



# American Swimming Coaches Association

## Level 1

# Foundations of Coaching Test 2008

This test is required for ASCA Certification. For more information on ASCA Certification visit <http://www.swimmingcoach.org/services/certification.htm> or call us at 800-356-2722.

This is the new (2008) test and is based on newly published materials. 25% of this test is based on the new (2008) Foundations of Coaching DVD and 75% is based on the new (2008) text documents located on line at <http://swimmingresources.org/foundations>. Read the insert with the DVD for more details. The DVD's are available at [www.swimmingcoach.org](http://www.swimmingcoach.org) or by calling our office.

This test does not match up with the ASCA Level 1 Foundations of Coaching book and the Progressions for Athlete Development book which were previously the basis for the Level 1 test. For a limited time you can find that test on line at [http://www.swimmingcoach.org/Learning\\_Center/Default.htm](http://www.swimmingcoach.org/Learning_Center/Default.htm) or you can call the ASCA Office for a hard copy.

This test is NOT for coaches who need to comply with the USA Swimming Coaching Education Requirement. If you need to take the Foundations of Coaching test for USA Swimming go to the USA Swimming Website [www.usaswimming.org](http://www.usaswimming.org) and then go to the "Coaches" tab and follow the instructions there.

If you would like to take the test for BOTH USA Swimming and ASCA Certification then take the test at the USA Swimming website. The results will be automatically sent to ASCA. (You must be a member of ASCA and complete a certification application to be ASCA Certified.)

Please call our office at 800-356-2722 if you have further questions.

To complete this test it is highly recommended that you read through the test first, then read the text documents, then view the DVD. Complete the answer sheet on the next page. Do not send us the complete test. You will need to correctly answer 85 of 100 questions to pass this test.

Mail the test with your certification application to:  
American Swimming Coaches Association  
5101 NW 21<sup>st</sup> Ave., Suite 200  
Fort Lauderdale, FL 33309  
Or Fax to 954-563-9813

**American Swimming Coaches Association Level 1 Foundations of Coaching 2008 Edition**

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## Chapter 1: Philosophy and Education

- 1) All coaches have different skills and strong points. However, in general, three qualities determine the effectiveness of a coach. A swimming coach is or should be:
  - a) Knowledgeable, organized and sympathetic
  - b) eager, enthusiastic, and empathetic
  - c) knowledgeable, dominant, and authoritarian
  - d) mature, experienced, and strict
  - e) Fun-loving, flexible and attractive
- 2) The coach's personal qualities such as patience, organization, emotional control and speaking ability:
  - a) Help determine coaching effectiveness.
  - b) Cannot be developed if they don't already exist
  - c) Are attributed to the coach by swimmers, parents and other coaches
  - d) Are much less important than academic knowledge and experience in the sport
  - e) All of the above
- 3) Credibility, respect and trust are attributes that:
  - a) are automatically given to a coach
  - b) coaches inherently possess, the same as knowledge, experience, and physical ability
  - c) are given to the coach by swimmers, assistant coaches and other people
  - d) are based upon coaching style, accountability, communication and listening skills, knowledge and professionalism
  - e) both C and D
- 4) What is the role of the coach in character building?
  - a) The coach is a leader and role model and should reinforce and model desired character traits.
  - b) The coach does not have a role in character building. This is the job of the parents.
  - c) Character is developed simply by participating in sports. The coach has very little influence.
  - d) The coach's personal behavior is not important as long as the rules are clearly stated for the swimmers.
  - e) Both A and C
- 5) A "fun" swimming environment:
  - a) Is spontaneous, frivolous and centered around games and play rather than work and training
  - b) May involve challenges, hard work and the satisfaction of completing a hard set
  - c) Is enhanced when the coach recognizes individual improvement and achievement
  - d) Should incorporate safety considerations even when playing games
  - e) All except A
- 6) How can the coach increase the fun in swimming?
  - a) Promote the team concept
  - b) Help athletes set realistic, achievable goals
  - c) Provide challenging practice sessions and recognize swimmer achievement
  - d) Regularly incorporate such things as relays and racing
  - e) All of the above

- 7) Racial, ethnic and socioeconomic diversity:
- a) Increases the talent pool and benefits all team members through new friendships and experiences
  - b) Can be fostered by the coach and team leaders in creating a welcoming environment
  - c) Is achieved by having one or two minority swimmers on the team
  - d) All of the above
  - e) A and B only
- 8) Swimmers with a disability:
- a) Want special treatment
  - b) Are rarely able to train with able bodied swimmers
  - c) Require a specially certified coach
  - d) Should not be expected to take part in regular team activities
  - e) Benefit from training, competition and socialization opportunities and should be held to the same expectations as able bodied swimmers
  - f)

