Coaches can encourage athletes to do muscle relaxation by encouraging them to imagine that their body is a race car that is being tuned by a mechanic. Athletes can go through each checkpoint from head to toe and systematically check for tightness, deliberately contracting their muscles and then releasing. This can be done as many times as is necessary to achieve a more relaxed state. This can also help focus the mind from distracting worries, thereby acting as a solution for both cognitive and somatic anxiety.

Another popular relaxation technique is diaphragmatic or deep breathing, which allows athletes to become more aware of their breathing and in control of their respiration rate. In many sports, breathing is used deliberately in training in order to increase arousal, modify heart rate, and increase focus and power. By taking a deep belly breath in, and letting it out in a slow exhale, the athlete can feel more in tune with his or her body, and can focus on letting go of excessive physical tension or distracting thoughts.

Negative thoughts can have a devastating impact on an athlete's ability to perform. That's why all coaches, team staff, and athletes should be made aware of anxiety-related presenting symptoms and how they can impact performance.

SERGEY PETERMAN / SHUTTERSTOCK



Whether it is through muscle relaxation, breathing exercises, or a combination of both, coaches and athletes can benefit from using these methods to manage anxiety and improve performance. Some coaches have taken to integrating creative methods of cross-training that use both of these techniques, such as yoga and meditation. Other ways to enhance relaxation are by listening to music that leads to desired effects, or having a personalized pre-competition routine that incorporates some of the exercises noted above. This gives the athlete a greater sense of control over his or her stress response and an increased ability to attend to factors that will maximize performance.

Helping athletes change the way they think

Cognitive restructuring is another strategy to consider when helping athletes manage anxiety. This method helps change an athlete's typical or habitual ways of thinking. If the athlete usually has very negative self-talk, and repeatedly spirals into self-defeating messages when under pressure, the athlete can be encouraged and trained to change the way he or she views the changes their mind and body experience when preparing for a competition. For example, athletes can be taught to view "butterflies" as a feeling of being invested in their sport and something that helps them get into competition-ready mode, versus something bad or undesirable. Instead of giving themselves negative messages that will harm their performance, they can engage in positive self talk and use cue words or specific statements that focus on how ready they are for the task at hand.

Biofeedback is another method to help athletes become more aware of their stress response and their ability to manage their feelings. The Association for Applied Psychophysiology and Biofeedback (www.aapb.org), the Biofeedback Certification International Alliance (www.bcia.org), and the International Society for Neurofeedback and Research (www.isnr.org) define biofeedback as a process that enables an individual to learn how to change physiological activity for the purposes of improving health and performance. Precise instruments measure physiological activity such as brainwaves, heart function, breathing, muscle activity, and skin temperature. These instruments rapidly and accurately "feed back" information to the user. The presentation of this information—often in conjunction with changes in thinking, emotions, and behaviour—supports desired physiological changes. Athletes can benefit from biofeedback as a concrete way to enhance awareness of individual responses, and, in turn, to train for enhanced performance.

Certified mental performance consultants can help teach these methods to coaches and athletes and may work with teams or individuals to maximize understanding and implementation.

These methods can have a significant positive effect on state anxiety. Unfortunately, some athletes experience debilitating anxiety that cannot be managed through self-help or mental training techniques alone. If the athlete is found to be exhibiting symptoms that are more generalized or likely to be trait anxiety-related, a referral can also be made to counsellors or clinical psychologists who specialize in anxiety management.

Where to get help

To find a certified mental performance consultant, counsellor, or psychologist who is registered in your province with the Canadian Sport Psychology Association (CSPA), visit <http://www.en.cspa-acps.ca>.

Ballet keeps athletes on their toes

TOSS THE TUTUS AND DON THE TIGHTS. THIS FORM OF DANCE CAN REAP BENEFITS FOR THE MOST HARDCORE OF ATHLETES

By Dr. Monika E. Schloder

ALBERT EINSTEIN'S FAMOUS QUOTE that “insanity is doing the same thing over and over again and expecting different results” should challenge athletes and coaches at any level to think outside of the box and to develop alternative and creative training methods in order to enhance all-round athleticism. Stale performances become the norm when boredom during training sets in. Incorporating ballet exercises into training is one way to keep things fresh and interesting.

The idea of engaging in ballet or dance for cross-training usually elicits strong reactions, especially among male athletes and coaches. Their chorus of protests includes comments such as: “I won’t wear tights and a tutu!” “What does this have to do with my sport?” and “I feel really stupid teaching this stuff.”

But they would do well to consider the benefits of dance in helping fine-tune sports performance. Dancers are among the world’s most athletic individuals, a fact not often acknowledged in the sport community. A case in point: a study comparing fitness levels between dancers at England’s Royal Ballet and a squad of international British swimmers (including Olympians) found the dancers were more fit, scoring higher on seven out of 10 standardized tests, and 25 percent stronger on grip strength.

It’s clear that ballet offers effective resistance training since the individual’s body weight pushes into the floor during every specific leg exercise, whether it’s jumping, leaping, hopping, turning, or other associated dynamic movements. These activities strengthen muscles and build and maintain bone mass and bone density. Therefore, it makes sense to examine the total body training concepts within ballet for potential integration into any sports program.



Dr. Schloder is the creator of *Ballet for Athletes: Modified Exercises for Cross-training*, a program that includes a DVD demonstrating modified ballet exercises and a 17-chapter PDF file book, which illustrates and describes the exercises. For more information go to www.coachingbest.com

The “Baryshnikov of football”

Famous NFL players have used ballet as cross training for decades. The American professional football player Lynn Swann, (Pittsburg Steelers, 1974-1982), who has been described as “the Baryshnikov of football,” attributes his grace and skills on the field to the ballet training he began as an eight-year-old boy. Willi Gault, a former

all-American wide receiver for the Chicago Bears and Los Angeles Raiders and an Olympic athlete in sprinting and bobsledding, also credits his success in sport to extensive training in ballet.

Today, there are plenty of athletes in various sports who have taken up ballet to improve core stability, dexterous leg and footwork, to correct hip alignment and pelvic instability, to prevent injuries, and for rehabilitation purposes. For example, Canadian hockey goaltender Ray Emery, currently with the Chicago Blackhawks, was told that his playing career was finished due to a bone condition known as avascular necrosis. His daily training routine after surgery included ballet, yoga, Pilates, and swimming to strengthen the core, hip, and thigh muscles, which helped him resume his playing career. It's not just football and hockey players who report benefitting from ballet. Recently, British world-class swimmers have taken up ballet as cross training and for warm-up purposes. Liam Tancock, who holds the world record in the 50m backstroke and competed in the 2008 Olympic Games, had this to say about ballet to swimnews.com: “[It’s] very physical and you need a lot of strength and precision. They [dancers] make it look effortless but it requires a lot of concentration. You become more aware of your body and what your limbs are doing, how you’re positioning your limbs, fingers and toes.”

Elite swimmers such as Tancock recognize that dancers not only deserve great admiration for their daily rigorous workouts, work ethic, and dedication, but also for their concentration and focus on physical and mental components.

As a former elite swimmer myself, I know I benefitted a great deal from dance training. So it was a natural step for me as a coach to modify concepts from dance to create a Long-term Athlete Development model from a Calgary-based study of 24 young athletes and their progress over eight years. Ballet was incorporated into the program as one type of cross training. The athletes in this study tested well below Canadian national fitness norms for their respective age group at the start of the project but were off the charts by the end of the study, thus demonstrating the positive effects of ballet as a cross-training activity. Ballet helped to enhance their physical and athletic abilities to achieve an efficient and more effortless movement repertoire.

The artistic and aesthetic nature of ballet still creates lots of stereotypes, especially among males. But ballet offers much more than layers of tulle and satin ribbons. It develops strength, balance, and overall athleticism. Because of this, athletes and coaches should be encouraged to consider the potential benefits to be gained from ballet.

There are plenty of athletes in various sports who have taken up ballet to improve core stability, dexterous leg and footwork, to correct hip alignment and pelvic instability, to prevent injuries, and for rehabilitation purposes.



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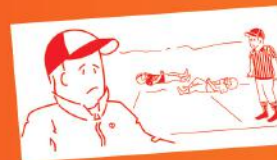
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EAT TO WIN

How to make the right choices in sport nutrition

By Angela Dufour, MEd.,Pdt.,IOC Dip Sports Nutr, CFE

WITH THE VAST SELECTION of sports drinks, bars, gels, and meal supplements flooding the market, how can coaches and athletes ensure they pick the right products for optimal nutrition?

The key is to be able to evaluate the differences between common sports foods and to know what to look for when trying to choose the right one for your athletes.

Sports foods are designed to assist athletes by providing a practical or convenient alternative to regular food during times of travel or when there is limited time to prepare snacks and/or meals. These products usually contain nutrients found in everyday foods and thus can help athletes achieve their nutrition goals during busy days, between exercise sessions, or in multi-day competition situations.

It's also important to recognize that not all sports foods are created equal. *Table 1 – Sports Foods and What to Look For* offers specific guidelines to follow when determining which product is best.



TABLE 1: SPORTS FOODS AND WHAT TO LOOK FOR

SPORT SUPPLEMENT TYPE	INDICATION FOR USE
Sports Drinks	Optimal delivery of fluid during, and post-exercise.
Sports Gels (30-40 g pack)	Training diet, carbohydrate loading, part of post recovery, and during events lasting more than one hour.
Electrolyte Replacement Powders/Drinks	Optimize rehydration/fluid balance, replace sodium lost during large fluid loss, and for use in extreme hot/humid conditions.
Liquid Meal Supplements	Supplement high carbohydrate/energy diets during heavy training, or for weight gain situations. Good for travel or when there is minimal time to eat before training/competition, and when appetite is poor.
Sports Bars (45-65 g)	Supply some carbohydrate during events lasting more than one hour. Good for travel or when there is minimal time to eat before training/competition and in times when appetite is poor. Adequate for post recovery nutrition and in between multi-events.

