**Slide 1**
Welcome to Risk Management Webinar Training #2 -- the second of three in our series of online trainings covering risk management for NICA team volunteers and coaches.

Please note that Risk Management 1, or RM1, is a prerequisite for this course, RM2. If you have not yet viewed RM1, please do so before watching this training video.

This training module will take about 45 minutes to view. You may stop and restart viewing at any time -- just note where on the video timeline you are when you take a break. The quiz to certify your completion of this training module can be accessed separately and should take 10 minutes to complete.

Once again, thank you for making NICA your program of choice to develop young people.

**Slide 2**
As you saw in RM1, there are eight sections, or topics, that are included in each of the risk management webinars for Level 1, 2 and 3. In this presentation, we will focus on the Level 2 role across these 8 topics:

By way of review, our First section introduces you to this training and the Level 2 roles.
The Second section gives context for managing team risk, based on NICA AND other outdoor experiential education programs.
The Third section would normally cover the Insurance and Administrative functions of managing a NICA team. However, these are the same for Level 2 as they are for Level 1, so we won't cover new material in this presentation.
The Fourth and Fifth sections cover the Level 2 roles in planning and managing NICA practice activities.
The Sixth section covers the mandatory first aid trainings that meet the requirements for all NICA Coaches.
The Seventh section reviews the student-athlete's role in risk management.
The Eighth and final section provides a review of the RM2 training module. It also covers how to develop yourself as a risk manager, based on the learnings from this presentation.

As you watch this video, you should see how the sections in RM2 build off the same sections you watched in RM1.

It’s important to note that these sections are also intended to build upon the work you have already been doing with your team. With RM1 training under your belt, you are starting to manage risk and contribute to the NICA experience.

All of the systems, frameworks, tools and methodologies in this presentation are designed to help you further develop yourself and your team’s programs.

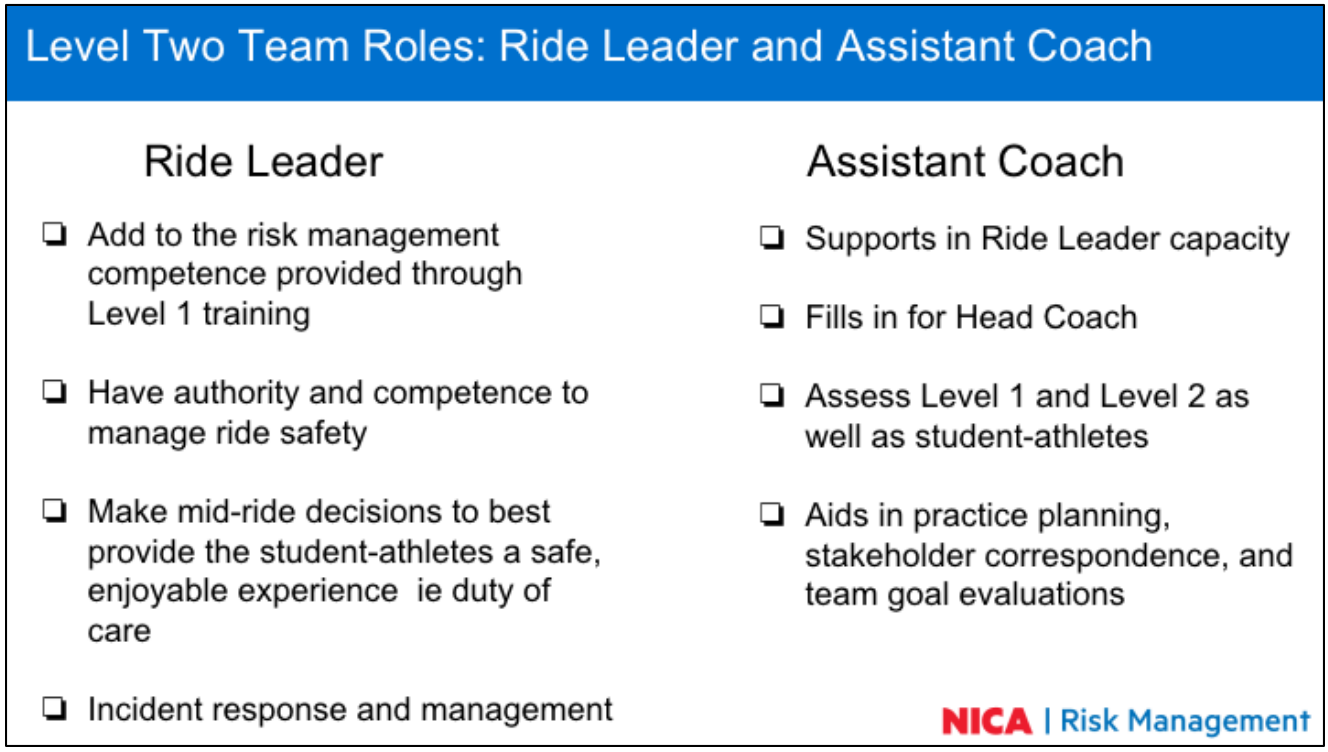
## NICA Coaches Training Requirements Table

| LEVEL CERTIFICATION | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|---|---|
| **REQUIREMENTS** | Registration - 45 Minutes (Annual) | Level 1 Certification | Level 2 Certification |
| | Risk Management Level 1 - 45 Minutes (Annual) | Risk Management Level 2 - 45 Minutes (Annual) | Risk Management 3 - 45 Minutes (Annual) |
| | Background Check - 10 Minutes (One-Time) | NICA Coaching Philosophy - 30 Minutes (Annual) | Leaders' Summit Series - 12 hr (3 yr) |
| | Concussion Training - 45 Minutes (Annual) | First Aid/CPR or Advanced First Aid Response - 4-8 hr (2-3 yr) | 80 Hours of Student-Athlete Contact Time (One-Time) |
| | | NICA On the Bike Skills Training - 4 hr (3 year) | |
| | | 20 or 40 Hours of Student-Athlete Contact Time (One-Time) | NICA \| Risk Management |

**Slide 3**
RM2 is the second of three in our series of risk management trainings, each one specific to NICA level certification. This presentation is for coaches seeking to become Level 2 and/or Level 3 NICA certified, since RM2 is a prerequisite for RM3.

To review, the second column of this table shows what trainings you must complete in order to be Level 2 certified. It's important to note that Risk Management Training is an annual requirement, due to the ever-evolving nature of our work and the ever-changing challenges involved with managing risk.

We encourage everyone to become Level 3 certified, even if you only end up serving as a general volunteer. Every training opportunity adds quality to the student-athlete experience while ensuring a more positive outcome for you as well!



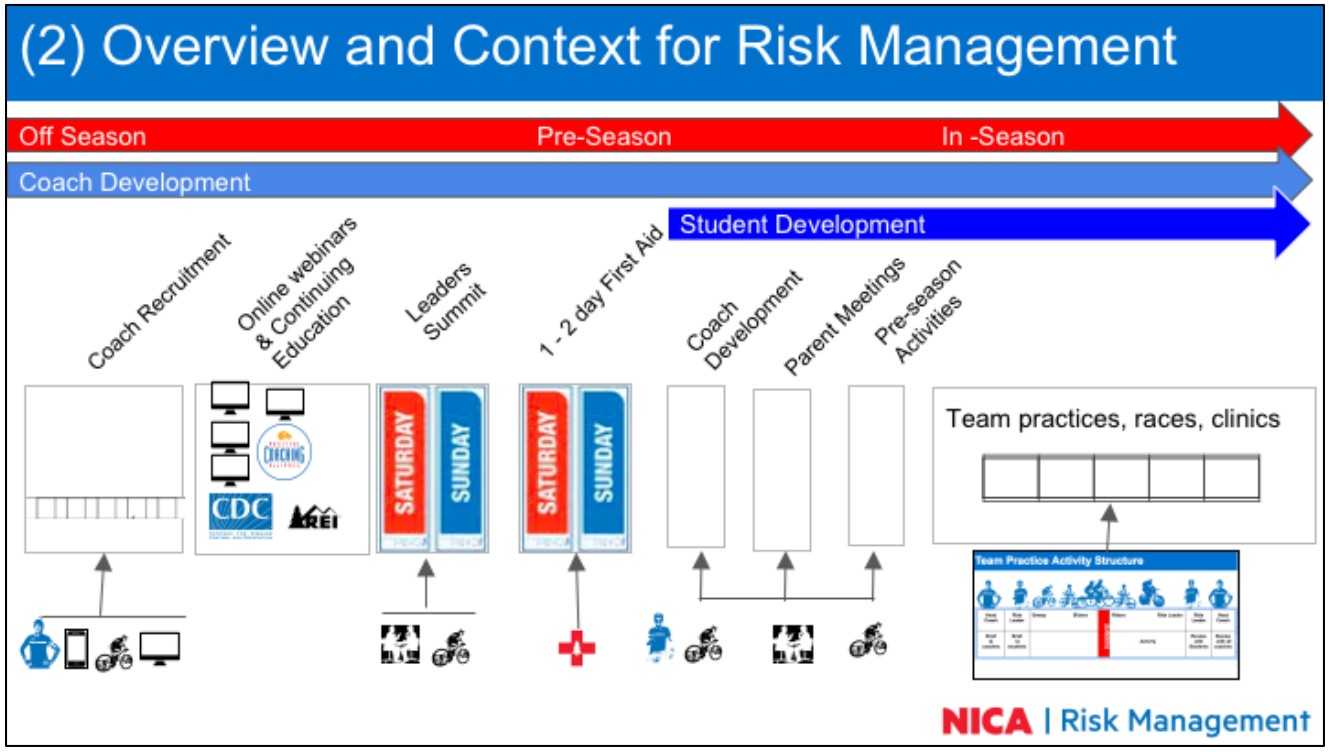

**Slide 4**
Now, let's look at the roles supported by NICA Level 2 certification -- Ride Leader and Assistant Coach.

As you can see, RM2 training supplements RM1, to help those who will be leading rides and providing instruction -- based on the Head Coach's season plan -- do so confidently and competently. In addition to ensuring safe, effective On-the-Bike Skills training, those who are Level 2 certified can provide emergency response in the event of a physical injury.

A Ride Leader:
- Has additional risk management competencies, with RM2 training supplementing their RM1 certifications;
- Has the authority and competency to lead and manage rides with student-athletes safely;
- Makes mid-ride decisions to ensure safe, enjoyable team rides; and
- Is responsible for incident response and management.

An Assistant Coach:
- May support in a Ride Leader capacity or fill in for a Head Coach;
- Assesses Level 1 and Level 2 volunteers, as well as student-athletes, throughout the course of the season; and
- Helps the Head Coach plan practices, communicate with stakeholders and track

against team goals.

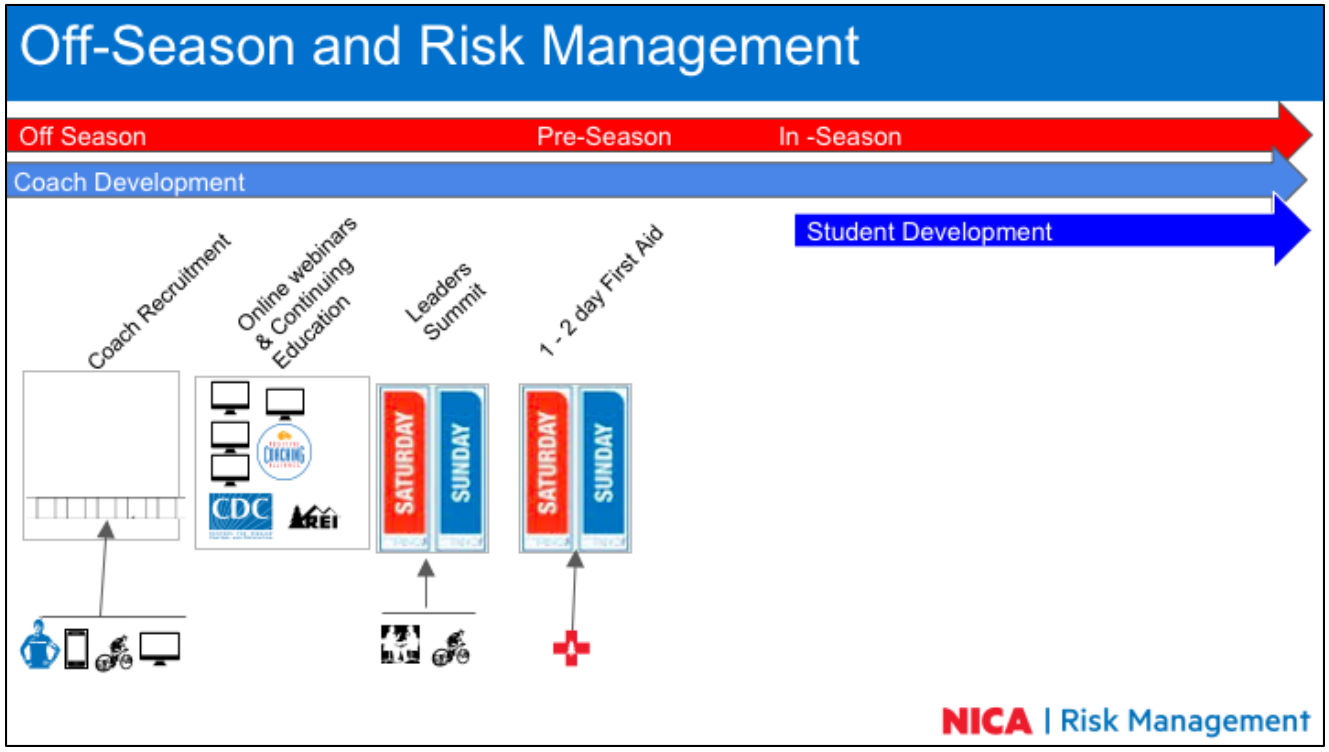



**Slide 5**
Here we have a graphic that illustrates the different periods of the NICA calendar -- the Off Season, Pre-Season and In-Season, (or Race Season) periods. Represented here are all of the NICA activities that take place throughout the year.

[Highlight the dark blue Student Development chevron/arrow]
What we can see is that leading up to and into the Race Season, we have the activities specific to student-athlete development -- things like pre-season recruitment rides, team practice rides, clinics and races.

[Highlight the light blue Coach Development chevron/arrow]
But Coach Development activities take place throughout the calendar year, particularly in the Off-Season and Pre-Season, in preparation for supporting Student-Athlete Development. And built into many of these Coach activities is risk management training and development.

Let's break this down and review the activities that pertain to Level 2 risk management training.

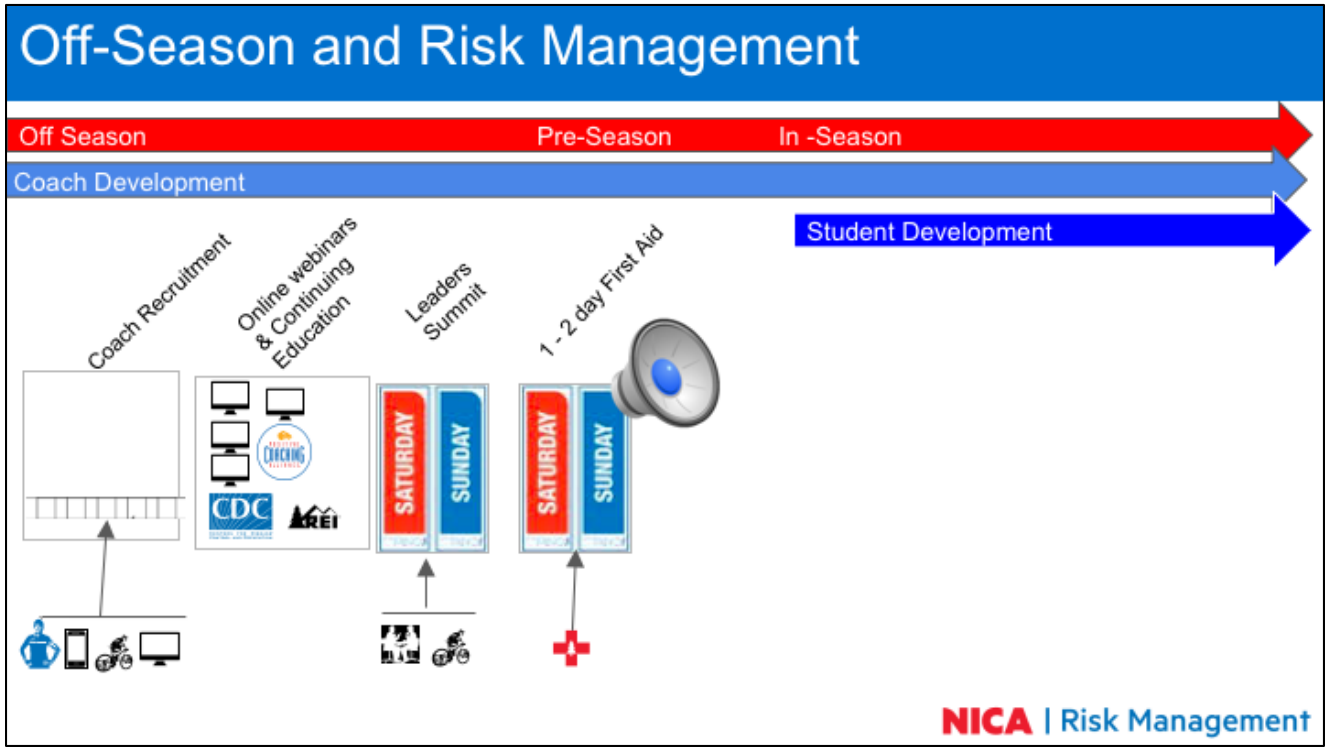



**Slide 6**

There are several components of risk management that Level 2s can attend to during the Off-Season, including:

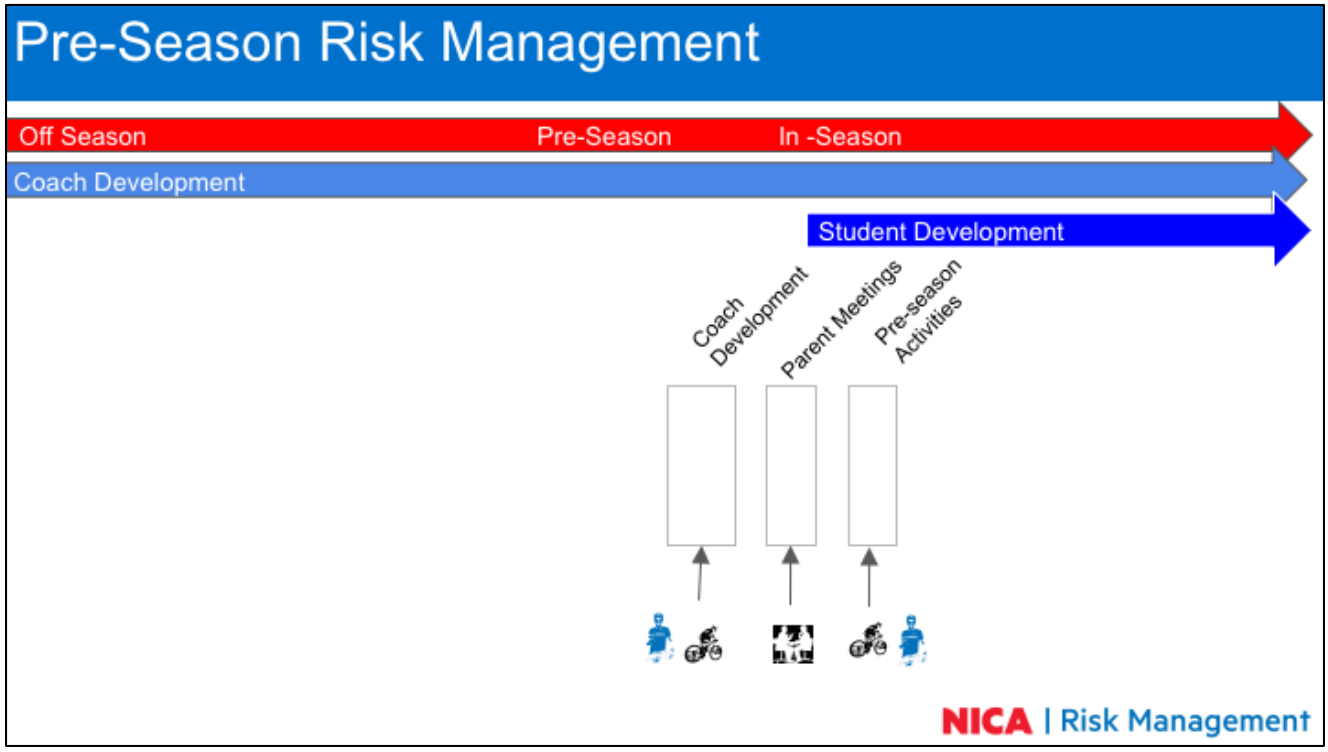
- Outreach to recruit coaches, volunteers and support staff. Successful risk management begins with selecting people who embrace the NICA mission and core values. While the Head Coach leads this effort, everyone has a responsibility for advocating for the team and volunteerism. Actively recruiting appropriate volunteers is a key way Level 2s can help facilitate a culture of safety and provide an enjoyable experience on the bike. Good risk management starts with recruiting good people. We go into how to recruit in RM3.
- Ensuring your coach licensing credentials are uploaded and current in the Pit Zone.
- Attending the most current Risk Management training and NICA Student-Athlete Coaching Philosophy webinars.

