

THE INSTRUCTORS EDGE

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The Professional Ski Instructors of America
The American Association of Snowboard Instructors
Intermountain

AASI Greetings From Targhee

By Lane Clegg

What's new with AASI-I for 04-05

I wanted to report on our latest training at Targhee and some of the changes that we are making going forward into the new season. First, I would like to thank Targhee for hosting AASI-I Examiner training this season. They were incredible hosts and we were treated exceptionally well. Second, I would like to thank all those who participated in training. It was three days and two nights of hard-core work without much time for fun in between. You have a very dedicated staff working for you and I want to thank them for all their hard work and unpaid hours.

AASI-I Restructured

The snowboard side of the division has taken on a bit of a new look this season, at least in structure. Ethan Smith of Snowbird has taken on the responsibility of Snowboard Manager to work as a liaison and communications person between the Education and Certification Chairs and the Snowboard staff. He has already spent many hours try-



PSIA-I/AASI-I Alpine Certification Manager Guillermo Avila Paz carves up the slopes at Deer Valley.

ing to catch-up and move the system forward. Ethan is supported by a number of designated positions and task forces designed to perform necessary work. It is really nice to see the excitement that the people in these positions have had this season about the new changes listed below.

Tasks vs. Demos

Over the past two seasons we have been implementing changes in the education and certification process. The most visible change for us to date has been the move from a demonstration or "demo" based system of education and certification to more of a task based system. What this really means is we are trying to create a process of edu-

cation and certification that is based around "real" riding and teaching.

Tasks are things that all of us use everyday in our own riding and teaching. We challenge ourselves and our students to ride terrain and features in ways that are out of the ordinary to highlight limitations in ability or to emphasize particular movement patterns. This might include making "turns" down a halfpipe, absorbing a jump or making basic turns through bumps. As instructors, we come up with these tasks all the time to use in our teaching and it gives us the ability to use the same terrain very differently for specific goals our students or we may have.

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President's Message

By Carl Boyer, PSIA/AASI Intermountain President

I am excited for this season for so many reasons! The near record snow in October was an unexpected treat with some of our resorts opening before Halloween. Despite some warm spells in between, Thanksgiving brought fresh snow and lots of business to many of the resorts. Snowbasin again provided a gracious welcome for the Education

College amid spectacular scenery, sunny days and exceptional facilities.

I am excited to see the energy of so many dedicated individuals stepping up and working together to build a better future for our association and industry. I encourage you to support and thank them, and seek ways you can contribute to this synergy, whether by furthering your education and certification, adding a discipline or accreditation, contributing an article for *The Instructor's Edge* or supporting educational development. You might consider running for the Board of Directors to contribute your energy and talents for the benefit of our membership. The progress of our organization will only happen through the active involvement of its membership and your contribution to our future. Join with us to build our future. ■

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As we have incorporated these tasks into our education and certification, there has been some degree of confusion about how to prepare for exams. In some ways it was easy to go out and practice the "demos" until we felt we had them mastered. The problem often arose in exam situations when the examiner saw inconsistencies between the rider's demos and their riding everywhere else. What this made clear to us is that the demos were not being utilized in the instructor's everyday riding and teaching. What we have tried to accomplish with the tasks was to take the elements out of the demos—the fundamental movements and the snowboard performance – and use those elements in tasks to help us determine if a rider meets the standard at different levels of certification.

New Clinics

What you will see in the process for this year is much more visible, but still

represents this change we started two seasons ago. The first change you will notice is the number and type of clinics offered. We have fielded a lot of concerns about having enough training available for those that might want or need it. We have taken this input and developed a variety of clinics that will focus on specific outcomes, both riding and teaching. We tried to pattern everything using the template of Steeps Camp, which has been highly successful both for its level of fun and also for the amazing amount of information we are able to transfer over a short period of time. Many people have commented that they gained more from Steeps Camp than from any other clinic they have attended. We encourage anyone interested in improving themselves to check the schedule, read the clinic outlines and sign up for what you feel you need most in your riding and teaching. This goes for people working on certification as well as those who just want more information or want to improve.

The Instructors EDGE

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Editorial/Advertising Office

Rodger Renstrom, Editor
4664 Clearview Street; Holladay, UT 84117,
(v) 801 272-0854
(e) editor@agegroupsports.com

PSIA-I Division, AASI-I Division Office

Susan Oakden, Division Executive
7105 Highland Dr., Suite 201
Salt Lake City, UT 84121
(v) 801 942-2066, (f) 801 942-7837
(e) admin@psia-i.org

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Administrative Report

By Stew Marsh, PSIA/AASI Intermountain Administrative V.P.

Another season is well underway and the areas have built a great base for the winter. I hope everyone had a Happy Holiday season! The DECLs have had their training and are ready to give all the members taking clinics great information. The descriptions have changed and the content is more specifically tailored. They are all excited and ready to provide the membership a great product. Come out and participate in the clinics this year.

The Education College was well received and had great weather and great conditions. I want to thank Peter Miller, Snowsports Director, and Denzel Rowland, area manager and Snowbasin, a Sun Valley Resort, for hosting this event. There were approximately 85 participants this year and we hope to have more in the years to come. It is a great way to kick off the season and get your legs back under you. It would be great to see more snowboarders participate in this great event. Put it on your calendar for next year.

Speaking of next year, as you will note in the Edge, elections for the Board are coming up if you have the creative ideas, the energy and the desire to work with others, and a passion for the sport of skiing and boarding. If you desire to run for a position on the Board of Directors please follow the instructions found on page 16 of the Edge. If you may be thinking about the possibly and are unsure of what the expectations are, please contact a current or past member of the Board. You will be fulfilling a three-year term. So, if you are a member of a mountain school in Region 2 (Pebble, Kelly Canyon or Beaver Mtn.) or Region 5 (Deer Valley, Park City, the Canyons or the National Ability Center) there is a seat up for reelection. Also, there are two At-Large seats up for reelection. At-Large simply means that any member in good standing can run for this position.

I wish each and every one of you a safe new year. ■

exam than in the past. It's a better strategy to take extra clinics and pass the exam with flying colors the first time. We anticipate implementing one foundation clinic and one "elective" clinic as the mandatory assessment prep requirement for the '05-'06 season.