TABLE 2: COMPARISON OF SPORTS DRINKS

PRODUCT	SERVING SIZE	CALORIES (KCAL)	CARBS (G)	PROTEIN (G)	FAT (G)	SODIUM (MG)	POTASSIUM (MG)	CAFFEINE (MG)
Pre Exercise or During Exercise Drinks								
CARBO FORCE	532 mL	400	100	0	0	110	190	0
GATORADE PRIME	118 mL	100	25	0	0	110	30	0
PURE MUSCLE CARBS (2 scoops) with 295-355 mL water	55 g	208	52	0	0	35	0	0
POWERBAR IRONMAN PERFORM* (2 scoops) with 500 mL water	55 g	140	34	0	0	380	20	0
POWERADE ION4	240 mL	50	14	0	0	100	25	0
ACCELERADE (1 scoop) in 355 mL water	34 g	120	21	5	1	190	65	0
E LOAD ENDURANCE* (1 scoop) in 470 mL water	30 g	108	27	0	0	370	96.5	0
GATORADE G2 PERFORM (for events lasting less than 60-90 minutes or when consumed with alternative source of carbohydrate)	250 mL	50	5	0	0	115	30	0
GATORADE PERFORM	500 mL	130	32	0	0	210	55	0
CYTO MAX SPORTS PERFORMANCE DRINK (1 scoop) with 295-355 mL water	25 g	80	22	0	0	120	60	0
REVENGE SPORT ENERGY DRINK (1 scoop) with 473 mL water	25 g	90	23	0	0	100	110	0
GU BREW (2 scoops) with 473 mL water	26 g	100	26	0	0	250	40	0
Recovery drinks (applicable for recovery with added protein)**								
ENDUROX R4 (2 scoops) with 355 mL water	75 g	270	52	13	1.5	190	100	0
POWERBAR RECOVERY (1 scoop) with 240 mL water	24 g	90	20	3	0	250	10	0
GATORADE RECOVER	500 mL	120	14	16	0	230	70	0

*Applicable for those exercising for long periods and/or in hot humid temperatures, or for those who have large sweat losses
 **For adequate recovery, additional protein is required

Note: Nutrition information was determined at time of publication and may change. Always check the product label to ensure accuracy. Because serving sizes of different products vary, it is important to determine the actual serving size that is most practical for an individual in order to accurately compare products.

It's also important to know when to consume these products during training and competition. Athletes whose physical activities take 60 minutes or longer to complete will benefit from consuming between 30 to 60 grams of carbohydrates for every hour (depending on the intensity and total duration of the training) of sustained activity to maintain adequate energy levels. It's best to consume sports foods (or other foods providing carbohydrate and fluid) every 15 to 20 minutes, starting when activity commences. For example, eat one-third of a sports bar every 20 minutes, or eat small amounts when there's a break in activity.

Sports drinks

Sports drinks are carbohydrate and electrolyte solutions designed specifically to replace energy (carbohydrates), electrolytes (e.g. sodium, potassium), and fluids lost during exercise that is:

- longer than 60 minutes;
- intense;
- performed in hot/humid environments;
- prolonged endurance or high intensity/intermittent.

Sports drinks can vary widely in composition, especially in their carbohydrate and electrolyte content.

Table 2: Comparison of Sports Drinks will assist coaches and athletes in selecting the appropriate beverage for their individual sport needs. The amount that should be consumed during activity depends on an individual's sweat rate, which can range anywhere from 0.3 to 2.4 litres/hr or higher in some high temperature and humidity sports situations. As a general rule, athletes can start consuming small amounts every 15-20 minutes with an average of least 400 to 800 mL/hr.

How to find a sports dietitian

When choosing a sports food to fuel an athlete's training or competition needs, remember that a registered sports dietitian can help you best decipher the array of choices that continually flood the store shelves. The Coaching Association of Canada has compiled a registry of qualified nutrition resource professionals with experience in sport nutrition on their website which can be accessed here: www.coach.ca/find-a-dietitian-p140496

Carbo load

Each of the following foods provide approximately 30 grams of carbohydrate:

- 1 piece of fruit
- 3 Fig Newtons
- 1 small bagel
- 4-6 crackers
- 1 high carbohydrate sports bar
- 500 mL sports drink
- 1 sports gel



Sports Bars

Sports bars can provide a compact, convenient, and practical fuel source with variable amounts of protein and micro-nutrients for use before, during, and post-exercise for strength and power sports, as well as endurance/ultra-endurance events and prolonged intermittent exercise (e.g. team games).

Sports bars can vary in amount of calories, types of carbohydrate, protein, and fibre. Refer to *Table 3: Comparison of Sports Bars* to choose the best bar for a specific sport/situation. Fluid needs should also be considered in order to meet complete nutrition and hydration goals before, during, and after exercise. Food sources should always be considered as the first option for meals and snacks rather than sports bars.

Sports gels

Some athletes may choose to consume a sports gel for quick replacement of energy rather than solid food to refuel during activities or in between events. However, it's important to drink fluids with a sports gel in order to absorb adequate carbohydrate and fluid during activity.

A high sugar/carbohydrate concentration may interfere with fluid absorption, so it's best to stick to a sports gel with a mixture of glucose, sucrose, maltose, fructose, and total carbohydrates between 25 to 30 grams per pouch. *Table 4: Comparison of Sports Gels* provides a list of common gels and their nutrition comparisons. Some of these may lack sufficient electrolytes to match sweat loss, so it may be necessary to include a sports beverage along with gels during exercise. Certain gels may also contain additional ingredients such as caffeine and vitamins/minerals that may or may not be desirable for all athletes in all situations.

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TABLE 3: COMPARISON OF SPORTS BARS

Well-suited for before, during, or after most types of activity (higher carbohydrate, moderate protein, lower fiber)

PRODUCT	SERVING SIZE	CALORIES (KCAL)	CARBS (G)	PROTEIN (G)	FAT (G)	FIBER (G)	SODIUM (MG)	POTASSIUM (MG)	CAFFEINE (MG)
CLIF BAR (Carrot Cake)	68 g	240	44	9	4.5	5	160	240	0
LARABAR (Cherry Pie) *	48 g	200	30	5	8	4	0	400	0
LUNA (Chocolate Chunk) *	48 g	180	26	9	5	3	210	135	0
POWERBAR (Chocolate)	53 g	200	43	9	1.5	3.5	200	400	0
POWERBAR PERFORMANCE ENERGY (Oatmeal Raisin)	65 g	230	45	8	3.5	2	200	105	Some contain 200 mg
VECTOR ENERGY BAR (Chocolate Chip)	55 g	230	32	9	7	2.5	85	305	0

Well-suited for recovery after heavy strength training or during longer duration activity (higher carbohydrate, higher protein)

CLIF BUILDER (Peanut Butter)	68 g	270	30	20	9	3	320	480	0
ELEV8 ME (Original)	66 g	240	34	16	4	5	45	N/A	0
HONEY STINGER PROTEIN BAR (Chocolate Coconut Almond) ***	42 g	180	19	10	8	2	26	82	0
HONEY STINGER ENERGY BAR (Apple Cinnamon)	50 g	180	28	10	3	1	160	130	0
LUNA PROTEIN (Chocolate)* ***	45 g	170	20	12	5	3	250	150	0
POWERBAR TRIPLE THREAT (Chocolate Caramel Fusion)	53 g	225	27	10	8	3.5	137	470	0
POWER BAR RECOVERY (Cookies n Cream Caramel Crisp)	65 g	250	30	12	9	0	180	85	0
VEGA SPORT PROTEIN BAR (Chocolate Coconut) **	60 g	240	28	15	8	6	60	N/A	0

* Gluten-free ** Vegan *** Additional carbohydrate required for adequate nutrition

Note: Other flavours of the same brand may vary slightly in nutrient values. Sports bars may contain tree nuts, milk, and gluten (from wheat flour, oats, and barley) and may need to be avoided by athletes who have certain intolerances/allergies to any of these items.

TABLE 4: COMPARISON OF SPORTS GELS

PRODUCT	SERVING SIZE	CALORIES (KCAL)	CARBS (G)	PROTEIN (G)	FAT (G)	SODIUM (MG)	POTASSIUM (MG)	CAFFEINE (MG)
Accel Gel	37	73	13	3.2	0	73	53	0
GU Energy Gel	30	94	23	0	0	52	42	0-40*
Vega Sport Gel	45	100	22	0.5	0	60	400	0
PowerBar Gel	41	110	27	0	0	200	20	0
Clif Shot Energy Gel	34	110	22	1	0	60	85	100
Hammer Gel	36	90	22	0	0	25	N/A	0-50*

* depending on flavor



Angela Dufour owns and operates Nutrition in Action, a private counselling and nutrition services practice for athletes, coaches, and the general public in Bedford, Nova Scotia, and also works as a member of the Integrated Science Team (IST) with the Canadian Sports Centre Atlantic. She is the author of *PowerFuel Food: Planning Meals for Maximum Performance* (Glen Margaret Publishing, 2013.)

CARLA NICHOLLS

PASSION FOR THE TRACK

Athletics Canada's national event group coach and the national talent development coach attributes her success to involvement at every level of track and field

By Sheila Robertson

PICTURE A LONG-LEGGED 11-year-old girl, oblivious to the dilapidated condition of her school's beat-up cinder track, running like the wind, loving every movement, every stride, and dreaming of Olympic glory.

Carla Nicholls' home town of Broadview, Saskatchewan, population 800, wasn't by any stretch a track and field hotbed, at least not until a sharp-eyed physical education teacher named Rocky Chysyk came to town. Passionate about track and field, Chysyk quickly spotted Nicholls' potential, created a track and field club, bought a set of hurdles—which he set up in the high school hallway—dug the weeds out of the track and filled the gopher holes. "I always had aspirations, but there was nobody to bring it out until Rocky came along," says Nicholls, who became a national-level heptathlete. Her high school years were marked by track meets and regular trips to the University of Saskatchewan (U of S) to train with heptathlon great Diane Jones Konihowski.

