

American Swimming Coaches Association's

# Level 1

# Foundations of Coaching

# Test

**The BIG Print**

This test is for ASCA Certification only!  
It is **NOT** for USA Swimming Coaching Education Requirement.

If you need the test for USA Swimming Coaching Education Requirement, go to [www.usaswimming.org](http://www.usaswimming.org).  
The test is available ONLY on line for USA Swimming.

This is an open book test. To pass this test you will need to answer 81 of 95 questions correctly. 85%

Submit ONLY the one page answer sheet.\* Do not send in the entire set of test questions.

Mail this test to ASCA, 5101 NW 21<sup>st</sup> Ave., Suite 200, Fort Lauderdale, FL 33309  
Or Fax to 954-563-9813

The questions are based on two books: Level 1 Foundations of Coaching and Progressions for Athlete and Coach Development. You may order the books on line at ASCA's home page at [www.swimmingcoach.org](http://www.swimmingcoach.org) (go to "Online Catalog" link on left sidebar) or you may call ASCA at 800-356-2722.

This test is also available on-line. Click on "Online Testing Area" on the left sidebar at [www.swimmingcoach.org](http://www.swimmingcoach.org)

The Small Print: This test DOES NOT comply with the USA Swimming Coaching Education Requirement. The USA Swimming version is 180 questions and includes questions from the USA Swimming Rules book. If you need the test for USA Swimming Coach Membership go to [www.usaswimming.org](http://www.usaswimming.org). It is only available on-line. If you take the test at USA Swimming the results will also be sent to ASCA and will fulfill the ASCA education requirement for Level 1. Membership in ASCA, and a Certification Application are also required for ASCA Certified Level 1. Visit our website at [www.swimmingcoach.org](http://www.swimmingcoach.org) or call 800-356-2722 for more information.

\*To save time, also submit your certification application with this test.

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**American Swimming Coaches Association Level 1 Foundations of Coaching Test 3<sup>rd</sup> Edition**  
You CANNOT use this test for USA Swimming Coaching Education Requirement. Go to [www.USAswimming.org](http://www.USAswimming.org)

Name: \_\_\_\_\_ Phone \_\_\_\_\_

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You will need to answer 81 of 95 correctly to pass this test. 85%

**Darken the circle ( ) of the correct answer.**

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Questions 1-66 are from

## ***The Foundations of Coaching Home Study Course Book***

### **Chapter 1 – What is a Swimming Coach**

1. The question “What is a swimming coach?” can be answered by:
  - A. describing the tasks a coach performs
  - B. describing the qualities a coach possesses
  - C. describing yourself as irreplaceable
  - D. Both A & B
  - E. Both A & C
2. In general, three qualities determine the effectiveness of a coach. A swimming coach is or should be:
  - A. knowledgeable, organized, and empathetic
  - B. eager, enthusiastic, empathetic
  - C. knowledgeable, dominant, authoritarian
3. A coach will have many specific objectives, but each could be grouped into three major categories:
  - A. parent education, coach education, swimmer education
  - B. provide personal and social development, provide a fun and enjoyable environment, and properly orient young people to competition
  - C. provide a challenging working environment, opportunity to excel as soon as possible, educate parents as to their place beneath you
  - D. Both A & C
4. As an important and influential figure in the development of athletes, all of the following statements are true **except**:
  - A. The coach is a role model whether he or she knows it or not.
  - B. The coach spends more quality time with athletes than almost anyone else.
  - C. The coach is more important than the parents.
  - D. The coach is one of the most influential figures in character building.
5. Examples of psychological skills are:
  - A. making friends and following directions
  - B. communicating effectively and solving problems
  - C. paying attention and understanding concepts
  - D. reacting to situations impulsively or thoughtfully
  - E. Both B & C
6. Examples of social skills are:
  - A. making friends and following directions
  - B. responding to praise or responding to criticism
  - C. responding to peer pressure and cooperating with others
  - D. Both A & C
  - E. Both A & B

