

USA HOCKEY COACHING ETHICS CODE

This summary of Ethics Code is intended to provide standards of ethical conduct that can be applied by QCHA coaches. It has as its primary goal the welfare and protection of the individuals and groups with whom coaches work. This Code also provides a common set of values.

GENERAL PRINCIPLES

A: Competence

Coaches strive to maintain high standards of excellence in their work. They provide only those services and use only those techniques for which they are qualified. Coaches exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.

B: Integrity

Coaches seek to promote integrity in the practice of coaching. Coaches are honest, fair and respectful of others.

C: Professional Responsibility

Coaches uphold professional standards of conduct, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different athletes.

D: Respect of Participants and Dignity

Coaches respect the fundamental rights, dignity and worth of all participants. Coaches are aware of cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status.

E: Concern For Others' Welfare

Coaches seek to contribute to the welfare of those with whom they interact. In their actions, coaches consider the welfare and right of their athletes and other participants.

F: Responsible Coaching

Coaches are aware of their ethical responsibilities to the community and the society in which they work and live. Coaches comply with the law and encourage the development of law and policies that serve the interest of sport.

ETHICAL STANDARDS

1. Applicability of the Ethics Code

While many aspects of personal behavior and private activities seem far removed from official duties of coaching, all coaches should be sensitive to their position as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment, and coaches are encouraged to observe the standards of this Ethics Code consistently.

2. Boundaries of Competence

(a) Coaches provide services only after first undertaking appropriate study, training, supervision, and/or consultation from persons within their respective association.

(b) In those Affiliates or Districts, which require coaching education, coaches take reasonable steps to ensure their attendance at appropriate coaching education clinics.

3. Maintaining Expertise

Coaches maintain a reasonable level of awareness of related coaching information and undertake ongoing efforts to maintain competence in the skills they use.

4. Basis For Professional Judgments

Coaches rely on scientifically and professionally derived knowledge when making judgments or when engaging in coaching endeavors.

5. Describing The Nature Of Coaching Services

When coaches provide services or information to an individual, a group, or an organization, they use language that is reasonably understandable and appropriate to the recipient of those services and information that is always updated and truthful.

6. Respecting Others

Coaches respect the rights of others to hold values, attitudes and opinions that differ from their own.

7. Nondiscrimination

Coaches do not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status, or any basis prescribed by law.

USA HOCKEY COACHING ETHICS CODE

8. Sexual Harrassment

Coaches do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, and that either is unwelcome or is sufficiently severe or intense to be abusive to a reasonable person in the context.

9. Other Harassment

Coaches do not engage in or condone behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as a person's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

10. Personal Problems and Conflicts

Coaches recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to athletes or other participants. When coaches become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures to determine whether they should limit, suspend, or terminate their work-related duties.

11. Avoiding Harm

Coaches take reasonable steps to avoid harming their athletes or other participants, and to minimize harm where it is foreseeable and unavoidable.

12. Misuse of Coaches' Influence

Because coaches' judgments and actions may affect the lives of others, they are alert to guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

13. Multiple Relationships

In many communities and situations, it may not be feasible or reasonable for coaches to avoid social or other non-coaching contacts with athletes and other participants. Coaches must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A coach refrains from entering into or promising a personal, professional, financial, or other type of relationship with such persons if it appears likely that such a relationship might impair the coach's objectivity or otherwise interfere with the coach effectively performing his or her function, or might harm or exploit the other party.

14. Exploitative Relationships

Coaches do not exploit athletes or other participants over whom they have supervisory, evaluative or other authority. Coaches do not engage in sexual/romantic relationships with athletes or other participants over whom the coach has evaluative, direct, or indirect authority, because such relationships are likely to impair judgment or be exploitative.

15. Delegation To, And Supervision Of Subordinates

Coaches delegate to their assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training or experience, either independently or with the level of supervision being provided.

TRAINING ATHLETES

1. Structuring The Relationship

Coaches discuss with athletes, as early as it is feasible, appropriate issues and anticipated course of training. Coaches make reasonable efforts to answer athletes' questions and to avoid apparent misunderstandings about training.

2. Coach/Parent Relationships

The coach attempts to clarify at the outset the relationship they will have with players and parents. As soon as it becomes apparent that the coach may be called on to perform conflicting roles (such as mediator between parents and children or sibling teammates), the coach attempts to clarify and adjust or withdraw from roles appropriately.

3. Sexual Intimacies With Athletes

Coaches do not engage in sexual intimacies with current athletes. Coaches do not coach athletes with whom they have engaged in sexual intimacies. Coaches should not engage in sexual intimacies with a former athlete for at least two years after cessation or termination of professional services.

USA HOCKEY COACHING ETHICS CODE

4. Drug-Free Sport

Coaches do not tolerate the use of performance-enhancing drugs and support athletes' efforts to be drug free.

5. Alcohol, Tobacco and Gambling

Coaches discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites and forbid the use of alcohol by minors. Coaches refrain from tobacco, alcohol and gambling use while they are coaching and make every effort to avoid their use while in the presence of their athletes. Coaches discourage gambling in conjunction with athletic events, at playing sites and during road trips.

6. Pornography

Coaches discourage the use of pornographic material. Coaches refrain from the use of pornography while they are coaching and make every effort to avoid pornography while in the presence of their athletes.

7. Honoring Commitments

Coaches take responsible measures to honor all commitments they have made to all participants.

TEAM SELECTION

1. Soliciting Players

Contact with any player(s) should not occur during the progress of a season when the player's team is still actively engaged in their schedule of play. The only exception would be regarding participation on a USA Hockey National Team on a temporary assignment basis, where the player would be returned to his/her regular team at the conclusion of the assignment.

2. Player Selection

Coaches perform evaluations or team selection only in a manner consistent with the Ethical Code.

3. Assessing Athlete Performance

In coach-athlete relationships, coaches establish an appropriate process for providing feedback to athletes. Coaches evaluate athletes on the basis of their actual performance on relevant and established program requirements.

Resolving Ethical Issues

1. Familiarity With Ethics Code

Coaches have an obligation to be familiar with USA Hockey Ethics Code or other applicable ethics codes and their application to the coach's work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

2. Confronting Ethical Issues

When a coach is uncertain whether a particular situation or course of action would violate the Ethics Code, the coach ordinarily consults with other coaches knowledgeable about ethical issues, with their Association, Affiliate or District within USA Hockey.

3. Resolutions Of Ethical Violations

When USA Hockey participants believe that there may have been an ethical violation by a coach, they attempt to resolve the issue by bringing it to the attention of that individual in an informal manner. If an apparent ethical violation is not appropriate for informal resolution or is not resolved properly in that fashion, participants may take further action by contacting the coach's Association President, appropriate designee or complete an Ethical Violation Form.

4. Improper Complaints

Participants do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than protect the public.

I have read this document and understand it completely. I agree to support both the specific guidance and the intent of the document while executing my coaching responsibility.

Signed:

Printed Name:

Date: