

NICA Risk Management for NICA Team Volunteers and Coaches Webinar Series



RM PPT 3 “Advanced Risk Management Training for Level 3 Coach and Team Directors”

Developed by: NICA National Office

NICA | Risk Management

3.1.1 Title Slide

Welcome to Risk Management for Level 3. This is the third of three webinars in our risk management for NICA team volunteers and coaches webinar series.

Risk Management 1 and 2 are prerequisites, so if you have not yet seen both videos, please view them before watching this training.

NICA story continued

Lauren Duensing
NICA Senior Program Director



3.1.2 Personal Story

Thank you Chris.

In “the NICA student-athlete coaching philosophy” webinar you were introduced to a “NICA story” I would like to let you know that coach is my friend, the students are my children and I am the parent that not only became a cyclist and coach, became an employee of NICA. My primary role as Senior Program Directors has been program expansion across the US. In 5 years we have grown from 4 leagues to 19. have worked closely with NICA national staff and League Directors to not only expand and grow the mission, but continue to raise the bar on our training and risk management. Risk Management is a core value and conviction. As such, Risk Management is prioritized at the top of NICA’s ongoing initiatives.

I am hear to share one more component of My story. Three years ago, in the middle of a national and league staff ride, an individual took a severe over the handlebars fall. I was the first responder to a potential spinal cord injury. I responded, and later my colleagues with me collectively responded, within our training and also used our training accurately. We did not release the spine and stabilized the individual until EMS could access. EMS did not release the spine but back boarded and helicoptered this young man to a trauma center where it was determined he had multiple fractured vertebrae. At the time, this was the worst incident in the history of NICA. The spinal cord was intact and our appropriate response did not cause further injury. He is now fully recovered.

My perspective of risk management has forever been changed by that defining moment. I encourage you to take all of your training seriously. It is equally important to both be proactive to mitigate risk and prepared should an incident occur during a team activity.

Thank you for taking NICA Risk Management 3 - you are a key person in carrying out NICA risk management.

Presentation Agenda

- ❑ Introduction to Level 3 Roles
- ❑ Broader Context for Risk Management
- ❑ Insurance and Administration
- ❑ Risk Management Preparation
- ❑ Activity Risk Management
- ❑ Incident Response and Safety Study
- ❑ Student-Athlete Roles
- ❑ Review and Developing Yourself



3.1.3 Risk Mgmt Series Sections

Thank you Lauren

Now familiar to you are the consistent eight sections from risk management training 1 and 2. In this presentation these 8 sections will focus on the roles for level 3.

By way of review, our first section introduces you to this training and the roles of level 3.

The second section gives a context for team risk managed based on the experience of the NICA community, other outdoor experiential education programs and other school sports.

There are a few Insurance and Administrative functions for the Team Director and Head Coach roles which we cover in this level 3 training.

The Fourth and Fifth sections are planning and managing your NICA Team's Program and associated Activities as a level 3.

The Sixth section covers the incident response at the team level and the entire process from initial response, to incident review and finally return to play. We also introduce the NICA Safety Study.

The seventh section covers more student athlete roles in risk management as well as

some roles for parents.

The eighth and final section is a review that also provides context for the risk management training series in relation to the rest of your trainings through the NICA Coaches Licensing Program. It also covers how to further develop yourself and your fellow coaches as risk managers based on the learnings from this presentation.

Very important to note, is these sections are also intended to build off the work you have already been doing with your team. You are already meeting your coaching goals, managing risk and providing the NICA experience.

All new systems, frameworks, tools and methodologies in this presentation are to help you further develop yourself and your teams programs.

NICA 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)	

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Slide 3.1.4

RM 3 is the third in our series of risk management presentations specific to NICA level certification.

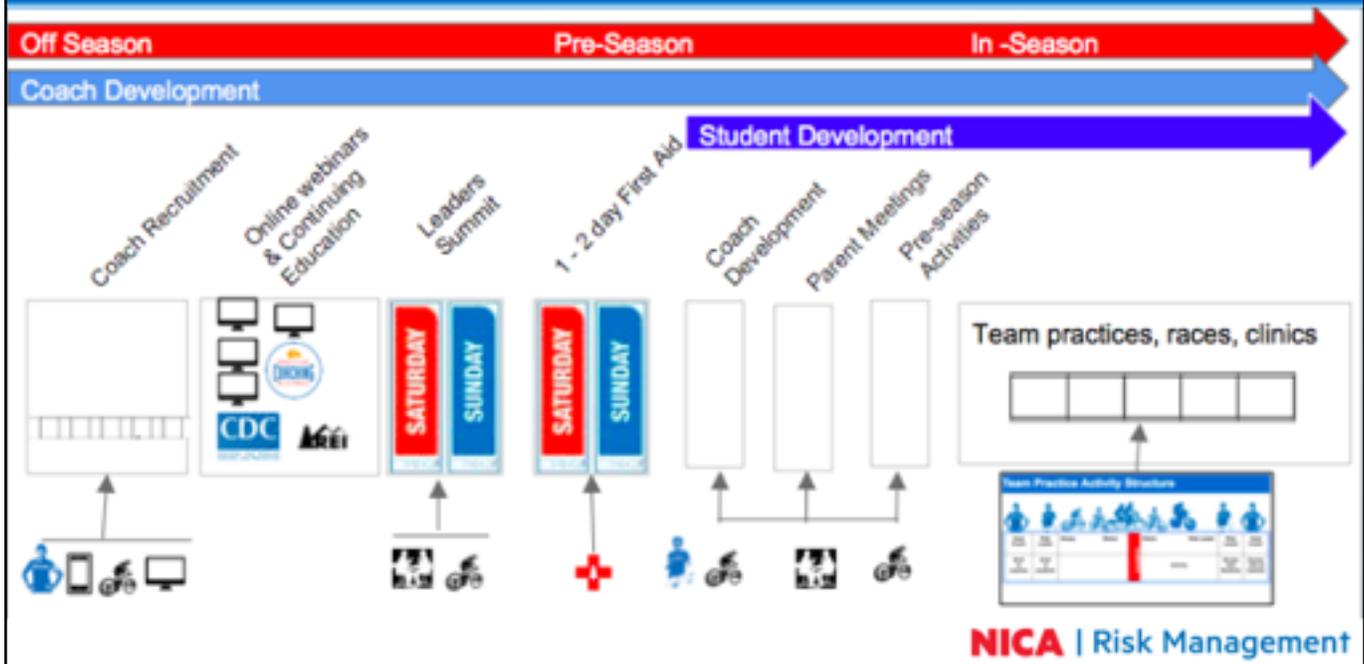
This presentation is for coaches seeking to become level 3 NICA certified. As we have articulated, Level 3's attend to the entire spectrum of duties pertinent to serving a team, even those designed for Level 1 and Level 2 certification. Candidates for the team role of Head Coach must complete Level 3 training within 2 years of their assignment of the role.

Team Directors are also encouraged to complete the risk management training series because of their role in maintaining a safe, educational, and enjoyable environment for all.

While some Team Directors may primarily attend to administrative duties for the team, to best support the Head Coach and volunteers it is important that they are aware of the entire NICA risk management protocol. This is why they are encouraged to attend all three webinars.

Risk Management 3 is an annual requirement to maintain Level 3 certification or the role as Team Director due to the ever-evolving nature of our work and the ever-changing challenge of risk management.

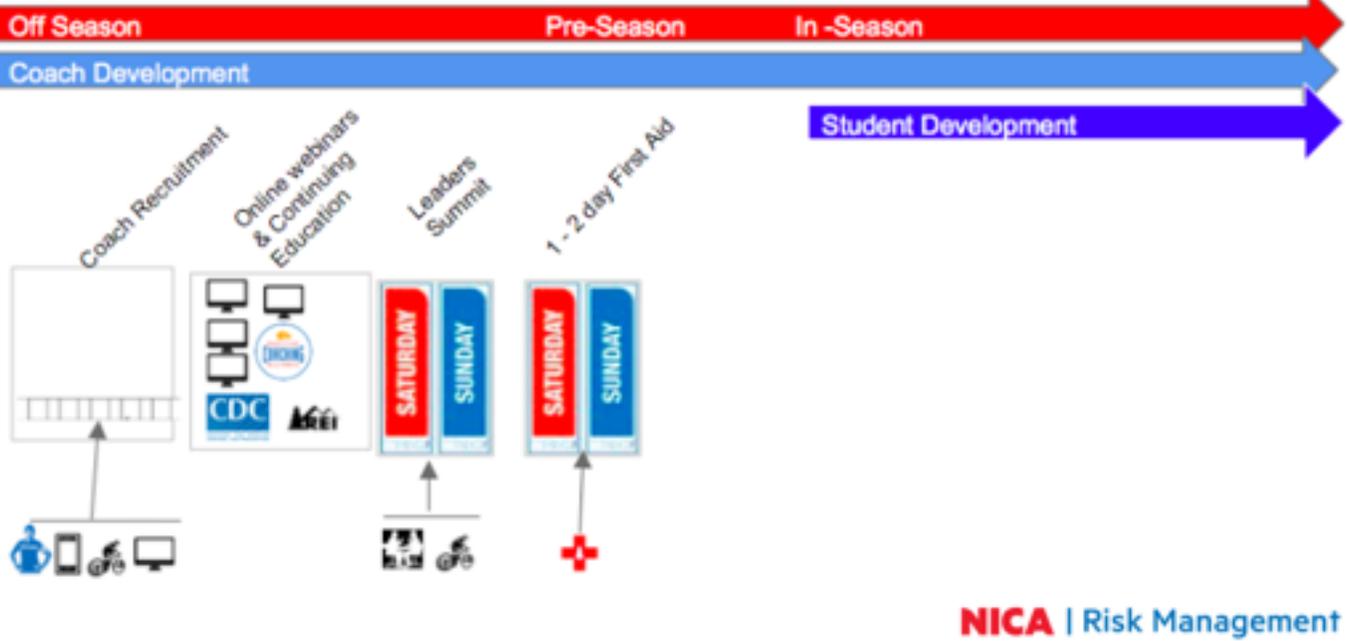
Overview and Context for Risk Management



Slide 3.1.5

The responsibilities of the Head Coach to attend to risk management planning, training, and implementation extend beyond the in-season. As a Level 3, you can support the Head Coach in many ways during the off-season, pre-season, and in-season. Head Coaches are responsible for ensuring risk management best-practice is known, embraced, and practiced throughout the year. Team Directors track all activities and help the Head Coach maintain a compliant and competent volunteer staff and student-athlete core when pre-season activities commence.

Off-Season Risk Management



Slide 3.1.6

During the off-season, Level 3s attend to the same off-season training opportunities as Level 1s and 2s, as well as:

Wilderness First Aid (WFA) or NICA Approved First Aid depending on where your team practices

Attend Leaders' Summit Classroom training

Pass Level 3 Risk Management Training exam

Head Coaches and Team Directors collaborate on:

Outline roles for general volunteers, ride leaders, and assistant coaches and responsibilities for current Level 1's, Level 2's and Level 3's

Meet with new recruits to ensure they are a good fit for the team

Setting up a system for communication to volunteers, parents, and student-athletes

Communicate training opportunities and encourage continuing education for volunteers. Spreading the training out can reduce the volume of training in the pre-season and in-season and ensure level certification is current before pre-season activities begin. Having people credentialed before the pre-season helps the Head Coach and Team Director when planning pre-season activities.

Practice planning, working with administrators, reviewing team policy and procedures, and scheduling parent/student-athlete meetings are also activities Head Coaches and Team Directors collaborate on in the off-season that contribute to risk management.

Pre-Season Risk Management

Off Season

Pre-Season

In -Season

Coach Development

Student Development



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Slide 3.1.7

Level 3's contribute to pre-season risk management by supporting the Head Coach and Team Directors in their responsibilities to ensure all volunteers are registered in the Pit Zone and compliant with certification requirements, hold parent/student-athlete informational and recruitment meetings, and providing assistance with planning, holding, and following-up on pre-season activities like try it out sessions, bike maintenance training, venue surveying, and emergency action planning.

In-Season Risk Management

Off Season |

Pre-Season

In -Season

Coach Development

Student Development

Team practices, races, clinics



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Slide 3.1.8

All of the risk management planning and training that occurred outside of the season is implemented when the official practice season commences, and Head Coaches and Team Directors have their plates full communicating responsibilities to volunteers, providing plans for team practices and events, and continuously evaluating team and individual status. Monitoring equipment and resources, school and sponsor requirements and fulfillment, and league activities like coaches calls and meetings add to the load that Head Coaches and Team Directors are responsible for managing. Level 3's can attend to in-season risk management directives from the Head Coaches and Team Directors due to their high level of training and experience.