7. Examples of emotional skills are:
  - A. responding to praise or criticism
  - B. reacting to situations impulsively, reacting thoughtfully
  - C. responding to success or failure
  - D. All of the above
  - E. Only B & C
8. Fun has an important place in swimming. Which of the following statements is true?
  - A. Fun is an essential component of competitive swimming.
  - B. Spontaneous, frivolous, carefree fun is acceptable and desirable at times.
  - C. Fun can come from the satisfaction of development through hard work.
  - D. All of the above
  - E. Only A & C
9. When evaluating the success of your athletes, you should evaluate their performance based on:
  - A. their goals and potential.
  - B. their reaction to criticism and their emotional state.
  - C. their effort and the outcome of the event.
  - D. All of the above
  - E. Only A & C

### **Chapter 2 – Coaching According to Needs**

10. The needs of your swimmers:
  - A. remain the same from year to year
  - B. direct your orientation as a coach and how you coach
  - C. strongly influence how you run your life
  - D. take precedence over your family
11. Allowing young swimmers to experience personal success by competing exclusively in events in which they excel will:
  - A. strengthen their desire for more difficult events
  - B. hinder their need to develop skills
  - C. give them a well-rounded swimming background
  - D. Both A & C
12. Some specific needs of swimmers are the need:
  - A. to feel worthy
  - B. to feel physically secure
  - C. for change and variation
  - D. to exercise strengths
  - E. All of the above

### **Chapter 3 - What Does A Swimming Coach Do?**

13. The effectiveness of your coaching depends on how well you:
  - A. communicate with your swimmers
  - B. teach and motivate your swimmers
  - C. avoid confrontation with parents
  - D. All of the above
  - E. Only A & B

14. Your success as a coach depends on your:
- ability to avoid controversy
  - communication, education, and motivational skills
  - ability to cater to the wants and needs of the parents on the team
  - Both A & B
15. Credibility, respect and trust are attributes that:
- are automatically given to you when you become a coach
  - you automatically possess, the same as knowledge, experience and physical ability
  - are given to you by swimmers, assistant coaches, and other people
  - are based upon your coaching style, and how you communicate, teach and motivate
  - Both C & D
20. The emotion of a message travels along a continuum from very passive to highly excited; therefore:
- a very stoic person may not as easily convey a strong emotional message regardless of his or her communication skills
  - the highly excited person will easily convey a strong emotional message
  - choosing specific words and gestures will help your verbal and nonverbal communication skills
  - All of the above
  - None of the above
21. "Coaches should communicate according to the emotional state and intellectual level of the athlete." Thus, coaches should:
- communicate at a level the swimmer can understand
  - introduce swimmers to concepts they can grasp
  - understand that communication is a dynamic process.
  - All of the above
  - Only A & C

#### **Chapter 4 – Principles of Communication**

16. Communication, in theory, is a symbolic process. Which of the following statements is true?
- What we write, say and gesture are really symbols to express thoughts, ideas, and feelings.
  - Words come closest to expressing our thoughts.
  - Body language is not an important aspect of communication.
  - Both A & C
17. Sending and receiving information:
- is a general concept requiring little specificity
  - must be directed specifically at your swimmers
  - must be in terms that the swimmer can understand
  - All of the above
  - Only B & C
18. Verbal and nonverbal communication:
- involves more than words and gestures
  - is your words and gestures
  - means how you speak is more important than what you say
  - means how you act is less important than how you speak
  - All of the above
19. The content and emotion of your message is:
- less important than the method of delivery
  - unimportant if your tools and principles are used correctly
  - effective if you use the principles of verbal and nonverbal communication
  - appropriate if using the principles for sending and receiving information
  - Both C & D
22. The use of many "uh's," "uhm's," and "OK's":
- enables direct communication
  - can be distracting to the listener
  - means you are not giving clear and precise instructions
  - All of the above
  - Only B & C
23. When communicating stroke correction to a swimmer, a coach's best strategy is to:
- provide information appropriate for the situation
  - provide as much detailed information as possible
  - handle situations immediately and move on
  - dwell on past issues and speculate on future actions
  - Both A & C
24. Control your emotions when you speak so that you can:
- let them all out in an uninterrupted stream
  - monitor yourself and be able to choose your words carefully
  - choose your mannerisms carefully and show your emotions purposefully
  - All of the above
  - Only B & C
25. Young people can interpret positive or negative comments about a situation as positive or negative about themselves. Which of the following statements is true:
- Always comment on actions without demeaning the person.
  - Help the swimmer understand that his or her behavior was appropriate or inappropriate.
  - Teach them without making the judgement personal.
  - All of the above