Keep in mind that NICA training is available all year round through online webinars, many through partners providing continuing education training. Spreading your training out during the Off-Season can reduce the volume of training you'd need to complete in the Pre-Season and during Race Season. It's a best practice to ensure your NICA level certification is current before pre-season activities begin.




**Slide 7**
Just before the Pre-Season begins, NICA Leagues will offer Leaders' Summit training, On-the-Bike Skills training, and Coaches Retreats are held. These are offered in time to provide Level 2s with the education, training and certifications they need to go out and work effectively with their NICA student-athletes.

Many Leagues also facilitate Level 2- appropriate First Aid and CPR trainings during the Off-Season and during Pre-Season timeframes.



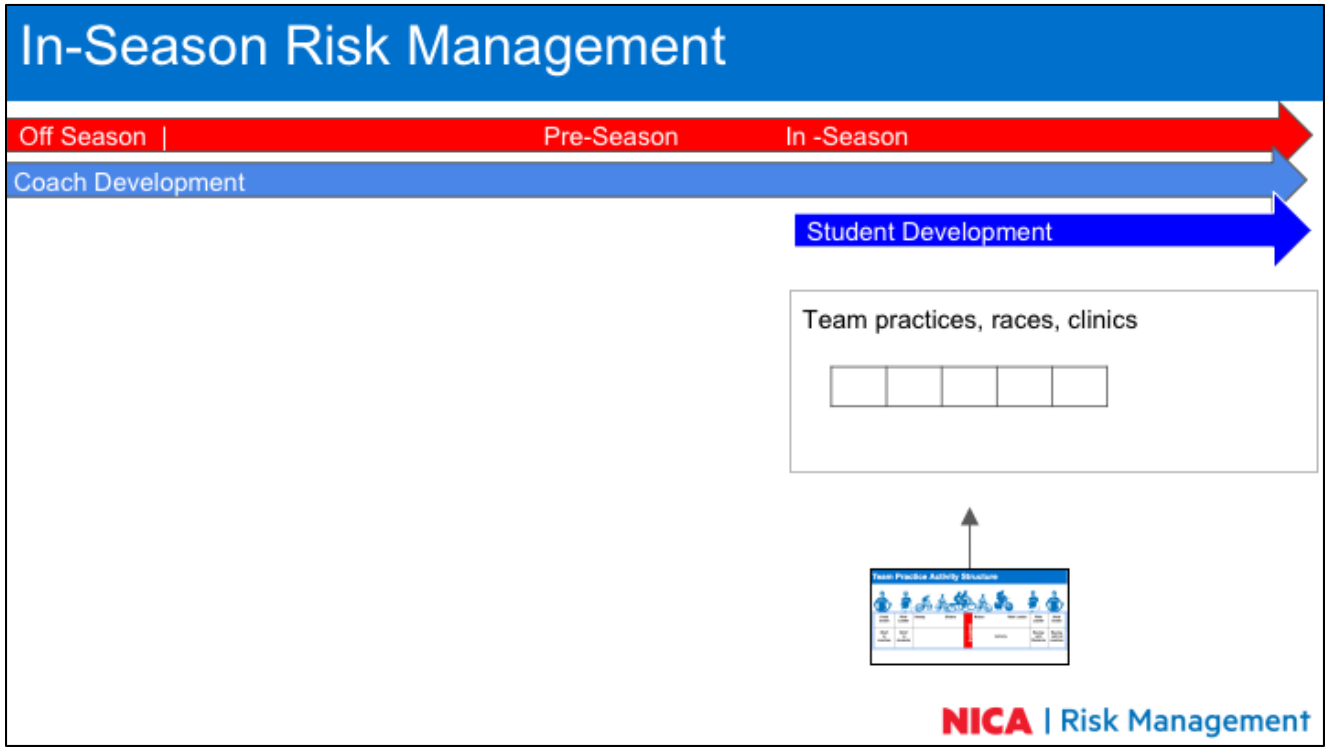

**Slide 8**
Pre-season risk management specific to Level 2 roles includes coach development activities, parent and student-athlete meetings, and pre-season activities.

Coach development activities include:
- Fulfillment of licensing requirements in Pit Zone
- Coach competence assessments
- Ride leader training
- Venue surveying
- Short course design and implementation training
- Emergency Action Planning
- Emergency simulation exercises

Parent and student-athlete meetings should be held at least twice during the pre-season. Items covered during these meetings are discussed in greater detail in RM3.

Pre-season activities that contribute to Level 2 risk management competence include:
- Practice of On-the-Bike skills learned through training
- Riding of venues the team will use for try-it-out sessions, practices and NICA events
- Identifying locations and elements key to the Emergency Action Plan for each venue
- Learning how to identify and repair common bicycle maintenance issues

- Attending try-it-out sessions for your team
- Getting to know your fellow staff members and developing a rapport with the Head Coach
- Practicing doing self-assessments as well as assessing fellow volunteers
- Attending pre-season Coaches Calls (League- and Team-level)




**Slide 9**

Level 2 risk management activities during the season include:

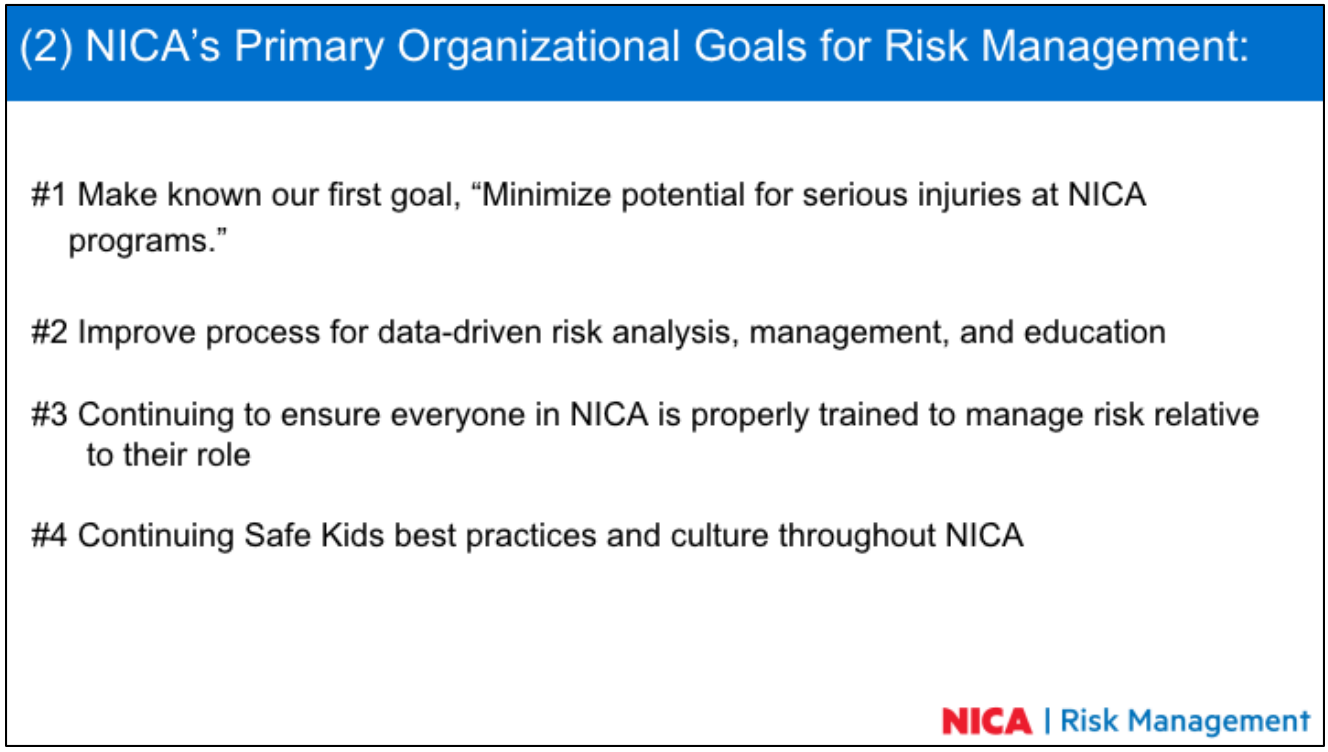
- Weekly review of student-athlete and team goals and objectives
- Review of prior week's resources and events
- Constant analysis of environmental influences
- Coach and colleague collaboration
- Review of the NICA Rulebook
- Utilizing the continuing education opportunities provided by NICA

The primary application of risk management training is during practices. The following activities are all guided and informed by Level 2 risk management training:

- Pre-practice coach debriefs,
- Level 2 and Level 1 task delegation,
- Rider debriefs and check-ins,
- Incident prevention, response and follow-up,
- Post-ride reflections, and
- Post-practice coach debriefs.

Races are also events where risk management training is applied. A great deal of emphasis is placed on ensuring NICA student-athletes, volunteers, and supporters have a safe, enjoyable experience at NICA events, and the races are where this gets celebrated.

Clinics and camps, just like NICA races, are events where risk management training is implemented and experienced. Clinics are held within a 6-hour period and camps are generally overnight. Teams may hold clinics as pre-season activities; however, NICA camps may only be run by a NICA League. Supplemental risk management training has been created to address the unique challenges that events like races, camps and clinics present, and your training as a Level 2 will be instrumental at every level of engagement you have with these activities.




**Slide 10**
We now move on to Section 2. As a Level 2, it's important to have a greater understanding of NICA as an organization. Let's review the context for risk management at NICA, within the broader context of outdoor experiential education programs.

Listed here are the overall Risk Management Goals that NICA has as an organization. There are also many secondary goals that stem from these, such as your team's season goals, or your personal coaching goals.

Our first goal is to "Minimize potential for serious injuries at NICA programs." When making a decision, the first criteria we should use is, "Are we minimizing the potential for a serious injury?" The key word here is "serious" injury. Scrapes and bruises are common and accepted as something most athletes will experience in NICA.

A common scenario, where you have the opportunity to minimize potential for serious injuries, is when you decide which route to take with your ride group. If one route has high risk of serious injury, it should be avoided, regardless of any other merits. You may take a route that still has risk for scrapes and bruises, but not serious injuries. The only time you would want to take a trail with higher risk of serious injuries is if you have progressively developed your athletes to a level of competency higher than that of the trail. By progressively developing your athletes, you are also minimizing risk for serious injuries.

Our second goal is to improve processes for data-driven risk analysis, management and education. This is done at every level. At your team level, reviewing actual injuries, close calls or risks should be a regular component of  standalone coaches' meetings.

At the League and National levels, we use Incident Reports to identify trends via the NICA Safety Study. We use these trends to improve our trainings such as this one. We also give coaches a heads up via the Coaches Newsletter, should we see an injury trend appear mid-season.

Our third goal, "Continuing to ensure everyone in NICA is properly trained to manage risk relative to their role," was the biggest impetus for NICA to create the new licensing structure and this risk management video series. Thank you for being a part of this new and elevated training.

The fourth goal, "Continuing Safe Kids best practices and culture throughout NICA." is straightforward and emphasizes the importance of Safe Kids practices throughout NICA.

**Slide 11**
In RM1, you learned that NICA is an experiential education organization offering an activity -- mountain biking -- that involves inherent risk. Let's expand on this.

Reb Gregg, a well-known lawyer for experiential education, defines inherent risks as those so integral to an activity that, without them, the activity loses its basic character and appeal. These are risks of injury or loss that cannot be reduced or avoided without changing the basic nature of the activity.

If we removed the inherent risk from NICA, we'd be riding trainers indoors in full body armor. As you can guess, we will  have lost almost all the youth development aspects of NICA. NICA would no longer be educational or fun.

Your understanding of inherent risk is crucial to being able to calibrate your judgement as a coach.

To relate these terms back to your team practices, here are common NICA activities with increasing inherent risk:

1. Stretching and core work has a low likelihood of serious injury, so the inherent risk would be low.
2. Then, Skills clinics on flat ground.
3. Then, trail riding on slow, curvy trails.
4. Then, trail riding on faster trails.

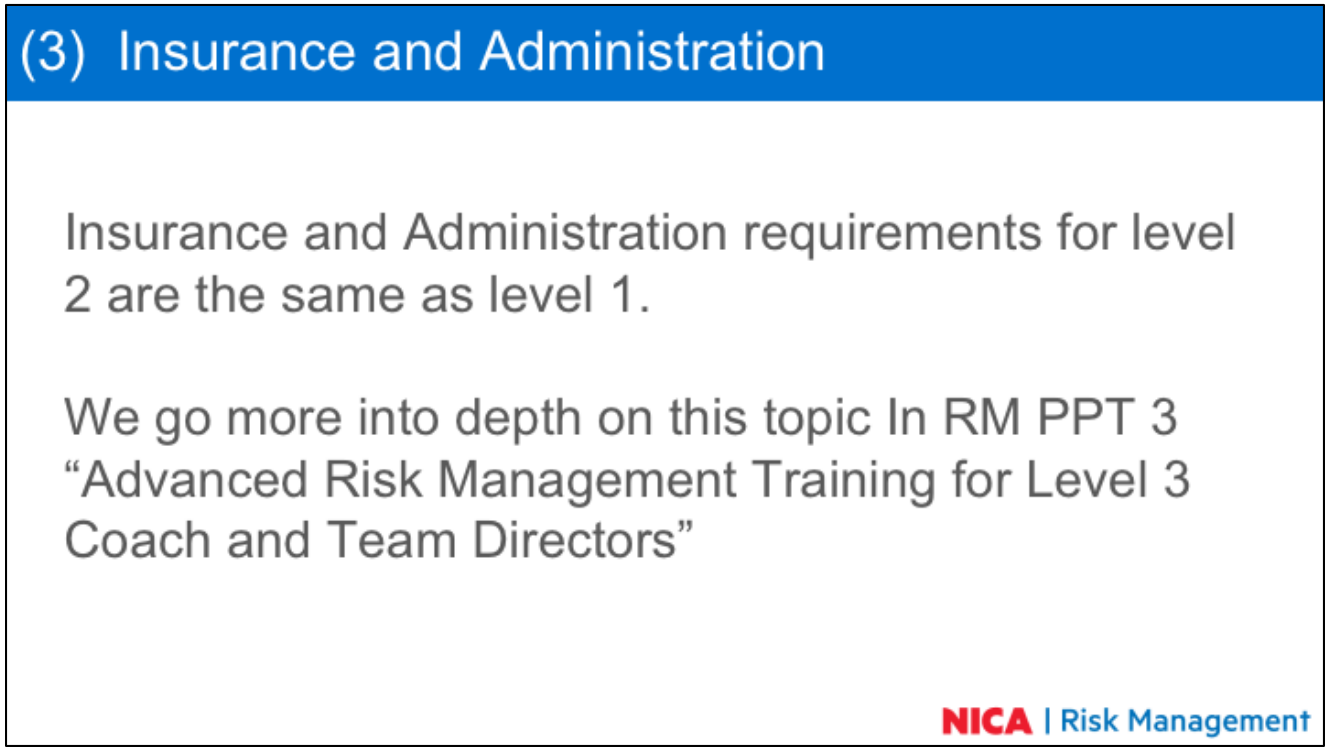
Elevated risks are not necessary for the youth development we're seeking. On a basic level, those would be risks NOT directly associated with improved education or fun.

**Slide 12**
When calibrating your judgement, always consider the difference between “inherent risk” and “elevated risk.”

Elevated Risk is taking on more risk than necessary to use the bicycle as an educational tool. Examples include:

Downhill-style trails with consequence for serious injuries;
Dirt jumping;
Athletes riding terrain they haven’t been progressively prepared for; or
Riding built features that you can’t roll off of -- such as those less than 18” off the ground.
Riders riding on bikes that aren’t in fully functional condition

It is your “Duty of Care” to avoid risks that are not necessary or inherent to your athlete’s long-term development.




**Slide 13**
For Section 3 of our training -- Insurance and Administration -- the requirements for Level 2 certification are no different from those obtained through your Level 1 training.

Look for training on Insurance and Administrative duties to resume during the RM3 training module for Level 3 certification.

## Recommended Reflection Point

At this point in the video, we recommend you take a break, re-watch specific slides or go for a bike ride!

Our goal as NICA trainers is for you to have 100% comprehension of this material.

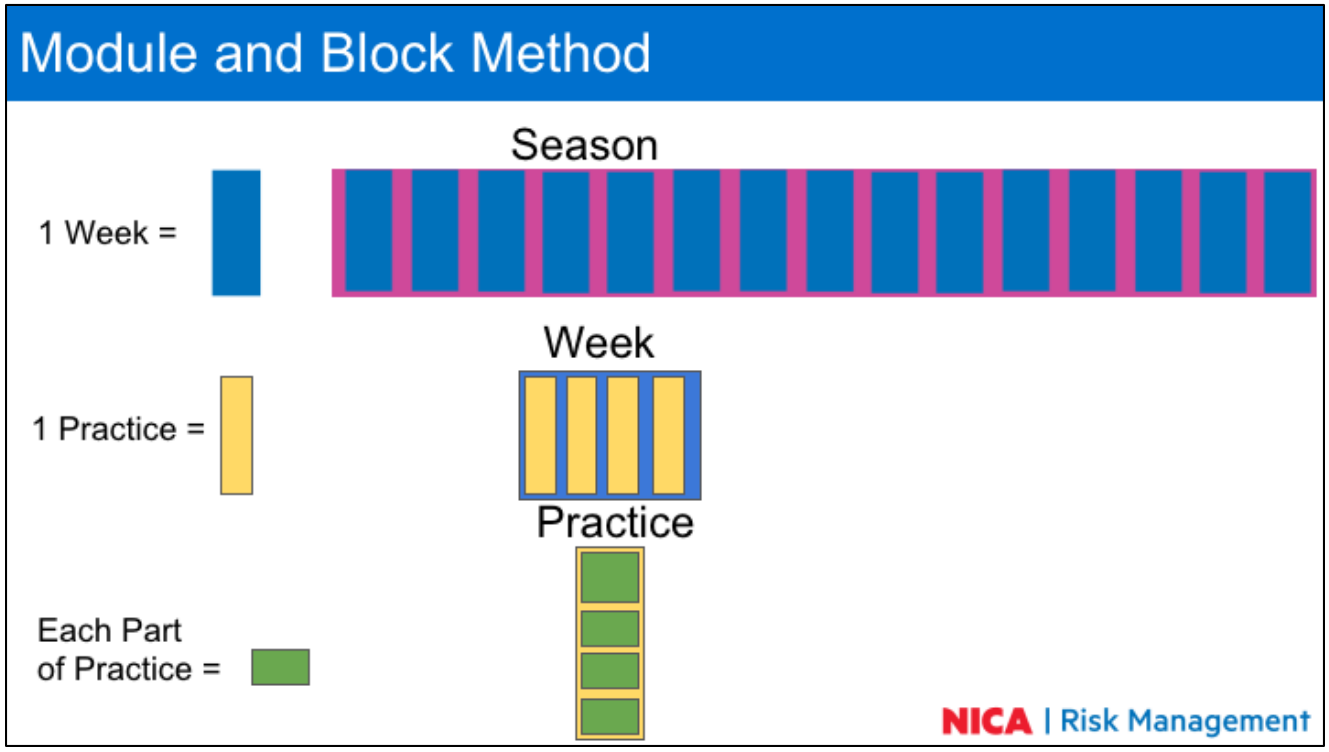
Please email any questions, clarifications or ideas to chris@nationalmtb.org.

**Slide 14**
Section 4 of this training covers risk management preparation -- and, namely, how to proactively manage risk.

The NICA Risk Management Outcome Model should be the basis for planning any NICA activity. NICA uses this evidence-based best practice strategy to ensure alignment with how other experiential education organizations plan their training, activities and events.

You'll recall from the NICA Coach and Student-Athlete Philosophy webinar that it's easy to be distracted by focusing on specifics. Examples of these specifics include the way a rider responds to a single skills clinic, race, hill-climb or time trial.

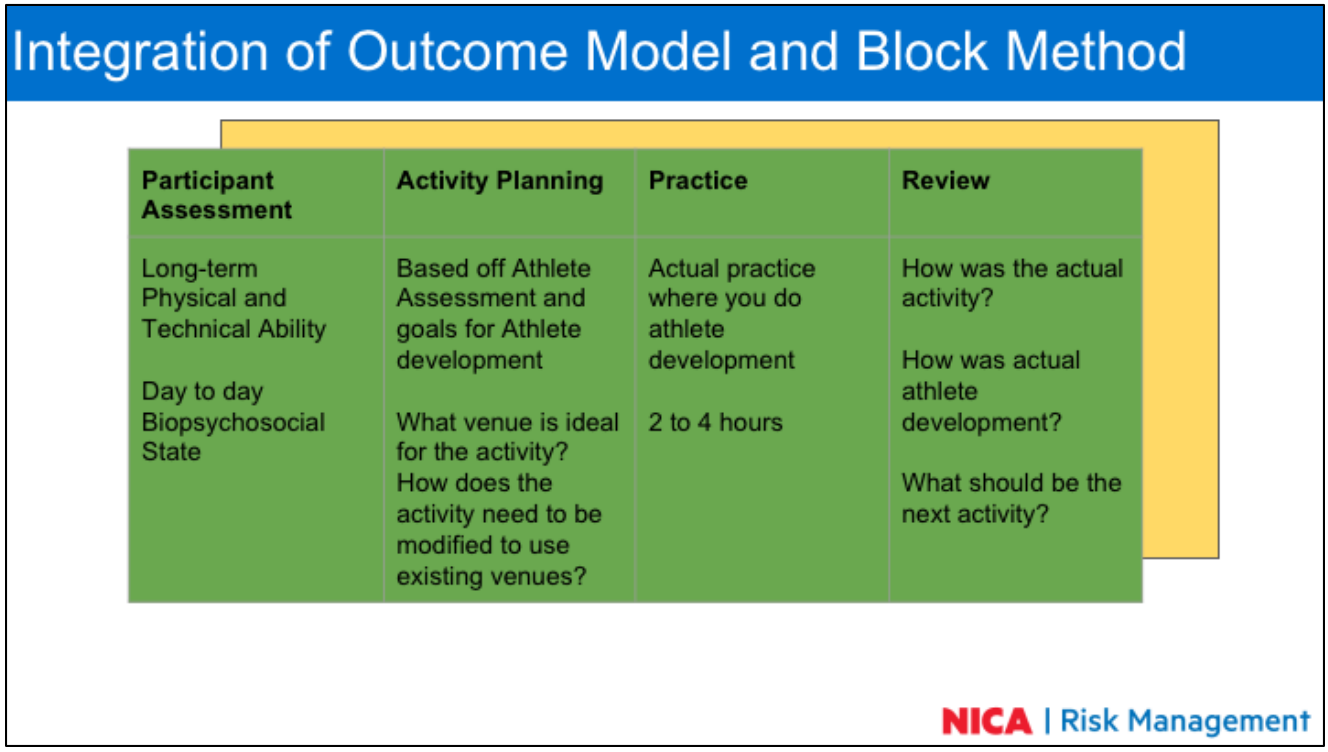
The NICA Risk Management Outcome Model provides a framework for us to evaluate these specifics while not losing focus of our goal of long-term athlete development.




**Slide 15**
Before we dive deeper into the NICA Risk Management Outcome Model, let's think back to RM1 and our introduction of the Block Method for planning team practices.

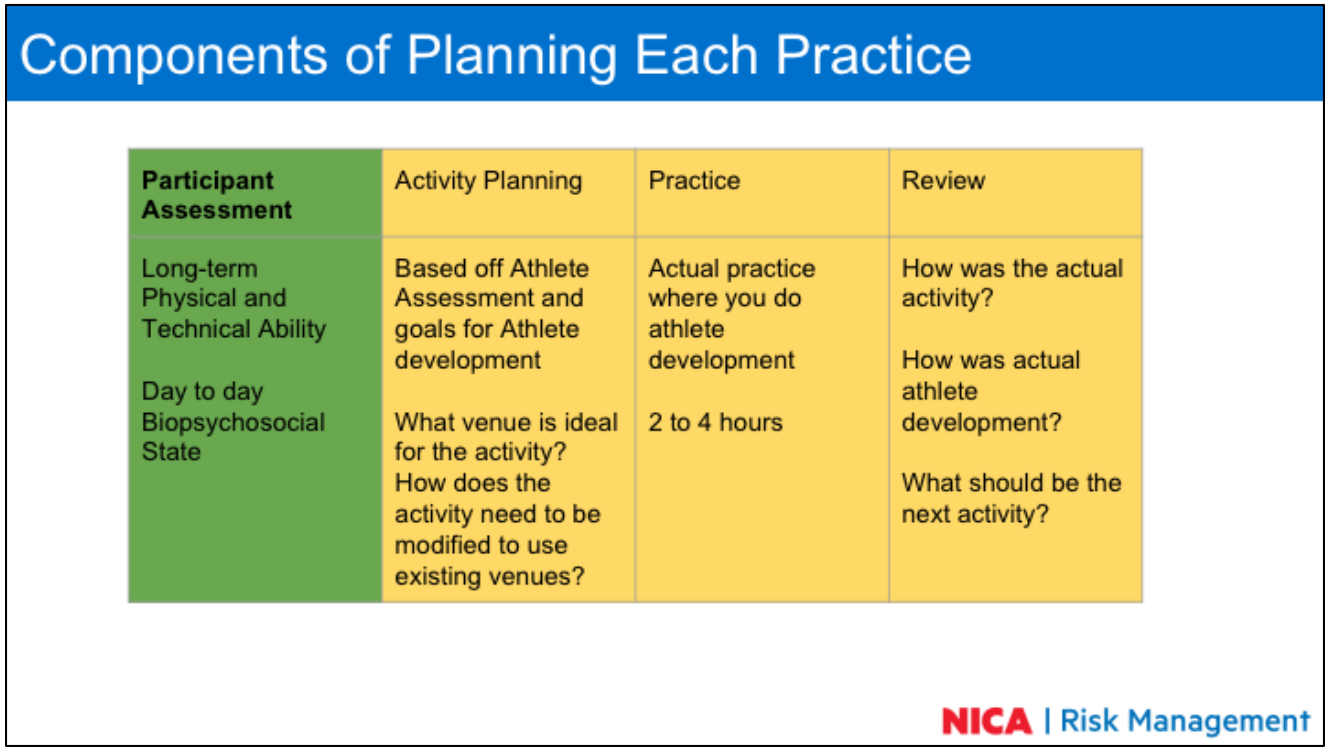
Let's review the planning that goes into team practice. It starts with the Head Coach's season plan, reduced down to weekly practice schedules. Head Coaches should plan each practice using the NICA Risk Management Outcome Model. The model takes into consideration the individual student-athlete's needs, the venue where the practice is being held, the activity needed to progressively develop student-athletes, and the successes or challenges of previous practices, as well as some regard for where the team is in their practice season. Each of these factors affect risk management.

Next, we'll show you how combining the Block Method with the Outcome Model facilitates the best risk management planning. Using this process will result in your risk management plans accounting for progression throughout the season, varying levels of practice intensity and various levels of student-athlete development.




**Slide 16**
Here you see the integration of the NICA Risk Management Outcome Model with the Block Method for planning risk management activities. The block shows the four major components of the outcome model -- Participant Assessment, Activity Planning, Practice and Review. We will take you through the broad overview now.

Level 2s are responsible for implementing the majority of risk management activities during practice. Given that fact, the entire next section will focus on a scenario where Level 2 risk management strategies are applied during practice.



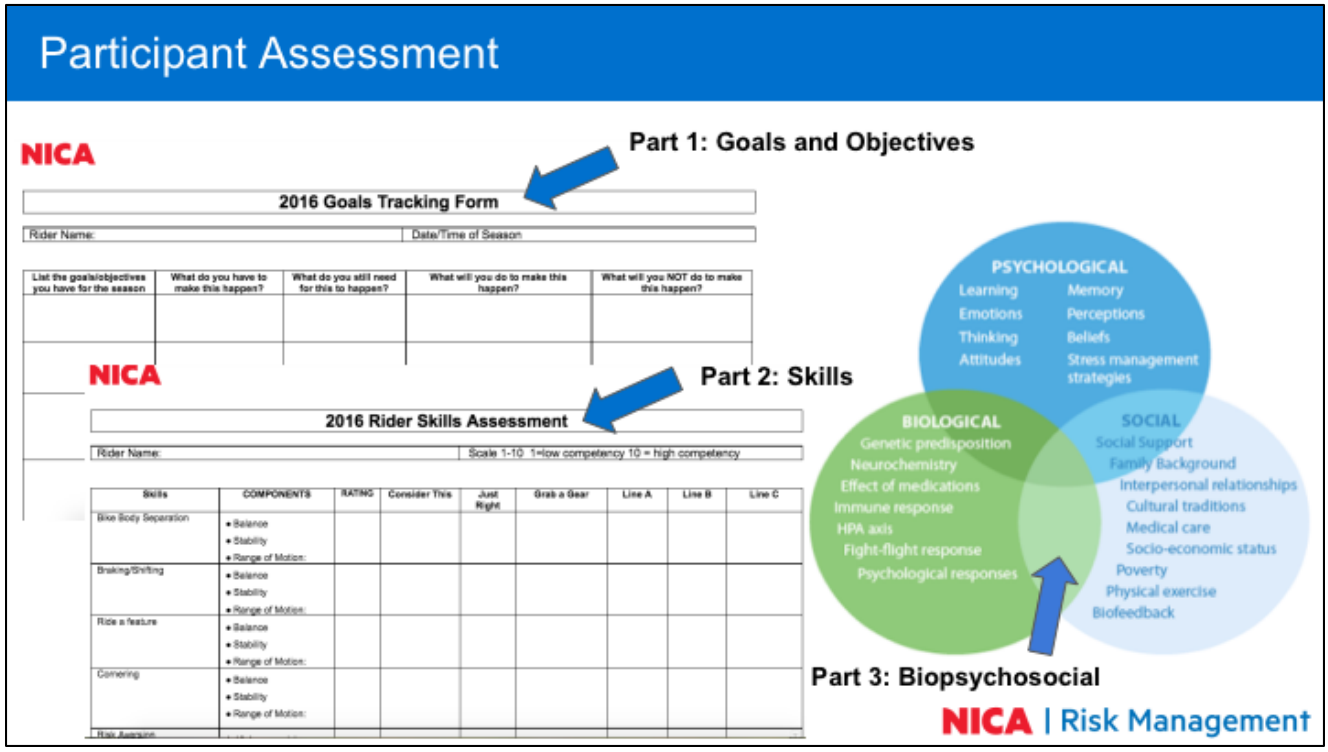

**Slide 17**
Before each planned activity begins, Level 2-certified coaches should conduct a basic assessment of the staff and student-athletes. Training on the use of NICA assessment forms is included in Level 2 certification, as part of the Coaching Philosophy webinar. Using the forms diligently is a significant step toward mitigating risk of serious injury during practice.

If you haven't already been introduced to the NICA assessment forms for volunteers and student-athletes, you can locate them on the NICA Coaches Resources web page and reach out to your team's Head Coach for details on the assessment process. If needed, let your Head Coach know they should reach out to the League Director and League Level Coach Supporter to set up training on how to use the NICA assessment forms.

As a Level 2, you will review with your Head Coach the goals and objectives form that the student-athletes under your supervision submitted, along with their skills assessment history. You'll also review the current biopsychosocial considerations for your individual student-athletes.

Remember that people are fluid by nature. Nobody is exactly the same, every day. As humans, we experience variance in our ability to perform biologically, psychologically, and socially. Recognizing and planning in accordance with this variance is the best way to avert incident.

Also keep in mind that assessment is ONGOING. It takes place before the season starts, during the season, and all the way to the end of the season.

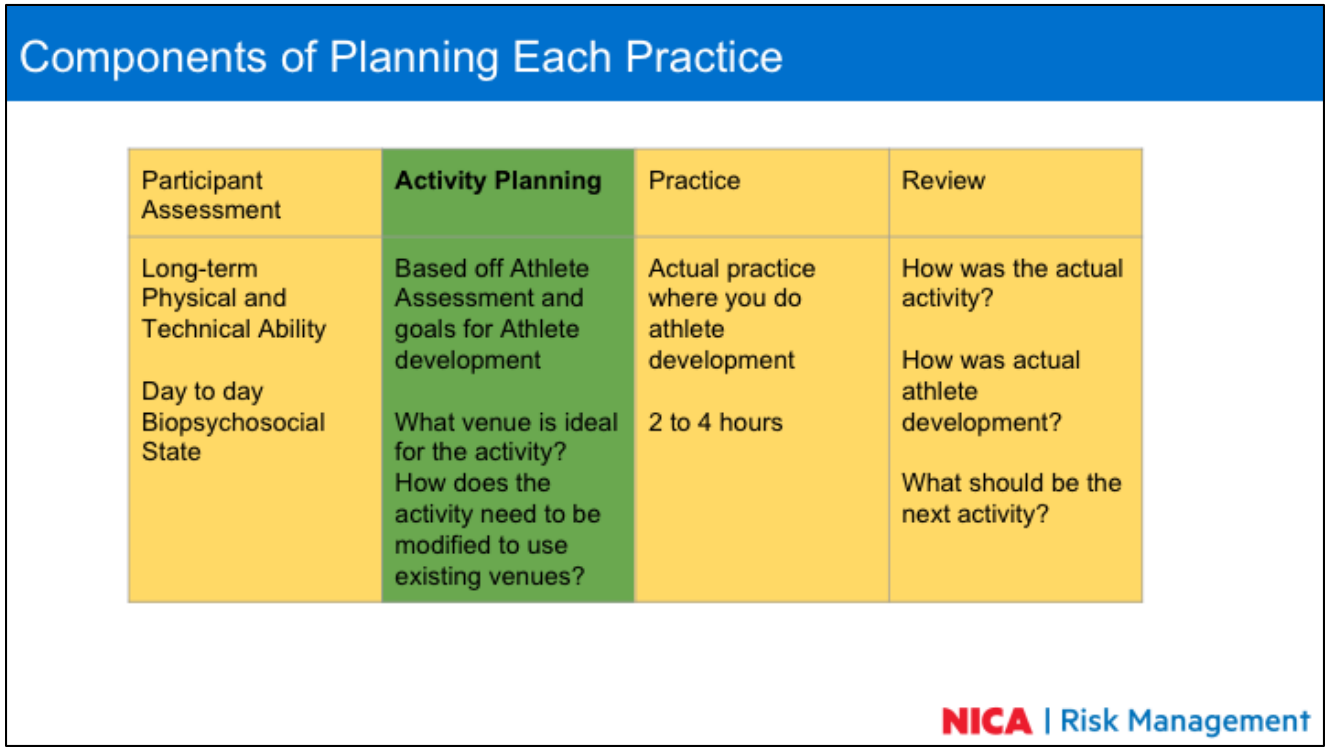



**Slide 18**

Here are the three models used to assess the long-term ability and interests of your riders as well as how they are doing on any given day. In Participant assessment you may use:

- One, Goals and objectives
- Two, A Skills Assessment
- Three, review athlete's biopsychosocial state.

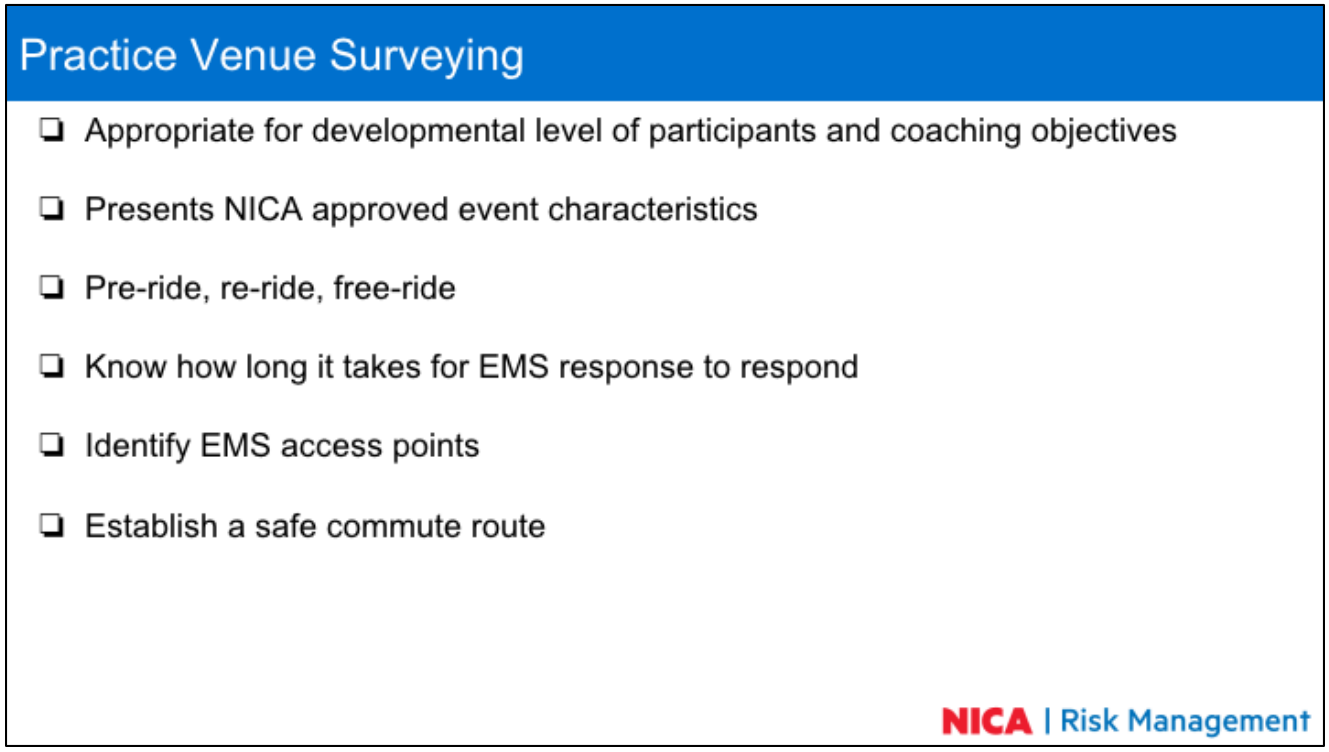
Assessment of and attention to the varying biopsychosocial state of individuals and the team is the single most effective way to proactively manage risk. If you can detect, even subjectively, that a volunteer or student-athlete just isn't themselves (today) you may be able to save them from exposure to a potentially harmful situation. Just like goals and skills assessment, attention to the ever-shifting nature of adolescents and volunteers is intensive and important. Level 2's are responsible to supporting the Head Coach in assessing the status of individuals before, during, and after each practice.