Head Coach and Team Director

HEAD COACH

- ❑ Develops, implements, and maintains the day to day operations of the team
- ❑ Responsible for creating developmentally appropriate schedule, provide student athletes age/ability appropriate workload, and ensure riders are racing in appropriate category
- ❑ Delegates tasks to Assistant Coach, Ride Leaders, and General Volunteers
- ❑ Is responsible for all emergency response, documentation, and follow-up
- ❑ Ensures compliance of student athletes, administrative staff, and parents with NICA policy and protocol
- ❑ Lead contact for school administrators, community authorities, League Director, and NICA National Office

TEAM DIRECTOR

- ❑ Conveys information from the Head Coach to volunteers, parents, and student-athletes
- ❑ Manages Pit Zone compliance for the team, volunteers, and student-athletes
- ❑ Coordinates communications day to day using multiple methods
- ❑ Partners with the Head Coach to manage budget
- ❑ Recruits volunteers to fill team and event positions
- ❑ Partners with Head Coach to manage social media
- ❑ Remains knowledgeable about NICA and League level training

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Slide 3.1.9

As you can see, the roles of head coach and team director are not the same, though it is not uncommon for the head coach to assume the team director role. To recap to be considered for the team role of Head Coach Level 3 certification is required within 2 years of accepting the role. To be Team Director, all three risk management trainings are recommended but only a Level 1 certification is required. Not all Level 3's serve as Head Coach or Team Directors. That said, Level 3 certification allows for the greatest level of engagement to provide for a safe, educational, and enjoyable experience through their support of the Head Coach.

As you can see in this slide, the Head Coach oversees the systematic process of risk management while providing leadership for the team. Level 3's contribute to the implementation of the system components you see here as directed by the Head Coach and Team Director.

It is important to note that often the Team Director and the Head Coach are one in the same, but more and more we are seeing the roles of Team Director assigned to another person by the Head Coach. This is in large part due to the fact that the Head Coach responsibilities related to planning and implementing the day in day out operations are extensive, and some of the administrative functions are just as well served by support person.

HEAD COACH

Develops, implements, and maintains the day to day operations of the team

Responsible for creating developmentally appropriate schedule, provide student athletes age/ability appropriate workload, and ensure riders are racing in appropriate category

Delegates tasks to Assistant Coach, Ride Leaders, and General Volunteers

Is responsible for all emergency response, documentation, and follow-up

Ensures compliance of student athletes, administrative staff, and parents with NICA policy and protocol

Lead contact for school administrators, community authorities, League Director, and NICA National Office

TEAM DIRECTOR

Conveys information from the Head Coach to volunteers, parents, and student-athletes

Manages Pit Zone compliance for the team, volunteers, and student-athletes

Coordinates communications day to day using multiple methods

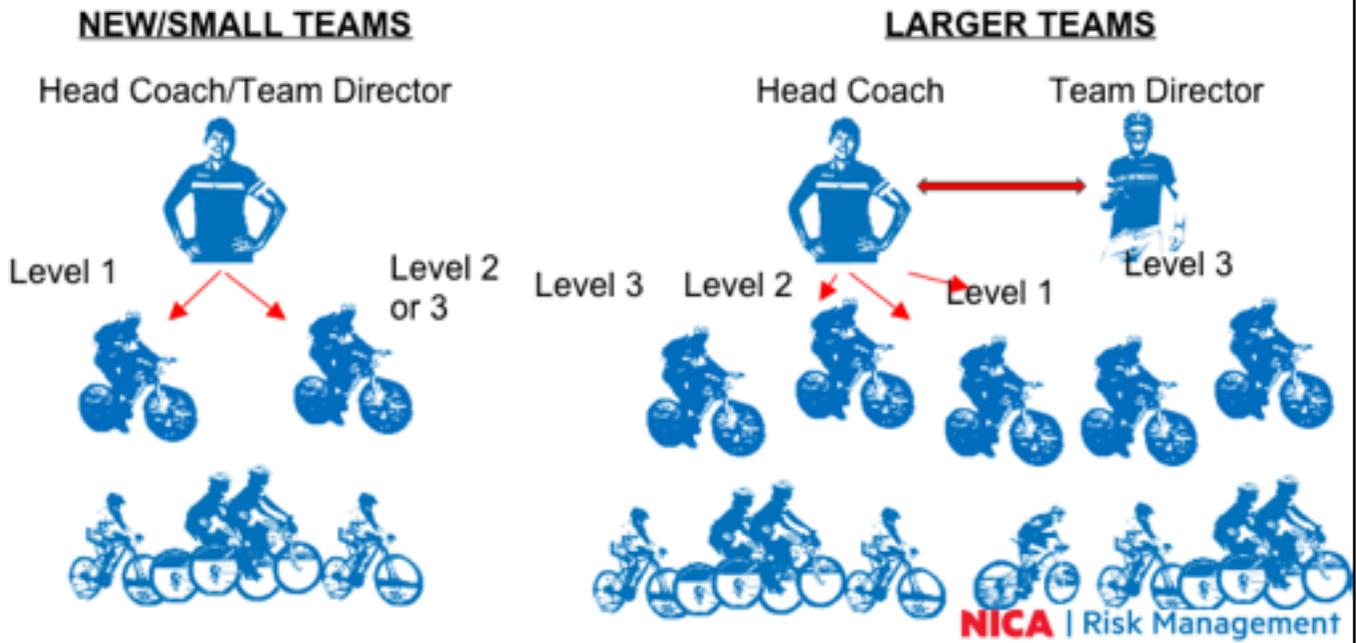
Partners with the Head Coach to manage budget

Recruits volunteers to fill team and event positions

Partners with Head Coach to manage social media

Remains knowledgeable about NICA and League level training

Team Roles - Head Coach and Team Director



3.1.10

To recap, to be considered for the role of Head Coach Level 3 certification must be completed within 2 years of selection. Again, not all Level 3's serve as Head Coach or Team Directors. There are many responsibilities a Head Coach attends to, and for a wide variety of reasons many simply cannot commit to that level of management. That said, Level 3 certification allows for the greatest level of engagement to provide for a safe, educational, and enjoyable experience through their support of the Head Coach.

As you can see in this slide, the Head Coach oversees the systematic process of risk management while providing leadership for the team. Level 3's contribute to the implementation of the system components as directed by the Head Coach. It is important to note that often the Team Director and the Head Coach are one in the same, but more and more we are seeing the roles of Team Director assigned to another person by the Head Coach. This is in large part due to the fact that the Head Coach responsibilities related to planning and implementing the day in day out operations are extensive, and some of the administrative functions are just as well served.

(2) Context for Risk Management - Level 3

School Sport
+ Experiential Education
Youth Development

&

Safe + Educational + Fun



Photo Credit: NOLS Risk Management for Administrators Course

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3.2.1 Expansion of RM 1- School Sport/ Exp. Education

We're now entering section two, where we have been discussing the broader context for NICA risk management for level 1 and 2.

You have learned that school sport and experiential education standards, evidence-based practices, academic studies and the collective learning of our NICA community have determined how NICA should run programs.

When teams register and coaches get their licenses they are subscribing to the NICA team program. This team program is defined by NICA's guidelines and protocols. As such the coach leadership on each team is in fact running their own NICA Program. As such, you must meet NICA's minimum risk management standards outlined in these three presentations.

Team registration and coach licensing act as charters for coaches to provide the NICA experience within their ability.

Some leagues have additional guidelines of which your League Director will let you know. While all teams in NICA follow the same minimum standards, some leagues have raised the bar and have added standards to be carried out by that league's teams. Your local league director will let you know any standards required for your team that are beyond those described in this presentation.

In 2017, it is likely NICA will have over 1,000 teams each running their own unique NICA team program following NICA protocols and guidelines.

Industry Standards NICA Observes



3.2.2 Observed Industry Standards

NICA aligns with the best industry standards for the roles of team directors and head coaches.

Here is a quick visual of about half of the organizations that have contributed to NICA Risk Management in 2016.

At NICA we are often asked, “Do we do these things because of insurance?” “Do we follow these policies so we don’t get sued?” Our answer is no. In fact, we run NICA activities a certain way because they meet or surpass the industry standards for school sports and experiential education. We also listen to the standards developed by coaches such as yourselves. We are insured for all activities, but the primary reason we manage risk is for the benefit of our student athletes and the program.

These organizations plus the collective learning of the NICA community are what will define the improvement of NICA going forward.

Just as NICA as a whole will continue to improve, we ask that team directors and head coaches continue to improve their NICA teams.

All Coach Responsibility and Goal Review from RM 1

- Duty of Care (role of volunteer)
 - Act within your abilities #1
- Negligence (basic/simple, gross, or reckless)
- Inherent Risk
- Parents and athletes know their "Assumption of Risk."
- Releases and Insurance
- Mandatory Reporting
- Keep kids, your team, the league and the community SAFE
- Provide an educational and enjoyable NICA experience
- Keep your licensing current and continue your volunteer and coaching education
- Act within your abilities

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3.2.3 Review of Coach Responsibilities 1:24

Every volunteer or coach who shows up to practice has seen these goals and responsibilities in risk management 1.

Level 1, 2 and 3 coaches share these coach goals and responsibilities. Team Directors and Head Coaches in addition to these roles, create the opportunities for the rest of the volunteers and coaches on their team.

As a level 3 coach, you make constant efforts to ensure your team is providing NICA mountain biking.

A primary role of a Head Coach or Team Director is providing the opportunities for volunteers and coaches to fulfill their roles. Coach licensing training has introduced your team's volunteers and coaches to frameworks, methodologies, tools and skills to provide the NICA experience. Head Coaches and Team Directors put in place all the frameworks and methodologies for the team.

When acting in the role of Head Coach or Team Director, it's always helpful to ask the following questions:

Am I setting my fellow coaches up for success in fulfilling their coaches goals and responsibilities?

Are all of my team's activities in alignment with the program outlined by NICA?

How are my student athlete's experiences based on our NICA team's goals and our athlete's individual goals?

Does anyone need more help?

Can I reach out to my league director, coach supporter or any mentors to get help on better providing numbers 1 through 4.

In summary, NICA Coach Licensing Training introduces your team's volunteers and coaches to NICA risk management and coaching. Your role as a Head Coach or Team Director is to support your volunteers and coaches in fulfilling their roles on your team.

Team Protocols and Guidelines are managed by Team Directors and Head Coaches

Protocols

- Acting within Duty of Care
- Follow Coach Licensing and Coaches Training
- Subscribing to NICA Risk Management
- Scope of NICA Team Activities
- For more protocols, please see the NICA Rulebook

Guidelines

- Only expose athletes to inherent risks
- Act within your Ability
- Only expose athletes to risks appropriate for their ability
- Develop culture of risk management
- For more recommendations on guidelines, please visit the NICA Coach Resource Page or reference the NICA Coaches Manual

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3.2.4 Team Protocols and Guidelines

While all volunteers and coaches have their individual goals and responsibilities. Head Coaches and Team Directors also ensure NICA protocols and protocols are consistently followed in their team program.

Clear protocols and guidelines are an experiential education industry standard which is why NICA sees value in defining them.

Let's start by defining the difference between a protocol and a guideline. I'll start with the Webster's dictionary term and then describe it as it relates to NICA's programs.

Protocol – "1. a code...of precedence accepted as proper and correct in official dealings; - it's very clear as to the correct action to take. NICA's most straight-forward protocol is leg over the bike, helmet is strapped. There's no room for interpretation or question that this is the best practice to take.

Another protocol which we'll cover shortly is the scope of NICA activities. It is very clear what is and what is not a NICA activity.

Let's transition into guidelines

Guideline – "a standard or principle by which to make a judgment or determine a policy or course of action." - Guidelines describe more how to proceed in a situation. Most of the the NICA risk management training is based on guidelines. You use these

methodology, frameworks and tools given to achieve goals such as only exposing your athlete's to inherent risk. Another is that every NICA team is to develop a strong culture of risk management.

For more protocols, you can see the NICA Rulebook and for more guidelines please see the NICA Coaches Manual.

