



*National
Coaching
Certification
Program*



Gymnastics Foundations Theory

Make Ethical Decisions

GYMNASTICS CANADA

National Coaching Certification Program

Gymnastics Foundations Theory

Make Ethical Decisions

2020

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PARTNERS IN COACH EDUCATION

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Introduction

Purpose

This document is your record of what you did and what you learned in the Make Ethical Decisions course. Your copy of the course content is designed to help you work on your own, and after the course, to improve as a coach.

We therefore recommend that you ensure you receive and retain your copy of these slides and consult them regularly to ensure continuous improvement of your coaching skills.

There is also additional *Reference Material*, documents developed to deepen your knowledge of key coaching topics. The *Reference Material* is included in the *Appendix Section* at the end of these slides.

Introduction

Throughout this course, we will use a variety of learning methods, including:



Group/partner work



Sharing/discussing ideas



Completing/reading from handouts



Writing ideas/answers in your notebook

Introduction

NCCP Core Competencies

As you progress through the NCCP, you will work on developing **five core competencies** that will help you become a more effective coach and have a more meaningful impact on the participants.

Introduction

NCCP 5 Core Competencies:



Introduction

The following slides summarize just some of the ways these competencies come into play in this **Make Ethical Decisions** module.

Introduction

1. Problem-solving:

- ✓ Apply a formal six-step decision-making process
- ✓ Find a solution to a complex situation that involves an ethical dilemma

Introduction

2. Valuing:

- ✓ Differentiate between situations with legal and ethical implications
- ✓ Understand the rationale for the *NCCP Code of Ethics* and the values on which it is based
- ✓ Refer to the *NCCP Code of Ethics* when making a decision
- ✓ Appreciate the hierarchy of values in an ethical dilemma

Introduction

3. Critical thinking:

- ✓ Evaluate options for decision or action, given the decision-making process followed and the possible consequences of the decision or action
- ✓ Compare current knowledge, skills and attitudes with the information provided
- ✓ Appreciate how the *NCCP Code of Ethics* might influence future decisions

Introduction

4. Leading:

- ✓ Make decisions that influence others
- ✓ Learn how to assume responsibility in the decision-making process (and for the actions that follow)
- ✓ Implement an action plan to carry out a decision

Introduction

5. Interacting:

- ✓ Exchange ideas and interact with other coaches
- ✓ Explain the rationale for a decision to other coaches

Introduction

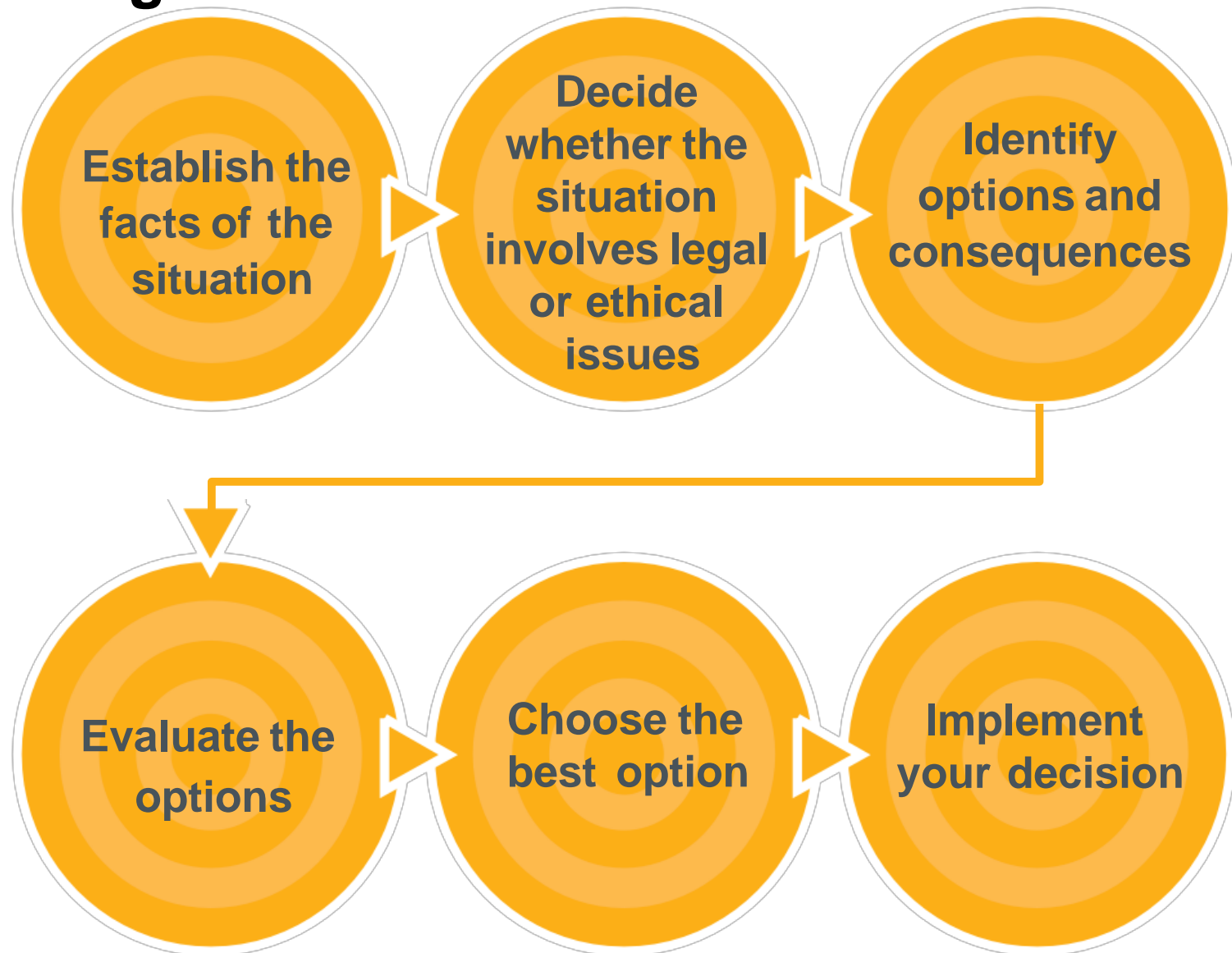
Learning Outcomes

The learning activities in this module will prepare you to:

- ✓ Establish the facts of a situation
- ✓ Decide whether a situation involves legal or ethical issues
- ✓ Identify options and consequences
- ✓ Evaluate the options
- ✓ Choose the best option
- ✓ Implement your decision

Introduction

Learning Outcomes



DEFINING ETHICS

Defining Ethics

Morals: A set of deeply held, **personal values** that are based on beliefs that guide our thoughts and actions. We refer to our values in evaluating our choices and those of other individuals.

Ethics: A series of **principles** (written or unwritten) **describing right and wrong**. The principles are **agreed upon** either explicitly or implicitly, by members participating in a group (example: codes of conduct or a religion).

Laws: A series of **written principles** that **must be legally followed**. Breaking these laws have real consequences that may affect an individual's entire life.



Defining Ethics



ETHICAL DILEMMAS

Ethical Dilemmas

Certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing 1 value for another.

When there are 2 potential “right” solutions, such situations are called **ethical dilemmas** — a **conflict between values we wish to maintain.**

Ethical Dilemmas

Some examples of ethical dilemmas:

- Club rules versus parental rights and authority.

A club has a standing policy of curfew being set at 10 pm at away competitions. All parents sign off on this and other policies at the beginning of the year. One parent, who often travels with the team, routinely lets his son stay up past this hour.

Ethical Dilemmas

- Do-no-harm principle versus athlete's will or rights to play.

An athlete has been experiencing chronic knee pain because of a growth spurt. The athlete is begging you to be allowed to still practice, and the parents support this athlete's eagerness to participate.

NCCP CODE OF ETHICS

NCCCP Code of Ethics

1

Leadership and professionalism

This principle considers the inherent power and authority that a Coach holds.



2

Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.



3

Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.



NCCP Code of Ethics

Purpose of the NCCP Code of Ethics

The National Coaching Certification Program Code of Ethics provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant and team goals. **The NCCP Code of Ethics applies to every coach in Canada—from the first-time coach to the head coach of a national team.** The NCCP Code of Ethics is used to guide the conduct in sport that stipulate acceptable and non-acceptable behaviours and associated repercussions.

NCCP Code of Ethics

Core principles and ethical standards of behaviour

Coaches value Leadership and Professionalism, Health and Safety, and Respect and Integrity.

For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether in or out of the gym.

NCCP Code of Ethics



Leadership and Professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical Standards of Behaviour

- Understand the authority that comes with your position and make decisions that are in the best interest of all participants.
- Share your knowledge and experience openly.
- Maintain the athlete-centered approach to coaching so that every participant's well being is a priority.
- Be a positive role model.
- Maintain confidentiality and privacy of participants' personal information.

NCCP Code of Ethics



Health and Safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical Standards of Behaviour

- Recognize and minimize vulnerable situations to ensure the safety of participants. Prioritize a holistic approach when planning and delivering training and competition. Advocate for, and ensure appropriate supervision of participants, including the Rule of Two.
- Participate in education and training to stay current on practices to ensure the continued safety of your participants.
- Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants.

NCCP Code of Ethics



Respect and Integrity

This principle considers respect and integrity, which are the rights of all participants

Ethical Standards of Behaviour

- Provide equitable opportunity and access for all.
- Establish a respectful and inclusive sport environment where all participants can raise questions or concerns.
- Obey the rules and participate honestly and respectfully.
- Be open, transparent and accountable for your actions.
- Maintain objectivity when interacting with all participants.

NCCP Code of Ethics



Rule of Two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.

NCCP Code of Ethics

The golden rule of the NCCP Code of Ethics is to **Do No Harm**. It's the coach's duty, above all, to ensure that the decisions they make and the actions they take don't result in harm, physical or other, to athletes.





Get into 3 groups, with an equal number of coaches in each group.

LF will assign each group a different principle from the NCCP Code of Ethics.

Try to come up with 1 or 2 ethical dilemmas that may arise as they relate to the principle assigned to your group.



ETHICS AND VALUES

Ethics and Values

Prioritizing principles and values

When someone is faced with an ethical dilemma and is forced to choose between 2 values, that person's most deeply held beliefs normally dictate the course of action.

Ethics and Values

Prioritizing principles and values

If you're faced with an ethical or moral dilemma as a coach, you can start to resolve the dilemma by asking yourself these questions:

- What does the NCCCP Code of Ethics suggest in this type of situation? Which criterion do I consider the most important?
- Is there another value that I strongly believe in and that I would seek to maintain at all costs? If so, what is it?



Ethics and Values

Do-no-harm principle

Even though it's a sensitive issue to suggest ranking your values, the NCCP considers that it is **a coach's duty above all to ensure that their decisions and their actions don't harm participants**, physically or otherwise.

The challenge in ethical decision-making is to determine which value you'll maintain in your course of action.

FACTORS AFFECTING THE DECISION-MAKING PROCESS

Factors Affecting the Decision-Making Process

It's important to recognize that the decisions we make may be affected by various influences. We aren't always fully aware of those influences.