**Slide 19**
Before each activity, Head Coaches will review the activity plan with staff. RM3 will cover the Level 3 responsibilities related to Activity Planning.

Level 2s should follow the Activity Plan for each practice, and may assist in developing or adjusting the Activity Plan under the supervision of the Head Coach, by providing feedback and input for course corrections.

Now let's look at how Level 2s participate in venue surveying and emergency action planning.




**Slide 20**

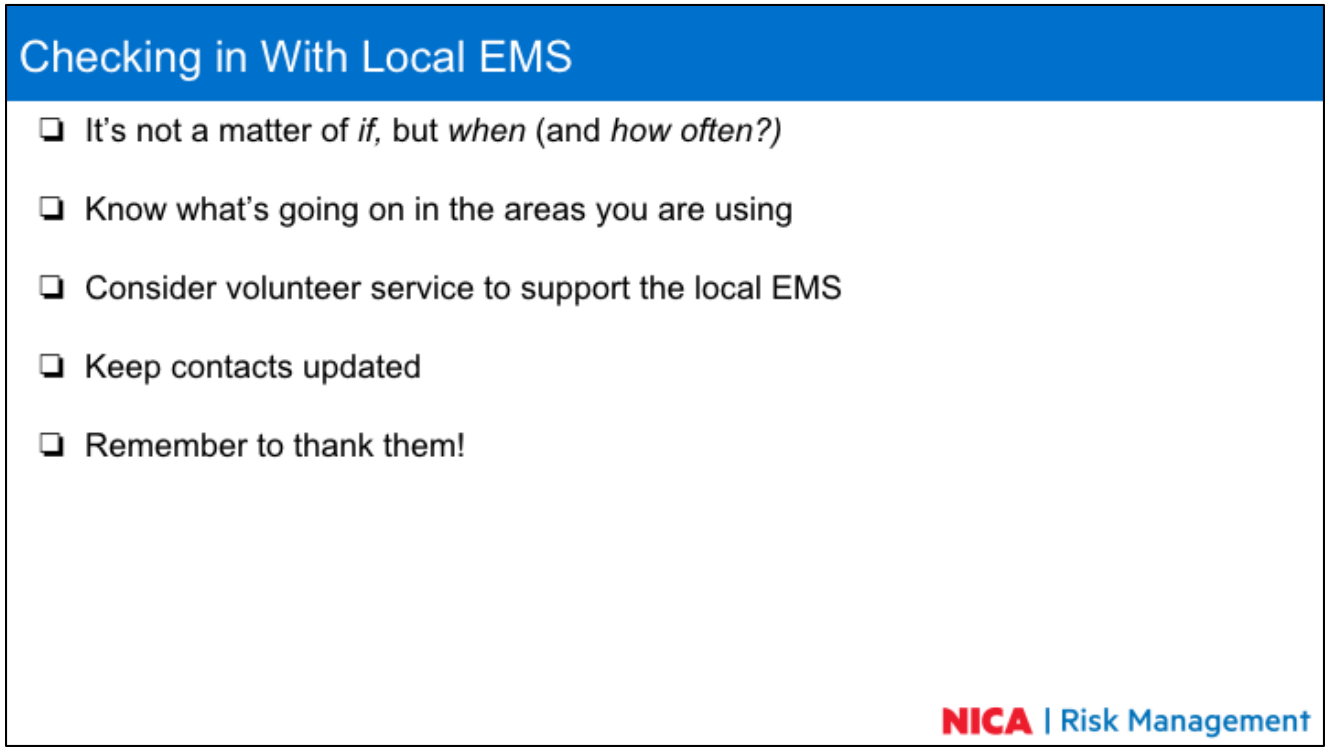
In addition to Assessment, Head Coaches rely heavily upon Level 2 input regarding the selection and use of a particular venue for a given activity. Following are the key elements involved in Venue Surveying:

Input regarding the appropriateness of the terrain based on the assessed competence of the group and applicability to NICA venues

Coaches will ensure you get a chance to pre-ride, re-ride and free-ride each venue before taking student-athletes on the trail.

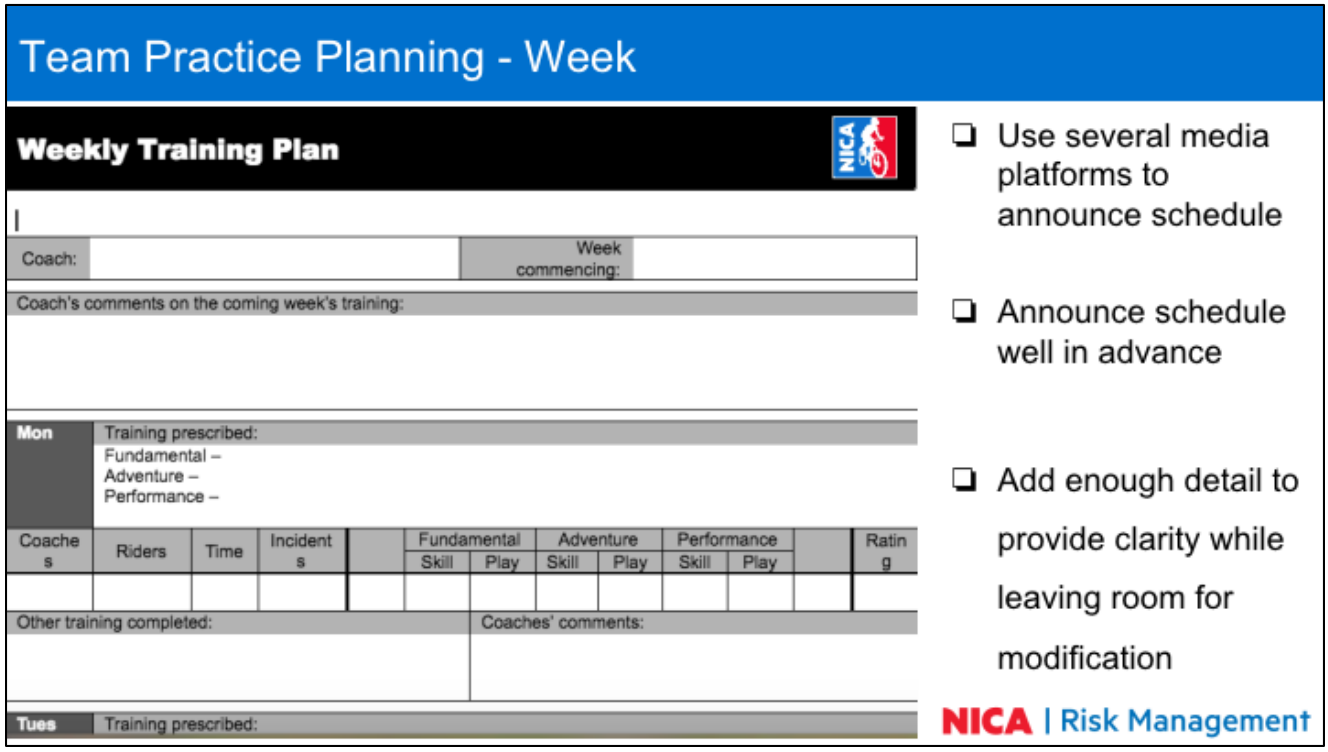
Identifying EMS access. You'll know where first responders should be based and the places you will direct them to should you have an emergency response situation.

Included in the venue survey process is the establishment of a safe, consistent route to and from a practice venue if you are commuting from an off-site meeting place, such as a school.




**Slide 21**
It's important to plan for Incident Response when Activity Planning.

A Level 2's risk management competency will benefit from knowing and assuming the following:
That incidents/emergencies WILL happen;
That variables outside of NICA programming can impact the outcome;
That EMS agencies are often challenged by the same variables that challenge NICA;
That we are responsible for providing EMS with current information about the volunteers and student-athletes in our group; and
That they deserve respect and recognition for the support they provide.

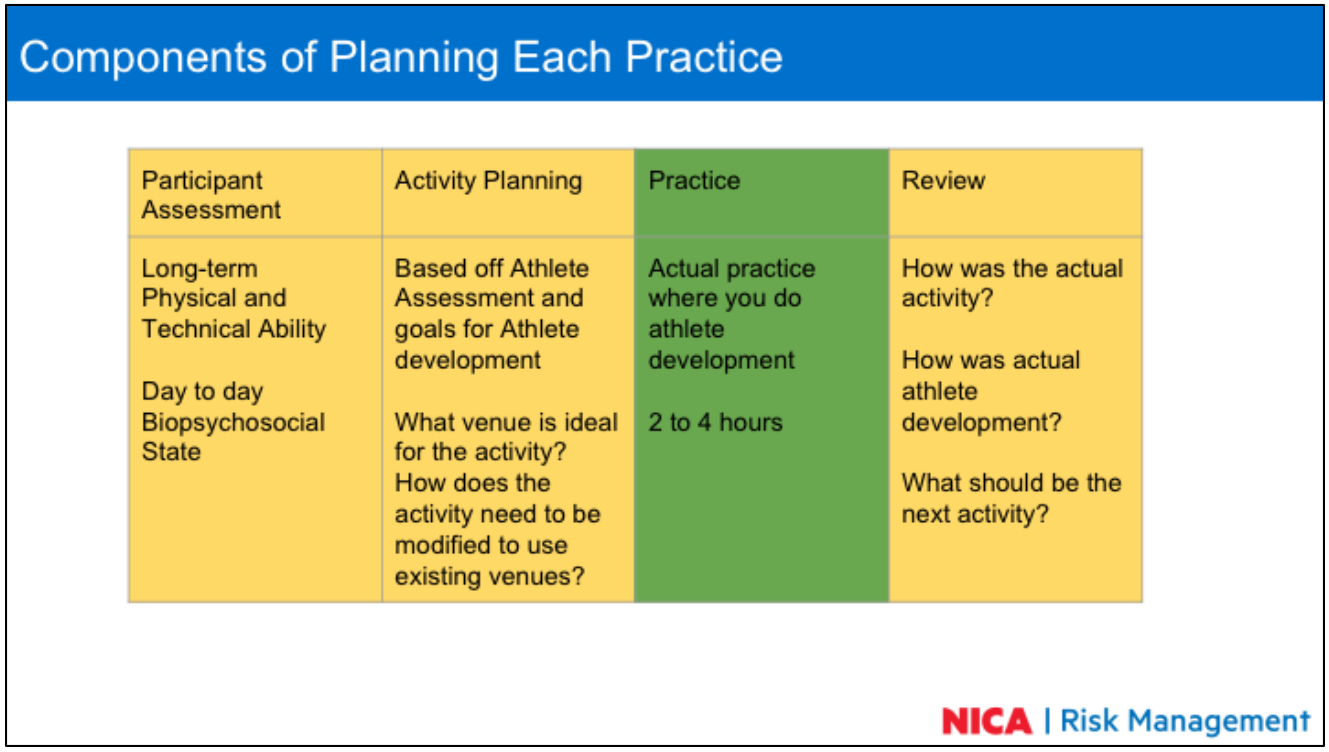



**Slide 22**
In addition to a season plan, your Head Coach should be using a weekly training plan such as the one displayed in the activity planning process.

Not every communications platform is accessible to or preferred by everyone. Some use emails, some use Google Docs, and others use apps like TeamSnap. Your Head Coach will provide several methods for volunteers and student-athletes to get frequent updates to the weekly activity plan and practice schedule.

Weekly activity plans should be posted in time for volunteers and student-athletes to prepare, ask questions and address feedback. For example, the activity plan for a given week should be released the previous Thursday night.

Activity plans provide the basic structure of the week, where practices will be held and the approximate duration of practice. It should include staff allocation and special needs relevant to the time of the season, while considering variables such as weather, emergencies and resource limitations.

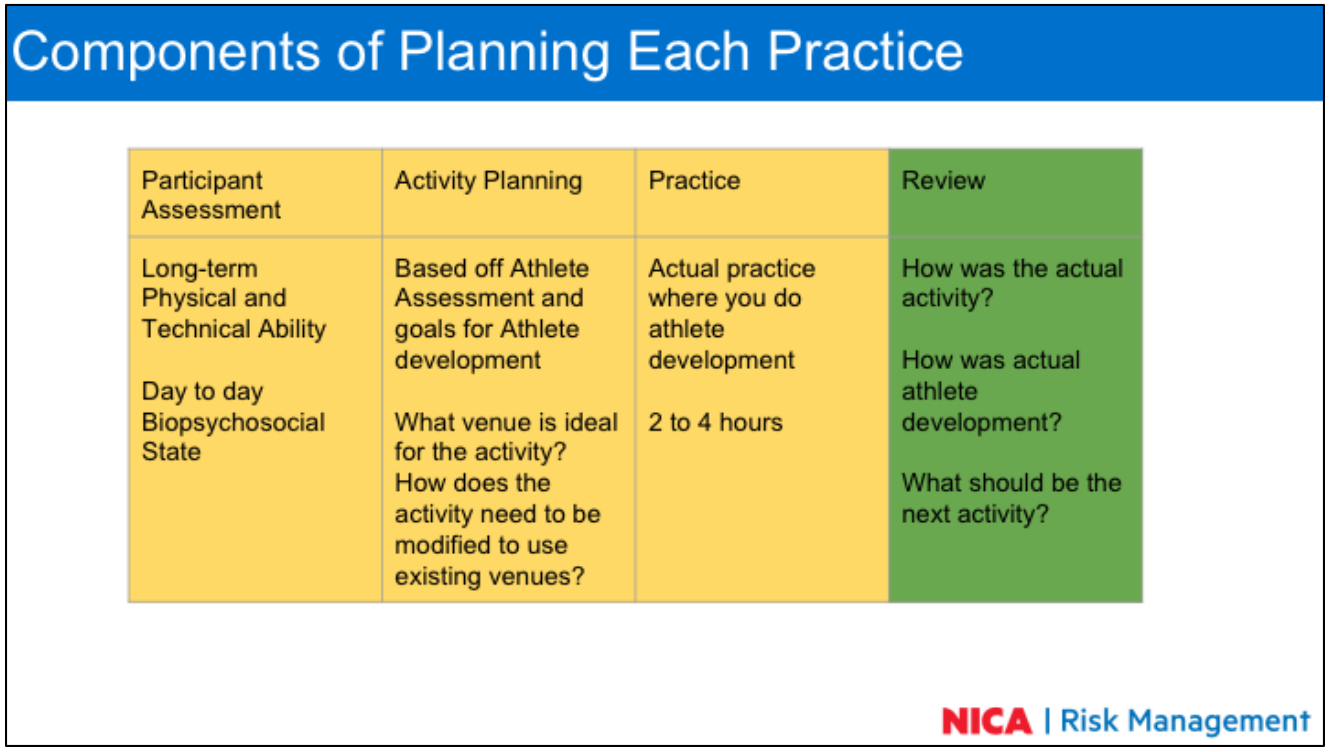



**Slide 23**

During a Practice, Level 2s are responsible for keeping the following risk management priorities in mind:

- Developing and working within competence
- Providing physical and emotional safety during the activity
- Stringent attention to gender and race equity
- Strong minds
- Strong bodies
- Strong character
- Transparency regarding what will be done during practice (including programmatic considerations, such as FUNdamental, Adventure, Performance)
- Providing opportunity for non-participation
- Attending to personal and mechanical emergency issues
- Continuous group and interpersonal awareness
- Time management
- Documentation
- Community interaction and awareness

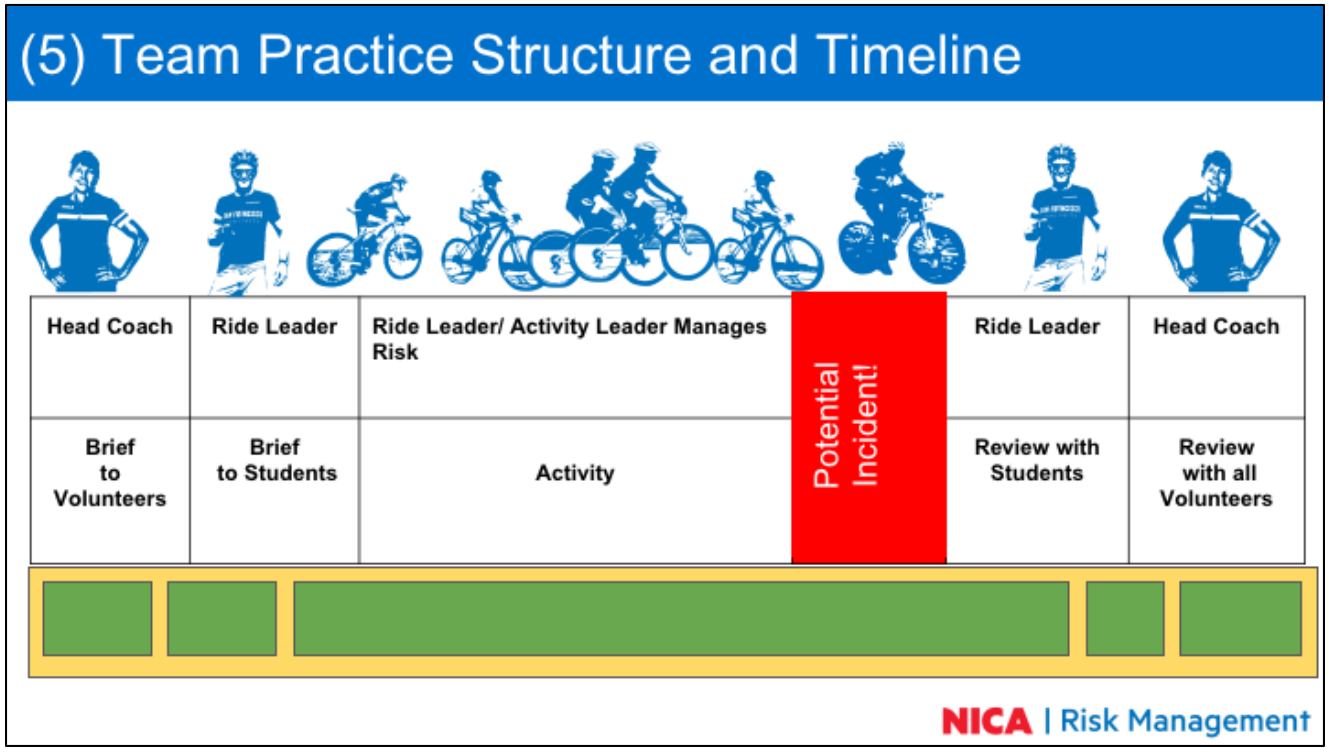
Practicing sound risk management strategies at all times will ensure student-athletes the best opportunity to have that safe, enjoyable educational experience on the bike we are striving to provide.




