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# Powering Podiums

## Safe Sport

# Adapting to a Changing Landscape

Thursday 17<sup>th</sup> November 2022



## Land Acknowledgement

- We gratefully and respectfully acknowledge that our workplaces at CSI Pacific exist on the traditional, ancestral, and unceded territories of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Líl'wat7úl (Lil'wat), Esquimalt and Songhees Nations of the Coast Salish peoples.
- I am speaking to you today from Sidney BC which is located within the traditional territory of the W̱SÁNEĆ People



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# Welcome to Powering Podiums

- Partnership between CSI Pacific and ViaSport
- Our focus today is on Safe Sport and helping coaches and administrators to adapt to a changing landscape
- Sharing of best practices from the BC sport sector
  
- Short presentations- approx. 20 minutes
- Break out rooms for discussions approx. 10 minutes
- Report back on those discussion approx. 10 minutes



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# Today's Schedule

- Introduction
- Today's Why?
- David Hill -CSI Pacific
- Andrea Wooles- viaSport
- Dr Shaunna Taylor- Pacific Sport Okanagan
- Breakout rooms and sharing of discussions
- Closing comments and takeaways



# Housekeeping

- We have a fully subscribed event
- Please make sure your microphone is muted
- You can keep your camera on if you choose
  
- We will have a Q and A session at the end of the presentations
- Please add your questions to the chat box



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# David Hill

David is a graduate of the National Coaching Institute BC, holds a Master of Science from the University of Victoria and a Bachelor of Education and a Bachelor of PE from the University of Calgary. He brings over 20 years of coaching experience in alpine skiing and rugby, where he coached from grassroots to national team programs.

Just completed 16 years at CSI Pacific and is back coaching grassroots rugby in Victoria.





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# Andrea Wooles

Andrea has worked in sport for over 20 years both in Canada and Internationally, including three Olympic Games.

She has a Master of Science in Exercise Physiology from UBC as well as a Certificate in Organizational Coaching.

Her unique combination of experiences, as an athlete, a coach, a Performance Scientist, an organizational coach, a sport consultant and a Board member have led her to her current role as Safe Sport Manager for viaSport.





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# Shaunna Taylor

Shaunna brings 20+ years of experience working as a coach, researcher, educator, and athlete health services provider in Canada's amateur sport system, including 5 years at the Coaching Association of Canada as a coaching consultant.

Supported Canadian athletes at 6 major games

Sits on the viaSport BC Safe Sport Task Force, and the Girls and Women Advisory Board





## Safe Sport

- What do the words Safe Sport mean?
- What do coaches need to know to create a safe and supportive environment.
- Types of Transgressions?
- A working “safe sport” definition
  
- Child Abuse in Sports European Statistics (CASES)
  
- Interpersonal Violence Against Children (IVAC)



# Categories of Interpersonal Violence

Neglect

Psychological  
Violence

Physical  
Violence

Non-Contact  
Sexual  
Violence

Contact  
Sexual  
Violence



## November 17<sup>th</sup> 2022

- Today we are operating in a vastly changing landscape
- What may have once been deemed as ‘hard coaching’ or ‘just getting on with it’ is now simply unacceptable
- For example-
- Using running laps after a loss falls into the category of Physical violence in the CASES report
- Driving the team to games without other adults support (like the famous Grimesthorpe Boys Club) is probably not a good idea!
- What strategies can we deploy in order to push our athletes further than they think they can go in a safe and supportive environment?



## Where is the Line?

- Intention
- What are you trying to achieve
  
- Interpretation
- What does your audience (athletes, peer coaches and parents) think your trying to achieve,
  
- If intention and interpretation are not aligned, there **WILL** be an issue



## A Definition of Safe Sport

- The “safe sport” umbrella includes:
- Integrity in sport
  - For example, match fixing, anti doping, corruption
- Safety in sport
  - Physical safety (concussion, injury management, environmental safety, equipment, air quality, etc)
  - Psychological safety (emotional safety, cultural safety, EDI, anti-racism, etc)
  - Where physical and/or psychological safety are lacking, there may be maltreatment



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# Safer Sport Managing the Risk

Powering Podiums

November

2022



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# What is Safe Sport?

## Or What actions do you take to make your Sport environment safe?



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## Scenario Two – Touchy Subject

During a practice athletes are having difficulty executing a technical skill. The coach steps in to demonstrate proper technique by using an athlete to demonstrate while touching the athlete to show proper movement pattern. A day after practice the coach is notified by a parent of a text that was circulated by one of the players indicating that the coach had touched them inappropriately

What to do?



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## Changing Perceptions

**Creating safer sport through managing risk**



# Are these situations dangerous?





Fuller, C. W. (2007). Managing the risk of injury in sport. *Clinical Journal of Sport Medicine*, 17(3), 182-187.

## What is risk?

$$\boxed{\text{RISK}} = \boxed{\text{SEVERITY}} \times \boxed{\text{INCIDENCE}}$$

$\frac{\text{Time Loss (Days)}}{1000 \text{ Hours}}$

Time Loss From Sport (\$)  
Eg. Days / Injury

Probability of Adverse Effects  
Eg. Injury/1000 Hours

$$\boxed{\text{INCIDENCE}} = \boxed{\text{Frequency}} \times \boxed{\text{Propensity}}$$

Probability of Adverse Effects  
Eg. Injury/1000 Hours

# of Occurrences  
Eg. #Sport Actions

Proportion resulting in Injuries  
Eg. %Sport Actions



## What is Unsafe Sport?

**Unsafe Sport**

Breach in Standard or  
Duty of Care or  
Code of Conduct

=

**Maltreatment**

Threshold of  
maltreatment  
(behaviors)

X

**INCIDENCE**

Probability of Adverse Effects  
???

**INCIDENCE**

Probability of Adverse  
Effects  
??

=

**Frequency**

# of Occurrences  
Eg. #Complaints

X

**Propensity**

Proportion resulting in Sanction  
Eg. #Sanctions



## INJURY PREVALENCE

TABLE 2. Variations in the Observed Values of Incidence and Severity for Injuries Sustained in Rugby Union Matches\* at Three Levels of Risk ( $RC_{20}$ ,  $RC_{50}$ ,  $RC_{100}$ )

	Incidence†	Severity†	Risk
Thigh Hematoma – 1 incidence every 125 hours – 83 practices or games (1.5 hour practice or game)			
Foot stress fracture	0.12	151	18
Thigh haematoma	8.00	6	48
Lateral ankle ligament injury	4.20	12	50
Wrist/hand fracture	1.10	43	47
Medial cruciate ligament injury	3.10	31	96
Shoulder dislocation/instability	1.30	81	105
Anterior cruciate ligament injury	0.42	258	108

\*Data from Brooks et al.<sup>17</sup>

ACL Injury – 1 incidence every 2400 hours –  
1600-1700 practices or games  
(1.5 hour practice or game)

*Medicine, 17(3), 182-187.*

## UCCMS – Physical Maltreatment Standards

- without limitation, deliberately punching, kicking, beating, biting, striking, strangling or slapping another;
- the use of exercise for the purposes of punishment; withholding, recommending against, or denying adequate hydration, nutrition, medical attention or sleep;
- denying access to a toilet;
- providing alcohol to a Participant who is under the legal drinking age;
- including after a concussion, when they knew or ought to have known that the return is premature, or without the clearance of a medical professional where reasonably required;
- encouraging an athlete to perform a potentially dangerous skill for which the Participant knows or ought to know that the athlete is not developmentally ready