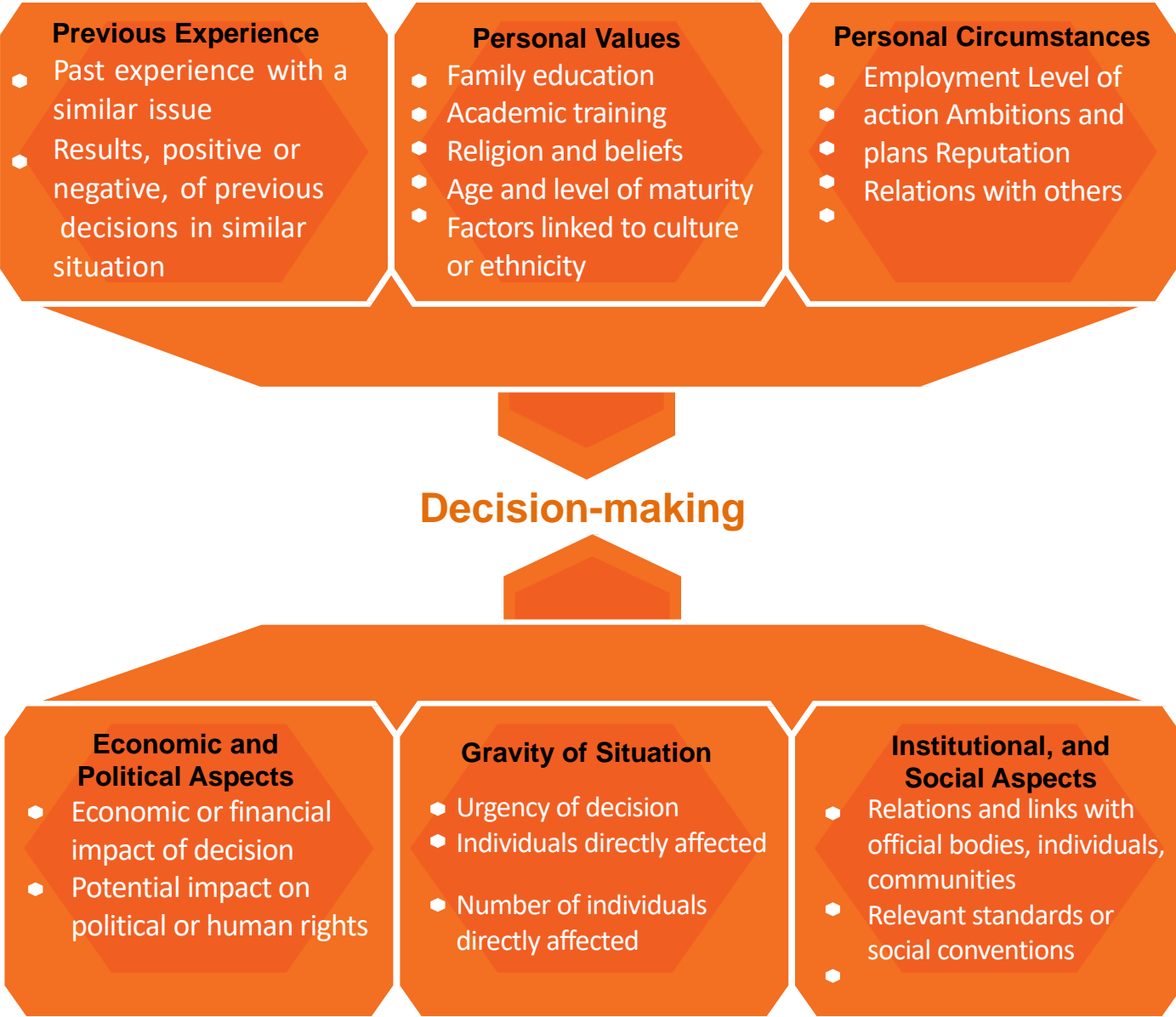
They fall under 2 categories: internal and external.

Internal influences: Those that are intrinsically linked to the person making the decision.

External influences: The organizational, societal or environmental influences that impact the person making the decision.



Factors Affecting the Decision-Making Process



LEGAL IMPLICATIONS

Legal Implications

We will review the 6 Step Ethical Decision Making Process soon.

First, it's important to note that after establishing the facts of a situation, the second step in the decision making process is to **decide whether the situation involves legal or ethical issues.**

To do this, you can ask yourself “Does this situation have legal implications?”

Legal Implications

Once the facts have been clearly established, the next step consists of determining whether the situation has legal implications.

Two useful questions to ask yourself at this stage are:

1. Has anyone been harmed by the action or decision of another individual, and if so, in what way?
2. Does the action or the situation contravene an existing law?

Legal Implications

Situations that have legal implications:

- **Actions that are criminal or quasi-criminal** (example: theft, sexual assault, possession of narcotics).
- **Actions that breach a contract** (example: acting outside the scope of delegated authority or violating agreed-upon rules regarding the use of faculty equipment).
- Actions or information indicating there are **reasonable grounds to believe that a child may need protection.**

Legal Implications

- **Actions that are discriminatory** (any action that is contrary to the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, or any provincial or territorial human rights legislation).
- **Actions that constitute harassment** — Harassment is a form of discrimination and is contrary to human rights laws. In its extreme form, harassment may be a criminal offence.
- **Actions**, even those that aren't intentional, **that could constitute negligence**, as it's legally defined.

Legal Implications

Actions to take in situations that have legal implications

When a coach is confronted by a legal situation such as those described previously, the coach has a duty to act.