**Slide 24**
After a practice, reviewing how activities went relative to the achievement of individual and team goals is an essential component of ongoing risk management. As we've stressed before, assessment is ongoing, and the review process is a form of assessment.

Level 2 review involves collaboration with:
Student-Athletes
Coaching Staff
Head Coach

Review provides Level 2s the opportunity to contribute to future practice plans, activity planning and assessment. Teams or clubs that inspire broad Level 2 involvement in the review process are more likely to have positive risk management outcomes.




**Slide 25**
Now we're at Section 5 of our presentation, which covers the Risk Management activities that take place during a team practice session.

Here we combine the practice structure graphic from RM1 with the NICA Risk Management Outcome Model for the practice activity structure. This diagram shows how all 3 strategies for risk management come together in a practice setting.

**Slide 26**
As a reminder of what was covered in RM1, once the activity plan has been communicated by the Head Coach, Ride Leaders and Assistant Coaches lead student-athletes and Level 1s through smaller ride or activity groups.

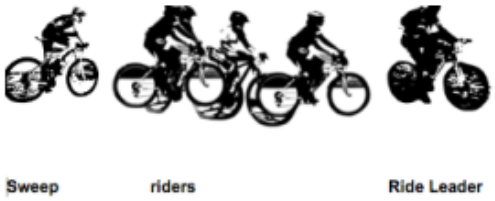
Before beginning the activity, Level 2's communicate information passed down by the Head Coach regarding the practice schedule or activity and ensure risk factors such as current health status, rules and equipment.

For example, Level 2s are responsible for upholding NICA and team policy regarding the administration of medication for student-athletes. Imagine that a student-athlete pulls you aside after you remind your small group to let you know about any medication they may be taking. The student-athlete is new to the team and says her father told her to give you (the Ride Leader of the group) her asthma inhaler. Consider how you respond in accordance with NICA and Level 2 training, and how you structure your ride to ensure optimal incident response if needed.

Following NICA Risk Management policy, you should instruct the student-athlete to keep her inhaler with her and in a place that she can readily access it. Further, you will have structured your ride so that she can easily alert you of her need for the group to stop, and a sweep is behind her to ensure she gets to the side of the trails safely.

## Ride Structure Protocol

- ❑ 6:1 (minimum) or 8:2 (ideal) Student-Athlete to Ride Leader ratio
- ❑ Appropriate and legal trails
- ❑ Establish a chain of communication Including roles and responsibilities for all participants
- ❑ Ride Leaders have leadership and authority for their ride under the guidance of Team Director and Assistant/Head Coaches



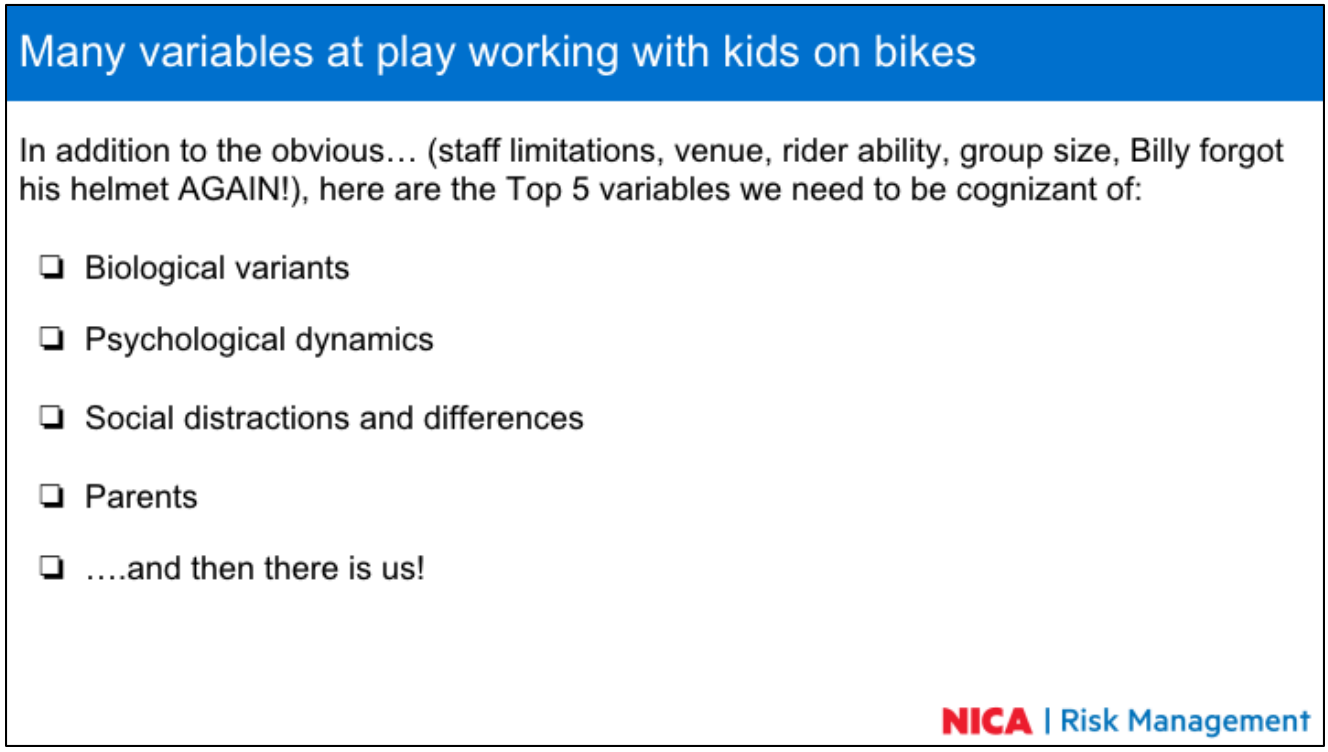

NICA | Risk Management

**Slide 27**
Reflecting back on the ride structure discussed in RM 1, it's important that we remember Level 2s are the authority on trail rides, and they are responsible for ensuring that NICA ride protocol is followed.

As stated in RM 1, "Having a set structure allows for everyone to be on the same page, know what to do and have an easy time navigating each practice." It's up to Level 2s to provide for that structure.

**Slide 28**
If assessments are current, the activity plan is thorough, and you (Level 2s) act within your role and responsibilities as trained, your activity adjustments will be in line with NICA protocol.

Remember to:
Always work within the realm of your training and competency;
Refer to your training and be mindful of NICA's value and mission;
Execute the agreed-upon practice plan;
Continuously assess and check in with your fellow coaches;
Maintain a student-athlete focused approach; and
Review outcomes to learn from any mistakes.

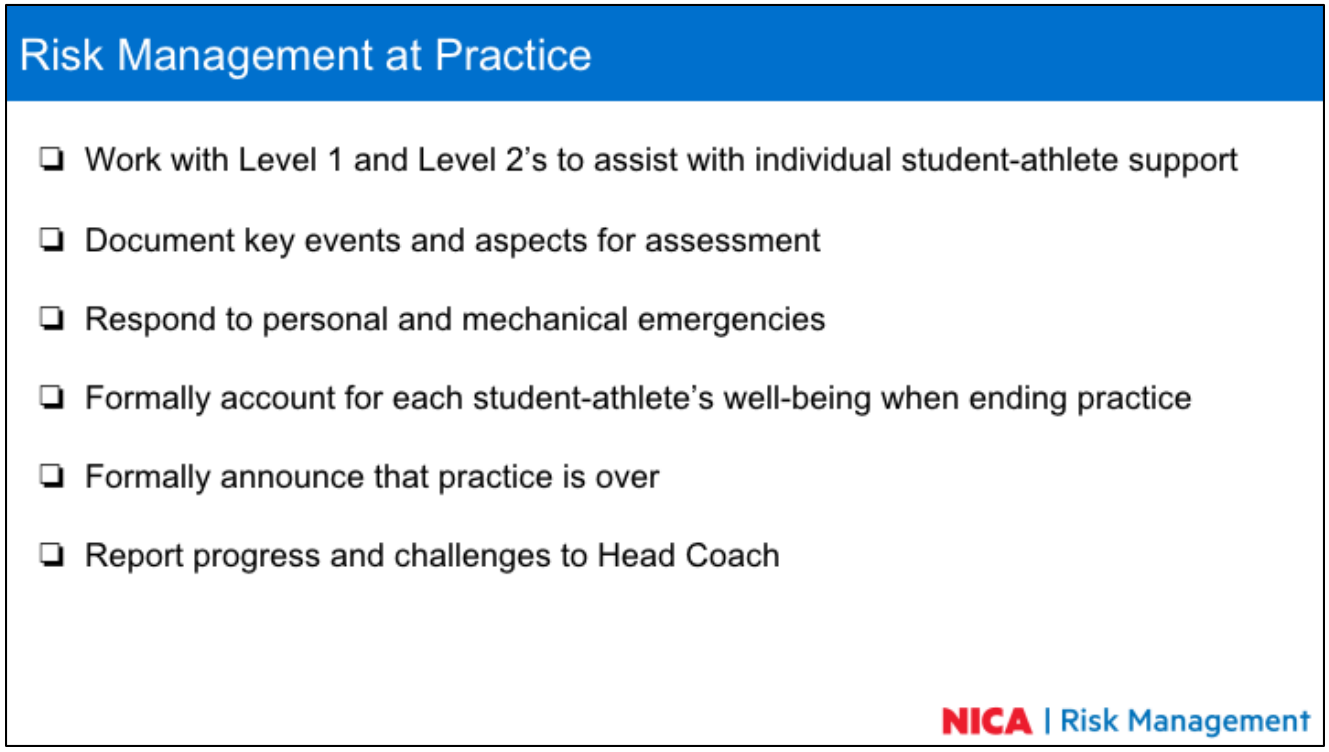



**Slide 29**
Even though you checked in with your student athletes at the start of practice to assess their biopsychosocial state, you will want to keep in mind that it will change throughout a practice.

Here are the Top 5 ways this state can change that will impact risk management:

- Exhaustion from exercise and exposure to the elements
- Progression of thirst or hunger from when practice started
- Emotional changes based on the athlete's experience of the activities thus far
- Social distractions and differences among team mates
- And finally, we need to recognize that WE are a major variable in this entire process, and that our biopsychosocial state is just as impactful on how risk is managed during activities as anything. As I stated before, we are not static. We change just as much as anything else that has been discussed, such as:

How the athletes experience us as coaches will directly affect the athletes themselves.




**Slide 30**
Wrapping up risk management strategies to practice as a Level 2, please continue to:
Work with your fellow NICA volunteers to maximize the benefit to the student-athlete;
Document key aspects of the activity;
Attend to your role as an incident responder;
Ensure that the student-athletes are safe from enhanced risk
Be clear about when you are supervising and when your role as supervisor is over; and
Debrief with student-athletes, your fellow volunteers, and your Head Coach after each activity.

## Recommended Reflection Point

At this point in the video, we recommend you take a break, re-watch specific slides or go for a bike ride!

Our goal as NICA trainers is for you to have 100% comprehension of this material.

Please email any questions, clarifications or ideas to chris@nationalmtb.org.

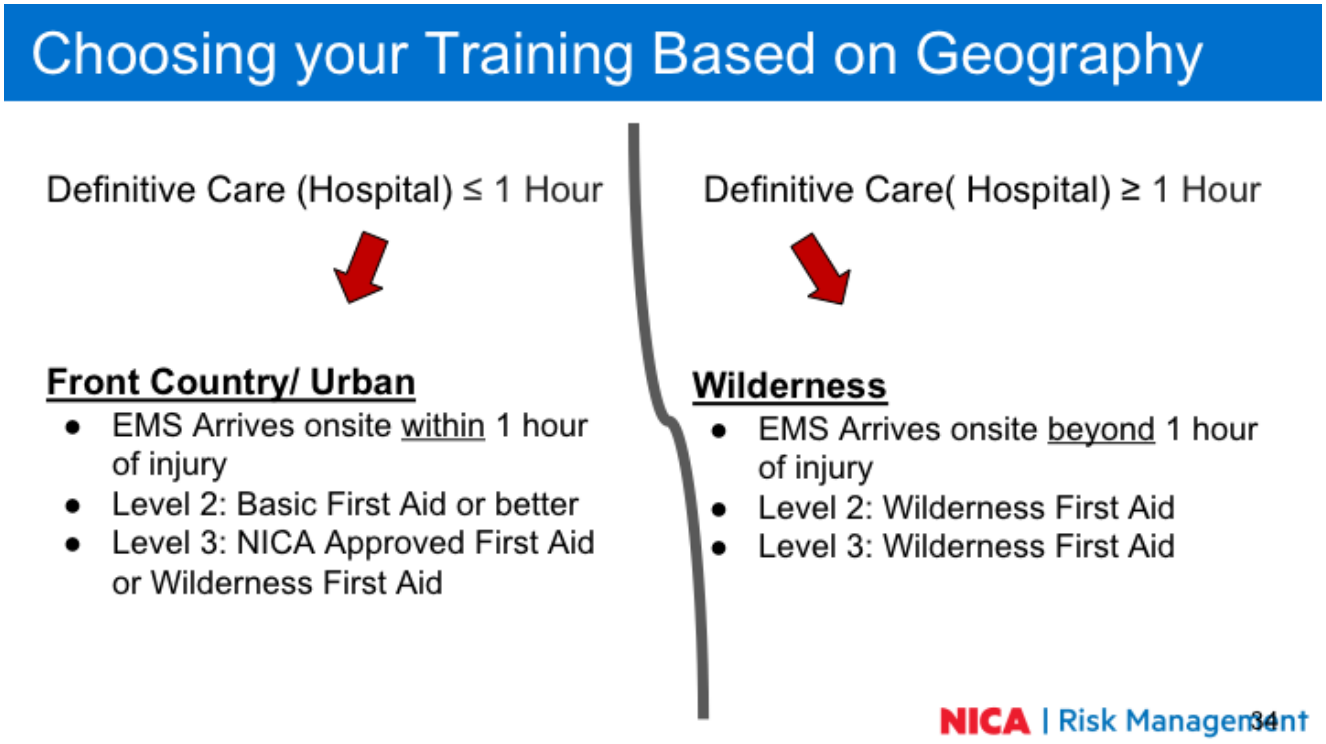
| (6) First Aid and CPR Requirements for Coaches Licensing | | | |
|---|---|---|---|
| **Coach licensing level:** | **1** | **2** | **3** |
| **Front Country/ Urban Requirement** | Must be assisting level 2 or 3 Coach | **CPR** and **Basic First Aid** or **NICA Approved First Aid (8 hr)** | **CPR** and **NICA Approved First Aid (8 hr)** |
| **Wilderness Requirement** | Must be assisting level 2 or 3 Coach | **Wilderness First Aid (16 hr)** | **Wilderness First Aid (16 hr)** NICA \| Risk Management |

**Slide 31**
Mountain biking is a sport of inherent risks, that can lead to injuries happening on the trail and away from rapid emergency response. In keeping alignment with standards for school sports and outdoor experiential education, Level 2 and 3 certifications require a first aid and CPR training. These requirements ensure NICA student-athletes, you and your fellow volunteers receive appropriate care and response when injuries occur.
The CPR requirement is straightforward. It's the same training and requirement for Level 2 and 3 coaches.

The First Aid requirement is more complex because it depends on where your team practices and the level of licensing you seek. You will chose 1 of 3 First Aid certifications to meet your requirement:

- For Level 2 certification, Basic First Aid
- For Level 3 certification, either NICA-approved first aid training or Wilderness First Aid

First Aid and CPR training can come in handy at any time. In fact, one coach's CPR training actually saved a fellow father and NICA coach's life at a team practice. There have been numerous other medical emergencies during NICA activities where lives were saved by coaches having appropriate first aid training.




**Slide 32**
The primary factor in choosing your First Aid training is how much time it would take your local EMS or Fire Department to reach the furthest-out section of your practice venue.

They key definition to reference is: time to definitive care. Time to definitive care means approximately long it would take for Emergency Medical Services to reach, evacuate and deliver a critically injured patient to a hospital.

NICA defines practice areas that are within a 1-hour of definitive care as “front country or urban,” and areas that are beyond 1-hour of definitive care as “wilderness.”

Defining practice areas based on response time is a key component of practice venue surveying.

If in your team’s practice areas are front Country or Urban practice, Level 2 Coaches would be required to obtain Basic First Aid, and Level 3 Coaches to obtain NICA Approved First Aid.

If in your team’s practice areas have portions greater than 1 hour from definitive care and therefore wilderness, your team’s level 2 and 3 coaches would obtain a 16-hour Wilderness First Aid certification.

As a general reference, almost all Idaho and Colorado league practice areas require Wilderness First Aid training for their coaches. Whereas almost all New Jersey and other states with a greater urban population host riding areas that only require NICA approved first aid.

In review you will discuss with your team whether your practice venues are front country/ urban, wilderness or both. This venue survey will determine the first aid training you seek.

**Slide 33**
Once you determine the first aid course you're seeking for your geography and level, you'll want to ensure it's recognized and approved by NICA.

NICA recognizes First Aid courses that have a four hour cumulative course time and an in person training component. These trainings may be hybrid online and in person trainings or 100% in-person trainings.

The NICA National Office itself approves first aid courses that meet the "NICA Approved First Aid Requirement." "NICA Approved First Aid" was developed in partnership with several first aid training organizations, to provide a first aid training course optimized for mountain biking within one hour of definitive care. Providers of these courses meet approximately forty NICA curriculum, training and organizational requirements.

The list of NICA Approved First Aid trainings can be found on the NICA Coach Licensing web page. These trainings are sponsored by your local League and promoted through the Coaches Newsletters, typically in the off-season or pre-season.

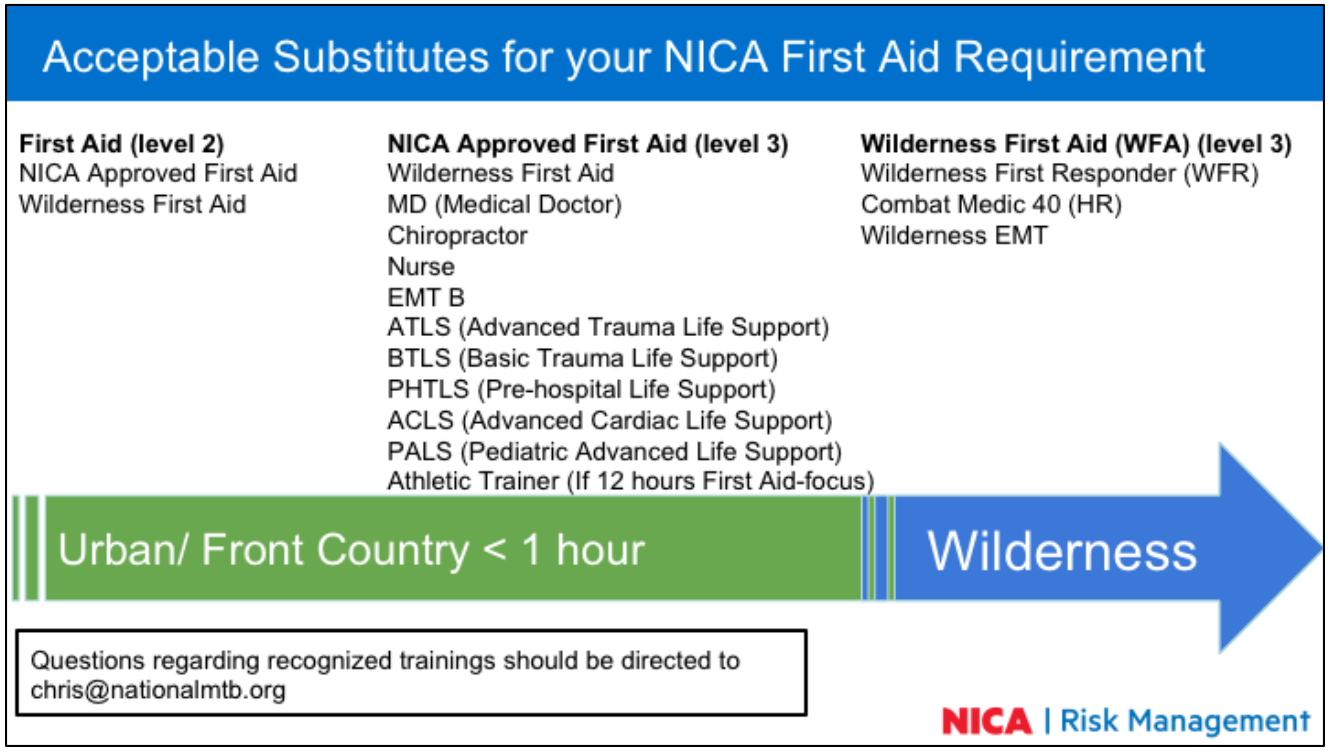
NICA recognizes all 16-hour Wilderness First Aid Trainings that are 100% in person.

One very important note is even if your WFA training covers clearing spines, if you're 1 hour from EMS, NICA policy is to not clear spines regardless of your location. If you

have a suspected spinal injury, call local EMS or Search and Rescue.

Please check with Chris Spencer, Director of Risk Management and Training at NICA, if you would like to petition for a training not yet recognized by the American Camps Association or NICA to count toward your coach license.

As mentioned in RM1, NICA and NICA Leagues do not directly provide first aid training. However, in some cases they will organize for a first aid training organization to offer an appropriate course for NICA Coaches.

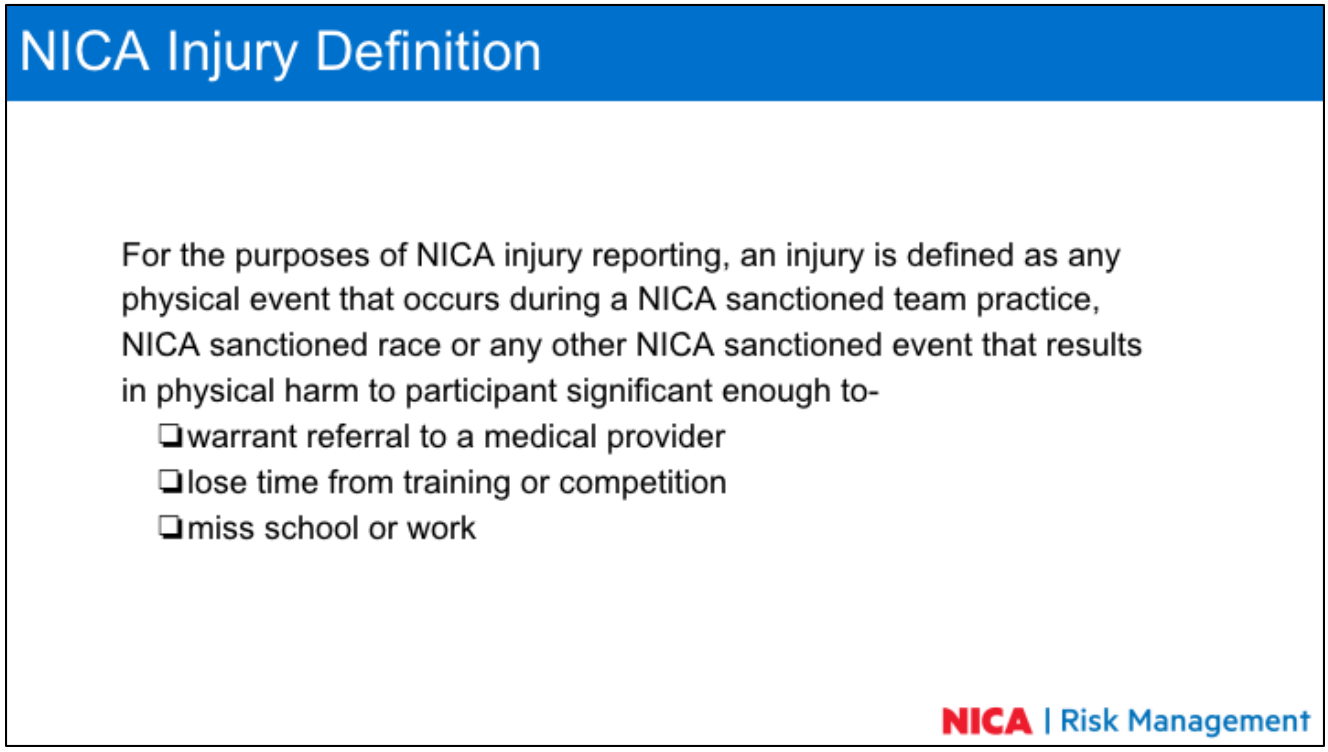



**Slide 34**
You may substitute higher level of training to meet your coach license requirement.

You might be wondering why the most advanced trainings substitute for the 6 - 8 hour NICA Approved First Aid instead of 16 hour Wilderness First Aid. This is based on the geography focus of these more advanced trainings: Paramedics, EMTs, Doctors and others are trained to work in an urban setting as opposed to a wilderness setting.

If your more advanced training is not on this list, you may petition to have it added. Please send us your certification card with expiration date and a description of how your training exceeds already recognized trainings. To be approved, your more advanced training would need to:

- Exceed the instruction time of each component of the training you are substituting. Focused instruction time would need to surpass 4+ hours for first aid, 6+ hours for NICA Approved First Aid and 16+ Hours for Wilderness First Aid.
- Be covered by the Good Samaritan law or your personal professional insurance
- Have jurisdiction to give care in the urban and/or wilderness geography of your team's practices.
- Take legal precedence over basic first aid and/or CPR training in the care you give. This would be based on federal and, in some cases, state regulations. This means if you received another training, you would legally have to use your existing higher level of training.




**Slide 35**
Lastly, it's important you know the injury definition for reportable injuries. This injury definition is based on those established by the NCAA and the National Federation of High School Sports Associations. This helps NICA directly compare our sport's injury rates to those of other school sports.

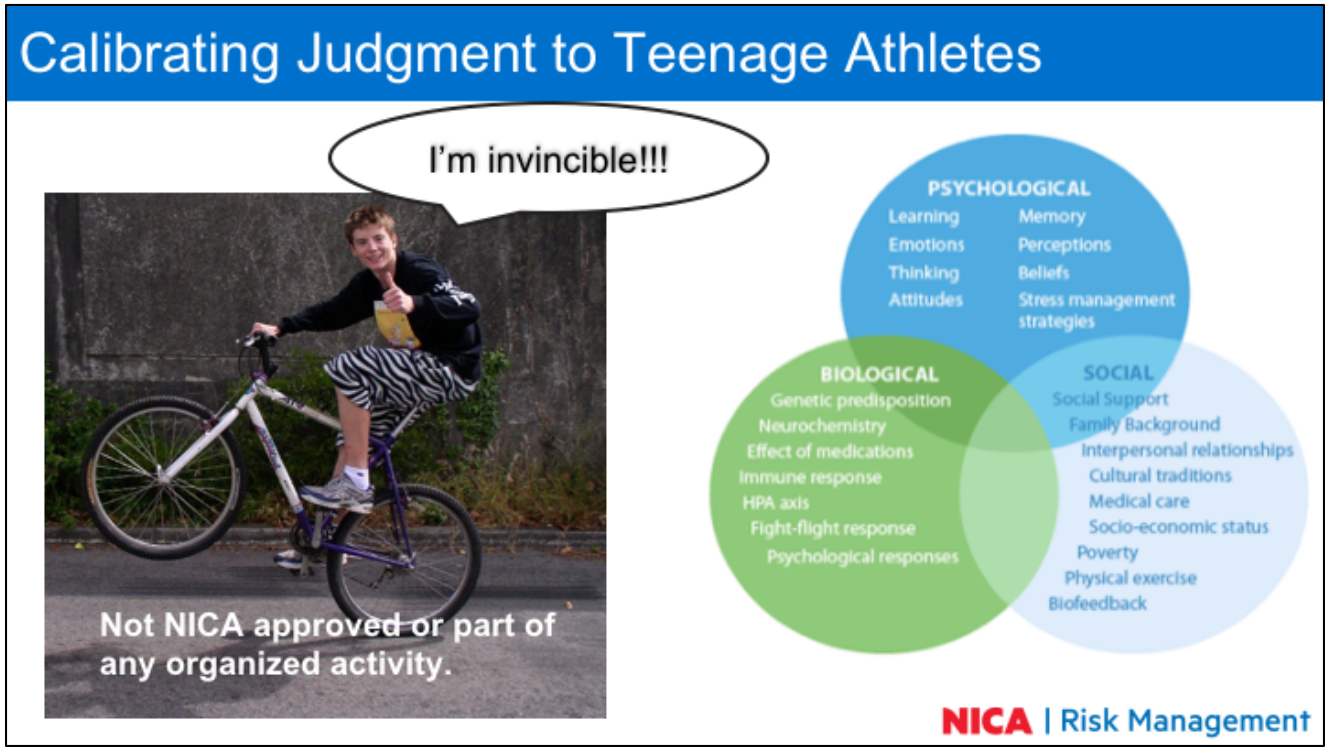
If an injury occurs during a team practice that meets this criteria, it should be reported to your Head Coach so they can submit an Incident Report to the NICA Safety Study.

Injury is defined as any physical event that occurs during a NICA-sanctioned team practice, NICA-sanctioned race or any other NICA-sanctioned event that results in physical harm to a participant, significant enough to:
Warrant referral to a medical provider;
Lose time from training or competition; or
Miss school or work.

**Slide 36**
We're now in Section Seven, the Student-Athlete roles in risk management. In RM1, we covered how NICA sees a huge value in developing our student-athletes as risk managers. You will get the biggest returns for your efforts in risk management by developing your student-athletes.

In RM1, we covered how student athletes should develop their entry-level ability for risk management by following team rules, and subscribing to the participation agreement and code of conduct. It may take a few practices for your team as a whole to adapt to these entry-level team requirements. Once you've assessed your student-athletes as competent in managing their behavior, they're ready to continue developing their risk management.

The four primary student-athlete roles in risk management are:
Maintaining mindfulness,
Assessing personal risk,
Taking an active role in managing their riding progression, and
Maintaining a riding style that reflects respect for oneself one's team



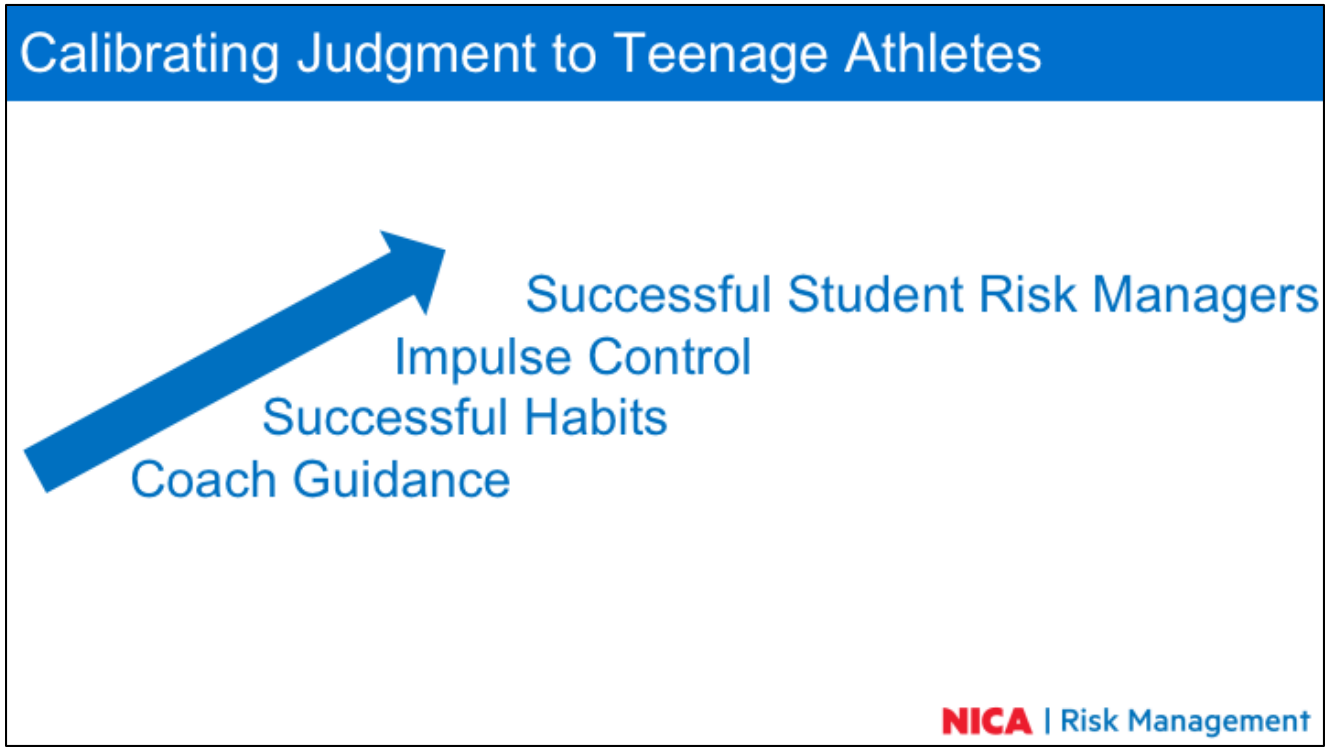

**Slide 37**
We'll start this section by calibrating our judgement to that of a teenager. Teenagers are in a developmental stage that makes it harder for them to manage their personal risk than pre-teens or adults.

Your most easily accessible reference point on teenage development will be for you to reflect on your own experiences as a teenager. Reflect for a moment on when you were 16 years old. What were your high-risk behaviors, impulsive actions and poor decisions?

As a second reference point, what behaviors have you noticed in teenagers you know through NICA and through your life outside of NICA?

There are a lot of studies and models on this topic. You'll remember the biopsychosocial model that was covered in the Coaches' Philosophy webinar.

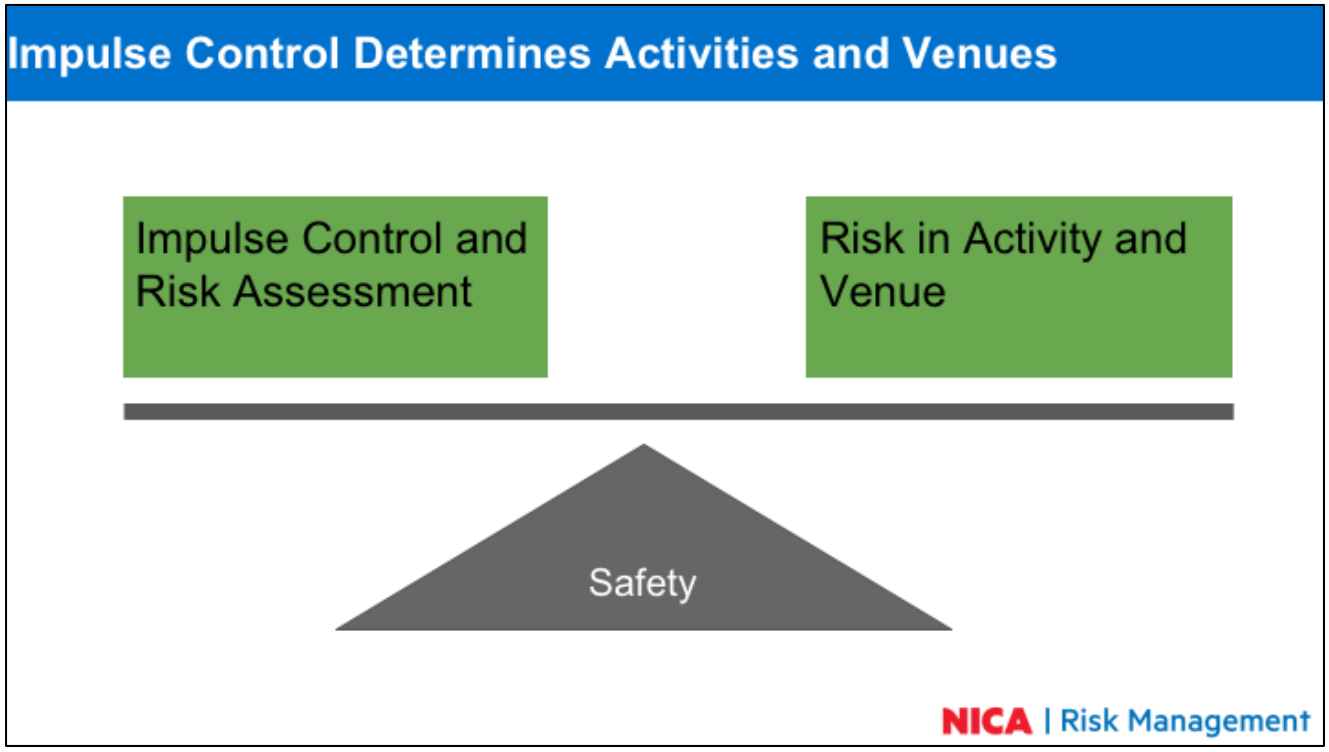
For purposes of this training, we'll make the broad generalization that, "Teenagers experience a heightened emotional state, and therefore their psychological rewards for risk taking are much higher."




**Slide 38**
A teenager's developmental stage and day-to-day biopsychosocial state can lead to behavior that is very impulsive. Impulsive behavior does not account for personal risk management.

As a NICA coach, it's up to you to guide your students in developing successful impulse control habits. As students gain better impulse control, they become better risk managers.

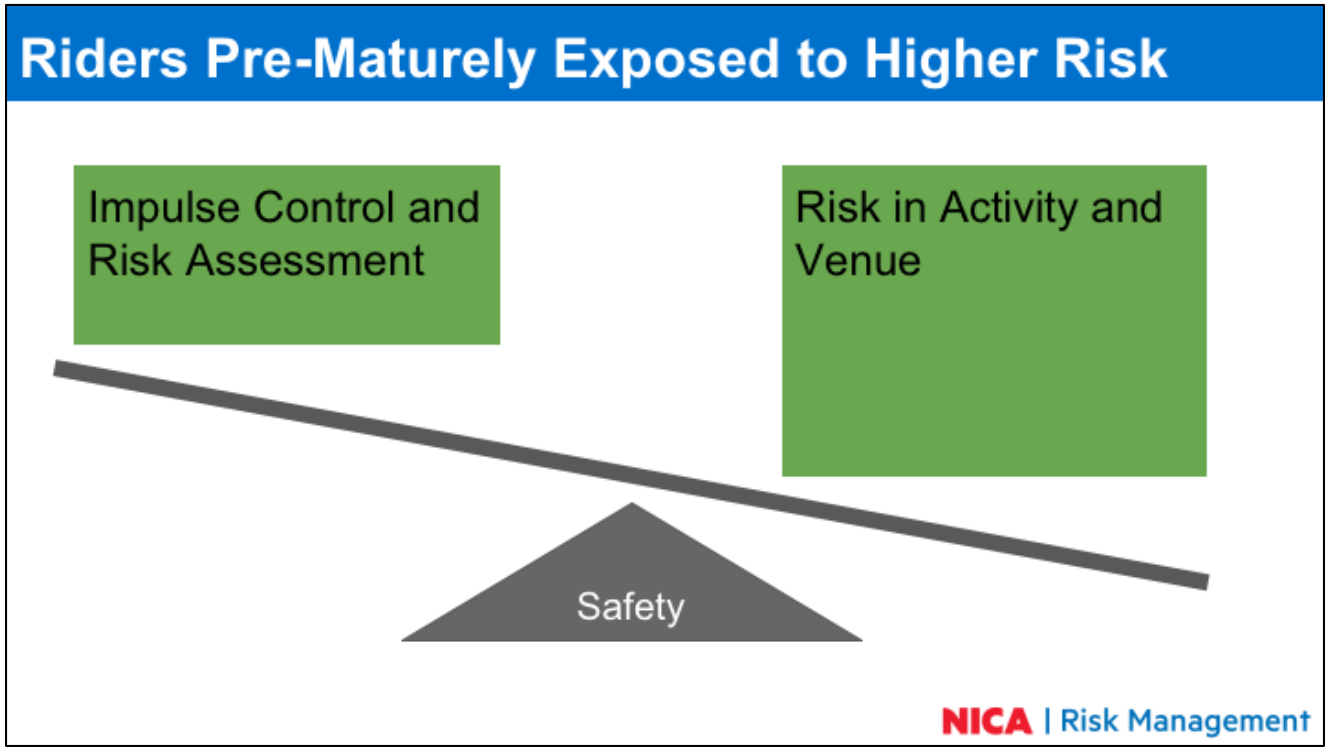
It all comes together in the slide visual. Coaches create opportunities for athletes to develop better riding skills and safety habits. These, in turn, lead to better impulse control, and this better impulse control leads to student-athletes being better able to manage their risk in various scenarios.