## Performance Enhancement

Improving Risk Mitigation → ↓ Risk → ↑ Performance

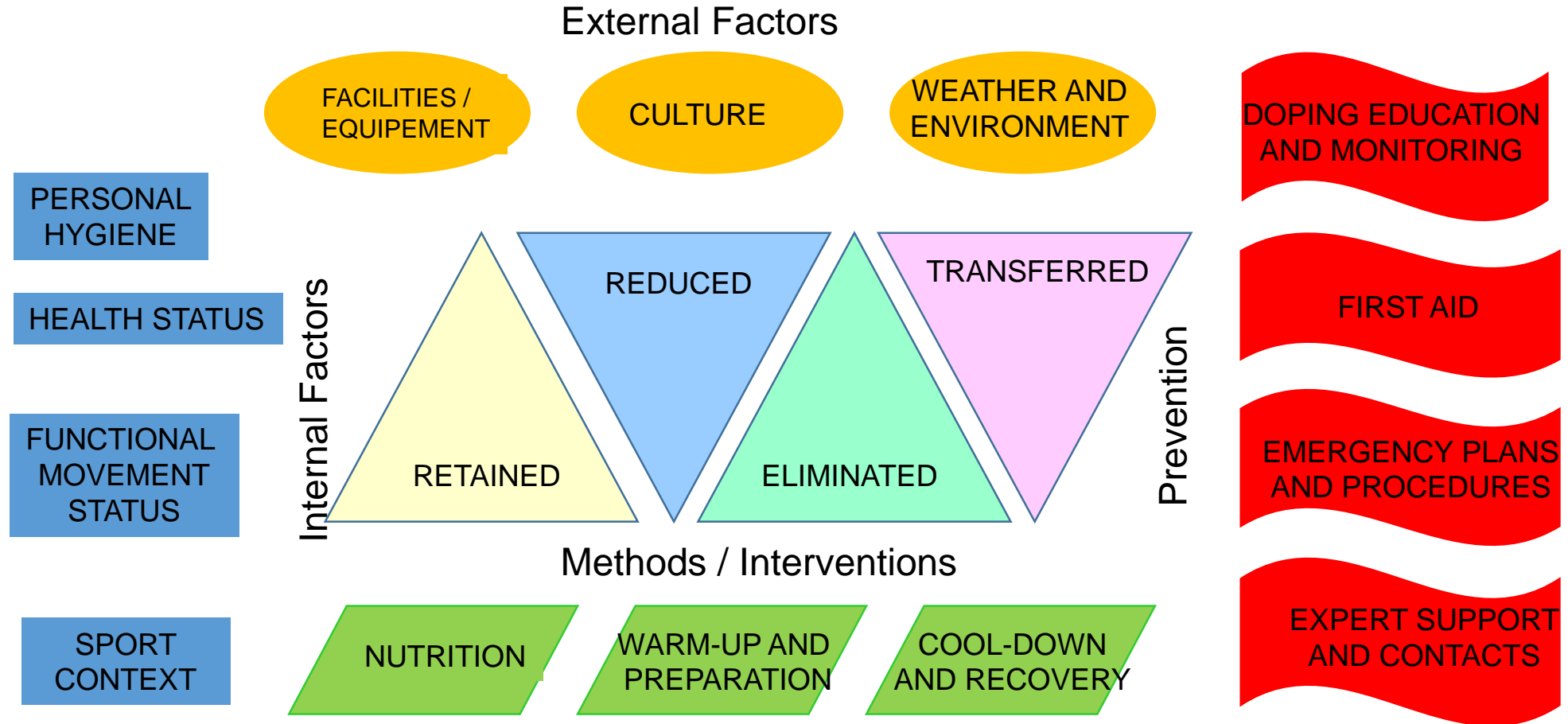
OR

Safer Sport → ↓ Unsafe Environments → ↑ Performance

Safer Sport Environments Empower  
Athletes to Push Performance!



# HEALTH AND SAFETY: A RISK MANAGEMENT MODEL





# Risk Management

<b>RETAINED</b>	<b>REDUCED</b>
<b>ELIMINATED</b>	<b>TRANSFERRED</b>



## Informing Consent (Transfer)

By its nature and laws of the game, rugby has inherent risks that involves player contact and touching even for non-contact variations of the game. These risks are retained in the laws of the game, and there is implied consent that open, observable and justifiable actions may include:

- **Contact skills including tackling, scrummaging and other combative skills that are appropriately introduced at each age group**
- **Incidental contact between players including but not limited to, bumping and falling to the ground.**
- **Touching by coaches for the purpose of teaching technical skills or administering first aid**
- **Touching by players and coaches to celebrate accomplishments including things like team cheers, high 5's, hand shakes etc.**

If you are not comfortable with any of these actions or unable to consent for your child, please talk to your coach or team manager.