## Chapter 5 – Teaching Skills and Values

26. The concepts of teaching and learning includes assumptions:
- A. that information can be placed into someone's brain
  - B. that information can be learned
  - C. that the student's mind is ready, willing, and able to absorb knowledge
  - D. All of the above
  - E. None of the above
27. When communicating with swimmers, you should:
- A. use vocabulary that your swimmers can understand
  - B. speak quickly so that more information will be learned
  - C. speak too loudly
  - D. break eye contact often to allow your swimmers time to take a mental break
  - E. Both B & C
28. The key factor(s) which enhances students' ability to learn is:
- A. their desire to learn and ability to pay attention
  - B. the ability to keep their mind active on many points
  - C. the fact that they all absorb information at the same rate
  - D. the importance of providing as much information as possible at one time
  - E. Both B & D
29. An example of positive teaching is:
- A. instructing swimmers not to do something wrong
  - B. instructing swimmers to do something correctly
  - C. telling swimmers that they aren't as bad as they used to be
  - D. All of the above
30. When providing feedback to swimmers, remember to:
- A. point out the error and describe it fully
  - B. describe how to do the skill correctly and how to correct the error
  - C. allow ample opportunity to perform the corrected skill
  - D. assume the swimmer understood and will make the necessary corrections
  - E. All except D
31. As a coach, you will teach your swimmers:
- A. swimming skills and life skills
  - B. sportsmanship and teamwork
  - C. discipline and leadership
  - D. whatever values and attitudes you present to them
  - E. All of the above

32. The education process depends upon environmental factors such as:
- A. lifeguards at the pool to assure swimmers of safety
  - B. grouping and arrangement of swimmers for instruction
  - C. how many diving boards at the facility
  - D. whether the pool has an underwater viewing area for coaches
33. Which of the following statements is a dominant value you should teach your swimmers?
- A. Have fun in competition and striving to do one's best.
  - B. Be willing to take risks and extend yourself to become better.
  - C. Appreciate the efforts of aquatic facility administration.
  - D. All of the above
  - E. Only A & B

## Chapter 6 – Motivating Your Swimmers

34. Research indicates that people are primarily motivated out of a desire to fulfill needs. Which of the following is **not** true? People have:
- A. physical needs for food, security and exercise
  - B. social needs for acceptance and belonging
  - C. financial needs for personal wants
  - D. emotional needs for fun, enjoyment and self-satisfaction
  - E. All of the above
35. The relationship between motivational level and performance is affected by:
- A. the effect of arousal level and skill proficiency
  - B. a person's achievement level
  - C. the relative importance of reinforcers
  - D. the relative importance of punishments
  - E. All of the above
36. Fear or anxiety can be generated through feeling:
- A. secure
  - B. accepted
  - C. worthy
  - D. unsafe
  - E. All of the above
37. Anxiety or fear of an impending situation can:
- A. cause a swimmer to avoid taking risks in a performance
  - B. result in optimal performance
  - C. be caused by boyfriends or girlfriends
  - D. Both A & C
38. Goals are an important part of motivation because they:
- A. direct swimmers to improve their skills
  - B. give swimmers something to work for
  - C. provide an opportunity to evaluate progress
  - D. All of the above
  - E. Only B & C

39. One limitation of properly using positive and negative reinforcers is:
- the best reinforcers are those that give swimmers no alternative
  - reinforcers do not always change motivation
  - swimmers cannot always duplicate a performance at will
  - All of the above
  - Only A & B