**From the Foundations of Coaching DVD:**

- 9) Which of the following is not a piece of advice offered by University of Texas Coach Eddie Reese:
- a) "Forget yourself and put your athletes first."
  - b) "Be willing to say you don't know everything."
  - c) "Burnout occurs when somebody quits going faster."
  - d) "The journey is where the fun is."
  - e) All of the above are attributed to Coach Reese in the DVD
- 10) According to John Leonard, Executive Director of ASCA, what are the three most important qualities of a swimming coach:
- a) Must like children; a good salesperson; long term patience
  - b) Goal oriented; good communicator; well educated
  - c) Outstanding swimming skills; outstanding teaching skills; patience
  - d) Fun personality; post graduate degree; sales experience
  - e) Business sense; organizational skill; knowledgeable

**Chapter 2: Teaching and Communication**

- 11) Which of the following is incorrect concerning Thorndike's Three Laws of Learning?
- a) According to the Law of Readiness, athletes will learn best when the environmental and personal factors are conducive to learning.
  - b) According to the Law of Exercise, learning occurs by repeating the skills over and over.
  - c) According to the Law of Effect, athletes that have positive experiences will want to return for more.
  - d) According to the Law of Exercise, learning at the sub-conscious level is the best way for young athletes to learn skills.
  - e) According to the Law of Effect, difficulty learning a specific skill may make athletes hesitant and negative toward that skill.

- 12) Which of the following is not true concerning learning styles?
- a) Verbal learners benefit from explanations
  - b) Visual learners benefit from demonstrations
  - c) Kinesthetic learners benefit from movement and physically manipulating the swimmer's body parts
  - d) There can be gender differences associated with learning. Girls tend to focus more on the coach while boys may appear not to pay attention.
  - e) Verbal and visual learners do not need to try the skills since they learn through explanation and demonstration.
- 13) Emotions, words and actions are all part of the learning environment. Therefore:
- a) Be deliberate in deciding which words and gestures are used.
  - b) What is said is more important than how it is said.
  - c) An unemotional coach is not sending any message to the swimmers.
  - d) Derogatory nicknames and sarcastic humor will have little effect on the environment created.
  - e) Athletes are not very astute in detecting a coach's emotional state and it has little influence on their learning or performance.
- 14) Which of the following is not a principle of effective demonstration and explanation:
- a) Explanation and demonstration should complement each other
  - b) Present positively, i.e. present what to do rather than what not to do
  - c) First, show swimmers what not to do
  - d) Base the time and level of presentation on the age and level of the swimmers.
  - e) Present in and out of the water
- 15) An authoritarian coaching style:
- a) Means being negative and constantly yelling at swimmers
  - b) May be more effective with younger swimmers particularly when teaching new skills or when following safety procedures.
  - c) Means letting athletes take more control and have more freedom.
  - d) Is never used by knowledgeable, skilled coaches. These coaches use a passive style.
  - e) Both B and C
- 16) A passive coaching style:
- a) Works best with very young swimmers who do better with a relaxed, laid back approach.
  - b) May work well with experienced, highly competitive swimmers who know what they need to do but need a coach to provide guidance.
  - c) Allows swimmers to take responsibility for new and unfamiliar activities
  - d) Is never used by experienced, elite level coaches
  - e) All of the above
- 17) Which of the following fosters effective communication?
- a) Communicate at the emotional and intellectual level of the person.
  - b) Provide clear and precise communication without distracting words and phrases such as "ya know" and "OK."
  - c) Comment on inappropriate behavior or actions without demeaning the person.
  - d) Control emotions and choose words carefully.
  - e) All of the above

- 18) Which of the following is an example of a statement that comments on actions without making a personal judgment about the athlete?
- a) "I am not pleased that you missed practice today."
  - b) "Skipping practice shows me that you don't care."
  - c) "Skipping practice today was really stupid of you."
  - d) "Obviously you don't want to make Nationals since you keep skipping practice."
  - e) "You are so lazy and unmotivated."
- 19) A swimmer who is afraid to risk an all out performance for fear of the outcome:
- a) Is motivated to avoid failure
  - b) Is motivated to achieve
  - c) Will probably have a less than optimal performance
  - d) May not feel prepared to swim the event
  - e) All except B
- 20) Rewards that come from the outside, such as medals, trophies and money, are examples of:
- a) Extrinsic rewards
  - b) Intrinsic rewards
  - c) Positive reinforcers that may gradually lose motivational appeal
  - d) Negative reinforcers
  - e) Both A and C
- 21) What is the role of goal setting in athlete development?
- a) Provide direction on how to get to the desired end result
  - b) Enhance motivation to push through intense training
  - c) Build confidence by reaching short term goals
  - d) Provide feedback on progress.
  - e) All of the above
- 22) Goals that address the variety of factors that relate to athletic performance, (physical, technical, psychological, lifestyle) are called:
- a) Process goals
  - b) Performance goals
  - c) Outcome goals
  - d) Extrinsic goals
  - e) A and C
- 23) The role of the coach in goal setting is to emphasize:
- a) The importance of the process of swimming performance rather than only performance outcome
  - b) Goal setting that addresses the variety of factors that affect performance
  - c) A positive environment that encourages athletes to train, compete and work toward their goals
  - d) The importance of performance outcome as the single most important indicator of success
  - e) All except D
- 24) In setting team goals, which of the following is a true statement?
- a) The coach is solely responsible for setting the team goals
  - b) The coach can involve the team in setting team goals.
  - c) Swimming is an individual sport, so individual goals always take precedence over team goals.
  - d) The team leaders should set goals independent of the coach
  - e) Team goals are unimportant to the overall growth of the team

- 25) Self-talk:
- a) Includes all the purposeful and random thoughts that run through an athlete's mind
  - b) is almost always negative and damaging
  - c) cannot be trained or controlled
  - d) is important in competition but is generally not a factor in practice
  - e) disappears as athletes get older and more experienced

### **From the Foundations of Coaching DVD**

- 26) According to Guy Edson, Technical Programs Director for ASCA, a key to avoiding discipline problems at swim practice is:
- a) Run structured, organized workouts and keep things moving
  - b) Be very strict with the swimmers
  - c) Concentrate mainly on activities that are fun
  - d) Allow the swimmers to do most of the work on their own
  - e) All of the above
- 27) According to Guy Edson, Technical Programs Director for ASCA, in dealing with a persistent discipline problem:
- a) Form a partnership with the parents, asking the parents to help you understand how to work with the child
  - b) Be strict and make frequent use of time outs
  - c) Suggest to the parents that the child should look for another sport
  - d) Ask to speak to the child's teacher or guidance counselor
  - e) All of the above
- 28) According to Auburn University Coach Richard Quick, a goal is:
- a) A long range and possibly unrealistic dream
  - b) Something easily and immediately achievable
  - c) Something you are absolutely going to do
  - d) Something that requires specific actions
  - e) Both C and D

### **Chapter 3: Organization and Administration**

- 29) The main advantage of the nonprofit structure is:
- a) The organization has tax-exempt status with limited legal and financial liability for the directors and the staff
  - b) The parents can control the coach and make the decisions
  - c) The coach does not have to pay income taxes
  - d) The coach can be self-employed with little financial risk
  - e) There is low cost access to facilities
- 30) The main advantage of the coach-owned program is:
- a) The coach-owner can build a program based on his or her vision while enjoying the benefits of self-employment
  - b) The coach-owner assumes very little financial risk
  - c) The coach-owned program insures stability and low cost access to facilities
  - d) Volunteers readily assume many of the responsibilities
  - e) The vision of the program is developed and driven by the parents and swimmers

- 31) Coaches have both “dry side” and “wet side” responsibilities. What is the distinction between the two?
- a) Dry side responsibilities refer to responsibilities away from the pool deck, while wet side responsibilities refer to those directly related to coaching swimmers in the pool.
  - b) Dry side responsibilities refer to responsibilities at swim meets, while wet side refers to swim practice.
  - c) Dry side refers to anything where the coach has to work with the board while wet side refers to anything involving swimmers.
  - d) Dry side refers to things the assistants do, while wet side refers to responsibilities of the head coach.
  - e) All of the above are true.
- 32) Which of the following is NOT a wet side responsibility of a coach?
- a) Instruct swimmers on safe racing start techniques
  - b) Select swimmers for relays
  - c) Plan workouts for various levels of swimmers
  - d) Supervise athletes on deck at swim meets
  - e) Run parent education programs
- 33) An assistant coach:
- a) Should make known his or her preferences, strengths and weaknesses
  - b) Should share responsibility for general discipline, enforcing team rules and supporting team philosophy
  - c) Should have total autonomy and decision-making authority for his or her training group
  - d) All of the above
  - e) All except c
- 34) In working with aquatic facility administrators, assume that:
- a) The swim team is one of many clients who use the facility
  - b) The swim team is the most important client
  - c) The needs of the swim team take precedence over those of other users
  - d) The administrator dislikes the swim team
  - e) All except D
- 35) When the swim team hosts a meet, the primary role of the coach is:
- a) To be the meet director
  - b) To coach the swimmers and be willing to step in and help the meet management if there is an emergency
  - c) To participate in pre-meet planning and post-meet evaluation
  - d) To be in charge of the team volunteers and the concession area
  - e) Both B and C
- 36) Swimmers aged 8 and under should:
- a) practice together as a separate group regardless of ability or experience if space and staffing allow
  - b) swim with other swimmers of similar ability regardless of age
  - c) train for an hour a day, 6 days per week
  - d) be fully integrated with the 9 through 12 year olds
  - e) All of the above

- 37) Training group assignment can be a source of tension. Some of this tension can be alleviated by:
- a) Having clearly stated guidelines for advancement and group placement
  - b) Stating that training group assignment is a coaching decision based on subjective factors and not open to question or discussion
  - c) Basing training groups solely on the age of the swimmers without regard to ability
  - d) Basing training group assignment primarily on practice attendance.
  - e) Both A and D
- 38) For 8-11 year olds, the primary training objectives should be:
- a) Progressive aerobic development
  - b) Kicking
  - c) Swim practice skills
  - d) Self-management and independence
  - e) All of the above
- 39) Some key aspects of planning the “wet side” include:
- a) Planning the season, month, week and individual practice session
  - b) Planning goals and objectives
  - c) Balancing different types of work and skill development
  - d) Having a purpose for each practice
  - e) All of the above
- 40) During practice, a coach should:
- a) Talk on the cell phone and socialize
  - b) Meet with parents who have concerns about their children
  - c) Talk to each swimmer several times
  - d) Pay attention to only a few top swimmers
  - e) Both B and C
- 41) In selecting events for swimmers, the coach should:
- a) Introduce new challenges by having swimmers prepare for and compete in multiple different events
  - b) Enter swimmers only in their “best events”
  - c) Allow the parents to determine which events they want the swimmers to enter
  - d) Enter swimmers in events they have not prepared for in order to challenge the swimmer
  - e) Enter each swimmer in only one event
- 42) When talking to swimmers about their races:
- a) Avoid talking to them before races because it makes them nervous and unfocused
  - b) First ask the swimmers how they swam, then give specific, brief comments and prepare the swimmers for the next events
  - c) Avoid talking to swimmers after a bad race because they are already upset
  - d) Give one, two or three major things for a swimmer to think about before a race
  - e) Both B and D

## From the Foundations of Coaching DVD

- 43) According to Coach Bill Rose of the Mission Viejo Nadadores, when looking at the selection of board members for a swim team board, the coach should:
- a) Have input in selecting board members who understand the coach's philosophy and goals for the program
  - b) Not be involved in the process. The coach should stick to the wet side.
  - c) Allow the nominating committee to select board members and then be willing to work with whoever the committee selects.
  - d) Work quietly behind the scenes so the board members don't know that the coach is involved in the selection process.
  - e) Both A and C
- 44) According to Sean Hutchison of King Aquatics, when working with a swim team board, it is important to identify the "A Players." These people are:
- a) The parents of the fastest swimmers
  - b) The parents who support the coaches' goals and are willing to commit effort and time
  - c) The parents who have always been in control of the club and know how to run things
  - d) Outside swimming supporters who are not the parents of swimmers
  - e) The wealthiest parents on the swim team
- 45) According to Pat Hogan, Club Development Division Managing Director at USA Swimming, in discussing the duties of a coach:
- a) The coach must be involved in the day to day operation of the club
  - b) The coach should not be involved in governance and management
  - c) Only experienced coaches should get involved in day to day operation
  - d) A coach should be concerned only with 'wet side' issues
  - e) Both B and C
- 46) According to Coach Bill Rose of the Mission Viejo Nadadores, if a 10 and under in his program is a "champion" this occurs:
- a) By "happenstance"
  - b) By design
  - c) Because it is a goal of the program
  - d) Both B and C
  - e) All of the above

## Chapter 4: Growth and Development

- 47) Which of the following is not true concerning growth and development?
- a) Boys tend to reach maturity earlier than girls
  - b) No two individuals are exactly alike
  - c) Individuals change in relatively predictable ways as they get older
  - d) Physical, psychological and social development follows a predictable course
  - e) At any one chronological age two individuals can vary by as many as five biological years.
- 48) Characteristics of early maturers are:
- a) They are taller and heavier than their peers
  - b) They have more muscle mass than their peers
  - c) They had parents who were early maturers
  - d) All of the above
  - e) Only A and B

- 49) Which of the following is not a suggested strategy to deal with early versus late maturers?
- Focus most of the attention on the early maturer because statistics show that the most successful 10 year old athletes become the most successful senior level athletes.
  - Keep success and failure in perspective and focus on long term development
  - Encourage the early maturer to develop good technique and take on new events
  - Encourage and recognize the individual improvement of the late maturer
  - Educate parents so that they understand growth cycles and can manage expectations
- 50) In discussing anaerobic capacity, it has been found that high volume anaerobic training in athletes age 10-13 results in:
- Insignificant long-term anaerobic improvement
  - Short term time drops and potential long-term mal-adaptation
  - Impressive long-term anaerobic improvement
  - Improvement across all events including long distance events
  - Both A and B
- 51) In terms of balancing aerobic and anaerobic training:
- First develop the athlete's aerobic capacity and gradually increase the anaerobic load beginning at age 12-14 for girls and 13-15 for boys
  - First develop the athlete's anaerobic capacity and gradually increase the aerobic load beginning at age 12-14 for girls and 13-15 for boys
  - Develop both aerobic and anaerobic capacity simultaneously beginning at age 10
  - There is no need to train the aerobic system after age 18
  - Optimize aerobic training prior to age 11 and then gradually decrease
- 52) In discussing strength training for young athletes, which of the following is true?
- Young athletes do not have the physical capability to do any kind of strength training
  - Young athletes can increase muscle size at any age if subjected to weight lifting
  - Quantitative muscle changes cause simultaneous increases in strength
  - Prior to puberty, neuromuscular adaptations can occur but strength training causes actual muscle growth only after puberty.
  - All strength training will translate into faster swimming
- 53) When working with 14-17 year old athletes:
- Have clearly stated team goals and philosophies and discuss them with the athletes
  - Encourage outside activities, but stress the increased commitment required for competitive success
  - Be tolerant and accepting of the various identities the athlete "tries on" even if they are in conflict with team goals and policies
  - Offer leadership opportunities
  - All except C
- 54) What is the role of the coach in developing an athlete's perceived competence?
- The coach has no role. Perceived competence comes from the athlete himself.
  - Coach feedback can enhance or tear down an athlete's sense of self-competence.
  - There is a gradual decline in the coach's role and an increase in the parent's role.
  - Perceived competence development involves only recognizing what the athlete did correctly. Critical feedback is destructive.
  - Both b and d

- 55) In females, the physical changes during puberty may have an initial negative effect on swim performance. A recommended strategy for dealing with this challenge is:
- a) Continue to focus on training, aerobic base and skill development with a possible decrease in the number of competitions
  - b) Focus attention on the males and ignore the females during this time.
  - c) Assume that the parents understand the performance issues and have explained them to their daughters
  - d) Continue to have the swimmer compete in all of her same events, even if her performance is suffering.
  - e) Advise the swimmer to try a different sport.
- 56) Males tend to:
- a) Have a higher perceived competence than females
  - b) Be more outcome-oriented than females
  - c) Have greater need for social affiliation than females
  - d) All of the above
  - e) A and B only
- 57) Females tend to:
- a) Need extra help in recognizing their abilities and competence
  - b) Focus more on outcome and less on task-oriented goals than males
  - c) Have a greater need for social affiliation and be more team oriented
  - d) All of the above
  - e) A and C only

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- 58) According to Dr. Dan Gould, Director for the Institute of Youth Sport at Michigan State University, a recommendation when moving a swimmer to a higher group is:
- a) Allow the swimmer to continue to train two practices a week with the peer group to avoid social isolation
  - b) Move the swimmer's best friend up too
  - c) Have the swimmer make a clean break with his peer group so that he can adjust to the new group
  - d) Leave the swimmer with his peer group and figure out ways to challenge him
  - e) Both A and B
- 59) According to Dr. Dan Gould, Director for the Institute of Youth Sport at Michigan State University, a coach can help foster the shift to intrinsic motivation by emphasizing all of the following except:
- a) self-improvement
  - b) why a medal or trophy was won in order to show that it was earned
  - c) The value of swimming beyond material rewards
  - d) Comparison with other swimmers
  - e) Both B and D

