

## CLUB COACH (As of December 3, 2024)

Designed for coaches working with athletes at the Train to Train/Learn to Compete stage of the Long Term Athlete Development model (typically grade 7-12- training for 12-24 week season). Coaches will be trained in one specific event area (of their choice). To obtain club coach status you must (Steps 1-3 are the same for sport coach):

1. Complete Foundations elearning modules
  - a. NCCP Coach Initiation in Sport
  - b. Safe Sport Training- Direct Athlete Contact
  - c. NCCP Coaching Athletes with a Disability
  - d. Introduction to Long Term Development in Athletics
  - e. Becoming Para Ready in Athletics
2. Take a Foundations of Coaching course (offered by Sask Athletics multiple times each year)
  - a. Once the course has been completed you will be "In-Training"
3. Complete The Make Ethical Decisions multisport module ([saskcoach.ca/nccp-training/upcoming-courses/](http://saskcoach.ca/nccp-training/upcoming-courses/))
4. Take a Club Coach Technical session (in-person) through Saskatchewan Athletics (or another provincial branch)
  - a. Once this has been completed you will be "Trained"

### CLUB COACH Certification

(Minimum requirement to obtain a coaching pass at a National Championships)

There are four parts to the Athletics Canada Club Coach Evaluation ([athletics.ca/coach](http://athletics.ca/coach)), once you have "Trained" status. To be certified, a coach must successfully complete the following:

1. The Make Ethical Decisions multisport module online evaluation ([thelocker.coach.ca](http://thelocker.coach.ca))
2. The Athletics Canada Club Coach portfolio
3. The Athletics Canada Club Coach practice observation
4. Coach Action Plan

### Portfolio

1. *Emergency Action Plan*
  - a. Identify the location of telephones (land or cell phones)
  - b. Identify the list of emergency phone numbers
  - c. Identify the location of medical profiles for each athlete
  - d. Identify the location of fully stocked first-aid kit identified
  - e. Identify the call person and the control person
  - f. Directions to reach the activity site are provided
2. *General Overview*
  - a. Identify the athlete's age and performance level
  - b. Identify the timelines of the practice (warm up, main part, cool down etc.)
  - c. Provide a description of the training group (number of athletes, training site, number of group sessions a week, etc)
  - d. Show proof of a seasonal (12 – 16 weeks) (written summary, explain any abbreviations used in the plan)
3. *Seasonal Plan (outlines the following)*
  - a. Weeks in the program
  - b. Basic Loading
  - c. Competitions

- d. Most important competition of season
- e. Phases of training (general prep, specific prep, competition, transition/recovery) – specific dates should be outlined
- f. Prioritizes the training of athletic abilities through the plan
- g. Integrates mental preparation into the plan
- h. Correctly calculates the length of training phases in the plan

4. *Practice Plans (provide 1 practice plan for each phase)*

- a. General Prep Phase of training
- b. Specific Prep Phase of training
- c. Competition Phase of training
- d. Transition/Recovery phase of training

Each Phase must show that the coach is able to:

- a. Plan activities that are appropriate to the identified phase of the seasonal plan
- b. The provided practices develop speed/endurance/strength, skill and flexibility and agility as required for the event group
- c. Sequence practice activities properly to maximize the development of athletic abilities (speed before endurance, new elements at the outset of practice, etc.)
- d. Demonstrate appropriate recovery is provided within each practice plan
- e. Demonstrate that training activities are appropriate for the age and training experience of the athlete (Athletics Canada LTAD guidelines are followed)

5. *Final Phase Preparation (last week preceding most important competition)*

- a. Produce a plan for the week preceding the most important competition in the seasonal plan
- b. Describe the training activities for the last week preceding the most important competition identified in the seasonal plan
- c. Adapt activities for tapering and peaking using the following principles: Training volume is reduced; intensity is maintained; activities performed are specific to the athlete's event; athlete is fully recovered
- d. Identify a specific strategy to manage nutrition, hydration and mental preparation in the week preceding the key competition

## **Practice Observation**

1. Provide the evaluator with a plan for the practice that will be observed
2. Following the practice observation, the evaluator and coach will have a discussion and debrief on both the portfolio submission and practice observation.
  - a. Once the debrief is complete the evaluator and the coach complete an action plan for the coach which outlines steps the coach can take to continue to improve.
3. *General Practice Observations*
  - a. Present a practice plan that outlines the goals and outcomes of the practice as well as key factors and/or teaching points
  - b. Identify practice segments (warm up, main part, cool down)
  - c. Take steps to minimize risk to athletes before and throughout the practice (appropriate use of equipment, respect for other groups use of space, adapting to environmental factors, surveying the practice site, etc)
  - d. Welcome athletes to practice and dress appropriately
  - e. Describe practice activities clearly and effectively (diagrams or descriptions)
  - f. Ensure equipment is available and ready to use
  - g. Promote a positive image of Athletics and models the image to athletes and other stakeholders

- h. Use respectful language towards athletes and all stakeholders
- i. Explain the practice goals and outcomes expected and provides a rationale to athletes regarding the choice of activity
- j. Individual athlete needs are addressed in a way that preserves the practice structure and organization of the group

#### 4. *Main Part Observations*

- a. Explain the practice outline and ensure the athletes can hear and see. Provides a safe environment encouraging athletes to ask questions.
- b. Outline 1-3 key learning points
- c. Check for understanding (so all athletes understand the workout); question the athletes to facilitate athlete awareness and promote critical thinking
- d. Provide positive and specific feedback on both what and how to improve
- e. Show that practice activities contribute to the development of skills, athletic abilities, tactics and/or athlete fitness (work/rest ration, loading, etc.)
- f. Show that practice activities are adequately sequenced to enhance specific training effects
- g. Use appropriate demonstrations (self, other athlete, video) when introducing activity
- h. Feedback is selective and constructive (as opposed to constant). Directed at both the group and individuals
- i. Allow athletes time to practice skills
- j. Demonstrate that the delivery of the practice is the same as the practice plan provided and its goals
- k. Organize breaks for hydration and appropriate recovery
- l. Reinforce competitive rules (if appropriate to activity)
- m. Request consent from an athlete before physically contacting an athlete to correct an error
- n. Modify the practice to deal with specific circumstances or logistics (weather, timing, injury, resources, etc.)

#### 5. *Practice Observation Analysis*

- a. Observe athlete performance from more than one vantage point
- b. Identify errors athletes are making
- c. Prescribe corrections for the identified errors
- d. Provide rationale for correction prescription
- e. Outline how and why the error is detrimental to performance

#### **Certification Maintenance**

- 1. Must complete 20 professional development points every 5 years
  - a. Can be tracked in "The Locker" (thelocker.coach.ca)