### **Chapter 7 – Working With Others**

40. Each coach on your staff has different strengths and weaknesses. In order to maximize the strengths you should:
- hold planning meetings during the season
  - establish responsibilities for each coach
  - be sure all coaches communicate well
  - All of the above
  - Only B & C
41. You will be a better youth sport coach if you can:
- understand that sports affects the whole family
  - minimize your parent contact to avoid conflict
  - remember that coaching and parenting have dissimilar goals
  - control as much of the family's life as possible
  - All of the above
42. Which of the following is **not** a responsibility that a coach shares with aquatic facility administrators?
- scheduling workouts and meets
  - pool cleanup and maintenance
  - determining long-term workout goals
  - fostering mutual respect for various programs in the facility

### **Chapter 8 – Coaching and The Law**

43. Coaches have several legal duties; among them are the duty to:
- properly instruct techniques
  - warn of the inherent dangers of the sport
  - foresee potential problems or dangers
  - All of the above
44. One of the coach's duties is proper supervision. The keys to proper supervision include:
- general planning of daily activities to allow for adjustments and surprises
  - instruction of skills, before they are attempted, to all participants
  - notification of the risks to participants including those defined by common sense
  - use of a clearly defined stop signal
  - All of the above

45. To minimize your legal risk, you should:
- train athletes in a progression of skills leading to competition
  - have everyone watched all the time
  - be sure that all provided equipment is safe
  - warn all swimmers (including national level) of the danger of diving off the blocks
  - All of the above
46. To ensure a safe environment, a coach can demonstrate care by:
- making safety the highest priority
  - requiring parents to give permission for their child to practice each session
  - having an emergency action plan or personal safety checklist
  - All of the above
  - Only A & C
47. A USA Swimming "Report of Occurrence" form must be filled out:
- after every incident, no matter how minor
  - by a meet director/referee or club personnel responsible at the time of the incident
  - whether it involves a USA Swimming member or not
  - All of the above
48. Coaches must know how to provide first aid and react appropriately in emergency situations because:
- coaches should not expect swimmers to do this
  - coaches are most often the first responsible people at an accident
  - most swim club by-laws specify this
49. In most cases, the standard against which any particular act or omission must be tested is the conduct expected of an ordinary, reasonable person under like circumstances. Negligence is:
- the failure to do something that would have been done by a prudent and reasonable coach
  - doing something a prudent and reasonable coach would not do
  - All of the above
  - None of the above

### **Chapter 9 – Basic Biomechanics**

50. The fastest way for a swimmer to improve is to:
- include many supplements in their diet
  - decrease resistance in the water
  - begin a strength training program
  - increase propulsion
  - All of the above
51. Propulsion is generated through the use of:
- the hands being perpendicular to the direction of travel
  - properly applied drag and lift forces
  - the power of a correct kick
  - strength to weight ratio