## Chapter 5: Skills and Mechanics

- 60) For most swimmers, the fastest way to improve is:
- a) To decrease resistance as the body moves through the water
  - b) To increase propulsion through increased land and water strength
  - c) To kick harder
  - d) To do sculling drills
  - e) To rapidly increase anaerobic training
- 61) The most streamlined position is:
- a) With the ears slightly above the arms and the arms extended in front of the body and squeezed tightly
  - b) With the head lifted, eyes looking forward
  - c) With the ears slightly below the arms
  - d) With the chin tucked tight against the chest
  - e) With the hips and feet lifted
- 62) Stroke count or distance per stroke:
- a) Is a good indicator of the development of muscular endurance
  - b) Is determined by counting the number of strokes taken per length of the pool
  - c) Is an indicator of technique improvement when stroke count goes down as the swimmer swims at the same pace
  - d) Is an indicator of technique improvement when stroke count remains the same as the swimmer goes faster
  - e) All of the above
- 63) Monitoring stroke rate is important because:
- a) Swimmers must generate and maintain a stroke rate that achieves some speed
  - b) It's a complicated process to figure stroke rate so it indicates that the coach is educated
  - c) Maintaining sufficient stroke rate while decreasing stroke count is evidence of biomechanical improvement
  - d) A only
  - e) A and C
- 64) As a biomechanical term, balance refers to:
- a) An action/reaction relationship in swimming such as occurs when the swimmer lifts the head to breath
  - b) The ability of the upper and lower body to work together
  - c) An imaginary line from the head to the feet through the center of the body
  - d) The establishment of a stable catch position as the swimmer applies leverage through the core
  - e) The tension or stiffness of the body indicated by having a tight core
- 65) In teaching a track start:
- a) Have the stronger leg back with the toes pointed straight ahead
  - b) have the toes of the forward foot grip the edge of the block
  - c) Have the hands grab the block with the thumbs forward
  - d) Lean forward, looking down or slightly back
  - e) All of the above
- 66) As the swimmers approach the wall for a flip turn, where are the hands?
- a) Streamlined overhead
  - b) One arm extended overhead, the other hand by the hips
  - c) Behind the back
  - d) Hugged to the chest
  - e) By the hips, palms down

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- 67) According to Russell Mark, Biomechanics Coordinator at USA Swimming, the best way to increase propulsion is to:
- Increase stroke efficiency through proper technique
  - Kick harder
  - Move the arms faster
  - Increase stroke efficiency through increased power
  - All of the above
- 68) According to Jonty Skinner, Performance Science and Technology Director at USA Swimming, the easiest way to take stroke rate is to:
- Time 10 cycles and then divide by 10 (by moving the decimal.)
  - Time 5 cycles and then divide by 10 (by moving the decimal)
  - Time 2 cycles and then multiply by 10 (by moving the decimal)
  - Time a full length of the pool and count the number of strokes
  - Count the number of strokes and divide by the swimmer's final swim time
- 69) John Leonard, Executive Director of ASCA, lists four key points of freestyle. Which of the following is not one of the "key points" he mentions:
- Kick harder and increase stroke rate to generate propulsion
  - Maintain a long body line and keep the body on the side as much as possible rather than flat on the breast
  - Maintain body balance by shifting the weight in front of the center of buoyancy and keeping the hips up
  - Roll to breath rather than lifting the head
  - Create propulsion by positioning the forearm and hand on the water early in the stroke, fingers down, elbows up
- 70) A freestyle drill that demonstrates how to work on getting the weight forward of the center of buoyancy is:
- 12 kick switch
  - Sailboat drill
  - Zipper drill
  - Finger tip drag drill
  - All of the above
- 71) John Leonard, Executive Director of ASCA, lists four key points of backstroke. Which of the following is not one of the "key points" he mentions:
- Work on a straight body position with equal roll or rotation to both sides
  - Hold the head still
  - Work on hand placement; little finger enters the water first
  - Great kicking is crucial
  - Hold the hips higher than the shoulders
- 72) John Leonard, Executive Director of ASCA, lists four key points of breaststroke. Which of the following is not one of the "key points" he mentions:
- A strong, effective kick
  - Shaping the pull
  - Connecting the pull and the kick with perfect timing
  - Keeping the head in line with the spine
  - An undulating 'wave" style stroke