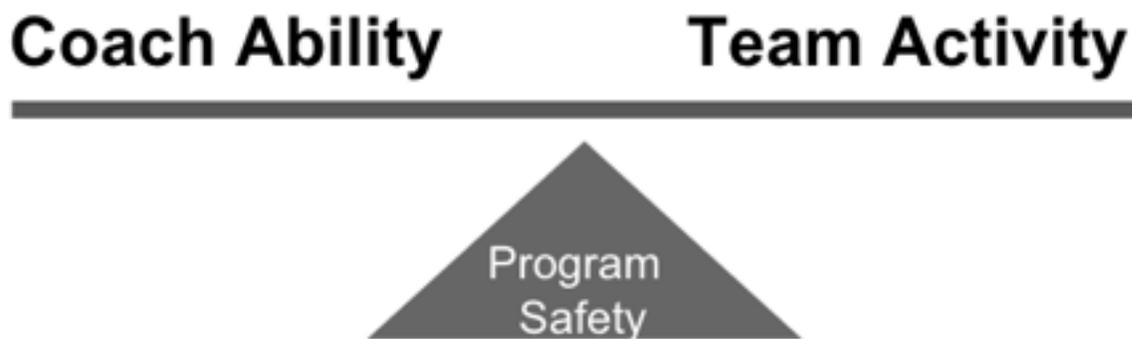
After any team practice In your review portion of the risk management outcome model you'll be in part discussing how well protocols were followed and guidelines embraced.

Deleted for shorter recording

This is a good sound byte so I'll repeat it, in post practice reviews you'll in part discuss how well protocols were followed and guidelines embraced.

Reference: <http://www.princeton.edu/~oa/safety/protocol.shtml>

Team Program Design is dictated by Coach Ability



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3.2.5 Program design depends on coach training and resources

You will recall NICA's #1 risk management goal of minimizing potential for serious injuries. To accomplish this, you should plan your team's activities with regard to coach abilities.

You will remember this scale graphic from risk management 2 where we discussed balancing rider ability with the activity.

A well planned team program balances your coaches abilities with activities as well.

For example, if you only have level 1 volunteers, you won't want to start trail riding until you have level 2 coaches who are trained and able to lead those rides. Another example would be if you want to take athletes more than an hour from EMS. You would want to have WFA trained coaches.

If volunteers or coaches try to run an activity that is more complex than their ability, the potential for injuries will be much greater.

As your coaches become more trained and more experienced you will be able to develop a more complex program.

Balancing Ability with Design for Every Level of Planning

Head Coach and Team Director Roles

- Team Program
- Team Practices

Assistant Coach and sometimes Rider Leader Roles

- Individual Ride Group Activities
- Coaching for Individual Athletes within that Activity



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3.2.6 Program design depends on coach training and resources 1:42

The balancing of instructor ability with complexity of the activity as shown on the previous slide applies to all levels of NICA team activity planning and execution.

Head Coaches balance the entire spectrum of programming from Team Program Level to the level of the individual rider.

For example, try to visualize a head coach designing a program in the pre-season. At the team program level- This Head Coach would balance the abilities of the team's coaches to the potential activities to be run. If there are enough level 2 coaches to teach skills, than an appropriate activity would be a skills clinic.

At the practice planning level, the skills done would account for how many of those level 2 coaches and level 1 volunteers could attend. Level 2s would be assigned skills clinics based on their ability and the ability of the athlete groups in the clinic.

At the ride group level, level 2s would design the activity to the ability of that ride group. In this case the skill clinic would be based on that ride group.

At the individual level, level 2s would take into account any special need of an individual rider and adjust that activity for that rider.

If there was a group of all entry level athletes and one had a special need. That coach may be adept at running the entry level activity, but may not yet have the ability to run that activity for the special needs athlete.

Back to the Head Coach's role, their job would be to ensure that level 2 has the ability to adjust any activity they are running for any rider on the team.

As you can see this balance of volunteer and coaching ability is important at every level of practice planning and execution.

The role of head coach is to ensure level 2 and level 3 coaches are only asked to run activities which are within their assessed abilities.

Promoting and Defining non-NICA Activities

Important to Define Activities

- Trail building
- Non-NICA races
- Ride groups occurring outside of practice
- Sleepovers
- Any event you discuss that isn't part of the NICA Program

Our team is recruiting riders to help the trail building day = OK
Our team is building a trail = not ok

Criteria for Promoting Other Activities

- Is the activity beneficial to my athlete's long-term development?
- Are my athletes ready for this other activity?
- Does the activity manage risk well for young or beginner riders?

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3.2.7 Promoting and Defining Other Events 2:27

We have gone over how to develop and define your team's NICA program. Just as important as defining what your team activities include, it is very important to define what activities your team does not include.

By defining activities as being provided by NICA and not, you have the opportunity to clearly promote activities and organizations that exist beyond NICA.

Here are a few activities that may occur in the NICA community that should be clearly stated and defined as not a NICA event:

Trail building day- provided by the trail building organization or local park
Non-NICA races- provided by other race promoters
Overnight rider camp- provided by the camp organization
Another ride group- provided by that ride group's members or organization

Other activities that most often seem like a team activity, but are not are:

Transportation to a race or practice- rides are provided by parents willing to drive or in some cases the school.
Sleepovers- provided by parents who are hosting

Now that we've covered how to define other programs and activities, how do you know if you should promote them or not within your role as a NICA Head Coach or Team Director?

Your Duty of Care in these roles dictates you only promote activities that you think are in the best interest of your athletes. Here's some criteria you may consider:

Is the activity beneficial to my athlete's long-term development?

Are my athlete's ready for this other activity?

Does the activity manage risk for young or beginner riders well?

After you decide whether or not to promote an activity, go ahead and think about how you want to define it based on what your athlete's, parents or coaches experience.

Sometimes a parent or other organization will want to throw an event for your team. If you choose to promote it.

This creates clear expectations for your parents and athletes as to the specific activities that fall within your NICA Team Program and thus things that NICA has a proven competency in providing.

(3) Insurance and Admin for Team Directors

Step 1) Register your **team** in the Pit Zone when registration opens

- Wait until you receive your team insurance certificate before you start practice

Step 2) Make sure all **volunteers and coaches** are in compliance

- No red exclamation mark

Step 3) Make sure all of your **student athletes** are registered



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3.3.1 Insurance roles of Team Director 1:50

We're now entering the Insurance and Administration section for level 3. The reason we are discussing the role of the TD in level 3 is that the Head Coach is the one overseeing all functions of the team including the TD. However your team's leadership decides to split the administrative work is fine. It's important to note the Team Director is the one who is ultimately responsible for insuring these functions are completed. Additionally, the person whose name is associated with Team Director in the Pit Zone is primary contact when your league or NICA national tries to contact your team.

The Team Director has three primary steps for Insurance and Admin with the Pit Zone:

Step 1) Register your team in the Pit Zone when registration opens

Wait until you receive your team insurance certificate before you start practice

Step 2) Make sure all volunteers and coaches have all of their coach certification up-to-date in the Pit Zone

In short, everything completed for their license, uploaded and no red exclamation marks

Step 3) Ensuring all athletes attending your team's practice are registered with your team in the Pit Zone

It's useful when working with new coaches to remember how it was for you when you got started with the Pit Zone. We recommend you give your coaches plenty of lead time for them to receive training and upload their information before practices start.

We also recommend plenty of lead time and follow-ups for parents who will be registering their student athletes.

Your team's insurance protects its listed riders, sponsoring teacher, officers, directors, committee members, board members, coaches, assistant coaches, ride leaders, mechanic or other volunteers from suits brought that allege negligence on the part of any of the listed riders, sponsoring teacher, officers, directors, committee members, board members, coaches, assistant coaches, ride leaders, mechanic or other volunteers in the conduct of their duties for the team. (Note for January and beyond recording should be moved to slide 3.3.2)

NICA Insurance Coverage

Covered In Season	Not Covered
Team rides Meetings Trail <u>Maintenance</u> Skills Clinics Club Celebrations Approved Fundraisers Other Specifically Approved Activities	Commuting to or from practice Anything not in the covered column or expressly part of the NICA program Shuttled Riding Trail <u>Building</u> Timed Downhill Racing Jumping Special events involving the use of stunts or constructed technical trail features Pro Rider Demonstrations Team building activities that may include snow sports, water skiing, rafting, rock climbing, paddle boarding or mud runs Use of any power machines (ATV's, chainsaws, wood chippers, motorcycles)

*See the NICA Insurance FAQ found in the Coaches Resources for a full explanation of the coverage.

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3.3.2 Insurance - What is covered

Put simply, NICA Insurance for Teams covers liability and excess medical coverage.

It is primarily meant to cover student athletes and coaches during NICA practice and during NICA races in season or in the pre-season if pre-season activity form has been submitted.

Our NICA insurance is at or above the standards for similar youth organizations and covers all NICA team activities from the start of that activity until the end. This is mostly team practice rides, but it can also include meetings, trail maintenance, skills clinics, club celebrations and approved fundraisers.

What is not included is anything not listed in the approved category, but specifically does not include commuting to or from a practice or race. Coverage for student athletes for practices begins when they arrive at the predetermined practice meeting spot and ends when the coach officially closes the practice.

Also not included is specifically building new trail. NICA teams should not be building new trail as a team, but are fine to contribute to another organization's trail building.

Personal and team property is not covered under this insurance policy.

Insurance - General Liability

- ❑ Includes Sexual abuse and Molestation
- ❑ Additional insured – Coaches, Volunteers, Promoters, Sponsors, Municipalities
- ❑ Limits of Liability \$1,000,000 Each Occurrence \$2,000,000 Aggregate per team season, camp or race
- ❑ Negligence – No “good will” payments

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3.3.3 Insurance - Liability Insurance 1:20

As I previously stated the primary things covered are liability and medical. This slide shows the liability coverage.

Intentional acts are excluded from coverage, however accidental negligence is covered.

The liability coverage is primary and pays on behalf of coaches insured for all losses that they become legally obligated to pay because of proven negligence arising from a team's covered activities and completed operations.

Team operations include the loaner bike program, so should an athlete be injured by a loaner bike that would be covered under the liability policy.

Insurance protects coaches assets by providing means to defend a lawsuit with total costs, including any award in the event of an unfavorable decision, or any negotiated settlement, not to exceed the policy limit of \$1,000,000 per incident. Abuse and Molestation has a separate limit of \$500,000 each claim and \$1,000,000 aggregate.

How does this insurance protect the personal assets of club leaders and coaches? It

protects those assets by providing means to defend a lawsuit with total costs, including any award in the event of an unfavorable decision, or any negotiated settlement, not to exceed the policy limit of \$1,000,000 per incident.

Professional liability is excluded, however, coverage may be purchased separately for medical professionals. Participant Legal Liability is included to protect against suits brought by a participant.

Insurance - Excess Medical Coverage

- ❑ Covers coaches and students who are NICA Members, during team activities (registered in Pitzone)
- ❑ Gap coverage
- ❑ Picks up deductibles and co-pays
- ❑ Pays on behalf of the injured party
- ❑ Limits of Coverage \$25,000 Excess accident medical: \$10,000 accidental death / \$250 deductible

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3.3.4 Excess medical insurance 1:19

NICA's excess medical coverage actually distinguishes the organization as very few similar organizations offer this type and level of coverage. This slide shows the excess medical coverage.

Registered student-athletes and coaches are covered by **excess** medical insurance, which means they are eligible to submit claims that are over and above their own medical insurance. If an injury is sustained in a covered NICA activity, the Accidental Medical policy can be used as secondary insurance up to \$25,000.

Parents should submit their claim with their primary insurance provider first. The excess medical insurance allows you to submit claims that are over and above what your own medical insurance covers such as deductibles and co-pays, up to a limit of \$25,000 and 12 months from the initial accident.

NICA has had about five very serious injuries in the past seven years where the medical bills far exceeded this \$25,000. It's important parents know that while very, very rare, these injuries are inherent to our sport. Parents and their insurance would be responsible for these athlete's medical bills and it's important they are informed about this. It is part of their assumption of risk for having their athlete participate on the NICA team.

Transportation is not part of the NICA Program or Insurance

Automobile Liability:

- Protects only the organization. The vehicle owner or driver are not protected.
- If you take passengers in your vehicle check your limits of liability!** Personal Umbrella.....
- Best to not transport student athletes in your vehicles.