52. Repetition is an important component of learning:
- when used to break down strokes into smaller parts and then practiced correctly
  - when using the part-whole-part method
  - when using the whole-part-whole method
  - All of the above
53. Important biomechanical tools that a coach needs include:
- complicated computers and lab assistants
  - a stopwatch and the ability to count
  - an indoor 50 meter pool
  - None of the above
54. Which is **not** a method to adjust our ability to float towards the horizontal by moving our center of gravity closer to our center of buoyancy?
- Lower the head towards the chest.
  - Position the arms and hands overhead.
  - Raise the lungs away from the bottom of the pool.
  - Press the lungs toward the bottom of the pool.
55. All of the following are methods used for teaching the four strokes **except**:
- explanation
  - motivation
  - repetition
  - demonstration
56. All of the following are components of good freestyle breathing mechanics **except**:
- lifting the head to inhale as the body rolls
  - exhaling fully and forcefully underwater
  - breathing on both sides
  - inhale only as the body rolls
- Chapter 10 – Physiology of Training**
57. Four important factors in developing a season plan are:
- the date of the key meet where peak performance is desired;
  - the amount of taper time needed;
  - the number of six week training segments;
  - what the training emphasis will be for each segment.
- The correct order of these factors should be:
- 1, 2, 3, 4
  - 3, 4, 1, 2
  - 1, 4, 2, 3
58. Which of these is **not** one of the five *Principles of Training* used in designing a training program?
- overload
  - progression
  - individual difference
  - duration
  - reversibility
59. Heart rate can be used to monitor what component of the training session?
- duration
  - volume
  - work:rest
  - intensity
  - None of the above
60. A good rule of thumb for post workout recovery times in most athletes is:
- 10 hours
  - 12 hours
  - 24 hours
  - 48 hours
  - None of the above
61. A critical component of interval training is:
- cool-down
  - work:rest ratio
  - stroke rate
  - SP3
  - All of the above
62. Four guidelines to consider when planning training include:
- gender, training background, body type, biological age
  - biological age, specificity, body type, height
  - gender, individual differences, time of day, body type
  - None of the above
- Chapter 11 – Writing a Practice for A Beginning Group**
63. All of the following are considerations when writing a practice **except**:
- range of ability in the group
  - using all of the equipment
  - the number of lanes you can use
  - what you want to accomplish during the practice
  - the number of coaches on deck
64. Early season priorities should include:
- basic fundamentals and techniques
  - dryland conditioning exercises
  - speed work to prepare for the first meet
  - Both A & B
  - Both A & C
65. Novice swimmers first need to learn how to:
- swim in a practice setting
  - do no breather swims
  - work together with teammates
  - tolerate lactic acid
  - Both A & C

## Chapter 12 – Swimmers with a Disability

66. Coaches and able-bodied swimmers should:
- A. include disabled swimmers in the training group if they can do the work
  - B. include disabled swimmers in the social and athletic activities of the team
  - C. use the talents and life experience of the disabled athlete to enrich the program
  - D. All of the above

## **Questions 67 - 95 are from Progressions for Athlete and Coach Development Book**

### Chapter 3 – Training

67. Elements of motor skills are:
- A. conscious movements called voluntary
  - B. combinations of fundamental skills called postural activities
  - C. basic skills essential for motor activity called complex skills
  - D. None of the above
68. The shortest training cycle is called a:
- A. macrocycle
  - B. seasonal plan
  - C. microcycle
  - D. mesocycle
  - E. nanocycle
69. A macrocycle typically comprises:
- A. a week in duration
  - B. 21 days in duration
  - C. a complete season
  - D. an athlete's career
  - E. None of the above
70. Interval training sets are designed with small breaks between work bouts called:
- A. work:rest
  - B. volume
  - C. rest intervals
  - D. ATP-CP system
  - E. All of the above
71. The level of physical development and maturation of each swimmer is called:
- A. specificity
  - B. biological age
  - C. chronological age
  - D. individual differences
  - E. None of the above

72. Young swimmers will:
- A. respond to a progressive program of aerobic training
  - B. develop high levels of muscular strength through swimming
  - C. benefit from weight training in the off season
  - D. All of the above
73. When developing a seasonal plan a coach should consider:
- A. which training methods to use
  - B. how the workouts will relate to recovery periods
  - C. which types of workout sets will cause the desired changes
  - D. All of the above
74. When monitoring a training program in athletes, a coach should:
- A. consider the relationship between biological age and gender
  - B. develop a training program and continue it throughout the season
  - C. train all swimmers in the same manner
  - D. consider that biological age and chronological age are typically the same
  - E. Both B & D

### Chapter 4 - Biomechanics

75. Types of resistance and their remedies are:
- A. form resistance: streamlining
  - B. frictional resistance: shaving
  - C. wave resistance: add more lanelines
  - D. All of the above
76. Using sculling drills has the advantage of:
- A. allowing the swimmer's hand to stay in moving water
  - B. developing a "feel" for the water
  - C. using only lift force to create propulsion
  - D. All of the above
  - E. Only A & C
77. Swimming speed or velocity can be obtained by:
- A. multiplying force times velocity
  - B. dividing power by the stroke rate
  - C. multiplying stroke length by the number of strokes per length
  - D. dividing the distance completed by the time it took to complete the distance

### Chapter 5-Physiology

78. Aerobic metabolism:
- A. generates energy from fats and carbohydrates
  - B. uses oxygen in the process of metabolism
  - C. produces energy for extended periods of time
  - D. All of the above

79. A threshold pace can be determined from a:
- maximal 25 meter or yard swim
  - T3000
  - race results
  - 100 meter or yard race for time
  - All of the above
80. Threshold occurs:
- when the body gets fatigued
  - when aerobic metabolism can no longer supply all of the energy needed to maintain the intensity of activity
  - when you get beyond puberty
  - All of the above
81. Muscular endurance is defined as the:
- maximal weight (force) a muscle can produce
  - maximal weight (force) a muscle can move quickly
  - ability to lift a load repeatedly
  - None of the above
82. Adenosine triphosphate (ATP) is:
- a high energy compound found in the body
  - an immediate source of energy for muscles
  - used rapidly in power or sprint events
  - All of the above

### **Chapter 6 – Character Development and Life Skills**

83. Little conclusive evidence exists to prove that sports participation builds character, but:
- it can guarantee good behavior if structured appropriately and reinforced by coaches
  - it has little potential to build positive character and life skills
  - it has the potential to influence positive and negative character development or life skill development
  - All of the above
84. Although there is no all-inclusive list of behaviors that constitute appropriate or sportsmanlike conduct, but:
- it is important to discuss proper behavior with swimmers.
  - a coach should provide examples of proper behavior through personal actions.
  - the long-term ideal is to make sportsmanlike conduct a habit,
  - All of the above
85. The leadership responsibilities of swimmers extend beyond the pool. These responsibilities include:
- being a positive role model
  - teaching sportsmanlike behavior to less experienced athletes
  - understanding that they have the ability to lead in any direction they feel is correct
  - All of the above
  - Only A & B

### **Chapter 7 - Psychology**

86. It the responsibility of the athlete to know that the IOC, USOC, NCAA and USA Swimming have five categories of banned substance. Which of the following is not one of the banned categories?
- stimulants
  - creatine
  - painkillers
  - anabolic steroids
  - diuretics
87. Time management for swimmers includes:
- turning entries in late
  - setting goals and tasks in a schedule
  - placing swimming before academics
  - being late for warm-ups at a meet
  - Both B & C
88. Commitment and loyalty to the team can be demonstrated by:
- helping teammates to achieve goals
  - wearing team colors to meets
  - creating and leading team cheers
  - offering support and encouragement to teammates
  - All of the above
89. Which of the following statements is not a feature of proper goal setting?
- Goals should be fixed until accomplished.
  - Goals should be flexible.
  - Goals should be specific rather than general.
  - Goals should be challenging.
90. All of the following are benefits of developing a systematic goal-setting program **except**:
- enhance athlete motivation
  - help the athlete focus only on winning
  - build confidence
  - provide direction
  - provides feedback
91. Imagery is a mental skill that can be used by athletes to facilitate performance. It involves:
- creating an event or scene in one's mind
  - recreating an event or scene in one's mind
  - all of the senses except smell
  - only the sense of sight / vision
  - Both A & B
92. One common technique used by athletes to manage negative self-talk is "thought stopping." All of the following are keys to "thought stopping" **except**:
- denying that negative thoughts occur
  - identifying negative thoughts and situations in which they typically occur
  - practicing stopping or parking the thoughts
  - replacing the negative thoughts with positive thoughts, cue words, or images

93. The three phases of arousal management are: (in order)
- A. awareness, preparation, competition
  - B. relaxation in practice, mental training, relaxation in competition
  - C. awareness, preparation, practice
  - D. practice, relaxation training, activation training
94. A specific strategy to manage cognitive arousal include the following:
- A. positive self-talk
  - B. mental preparation routine
  - C. distract self from stress
  - D. performance cues
  - E. All of the above
95. The Inverted “U” theory or Hanin’s Individual Zone of Optimal Function states that:
- A. the lower the arousal, the higher the performance
  - B. performance will increase as arousal increases to an optimal level
  - C. the higher the arousal, the higher the performance
  - D. Both B & C

Please send the answer sheet to:

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