Fast forward to 2013, and Nicholls is now Athletics Canada's national event group coach and the national Olympic

development coach. Her journey has been unconventional to say the least. While a nursing student at the U of S, recurring injuries forced her out of track. After graduation, she moved to Regina to work as an operating room nurse. An arthroscopy repaired her knee and she returned to competition as a member of the Regina Athletic Track Club (RATC) and eventually made the national team. While training and nursing, she was RATC's assistant coach and helped found a community-based team at the University of Regina (U of R). She and head coach Mike Zimmerman ran the clubs from their cars. "It was wild," she says. "We had no funding, drove through blizzards to get our kids to meets, paid for necessities out of our own pockets—in other words, we did all the usual things coaches do at that level."

Nicholls first met Les Gramantik, then the head coach at the University of Calgary and now Athletics Canada's senior national program coach, while competing. His mentorship had a profound effect on her career path. "Les took me under his wing, taught me how to train full time, showed



“We had no funding, drove through blizzards to get our kids to meets, paid for necessities out of our own pockets—in other words, we did all the usual things coaches do at that level.”



ARTHUR WARD/ARTHUR IMAGES

“There is nothing better than identifying an athlete, working closely with the personal coaches and families, providing opportunities and watching their success.”

me career possibilities and steered me to opportunities,” she says. “It didn’t matter if an athlete was Olympics-bound or provincial level, he treated us all the same and always with respect. I fell in love with coaching because of Les. I thought if I could help one athlete the way Les has helped me, coaching was what I wanted to do.”

Rising through the ranks

Nicholls swiftly rose through the coaching ranks. Becoming head coach in 2001, she built the U of R team from 17 athletes to a team of more than 85 by the time she left in 2008. In 2005, she was named Saskatchewan’s Coach of the Year. She also gave birth to two children, Arden, in 2002 and Dawson, in 2005. But as rewarding as her life was, she knew there was “something more out there.” The “something more” began with occasional national team stints with Athletics Canada, which, in turn, led to her appointment as event group coach for the 2008 Olympic Games in Beijing. Her positive performance at the Games convinced her that she belonged at the Olympic level. Athletics Canada agreed and chose her, over three male candidates, for a full-time, paid coaching position. Supported and encouraged by then-CEO Joanne Mortimore, Nicholls also launched Athletics Canada’s women in coaching program in 2008.

In 2010, Nicholls added the development coach portfolio. This was an opportunity to “take a big ball of clay and mould it into a real program.” The result was the innovative Athletics Canada Olympic Development Program (ODP). She speaks of the program with pride: “Identifying, developing, and promoting talent, and creating sustainable success at future Olympic Games, is the ODP goal.” The program provides identified athletes with international competition and high performance training opportunities while assisting them in improving their daily training environments. At the 2012 Olympics, the Olympic development athletes posted the best results. “There is nothing better than identifying an athlete, working closely with the personal coaches and families, providing opportunities and watching their success,” says Nicholls.




"I fell in love with coaching because of Les Gramantik. I thought if I could help one athlete the way Les has helped me, coaching was what I wanted to do."

Determined, stubborn, tireless and a visionary, Nicholls attributes her success to her history of involvement at every level of the sport, including the grassroots program RunJumpThrow, and the youth, junior, senior, club and university sectors. She was involved in creating the sport's Long-Term Athlete Development manuals and was a writer for the new National Coaching Certification Program coaching manuals. "I've been a piece of every part of the big pie and that gives me a global perspective on the sport," she says.

Nicholls advises all coaches to develop skills all along the way, constantly seek high education, develop a support group for all roles in life, plan and think ahead, seize opportunities as they arise, and create a network of mentors. Along with Chysyk, Gramantik, and Mortimore, she credits former Olympic coach Sheilagh Croxon, a long-time leader of

the Coaching Association of Canada's Women in Coaching program, and university leaders Dru Marshall and Penny Werthner as key to her success. "All are experienced, successful people offering me support and advice, which I took seriously and put into play," she says.

Her experience as a nurse has proven to be valuable when it comes to working in stressful situations. "Imagine a double trauma with two [operating] theatres running at the same time, both patients dying, and me coaching from the phone outside the OR whenever I find a moment. I loved doing both because I love to multi-task," says Nicholls. "So coaching an athlete at an Olympic final doesn't intimidate me at all. As a matter of fact, I welcome the challenge. The greater the stress and pressure, the better I perform. My OR experience put perspective on what matters. Yes, an Olympic medal is important. But it's not life and death." 

Carla Nicholls, ChPC and Les Gramantik, ChPC.



Writer and editor **Sheila Robertson** was the founding editor of *Coaches Report*, is the editor of the *Canadian Journal for Women in Coaching* and the author of *Shattered Hopes: Canada's boycott of the 1980 Olympic Games*.

15 WAYS TO GIVE GREAT FEEDBACK

Does your coaching style inspire or discourage your athletes? What you say and do can make all the difference between a poor performance and a winning one.

By Anne Bokma

We've all seen coaches do it: blasting players in public, screaming from the sidelines and throwing dramatic hissy fits during high-pressure games. The cameras love to zoom in on this kind of courtside drama, but the question is, do these tirades do any good? Or does this type of fiery feedback ultimately backfire by demoralizing players? Angry and abusive coaching strategies are associated with the win-at-all costs ethos of professional sports, but experts agree that negative feedback can create a fear of failure mentality that may result in poor performance and damaged self-esteem among athletes.

So how can coaches deliver feedback that's effective and motivating? We asked three top Canadian sport experts for their best advice.



Dr. Penny Werthner is dean of kinesiology at the University of Calgary. A former Olympic athlete in track and field, she has been a mental performance consultant for national and Olympic teams for more than two decades. She is chair of the Canadian Sport Psychology Association, a member of the International Council for Coaching Excellence, an advisor to the Coaching Association of Canada's Women in Coaching Program, and a Master Learning Facilitator for the National Coaching Certification Program (NCCP).



Wayne Elderton is a Level 4 coach, head of Tennis Canada's Coaching Development & Certification in B.C. and is currently tennis director at the Grant Connell Tennis Centre in North Vancouver. As a coach, he has led provincial teams to gold medals in the Canada and Western Canada Games, coached multiple national junior champions, and has had a number of players attain U.S. scholarships, with some achieving professional tennis world rankings. He has also coached three wheelchair players to top 10 world rankings and has coached Canada's World Team Cup squad.



Dr. Kirsten Barnes is a mental performance consultant at the Canadian Sport Institute Pacific in Vancouver, B.C. She was a double Olympic gold medalist in rowing at the 1992 Olympic Games and a World Champion in 1991. She spent 13 years in the United Kingdom, where she provided sport psychology support for national teams and athletes in a variety of sports in addition to working as a sport psychology consultant for the Commonwealth Games Council for England.

1. Avoid fear-based coaching

"I continued in sport because I had great coaches all along. If I had had coaches yelling at me, I probably would not have stayed in sport," says Werthner. "If an athlete performs poorly, they often know they've done a bad job and yelling at them often results in a worse performance the next time they get on the field." Athletes who are afraid of their coach won't be able to think clearly, which is part of creating a good performance. That's why aggressive coaching tactics often backfire.

Elderton points to former New York Rangers' coach and the Vancouver Canucks' new head coach, John Tortorella, as an example of a coach who has received a lot of attention for his abrasive coaching style. "Unfortunately, there's a really high tolerance for poor behaviour in sport with coaches because the focus is on winning, so the mentality is the behaviour is okay." While aggressive coaches may have experienced some successes in their careers, "what you don't see are the hundreds of athletes they burn through," he says.

2. Focus on the real purpose of feedback

"Feedback is all about making the athlete better at what they are doing," says Barnes. Elderton explains that there are two types of feedback—motivational and corrective (some also call this prescriptive or developmental feedback). With motivational feedback, the coach encourages the athlete to maintain what they are doing and builds confidence. By contrast, corrective feedback is when a coach helps an athlete change a particular behaviour and builds competence.

3. Look for the positive

Be a "success seeker rather than a fault finder," says Elderton. This doesn't mean engaging in false flattery. "Telling little Johnny 'great shot' when he sends a ball into the side fence does no one any good. This kind of feedback will often have a negative effect as Johnny starts to expect emotional rewards no matter how poor his performance." Instead, use positive feedback as a communication tool to change specific behaviours and reflect the performance back to the athlete. This means praising athletes when they perform correctly and encouraging them when they perform poorly. Always link the correction to the result that can be expected, says Elderton. "This might mean saying, for example: 'Johnny, your preparation was fine, but you will need to change your racquet angle a bit to keep the ball in the court.' This way good performance gets reinforced and poor performances are corrected without the emotional impact of negative feedback."

4. Strive to really understand your athlete

While technical instruction is the primary job of coaches, so too is developing a solid understanding of the athletes they work with. "The best coaching practices I've seen use good listening and asking questions," says Werthner. Make the effort to understand how your athletes prefer to give and receive information. Barnes often utilizes the Myers-Briggs Personality Type Indicator as well as a learning styles questionnaire to help her better understand the athletes and coaches she works with. "It's a good tool to help coaches," she says.



HERBERT KRATKY / SHUTTERSTOCK

Feedback is all about making athletes better at what they are doing.

"Athletes all respond and gain energy in different ways. If the coach uses language that is opposite to the preference of the athlete—for example, some athletes respond well to high energy, blunt language, whereas for others that kind of feedback is considered brutal—then the athlete will have a tough time making a connection with the coach."

5. Strike the right balance

"One of the mistakes coaches make is they provide too much critical feedback," says Werthner. "Obviously they have to give it, but it has to be the correct balance." Barnes agrees: "You need to have a balance between knowing when it's right to offer support and knowing when to challenge." She says coaches often forget to tell athletes what it is they are doing well and focus too much on mistakes. Encouraging athletes to reflect on one good thing about every single training session or performance (even if it is just the fact that they made it to practice) helps the athlete stay in a positive frame of mind. This is especially important come competition time. "You want your athlete to go into competition thinking about what they are good at." She also advises avoiding the feedback 'sandwich' method (where you sandwich negative feedback between two pieces of positive feedback), because usually all that sticks in the athlete's mind is the negative feedback.