Written tests reworked

Another change will be the written test. The workbook for Level 1 has been updated and is available to download from the web. Give yourself plenty of time before your on-hill exam to work through the workbook and turn it in. The workbook is primarily a tool to help you find resource materials and information you will need in the exam. The written tests for Levels 2 and 3 are also available for download. These are tests that require extensive thought and research and should be done over a period of time. We recommend that anyone interested in going for certification this season download them now and start working on them. The format is ten essay questions, some of which will be graded. This means that you better write good answers for all ten (or be a really good guesser about which ones we might pick to grade).

You will need to mail or fax the tests back to the office and have a passing grade on the written test before you are allowed to sign up for the on-hill exam. We will be using your written test in the on-hill exam to determine your level of technical knowledge so we stress that the answers on your written test be your own and you be familiar with them.

Those, in a nutshell, are the changes that will come about this season. Please check out the web at www.aasi-i.org for further information regarding clinic outlines, the most up-to-date schedule, as well as other pertinent information. And remember to sign up for any event with the office at least two weeks ahead of the date to avoid cancellation. We are looking forward to a great season with lots of new opportunities. ■

L2 Assessment, Clinic Requirements

Another change you will see this year is the format at Level 2. In an effort to give exam candidates every opportunity to successfully complete exams, we decided a two-day assessment process would allow us to evaluate riding and teaching in a more effective manner. We also wanted to get to know the candidates better and allow them to know each other so we have made the exam days consecutive. This means that all is not lost if you have a slow start to day one. You have time to find your rhythm and get comfortable with the process and your fellow candidates.

We are very excited that this change will allow us to get to know all of you better as well as allow instructors from

other resorts to exchange information and strategies. As part of the '04-'05 process, you are now only required to participate in one mandatory "foundation" clinic prior to taking the two-day exam. If you and your clinician feel this is sufficient to prepare you for the process, great. However, we recommend that you talk to your clinician, your area trainers and any other people about participating in other clinics that will help fill in gaps you might have.

We would like candidates to be extremely well prepared for the exam. This makes the process more fun than if you are barely making the grade or, worse yet, sub par. It also gets expensive if you end up not meeting exam standards because it is a more expensive

Kids Teaching Model

By Mike Sharp

The PSIA Core Concepts manual encourages us to develop our own teaching model. Here's a kid-specific teaching model to replace the age-old P.D.A.S. model.

Old: The Teaching Cycle (R.I.P.)

The teaching model from the PSIA Alpine Manual (© 1996) was a seven-step cycle.

New: Elements of a Teaching Model

The Core Concepts manual narrows this to five essential "elements" that should be included in any successful teaching model: (1) developing trust, (2) assessing movements, (3) working the learning environment, (4) providing feedback, and (5) debrief and closure.

The trust that is initially developed must be retained throughout the entire lesson to ensure success. Like the all-encompassing "balancing movements" in the skills concept, developing trust allows you to have a positive effect on the other elements. With debrief and closure at the end of the lesson, the remaining three elements act more like a cycle within these two bookends, repeated for each "learning segment."

Old: P.D.A.S.

The old standby for teaching kids has been P.D.A.S. – Play, Drill, Adventure, Summary.

Play is used to break the ice and form trust with your new charges. This could happen before or after any sort of verbal or skiing split your resort may use. It involves introducing the learning segment, and assessing the student. A great way many experienced kids instructors incorporate "play" into their lesson plan is to make the first one or two exercises of the learning segment extremely fun while also introducing a theme.

Drill is the technical content of the lesson, and would include any exercises aimed at refining a certain skill, however well-disguised to keep the learning atmosphere fun. Goals are determined and technical information is presented for the first time.

Adventure is essentially free time to help practice new movements, allowing you the opportunity to check for understanding.

Finally, Summary is finding a way to remind students of what they learned, often reinforced with a "report card" and verbal debrief with the parents at the end of the day.

New: Play, Teach, Practice (P.T.P.)

Here's a new kid-specific teaching model which borrows phrases and ideas from both old (P.D.A.S.) and new (Core Concepts):

Teaching Cycle	P.D.A.S.	New Kids Model	Core Concepts
Introduce the learning segment	Play	Trust	Developing Trust
Assess the student		Play	Assessing Movements
Determine goals and plan objectives	Drill	Teach	Working the Learning Environment
Present and share information			
Guide practice	Adventure	Practice	Providing Feedback
Check for understanding			
Summarize the learning segment	Summary	Summary	Debrief and Closure

Trust is now just the relationship building so the kids trust you as their teacher and coach for the day. We all know this doesn't come easily for little kids. More of an art form than a science, getting small children (like 3-year-olds) with separation anxiety to forget about mom or dad for even an hour, let alone six hours, is no small feat.

Play is now just assessing movements. I originally wanted to call this "testing", but thought that sounded too strict. That said, "testing" or assessing students is the focus here. It should begin with a verbal split, the question

and answer session that determines that child's skier level. Once they have been placed in your class, you should start to pay attention to their movement patterns, whether they have their skis on or not. Play is the best way to assess your students' physical development. You can even tell a lot about a child by how they walk in their ski boots and carry their equipment! Testing continues on the hill to help decide what the child is capable of trying next, and begins the cycle of teaching and practicing. Assessing your student(s) will help determine the goals you set throughout the lesson. Observing children at all times can also provide valuable insight into learning preferences, which will help you decide how to present information while teaching.

Teaching is presenting information by some means. Terrain selection, class

handling, teaching styles, and your students' learning preferences are all important considerations. Rather than introducing a theme during the play phase (P.D.A.S.), it's easier to consider this part of Teaching so you can keep your exercises organized into theme progressions (e.g. "A Bug's Life"), no matter how playful the exercises may be! And if your imagination runs wild with new games and theme-based exercises, then some blending of Play, Teaching, and Practice will take place.

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Are We Having Fun Yet?

Fun Styles and Kids

By Linda Heymering

I recently read Kathy Brennan's (PSIA-E Dev Team, Loon Mt. NH) article about "fun styles" in the PSIA-E Early Winter 2004 newsletter. Kathy's initial premise was "Just because I think a particular exercise is fun does not mean that every-

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Practice is simply a new word for Adventure. While it doesn't sound as fun, it should help define just what was always intended. I originally wanted to call this "Treasure" (I was trying to use all "T" words), but thought that would be too confining and not descriptive enough. Practice can be an adventurous treasure hunt, a free run, or more skiing games or tasks. Just make sure you check for understanding by giving timely, positive feedback every time they do it right. Whether you use "three positives and a wish" method or the "compliment sandwich" approach, make sure to keep they tone positive even if they need some corrective measures. Once students seem to have acquired the skill or task, still allow sufficient practice time for "muscle memory" to set in. Practice makes perfect, and mileage is the key to success!