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## Key Points – Touchy Subject

- Meet with parents / players – Reinforce expectations – GPP YTP
- When touch is required in sport specific movements, use players to demonstrate as much as possible
- Ask for consent prior to touching
- Don't assume that athletes will be comfortable with coach touching for the purposes of teaching
- Make sure coaches have minimum training requirements and education



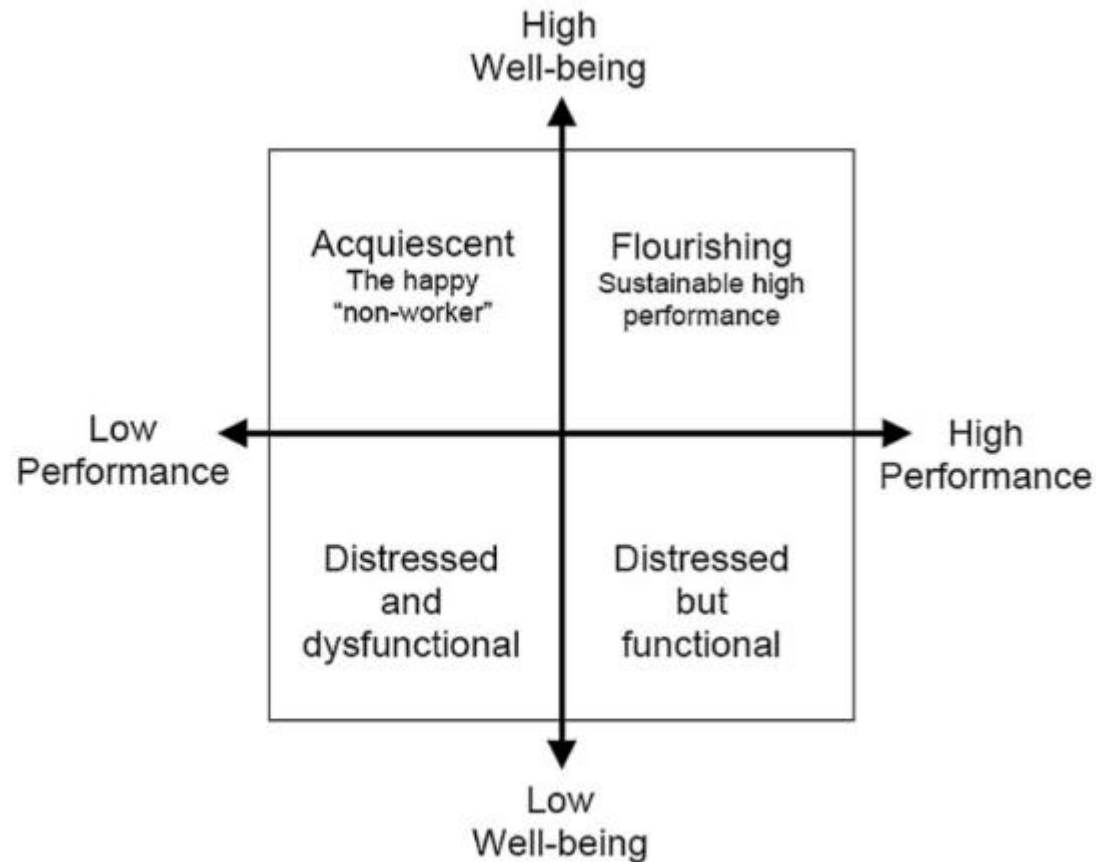
## Summary

- Embrace Safe Sport ✓
- Manage the risk ✓
- Enhance Performance ✓

# “Why should I care?”

*The benefits of safe sport*

# We want everyone to flourish



**Figure 1.** The Engagement and Well-being Matrix ©.

# Optimizing only performance?



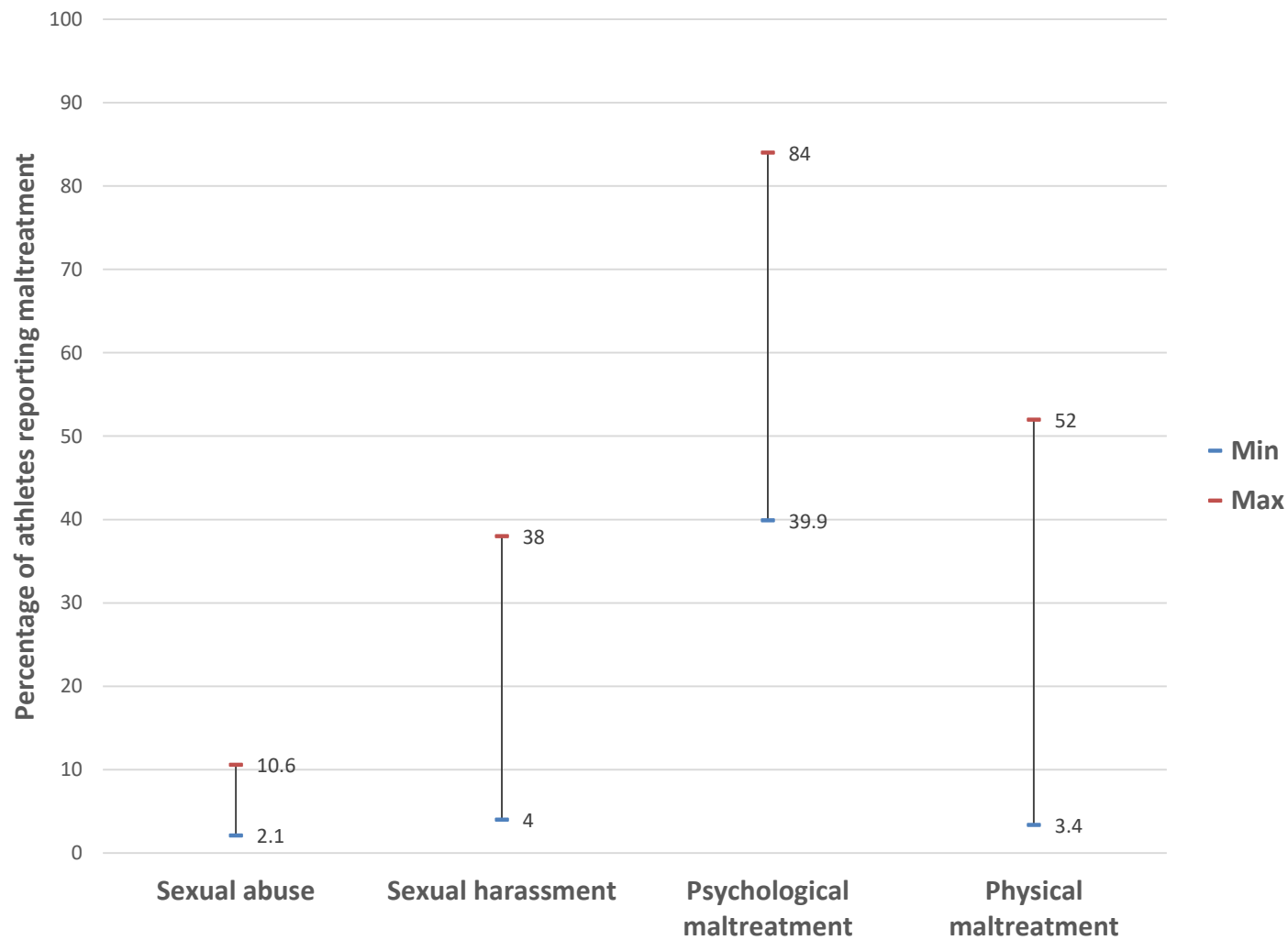
Maslow's hierarchy of needs

# Psychological Safety

*“Psychological safety is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes”*