3.3.5 Transportation Concerns with Insurance

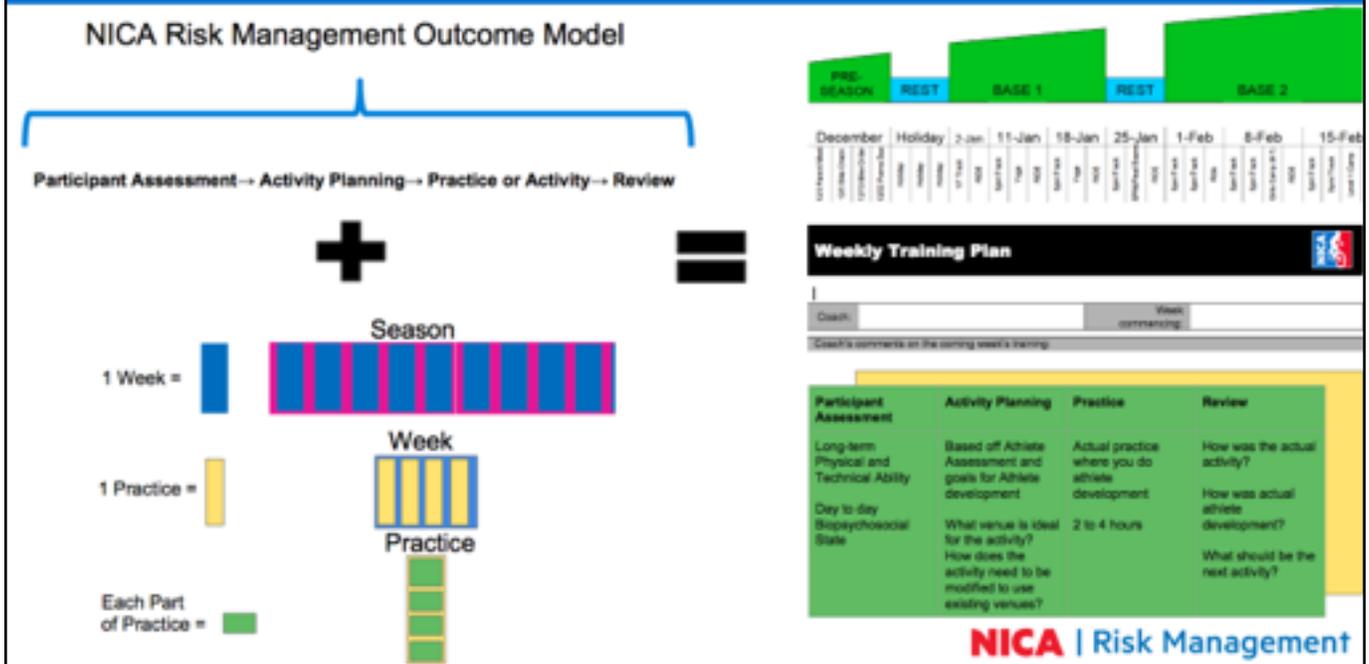
As previously mentioned, transportation to or from a NICA practice is not part of the program and is not covered by insurance. This includes driving in cars.

If you should opt to drive passengers in your car, any accidents resulting in claims would be the responsibility of the owner and/or operator of the vehicle. Anyone providing transportation of others must carry adequate limits of liability on their auto policy. There is no coverage provided under the League insurance policy for any type of automobile liability exposure.

Lastly, even though it is not part of the NICA program, as a NICA Coach, Safe Kids policies still apply and no coach should be alone with an athlete.

Generally we recommend willing parents to drive athletes.

(4) Proactively Managing Risk Based On Your Role



Slide 3.4.1 Proactively Managing Risk Based on Your Role - Integration of Outcome Model and Block Method

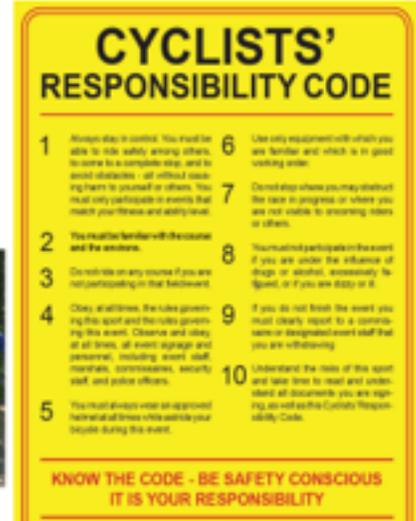
This slide may already be a visual of your thought processes while running your NICA team. As mentioned in previous webinars these frameworks, methodologies and tools make it easier to conceptualize risk management and create a common language for discussing risk management on your team.

This slide illustrates how to apply the methods we have instructed through this risk management training series to bring the broad view of the season down to a focused practice. You can see how the Head Coach and Team Director will apply the NICA Risk Management Model and the Module Block Method develop a progressive season plan in line with long term athlete development.

Systems, protocols, and guidelines have been established to support the Head Coach and Team Director. **One of the most prominent systems NICA Head Coaches and Team Directors use to manage risk are practice and events plans.** The season plan and weekly plans aid by providing a structure which can be reviewed and modified as you develop your team's program. This system of planning contributes to safety by communicating ideas, maintaining alignment with the NICA mission and vision, and allowing for identification of strengths while attending to gaps. The next two sections will focus on the role level 3's serve in implementing the methods we have discussed throughout the series

Developing and Ensuring Compliance

- NICA Rulebook
- Team Guidelines
 - Code of Ethics
 - School Rules
- In Writing/Agreed Upon
- Method for Addressing Non-Compliance
- Recognize Compliance
- Regular Check-Ins



NICA | Risk Management

3.4.2 Developing and Ensuring Compliance 1:48

As we discussed in section 2, NICA risk management systems are supported by protocols and guidelines, and Level 3's provide the primary oversight that policy is embraced and implemented at the team level. We will now go into greater detail on how to maintain alignment with the NICA protocols and guidelines.

A key reference resource for Level 3's is the NICA Rulebook. This is available to all on the NICA website as well as through the individual League sites. Much of NICA's risk management protocols and guidelines are documented in the Rulebook and it is every Level 3's duty to aid in the team's adherence to it..

In addition to NICA protocols and guidelines, many NICA teams have developed additional requirements which help to facilitate objectives. Often school-based teams have to abide by the school's policy and practice in addition to NICA protocol, and NICA supports teams in their effort to insure proper affiliation mandates that contribute to overall risk management.

Providing consistent effective communication is the best way Head Coaches and Team Directors ensure systems support through protocol and guidelines. Written, posted, and referenced expectations and agreements keep everyone accountable and inform Level 3's on how they contribute.

Having rules means establishing consequences for infractions. Level 3's aid in the development of responses to non-compliance and the enforcement of consequences under the guidance of the Head Coach and Team Director.

That said, it is far more likely that you'll be celebrating successes as a result of your team's embrace of protocol and guidelines. Level 3's, Head Coaches, and Team Directors celebrate events that contribute to and result in a safe, educational, and enjoyable experience. Frequent parent/student-athlete meetings, staff conversation, and student-athlete exposure to NICA protocol and guidelines result in many opportunities for celebration.

Recruiting Volunteers

- ❑ Coaches should have relationship with each other before any interaction with students
- ❑ Recruit people you already know or get to know them first
- ❑ Conservative decision-makers
- ❑ Coaches' focus on the ride they will be coaching and not their personal training.
- ❑ Uber role-models!



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3.4.3 Before rider recruitment: setting up coach recruitment

Talking-

In Recruiting: think about everything you're saying to students, but also include the coaches elements.

Recruit responsible people that will abide by team protocol and guidelines! Those that know people who are having a great time as a NICA volunteers are the next NICA volunteers. Head Coaches and Team Directors are always on the lookout for conservative decision-makers, service minded mentors, and students of the craft that is cycling. Those willing to trust the process, share what they know, and learn something new often make the best volunteers. .

Recruit people you'd be proud of your student-athletes behaving like.

See Slide for rest of talking points.

Coaches should act in line with their licensing level: General Volunteer, Ride Leader, Asst. Coach, Head Coach and Team

Director

Calibrating Risk Management to New Volunteers

- ❑ Assess skills and risk management with mid-season coach recruits
- ❑ Often new coach recruits need an acclimation period



NICA | Risk Management

Slide 3.4.4 Calibrating Risk Management to New Volunteers

Bruce
LD

Recruit responsible people that will abide by team protocol and guidelines! Those that know people who are having a great time as a NICA volunteers are the next NICA volunteers. Head Coaches and Team Directors are always on the lookout for conservative decision-makers, service minded mentors, and students of the craft that is cycling. Those willing to trust the process, share what they know, and learn something new often make the best volunteers. .

Recruit people you'd be proud of your student-athletes behaving like.

Once quality volunteers have been recruited, Coaches and Team Directors need to calibrate their risk management strategy to accommodate the developmental level of the individual relative to where the team is at on the season plan. Often volunteers are recruited well into the season, and it is essential to risk management that Head Coaches assess for their competence both on the bike as well as their ability to support the coaching staff.

Though everyone enters the NICA coach licensing program as a Level 1, it is not uncommon that volunteers have skillsets and backgrounds far greater than what NICA Level 1 certification recognizes. Assessment will reveal competence and inform

coaches as to the capacity a new recruit is able to serve the team.

More frequently, volunteers need an acclimation period and some supplemental support while they absorb and learn how serious your team is about risk management protocol. Calibrating risk management strategies is ongoing and something Head Coaches and Team Directors build into their season plan.

Recruiting Riders



- Everyone plays!
 - Equal chance to learn, grow, have fun, and compete
 - Provide access to NICA, League, Team, and Student-Athlete policy and procedure
 - Explain release form and insurance
- Yes, there is risk involved with mountain biking. However...
 - Consider the volunteer support you have
 - Talk about the NICA training you/your administrative team have received

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3.4.5 Recruiting Riders

Current riders are the greatest recruiters for the team. Be sure that while riders are out promoting an all inclusive, everyone plays sport where everyone has a chance to learn, grow, have fun, and compete that they are also educating about NICA and team protocol and guidelines. Especially pertinent is their ability to understand and communicate the NICA waiver, agreement to participate, and registration process. Head Coaches and Team Directors are responsible for ensuring volunteers and student-athletes are compliant with NICA registration, certification, and insurance coverage policy and making sure riders and their parents are educated is a key component to successful integration of new recruits.

Much of our rapid growth is attributed to NICA's commitment to risk management. Attention to providing a safe, educational, and enjoyable experience through a sport that entails significant inherent risk is critical to recruitment. Message clearly that this sport is not without risk, however, NICA Coaches help student-athletes develop from being able to ride on a grassy field to competent to compete in a NICA EVENT.

The areas we're covered in Risk Management that are especially important to cover with new parents are:

Parent involvement in the recruitment process-

As a reminder consider:

Medications

Ensuring athletes have all of their equipment and it's in good shape
Discussing Return to play with parents should an athlete be injured
Offering the CDC resources on concussions should an athlete on your team have a concussion
Discussing the practice schedule and locations
How athletes arrive and depart practice
Additionally parents may share important information beyond medications such as if their child is accident prone.

Calibrating Risk Management to New Riders

- ❑ Build open-door into your season plan
- ❑ Dedicated Staff
- ❑ Assessment
- ❑ Be aware of what/how they are doing



Photo Credit: Kate Eng

NICA | Risk Management

❑ 3.4.6 Calibrating Risk Management

Just as it is with volunteers, student-athletes continue to register throughout the season and just as with volunteers, Head Coaches and Team Directors need to account for this enhanced risk when establishing their team structure and season plan. Strategies NICA coaches employ include assigning dedicated staff trained in assessment, fundamental skills instruction, and progression methodology, a system for identifying key transition points, and method for communicating and tracking progress. Head Coaches and Team Directors ensure biopsychosocial literacy is established before progressing with long term athlete development-centered programming.

Rewrite to better match slide.

Please make ensuring your coaching staff and team resources match rider recruitment a key component

Team Practice Planning

SEASON PLAN

- Commitment to NICA Training Season Requirements
 - Pre-season and Practice Season
 - Off-season and Non-NICA Events
- Training Based on Biopsychosocial Model
 - Assessment
 - Literacy
 - Long Term Athlete- Development
- Prepare Student-Athletes for What They Desire to Achieve in the Season
- Keep Everyone Safe, Learning, and Having a Good Time



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Slide 3.4.7 Team Practice Planning

Script Slide

We've referenced the season plan throughout the series and it's likely ingrained at this point that the development of a season plan for the team is one of the primary responsibilities Head Coaches and Team Directors attend to. Season plans developed with risk management at the core communicate clearly a commitment to NICA training requirements, programmatic and exposure progression based on balanced assessment of biopsychosocial literacy, student-athlete goals, and long term athlete development. Specific off-season, pre-season, and in-season events are communicated along with relevant information about the nature of the event and venue. Training opportunities and timelines are provided for those wishing to participate as volunteers, and student-athletes and parents can see clearly the who, when, where, why, and how of each event throughout the year.

TrainingPeaks, a sponsor of NICA, has created programs for Head Coaches and Team Directors to incorporate into their block planning of their season while many coaches have developed their own season plans based on experience, education, and adaptation from other plans.

Team Practice Planning - Season

Each practice is part of a bigger plan
 Constant feedback loop

Attend to FUNdamentals
 Consider redundancy
 Assess for progression

Provide opportunity for challenge
 Remember Long Term Athlete Development
 Be flexible, but be consistent

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3.4.8 Team Practice- Season

It's also important to remember that well before any practice is conducted, a master season plan has been created by the Head Coach, distributed to volunteers, parents, and student-athletes, and reviewed going into the week. This planning is critical to the optimal daily risk management outcome.

Example of Season Plan Spreadsheet

- Use skills clinics, stretching and general conditioning as a great place to teach about managing personal risk
- Learn athlete's names
- Building relationship with athletes before hitting trail
- Ride leaders should know student abilities before leaving skills clinic area
- Learn about any mechanical issues before trail riding

Image from Coaches Resource Page

(www.nationalmtb.org/coaching/coachesresource/5.8 Example Team Practice Schedule)

Slide 3.4.8

Script
Slide

In holding with the Block Method for risk management, each season is composed of weekly practice plan modules. Each weekly plan is first based on the season plan outline. The first four weeks of the season are heavy on assessment of individuals and team literacy, while the weeks between events are more about focused fine-tuning of fundamental skills related to individual and team goals. The spectrum of ability is always vast, as are the desires volunteers and student-athletes come to us for support in achieving. The achievement of goals or falling short of reaching desired objectives practice to practice informs subsequent weekly plans, which in turn feed back into the season plan. Head Coaches and Team Directors are frequently assessing outcomes and adjusting the weekly and daily practices to accommodate the opportunity for goal achievement through challenge by choice, in line with long term athlete development. It's important to be flexible, while maintaining consistency in method.

Team Practice Planning - Weekly

WEEKLY PLAN

- Reference to Season Plan
- Venue Consideration
- Review of Last Weeks Events
- Assessment of Volunteers
- Assessment of Riders
- Progressive
- Fluid

Weekly Training Plan



Coach:		Week commencing:								
Coach's comments on the coming week's training:										
Mon	Training prescribed: Fundamental - Adventure - Performance -									
Coaches	Riders	Time	Incidents	Fundamental Skill	Pay	Adventure Skill	Pay	Performance Skill	Pay	Risks
Other training completed:					Coaches comments:					
Tues	Training prescribed:									

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- 3.4.9 Team Practice-Weekly
- Training Based on Biopsychosocial Model
 - Assessment
 - Literacy
 - Long Term Athlete- Development

Slide 3.4.9

Script

Slide

Weekly practice plans account for the challenge by choice we aspire to provide individuals and teams and provide for a progressive pathway for learning and growth, while remaining flexible when circumstances demand fluidity.

Proactive Team Risk Management

- Account for what you can
- Document concerns
- Research best-practice
- Shadow other teams
- Assess for competencies and revisit goals and objectives
- Communication

NICA

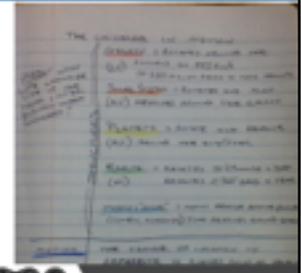
2014 COMPETENCE ASSESSMENT FORM - ON THE BIKE SKILLS

Team Name: _____ Team Number: _____
 Lead Name: _____ Lead Discipline Lead: _____
 Discipline Lead: _____ Discipline: _____
 Date of Assessment: _____

ENVIRONMENT

Area: _____
 Conditions: _____
 Location: _____
 Time of Day: _____
 Weather: _____

Skill	Competence	Score	Notes	Assessor	Date
1. Balance	4.00				
2. Braking	4.00				
3. Cornering	4.00				
4. Descending	4.00				
5. Uphill	4.00				
6. Downhill	4.00				



OVERVIEW OF LIABILITY FOR MOUNTAIN BIKING

Presented at the 2014 NICA Summit/World Mountain Bike Conference
 Speakers: Peter Nishien, International Mountain Bicycling Association, Jeff Jackson, Agrepoint College

This resource is offered for educational purposes only. It does not constitute legal advice.

Liability and risk management are some of the most challenging topics for mountain bike teams. It is essential to understand the legal implications of these topics and to take steps to manage them appropriately. This resource is intended to provide a general overview of the legal issues surrounding mountain biking liability. It is not intended to provide legal advice. For more information, please consult with a qualified attorney.

Source: Agrepoint

- 1. Identify the scope of the organization's mountain biking activities.
- 2. Determine the potential for liability.
- 3. Develop a risk management plan.
- 4. Implement the plan.
- 5. Monitor and evaluate the plan.



Risk management is a PROGRESSION acting in a way that best mitigates risk for your team

NICA | Risk Management

Talking-

Now that we've gone over Risk Management in a Broader Context, we will go over the perspectives and procedures to prepare you to proactively manage your team'. The key term here is progression through each state of team development.

Setting up your team to manage risk- create the foundation

Planning and steps before your teams first practice

Ride Leading- majority of your team time will be spent leading rides and this is where most incidents occur

Managing Incidents- be prepared to manage incidents anytime your team is together anywhere on the trail

Slide 3.4.10

**Script
Slide**

The season plan and weekly practice plans are several first-tier methods of proactive risk management. Contributing to NICA's embrace of these is the broad recognition of their efficacy in contributing to successful programming grounded in risk management

strategy. Head Coaches and Team Directors account for what they can, document the process including noting gaps in programming and corrective action measures taken as a result, and learn from what has been experienced by peers. Assessing for competence, tracking progress, and communicating practice plans are all ongoing proactive risk management activities.

Establishing a Team Culture of Risk Management



- ❑ Evaluate volunteers and Student-Athletes
- ❑ Consider social dynamics of the group
- ❑ Message team vision regarding risk openly, regularly, and be consistent with expectations

- ❑ Create opportunities for student-athletes to advocate for their own best interest
- ❑ Bring parents into the conversation
- ❑ Celebrate the success!



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3.4.11 Setting up Team Culture of Risk Management

Talking-

Parents, Students and Coaches make-up your team. Ensure everyone has gone through all the steps so everyone is on the same page. Your team's risk mana

Slide 3.4.11

Script Slide

Regular evaluation, formal and informal, can minimize the adverse impact change can impose on individuals and the team, and assist Head Coaches in their efforts to recognize and celebrate volunteer and student-athletes achievement. Student-athlete and parent engagement creates stakeholders in the risk management process. Provide roles and responsibilities that include student-athletes and communicate these opportunities to parents. They are your greatest risk management advocates.

gement awareness should progress from first meeting to the first practice and then throughout your season.

Venue Orientation

- ❑ Pre-Ride, Re-Ride, Free-Ride
- ❑ Provide visual overview of venue
- ❑ Identify regroup areas, key safety features
- ❑ Progressive difficulty over time
- ❑ Observe performance of all riders
- ❑ Calibrate use based on observations and feedback



3.4.12 Venue Orientation

Slide 3.4.12

Before we get into the structure of a practice and how the risk management strategies we have been outlining play out, let's touch on two very important risk management processes that dramatically reduce the potential for serious injury and streamline emergency response when an issue arises.

The first is employing the venue survey. Head Coaches and Team Directors rely on Level 2's and Level 3's to ensure student-athletes are riding NICA appropriate terrain and we recommend that a pre-ride, re-ride, free-ride approach be taken when introducing volunteers and student-athletes to venues. Head Coaches and Team Directors identify practice venues during the off-season and pre-season, but many venues have features that require orientation. Volunteers and student-athletes are provided a visual of the area, key safety aspects and features are identified, and the emergency action plan is discussed before commencing on the pre-ride. Time is taken during the pre-ride and re-ride to discuss considerations and concerns, and to strategize about how to provide a safe, educational, and enjoyable experience through the venue. ntation

Practice Emergency Response with Coaches

- Mock incident response
- Provide time for dialog
- Rehearse roles and responsibilities
- Documentation and reporting
- Co-creation of venue-specific plans

The image shows two forms side-by-side. The left form is titled "EMERGENCY ACTION PLAN" and contains fields for "Venue", "Head Coach", "Head Trainer", "Head Manager", "Head of Education", "Emergency/First Aid Phone Number", "Site Address", "Venue Address", "Venue Phone", "Venue Email", "Venue Website", "Venue Name", "Venue Phone Number", "Venue Address", "Venue City", "Venue State", "Venue Zip", "Venue Country", "Venue Postal Code", "Venue Postal Office", "Venue Postal Office City", "Venue Postal Office State", "Venue Postal Office Zip", "Venue Postal Office Country", "Venue Postal Office Postal Code", "Venue Postal Office Postal Office", "Venue Postal Office Postal Office City", "Venue Postal Office Postal Office State", "Venue Postal Office Postal Office Zip", "Venue Postal Office Postal Office Country", "Venue Postal Office Postal Office Postal Code". The right form is titled "NICA Incident Report Form" and contains fields for "Date & Time of Incident", "Name of Club / Team", "School Name", "State Location", and "NICA | Risk Management".



4.4.13 Practice Emergency Response with coaches

Slide 3.4.15

The second strategy Head Coaches and Team Directors employ as a foundational part of daily risk management is communication and review of the documented emergency action plan. Though basic emergency response procedures are static, due to the dynamic nature of mountain biking, working with student-athletes, and environmental conditions day to day checking in with the emergency action plan daily reduces the chance that a fluid variable will compromise the risk management integrity the team has worked hard to establish. Taking the time on the front end saves time in the event of an emergency. Practicing roles and responsibilities at each venue increases efficiency during a real-life response. Head Coaches and Team Directors build emergency action plan training events into the season to ensure everyone has a chance to practice emergency response, learn how to document and what is needed for reporting, and that there is a method for contribution to the development and implementation of the emergency action plan.

(5) Risk Mitigation at Practice



☐ Head Coach debrief →

☐ Level 3/2 debrief to student-athletes

☐ Activity

☐ Review



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3.5.1 Active Activity Risk Management

Let's apply the risk management strategies Head Coaches and Team Directors have established to a practice. Here we have the practice module with the NICA Risk Management Outcome model steps indicated. Leading into the practice, the Head Coach and Team Director have communicated the season plan, the weekly training plan was sent out several days in advance, the venue has been surveyed, and staff certification and training is current. The team is composed of 18 student-athletes, four Level 2's, 1 Level 3, 2 Level 1's, and one Level 3 Head Coach. The Head Coach arrives at practice 25 minutes prior to the start of practice.

Head Coach Debrief

- Practice overview
- Emergency Action Plan
- Volunteer assignment
- Discussion

Weekly Training Plan

Coach	Week

Coach's comments on the coming week's training:

Event	Location	Distance	Time	Notes	Assess	Comments	Notes

Other training completed:

Event	Location	Distance	Time	Notes	Assess	Comments	Notes



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3.5.2 Head Coach Debrief

The Head Coach gathers the staff and reviews the weekly plan and how today's practice contributes to the weekly progression. The Head Coach affirms that everyone understands their role and responsibility for the practice, that everyone has the resources and equipment they need to be compliant with NICA and team guidelines, and that any concerns about task delegation are addressed. A few minutes are devoted to review of the emergency action plan, procedure to provide fundamental, adventure, and performance development, and individual assessment information that has changed since the last practice. The team is comprised of 6 student-athletes working on performance goals today, 6 preparing for an adventure ride this weekend, and 6 focusing on descending bike/body positioning. The venue provides open grass area in addition to a 3 mile section of trail with a ravine.

The Head Coach assigns the Level 3 and one of the Level 1's to recruit one team captain and one middle school student-athletes to set up the short course. A Level 2 and the other Level 1 are assigned to pre-ride the section of trail to be used during practice. The two Level 2's left are directed to oversee the pre-practice bike inspections, student-athlete support, stretching, warm ups, and getting ready for practice. The Head Coach debrief takes about 10 minutes.

Student-Athlete Debrief



- Check-in
- Practice plan
- Venue orientation
- Opportunity for discussion
- Individual needs

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3.5.3 Student-Athlete Debrief

Just as the Head Coach has prepared the staff for the practice, they prepare the student-athletes. Practice commences with the Head Coach announcing formally that NICA practice is now commencing and providing a quick summary of the practice schedule. Key aspects of the short course and the venue are communicated and an opportunity for student-athletes to ask questions or disclose information about themselves is provided. The student-athlete debrief is kept under 5 minutes.