Summary can, and should, be used during each progression or teaching segment to anchor what was being learned. It's more important to give students one or two things to take away with them at the end of the lesson. One of the best ways to do this is with a mnemonic or saying they will remember. Of course, having a stock saying prepared at the start of the lesson would be great ("giant, midget"), it's far better to involve the students during the course of the lesson and try to come

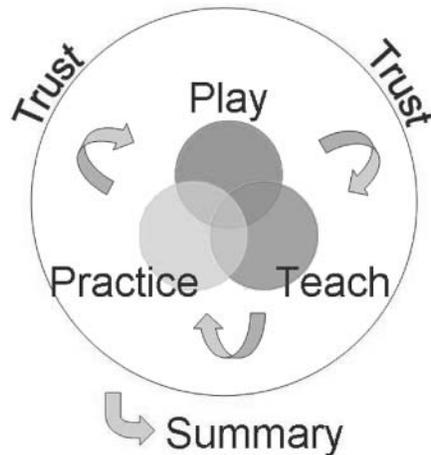
one else will think it is fun. Well, then, do I know how to make it fun for everyone in my group?" It occurred to her that people may have their own fun style in the same way that people have their own learning style. Kathy came up with four basic fun styles: Rippers, Easy-Riders, Gigglers, and Poohs.

Rippers: "Rip-roaring, life-grabbing

up with a personalized saying ("tall, turn, tip" for more word-smart child).

The accompanying chart is just meant to relate this new model to others. Like the Core Concepts "elements," it is not entirely linear or even a true cycle. It's both of those and more.

Once again, Trust and Summary are "bookends" for the entire lesson, while Trust is always revisited and must be reinforced throughout the lesson. Play, Teach, and Practice are more of a cycle for each new skill or learning segment. But there is overlap as shown below.



For example, games and drills could take place in both Play and Teach, and there is actually movement analysis in both Practice and Play. Therefore, the above picture may be the best way to remember this new kids teaching model.

people. If they are not having a good time, they create one for themselves."

Easy-Riders: "Fun-loving, prepared to have a good time, ready to participate, and easy to please."

Gigglers: Eager to have a good time, but they don't usually start the fun."

Poohs: "Just may not be happy about being in your lesson; or they may actually be having a good time but their outward expression never shows it."

Kathy's focus was using this fun style model with adult classes. I started thinking if this model would hold true for kids as well and, if so, would there be any substantial differences between the adults and kids. Here is what I have come up with so far.

Rippers: High-energy, happy, easily distracted, fast-thinking, fast-listening, sometimes misread as ADHD or ADD. These kids are looking for fast-paced fun. They tend to look for EVERY bump and jump on the mountain and don't shy away from a challenge. Quite the opposite, these kids thrive on challenge and controlled, friendly competition.

Easy-Riders: These are the happy-go-lucky social butterflies of the group. They get along with most kids and instructors. They are willing to try anything if it is offered to them in a safe and friendly environment. There are no strangers for Easy-Riders, only friends they haven't met yet. These kids are the cooperators of the group - BIG TIME!

Gigglers: These kids are a bit shy and tentative at first, but once they've found their niche within the class structure, they're good to go. Gigglers are often having so much fun that their exuberance bubbles over in the form of nearly nonstop giggling! Gigglers rarely want to be the first to try something new. They are more comfortable being the third or fourth in line so they can see if other kids are having fun *and* succeeding. These kids are terrific team players.

Poohs: If you have taught as few as two lessons in your teaching career, you

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How to Start a Racing Career

By Marcel Radu, Deer Valley

Her name is, let us say, Nina. She is the oldest child in the family. After years of skiing at Deer Valley, inspired and motivated by the 2002 Winter Olympic Games, she decided to become an alpine ski racer. The family agreed. The logical way to do this was to join the Park City Ski Team. The final step before that was to train for the “tryouts.” It happened in December 2002.

At the age of 12 or 13, many children may have been in the team for a few years. But, believe me, it is not too late at all. Long before that, Nina needed long hours of free skiing. Let us remember how many miles she skied with our ski instructors. The names are not important, but imagine somebody dressed in green, who provides guidance and instruction through the scenic Deer Valley. We could call them Norm, Brian, Chris.

The importance of free skiing

This concept is not new to any ski school or racing team around the world. One of the best ways to be a better racer is by free skiing. Free skiing means any skiing time when you are not in the gates. Could be:

- ◆ practicing drills
- ◆ making first tracks in powder
- ◆ skiing gladed terrain and trees
- ◆ pushing the limits in all kinds of snow conditions and terrain.

The hill itself is the best teacher of dynamic balance and recovery situations that may be similar to those needed in a race course. The USSA Alpine Athlete Competencies manual recommends that for racers up to age 15, at least 50 percent of skiing time should be spent skiing all over the mountain. How do you get the most out of free skiing? Besides cruising on

medium terrain, like the blue runs, search for the most challenging conditions. Find the bumpiest and steepest terrain you can ski.

By 2001-2002 season, Nina developed not only the ability but also the pleasure to vary her skiing from “groomers” to “off piste.” It was a delight to see her great balance in any conditions. From edging and lateral pressure movements on groomed runs to a balanced, flexed/extended position with hands in front on other terrain, everything was there.

Skiing bumps is a good drill for slalom. It improves foot movement. Many adults and children do not like bumps. I cannot say that they were Nina’s favorite either. But she did it. Also a good drill was to ski GS turns in bumps, focusing on absorbing the bumps with the legs, like shock absorbers in a car.

Skiing glades and trees is a great visual task. You need to look ahead to see where you are going. The challenge is to see the spaces between the trees. It can be compared to a glass of water, half full or half empty. What part do we see?

Skiing steeps, with controlled turns in the beginning and strong pole plant, makes a good training as well. Another important part of our practice was to ski blades. They are fun and improve balance. I recommend skiing blades using poles. It can be the easiest way to learn how to ski the zipper line in bumps.

You may think this information doesn’t refer to Nina’s journey towards the ski team. I assure you it does. Nina went through all the cakes described here and she ate them all. The reason behind this general presentation is that many kids may benefit from the description of one’s journey towards the goal of becoming a ski racer. So, guys, do a lot of free skiing before you even consider a racing career.