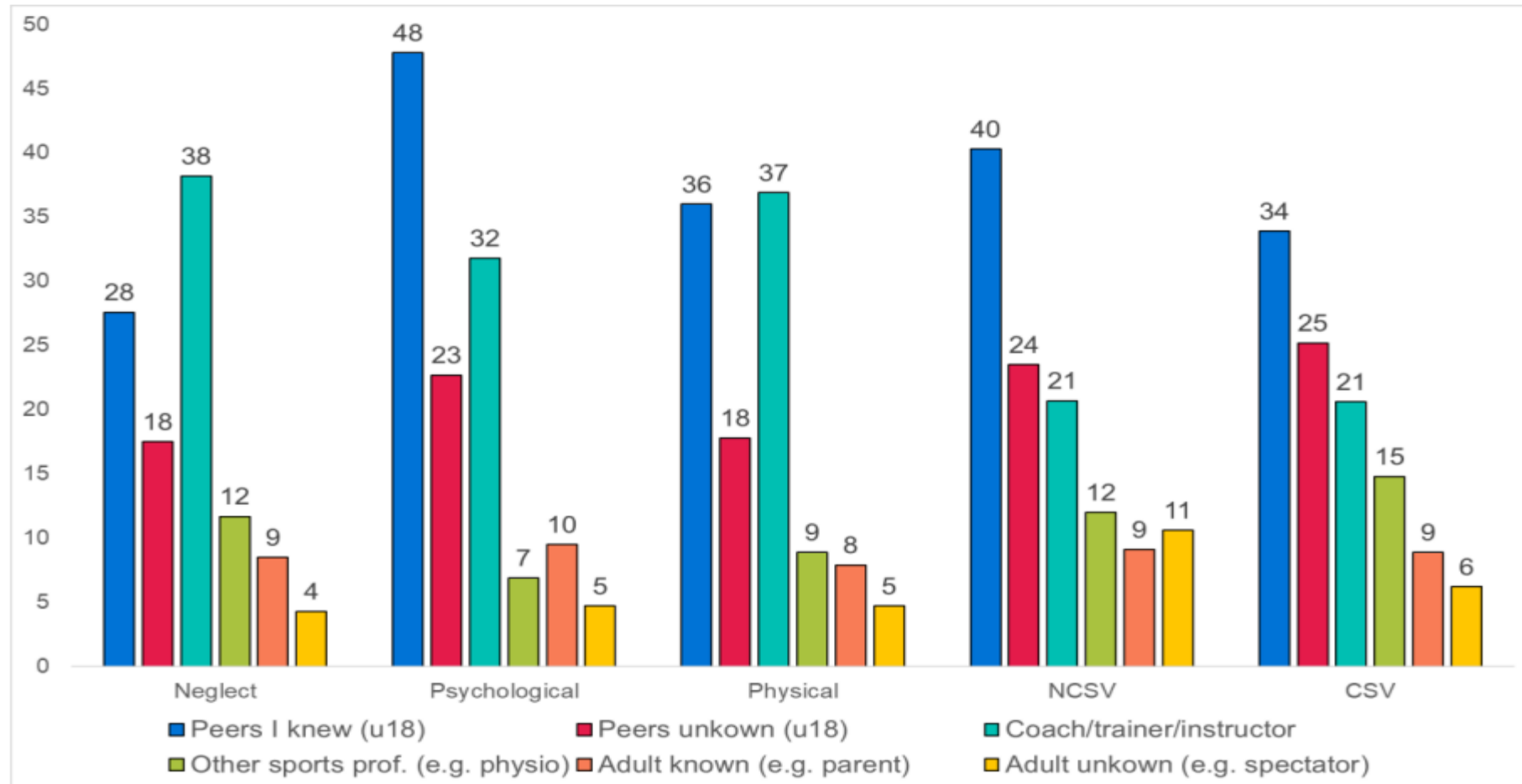
*(Dr. Amy Edmonson, 1999)*

# Is sport “safe” now?



# “Safe” from who?

FIGURE 29: ROLE/POSITION OF PERPETRATOR(S) (%)



# The Role of the Coach

- ▶ Establish psychological and physical safety
  - ▶ Work with your athletes to set up team guidelines
  - ▶ Invite feedback about your coaching at each session
  - ▶ Establish a culture of helping each other improve
    - “What can we do better in the future?”, not “Who is to blame?”
- ▶ Be a protector
  - ▶ Intervene when you see or hear of inappropriate behaviour
  - ▶ Hold people to the team guidelines
  - ▶ Educate spectators/parents

# What is Appropriate Behaviour?

1. Consensual
2. Voluntary
3. No power imbalance or use of power imbalance
4. Developmentally appropriate
5. Context appropriate
6. No negative impact