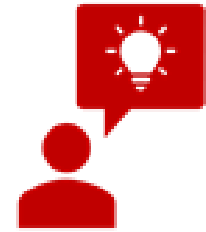
This could involve:

- **Taking immediate action**, if safe and possible, to eliminate the risk by taking steps to remove the individual from the situation.
- **Reporting the situation to the police**, where the coach is aware of or reasonably suspects criminal or quasi-criminal activity, including sexual abuse.

Legal Implications

- **Reporting the situation to child protection authorities**, where a coach suspects that a child has suffered physical, sexual or emotional harm, or is in circumstances where a risk of such harm exists.
- **Reporting the matter to the employer or to the organization**, with authority over the persons involved in the conduct, for all other legal matters. However, even after reporting the matter to the employer or organization, the coach is still responsible and must report the matter to authorities.

Legal Implications

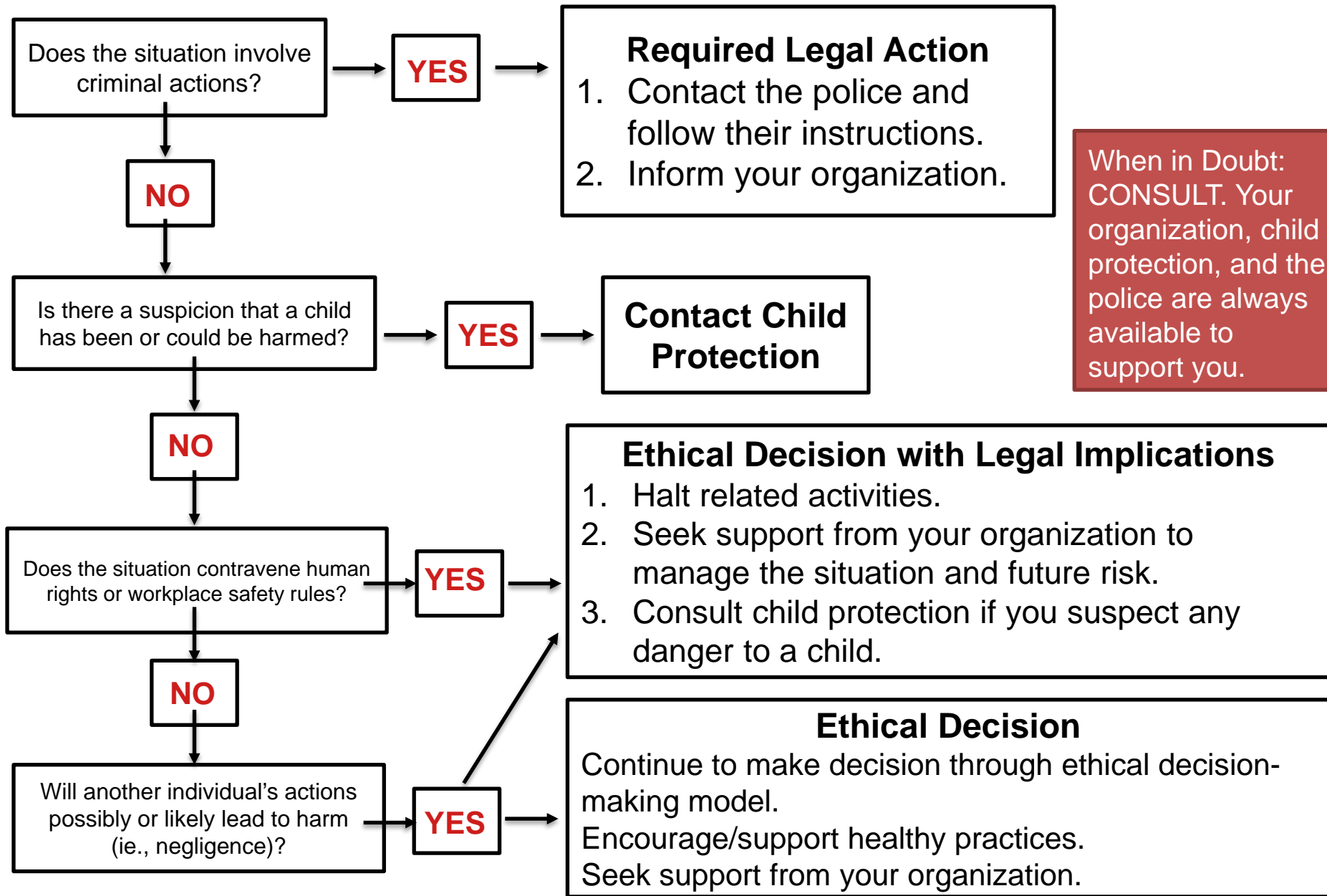


Activity:

For each of these scenarios, determine if each scenario is a **legal decision**, an **ethical decision**, or a **day-to-day situation**.

- You overhear a group of gymnasts making fun of another teammate's accent.
- As punishment for losing a game, a coach has the participants perform laps until they're at the point of exhaustion.
- A 20-year-old assistant coach starts dating a 16-year-old athlete in your club.
- When you ask about bruises on an athlete's body, she says her older cousin regularly beats her up.

Steps in a Legal Situation



LIABILITY

Liability

Negligence: actions or behaviour that fall below a reasonable standard of care.

Liability: responsibility for the consequences of negligent actions or behaviour.

Liability

More than ever before, coaches must be aware of the risks and responsibilities, particularly legal ones, that they assume when they coach.

No matter their certification, experience, employment or volunteer status, sport discipline, or location of residence, all coaches are legally obligated to provide a safe environment for athletes, **at all times.**

Liability

To understand this obligation more fully, coaches must understand some **key legal principles**, including **negligence** and **liability**, as well as concepts and techniques related to **risk management**.