**Slide 39**
As we covered in the outcome model, rider assessment is the primary factor used in determining appropriate activities and venues.

This scale, or teeter totter, provides a visual representation of  the outcome model as it relates to impulse control, risk assessments, practice venues and activities. The more impulse control and risk assessment ability your athletes demonstrate, the greater risk you can expose them to in your activities and venues.

A well planned practice will account for each rider's impulse control and ability to manage risk. Until your team does a rider assessment, your practices can minimize risk by involving the safest activities and venues. One of the safest practice plans would include a skills clinic on a flat, grassy field.




**Slide 40**
If a practice involves more risk than an athlete can manage, there will be an imbalance as shown on this slide. Any imbalance in practice planning will lead to elevated risk beyond what is appropriate. This elevated risk can lead to serious injury.

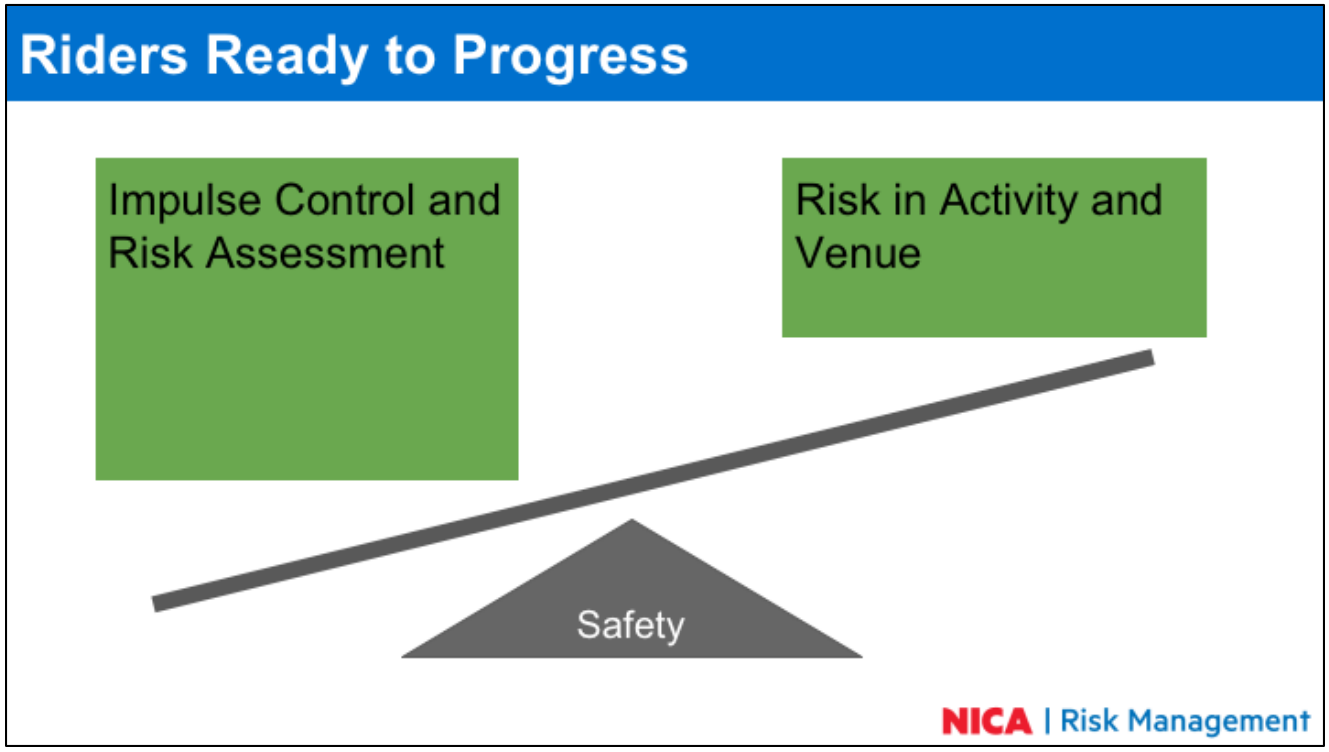
As a Level 2 coach, you can avoid elevated risks and associated injuries by choosing only appropriate activities.

Sometimes a rider will have technical ability that is developed far beyond their impulse control. These riders tend to take big risks and crash a lot. You will be able to recognize this in your rider assessments. Regardless of ability, riders should be exposed only to practice venues and activities that are low risk for impulsive behavior. In other words, you'll want to limit them to venues that don't require impulse control.

I'll offer an example here of when I was caught off-guard by an athlete with low impulse control in relation to the area we were riding. Once I was course setting with many student-athletes in Texas. While we were having a group discussion about how to discourage athletes from riding a 10-foot tall jump with a 30-foot gap, one of the boys left the group and went full-speed into it. This athlete had never jumped his bike before. After somersaulting head over heels, he came to a stop and was checked out by the onsite EMTs. When asked why he hit the jump, he said, "It looked like fun and I'd never seen a jump that big before!" I've heard over a dozen similar stories.

A more common example of impulse control takes place while trail riding... a rider forgets about spacing and rides full-speed into the rider in front of them.

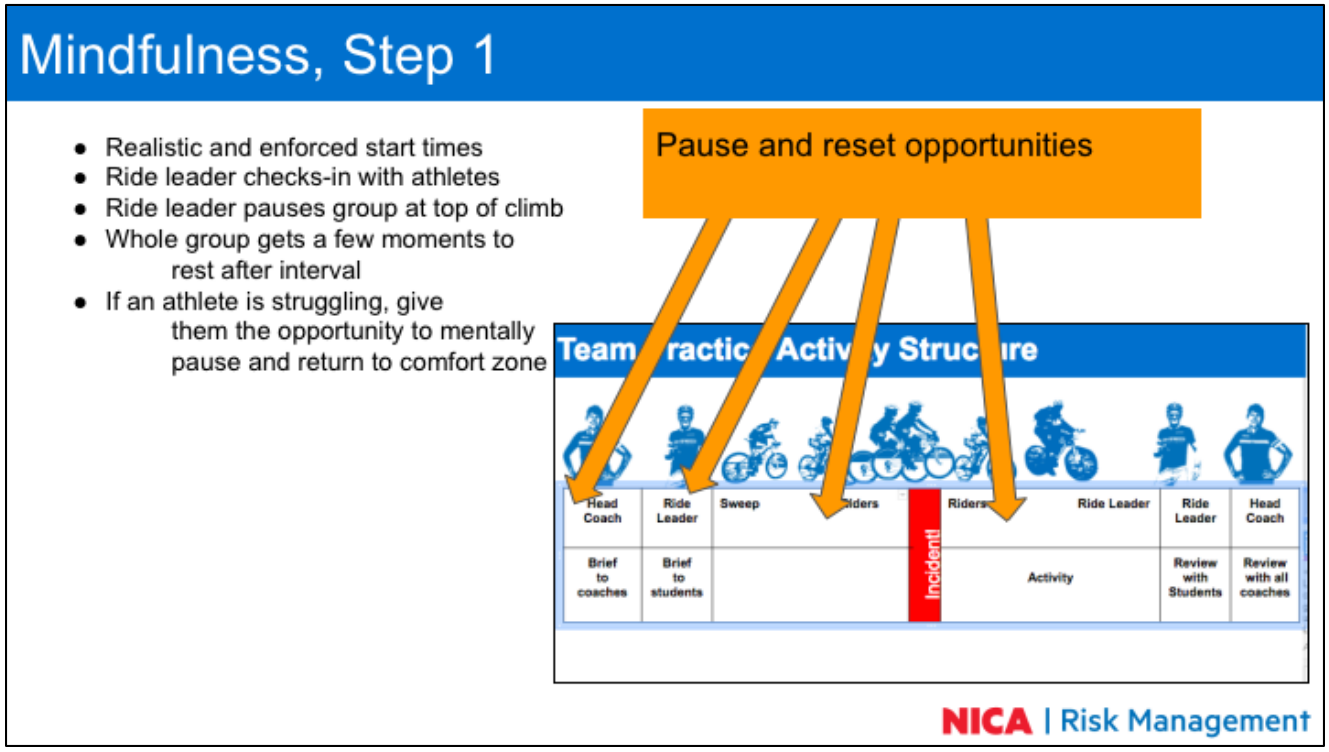
Anytime an athlete seeks to ride above his or her ability without thought for the consequences is a likely example of their impulse control not being developed enough for the trail or the activity. It’s your job as coach to choose appropriate trails and activities.




**Slide 41**
Riders can progressively improve their impulse control and risk assessment throughout the season.

As you're able to develop your student-athletes into better and better risk managers with stronger impulse control, you can reward them by taking them to terrain that requires using their developed skills as risk managers.

If your athletes are tipping the scale as it shows on the slide, they are ready for more advanced terrain.




**Slide 42**
Impulse control is developed through practicing safe and successful habits.

The most straightforward habit for developing impulse control is punctuality. Punctuality is already built into your practice in the form of start times. Athletes use impulse control to get their equipment together and be punctual to practice. Athletes who show up to practice on time and prepared with their equipment are already exercising their impulse control.

By setting a realistic start time for your athletes to arrive at practice and then enforcing it, you will have developed a punctuality -- and therefore impulse control -- clinic. Of course, the key phrase here is “setting a realistic start time.”

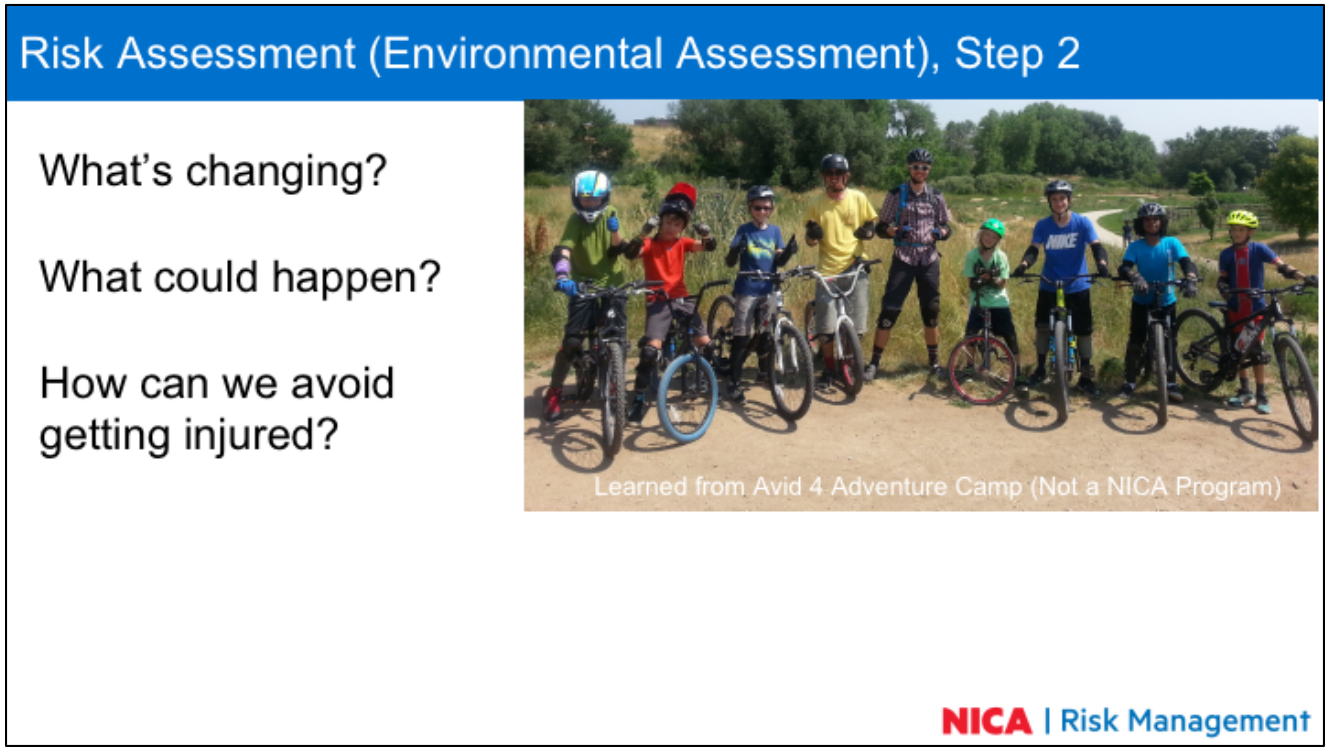
Once everyone is at practice, impulse control can be supported by giving students opportunities to mentally pause and return to their comfort zone. These moments are informal and don’t involve athletes needing to focus on a task or lesson. Here are examples of pause-and-reset opportunities:

- Allowing 10 minutes of a relax-paced regimented stretching session
- Checking in with athletes on how they’re doing as a group, mid-ride
- Once all athletes re-group at an intersection, taking a moment to rest

Do not keep pushing riders through the whole practice or give prolonged instruction that may overwhelm them.

To experience the effect of giving your athletes a moment to reset, consider pausing this RM2 video and let yourself mentally reset before completing it.

This is a very brief introduction to using experiential education to teach mindfulness. Outside of NICA, you may know some mindfulness exercises that work well for you. Discuss these exercises with your fellow coaches to determine if they are useful and appropriate for your athletes.




**Slide 43**
In addition to developing impulse control mindfulness, NICA has found some other risk management lessons to teach your student-athletes. These lessons teach student-athletes how to assess risk and progressively manage their personal risk. The most easily approachable lesson is teaching your student-athletes the tools to conduct an "Environmental Assessment."

Here's a very basic example. You're riding on a paved path with your ride group, and you're going onto a dirt trail. If there's space, you can safely stop your ride group and start a group discussion. You may ask, "What's changing between this paved path and the dirt trail? Your athletes might say things such as:

- "The trail is narrower than the path."
- "The trail is dirt and more slippery than the path."
- "There's a deep hole on the left side of the trail."

Your student-athletes as a group will easily be able to assess most trails using this framework.

Next ask, "Considering these changes in the environment, what could happen? Is it possible for someone to get injured here?"

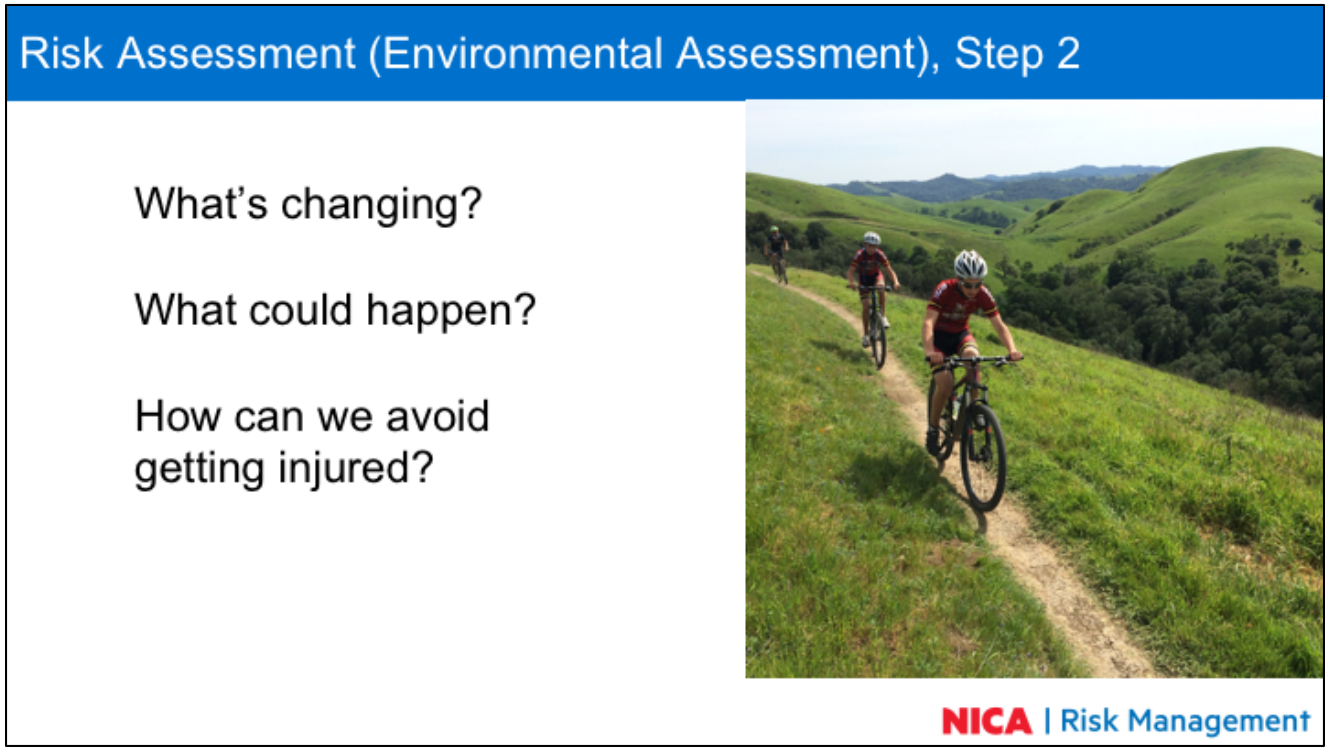
Your athletes might say,

- "You could ride off the side of the dirt path."

- “Your wheels might slip on the path and you would fall down.”
- “We could ride off the trail into the deep hole.”

Again, you’ll want to affirm your athletes’ perspectives before offering your third and final prompt, ”So how do we avoid getting injured?”

Their answers may be,
- Stay in attack position through the turn;
- Slow down because the path is looser; or
- Don’t look at the hole, but where you want to go.




**Slide 44**
NICA recommends you do an environmental assessment the first time new terrain is introduced, and at least monthly on group rides. By doing environmental assessment as a group, your individual athletes will start doing mental environmental assessments on their own.

Good opportunities for group environmental assessments are as follows:
Steep downhills,
Steep uphills,
Turns on different surfaces,
Riding tight turns,
Riding faster, open turns,
Riding different soil types, and
When introducing your riders to riding on or crossing the street.