Last, but not least, I have to confess that Nina also did gates before the “tryouts.” We took full advantage on the Deer Valley race hill. We started recreational racing, not being interested in

time, but more in enjoying the gates. The turns were larger than regular slalom turns but smaller than GS turns. It worked perfectly. As we all know, that type of turn is the basis of all skiing. From here you can become a technical slalom skier or a speed event racer. The key is to master that particular medium size turn. On top of it, we also spent tons of time adjusting the line and the phases of the turn in connection to gate position. I was using all possible places to watch her and also many times we were challenging each other in the dual course. Soon, I could feel her breath closer and closer coming behind me in that dual course. I knew it was time for the racing team. So did she.

I want to spend some time explaining how important parental approval and support is in a decision like that. First of all you have to know that both parents are very enthusiastic about competitive skiing and felt very good acknowledging Nina’s progress. One of the best ski foundations in the country is the Park City Ski Foundation. It was so clear that she would like to try for the team. The decision was made by the family and there we were, in December 2002, working on the test. When you have under your belt so much free skiing and miles on snow, you may be tempted to think that the tests are a piece of cake. Well, they are, if you do them and repeat them towards perfect execution. Let me announce them first:

- 1-traverse
- 2-traverse with extension/flexion
- 3-straight run over rolls
- 4-sideslipping with edge sets
- 5-whirlybirds
- 6-pole jumpers
- 7-hockey stops
- 8-dynamic wedge turns
- 9-wedge hops
- 10-linked, outside ski turns
- 11-visual test
- 12-free run
- 13-linked parallel turns

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Protecting Workers Compensation Rights

By Wayne A. Freestone, P.C. Attorney

The majority of the American workforce will at sometime in their working career be injured on the job. This is especially true of ski instructors in that their jobs are more physically demanding than most. When injured on the job, an employee is entitled to workers compensation. Injured workers are usually entitled to workers compensation benefits, regardless of who is at fault. Unfortunately, workers compen-

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For definitions and more information please refer to the USSA Basic Alpine Skills Evaluation, stage 1.

It was no surprise at all to find that repetition is the basics of all learning. After describing and demonstrating each test, we had to work on perfecting them. We had to do all 13 tasks, even if only four were in the final try out. Free run was one of it. That was the strongest part of Nina's skiing. But how about, let us say, wedge hops? They didn't look to good in the beginning.

Repeat, repeat, repeat.

We finally got them.

Nina made the team.

This is a great *beginning*.

Now she will sweat much more.

If some 12 or 13-year-old can ski like this one, he/she is on the right track. As a coach you can work out ways to set up one-on-one instruction, maybe with visual and other aids, to get the student learning. Don't be afraid to teach at the highest level.

Latest news: Nina wants to participate in the 2010 Olympics. Meanwhile, Neal, her youngest brother, followed her footsteps. He joined the Park City Ski team just one year ago, after a very similar path. Good luck, both of you! ■

sation insurance carriers, or a company's Risk Management if it is self-insured, do not always pay legitimate claims without a worker taking steps to protect his rights or even initiating legal action to force payment. Therefore, it is important that workers understand how to protect their workers compensation rights and how to claim those rights.

First of all, it is important to understand that all employers are required to maintain workers compensation coverage on their workers. That coverage usually consists of payment of all work-related medical expenses, wage replacement during the time that the medical care provider has the worker off of work, compensation for any permanent impairment and mileage reimbursement for trips to the medical care provider. If a worker is permanently totally disabled, workers compensation benefits will usually include compensation for the entire period of his disability (often for life).

Some employers may try to claim that a worker is an "independent contractor," not an employee, and thus the employer is not required to cover him/her. Workers should be wary of any agreements, conversations or company policies that try to classify an employer as an "independent contractor," because the worker may find himself/herself without any workers compensation coverage after he/she has been injured and is without resources. If a worker is truly an independent contractor and not an employee, the worker should obtain his/her own coverage.

Most companies have a policy describing how to report a work injury. It is wise for a worker to acquaint himself/herself with the policy and comply with it, no matter how minor the injury. Companies will often attempt to deny benefits if there is the slightest deviation from their reporting policy. A

worker must also understand that even when she/he reports an injury, whether done according to policy or otherwise, the company may dispute whether or not it was in fact reported. Workers often report an injury to their supervisor, thinking that they have protected themselves, only to have the supervisor, later deny any memory of the report. Make sure the report of injury is made in writing, dated and signed by the worker. The worker should keep a copy for his/her records and if possible, have the supervisor sign or initial the report.

Because companies sometimes have selective memories of reports or conversations regarding the worker's injury, both immediately after the injury and during the treatment period, it is a good idea to keep a detailed journal or account of all interactions with the employer regarding the injury. The journal should include contacts with medical care providers as well. Often, employers may require the worker to treat with a medical care provider that is chosen by the employer. Sometimes disputes with these medical care providers develop and the details of the workers interaction with the medical care provider become important.

It is important for the worker to follow up with the employer, after reporting an accident, to make sure that the proper procedures are followed by the employer to extend benefits to the worker. Because many employers are penalized by increased premiums when workers are injured, many employers are reluctant to report the injury to the insurance carrier. Sometimes, employers try to talk the worker into obtaining medical care from other means, such as the worker's personal medical insurance. Although, this is an option if the employer or insurance carrier delays or denies benefits, workers should not agree to forego workers compensation benefits if it was a legitimate on the job

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Alpine Certification

By Tony Fantis

A number of new options are available to Alpine instructors on the certification track this season. Flowcharts have been updated by Kent Lundell and are available on the Intermountain website at www.psia-i.org. Following are details that will help you prepare for assessments. Please note: any old certification prep clinics you attended last year may be counted as certification prep for this season's assessments.

Please be sure to download the new Study Guide for Level 1, 2 or 3 for free at www.psia-i.org or pick one up at the Division office for a small fee. The old study guides are now defunct.

Alpine Level I

This season the Level I Alpine Assessment will continue to be offered at a rate discounted below that of all other assessments. The Level I Prep Clinic has been removed from the calendar and has been replaced with "Intro to Ski Instruction." This is an educational clinic and also counts toward certification prep for Level I.

Alpine Level II

The new, more flexible, certification track comes with a few changes to the education track as well. In last year's program there were two days of preparation and one day of assessment for a total of three days. This year there are also three days, but now one is education and the assessment is two.

Level II candidates may fulfill the one-day cert prep requirement by choosing from any of four clinics: Demo Camp, Ski Camp, Intermediate Zone Movements, and Intermediate Zone Teaching. While only one event is required, it is highly recommended to diversify your education by taking more than one clinic.