With this knowledge, coaches can determine the applicable standard of care, assess their own coaching situation for risks, and establish appropriate measures to manage these risks.

Liability

Vicarious liability doesn't serve to entirely eliminate the coach's own personal liability, particularly when the wrongdoing isn't connected to the coach's duties or scope of employment.

Accordingly, **the organization** and the **coach** may **share liability** for the coach's negligent actions. It's expected that the coach will at all times be proactive in helping manage liability.

Liability

A coach's **negligence** may be established when all 4 conditions of the legal definition of negligence are met. What follows next is the question of liability.

While **negligence** refers to **conduct**, **liability** refers to **responsibility for the consequences of negligent conduct**. **Responsibility** may lie with the coach who was negligent or with another person or entity.

Liability

An understanding of the **legal meaning of negligence** answers the coach's question: How does the law expect me to behave?

The follow-up question is: How can I be sure that my behaviour will meet this expectation?

The answer to this question lies in risk management.

Liability

Negligence isn't the only action or behaviour that might trigger **liability**. **Liability** can also refer to responsibility for the consequences of conduct, which fail to meet a predetermined legal standard, other than the standard of care in a situation where negligence occurs.

Liability can arise when a law is broken, or a contract is breached. The prudent coach avoids these types of liability by obeying laws and complying with contractual agreements.

NEGLIGENCE

Negligence

Negligence is a term with precise legal meaning. The term relates to standards of behaviour that the law expects. Understanding the law of negligence is an essential first step in learning how to provide a safe environment for athletes.

Negligence refers to a behaviour or action that falls below a “**reasonable standard of care**”.

Coaches are expected to meet an “**objective**” standard of behaviour. As adults and as coaches, we are all credited with the same general intelligence and sensibility, and as such the law expects each of us to behave in a reasonable fashion in similar situations.

Negligence

The law expects coaches to be **reasonable** and to act as other reasonable coaches would in the same circumstances. Therefore, negligence is the failure to exercise the care that an ordinary, reasonably prudent coach would exercise in the circumstances.

It's widely accepted that gymnastics activities involve a certain amount of risk. And, that such risk is knowable, foreseeable, acceptable and may even be desirable. What is unacceptable in gymnastics is behaviour that puts athletes at unreasonable risk or in danger.

Negligence

A coach's conduct is negligent when **ALL 4** of the following occur:

1. A duty of care exists (such as what exists between a coach and an athlete, where the coach is placed in a position of power and trust).
2. That duty imposes a standard of care, which may be found under the common law or may be imposed under legislation, that the coach doesn't meet.
3. An athlete or some other person experiences harm.
4. The failure to meet the standard of care can be shown to have caused or substantially contributed to the harm.

Negligence

A coach must **go beyond duty of care** when there are reasonable grounds to suspect that an athlete is, or may be, an **abuse victim** and in need of **protection**.

In such cases, a coach has the additional **duty to report** and the **duty to act**. This requires that the coach take immediate steps, which include reporting the situation to the proper authorities.

Negligence

For the coach, the **standard of care** is the most important of the above elements.

The **standard of care** is what the coach **should do** in each situation. It's difficult to precisely define standard of care, because the inherent risk of the surrounding circumstances influence the standard of care. Thus, **the duty to act responsibly** remains constant, but the specific behaviour required to fulfil that duty changes with the circumstances.

Negligence

Determining what the standard of care is in any given circumstance involves looking to **4 sources**:

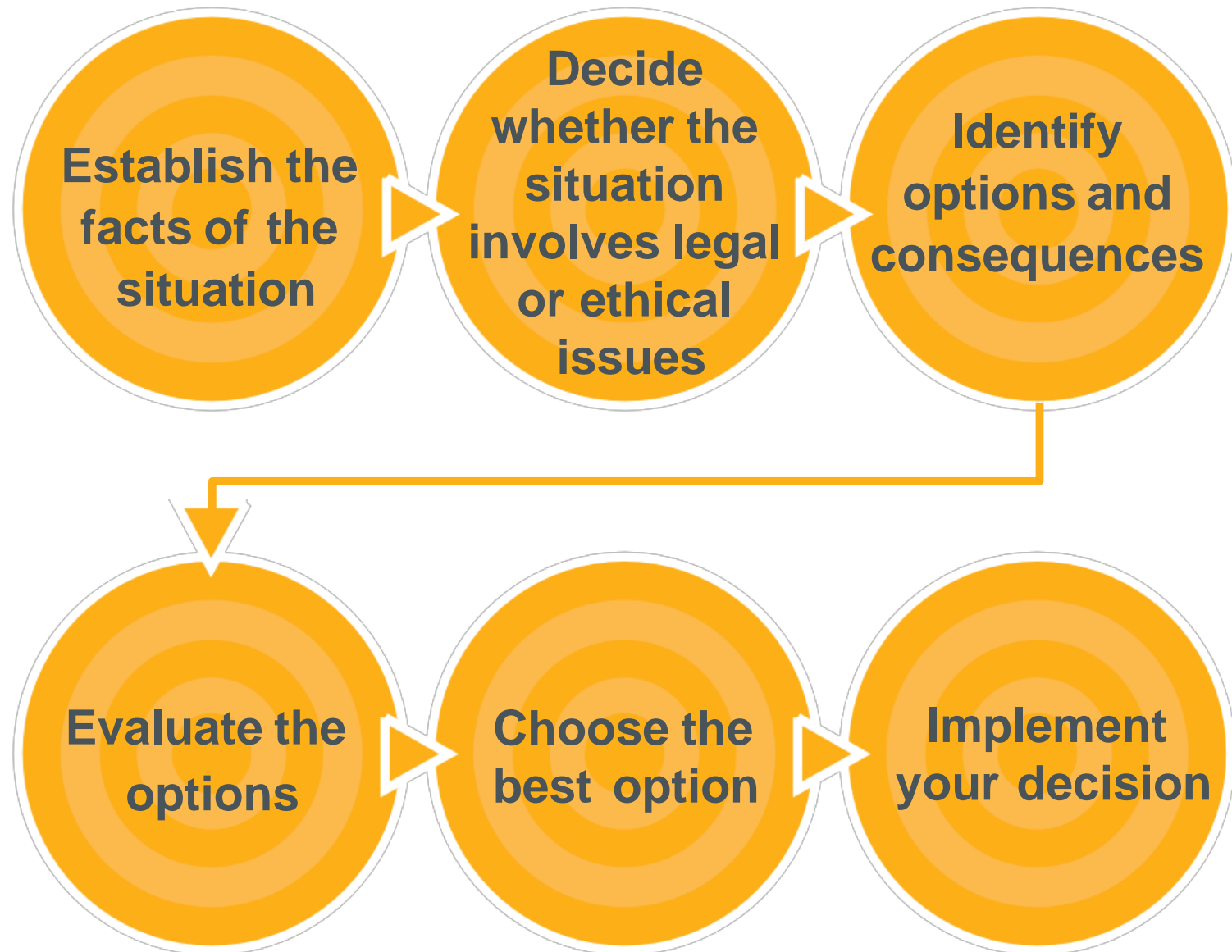
- 1. Written standards** – These are government regulations, equipment standards, rules for a sport or facility, rules from a sport governing body, coaching standards and codes of conduct, and other internal risk-management policies and procedures.
- 2. Unwritten standards** – These are norms or conventions that might not be written down. They're nonetheless known, accepted, and followed in a sport, an organization or a facility.