6. Ask questions and listen well

Ask the athlete what he or she thinks about a specific issue related to his or her performance and what changes might be helpful. Listen well and add your ideas during the conversation that follows. "Instead of the coach always giving the athlete instructions on how to do something, it is useful to occasionally ask the athlete for their input. Asking questions



MUZSY / SHUTTERSTOCK

Be as direct and specific as possible about what the athlete is doing correctly and how to improve areas that need work.

is the key to really engaging athletes,” says Werthner. “Effective communication is about listening to what someone is saying, asking questions and then giving clear instructions.”

7. Don't take on all the responsibility

“Coaches need to instill a sense of ownership in their athletes so that they will make suggestions, ask questions, and be a student of their sport with the coach as their leader,” says Barnes. One way to do this is to expect athletes to come prepared to periodic meetings with questions and concerns they have and observations about how they are doing in their training process.

8. Be specific

Coaches may be unsure of what to say to their athletes and this can lead to long periods of silence or ‘ineffective coaching babble’ (such as: ‘Well done!’, ‘Good, good!’, ‘Great shot!’, or ‘Way to go!’), says Elderton. This style of feedback can cause athletes to tune out the coach’s words. And being overly positive can make an athlete feel good, “for about 30 seconds but it doesn’t help their performance at all,” he adds. Instead, be as direct and specific as possible about what the athlete is doing correctly and how to improve areas that need work. “Often coaches tend to be very specific on the bad stuff, but they have to be very specific on the good stuff as well,” says Werthner.

9. Meet with team members individually

Coaches often have to work with an entire team and this requires a coaching style that suits the whole group. But they also need to work with individual athletes within the team. “Some of the best coaches I’ve worked with made sure they met with individual players one-on-one on a regular basis,” says Barnes. “Despite the high number of athletes they worked with, they made sure to meet with every athlete about every three or four months. It was like a check-in or performance evaluation and served as a good opportunity to review goals.”

10. Ensure the timing is right

Sometimes withholding feedback until the end of a practice or training session is effective since it increases the opportunity for athletes to detect their own errors. When you want to encourage an athlete and help them develop confidence, it can be best to offer motivational feedback directly after the sporting event, notes Barnes. On the other hand, if you want to offer advice to develop skills, do this at the start of a session or during a session. “Sending someone home at the end of a session with what they might perceive as criticism running around in their head when they can’t do anything about it until the next day is not a good idea.” Werthner adds: “You can be more critical when an athlete is practising during a training session because they aren’t under as much stress. During an actual competition or game situation, the feedback should shift to being more constructive because the athlete is already anxious and will not be thinking as clearly.”

11. Be clear about your vision

Having a plan and sticking to it inspires confidence in your leadership. "I've seen coaches who change the plan midway through a game because they are second-guessing themselves and this causes confusion among their athletes," says Barnes. "Sometimes you have to be ready for change because you don't know what your opponent might throw at you, but in sports where you have control of your delivery, sticking to the plan that was practised and that you believe in is important." Routines bring a sense of familiarity and calmness, and changing things too abruptly can stress out players. "When we are nervous we don't have clarity and that affects performance," says Barnes.

12. Reflect on the feedback you are providing

Take the time to consider how you are performing as a coach. "We ask athletes all the time to keep daily training records and consider how they are performing, but coaches should also reflect on a regular basis," says Barnes. "What are they noticing about their interactions with their athletes? What is working and what is not working?"

13. It's okay to be demanding

There's a misunderstanding that if you provide too much positive feedback, you're being too soft on your players. But that's simply not true, says Elderton. "You can be extremely demanding but very positive at the same time," he says. "You need to pull out the best in your players and sometimes that means you have to take them where they are uncomfortable and where they might not want to go. It takes a well trained coach to do that."

14. Encourage athletes to self assess

One of the best ways to do this is by asking questions. Questioning your athletes encourages them to think for themselves and prevents them from only relying on you to tell them what to do. This can help them identify mistakes on their own. When Barnes began rowing after years of being involved in another sport, it was the first time a coach asked her to assess her own performance. "No one had ever done that before—in the past I had been constantly told what to do better." She says this helped develop strong two-way communication with her coach and got her thinking for herself about her performance.

15. Educate yourself:

Providing effective feedback is a learned skill you can improve upon by seeking out coaching mentors, observing other coaches in action, reading books about how to provide good feedback and enhancing your skills by taking NCCP leadership courses. "It's also a good idea to talk to sports psychologists and mental performance consultants about what you could be doing better as a coach—they will likely be able to provide you with some helpful observations," says Barnes.



How do you measure up as a coach?

COACHING CHECKLIST

Dr. Alan Goldberg, director of Competitive Advantage, an Amherst, Massachusetts-based performance consulting firm, and author of *This Is Your Brain On Sports: Beating Blocks, Slumps and Performance Anxiety for Good!* (Dog Ear Publishing, 2011), identifies the following key qualities that lead to great coaching. According to him, the best coaches:

- ✓ Get their athletes to believe in themselves
- ✓ Do not use embarrassment and humiliation as teaching tools
- ✓ Are great life teachers
- ✓ Keep the game in perspective
- ✓ Do not let their egos and self-worth get tied up in the game
- ✓ Understand individual differences in their athletes
- ✓ Coach the person, not just the athlete
- ✓ Are flexible
- ✓ Are great communicators
- ✓ Take the time to listen and to educate their athletes' parents
- ✓ 'Walk the talk' with their athletes by being good role models
- ✓ Keep the learning environment emotionally safe
- ✓ Continually challenge their athletes to do better and push their limits
- ✓ Continually challenge themselves
- ✓ Are passionate about what they do
- ✓ Are empathetic and tuned into the feelings of their players
- ✓ Are honest and conduct themselves with integrity
- ✓ Make the sport fun for their athletes
- ✓ Are not defensive in their interactions with their players or parents
- ✓ Use their athletes' mistakes and failures as valuable teaching opportunities

Anne Bokma is editor of *Coaches plan du coach*

A photograph of hockey gear including a leg pad, a helmet, and a jersey, with a red text box overlaid. The leg pad is white and black, the helmet is black, and the jersey is blue and white. A person's hand is visible on the helmet. The text box is red with white and black text.

HOCKEY GEAR

More HARM than HELP?

FKOUADRO / SHUTTERSTOCK



The evolution of hockey gear has created new concerns

By Annie Claire Bergeron-Oliver, BPHE, MSc Journalism

UNDERWEAR, JOCK STRAP, SHIN PADS, SOCKS, SKATES, shoulder pads, elbow pads, jersey, helmet, and gloves—it can take pro hockey players 15 minutes or more to put on all their gear. That's a far cry from the equipment worn 70 years ago when the original six National Hockey League teams took to the ice. Back then, athletes didn't wear protective equipment so every puck or slapshot had the potential to leave a bruise. Helmets were made of soft leather instead of plastic and foam, primarily protecting against heat loss rather than injury. Since then, companies have added layers of plastic and even bulletproof Kevlar to the equipment. Elbow pads, once made of leather and strapped on the outside of a player's sweater, are now made of dense pipe-like plastic. >>





“Once I got the big shoulder pads, I felt invincible.”

JIM THOMSON
FORMER ENFORCER
WASHINGTON CAPITALS

A double-edged sword

Innovations in hockey gear have been instrumental in decreasing injury to players. But protective padding can be a double-edged sword—it can make players less cautious about their own safety and that of others because they assume all this protection makes them invincible. It’s what’s known as the Peltzman effect, named after a University of Chicago economics professor who theorized that people adjust their behaviour in response to perceived level of risk, behaving less cautiously when they feel more protected. A 2002 survey by the American Osteopathic Academy of Sports Medicine bears this out: almost 30 per cent of 103 youth hockey players believed equipment completely prevented them from spinal cord injury and close to 50 per cent said it protected them against any form of brain damage.

Before the introduction of thicker padding, athletes had a stronger sense of respect for each other, says Jim Kyte, a former defenseman with the Pittsburgh Penguins, Calgary Flames, and Ottawa Senators, who notes that tactics and coaching have also changed along with the evolution of equipment. Coaches spend less time perfecting the legal body check, says Kyte, who observes that this is why there are fewer open ice body checks, and even less instruction on how players should protect themselves going into the corners. “They would turn sideways so it would be their shoulders going in,” said Kyte. “They would never go in like players do today, straight in.”

The attitudes of professional hockey players have also changed. Dr. Paul Dennis, the former Toronto Maple Leafs sports psychologist and a player development coach, says professional hockey players have told him they feel psychologically stronger, faster, and less vulnerable when geared up. “That’s an invigorating feeling for these guys,” says Dennis. “They go into the corners ahead of the defender, knowing they won’t get hurt so they take that risk and that gamble to get the puck.”

There is a greater focus on winning at all costs. “The more a team wins, the greater the fan adoration, the greater the media attention and the bigger the contracts,” says Dennis. This is where a so-called attrition strategy comes into play. A devastating hit can provide a boost to the team and, some even argue, to ticket sales. It can be the motivator that propels the team to success. “If that means putting my shoulder down or an elbow into his face and he is out of the game, my chances of winning have significantly improved.”

NHL players routinely block encroaching players by sticking out an elbow as a defense mechanism and strategy. Sometimes, however, these types of hits aren’t intentional and are, in fact, a natural reflex. Sometimes a knee gets in the way during a fall or a legal check, especially when the puck goes into the corners. “It’s your instinct to try and stop a player by doing whatever you can and it’s usually sticking out your knee or elbow to try and slow them down,” says junior hockey player Nikita Poliakov, who played for the 1000 Islands Privateers.