- 73) John Leonard, Executive Director of ASCA, lists key points of butterfly. Which of the following is not one of the “key points” he mentions:
- a) Butterfly is a body stroke, not a leg stroke
  - b) The hand entry position is outside of the shoulders
  - c) The breathing position is with the back of the head lined up with the spine
  - d) The hands must touch the thighs before beginning recovery
  - e) All of the above are key points

## Chapter 6: Physical Conditioning

- 74) The \_\_\_\_\_ metabolic pathway produces energy that can be utilized very rapidly but with an energy supply that lasts only about 10 seconds.
- a) ATP-CP
  - b) Anaerobic Glycolysis
  - c) Aerobic
  - d) Both A and B
  - e) Only A
- 75) Which of the following is true concerning aerobic training?
- a) Most world class sprinters did very little aerobic training in their formative years
  - b) The aerobic system can be developed the most after an athlete has finished going through puberty
  - c) Aerobic training involves training only at the lowest intensities
  - d) Research supports the benefits of a strong aerobic base in both children and adults
  - e) Both C and D
- 76) The elements of the acronym DIRT (Distance, Interval, Rest and Time) can be manipulated by the coach to determine the intensity of the set. The coach determines:
- a) The length of the set
  - b) The amount of rest
  - c) The distance of each swim
  - d) How fast the swimmers are expected to swim
  - e) All of the above
- 77) When planning a season for any level of swimmers:
- a) Plan the season with the desired end results in mind
  - b) Plan the season to achieve maximum yardage
  - c) First plan the exact workouts and sets for the taper period
  - d) Plan only one six week period at a time
  - e) Plan each daily workout independent of an overall plan
- 78) Young, weaker, less trained swimmers usually require:
- a) Little or no taper
  - b) A very long taper and rest period
  - c) Focus on skills and normal practice routine rather than an elaborate taper
  - d) The same taper as stronger, more trained swimmers
  - e) Both A and C
- 79) Research shows that actual adaptation takes place during:
- a) Recovery
  - b) Periodization
  - c) Mesocycles
  - d) Microcycles
  - e) Aerobic sets

- 80) The recommended yardage in an anaerobic set would be:
- 200-600 yards total
  - Up to 1500 yards
  - Less than 200 yards
  - 1,500-4,000 yards
  - 600-1,200 yards
- 81) In planning age group and novice practices:
- It is not necessary to have written plans and goals
  - Consider the same periodization planning as you would for senior swimmers
  - Have written plans and routines with the goal of preparing the swimmers for the next level
  - Plan for safety, fun, teaching and racing
  - Both C and D
- 82) Which of the following is a priority in working with novice swimmers:
- Kicking for strength and endurance; fundamental stroke skills beginning with freestyle and backstroke
  - Practice skills such as pace clock use and circle swimming etiquette
  - Body and head position including streamlining and balance
  - Racing skills such as controlled breathing and controlled pace
  - All of the above
- 83) Kicking can be incorporated into practice sessions for novice swimmers:
- Every day as both a warm-up activity and as an aerobic set
  - Only after the swimmers have mastered the arm strokes
  - Only until they are able to complete a practice using full stroke swimming. Kicking is only essential for beginners
  - As a warm-up activity only
  - Only without the use of kickboards because they risk becoming dependent on the boards to maintain body position
- 84) Dryland training:
- Is not appropriate for swimmers under the age of 12
  - Requires expensive equipment or it is not worthwhile
  - Must be done before workout in the pool
  - Can be done before or after the water workout with minimal equipment
  - Can easily be incorporated because no supervision is required
- 85) The primary fuel source for aerobic athletes is:
- Carbohydrate
  - Protein
  - Water
  - Fat
  - Recovery drinks and bars
- 86) Swimmers should aim for a diet of:
- 60% carbohydrate, 15% protein and 25% fat
  - 60% carbohydrate, 35% protein and 5% or less fat
  - 50% carbohydrate and 50% protein
  - 75% carbohydrate, 25% protein and 25% fat
  - As much carbohydrate as possible and as little fat as possible

