

LEVEL 3 SW301 SENIOR COACH COURSE SUMMARY

1 INTRODUCTION

This module provides coaches with an overview of the 301 course, what is expected of the coaches and most importantly what coaches can expect to gain with attending and participating in the 301 course.

This module includes an introductory icebreaker activity allowing the coaches to get to know one another, but also introduce them to the learning facilitators. An overview of the SNC Certification Pathway shows coaches where they are with respect to the Training Pathway and outlines what is required of them to become Certified.

By the conclusion of this module, coaches should be aware that training will support the Evaluation Guide Criteria. The Evaluation Guide review will clarify what is expected in the skill sets for a Senior Coach (swimming). The introduction will help each coach determine their own strengths and identify any areas of improvement required. Coaches will also take some time to explore how they might integrate Para-swimmers into their own programs under their current club structure.

2 ANALYZE PERFORMANCE: REVIEW AND OVERVIEW

This module brings all of the swimming skills that were developed by the coaches in the 101 and 201 courses into one glossary. With 20 plus skills in one chart, coaches will be introduced to using technology to help with the Detection and Correction process.

Coaches will develop a video analysis tool to identify, repair and track mastery of the parts of each skill for swimmers in your program.

The second half of this module will examine the SNC skill model tool that brings together most aspects required for better coach diagnosis of each skill. The SNC skill model allows the coach to identify the desired action/outcome, the causes of poor performance, and allow the coach to prioritize the impact of each gap and corresponding corrective measure.

3 ANALYZE PERFORMANCE: RULES & KPF - WEDGE START

This module starts out with the premise that teaching perfect skills demands that the coach have a thorough understanding of the current SNC/FINA rules.

Coaches will start by reviewing the process of breaking down a skill using the U/W dolphin kick.

The group will then develop an additional skill called the “wedge” start. Coaches will breakdown the skill into five segments, and then further into each segments’ individual parts.

4 ANALYZE PERFORMANCE: COMMUNICATING SKILL OUTCOMES

Every skill has a desired outcome. Each outcome should be conveyed in the form of an action statement and best illustrated by a demo or video. Coaches will review all of the skill outcomes and create their own action statement that conveys the desired outcome that a swimmer at the Train to Compete stage will comprehend.

5 ANALYZE PERFORMANCE: FACTORS INFLUENCING PERFORMANCE OF SKILLS

After a brief review of the factors influencing performance, coaches will use a tool titled: Swimming Skills Template to construct an analysis of their top swimmer.

Each coach will complete their template using the individual qualities (i.e. personality, level of fitness, physical skills, etc) and the characteristics of the environment (i.e. level of competition, indoor or outdoor pool, etc.) for the swimmer they have selected.

6 ANALYZE PERFORMANCE: SCIENCE PRINCIPLES APPLIED

In this module Coaches are asked to create swimming specific drills that will allow their Train to Compete stage swimmers to grasp the scientific concepts in a practical and fun manner. Time will be provided for Coaches to share their drills at the pool.

7 ANALYZE PERFORMANCE: BIOMECHANICAL PRINCIPLES

Coaches will examine the Biomechanical Principles that apply to optimal performance of swimming skills. The specialist will guide the coaches through several activities designed to teach them about Biomechanical Principles (theories and terms) as they relate to various competitive swimming skills.

8 ANALYZE PERFORMANCE: BIOMECHANICS APPLIED TO STARTS AND TURNS

The Biomechanics Specialist and Coaches will put theory into practice. First, a review of Biomechanics Principles and their application to race starts and turns. The presentation includes a checklist of the key parts (tips) for both starts and turns. These key parts will be applied during the second pool session.

The second part of this session will involve coaches using their Skills Video Analysis template for two video clips:

- Fly to Back
- Wedge Track Start

This experience is designed to help develop each coach's eye with supervised detect and correct video work.

9 ANALYZE PERFORMANCE: PLANES OF MOTION & OBSERVATION

This brief exercise provides a review of some of the essential Planes of Motion terms. The activity will help the coaches link the science with the coach's race analysis skills that are essential for improving performance outcomes.

10 ANALYZE PERFORMANCE: DETECT AND CORRECT - TEACHING METHODS

In our Swimming 101 and Swimming 201 courses, we introduced teaching and learning methods.

In this course, we will review the four cornerstones of effective teaching: safety, the swimmers' environment, teaching methodology and coach-swimmer feedback.

11 ANALYZE PERFORMANCE: REVIEW THE USE OF TECHNOLOGY

In today's world, visual feedback is becoming an ever more important compliment to traditional verbal feedback for our swimmers. The purpose of this activity is to provide coaches with hands-on experience using different types of technology that can be utilized to analyze swimming performance.