Like hitting a wall

Today’s equipment has lighter and more breathable material, but also contains thick plastic anatomically-correct cups which reinforce the shoulder and elbow joints. Former Washington Capitals hockey enforcer Jim Thomson says when he began wearing this equipment in the late 1990s contacting a player felt like hitting a wall. The equipment decreases the risk of personal injury, but provides an opportunity to use

Head case

Helmets aren't designed to prevent concussion

Despite retiring over ten years ago, former Washington Capitals hockey enforcer Jim Thomson easily recalls the feeling of being hit by an elbow pad and what he experienced afterwards. He received a concussion while playing for the Binghamton Whalers in the American Hockey League. After waking up on the ground, Thomson wobbled his way to the boards. He was mentally unfit, but when the coaches asked if he could play, he said yes. It wasn't until he got on the bus that he realized something was wrong. "I normally play cards on the bus but that time I didn't. I just couldn't play. I had my head against the window."

Later that night at the hotel, Thomson's teammate had to wake him every two hours. But that kind of behaviour wasn't unusual; in fact, it was almost routine, says Thomson. So was popping Aspirin like vitamins to alleviate game-day headaches. Despite his symptoms, he joined his team on the ice just two days later. "We had Monday off and practice Tuesday and I don't remember anything until Tuesday," says Thomson. "We thought it was kind of funny at the time."

Thomson's case doesn't stand alone. Concussions are more prevalent in hockey, partially because the research has improved to help identify them, but also because athletes and coaches are speaking up.

Thomson says when he played, there was little knowledge and focus on head injury. "I had a few major concussions and I'd be out for a while feeling sick, dizzy, and just not feeling right for weeks at a time," he says. "We didn't know about it back then and just kept playing."

In December of 2011, almost 160 players (or five percent of athletes on the NHL roster), were out with concussions, according to a study by the blog www.hockeyfights.com. Thomson links the increases in concussions to new equipment. "Now with the speed and strength of the players and hard equipment we are seeing so many players lose their careers to equipment."

Helmets are now mandatory in the NHL and in all other hockey leagues, but despite improvements in material and design, Blaine Hoshizaki, an associate professor at the University of Ottawa's School of Human Kinetics, warns that helmets are not meant to protect against concussion. "Helmets were designed primarily to prevent catastrophic injury, intracranial bleeds, skull fracture, cuts, and bleeds," he says. To reduce the incidence of concussion among hockey players, helmets should be replaced after every major hit or every five years, whichever comes first.

In an attempt to reduce the incidence of head injury, the Canadian Hockey League recently instituted a zero tolerance policy for hits to the head. High sticking is a serious concern at any level. Sticking, according to a research paper published in the *European Journal of Trauma*, caused almost 60% of head injuries in the European Hockey league during the 1996 to 1998 season. Todd Jackson, senior manager of safety and insurance at Hockey Canada, says his organization is working to decrease the number of injuries caused by the equipment. "We are teaching kids to keep their elbows down, head and sticks down—we are teaching kids that equipment can't be used in a negative way."





“No one should have to endure injuries resulting from on-ice violence such as fighting and cheap shots to the head.”

EMILE THERIEN, FORMER PRESIDENT, CANADA SAFETY COUNCIL

your ironman facade as a weapon. For the first time, he says, he looked for that devastating and potentially game-ending hit. “Once I got the big shoulder pads, I felt invincible. It’s basically a car accident. Let’s see how hard and fast I can do it.”

That false sense of security, added to the greater speed and power of increasingly larger athletes, can be disastrous. “Twenty or 30 years ago it was like two pick-up trucks hitting each other, now, [because of the size and strength of the players] it’s like two 18-wheelers smacking into each other,” says Emile Therien, the father of an NHL player and former president of the Canada Safety Council. Despite protective equipment, a body check, illegal or legal, can do serious damage,” says Blaine Hoshizaki, an associate professor in the University of Ottawa’s School of Human Kinetics, whose research into head injuries suffered by athletes is recognized worldwide. An elbow to the chest or body results in a substantial amount of force, he says. “Just imagine if you put your hand out of a car window and it hits a sign post going 40 km an hour—you could break your hand.”

The faster nature of the sport has made the inadvertent attempt to beat an opponent to the puck more dangerous. It can result in injuries such as sliced muscles and/or tendons, all caused by the sharpness of the skate blade. This happened to Mike Modano of the Dallas Stars, Jason Pominville of the Buffalo Sabres, and Alexei Yashin of the New York Islanders within the last few seasons. It’s estimated that an average NHL season has about five major wrist lacerations, and 12 ankle and calf lacerations. Wounds of this type generally mean surgery and a minimum of three months off the ice.

Risk, danger, and injury are considered part of the game. “Players accept this,” says Therien. “But no one should have to endure injuries resulting from on-ice violence such as fighting and cheap shots to the head.” The Canadian Institute for Health Information reports 8,000 hockey players were admitted to Canadian emergency rooms during the 2002-03 season as a result of a hockey-related injury. Some players argue lighter equipment with less protection gives players the ability to move faster on the ice—and away from potential injury. “You can say that bigger equipment will protect you but you can also say that slimmer equipment will make you faster and avoid that hit,” says Poliakov.

At the professional level, the number of injuries caused in part by equipment can be lessened by a change in attitudes of coaches and the NHL, says Dennis. “The coaches, refs, management people, and athletes themselves all have to take responsibility.” Todd Jackson, senior manager of safety and insurance at Hockey Canada, says more education is needed at the grassroots level and it’s up to parents to place expectations on their children regarding sportsmanlike behaviour and rule adherence. He urges parents to tell their kids: “We expect that you will not check from behind, that you will not hit to the head, and we expect that you will play the game by the rules.”

The trend towards heavily protective equipment is slowly changing. For example, hockey equipment manufacturers such as Reebok and Nike are developing equipment geared to a player’s age, size, and level of play. As athletic equipment continues to evolve, so will the game. Today’s athletes appear to be at a lower risk of personal injury than only a decade ago, but they face increasing danger from the speed of the game, the changing attitudes of players, and the use of equipment as a weapon. Referees, coaches, and other players must place greater responsibility on each other to follow the codes of conduct put in place if they want to avoid career-ending injuries.



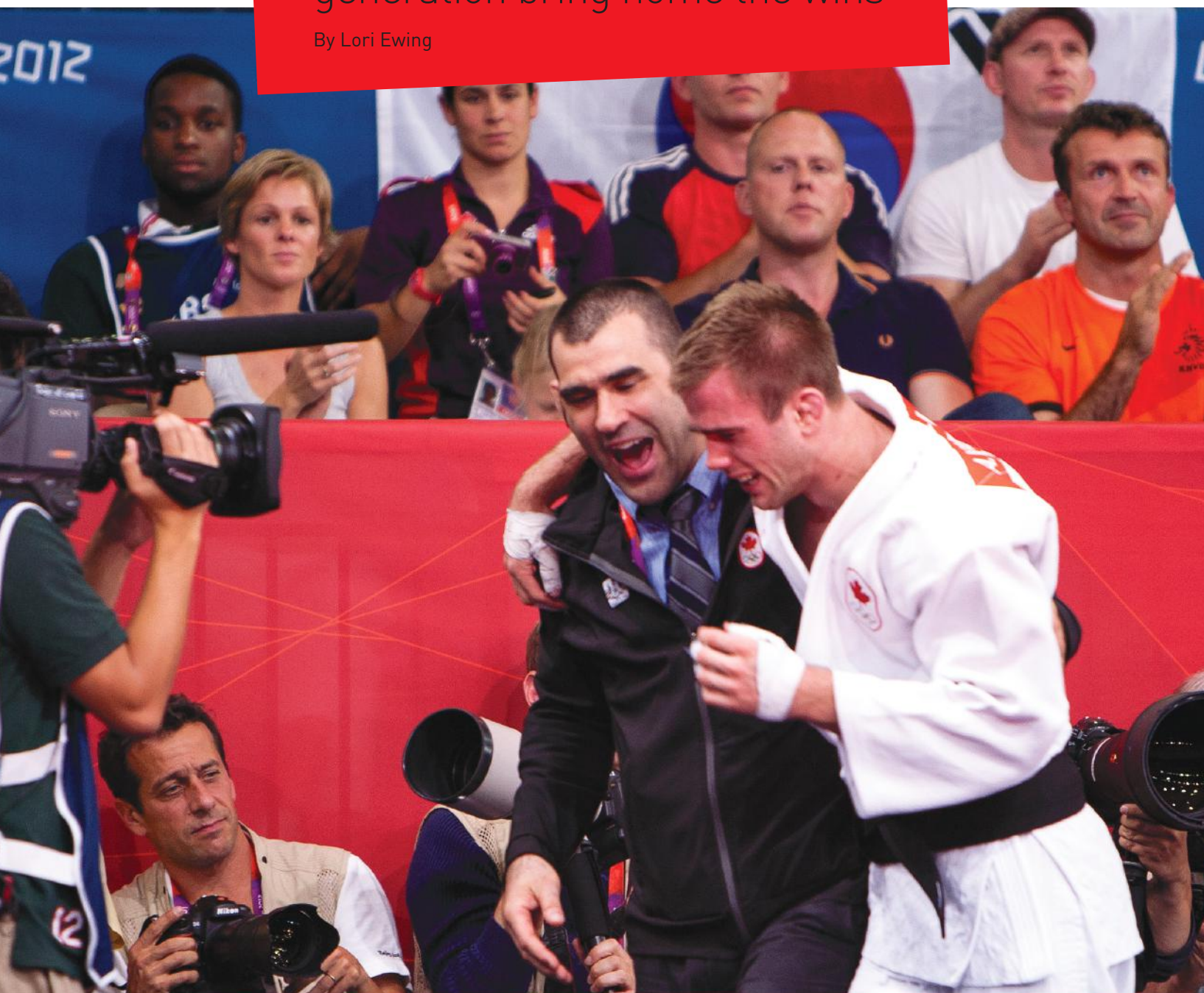
Annie Claire Bergeron-Oliver has a masters degree from the Columbia Graduate School of Journalism in New York and a bachelor of physical education and health and political science from the University of Toronto.