Negligence

3. **Case law** – These are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
4. **Common sense** – This means simply doing what feels right or avoiding doing what feels wrong. Common sense is the sum of a person's knowledge and experience. Trusting one's common sense is a good practice.

THE ETHICAL DECISION MAKING PROCESS

The 6 Step Ethical Decision-Making Process



The 6 Step Ethical Decision-Making Process

The 6 steps in the process are:

1. Establish the facts in a situation.

- Determine what has happened (or is happening) and who is involved. Be sure to investigate all sides of the story.

2. Decide whether the situation involves legal or ethical issues.

- Illegal conduct is always unethical; yet some actions or behaviours may be unethical even though they are legal. Your course of action will depend on the situation and any legal implications.

The 6 Step Ethical Decision-Making Process

3. Identify your options.

- Think of several decisions to make and actions to take. Create a continuum of conservative options to liberal ones. In addition, come up with possible positive and negative consequences for each option.

4. Evaluate your options.

- Use the NCCP Code of Ethics to assess each option. Which one best meets the Code's core principles? Keep in mind that the means must be just to be used to achieve the desired outcome.

The 6 Step Ethical Decision-Making Process

5. Choose the best option.

- When making a decision, sometimes you may have to prioritize one value over another. Whatever your course of action, be sure to follow the do-no-harm principle, which states —it's a coach's duty above all to ensure that the decision made or action taken doesn't harm athletes, physically or otherwise.

The 6 Step Ethical Decision-Making Process

6. Implement your decision.

- This step involves a great deal of critical thinking. Consider the following questions:
 - What are the concrete steps you're going to take and who needs to be informed?
 - Can you handle the situation on your own or should you engage support?
 - How will you address the individuals involved in the unethical conduct?
 - What happens if your chosen plan doesn't work?

The Ethical Decision-Making Process

Note: The process applies to situations that don't require an emergency response by the coach.

In crucial and urgent situations (example: an injury) **your duty is to manage the situation and protect the individuals concerned.**

The 6 Step Ethical Decision-Making Process

General Tips about ethical decision making

1

When in doubt or faced with an ethical dilemma, think about the do-no-harm principle.

2

Never second-guess yourself on decisions made with integrity, intelligence, thoroughness, reflection, and based on accepted values, core principles and expected standards of behaviour.

3

Make sure you're clear about your coaching values and that you can talk about them in a way that is clear, simple and easily understood by everyone.

4

Cross-reference your coaching values and principles with the NCCP Code of Ethics

5

Pay attention to what is important to kids as you establish your ethical standards.

CASE STUDY



Case Study

1. To play or not to play



2. Travel time



Case Study

1. To play or not to play

A young athlete mentions a possible knee injury to the coach.

Jaime is a Gymnastics Foundations Certified coach. Recently, she has noticed that one of the athletes, 7-year-old Taylor, has been favouring his left knee. Jaime asks Taylor if the knee has been causing problems. Taylor admits that it hurts a bit, but he is okay to participate this week.

Case Study

To play or not to play

Jaime's concern led her to bring up the situation with Taylor's parents. They say that they are aware of the situation and have called their family doctor. The physician was away, but during a telephone conversation, the doctor told them not to worry as "this is normal for growing children" and "there shouldn't be any risk"; however, Jaime spoke to a friend who is a sport physician who strongly suggested that Jaime proceed with caution and that Taylor's parents consult a specialist as soon as possible.

Case Study

To play or not to play

Club policy dictates that it's the coach who ultimately decides whether the gymnast will participate in a lesson. Another policy dictates that an injured gymnast can't return to the gym until the coach has written confirmation, from a medical doctor, declaring that the gymnast is fit to return. Taylor's parents are both members of the organization's board of directors and know these policies.