The Portfolio must still be com-

Education Corner

By Tony Fantis, PSIA/AASI Intermountain Education Chairperson

What an amazing start to the season! It's great to be back on snow and to see so many friends, old and new. This year's calendar offers more options than ever before. There are clinics available indoors and outdoors, weekdays and weekends, days and nights, north and south. Whether you're full time or part time, we've got you covered. Of course, it is impossible to hold every clinic at every snowsports school, but if we could we would! The calendar is driven primarily by how many people take certain clinics, when they register, and how often they take them. For example, a clinic that is only held once per season probably only has enough participation to have it on the calendar once.

This season there are new clinics available in every discipline. You can learn to ride, tele, or ski the terrain park and the halfpipe. There's a new Adaptive workshop and new tele clinics, including a special "Telemark for Alpine Skiers" day. Alpine members can now choose from more clinic topics, and certification candidates can pick and choose from a greater selection of clinics that count toward certification prep. All in all, we've got a solid calendar of events for you to keep up your credit hours, prepare for certification, or expand your horizons.

Remember, it's not too late to get the season pass for Intermountain Division clinics. And if you're looking for more educational materials, stop by the office or order them through the *Accessories* catalog or from National's website at www.aasi.org or www.psia.org. There have never been more educational books, videos, and pocket guides available to snow pros than there are right now. Jump into some of these wonderful training resources and take them at your own pace.

I'd like to wish you a full winter season with many lasting memories. Here's a great quote by Pamela Ribon I discovered a few weeks ago: "*When you live in Texas, every single time you see snow it's magical.*" ■

pleted, but only requires one "sign-off" by an approved area trainer or supervisor. Be sure to have your completed portfolio turned into the office prior to two weeks before a certification assessment to help guarantee your spot.

If you do not meet the standards of the L2 Skiing Assessment you will need to take any one of the four prep clinics before going to another assessment. This new program offers more educational opportunities, greater flexibility, and, most importantly, your choice to take clinics of particular interest to you.

Alpine Level III

There are four new educational clinics that also count toward your L3

certification prep requirements: Demo Camp, Ski Camp, Advanced Zone Movements, and Advanced Zone Teaching. Take any of those four clinics prior to going to the L3 Ski Assessment.

If you do not meet the standards of the skiing assessment, you will need to take another prep clinic of your choice. The same program applies to members who do not meet the standards of the L3 Teaching Assessment.

The L3 Portfolio must still be completed prior to the teaching assessment, but requires only one "sign-off" by an approved trainer or supervisor. Be sure your completed portfolio arrives in the office to two weeks prior to the assessment to guarantee your spot. ■



How to Pass the Certification Exam

By Ron Kipp

Take a cert prep clinic, ski the demo's perfectly, and be able to regurgitate the manuals word for word. Okay that is straight forward enough! But... wait, is that really the way to pass the exam? Let's be blunt here. Instructors that only plan their preparation with the goal of passing the exam are cutting themselves short.

The exam is a stressful situation, no matter how hard the examiners try to reduce the stress, the bottom line is that it is an important day for you and that alone creates stress. With that said you have to set your preparation bar high. This way you can go into the exam and even with an average performance you will walk away with a pin. "Train hard, race easy," an old adage that holds true for exam preparation.

An exam is never exactly like real life, but the PSIA-I exam process has continually undergone alterations to make it highlight the skills necessary for a good ski teacher. So if you concentrate your study on being a better ski teacher the skills necessary to pass the exam will follow.

Heuristics to Passing the Exam... err, Being a Better Ski Instructor

1. Increase your skiing time

Every instructor should know that an important key to their students leaning is mileage. Increasing your mileage also will yield skiing improvements. One run a day can be 20 runs a month, or equivalent to an extra day or two of training.

2. Ski in new places

Versatility and adaptability are keys to enhancing your skiing skills. Skills that are not totally developed can be out-of-sight/out-of-mind out on the

groomers. By challenging yourself off *your* normal beaten path, your skills will be confronted and in the end improve. Seek out gates, moguls, powder, ice, and crud. Change your line, turn size, and shape.

3. Break your skiing style mold

How many different ways can you start a turn. Do you always plant your pole in the same place? How about on the flexion or extension? Do you always look the same? Teachers need to paint many pictures. Can you bank a turn? Over angulate during a turn? Is your turn shape always the perfect round "C," learn to make turns that tighten at

Instructors that only plan their preparation with the goal of passing the exam are cutting themselves short.

the end or turns that are tight at the initiation and shaped like a comma. If you always plant your pole on the extension, learn to plant on the flexion. Do you always ski the same line in the moguls? Try a new line. What about the backsides? Don't settle for the five "Self Assessment/Skill Improvement Drills" in the manual. The more you can do the better you will be.

4. Teach for people to learn... not to show your theatrical skills

When you teach, do you just put on "the show," or is every action, word, and maneuver geared to making your student actually do something new? Every lesson should look different.

5. Know why you are doing something in your teaching

Yeah, a garland is a great exercise, but why are you doing it? Turn initiation, pole plant—know why and be able to defend your use of it. Your choice of exercise may not be the one the examiner would have picked, but if you can justify its use, you are on the right track.

6. Vary who you teach

In some ski schools teaching adults

is the top of the pole. Getting stuck in the *adult only* rut reduces the avenues you have to increase your awareness of what makes things tick. Children require looking at similar skiing problems and coming up with different solutions. This opens our eyes and broadens our understanding of sport.

7. Are you having fun?

If you aren't you can bet your student aren't. "Safety, fun, and learning" is an old, albeit important, cliché. Maybe "fun" didn't make the number one slot, but it did rank ahead of learning. Strange since we are in the "learning" industry. If it isn't fun, no one is going to learn.

8. Broaden your studying

PSIA has a plethora of great information, but what about Joubert, Witherall, and Bear? Dust off that high school physics book. Watch World Cup footage. How does the body really move? What planes, what joints, what muscles? What was the last sport psychology book you read?

9. Analyze without qualification

Do you see rotation as good or bad? Try and describe the movements you see without any qualification of right and wrong. Don't get stuck with a myopic view of technique. See the movements and their resultant actions. First you have got to see what is happening... then you can....

10. Understand there is more than one technique

Body morphology, snow conditions, and different sidecuts have permitted us to skin-the-cat in more than one way. Before critiquing, balance the goal, tools, and the environment in your technique appraisal.

