

ABUSE AND HARASSMENT



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ABUSE AND HARASSMENT



SPORT POWER



WINNING AT ALL COSTS



SPORT POWER SILENCE

- ✦ Strong relationship – Coaches/Athletes
- ✦ Athlete vulnerability
- ✦ Loyalty in sport

Power

Power is the ability to get things done, the capacity to act, or the ability to choose what will happen

Power is integral to your role, and you must understand how to effectively use it

CASE HISTORY

- ☀ A coach who is upset with his team bag skates his team in the next practice.



CASE HISTORY

- ☀ A coach upset with his team play skates his plays hard until they throw up.



CASE HISTORY

- A coach upset with his team's play bag skates his players the next day and does not allow water for rehydration.



CASE HISTORY

- A goalie is kneed in the head and stays down on the ice. He complains of dizziness when he comes off the ice.
- The coach confronts him and tells him to suck it up and be a man and get back in the net.

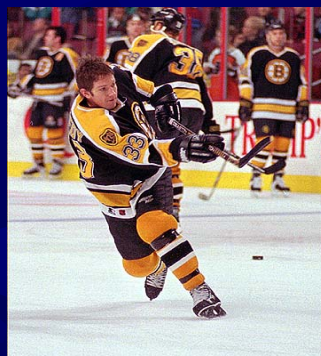


CASE HISTORY

- ☀ A 14 year old hockey player comes off the ice and is confronted by his coach who did not think he had a good shift.
- ☀ The coach yells at the player who does not pay attention and the coach then grabs him by the sweater and neck to make his point.

ABUSE

- ☀ Sexual
- ☀ Physical
- ☀ Emotional Abuse
- ☀ Neglect



EMOTIONAL ABUSE

- ☀ Person in a position of authority or trust
- ☀ Chronic attack on a child's self esteem
- ☀ Psychologically destructive

EMOTIONAL

- ☀ Ridiculing
- ☀ Isolation
- ☀ Terrorizing
- ☀ Corruption



EMOTIONAL ABUSE IS NOT

- Being denied ice time
- Being benched
- Being released



NEGLECT

- Basic Needs
- Nutrition
- Medical needs
- Discipline



HARASSMENT

- Conduct that is offensive and detrimental to performance
- Effect of the behavior
- Between individuals
- Discrimination



HARASSMENT

- Insulting behavior
- Humiliating behavior
- Degrading behavior



HARASSMENT

- Physical
- Sexual
- Emotional
- Bullying
- Hazing



BULLYING

- Intimidating behaviour
- Misuse of power
- Relationship issue



Who Are Bullies?

- Children who bully typically demonstrate a strong sense of self-esteem
- They like to feel powerful and in control



BULLYING IS NOT

- Conflict between friends
- An argument
- A one time event
- Friendly teasing

PREVENTION OF BULLYING

Effective Bullying Prevention

"The program strives to develop a school (and ideally a home) environment characterized by:

- warmth, positive interest, and involvement by adults;
- firm limits to unacceptable behavior;
- non-hostile, nonphysical negative consequences consistently applied in cases of ...unacceptable behaviors; and
- where adults act as authorities and positive role models." (Olweus, Limber 1999)

BULLYING

- ☀ Hurting behavior
- ☀ Intentionally harmful
- ☀ Repeated over time

HAZING

- ☀ Initiation
- ☀ Secret code
- ☀ Bonding



HAZING

- ☀ Cancellation of season for team



LOCKER BOXING



RECOGNITION

- Listening
- Believing
- Observation

TYPES OF DISCLOSURES

- ☀ *Verbal:*
Child/youth decides to tell someone about his/her mistreatment
- ☀ *Non-Verbal:*
Mistreatment is revealed in a variety of ways:
 - Observation by a third party
 - Physical injury
 - Inappropriate behaviours
 - Chronic low self-esteem

DISCLOSURE

- ☀ H Hear and listen
- ☀ E Empathize with them
- ☀ A Affirm Action
- ☀ R Resolve Report Refer
- ☀ D Document