Activity

- Warm-up
- Skills instruction
- Progression
- Activity
- Coaching/Assessment
- NICA event preparation
- Free ride



NICA | Risk Management

3.5.4 Activity 1 of 2

Script **Slide**

The activity component of practice includes a skill demonstration, activity for student-athlete to practice the skills, application to short course, and if ready, the opportunity to experience the skill on the trail. We are going to spend a little time on this slide as an example of a practice conducted by a team one month into their season.

Descending body position is demonstrated by a Level 2 as outlined by the Head Coach, first statically, then in motion. This is the third time descending has been covered by the team in the 4 weeks that it has been practicing, so the demonstration incorporates the bike/body separation they learned about during week 1 and the application of brakes last week. Today cornering is introduced. The activity is set-up on a slight hillside on the green space. Student-athletes are grouped in threes comprised of one student-athlete working on performance goals, one focused on the adventure ride this weekend, and one who is focused on fundamental comprehension and literacy.

Staff assist the groups as they practice the skill for the day on the hillside demo area. The Head Coach and Level 3 provide support and encouragement for the staff while monitoring the progress of the student-athletes. They also attend to any issues that arise while the small groups practice the skill.

Assessment of the student-athletes for readiness to progress to the short course is conducted and the Level 3 and one level 2 are assigned to work with those still needing time to practice the skill.

The demonstration of the skill takes 3-5 minutes and the activity takes about 15. Add 10 minutes for questions, a break, and intangibles and the total time devoted to skill demonstration and practice activity is around 30 minutes.

Having the student-athletes apply the skill to the short course allows staff to get a gauge on how the riders are relating biopsychosocially. Observing how they perform physically, how seriously they are working on the task, how they are interacting with their peers, and how they are receiving feedback is a daily proactive risk management strategy Head Coaches use to assess the team. Bike fit, physical discomfort and distress, group dynamics, irregular behavior, and equipment issues can all be detected while observing a few laps around a short course. Detection of these at the trailhead can alleviate potential for injury on the trail. Short course application of the skill can last up to 20 minutes depending on instruction and occurrences.

The remainder of the practice is devoted to exploration and play. The 6 student-athletes who are working toward performance goals pre-ride, re-ride, and free-ride the trail under supervision of two Level 2's, fine-tuning the skill of cornering on the descent into the ravine. The 6 working toward the adventure ride this weekend also head for the trails under the guidance of a Level 2 and Level 1. The Level 2 leads the group through the sequence of pre-ride, re-ride, and free-ride while the Level 1 serves as sweep. The 6 still needing assistance with fundamental development, work on the short course with the Level 3 and one Level 1 until sufficient competence has been established to try a lap on the trail. At that point, one of the remaining Level 2's can lead the group out, swept by the Level 3 and Level 1.

Now for those of you inclined to keep track of numbers, you have already realized that there is one Level 2 who still hasn't been assigned to a role yet. Since the Head Coach is responsible for knowing where EVERYONE is during practice, I'll tell you what happens with the remaining Level 2. After doing one lap as a rover providing neutral support for the performance and the adventure group on the trail, the Level 2 begins to feel dizzy and has to stop a few times to recover. While stopped, a bee stings the Level 2 in the eyelid which is a problem because they are allergic to bees. Luckily, because the Head Coach had gone over the emergency action plan, which included a check to ensure those who are allergic to bees have their EpiPens on them, the Level 2 is able to administer the medication and alert their fellow Level 2 leading the performance group.

The performance group waits for the adventure group to arrive and transfers the responsibility of riding the Level 2 out to them, since this is a skill they could benefit

having exposure to during their adventure ride this weekend. The adventure group follows the Level 2 who was stung back to the trailhead, where the Head Coach is waiting. The performance group alerted the Head Coach as they lapped through, so the Head Coach was ready.

The Head Coach follows first aid training and ensures the Level 2 receives the proper medical care immediately. From this scenario, it's easy to see how important it is to have sufficient staff to support the team.

In addition to overseeing the proper response to the medical emergency, the Head Coach is observing the coaching that is occurring by the staff and assessing for participation, development, and gaps in risk management protocol. Inevitably, the Head Coach plans on being free to attend to mechanical issues, riders not being able to participate in the practice, parents who have questions, and student-athletes and staff that need Head Coach guidance and mentorship. Head Coaches rely on trained Level 1s, 2s and 3s to execute the daily practice plan so that they can provide overall team support. This activity lasts about 45 minutes.

Activity

- Warm-up
- Skills instruction
- Progression
- Activity
- Coaching/Assessment
- NICA event preparation
- Free ride



NICA | Risk Management

3.5.5 Activity 2 of 2

Same Script as 3.5.4 Activity 1 of 2:

Script Slide

The activity component of practice includes a skill demonstration, activity for student-athlete to practice the skills, application to short course, and if ready, the opportunity to experience the skill on the trail. We are going to spend a little time on this slide as an example of a practice conducted by a team one month into their season.

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The demonstration of the skill takes 3-5 minutes and the activity takes about 15. Add 10 minutes for questions, a break, and intangibles and the total time devoted to skill demonstration and practice activity is around 30 minutes.

Having the student-athletes apply the skill to the short course allows staff to get a gauge on how the riders are relating biopsychosocially. Observing how they perform physically, how seriously they are working on the task, how they are interacting with their peers, and how they are receiving feedback is a daily proactive risk management strategy Head Coaches use to assess the team. Bike fit, physical discomfort and distress, group dynamics, irregular behavior, and equipment issues can all be detected while observing a few laps around a short course. Detection of these at the trailhead can alleviate potential for injury on the trial. Short course application of the skill can last up to 20 minutes depending on instruction and occurrences.

The remainder of the practice is devoted to exploration and play. The 6 student-athletes who are working toward performance goals pre-ride, re-ride, and free-ride the trail under supervision of two Level 2's, fine-tuning the skill of cornering on the descent into the ravine. The 6 working toward the adventure ride this weekend also head for the trails under the guidance of a Level 2 and Level 1. The Level 2 leads the group through the sequence of pre-ride, re-ride, and free-ride while the Level 1 serves as sweep. The 6 still needing assistance with fundamental development, work on the short course with the Level 3 and one Level 1 until sufficient competence has been established to try a lap on the trail. At that point, one of the remaining Level 2's can lead the group out, swept by the Level 3 and Level 1.

Now for those of you inclined to keep track of numbers, you have already realized that there is one Level 2 who still hasn't been assigned to a role yet. Since the Head Coach is responsible for knowing where EVERYONE is during practice, I'll tell you what happens with the remaining Level 2. After doing one lap as a rover providing neutral support for the performance and the adventure group on the trail, the Level 2 begins to feel dizzy and has to stop a few times to recover. While stopped, a bee stings the Level 2 in the eyelid which is a problem because they are allergic to bees. Luckily, because the Head Coach had gone over the emergency action plan, which included a check to ensure those who are allergic to bees have their EpiPens on them, the Level 2 is able to administer the medication and alert their fellow Level 2 leading the performance group.

The performance group waits for the adventure group to arrive and transfers the responsibility of riding the Level 2 out to them, since this is a skill they could benefit having exposure to during their adventure ride this weekend. The adventure group follows the Level 2 who was stung back to the trailhead, where the Head Coach is waiting. The performance group alerted the Head Coach as they lapped through, so the Head Coach was ready.

The Head Coach follows first aid training and ensures the Level 2 receives the proper medical care immediately. From this scenario, it's easy to see how important it is to have sufficient staff to support the team.

In addition to overseeing the proper response to the medical emergency, the Head Coach is observing the coaching that is occurring by the staff and assessing for participation, development, and gaps in risk management protocol. Inevitably, the Head Coach plans on being free to attend to mechanical issues, riders not being able to participate in the practice, parents who have questions, and student-athletes and staff that need Head Coach guidance and mentorship. Head Coaches rely on trained Level 1s, 2s and 3s to execute the daily practice plan so that they can provide overall team support. This activity lasts about 45 minutes.

Review

- Review with student-athletes
- Officially announce end of practice
- Level, 1, 2 3 debrief
- Report to Head Coach
- Complete documentation
- Corrective action
- Application to weekly and season practice plans



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Slide 3.5.5 Review 2:46

The review process has three parts. First, the staff review with the student-athletes in their group. The events of the practice are discussed, any outstanding issues are attended to, and next-step plans are finalized. The end of NICA practice is officially announced and student-athletes are dismissed. This review should take about 5 minutes, but may take longer depending on what took place during the practice.

The next step in the review process is for the staff to report their information from the small groups to the whole coaching staff. Incidents, successes, corrective action requirements, and other information relevant to the Head Coach's planning for the next practice are presented and if need be, discussed as a group. The Head Coach debriefs the staff on the events of the day, clarifies any next-step items that staff need to attend to, and clarifies what is needed for the next practice. This is also where the Head Coach informs the group as to the status of the Level 2 that was stung and how the group needs to respond so that the needs of the team are not compromised. Anticipate 5 - 10 minutes for this portion of the review process.

Finally, the Head Coach and Team Director convene on any documentation that needs to be completed, practice related issues that came up, and follow-up responsibilities that need to be attended to. Here, the Head Coach and Team Director would determine who follows up with the incident report that may be pending from the bee sting incident. Potential outreach to parents regarding student-athlete

performance, Level 1, 2 and 3 assessment, and adjustment to venue for next practice are examples of items that are discussed in this final step of the review process. This may take only a few minutes on most occasions, but periodically may require significantly more attention. Each practice is different. After all, Head Coaches and Team Directors are ultimately responsible for risk management oversight and it is not hard to imagine how day to day demands can vary dramatically.

As you can see, the application of the NICA Risk Management Outcome Model, combined with the practice block method in concert with the weekly and season planning process provides Head Coaches and Team Directors a structure for systematic implementation of risk management strategies and maximizes the contribution of all stakeholders by providing clearly defined daily roles and responsibilities for each individual related to team support. It is important to note that the total time required for this particular practice is around an hour and a half for student-athletes and under two hours for volunteers. This is well in line with other interscholastic and high-school sports, and can be modified to suit any point on the season plan.

(6) Incident Response at the Team Level

Incident Response at the Team Level Includes-

- Incident Response Review
- Incident Assessment Review
- NICA Injury Definition
- Submitting Injuries Online
- Incident Reports Drive NICA Training
- Privacy of your team's information in the NICA Safety Study
- Return to Play
- Immediate Follow-up to Life-threatening or altering injuries
- Reviewing close calls and major incidents

NICA | Risk Management

3.6.1 Incident Response for Level 3

We are now entering section 6, Incident Response as it applies to the team level.

Part of this will be tying together all of the incident response training you have received from risk management 1, risk management 2, CDC concussion training, first aid received outside of NICA and what Bruce covered in practicing incident response with your team.

The other part will be adding new topics that apply only to level 3 Head Coaches and/or Team Directors.

Each aspect of managing an incident will be covering in the following nine slides:

- Incident Response Review**
- Incident Assessment Review**
- NICA Injury Definition**
- Submitting Injuries Online**
- Incident Reports Drive NICA Training**
- Privacy of your team's information in the NICA Safety Study**
- Return to Play**
- Immediate Follow-up to Life-threatening or altering injuries**
- Reviewing close calls and major incidents**

Incident Response Review

- Remain calm
- Prevent the rider from jumping right back on the bike
- Make sure you are in a safe location to assess the rider
- Assess the rider for mechanism of injury and maximum perceived extent of injury



NICA | Risk Management

3.6.2 Incident Response Review

As we covered in Risk Management 1, the designated leader of an activity responds to injuries based on his or her first aid training by remaining calm, managing the scene, continuing to manage the ride group and responding based on their training.

The coach or volunteer makes sure the location is safe before approaching the injured person and can make the location safe by asking other volunteers and athletes to block off the trail or area.

They will prevent the rider from jumping right back on the bike which could lead to more injury especially if they have suffered a head, neck or back injury.

The coach or volunteer will then assess the rider for mechanism of injury and physical symptoms of injury such as a rider in pain or bleeding.

Managing Incidents: Assessment Review



Rider did not have very high mechanism for injury:

1. Consider contributing factors
2. Assess the bicycle.
3. Take it slow.
4. Stop to reassess periodically.
5. Cut the ride short, if necessary.