In conclusion, you have got to set the bar higher than the minimum standards set by the exam. Remember on exam day you can only expect to perform to your average. If you plan on the magic of an above average day you're betting against the odds. Raise your average and increase your odds. ■



Due to membership feedback and continued requests for clinic topics beyond the certification-oriented norm, the DECLs, DCLs, and EDS staff are pleased to present for your previewing pleasure the upcoming events for the 2004-2005 season.

Each clinic was brainstormed, outlined, deconstructed and then, thoughtfully, re-created to provide you, the member, with the best possible on-snow experience. Keeping the all-encompassing mantra of "Safety, Fun and Learning" as our model, we want every clinic and assessment to be as ideal as the guest experience we know you create for your own clients. Snowboarding is fun! The ride is probably why we all got into teaching. Our goal is to make sure the ride

Extra! Extra! Read All About It!

New AASI-I Clinic Topics for '04-'05

broaden horizons, increase personal riding skills or just because they sound cool. The best part of the new offerings is that all the clinics are grounded in solid AASI movement and performance concepts. So whether your focus be freestyle or freeride, BC or peewee, all clinics will add to your understanding of the outcome-based approach to snowboarding. You, the rider, play an integral role in The Ride. Come join us as we explore new territory this season! Oh—and yeah, this will prep you for the assessments.—**Sandra Guzman, AASI-I DECL, Snowbird**

Clinic Title: Fundamentals 1, 2 and 3

Clinic Description: This course covers a broad overview of movement and performance concepts in addition to teaching fundamentals. This is a required clinic for each level of certification and will contain information relevant to each level of certification.

Clinic Title: Boot Camp 2 and 3 – Basic Training

Clinic Description: This course is all about intense rider improvement. Receive concentrated coaching with an emphasis on personal feedback, while riding the mountain working on all variations in terrain. Boot Camp 2 is geared towards riders working on their level 2 certification and Boot Camp 3 is geared for riders working on conquering the whole mountain, working on all variations in conditions and terrain.

Clinic Title: MIA 2 and 3 – *What is Missing in Action*

Clinic Description: This course is all about finding new perspectives on Movement Analysis. We will be exploring Cause-and-Effect relationships and Observation Tactics to determine a Prescription for Change. We will cover in depth the new M.A. Handbook and how to use the concepts found within. MIA 2 is geared towards riders working on their level 2 and MIA 3 is geared towards riders working on their level 3.

Clinic Title: Ammo 2 and 3 – *Stock your arsenal*

Clinic Description: Tricks and tools for better teaching and riding. Creative teaching tools utilizing cause and effect relationships and changing the blend of skills for different outcomes. This clinic will look at how tasks can be used in teaching for maximum improvement of students. Ammo 2 will focus on riders working towards level 2 whereas Ammo 3 will be specific to higher level riding tasks and skills in preparation for level 3.

Clinic Title: Stance and Deliver

Clinic Description: Are you riding the "sweet spot"? Exploration of stance angles, binding widths, binding adjustments and how these variables affect board performance and movement patterns. This clinic is designed for all levels of riders to experience the incredible differences stance can make in your riding.

Clinic Title: Steeps Camp

Clinic Description: This camp is all about riding steep terrain, both for yourself and for your students. We will explore tactics vs. technique and how to use both in different situations to conquer steep terrain. Safety is the overriding concern in this type of terrain and we will cover terrain assessment as well as being able to assess your student's abilities to select the appropriate terrain. Once we learn how to ride it, we will break down the elements so that you can teach it. Includes an optional day covering backcountry awareness and safety (this will include snow safety analysis, introduction to transceiver use and general concepts).

Clinic Title: Freestyle Camp

Clinic Description: This camp is all about riding freestyle terrain, whether in the park and pipe or out on the mountain. We will explore the park and how to master man-made terrain features as well as natural features found on the mountain. Safety is the overriding concern in this type of terrain and we will cover terrain assessment as well as being able to assess your students abilities to select the appropriate terrain. Once we learn how to ride it, we will break down the elements so that you can teach it. This course is a prerequisite to taking the Freestyle Accreditation, however, you do not need to take the accreditation if you choose not to. This clinic is an excellent entry into riding freestyle as well as an outstanding place to fine tune skills you already have.

COMPENSATION *continued from 7*

job injury. To do so could have disastrous consequences later, if the injury is more severe than the worker believed at the time.

If the employer or workers compensation carrier delays payment of benefits for more than a couple of weeks or denies the worker's claim, the worker

should not delay contacting the regulating state agency, often named something like the "Industrial Commission" or "Labor Commission," to obtain information on how to pursue a workers compensation claim. My recommendation is that the worker contact an attorney who practices in the workers compensation area. Often workers wait until they are desperate or desti-

tute before they contact legal counsel.

State laws require employers to provide workers compensation benefits to workers injured on the job. Unfortunately, many workers miss out on these benefits because they believe their employer will take care of them. A prudent worker will take measures to make sure that he/she has done everything possible to protect his/her rights. ■

Intermountain Division is offering more diverse training options this season for full and part-time instructors, with ten new Alpine events. Whether one is preparing for certification, maintaining professional credit hours, or expanding professional skills he or she will find a greater selection of clinics than ever before.

Also new this season is the member's ability to pick and choose between a number of clinics that count as certification prep. Members can choose which of four clinics best fits their needs as a prep clinic based on time, topic and location.

All in all, these new options are the result of many sug-

New **Alpine Clinics**

gestions we receive from the membership on clinic feedback forms. One of the most popular comments we've received to date is to offer free beer at the clinics. Unfortunately, we can't find any!

If you would like additional information regarding clinics or exams, consider the Intermountain Division website one of your best resources! There are clinic descriptions, calendars, study guides, portfolios, and other resources available at www.aasi-i.org or www.psia-i.org.

Here is a brief synopsis of these new clinic/accreditation options.—**Tony Fantis, PSIA/AASI-I Education Chairperson**

Demo Camp

This is much more than a day of demos, after all, who wants to do demos all day? Demo Camp focuses on the National Standards—movements that make up good skiing. This is a skiing and mechanics improvement clinic with the focus leaning toward applying effective movements to demonstrations. There will be plenty of structured free skiing and possibly some tasks or drills. A member must be at least Level I Alpine Certified to attend. This clinic can be applied as certification prep clinic prior to the Level II and III assessments.

Ski Camp

This clinic is similar to the Demo Camp in that it focuses on the National Standards, movements that make up good skiing. The focus in this clinic, though, is less on demonstrations and more on tasks, conditions, self-assessment drills, and synchronized and free skiing. Self-assessment drills will focus on the specific movements that comprise effective skiing in more types of conditions, situations, and terrain. A member must be at least Level I Alpine Certified to attend. This clinic can be applied as certification prep clinic prior to the Level II and III Skiing or Teaching assessments.