- 87) When workouts last beyond 90 minutes swimmer can benefit from:
- a) A couple of sips from a water bottle every 15-20 minutes
  - b) A couple of sips of 6-8% carbohydrate drink such as Gatorade or Powerade every 15-20 minutes
  - c) A couple of sips of protein drink every 15-20 minutes
  - d) A gel pack
  - e) A granola bar
- 88) A high protein drink is not recommended for recovery because:
- a) Carbohydrate is primary fuel source during exercise and must be replenished in preparation for the next workout
  - b) Too much protein, when given in place of carbohydrate, may be detrimental to recovery
  - c) If carbohydrate stores are not replaced, the body will tap into stored protein in the muscles
  - d) Only A and B
  - e) A, B and C
- 89) Dietary supplements:
- a) Are not strictly regulated by the US Food and Drug Administration
  - b) May contain prohibited substances that do not appear on the product's list of ingredients
  - c) Are safe to take as long as there is nothing on the label that is a prohibited substance
  - d) Both A and B
  - e) All of the above

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- 90) According to Guy Edson, Technical Programs Director for ASCA, developmental swimmers should spend:
- a) 50% of their time kicking because it is the core of stroke technique development
  - b) 50% of their time in long quality swims to develop endurance
  - c) 50% of their time playing games so that they learn to love coming to practice
  - d) 100% of their time doing stroke drills
  - e) 50% of their time doing dryland to develop core body strength
- 91) According to Guy Edson, Technical Programs Director for ASCA, "Long Quality Swims" should be introduced to intermediate or advanced Age Group swimmers in order to:
- a) Build strength
  - b) Develop stroke skills
  - c) Develop confidence and skills in swimming longer events
  - d) Develop anaerobic ability
  - e) All of the above
- 92) John Leonard, Executive Director for ASCA, talks about how to progressively increase aerobic training. He recommends:
- a) Increasing the "density" of the workout by doing more yardage in the same amount of time.
  - b) Increasing the "quality" of the workout by doing the same amount yardage in less time.
  - c) Increasing the length of the workout by 10 minutes per session.
  - d) Just telling the swimmers to swim faster.
  - e) Both C and D

- 93) Guy Edson, Technical Programs Director for ASCA, talks about teaching race preparation. This involves:
- a) Teaching swimmers to mentally understand how to swim a race
  - b) Utilizing broken swims such as 4 x 50 to understand how to swim a 200 yard race
  - c) Practicing different aspects of a race such as how to pace the beginning of a race and finish strongly at the end
  - d) Extensive use of anaerobic training
  - e) All except D
- 94) Charlene Boudreau, Nutrition Consultant for USA Swimming, makes three recommendations to “fuel” swimmers for training and workout. Which of the following is incorrect?
- a) Have a snack just prior to workout
  - b) Avoid a big meal immediately before workout
  - c) Have a substantial snack or main meal within 20-30 minutes after completion of workout
  - d) Concentrate on high protein snacks both before and after workout
  - e) All are true
- 95) Which of the following is not a simple nutrition guideline for swimmers mentioned by Charlene Boudreau, Nutrition Consultant for USA Swimming?
- a) Eat colorful foods because they contain more vitamins, minerals, carbohydrates and antioxidants
  - b) Eat early and often for optimum recovery following workout
  - c) Drink early and often to insure hydration
  - d) Take extra vitamins, minerals and supplements just in case the diet is inadequate
  - e) All of the above are good guidelines

## Chapter 7: Evaluation

- 96) In evaluating athletes, chart all of the following except:
- a) Attendance
  - b) Best time progress
  - c) Test set results
  - d) Subjective improvements in technique
  - e) Weight and body composition
- 97) Who should conduct formal evaluations of assistant coaches?
- a) The head coach
  - b) The board president
  - c) The parents
  - d) A committee of board members
  - e) A committee of parents and swimmers
- 98) Generally speaking, evaluations should be based on:
- a) The coach’s contract and job description
  - b) Opinion surveys completed by parents and swimmers
  - c) An open forum at a membership meeting
  - d) The head coach’s subjective evaluation of the assistant coach
  - e) A closed executive session discussion at a board meeting
  - f)

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- 99) Guy Edson, Technical Programs Director for ASCA, describes a test set for young swimmers comprised of 6 x 100 on lowest possible rest. What are the two purposes of this test set?
- a) Tracking swimmer progress
  - b) A motivational tool for swimmers
  - c) Punishment and discipline
  - d) A and B
  - e) A and C
- 100) Cal Berkeley Coach Teri McKeever uses an analogy to demonstrate that a coach must take care of him or herself in order to be an effective teacher or mentor. The analogy is:
- a) Put the oxygen mask on yourself before putting it on your children
  - b) Get a bus driver's license before driving the school bus
  - c) Feed yourself a good meal before feeding your children
  - d) Learn to ride with training wheels before trying to ride a two wheeler
  - e) Go to Weight Watchers yourself before telling others to lose weight