Rider had high mechanism for injury

1. Remain calm. Reassure the rider.
2. Contact local EMS
3. Keep the injured rider warm.
4. Continue to monitor the rider.
5. Remain aware of the rest of your group.
6. Notify Family **NICA** | Risk Management

3.6.3 Incident Assessment Review 1:42

Where we left off from the previous slide is assessment for mechanism of injury and physical symptoms-

If you assess that the Rider as having a slow fall, soft fall, or fall from very low height they have a low mechanism of injury and therefore a physical assessment may be made. If it is determined an athlete does not have a serious injury, you can follow the next steps.

1. Consider physical factors that might have contributed to the fall and still exist for the rider. These include low glucose levels, not enough fuel or hydration and/or a medical condition.
2. Assess the bicycle, don't put them on a bike that is broken.
3. Take it slow.
4. Stop to reassess periodically.
5. Cut the ride short, if necessary.

If you assess that the Rider had high mechanism for injury, such as crashing at a high speed, falling from high place, rapid deceleration and/or other any factor that causes you to think they may have a head or spine injury, keep rider from moving and call EMS so they can provide care to the injured athlete or coach. it is as simple as that.

1. Remain calm. Be clear with the rider on what's going on.
2. Contact local EMS
3. Keep the injured rider warm.

4. Continue to monitor the rider.

5. Remain aware of the rest of your group.

6. Notify family is usually done by the head coach, team director or another coach who has an existing relationship with the rider's parents or guardians.

When notifying the parents or guardians be sure to share what happened to the best of your knowledge, what care their athlete has received and how they can reconnect with their athlete. It's important that volunteers and coaches be clear with athletes and parents. Parents can reconnect with their athletes at the practice starting point for minor injuries or may be directed to a hospital if EMS evacuates an athlete.

Injury that meets definition = Incident Report

Fall 2016 Onward

Injury Definition: Injury is defined as any physical event that occurs during a NICA sanctioned team practice, race, coaches training or camp that results in physical harm to participant significant enough to-

- warrant referral to a medical provider
- lose time from training or competition
- miss school or work



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3.6.4. NICA Injury Definition

As discussed in Risk Management 2, any injury that meets the definition requires an incident report being filled-out and submitted online.

This injury definition is based off the NCAA definition and National Federation of High School Sports Associations definition so that we can directly compare NICA 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 the head coach so he or she can submit an incident report to the 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 participant significant enough to-

- warrant referral to a medical provider
- lose time from training or competition
- miss school or work

We'll answer some frequently asked questions about the definition.

Warrant referral to a medical provider means a coach recommended an athlete visit a doctor. It is still considered an injury if the athlete doesn't actually visit a doctor.

Lost time from training means the athlete had to either stop the ride or race after becoming injured OR they could not fully participate in the next practice or race.

Missing school or work is the most simple and it would mean an injury was direct cause for an athlete to miss school or a volunteer or coach to miss work.

Sometimes you won't know if an injury meets the definition right away. In those cases we recommend you fill-out a paper report and submit it online if an athlete goes to a doctor, loses training time or misses school.

Submitting Incident Reports

- Head Coaches responsible to submit reports for incidents that occur at practices and races

Found in NICA Coach Resources

A screenshot of the NICA Incident Report Form, showing various fields for reporting an incident, including rider information, incident details, and contact information.

Insurance

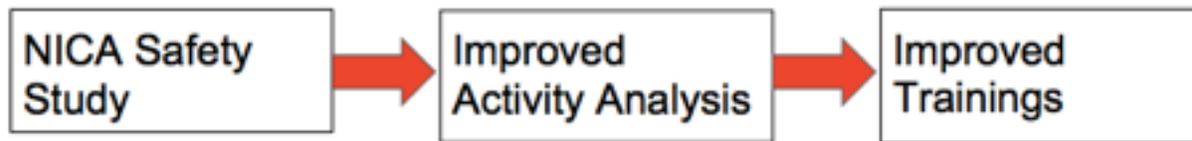
- [NICA Insurance Overview and FAQs \(PDF\)](#)
- [Incident Report Form \(Online Form, We prefer you use this version, as processing time is faster\)](#)
- [Incident Report Form \(PDF Form\)](#)
- [NICA SafeKids Program \(PDF\)](#)
- [Training Limits \(PDF\)](#)

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3.6.5 Submitting Incident Reports

In 2017 onward, the Head Coach makes sure all injuries are submitted online. These include injuries sustained in races. If there is an injury at a race, the Chief Course Marshal will document it and have the head coach submit the report online. The reason for this is the Head Coach has the best sense of their riders injuries. Also riders can have an injury that meets the definition, but not seek medical care at the race itself.

How Incident Reports Drive NICA Training



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3.6.6 How Incident Reports Drive NICA Training

The importance of incident reporting and track is great which is why NICA initiated a Safety Study in Partnership with the University of Utah in 2016.

The goals of the NICA Safety study is to gather specific and general incident data to drive NICA race, practice, camp and training policies that will improve risk management knowledge and culture across entire NICA organization.

A second goal is to compare NICA injury rates to the most respected other school sport studies.

Here you can see pictures of the contributors to the NICA Safety Study in 2016. What the whole team wants you as a level 3 to know is:

- Incident reports contribute to current updated training curriculum
- Incidents are not bad or good, but give good information to train.
- Incident Reports are opportunity for other teams to learn

Privacy of your team's information

- NICA and the University of Utah are fully committed to protecting personal health information.
- Our research methodology will meet or exceed all national (HIPAA), and international standards for the protection of individual privacy.
- All databases will be fully de-identified for final analyses.
- All data will be analyzed in aggregate.
- It will be impossible to identify any single individual from the final data analyses.



3.6.7 Privacy of your team's information in the NICA Safety Study

Script

Slide

NICA and the University of Utah are fully committed to protecting personal health information.

Our research methodology meets or exceeds all national (HIPAA), and international standards for the protection of individual privacy.

All databases will be fully de-identified for final analyses.

All data will be analyzed in aggregate.

It will be impossible to identify any single individual from the final data analyses.

Return to Play

Rule 2.14 Risk Acceptance

....If a student-athlete suffers a concussion, he or she may not participate in team training or league competition before providing written clearance to return to such activities from a licensed health care provider.....



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3.6.8 Return to Play

Script

Slide

The American Academy of Orthopedic Surgeons defines return to play as the point in recovery from an injury when a person is able to go back to **playing sports or participate in an activity at a preinjury level.**

Return to play in NICA means when your athlete is ready and able to return to practicing and in some cases racing.

Only medical professionals can determine appropriate return to play strategies and timelines for your athletes.

Also, many state governments, school sport governing bodies such as NICA, and other organizations are rapidly incorporating more guidelines to aid medical professionals, coaches, athletes, parents and even teachers in supporting return to play for an injured athlete.

Presently, NICA's minimum return to play guidelines are in our NICA rulebook and outlined in the CDC Heads up Training

Rule 2.14 Risk Acceptance (updated 2013 per Appendix E)

....If a student-athlete suffers a concussion, he or she may not participate in team training or league competition before providing written clearance to return to such activities from a licensed health care provider.....

And the second guideline is to follow the instructions within the CDC Heads Up Training.

Some leagues are developing more advanced return to play guidelines. More advanced guidelines can include:

- Student Athletes doing cognitive baseline testing so post-concussion recovery can be monitored
- Partnerships with local hospitals with preferential access to concussion clinics and assessments
- State laws that dictate return to play timelines

As the science and policies around return to play are rapidly evolving in school sports, we can expect to see NICA's return to play policies similarly evolving in years to come.

Follow-up to Life-threatening or Altering Injuries

- ❑ Coach responds based on their training
- ❑ Coach with best relationship with parents calls them after EMS and situation is being managed.
- ❑ Coach calls local league director.
- ❑ League Director calls Crisis Management Team Leaders: Austin McInerny then Lauren Duensing

NICA | Risk Management

3.6.9 Immediate Follow-up to Life-threatening or altering injuries

Script

Slide

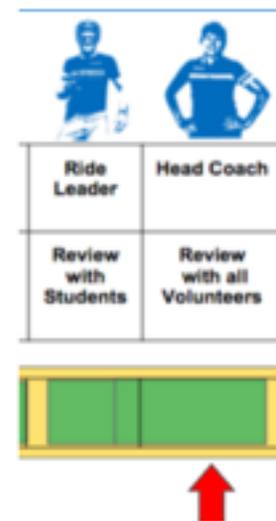
NICA has had tragic and near-death incidents during practices. An athlete's father had a heart attack while riding with a team. However, there has not been a death as a result of participation in the NICA program. As an organization, NICA is doing everything possible to avoid tragedies such as a death or paralyzation, however these injuries are included in the inherent risk of mountain biking. Parents and athletes have assumed this risk.

If you have an injury on your team that you think is life threatening or altering, please respond based on your training, contact EMS, then parents and then your local league director to get support. Your league director will then contact the national office.

Reviewing Close Calls and Serious Injuries

Root Causes
Contributing Factors
Coach Training Followed
Learning Opportunity

Note: even if protocols are followed and guidelines embraced, close calls and injuries will still occur. This is because NICA mountain biking involves inherent risk.



NICA | Risk Management

3.6.10 Reviewing close calls and major incidents

An important step in incident response is review. You will want to review incidents and close calls with your team.

There are many more close calls than serious injuries. Coaches should review close calls just as they would a serious injury.

Conversations with volunteers and coaches around close calls should be solution focused acknowledging what almost happened. By then finding contributing factors and the root causes, your whole team will be better able to assess and avoid these risks in the future.

Conversations with athletes should be very intentional and focused not on a single riders' incident, but more of avoiding serious incidents in the future.

Close calls are a good to cover with athletes because no one was injured. You can use your knowledge of section 7: student athlete roles in risk management to lead these conversations with athletes.

If a close call occurs, right afterwards is the best time to discuss it.

Important to note is that even if protocols are followed and guidelines embraced,

close calls and injuries will still occur because NICA mountain biking involves inherent risk.

7) Student Athlete Roles in Risk Management at the Team Level

Student Athlete Roles:

Impulse Control and other Mindfulness

Risk Assessment

Athlete-Driven Progression

Riding Style

**Don't forget
athletes managing
their health with
food, water, sleep
and medication?**

NICA | Risk Management

3.7.1 Review from previous presentations

Script

Slide

This is the final student athlete roles in risk management section for this 3 webinar series. We'll start with a quick review.

In Risk Management 1 we discussed that proper equipment, food, water, clothing and medication are the student athlete and their parent or guardian's responsibility. We went on to discuss how NICA rules and rider agreements are an important part of your team's risk management strategy. Student athletes are looking to you to manage expectations and respond to every situation. Be prepared to address behavioral issues on the fly.

We discussed how openness about behavior is important for coaches and athletes alike. We discussed the three steps to take if any athlete's behavior is putting people at risk. This was the entry level of risk management for student athletes.

In risk management 2 we built upon the entry level and introduced how to further develop your student athlete's risk management roles.

In Student Athlete Risk Management roles for level three, we build off of the previous webinars to discuss a few more ways to engage student athlete's in risk management at the team level. These areas are athlete's managing medical conditions, riding style

of respect, pre-habilitation, student athletes attending first aid training, athlete roles on a team and lastly how you can help prepare athletes and parents for the off-season.

Athlete's Managing their Health- Specifically Medications

Athlete and Parent Questions. What is/are:

- What are day to day challenges?
- What are other physical activities?
- What is parental involvement in managing condition?
- Has their doctor reviewed our team's program and signed-off
- If the supporting the condition requires additional volunteer attention, is a parent able to volunteer?

Coach and Team Questions

- Is it realistic for us to seek additional training if required by doctor, school or parent?
- Can we effectively modify activities?
- Are our venues conducive to necessary activity adjustments?
- Do we have enough coaches to provide modified activities.

NICA | Risk Management

3.7.2 Athlete's Managing their Health- Specifically Medications 2:02

NICA is becoming more accessible and inclusive which is leading to more interest by prospective NICA athletes with medical conditions.

The thoughtful inclusion of a student with any medical condition involves two main components.

The primary component is that prospective athlete's ability to manage their condition.

The secondary component, is the team's volunteer and coaches' ability to support the athlete in managing their condition.

To discover the student athlete's ability, you'll first want to ask the student and parent some questions about how they are managing the condition in day to day life. This will help determine the potential for them to manage their condition under more strenuous circumstances, such as those they may encounter on your NICA team.

Some preliminary questions I would ask the prospective athlete and parent are:

What are their day to day challenges in managing this condition?

Does the athlete do other strenuous physical activities?

How often does the athlete need parental or other adult involvement in managing this condition?