Case Study

To play or not to play

Shortly before Taylor's lesson is set to begin, the parents approach Jaime. They repeat what their family doctor has said, and guarantee that first thing tomorrow morning, Jaime will have the required letter confirming that Taylor is fit to return. The parents insist that Taylor must participate, because they have already paid for all lessons and don't want to waste their money. They also tell Jaime that she needs to respect Taylor's desire to participate. The parents start to walk away, leaving Taylor to stay and take part in the lesson.

Case Study

2. Travel Time

A young athlete needs a ride home and only you (a certified Gymnastics Foundations coach) are available.

You have been coaching recreational gymnastics at your club for the last 2 years. This session, you have a new gymnast, Raj, whose family recently immigrated to Canada. Both parents have jobs involving shift work and they are often unable to drive or pick up Raj at practice.

Case Study

Travel Time

Knowing the family's work situation, you have asked other parents if they will help with transportation. The gym is a 20-minute drive from the Raj's house, which is too far for a child that age to walk alone. The other parents gladly agreed to help and devised a schedule.

Today you have practice from 1:00pm – 2:00pm. All the gymnasts have arrived except for Janelle.

Case Study

Travel Time

Janelle's parent, who is scheduled to pick up Raj after practice, calls to tell you there has been a family emergency. With that ride no longer available to drive Raj home, you call Raj's mother and ask if there's any way she or her husband can pick up their child at 2:00pm. She tells you they're both working and asks if you would be able to drive Raj as their house is on your way home.

Case Study

Travel Time

You're travelling by yourself, which means it would be just you and the gymnast in the car. You know the club has a rule-of-two policy that coaches must follow. The mother feels guilty that she can't be there to pick up Raj, but says she is comfortable with you taking her child home.

What should you do?

Case Study: Establish the Facts



At this stage, ask yourself the following questions:

- What has happened or what is happening?
- When and where did certain events occur?
- Who is (or might be) involved in or concerned by the situation?
- What do the involved parties have to say about the situation? (example: What are all sides of the story?)

Record your responses in your notebook.





Case Study: Decide Whether the Situation Involves Legal or Ethical Issues.

Once the facts have been clearly established, the next step consists of determining whether the situation has **legal implications**. At this stage, ask yourself the following 2 questions:

1. Has anyone been harmed by another individual's action or decision, and if so, in what way?
2. Does the action or the situation contravene an existing law?

Record your responses in your notebook.





Case Study: Decide Whether the Situation Involves Legal or Ethical Issues.

Does the situation have **ethical** implications?

The NCCCP Code of Ethics is a guide you can use at various stages of the ethical decision-making process.

The Code specifies the standards of behaviour that coaches are expected to demonstrate in certain areas (example: coaching responsibility or interacting with integrity).



Case Study: Decide Whether the Situation Involves Legal or Ethical Issues.

Answer the questions in the **KEY QUESTIONS TO ASK WHEN IDENTIFYING ETHICAL ISSUES IN SPORT** handout, as they relate to the case study.



These questions are based on the NCCP Code of Ethics, and they'll help you identify possible ethical issues.

Principles of the NCCP Code of Ethics	Is there a potential issue with...	Is this question relevant in this situation? (Yes or no?)	Why is this question relevant?
Leadership and Professionalism	Abuse of authority?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Ensuring every participant's well-being is a priority?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Confidentiality or privacy?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Health and Safety	Vulnerability of participants?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Health and safety of participants?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Supervision of participants (including the Rule of Two)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Respect and Integrity	Equitable opportunities for all participants, including fair play?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Inclusivity?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Demonstrating honesty or respect for participants, coaches, and officials?	Yes <input type="checkbox"/> No <input type="checkbox"/>	



Case Study: Identify Your Options

When considering what course of action to take, start by asking yourself:

What could I do in this situation?

Think of a variety of options and start to record them on the other side of the handout.



Keep in mind that even if you opt to not take action, then that in itself is a decision you've made.

Think of your options as a continuum with doing nothing as the least demanding option.



Case Study: Identify Your Options

Next, consider the other extreme of the continuum: What is the most comprehensive or liberal action you might take?

Then, identify several intermediate options. Don't rule out anything at this stage, even if it seems an unlikely choice. Record all your ideas on the handout.



Continuum of Options for Decision or Action

Do Nothing

**Intermediate
Options**

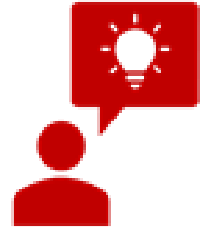
**Most Comprehensive
Action or Decision**



Case Study: Identify Your Options

Share your answers with the group.

If someone mentions an option you didn't think of, record it here:



Options	Possible consequences
Additional option	POSITIVE
	NEGATIVE
Additional option	POSITIVE
	NEGATIVE



Case Study: Evaluate the Options

Making an ethical decision requires a final reflection on which decision is best, given the circumstances. Coaches' decisions should reflect a fair balance between outcomes sought and the means used to achieve them.

Such a decision is:

- The “right thing to do” regarding the duties and responsibilities of the person making the decision
- Made “the right way”
- Consistent with the core principles and behaviours outlined in the NCCP Code of Ethics



Case Study: Evaluate the Options

As you consider the consequences (positive or negative) for each option, ask:

What might happen if?

- What might happen if I choose not to make any decision or not take action?
- What might happen if my position was favourable to the situation, question or issue at hand?
- What might happen if my position was unfavourable to the situation, question or issue at hand?