Environmental assessments support long-term mind and character development for our student-athletes. As they graduate and become adults, they'll have many environmental assessments to make. A common opportunity for a young adult to use the environmental assessment would be when deciding whether or not to transition from a party at a friend's house to getting into a car with a drunk driver. The risks are evident. You can see that again the bike is a tool for educational opportunities such as the environmental assessment.

**Slide 45**
Now we're going to cover the final portion of this section by introducing an athlete-driven progression: Pre-ride, re-ride and free-ride.

This progression further ties methodology learned from this webinar into how coaches implement Risk Management into skills clinics or while practicing a single obstacle on a trail.

This methodology breaks down demonstrating a single skill or riding a single feature into a three-step progression. First Pre-ride, Second re-ride and Third,  free-ride.

Let's use riding over 6" log as an example.

First is pre-ride where athletes may walk or ride slowly up to the log and a coach may give instruction on how to ride it. Riders would leave the pre-ride step knowing if they want to attempt it or not, knowing and visualizing how they would attempt it and lastly feeling ready to attempt it. After assessing whether all the riders had a successful pre-ride opportunity, the coach would let the riders know if they are ready for re-ride.

Second step is re-ride, where riders will attempt riding the log with coach supervision. The will be riding with caution and focusing on the single feature. Once the riders demonstrate excellent technique on re-ride, the coach would let riders progress to free-ride if they are ready.

Third and last is free-ride. This is the step where riders ride the log knowing they have successfully pre-ridden and re-ridden it. After assessing the riders free-ride abilities the coach may allow the athlete's to move onto the next skill or feature progression. In this example, that may be riding over a 10" log. Pre-ride, re-ride and freeride would start all over again.

**Slide 46**
Another feature of this methodology is one coach can supervise six athletes all on different stages of pre-ride, re-ride and free-ride.

A few more examples of where you can implement this on the trail or in a skills station are:
Stick, pre-ride re-ride freeride
log , pre-ride, re-ride freeride
Steep uphill
Trail with some embedded rocks

This methodology translates into trail riding in that we don't want to expect riders to ride new features on the trail without progressively gone over pre-ride, re-ride and freeride. On your next venue survey, consider the sections appropriate for pre-ride, re-ride and free-ride.

In review-
Pre- ride is to learn, assess and prepare how to ride a section of trail.
Re-ride is to ride with extra awareness of the obstacles and challenges. On a trail, this could mean a couch is managing the speed.
Free-ride is for riders to ride the feature at speed or with more freedom. On a trail, this means the riders would be managing their own speed.

This wraps up section seven Student Athlete Roles in Risk Management as led by level 2 Coaches.

**Slide 47**
We've now covered the seven risk management sections as they relate to Level 2 roles and responsibilities. In the next few slides we'll do a review and share ways to further develop yourself as a risk manager, based on the learnings from this presentation.

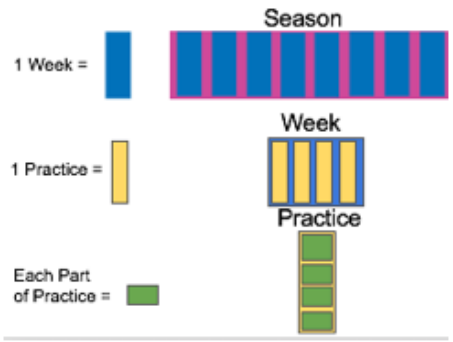
**Slide 48**
This whole presentation is focused on the Level 2 certification and its two associate roles: Ride Leader and Assistant Coach. Coaches filling these roles are responsible for safe, effective on-the-bike training and emergency response in the event of a physical injury.

The key to risk management is to plan and always act within your abilities.

We also covered inherent risks as those required for athlete development. Elevated risks are not required for athlete development. It is not appropriate to expose athletes to elevated risks.

As a Level 2, you will manage risk so athletes are only exposed to risks that are inherent.

## (8) Review and Developing Yourself as a Risk Manager

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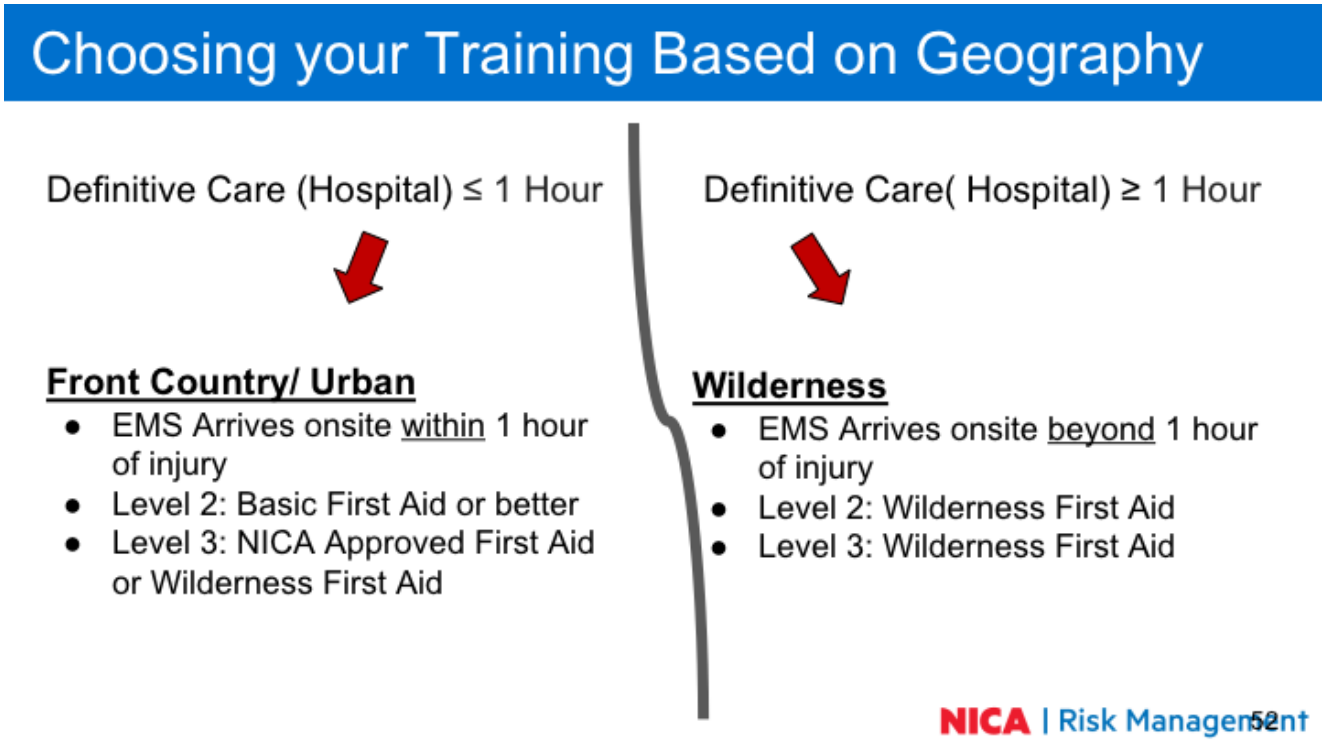
| Participant Assessment | Activity Planning | Practice | Review |
|---|---|---|---|
| Long-term Physical and Technical Ability<br><br>Day to day Biopsychosocial State | Based off Athlete Assessment and goals for Athlete development<br><br>What venue is ideal for the activity? How does the activity need to be modified to use existing venues? | Actual practice where you do athlete development<br><br>2 to 4 hours | How was the actual activity?<br><br>How was actual athlete development?<br><br>What should be the next activity? |

NICA | Risk Management

**Slide 49**

We reviewed the training throughout a season using the block framework and introduced the NICA Risk Management Outcome Model as a methodology for practice planning. The methodology starts with Participant Assessment→ Activity Planning→ Practice or Activity→ Review

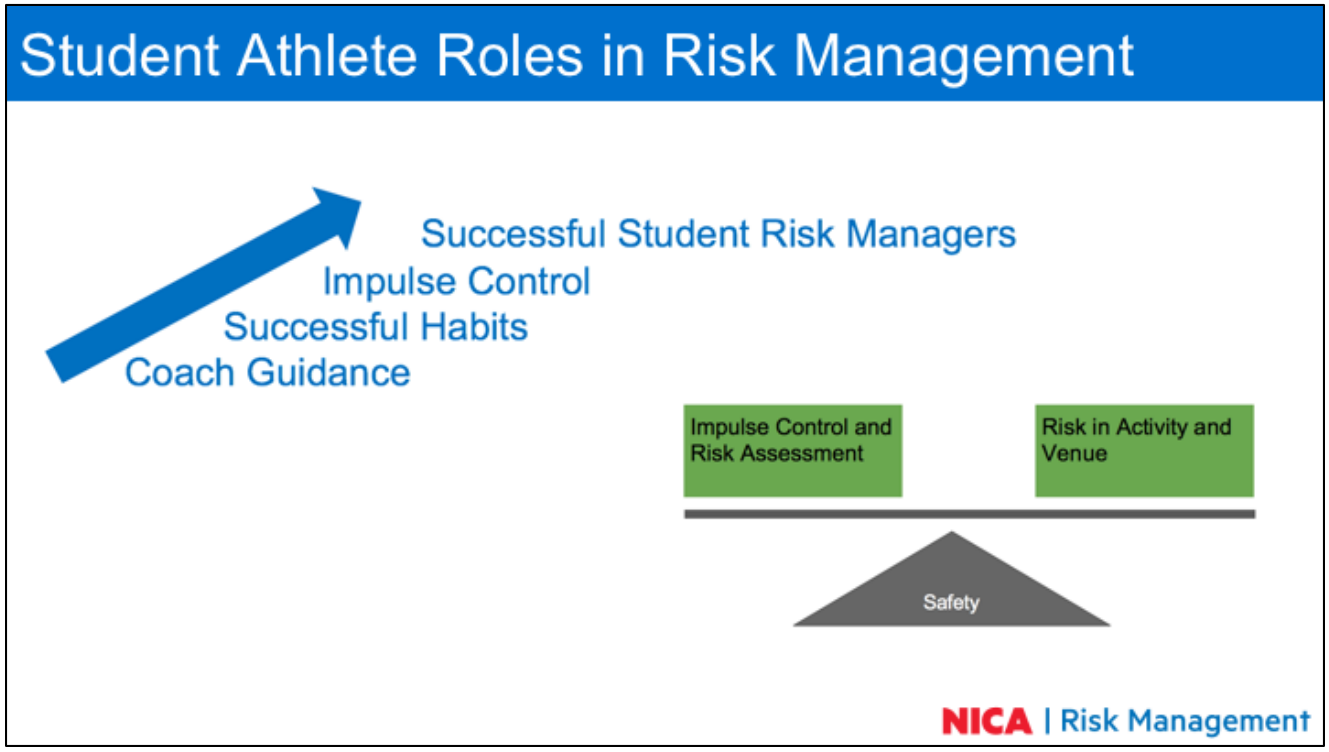
In tandem, the Outcome Model within the Block Framework facilitates the best risk management planning. By referencing these models with your fellow coaches, your risk management plans will account for progression throughout the season, varying levels of practice intensity and various levels of athlete development.




**Slide 50**
We covered the CPR and First Aid training requirements for Levels 2 and 3 that are based on the geography in which you are practicing. That geography is defined by it being:

- Within 1 hour of definitive care, which would be Urban; or front country
- Beyond 1 hour of definitive care, which would be designated as Wilderness

Based on your team's practice venue assessment and the coach license level you're seeking, you will choose 1 of the 3 first aid courses.



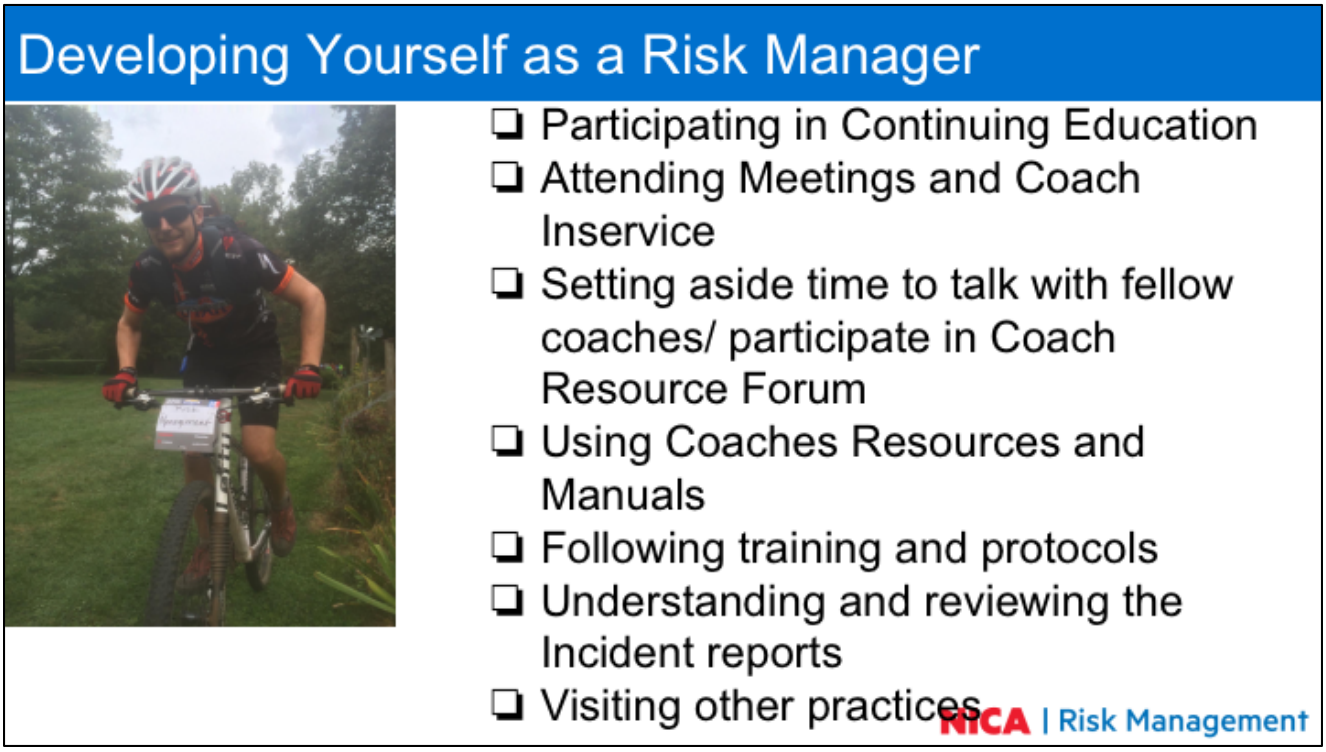

**Slide 51**
A big part of your risk management role is assessing your athlete's ability to manage risk and help them develop that ability.

The four primary student-athlete roles in risk management are maintaining mindfulness, assessing personal risk, taking an active role in managing their riding progression and maintaining a riding style that reflects respect.

By incorporating the scale graphic, we showed how the activities you plan and venues you ride need to correlate to athlete impulse control and risk assessment.

We went over ways to support your athlete's development of good habits around impulse control and mindfulness.

Lastly, you are now ready start incorporating environmental assessments and pre-ride, re-ride and freeride on your rides.



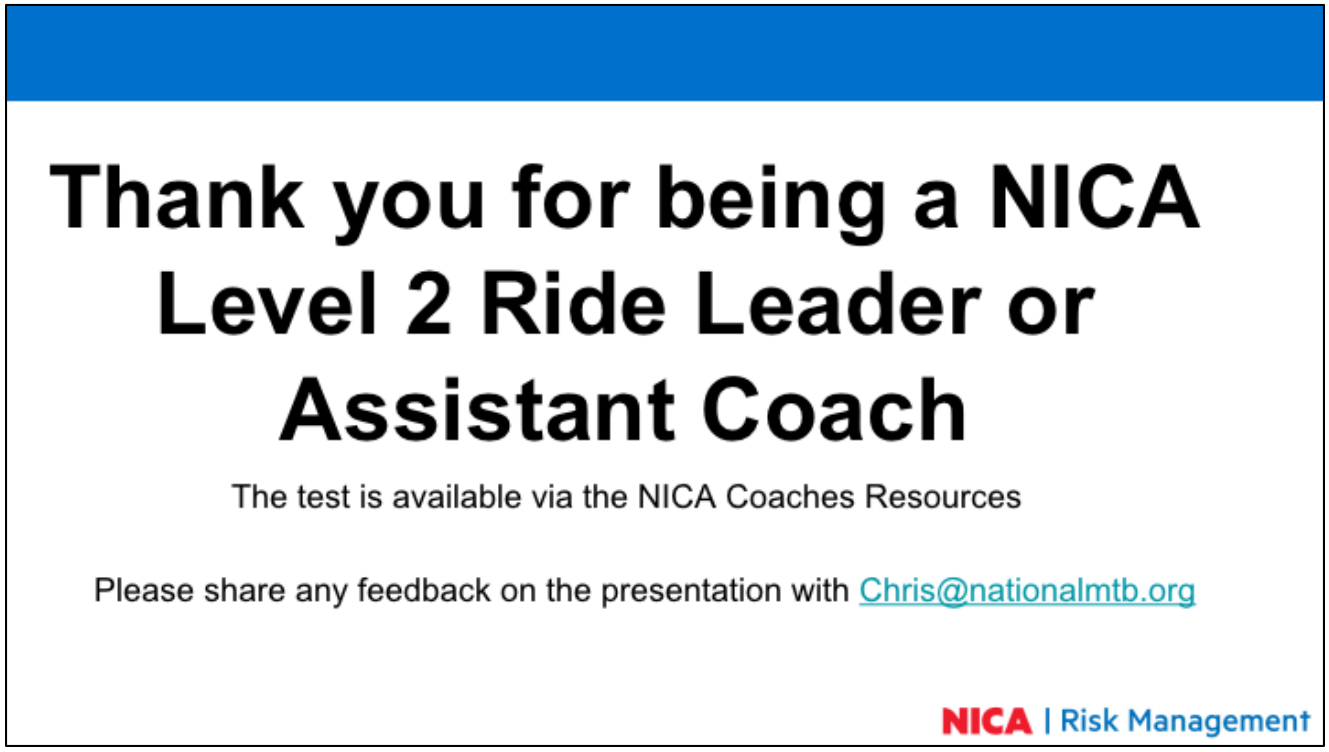

**Slide 52**
The methods for further developing yourself are the same methods we covered in level 1 so we'll review them.

You can keep improving your knowledge and skills by:
Participating in Continuing Education
Attending Meetings and Coach In-service activities
Setting aside time to talk with fellow coaches or participate in the Coaches Resource Forum
Using Coaches Resources and Manuals
Following training and protocols
Understanding and reviewing Incident Reports
Visiting other team's practices

**Slide 53**
We have covered many systems, frameworks, tools and methodologies for risk management. Incorporating these into your new team or existing team does not need to happen all at once. Take some time to discuss the content of this presentation with your fellow coaches, create a plan and then set your plans in motion.

You're not just managing risk of injury. By fulfilling NICA Risk Management you are also making your practices more educational and fun.

Enjoy this ride with your team's volunteers, coaches, parents, student athletes and broader NICA community.




**Slide 54**
This concludes our training for Level 2 risk management certification. To receive your certificate of completion, go to the NICA Coaches Resources web page and complete the RM2 quiz. Then, upload an image verifying your completion to the NICA Pit Zone.

We would like to thank you for stepping up your NICA Coach credentials to Level 2. As a Ride Leader or Assistant Coach, you play an important role in assessing and managing risk for your student-athletes, and in shaping the fun experience that riding with NICA entails.

And, we invite you to come back for Risk Management Webinar #3, which covers the roles and responsibilities of a NICA Head Coach as they relate to managing risk for their team.

Thank you for choosing NICA! We're glad to have you on our team.