Ride the Park

First timers to intermediate park riders (skiers) will enjoy a full day of coaching and riding some of the more basic features of the park, excluding rails. This is a freeform clinic, meaning that individuals can ride the park features at their own pace. Etiquette, safety, and skills are the primary focus. A member must be at least Level I Alpine or Nordic Certified to attend.

Ride the Pipe

First timers to intermediate pipe riders (skiers) will spend a full day of learning pipe safety and etiquette while building new skills to take into their everyday skiing. Also a freeform clinic, members can take as much of the pipe as they like. Most skiers will find themselves easily turning on the wall of the pipe by the end of the day. A member must be at least Level I Alpine or Nordic Certified to attend.

Shhh! Silent Auction Donations

Help raise funds for the Education Foundation and grow PSIA/AASI-I member opportunities. You can support the Foundation's silent auction at Spring Clinic by donating an item or service, or by encouraging a personal contact to donate. Trips, crafts, river trips, ski stuff, clothes, pictures, etc., make great auction items. Donations are tax deductible. Email or phone Mary Flinn or Stew Marsh. ■

Versatility Camp

This is an all-mountain, high-level training camp for Alpine Level III members only. The clinic will explore advanced movement options available to skiers in various conditions and situations on the mountain. This will be a high-energy clinic with a little bit of coaching and a lot of skiing.

Intermediate Zone Movements

For members who would like to deepen their understanding of mechanics and movement analysis in the Intermediate Zone, this clinic will focus on the processes an instructor may go through to help understand movements in the Intermediate Zone. A member must be at least Level I Alpine Certified to attend. This clinic may be applied as certification prep clinic prior to the Level II Skiing or Teaching assessments.

Intermediate Zone Teaching

This clinic specializes in building relationships, developing trust, and enhancing communication skills. This is really about the student/teacher relationship and the learning/teaching cycles that generate effective ski lessons in the Intermediate Zone. A member must be at least Level I Alpine Certified to attend. This clinic may be applied as certification prep clinic prior to the Level II Skiing or Teaching assessments.

Advanced Zone Movements

This clinic helps professionals accurately identify and communicate the key features of alpine skiing, as they relate to the National Standards. From observational strategies to movement analysis, participants will explore various concepts to amplify their understanding of advanced zone movements in the Advanced Zone. A member must be at least Level II Alpine Certified to attend. This clinic may be applied as certification prep clinic prior to the Level III Skiing or Teaching assessments.

Advanced Zone Teaching

This clinic will help improve the ski professional's communication of high-level concepts in the Advanced Zone. It will also explore how assessing movements, working the learning environment, and other elements can develop trust in the student/teacher relationship in the Advanced Zone. You must be at least Level II Alpine Certified to attend. This clinic qualifies as a certification prep clinic prior to the Level III Skiing or Teaching assessments.

Accredited Trainer

This is a new accreditation currently available to our Alpine Level III members. There will be three days of intense training ranging from personal skiing to National Standards, and giving feedback to developing trust at high levels. The candidate must meet a minimum standard to receive the accreditation. All candidates who meet the standard will, prior to receiving the Accredited Trainer status, audit a Level III Teaching assessment to deepen their understanding of the National Standards and Intermountain Division's assessment process.

PSIA-I/AASI-I Events

Alpine

Intermediate Zone Movements	Jackson Hole	Jan 18
Versatility Camp	Jackson Hole	Jan 18
Advanced Zone Movements	Jackson Hole	Jan 19
Intermediate Zone Teaching	Deer Valley	Jan 19
Intermediate Zone Movements	Park City	Jan 20
Lecture Series	Churchill HS	Jan 20
Level II Skiing Assessment	Solitude	Jan 20
Level III Skiing Assessment	Park City	Jan 20
Level III Teaching Assessment	Park City	Jan 20
Intro to Ski Instruction	Brianhead	Jan 24
Level I Assessment	Brianhead	Jan 25
Demo Camp	The Canyons	Jan 26
Versatility Camp	The Canyons	Jan 26
Intro to Ski Instruction	Alta Ski Area	Jan 27
Level I Assessment	Alta Ski Area	Jan 28
Level II Skiing Assessment	Targhee	Jan 31
Written	Churchill HS	Jan 31
Advanced Zone Teaching (night 1)	Brighton	Feb 2
Demo Camp (night 1)	Brighton	Feb 2
Intermediate Zone Teaching	Brighton	Feb 2
Advanced Zone Teaching (night 2)	Brighton	Feb 3
Demo Camp	Brighton	Feb 3
Demo Camp (night 2)	Brighton	Feb 3
Alpine/Tele Ski the Pipe	Park City	Feb 4
Alpine/Tele Park & Pipe Accred (day 1)	Park City	Feb 5
Trainer Accreditation (day 2)	Deer Valley	Feb 5
Alpine/Tele Park & Pipe Accred (day 2)	Park City	Feb 6
Advanced Zone Movements	Alta Ski Area	Feb 7
Alpine/Tele Park & Pipe Accred (day 3)	Park City	Feb 7
Demo Camp	Alta Ski Area	Feb 7
Intermediate Zone Movements	Alta Ski Area	Feb 7
Advanced Zone Teaching	Alta Ski Area	Feb 8
Ski Camp	Alta Ski Area	Feb 8
Steeps Camp	Jackson Hole	Feb 8
Steeps Camp	Jackson Hole	Feb 8
Advanced Zone Movements	Jackson Hole	Feb 10
Cat Skiing	Powder Mtn	Feb 11
Intro to Ski Instruction	Park City	Feb 14
Level II Teaching Assessment	The Canyons	Feb 14
Level I Assessment	Park City	Feb 15
Level III Skiing Assessment	The Canyons	Feb 15
Level III Teaching Assessment	The Canyons	Feb 15
Backcountry Prep (required day 1)	TBA	Feb 16
Intro to Ski Instruction	Jackson Hole	Feb 16
Level II Teaching Assessment	Jackson Hole	Feb 16
Level I Assessment	Jackson Hole	Feb 17
Level II Skiing Assessment	Jackson Hole	Feb 17
Level III Skiing Assessment	Jackson Hole	Feb 17
Level III Teaching Assessment	Jackson Hole	Feb 17
Demo Camp	Pebble Creek	Feb 26
Ski Camp	Pebble Creek	Feb 26
Advanced Zone Movements	Sundance	Mar 1
Alpine/Tele Park & Pipe Accred (day 1)	Park City	Mar 1
Intermediate Zone Movements	Sundance	Mar 1
Ski Camp	Sundance	Mar 1
Alpine/Tele Park & Pipe Accred (day 2)	Park City	Mar 2
Intermediate Zone Teaching	Sundance	Mar 2
Intro to Ski Instruction	Solitude	Mar 2
Versatility Camp	Sundance	Mar 2
Advanced Zone Teaching	Deer Valley	Mar 3
Alpine/Tele Park & Pipe Accred (day 3)	Park City	Mar 3
Demo Camp	Deer Valley	Mar 3
Level I Assessment	Solitude	Mar 3
Written	Churchill HS	Mar 3
Written	Jackson Hole	Mar 3