12 ANALYZE PERFORMANCE: RACE PERFORMANCE ANALYSIS

The evaluation of race data, beyond basic split times, has been of interest to coaches for as long as athletes have been swimming. The early 1970's saw coach swimmer analysis move to include more variables than simple split times. Stroke rate, stroke count, speed at race segments m/s, start, turn and finish speeds are now recorded on video for analysis.

The primary objective of this module is to continue development of race analysis methodologies for coaches. Coaches will look at benchmarks for both Able and Para swimmers.

13 ANALYZE PERFORMANCE: EVALUATING RACE STRATEGIES

Strategies and tactics are introduced in this module, and will be revisited in the Swimming 302 course.

This activity introduces coaches to examining different race strategies. The choice of tactics for each strategy impacts directly upon the race performance. Coaches will be exposed to an actual 200m race and be provided with specific race data for the 50 and 100 m races to perform an analysis of the race.

This will be the introduction to strategy and tactics and it is hoped that coaches will all appreciate how race data is the key ingredient to developing a successful race plan/strategy for each individual swimmer.

14 DEVELOPING SWIMMER ABILITIES: INTRODUCTION

After a brief review of the Senior Coach Developing Athletics Abilities content, coaches will look at these same athletic abilities interpreted in a swimming context. Coaches will also revisit the concept of compatible athletic abilities and review the basic training principles and methods.

15 DEVELOPING SWIMMER ABILITIES: TARGETING 5 ENERGY SYSTEMS

This module starts out with the science behind training and the fuel required by the swimmer to make it all work. A five energy system model is explained, along with work to rest and intensity zones.

With the tools provided, each coach will create a set designed to trigger the specific energy system/zone. Once that skill is understood, coaches will create separate practice session that will focus on each of the five zones.

16 DEVELOPING SWIMMER ABILITIES: MICROCYCLE PLAN

With the 5 training zones established and the concept of Interference introduced, coaches will explore the concept of planning eight training sessions within a one week Microcycle. A Specialist will evaluate the Microcycle presented by each coach and the concept of Interference will be raised. Glycogen replacement, recovery and regeneration training will be reviewed. This module will wrap up with a discussion of field-testing for both endurance and speed, providing the coach with tools to help measure the benefits of their yearly training program.

Note: It is understood that Developing Swimmer Abilities is a huge topic. Coaches are to implement the training from 301 and will receive further training and clarification at the Swimming 302 course.

17 PERFORMANCE PLANNING: REVIEW

The Performance Planning module will have coaches drawing on their knowledge from previous training in order to develop an optimal training plan for their swimmers. All factors will be integrated into the coach's Yearly Training Plan.

The performance planning process will start with a look at the general characteristics of your group of swimmers (e.g. ages, LTAD stage(s), best events, etc). Once this is done, the coach can better optimize performance by ensuring that their training plan meets the needs of their athletes.

It is important for coaches to be aware of how different physical abilities contribute to swimming performance. Coaches will use their resources to as a quick reminder and explore three race distances and determine and then prioritize the key athletic abilities required for each race distance. The LTAD resource guidelines will be used to further differentiate the needs of swimmers by age and gender. This knowledge will assist coaches to optimize performance by focusing training on the most important physical abilities. To follow - a look at the YTP and how each phase of training will influence the coaches training decisions.

18 PERFORMANCE PLANNING: QUADRENNIAL AND YEARLY TRAINING PLAN

Coaches will be introduced to the planning tools in this module.

Coaches will begin the planning process by mapping out a plan for the future and asking the question: *"Where is your top swimmer today and where might s/he be in 4 years from now!"*

The coaches will review resources to ensure that all understand the terminology they will use when building their yearly training plan. The facilitator will define each aspect of the SNC YTP template that encompasses the 4 planning cornerstones called: **Physical, Psychological, Technical, and Tactical Abilities.**

It is hoped that coaches will integrate the information from all training and develop a comprehensive plan for training their T2C swimmers. Then when they reconvene at 302 the plan will start to become second nature for the coach and thus be ready for Evaluation.

19 ANALYZE PERFORMANCE: ASSESSING MENTAL PERFORMANCE

The purpose of Introduction to Swimmer Monitoring is for coaches to examine their own objectives with respect to their use of means and methods of Swimmer monitoring. This process will assist in creating assessment tools and plan for monitoring opportunities. Group sharing of best practice monitoring, for each evidence, will help coaches in this process. Coaches will be tasked with creating a method of assessment for an evidence and then build a simple tracking tool so as to facilitate assessment and impact at the end of each season (e.g. SCM and LCM).

20 ANALYZE PERFORMANCE: INTRO TO FIELD TESTING

In this module coaches are trained and then given the opportunity to work with practical field-testing tools. Coaches learn about the speed test protocol is to assist each coach to take the swimmer's goal time and through planning and training move that swimmer from her current speed to peaking with a reliable performance outcome. The Stroke Efficiency Test will provide the on-deck coach with a tool that allows for charting both **Technique Efficiency** and **Technical Condition**. Testing is like a bottomless well and many coaches will be able to share their own field tests that they have created and apply to a specific training outcome.

21 PERFORMANCE PLANNING: PLANNING FOR TWO WEEKS PRACTICES

Planning a practice has been covered at 101 and 201 and even earlier in 301. Now the coach will learn to understand the factors that can affect their practices and impact their season. This module trains the coach in what order swimmers will do the exercises chosen for a practice. Through a series of exercises that coach will develop consistency among practices, microcycles, and the yearly plan. The concept of compatible athletic abilities will be studied further and coach will sequence for their chosen exercises in a practice appropriately and to avoid interference. Coaches will assess their swimmers and be able to adjust exercises, given their swimmers' responses in training

The skill of developing and training a technical or tactical ability over several Microcycles will be explored and discussed.

22 DEVELOPING SWIMMER ABILITIES: INTRO TO DEVELOPING SWIMMER DRY-LAND WORK

This module looks at the T2C swimmers and their various stages of growth. Coaches will assess where their swimmers are at in relationship to each individual's growth spurt. Then the resources from the LTAD and Guidelines for the Training of Athletic Abilities Reference can be better applied when making training decisions.

Coaches will re-examine the work to rest ratios required for each training load. Once that is completed coaches will discuss how they will direct their trained dry land specialists. Each coach will be introduced to at least 10 sample-training circuits accompanied with a mini- lecture.

23 MANAGE A CLUB: ROLES AND RESPONSIBILITIES

Coaches will revisit the responsibility scale from the perspective of a head coach. Each Coach will be able to clearly determine which duties are shared within the swim club and which are the sole responsibility of the Head Coach or the Board of Directors/Volunteers.

This responsibility scale task makes the job duties more clear and enable the defining of these duties. Next, each coach will share their perspective on duties relating to several categories and discuss the management implications.

Club Structure is the logical next step and a structure will be presented that to stimulate discussion regarding Head Coach/CEO and BOD relationship and the value of co-operation.

The final exercise involves head coach communication at the boardroom level. This activity will expose coaches to a simulated *life-like* boardroom experience which may generate much discussion.

24 WRAP UP AND COURSE FEEDBACK

The wrap-up and review module is used to recap the course objectives, determine where coaches are on the certification pathway and review what is expected of them during the portfolio evaluation.

The first activity involves self-assessments with regards to the following sections:

- i) Analyze Performance
- ii) Developing Swimming Abilities
- iii) Performance Planning
- iv) Plan a Practice
- v) Coaching Management

This activity will serve as an opportunity to also provide feedback on the 4.5 days of training at 301. The design of the 301 and 302 is to provide training that prepares Senior Coaches to meet expectations through the evaluation pathway making coach feedback critical for an improved training environment.

A brief review of the certification pathway will help coaches to assess where they now stand. Following the successful completion of the Swimming 301 modules, coaches will now be aware of what Multi Sport modules and pre-course activities are required for 302.

After the review is completed, there will be a final Q & A with the class to ensure all coaches' leave with any questions or concerns answered.

25 ANALYZE PERFORMANCE: POOL SESSION 1 - DETECT AND CORRECT STROKES

This pool session will follow the 301 KPF session and review of resources.

Coaches will apply their training from 101 and 201 KPF activities. The purpose of this pool session is for coaches to detect and correct strokes for swimmers and receive peer feedback on their teaching. Coaches will apply the *cycle of teaching and feedback* training model for each swimmer intervention at the pool. Methods to follow are clearly articulated and the feedback design is 3 interventions cycles for a skill segment in less than 5 minutes.

26 ANALYZE PERFORMANCE: POOL SESSION 2 - DETECT AND CORRECT STARTS AND TURNS

This pool session will follow the 301 starts and turns session and review of resources. Methods to follow are clearly articulated and the feedback design is 3 interventions cycles for a skill segment in less than 5 minutes.

Coaches will apply their training from 101 and 201 KPF activities. The 301 biomechanics module and tips will come to life when the coaches are presented with real opportunities to put the training into practice. The purpose of this pool session is for coaches to detect and correct starts and then turns for swimmers and receive peer feedback on their teaching.

27 ANALYZE PERFORMANCE: POOL SESSION 3 - SNC FIELD TESTING AND EFFICIENCY

Coaches will have an opportunity to carry out the SNC testing protocols for endurance and speed. The testing protocol and testing equipment will be made available for all of the coaches to use. The interpretation of the test data will be made available from a specialist. The key point of regular testing is that each test would be logged onto their YTP.

Following the testing opportunity coaches will participate in a testing session with their swimmer(s) and experiment with time and efficiency for all four strokes. The critical measurements are wingspan and height. This activity is used to launch a discussion on training for 200 meter races.

Any remaining spare pool time is to be provided to the volunteer swimmer. Coach will ask their swimmer for requests for correction. This will be helpful for the swimmer and allow the coach to react to real life coach feedback situations.