Has a doctor signed-off on them participating in high-cardiovascular activity, such as mountain biking, and in areas not easily accessible by EMS?
If the supporting the condition requires additional volunteer attention, is a parent able to volunteer?

If you and your coaching staff feel this athlete can manage their condition in regular circumstances, and in physically action ones, then I would move on to component #2: the team's coaching staff's abilities.

There is a limit to what a coach or instructor should be expected to provide in addition to providing the core program of mountain bike practice.

Some preliminary questions you can ask your fellow coaches:

Is it realistic for us to seek additional training if required by doctor, school or parent?

Can we effectively modify activities?

Are our proactive venues conducive to necessary activity adjustments?

Do we have enough coaches to provide modified activities.

To summarize, if the athlete can manage his or her condition, the athlete's doctor approves the activity, the parents take on their assumption of risk, you have enough coaches and volunteers and your coaching staff has the ability to support this athlete, then a team director or head coach would likely make decide that the athlete can participate.

If there are any red flags that surface in answering the aforementioned questions, then it's likely that the athlete would not be able to participate on that team.

Case Study- Adjusting Team Activities for a Diabetic Athlete



Photo: Karl Nielsen

Basic Considerations

- Take it slow
- Stay close to trail heads or stay in town-parks
- Limit mileage to start
- Check-in with athlete and parent's more often

Resources for additional information on Coaching Athletes with Various Medical Conditions:

- School sport governing bodies
- Doctors
- Other mountain bikers and athletes who manage a similar condition
- League Documentation
- First Aid Training
- School Nurses

NICA | Risk Management

3.7.3 Case Study- adjusting team activities for a Diabetic Athlete

Once an athlete with a medical condition joins your team, there are some basic considerations for activity adjustments. The most basic one is taking a slower than normal progression of physical exertion. We also recommend not taking these athlete into areas with difficult evacuation until you have a good sense of how mountain biking effects their condition.

Here is a short anonymized summary from a head coach who's 14-year-old athlete is managing type 1 diabetes:

“We bring our riders along slowly as it is and start with convenient venues. We will likely keep her with the most entry level ride group for some time even if her skills are somewhat higher. This will limit the mileage as well as keeping her closer to trailheads. The school nurse is going to conduct a Basic Life Support course refresher for our volunteer staff and include some basic info on diabetes and the use of a glucagon. We have conducted two light duty skills sessions with our new rider and so far and have had no issues with incorporating mountain biking into her lifestyle.”

Remember we strive for inclusivity, however, not every team is going to have the ability to incorporate athletes of every medical condition. Lastly, this topic is gone into detail in student athlete's roles because it is the student athlete's role to manage their

own medication.

Pre-habilitation

Promote-

- Physical literacy
- Good body mechanics
- Range of motion
- Neutral body position

Minimize- At the same time, we'll want to minimize-

- tightening of muscles
- posture changes from cycling

NICA | Risk Management

3.7.4 Pre-habilitation

Our time on the bike causes our bodies to adapt to our riding position which affects our posture and reduces range of motion. We've discussed stretching and/or off the bike warm-up as a means to get together as a team, physically prepare for the ride and even help athletes develop better impulse control while riding.

Additionally, this stretching and off the bike practice can help reduce repetitive motion injuries on your team in the long-term. Some refer to these practices as pre-habilitation because it reduces the chances of injury. NICA recommends Teams plan into their schedule stretching and off the bike exercises that promote:

Physical literacy
Good body mechanics
Range of motion
Neutral body position

At the same time, we'll want to minimize-
tightening of muscles
posture changes from cycling

Be sure you or whomever is leading these exercises is experienced in leading exercises with good intentional form so these exercises don't lead to injury.

These exercises can include yoga, core exercise, general stretching, exercises that create balance and range of motion exercises.

Once athlete's learn these exercises and stretching, they should be encouraged to do them as they find time outside of practice.

Riding Style of Respect

A riding style of respect reflects athlete's knowing what to respect and how to show this respect while on the trail.

- Respect for the trail
- Respect for coaches and volunteers
- Respect for teammates
- Respect for the community
- Respect for equipment
- Respect for oneself
- Respect for consequences

NICA | Risk Management

3.7.5 Riding Style of Respect

Level 3 Coaches define and develop their team's risk management culture . This culture is contributed to each day by everyone's participation on the team. A big aspect of team culture is respect. Respect shows up in how is learned, earned, felt and shown. Here's a few examples of how student athletes can show respect on the team.

- Respect for the trail
- Respect for coaches and volunteers
- Respect for one's equipment whether it be borrowed or owned
- Respect for oneself
- Respect for consequences

By helping athletes learn what to respect and how to respect it, you are giving relevance to all aspects of practice. This biggest aspect of practice of course is riding.

So after a long introduction, a riding style of respect shows proper respect to all areas of team practice. Here's the how a riding style of respect improves athlete's abilities to manage risk:

Respect for the trail is developed by athlete's being aware of the work that goes into building trails. Respect is shown by athletes riding in a way that doesn't damage the trail by skidding or riding when it's too wet.

Respect for coaches and volunteers is developed by coaches showing respect towards athletes. Respect is shown by athlete's engaging with the coaches and following the coach's guidance.

Respect for one's equipment whether it be borrowed or owned is developed by understanding the equipment and seeing what goes into making it run well. It is shown by athlete's taking care of their equipment.

Respect for oneself is developed by athlete's knowing their internal value as a human, being accountable and many other things. Self-respect shown by athlete's taking care of themselves and trying their best.

Respect for the consequence of falling is learned by coaches explaining the consequences and unfortunately sometimes athlete's experiencing consequences.

As you can see developing a culture of respect on your team and a riding style of respect is directly linked to a stronger culture of risk management.

A great place to start on this is to recognize student athletes when they show respect on the team.

Assigning Team Roles

- Captains
- Short course setter
- Honorary skills/ride leader
- Other roles



Photo: Michele Crawford

3.7.6 Assigning team roles

Assigning roles provides opportunity for student-athletes on the team to become stakeholders in risk management. Captains often contribute to the development of team codes of ethics and contribute to a culture that abides by the rules.

Short course setting teaches student-athletes about NICA venue selection and inspires creativity while instilling a consideration for safety, learning, and enjoyment.

Recruiting student-athletes who exhibit comprehension and an ability to demonstrate skills proficiently to guest instruct honors those who may not otherwise get a chance to contribute to the team and allowing student-athletes to lead groups from time to time allows individuals to experience what it's like to be responsible for the safety of the group.

These, along with other roles Head Coaches and Team Directors offer student-athletes help pass along risk management strategies and promote the embrace of risk management protocol by the team.

Student Athletes Taking First Aid

- Student athletes taking first aid allows them to-
- Respond to injuries on trail
- Gain a better perspective in risk
- Be better able to assess risk



Photo: Nancy Puckett

NICA | Risk Management

3.7.7 Student athletes taking first aid courses

After student athletes learn about incident response, practice venue surveying and skills clinics, they may be interested in attending a first aid, NICA approved first aid or even Wilderness First Aid Course. These courses would most definitely meet the criteria for non-NICA activities to promote.

First aid courses have been well-received by many high school aged athletes. If you think any of your athletes are ready for any of these courses, they have been well received in the past. First aid courses are huge help in athlete's risk management and ability to respond to injuries they may come across as mountain bikers.

Working with Parents to Prepare for Off-Season

Things to consider covering are:

- How much riding is reasonable in the off-season
- Any programs you want to recommend
- Let people know your ride plan and get permission from you parents
 - When, where, plan if don't return on time
- Ride with proper equipment
- Ride with a friend
- Ride within your ability
- Keep in mind the proper trails
- Consider taking a Wilderness First Aid class. You will be glad you did!



NICA | Risk Management

3.7.8 Helping parents prepare for the off-season and mountain biking beyond NICA

One last thing to note in this section on developing athletes as risk managers is the ongoing parental or guardian involvement. Parents familiarity with mountain biking started with recruitment and developed alongside their athletes.

Recruitment was just the beginning as they learned about inherent risk, assumption of risk and their role in supporting their student athlete. By the time the season is in full swing, parents understand how their children's habits are affected by practice days, race weekends and all of the long term athlete development aspects of NICA mountain biking.

As your season winds to a close, many will have questions for you regarding how to support their athlete's passion for mountain biking after the final team practice.

A final check-in with parents and athletes will help your athlete's transition.

Things to consider covering are:

How much riding is reasonable in the off-season

Any programs you want to recommend

Let people know your ride plan and get permission from you parents

When, where, plan if don't return on time

Ride with proper equipment

Ride with a friend

Ride within your ability

Keep in mind the proper trails

Consider taking a Wilderness First Aid class. You will be glad you did!

(8) Review

- Section 1 and 2 - Introduction to Coach Licensing & Risk Management Overview and Context
- Section 3 and 4 - Insurance and Administration & Proactive Risk Management Strategies
- Section 5 and 6 - Daily Risk Mitigation & Incident Response and Safety Study
- Section 7 - Student-Athlete Roles

3.8.1 Section Review

Script

To recap what has been presented, in sections 1 and 2 we showed how the Level 1 and Level 2 risk management training contributes to Level 3 training and the context for risk management training and implementation throughout the year. In section 3 we explained NICA insurance including protocol and guidelines and the responsibility of Level 3's to communicate insurance information to the rest of the team as well as attend to insurance related protocol and guidelines. Section 4 provided deeper insight into Level 3's responsibility to proactively minimize the potential for serious injury through season, weekly, and daily practice planning, backed up by section 5's example of a practice applying the proactive risk management strategies outlined in section 4. Section 6 focused on Level 3's role in incident response and how it contributes to the NICA safety study. Finally, section 7 highlighted the critical role student-athletes have in contributing to risk management and how Level 3's can empower student-athletes to become active participants in risk management.

Developing Yourself as a Risk Manager

- Risk Management is Priority #1!
- Head Coaches and Team Directors Oversee Development, Implementation, Maintenance
- Insure Compliance With Level Certification, Roles, and Responsibilities
- Communicate Plans, Values, and Invite Input
- Recruit Volunteers to Suit the Needs of the Student-Athletes You Serve
- Limit Recruitment of Student-Athletes to Volunteer Staff's Ability to Serve
- Assessment is Ongoing
- Review Ensures Awareness and Alignment With Best-Practice
- Risk Management Education is Ongoing

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3.8.2 Developing Yourself as a Risk Manager script

Providing a safe experience is every NICA volunteer's primary purpose. As Level 3's we have the highest level of risk management training that NICA provides, and it is our responsibility to oversee that risk management is considered with every activity we engage in. Continue to work within your competencies and be sure that each of your staff are acting in accordance with their level of training, their role on the team, and the responsibilities associated with that role. Maintain transparency with policy and procedures, communicate effectively your plans, and invite stakeholders in your team to contribute.

Growth of your team is directly proportional to the number of volunteers you have and their levels of training. Head Coaches and Team Directors are responsible for ensuring staff sufficient to accommodate the risk management needs of the student-athletes on the team. In accordance, Head Coaches and Team Directors take care not to overextend the staff's ability to serve by recruiting more student-athletes than staff can accommodate. Continue to modify your risk management strategy to suit the fluid nature of team development by incorporating assessment. The better you are at conducting assessment, the easier risk management will be. Practice it along with frequent review and you'll most certainly maintain alignment with NICA best-practice. Remember, risk management is ever-evolving, and so too is risk management education.

Next Steps...

- Teach
- Learn
- Compare
- Share
- Contribute
- Have Fun!



3.8.3 Next Steps script

It is widely known that teaching is the ultimate demonstration of learning. You have learned much through your Level 3 certification and through this risk management series. Teaching others what you have learned is the best way to solidify that knowledge. And as you teach, continue to learn. Though we have taught you a lot, your experience in applying what you have learned will prove the greater lesson. Compare the work you are doing with others doing similar work and find a way to share what you have learned with them in return. Risk management is not proprietary. Providing a safe, educational, and enjoyable experience for kids on bikes is not proprietary.

Be willing to contribute what you have to your League and National Office. You have the greatest influence on the evolution of risk management from here out. We need your contribution! Finally, make sure you're having some fun with all of this. Though risk management is a tremendous responsibility, the whole intent is to pave the way for a whole lotta fun. Enjoy this experience, for we are all truly fortunate for the opportunity.

Thank you for your commitment and for spending 3 sessions with us on Risk Management!

**Thank you for being a
NICA Level 3 Coach!**

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END of RM 3

We'll end this section with saying yes, athletes manage a lot of risk in NICA activities, but it is still up to the coach to determine which activities riders are ready to take-on.