THE BEST JUDOKA in Canadian history

Two-time Olympic medallist
Nicolas Gill is helping the next
generation bring home the wins

By Lori Ewing





JUDO CANADA

“He was giving me confidence, telling me what to do. I stuck to the game plan and everything went well.”

—Antoine Valois-Fortier

ANTOINE VALOIS-FORTIER was 10 years old when Nicolas Gill, Canada’s judo superstar, visited his dojo in Beauport, Quebec, after his thrilling silver-medal performance at the 2000 Sydney Olympics. Gill wore his Olympic medal around his broad neck and posed for pictures with the young athletes. He spoke eloquently about hard work and pursuing dreams—the face of Canadian judo was cultivating the future of the sport in Canada.

Valois-Fortier still has the poster Gill gave him that day. Later that night his dad said to him, “That could be you one day.”

That day came on July 31, 2012, when Valois-Fortier, with Gill as his coach, captured bronze in the men’s 81-kilogram class at the 2012 London Olympics. And it’s no surprise that shortly after his win, Valois-Fortier embarked on a dojo tour of his own, hoping to inspire young athletes, just as his mentor had inspired him.

“I remember being very, very intimidated,” Valois-Fortier recalls of his boyhood meeting with Gill, whom he now calls Nico. “I remember him being really nice to everybody, a very generous guy. And he told us to work hard.”

Gill is the best judoka in Canadian history with a career spanning four Olympics. He won bronze at the 1992 Barcelona Games in the 86-kilogram division, then returned from knee reconstruction after tearing his ACL to capture silver at 100 kilos in Sydney. He capped his Olympic career by carrying Canada’s flag into the opening ceremonies at the 2004 Athens Games—the picture of Gill, flag in hand, was immortalized on a Canadian postage stamp—and then helped Valois-Fortier bring home the bronze last summer.

Always interested in coaching

Gill knew from a young age that his future would never take him far from the judo mat. “I always knew I would be interested in coaching,” Gill says. “I just wasn’t clear on how or when.”

He began his NCCP courses when he was only 20—at the same time as his competitive career was taking off. Because of his early commitment to education, he was ready when an opportunity to coach within his Club de Judo Shidokan opened in 1998, as he was rehabilitating from a knee injury.

“One of the lessons I learned as an athlete is that you have to prepare properly. That way, when an opportunity comes, you’re ready. It’s a much easier transition when you have the education that’s required.”

Gill continued to coach with his club until he retired from competition after the 2004 Games, and then became national head coach and high performance director at Judo Canada. Valois-Fortier, who moved from Quebec City to train in Montreal when he was 18, was Gill’s first Olympic medallist.

Gill himself switched clubs at the age of 13, leaving his developmental coach to train at Montreal’s Club de Judo Shidokan with Hiroshi Nakamura, who was born in Tokyo in 1942 and moved to North America to coach in 1968 after a back injury kept him off Japan’s team for the 1967 world championships. Nakamura has been involved in the sport for more than 50 years, and is a head coach at the Shidokan Club, which is also host to the National Training Centre. Nakamura remained Gill’s coach until he retired from competing. His coach, says Gill, had an unwavering belief in him.



RAFAL BURZA/JUDO CANADA

“I always knew I would be interested in coaching.”

—Nicolas Gill


Career highlight as a coach

Valois-Fortier's bronze medal in London was Gill's career highlight as a coach. The 22-year-old won five of six fights, dispatching some of sport's heavyweights en route to the podium—2008 Olympic champion Elnur Mammadli of Azerbaijan, crowd favourite and double world bronze medallist Euan Burton of England, and Srdjan Mrvaljevic of Montenegro. His one loss came in the quarterfinals to Russian Ivan Nifontov. That forced him to a repechage, where he knocked off Argentinean Emmanuel Lucenti. He finally beat American Travis Stevens for the bronze.

"When I got out of my repechage match and knew I was going to fight for the bronze, he (Nico) just told me: 'OK, now the day starts,'" recalls Valois-Fortier. "We just went through the tactics before every single match and he'd say 'This is what you should do, stick to that, be patient, you're going to outpace those guys.' He was giving me confidence, telling me what to do. I stuck to the game plan and everything went well."

Valois-Fortier's medal was Canada's first in the sport since Gill's silver in Sydney. "It was a dream come true for me. For Nico, it was him succeeding as a coach—so it was a great experience for both of us and we celebrated it together."

One of the things Valois-Fortier says he most appreciates about Gill is his calm demeanor. "He's a guy who never panics, which is good because I'm a nervous type of guy. He helps me a lot in that respect because he's so easygoing."

Gill, 41, is in charge of the national program of about 70 athletes, and runs 10 practices a week, either on the mat or in the gym. The six-foot-one Olympian still works out regularly and spars with Valois-Fortier. The sessions are the subject of some teasing between the two. "He's a lot bigger than me, but I can still throw him," says Valois-Fortier with a laugh. "He's getting old right? So I have to take advantage of that." 

Lori Ewing is a sports reporter with The Canadian Press.



RAFAL BURZA/JUDO CANADA

GILL ON DEALING WITH DEFEAT

Learning to deal with losing is one of the toughest challenges Gill has dealt with as a coach. As an athlete, he was almost always in the winner's circle—he took home a silver and two bronze world championship medals, two Pan American Games titles, a Commonwealth Games gold medal, and 10 national titles in addition to his Olympic prizes. But it's a different story as a coach. "There are more lows than highs in coaching," he says. "Every time an athlete loses a match, it's a disappointment for me. As an athlete there weren't many losses for me or many events where I wouldn't get a medal. As a coach, there are a lot more defeats and this was not something I learned to prepare for as an athlete."

For an athlete, winning and losing is straightforward. "You win and you've done your job; you lose, you haven't done your job. As a coach, you can do everything you need to do, but still not succeed," he says. "So you have to figure out how to make losing part of the learning process. You need to look at what you could have done differently as a coach. If the answer is nothing, well, then you've done your job. Athletes have the biggest role to play in a win and a loss. As a coach you are there to guide them as best you can."

Voltaren Emulgel®

Diclofenac diethylamine Gel, 11.6 mg/g (1.16% w/w)



Prescribing Summary



Patient Selection Criteria

THERAPEUTIC CLASSIFICATION

Non-Steroidal Anti-inflammatory Drug (NSAID) Analgesic agent for topical use.

INDICATIONS AND CLINICAL USE

Voltaren Emulgel (diclofenac diethylamine gel) is indicated for the relief of aches and pain associated with recent (acute), localized joint or muscle injuries such as sprains, strains or sports injuries (e.g. sore ankles, knees, hands or shoulder). This is typically as an adjunct to other measures such as rest for the relief of discomfort associated with such injuries.



Safety Information

CONTRAINDICATIONS

Patients who are hypersensitive to this drug or to any ingredient in the formulation or component of the container. For a complete listing, see the Dosage Forms, Composition and Packaging section of the product monograph.

Hypersensitivity to diclofenac, acetylsalicylic acid or other non-steroidal anti-inflammatory drugs.

Patients with or without chronic asthma in whom attacks of asthma, urticaria or acute rhinitis are precipitated by acetylsalicylic acid or other non-steroidal anti-inflammatory agents.

Concomitant use of other products containing diclofenac.

Concomitant use of oral non-steroidal anti-inflammatory drugs (NSAIDs).

WARNINGS AND PRECAUTIONS

Voltaren Emulgel is for topical use only to intact, non-diseased skin and not to skin wounds or open injuries. It should not be used with occlusion. It should not be allowed to come into contact with the eyes or mucous membranes, and should never be taken by mouth. Systemic availability of diclofenac diethylamine through percutaneous absorption is low compared with plasma levels obtained following oral forms of diclofenac. Nevertheless, the possibility of systemic side effects cannot be completely excluded.

Some possibility of gastro-intestinal bleeding in patients with a significant history of peptic ulceration has been reported in isolated cases, Voltaren Emulgel should therefore be used with caution by patients under medication for active peptic ulcers in the stomach or duodenum (e.g., proton pump inhibitors or histamine H2 receptor antagonists). If the patient is uncertain, they should be advised to consult their doctor or pharmacist.

Like other drugs that inhibit prostaglandin synthetase activity, diclofenac and other NSAIDs can precipitate bronchospasm if administered to patients suffering from or with a previous history of bronchial asthma.

Asthma has been rarely reported in patients using topical NSAID preparations.

Local irritation, erythema, pruritus or dermatitis may occasionally occur with topical diclofenac diethylamine. Skin photosensitivity, desquamation, discoloration and bullous or vesicular eruptions have been reported in isolated cases. Patients should be warned against excessive exposure to sunlight in order to reduce the incidence of photosensitivity.

SPECIAL POPULATIONS

Pregnant Women:

Since no experience has been acquired with diclofenac diethylamine gel in pregnancy or lactation, its use is not recommended.

Geriatrics (>65 years of age):

No specific hazards.

Paediatrics (< 16 years of age):

Not for use in children under 16 years of age.

ADVERSE REACTIONS

Adverse Drug Reaction Overview

The adverse event incidence in the clinical studies was very low. The benign safety profile documented in the clinical studies is confirmed in the post-marketing experience in over 300 million patients worldwide.

Similar percentages of local skin reactions including mostly itching, burning, erythema, local allergy and blistering were reported after both Voltaren Emulgel (3.4%) and placebo (5.5%). Most of the local AEs were mild to moderate.

To report an adverse reaction please notify Health Canada at 1-866-234-2345 or Novartis Consumer Health at 1-888-788-8181.

Drug-Drug Interactions

Overview

No drug-drug interactions were noted in the clinical studies presented.

Customary drug-drug interactions between oral NSAIDs and anticoagulants, oral antidiabetic agents may be predicted to be very unlikely with use of Voltaren Emulgel.