▶ *Behaviour assessed objectively, not by intention*

# How to Respond

- ▶ To the person who was harmed
- ▶ To the person/people who did the harm
- ▶ To the people in the environment (bystanders)
- ▶ Revise policy if needed

# Tips for Responding

- ▶ Listen – to everyone involved
- ▶ Ask the person who was harmed what they need
- ▶ Make it clear that the behaviour was not ok and must stop
  - ▶ Ask people who did the harm for a clear commitment to resolution
  - ▶ Aim for healing, rather than blame
- ▶ Make it clear to the bystanders that the behaviour must stop
- ▶ Look at any relevant policies and procedures, and suggest changes if needed

# Resources

- ▶ How to access mental health support in sport:
  - ▶ <https://www.viasport.ca/how-do-i-find-support>
- ▶ Other safe sport information and resources:
  - ▶ <https://www.viasport.ca/safe-sport>
  - ▶ More to come soon!
- ▶ Free 23-minute Commit to Kids video:
  - ▶ <https://protectchildren.ca/en/get-involved/online-training/commit-to-kids-intro-safeguarding-children/>

# AUTONOMY-SUPPORTIVE APPROACHES



# Theoretical Foundations

Self-Determination Theory  
(SDT; Deci & Ryan, 1985).

Self-Determination Theory:

have a focus on learning (skill acquisition, incremental improvement), mastery orientation, work ethic/effort, and make self-referenced judgments regarding success



# Coaching Behaviours

## **Autonomy-supportive environments:**

- 1) Place value on self-initiation
- 2) Encourage choice
- 3) Independent problem solving
- 4) Participation in decision making.

These environments tend to bolster positive actions and increase wellness and mental health for all involved.



# Coaching Behaviours

**These contrast directly  
with more “controlling  
environments”**

Place pressure on  
individuals to comply  
with desired thoughts  
or behaviours (Mageau  
& Vallerand, 2003).

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## Athlete reflects on why & what they will do



The level to which a sport culture is **Autonomy-Supportive** or **Controlling** will influence the meeting of 3 basic human needs essential for growth + motivation



## Autonomy-Supportive Behaviours Continuum

With an "X" along Line A, indicate where you would situate **YOUR** coaching style.

With an "X" along Line B, indicate where you think **YOUR ATHLETES** would rate you.

With an "X" along Line C, indicate where you would place the **BEST COACH OR LEADER** you know.

I don't seek input from my athletes when designing training sessions or team strategy. I command what is to be done through direct orders. I threaten disciplinary action and consequences for poor performances (such as additional drills, running, push-ups). I pressure my athletes to win. I reward my athletes for beating their opponents. I favour the best athletes and those with traits I like best.

I listen, ask, and respect athletes' views about training and competition. I provide athletes with opportunities to show initiative and to assert themselves and be honest and open with me. I provide constructive feedback that provides direction as to what my athletes are doing well. I praise effort and focus on personal mastery. I take care to set a mix of performance and process goals, while not dwelling on outcome goals. I treat my athletes equitably.

A ----->

B ----->

C ----->



# Creating Psychological Safety

**Psychological safety is the belief that you won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.**

**Ways we give and receive messages can help build psychological safety in a way everyone can benefit.**





# Creating Psychological Safety

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**“These are complex issues and things keep changing. We’re all trying our best but we’re going to make mistakes”**

**“I appreciate you bringing me this. I’m sure it wasn’t easy”**

**“This is new ground for us, so feedback is important.”**

**“You look concerned. Do you have anything to add?”**

**“Ok, that’s one important view. What are some other sides we haven’t considered?”**

# IT IS A PROCESS

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Some complex long-standing culture change and conflict in sport is not yours to fix on your own – you may need help and time to fully evaluate.

Remember:

“Your direction is more important than your speed.”



# Using Restorative Justice

Restorative justice in a culturally-sensitive and safety-oriented approach is a powerful way of solving and preventing future conflict

- Relationship
- Respect
- Responsibility
- Repair
- Reintegration



# THANK YOU!

**@shaunnapsyched**

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