QUESTIONS

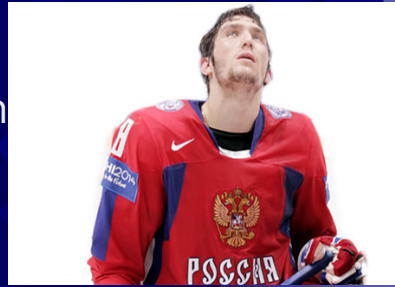
- Ask general questions (Do not be specific)
- State observations (Do not ask directly)
- Validate feelings (Do not analyse)
- Express concern (No promises)

Determining Bullying, Harassment or Abuse

- Is the child in need of protection?
- Could the behaviour negatively impact self-esteem or diminish ability to participate?
- Is the behaviour humiliating, offensive or degrading?
- Is the behaviour psychologically or physically harmful or potentially psychologically or physically harmful?
- Is the behaviour of a criminal nature (physical or sexual assault, threats, criminal harassment)?
- Does the behaviour contradict the organization's codes of conduct or sense of fair play?
- Does the behaviour fall under the organization's Bullying, Harassment and Abuse policies and procedures?

PREVENTION

- ☀ Awareness
- ☀ Adult supervision
- ☀ Communication



PREVENTION

- ☀ Respect the dignity and spirit of athletes
- ☀ Treat athletes equally
- ☀ Establish a supportive positive environment

PREVENTION

- Inappropriate behavior
- Avoid contact
- Fair play



SPORT PREMISES

- Supervision of young people
- Dressing room - two people
- Open office door policy
- Shower

TRAINING

☀ STRESS

☀ NOT
DISTRESS



TRAINING

- ☀ Do not use exercise as punishment
- ☀ Discussion with player
- ☀ Exercise should follow accepted training methods

COMPLEX ISSUES

- ✦ Distinguish between intense demands of training and actual harassment
- ✦ Distinguish between crude behavior and actual harassment

IIHF POSITION STATEMENT

Every ice hockey player in member federations of the IIHF has the right to participate in a safe, positive and enjoyable environment and to be treated with respect, dignity and fairness in the process. The IIHF and each of its member Federations do not accept and will not tolerate harassment, abuse or violence in any of its many forms, and particularly where people in positions of responsibility unfairly exercise their power and authority over others.

HISTORY

- IIHF Position Statement – September 2004
- Educational Workshop – September 2004
- 10 Step Program Outline – May 2005
- Policy Development and Future Steps Workshop – September 2005

Title of Presentation

WHY A POLICY

- Raises awareness and prevents harassment
- Complaints are dealt with effectively
- Best legal defence
- Safe and healthy sport environment

Title of Presentation

CODE OF CONDUCT

- **Officials, coaches, players**
- **Treat all persons with respect, dignity**
- **Ensure the safety and welfare of children**
- **Respect rules and policies of organisation**
- **Respect government laws and child protection rights**

Title of Presentation

“BE” LIST

**BE A TEACHER
BE ENTHUSIASTIC
BE POSITIVE
BE CONSISTENT
BE DEMANDING BUT CONSIDERATE**



Be Positive

- 1. SEE MISTAKES AS OPPORTUNITES TO TEACH**
- 2. PRAISE EFFORT AND DETERMINATION OVER RESULTS**
- 3. FIND THREE POSITIVE SITUATIONS FOR EVERY PERIOD PLAYED**
- 4. PRESENT OBSTACLES AS CHALLENGES TO BE EMBRACED**



Be Consistent

- 1. HAVE A CODE OF CONDUCT**
- 2. SET BOUNDARIES AND EXPECTATIONS**
- 3. TREAT ALL PLAYERS AS INDIVIDUALS**
- 4. TREAT YOUR CHILD SAME AS THE OTHER**
- 5. BE AWARE OF SITUATION BEFORE MAKING JUDGEMENTS**
- 6. BE FAIR**
- 7. BE PATIENT**



Be Demanding but Considerate

- 1. SET GOALS**
- 2. TEACH THROUGH PROPER PROGRESSIONS**
- 3. SET CLEAR EXPECTATIONS**
- 4. EXPLAIN ROLES AND RESPONSIBILITIES**
- 5. CHALLENGE AND DEVELOP PLAYERS**



GAME PLAN

- be attentive to the feelings and moods of your athletes
- keep the players and bench safe positive
- be firm, but fair – challenge your players
- provide positive, but specific, feedback – athletes must be able to do something with the information you provide
- provide the opportunity to perform
- Be attentive to parents

FAIR PLAY 

AND RESPECT