Administration

RECOMMENDED DOSE AND DOSAGE ADJUSTMENT

Adults and adolescents 16 years and older. Apply 3-4 times a day and rub gently into the skin. The amount needed depends on the size of the painful area: 2g to 4g Voltaren Emulgel (1 g equals a strip approx. 2 cm long) is sufficient to treat an area of about 400-800 cm². After application, wash hands unless they are the treated site.

The duration of treatment will depend on the natural course of healing, rest and also on clinical response. The gel should not be used for more than 7 days without consulting a doctor.

Missed Dose

Next dose should be applied when the consumer remembers and then again at the next scheduled time. A double quantity should not be applied.

OVERDOSAGE

The low systemic absorption of topical diclofenac renders overdose extremely unlikely. In the event of accidental ingestion, resulting in significant systemic side effects, general therapeutic measures to treat poisoning with non-steroidal anti-inflammatory drugs should be used.



Novartis Consumer Health
2233 Argentia Road, Floor 2, Suite 205
Mississauga, ON L5N 2X7
www.voltaren.com





Coaching LGBT Athletes

THE NEEDS, CHALLENGES, AND FEARS OF TOP-LEVEL COACHES

by Bianka Viel and Guylaine Demers

The research project

Given that coaches are the first people responsible for creating the coaching climate, we questioned 11 top-level coaches, coaching athletes aged 17 to 26 years, about the presence of lesbian, gay, bisexual, and transgender (LGBT) athletes on their teams. Specifically, we asked about their needs, fears, and challenges with regard to training LGBT athletes in one-on-one interviews. Of the 11 coaches, five said they had coached LGBT athletes; the other six suspected they had coached such athletes, although they were unable to provide confirmation. The sexual orientation of their athletes was therefore either known or presumed.

STATEMENTS OF THE FIVE COACHES WHO COACH LGBT ATHLETES:

Coming out modalities

The modalities of coming out seem to be connected with the quality of the sport environment or a specific event in the life of the athletes. In fact, two occasions favour disclosure of sexual identity. One is during a difficult time, such as the end of a relationship. The other, and probably the most frequent, occurs at the end of a career, most likely because the athletes have nothing to lose at that point.

Coming out to whom

It appears that athletes experience a difficult process involving several stages in coming out about sexual orientation, a sequence that involves a gamut of concerns and apprehensions. The coaches said LGBT athletes would first discuss their sexual orientation with one team member or with their coach, although the latter was rarer. If the reaction was positive, the athletes would then talk to others. Our interviews revealed that people in whom LGBT individuals confide seem to vary over a range (Figure 1).

Canadian Journal for Women in Coaching Online

REMAINING IN THE SHADOWS

Inclusion of LGBT athletes has been negligible in sports

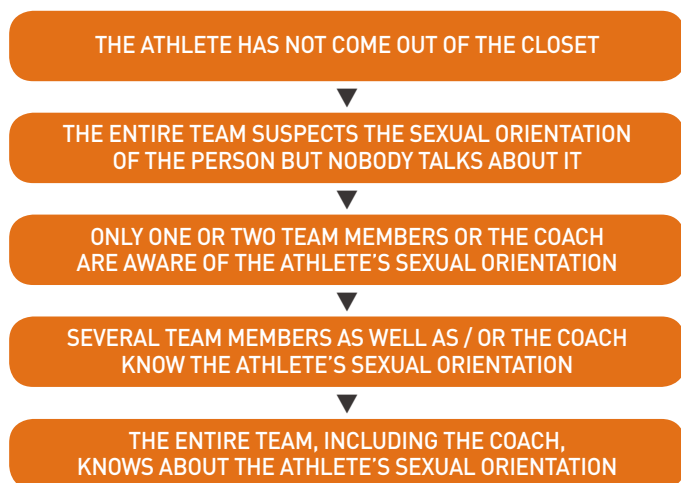
This article builds on material published in the April 2006 issue of the Canadian Journal for Women in Coaching entitled "Homophobia in Sport — Fact of Life, Taboo Subject" (http://www.coach.ca/files/CJWC_APRIL2006_EN.pdf), in which Guylaine Demers referred to the reality of homophobia as "the wall of silence." Seven years later, she and her co-author, Bianka Viel, report having no choice but to acknowledge that progress towards the creation of a more inclusive sports world has been negligible. In undertaking the research for a master's thesis, the authors were driven by the desire to understand why "the wall of silence" still exists in 2013.

As was noted in 2006, "the Journal is proud to be a forum for putting homophobia squarely where it belongs — out of the closet and into the open." We continue to strive for a Canadian sport community that welcomes everyone, regardless of sexual orientation. — Sheila Robertson, Journal Editor

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The views expressed in the articles of the Canadian Journal for Women in Coaching are those of the authors and do not reflect the policies of the Coaching Association of Canada.

FIGURE 1. CONTINUUM OF DISCLOSING SEXUAL IDENTITY



Reactions

Reactions to an athlete's coming out were varied and could be placed over a continuum ranging from "not acceptable" to "no big deal," in which case the athlete was treated the same as other team members. However, the reaction seems to be more negative among males. The continuum also reveals a lack of understanding that could be related to the taboo nature of the subject. Thus, when the athletes feel misunderstood, they are less likely to disclose their sexual orientation. This creates a vicious circle because self-censorship with regard to sexual orientation reduces the probability of team members to be in contact with LGBT people. Such contact is necessary for the acceptance of sexual diversity. Indeed, the more contact a person has with LGBT people, the more she/he is inclined to discuss sexual diversity more openly and without judgment.

Why so few coming out situations?

Some coaches said they do not know any LGBT athletes, particularly males, who have come out. Given the non-inclusive environment in sport, it is understandable, according to the coaches, that athletes choose not to come out. They offered several possible reasons for this.

The first reason was connected to the fact that LGBT athletes do not want to live with discrimination or injustice because of their sexual orientation. Further, it is difficult for male athletes to admit to being gay. Some believe that by disclosure, the male athlete is no longer considered to be a "real man" given the general negative perception about gay men in sport or the perception that he practices only "feminine" sports such as figure skating. As there is physical proximity in sport that cannot be ignored, such as embraces, showering together, and frequent and varied physical contact, when homosexuality is involved, it seems to cause awkwardness among men.

Second, it would be risky, in the opinion of the coaches, for athletes to come out. Because of strong social pressure, teens and young adults often choose to remain in the shadows. There

is also real concern about what others think or say. One coach said that athletes are often considered as role models and would therefore feel the need to conform to what is expected of them, which in all probability does not include being homosexual.

Third, LGBT athletes often fear that their sexual orientation would distract their teammates and affect team chemistry. Athletes care about the success of their teams and the idea that they could create a problem would cause them to conceal their sexual orientation.

The final reason is connected to the coaches' own reactions. In fact, coaches told us they don't want to know their athletes sexual orientation. They never ask their athletes to disclose their sexuality because they do not wish to focus on the differences between their athletes. One coach admitted: "It seems to me that it is easier for a coach when he or she does not have to deal with the issue."

Coaches' limitations

Four coaches talked about what they described as their personal limitations when it came to coaching LGBT athletes. The feelings included reluctance to intervene, as they considered sexual orientation an aspect of the athlete's private life. Consequently, they saw a certain line between personal and professional lives that could not be crossed. There is also a degree of unease in dealing with demonstrations of homosexual affection and the disclosure of sexual orientation. They seemed to have trouble talking directly to an LGBT athlete. Knowing how to act when an athlete has not yet come out also seems to be a challenge. "Should I talk about it with the athlete or not?" is the question they have. Coaches seem uneasy about how to handle sexual orientation and obviously do not know where to start. The limits described by the coaches curtail their chances of initiating an action and do not facilitate disclosure of the LGBT athlete's sexuality, but rather emphasizes their invisibility.

Coaches' fears, apprehensions, and questions

Coaches' concerns were mainly regarding team chemistry. In fact, the coaches said sexual orientation issues could potentially break existing team cohesion. They also worried about couples forming within the team, and the additional management such relationships would entail. Assigning hotel rooms or the discretion required from the athletes when it came to showing affection during training or competition, seemed to worry the coaches. Some feared using inappropriate language accidentally. They also said that the interview had made them realize that they are unprepared for dealing with an athlete's sexuality. Some were concerned about how others might view their actions. Still another concern was the possibility that other coaches or athletes might harm an athlete with unconventional sexuality given his or her vulnerability. One coach admitted to not being inclined to approach known LGBT athletes to ask questions in order to better understand their situation. Overall, the coaches seem to have various concerns and apprehensions, which, according to the authors, constitutes a problem.

Elements facilitating the coaching of LGBT athletes

The coaches identified five key elements that help them deal with the issue of sexual orientation with their athletes: their academic training and knowledge; contact with LGBT persons among family and friends; their sporting context (open and diversified environment); the climate they create; and the presence or access to an LGBT role model or spokesperson.

Conclusion

In creating an environment that promotes optimal personal development and sporting excellence, the coach is in direct contact with the athletes. Since coaches lead the activities and are responsible for creating conditions that ensure as many participants as possible have the opportunity for a positive experience, they can undoubtedly prevent a heterosexist, homophobic, and hostile environment from developing. The coach's actions, language, and attitude go a long way towards making the athletes feel safe and able to be themselves by, for example, disclosing their sexual orientation in the sport environment in which they are developing.

A coach must strive to establish rules of acceptance of differences that are inclusive of athletes of all sexual orientations along with a zero-tolerance policy towards those who do not abide by such rules. If athletes decide to come out, the reaction of their coach or confidante will be a decisive factor in their life. Given that coming out is extremely difficult, a negative reaction, or inaction on the part of the coach, will send very clear messages to the athlete with consequences that could be disastrous. Moreover, LGBT athletes understand that coming out may result in losing friends or training partners, exclusion from the team, isolation, and financial problems caused by the loss of sponsors. The coach's actions or inaction will have a bearing on the sporting environment, and consequently he or she must set an example.