Case Study: Evaluate the Options

On the **Table to Evaluate Options** handout, record your 3 strongest options and evaluate each option against the standards of behaviours from the NCCP Code of Ethics:



Yes = my option meets this standard of behaviour

No = my option doesn't uphold this standard of behaviour

n/a = this standard doesn't apply to the situation

Principles of the NCCP Code of Ethics	My option 1	My option 2	My option 3
Leadership and Professionalism			
Health and Safety			
Respect and Integrity			
Total number of Yes responses			

Case Study: Choose the Best Option

Based on your evaluation, select the option you consider to be the best one, and record it on the handout.



- Does the option follow the do-no-harm principle?
- Was it difficult to make this decision?
- Would you make the same decision in similar situations?
- What convinced you to select your “best” option?

Case Study: Implement the Decision

1

Choose your path.

What exactly are you going to do?
Carefully plan the steps you'll take.

2

Think about What Might Happen.

Consider the likely outcomes of the decision and
how any consequences will be managed.

3

Identify Who Needs to Know.

Consider who needs to be informed of or involved in
implementing the action plan or decision.



Case Study: Implement the Decision

4

Determine if You Can Deal With the Person(s) on Your Own.

Is it appropriate to seek an informal resolution in this situation, provided there are no legal implications? If you approach the person individually and discuss what you saw (or what was shared with you), you're providing the person with an opportunity to respond and do the right thing.

5

Inform, Don't Threaten.

Inform the individual of the logical consequences that can happen if a situation is not resolved. Hopefully, threatening the person with more extreme consequences is an unnecessary plan B

6

Think of what you might do next, if the chosen path of action doesn't work

If your original decision or plan of action is ineffective, think carefully about what to do next. Inform the individual that now you must follow up with plan B. Consider who should be contacted and what level of authority you should now involve in this situation.



CONCLUSION



Conclusion

- What other option did you seriously consider and why?
- What's the biggest challenge you foresee in implementing your decision?
- Who else might be influenced by your decision, aside from
- the main characters?
- If an illegal action had occurred, how would that change the outcome of your decision-making process?
- Who else would, could or should you have consulted in making this decision?



Conclusion: Self-Assessment



I am able to...	1= Never	2= Sometimes	3= Often	4= Always
Establish the facts in a situation				
Decide whether the situation involves legal or ethical issues				
Identify my options and possible consequences				
Evaluate my options				
Choose the best option				
Implement my decision				



Conclusion: Action Plan

**I will stop
doing**

**I will
continue
doing**

**I will start
doing**

APPENDIX

Appendix: Other Perspectives and Tools

Responsible Coaching Movement



The Coaching Association of Canada (CAC)
Responsible Coaching Movement consists of 3
elements:

Appendix: Other Perspectives and Tools

Responsible Coaching Movement

1. Rule of Two

- The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present.
- Allow training environment to be open to observation.
- Ensure a participant rides in a coach's vehicle with another adult present.
- Consider the gender of the participant(s) when selecting the screened coaches and volunteers who are present.
- Eliminate one-to-one electronic messaging. Ensure that all communications are sent to the group and/or include parents.

Appendix: Other Perspectives and Tools

Responsible Coaching Movement

2. Background Screening

- Screening tools include comprehensive job postings, criminal record checks, interviews and reference checks.

3. Ethics training

- Prepares coaches to effectively handle situations that involve ethical dilemmas that concern individuals, teams and their sports organizations. The NCCP Make Ethical Decisions module is a part of this training.

Appendix: Other Perspectives and Tools

Canadian Centre for Child Protection

“Commit to Kids” is a program of, and is registered in Canada as a trademark of, the Canadian Centre for Child Protection. The trademark is reproduced with permission.



Commit to Kids, a program of the Canadian Centre for Child Protection, is a step-by-step plan to mitigate the risk of sexual abuse from happening within sport and other child-serving organizations.

Appendix: Other Perspectives and Tools

Canadian Centre for Child Protection

The program has two components:

1. **eLearning module: Commit to Kids for Coaches**

The Commit to Kids for Coaches online training empowers coaches with practical information to help them enhance child and youth safety in sport. It highlights the importance of understanding boundaries, sexual misconduct, and reporting inappropriate behaviour.

Appendix: Other Perspectives and Tools

Canadian Centre for Child Protection

The program has two components:

2. Commit to Kids Program Kit & Policies and Procedures Workbook

This resource helps organizations highlight strengths and gaps in their policies, manage risks, create a child protection code of conduct, review hiring, supervising, and monitoring practices, and establish reporting procedures for misconduct and sexual abuse concerns.

Appendix: Other Perspectives and Tools

Respect in Sport



Program elements include:

- Power dynamics
- Legal responsibility and “duty of care”
- Hazing
- Physical development
- Preventing bullying, abuse, harassment and discrimination (BAHD)
- Mental health outcomes due to BAHD behaviours
- Concussion and injury management
- Positive emotions

Appendix: Other Perspectives and Tools

Empower +

In an interactive and dynamic learning environment, our expert facilitators will guide you through how to enhance athlete welfare by:

- Recognizing the potential for, and presence of maltreatment in sport; and
- Learning when and how to intervene when you observe or suspect maltreatment.

Appendix: Other Perspectives and Tools

Kids Help Phone

Kids Help Phone is Canada's only 24/7 national service offering professional counselling, information, referrals and volunteer-led text-based support for young people. Kids Help Phone's free, anonymous services are available in both English and French. Tools and resources available through the service include a phone line, Live Chat and app, and a website with tip sheets and articles containing practical content to help young people being coached. Learn more about the services Kids Help Phone offers at <http://kidshelpphone.ca/our-services/>

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