Unfortunately, most coaches remain passive in the face of issues connected with sexual orientation and do not consider discussing the subject in their sport environment. Such inaction reinforces gender-based stereotypes and also a faulty perception of masculinity and femininity in the training environment. Consequently, the subject of sexual orientation remains taboo. It should be pointed out that none of the coaches interviewed have been trained to adequately deal with LGBT individuals within the sport framework. Let us ask ourselves the following question: Are we doing everything necessary to provide a welcoming environment for our LGBT athletes, an environment that allows them to develop to their full potential?

*This article is a summary of the master's thesis of Bianka Viel (2013) entitled *Entraîner des athlètes gais, lesbiennes, bisexuels, et transgenres : Besoins et craintes d'entraîneurs québécois [Coaching gay, lesbian, bisexual, and transgender athletes: Needs and fears of coaches in Quebec]*. Her project was funded by the Coaching Association of Canada.*

5 ways to create a welcoming environment

The following suggestions are offered by Pat Griffin, professor emeritus in the Social Justice Education Program at the University of Massachusetts and the former director of It Takes a Team! Education Campaign for Lesbian, Gay, Bisexual, Transgender Issues in Sport, an initiative of the Women's Sports Foundation .

1. Use inclusive language. Do not assume that all your athletes are heterosexual.
2. Take the time to read up on and learn about homophobia and homosexuality in general. The Canadian Association for the Advancement of Women and Sport and Physical Activity provides an excellent resource: <http://www.caaws-homophobiainsport.ca/e/index.cfm>
3. Enlist the team captains' assistance in monitoring team reactions and helping to set a positive tone of acceptance and respect for all.
4. Reinforce the belief that being respectful does not necessarily mean approving of homosexuality or bisexuality. Every team member has a right to his or her personal beliefs, but each is responsible for treating everyone on the team with respect.
5. Be straightforward and open about addressing the possibility of a same-sex relationship. This is not something to be secretive about; it happens in sport as in other aspects of life.

ABOUT THE AUTHORS

Bianka Viel has a bachelor's degree in sport intervention and a master's in psychopedagogy from Laval University. Her research interests cover holistic development through sports and situations of discrimination and inequity in sports. A former amateur athlete, she recently returned to coaching figure skating in the Côte-Nord region of Quebec. She is also a research assistant in the Department of Physical Education at Laval.

Guyline Demers, PhD, has been a professor in the Department of Physical Education at Laval University since September 2001. She is the director of the Baccalaureate in Sport Intervention. Her particular interests are issues of women in sport, coach education and homophobia in sport. She was actively involved in the development and implementation of the competency-based National Coaching Certification Program. She is the chair of Égale-Action, the Quebec association for the advancement of women in sport and physical activity, sits on the board of CAAWS, and is the president of the CAC's Coaching Research Committee. In 2007 and 2010, she was named one of Canada's most Influential Women in Sport and Physical Activity. She coached basketball for more than 15 years.

BACKEND

STATS AND FACTS FROM THE PLAYING FIELD

A show of character?

Bloomberg News has called Matt Labrum “America’s most honourable football coach” for suspending all 80 players on his team because some of them were skipping or failing classes and may have been involved in cyberbullying. In his letter explaining the suspensions, the coach told his team: “The lack of character we are showing off the field is outshining what we are achieving on the field.”

Check out the NCCP code of ethics for coaches:
http://www.coach.ca/files/NCCP_Code_of_Ethics_2012_en.pdf

Quote/Unquote



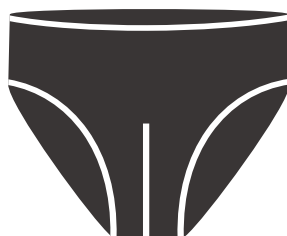
“Be a learner in every facet of your game: review, read, and ask questions to challenge your own thinking.”

NCCP Master Learning Facilitator and rugby coach Beth Barz

3 SPORTS FACTS WE BET YOU DIDN'T KNOW

1. Major League Baseball umpires are required to wear black underwear while on the job in case they split their pants.
2. It takes 3,000 cows to provide the NFL with enough leather for a year’s supply of footballs.
3. Tug of war was an Olympic event between 1900 and 1920.

Source: Bleacher Report



HOCKEY HITS THE WORST FOR KIDS

Hockey accounts for nearly half of all traumatic brain injuries among Canadian kids in organized sports who required a trip to an emergency department in Canada, according to a recent study of 13,000 children and youth age five to 19, conducted by St. Michael’s Hospital in Toronto.

Hockey made up 44.3% of all injuries, and nearly 70% of them occurred in children over age 10 as a result of making contact with other players, or being hit into the boards. Soccer was next, with 19% of the brain injuries, followed by baseball with 15.3%, football with 11.6% and rugby with 5.6%.

The study’s authors call for stricter enforcing of rules against checking from behind and harsher penalties to discourage illegal hits, as well as not pinning soccer goalposts into the ground and/or padding the posts, making baseball players wear helmets at all times near the batter’s box, padding the post in basketball and strengthening penalties for elbows to the head.

Get Concussion Smart – check out the Making Headway eLearning series!: <http://www.coach.ca/making-head-way-concussion-elearning-series-p153487>

One list you don’t ever want to make

12 guys made the cut for GQ magazine’s list of the “Worst coaches gone wild.” Read it and weep: www.gq.com/sports/profiles/201206/crazy-worst-football-coaches.



BE RESPECTFUL
OF EVERYONE
**ON THE
ICE**



RESPECTEZ
TOUJOURS
TOUS CEUX
QUI SONT SUR LA
GLACE



"I feel very fortunate that hockey has been part of my life since I was very young and admire Hockey Canada's commitment to educating families and players about all aspects of the game. It is important to always give your best effort and yet always be respectful of everyone on the ice. Be smart, stay safe and have fun."

- Sidney Crosby

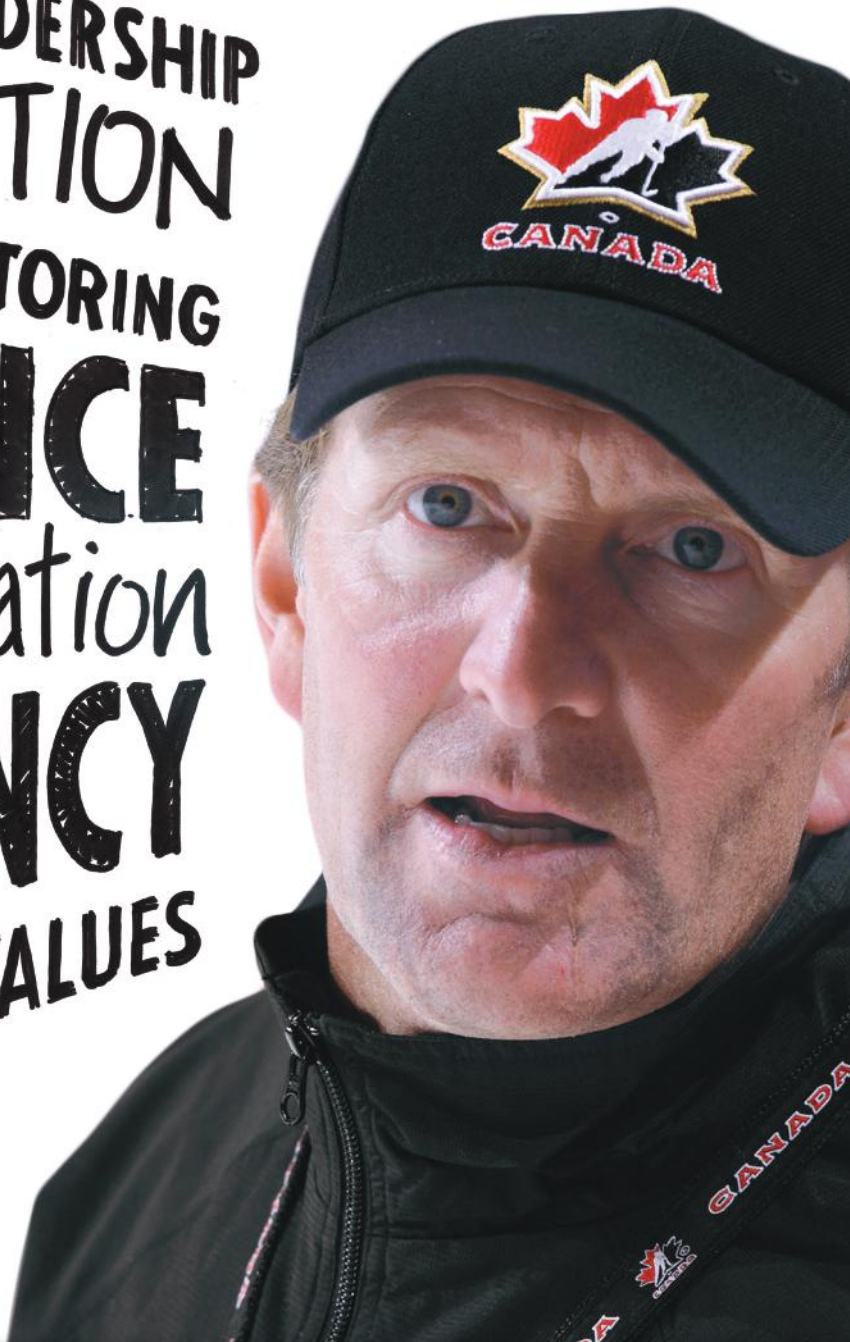
« Je me trouve très chanceux que le hockey fasse partie de ma vie depuis que je suis tout jeune et j'admire l'engagement de Hockey Canada pour éduquer les familles et les joueurs sur tous les aspects du jeu. Il est important de toujours donner le meilleur de soi tout en respectant toujours tous ceux qui sont sur la glace. Soyez intelligents, restez en sécurité et amusez-vous. »

- Sidney Crosby

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