Level II Skiing Assessment	Deer Valley	Mar 4
Tour D' Basin	Snowbasin	Mar 5
Trainer Accreditation (day 3)	Deer Valley	Mar 5
Demo Camp	Targhee	Mar 29
Intro to Ski Instruction	Snowbasin	Mar 30
Level II Teaching Assessment	Pebble Creek	Mar 30
Level III Skiing Assessment	Jackson Hole	Mar 30
Level I Assessment	Snowbasin	Mar 31
Level II Skiing Assessment	Targhee	Mar 31
Backcountry Assessment (day 2)	Powder Mtn	Apr 1
Spring Clinic	Powder Mtn	Apr 1
Backcountry Assessment (day 3)	Powder Mtn	Apr 2
Spring Clinic	Powder Mtn	Apr 2
Backcountry Assessment (day 4)	Powder Mtn	Apr 3
Spring Clinic	Powder Mtn	Apr 3
Intro to Ski Instruction	Alta Ski Area	Apr 5
Level II Teaching Assessment	Alta Ski Area	Apr 5
Level III Teaching Assessment	Alta Ski Area	Apr 5
Level I Assessment	Alta Ski Area	Apr 6
Written	Churchill HS	Apr 6
Level II Skiing Assessment	Snowbird	Apr 13
Level III Skiing Assessment	Snowbird	Apr 14

Snowboard

Level 1 Foundation Clinic	Brianhead	Jan 24
Level 1 Assess	Powder	Jan 25
Steeps Camp	Jackson	Jan 29
Steeps Camp	Jackson	Jan 30
Steeps Camp (backcountry) optional	Jackson	Jan 31
Multi Discipline Cat Riding	Powder	Feb 11
Stance & Deliver Level 2 & 3	Park City	Feb 12
Level 2 Foundation Clinic	Brighton	Feb 13
Level 3 Foundation Clinic	Jackson	Feb 14
Level 2 Assessment	Jackson	Feb 15-16
Level 1 Foundation Clinic	Beaver	Feb 16
Level 1 Assess	Brianhead	Feb 17
Level 1 Foundation Clinic	Kelly	Feb 17
Level 1 Assess	Pebble	Mar 1
Level 3 Foundation Clinic	Park City	Mar 1
Level 1 Assess	Sundance	Mar 2
Level 2 Foundation Clinic	Targhee	Mar 2
Ammo Clinic Level 1 & 2	Targhee	Mar 3
MIA Clinic Level 2 & 3	Jackson	Mar 4
Boot Camp (Basic Training) Level 2 & 3	Solitude	Mar 4
National Rider Rally	Jackson	Mar 26-27
Level 2 Assess	Park City	Mar 29-30
Level 1 Assess	Park City	Mar 31
Spring Clinic	Powder	Apr 1
Spring Clinic	Powder	Apr 2
Spring Clinic	Powder	Apr 3
Level 2 Assess	Canyons	Apr 5-6
Level 3 Ride Assess	Snowbird	Apr 7
Level 3 Teach Assess	Snowbird	Apr 8

Nordic

Lecture Series	Churchill HS	Jan 20
Telemark - Ski & Teach Off Trail	Targhee	Jan 31
Track - Coaching & Teaching Ideas	Sundance Nordic	Feb 1
Telemark - Level II & III Assessment	Snowbird	Feb 3
Alpine/Tele Ski the Pipe	Park City	Feb 4
Telemark - Level II & III Assessment	Snowbird	Feb 4
Telemark - Level II & III Assessment	Jackson Hole	Feb 5
Alpine/Tele Park & Pipe Accred (day 1)	Park City	Feb 5
Telemark - Level II & III Assessment	Jackson Hole	Feb 6
Alpine/Tele Park & Pipe Accred (day 2)	Park City	Feb 6
Track - Level II & III Assessment	Alta Ski Area	Feb 7
Alpine/Tele Park & Pipe Accred (day 3)	Park City	Feb 7
Telemark - Level I Assessment	Solitude	Feb 7
Track - Level II & III Assessment	Alta Ski Area	Feb 8

Event Calendar

Telemark - Telemark Racing	Park City	Feb 10
Cat Ski/Ride/Tele	Powder Mtn	Feb 11
Backcountry Prep (required for exam)	TBA	Feb 16
Track - Level II & III Assessment	Targhee	Feb 19
Track - Level II & III Assessment	Targhee	Feb 20
Track - High End Track w/ Video	Jackson Hole	Mar 9
Telemark - Telemark Clinic	Pebble Creek	Mar 13
Telemark - New Direction of Tele Skiing	Jackson Hole	Mar 15
Telemark - Level II & III Assessment	Jackson Hole	Mar 24
Telemark - Level II & III Assessment	Jackson Hole	Mar 25
Backcountry Assessment (day 1)	Powder Mtn	Apr 1
Spring Clinic	Powder Mtn	Apr 1
Telemark - Level II & III Assessment	Powder Mtn	Apr 1
Backcountry Assessment (day 2)	Powder Mtn	Apr 2
Spring Clinic	Powder Mtn	Apr 2
Telemark - Level II & III Assessment	Powder Mtn	Apr 2
Backcountry Assessment (day 3)	Powder Mtn	Apr 3
Spring Clinic	Powder Mtn	Apr 3
Telemark/Track - DECL Tryouts	Bird/Alta Track	Apr 8
Telemark/Track - DECL Tryouts	Bird/Alta Track	Apr 9

Children

Level I Accreditation Indoor (night 1)	Churchill HS	Jan 20
Level I Accreditation Indoor (night 2)	Churchill HS	Jan 27
Level I Accreditation On Snow	Snowbird	Jan 31
Level II Accreditation (day 1)	Snowbird	Jan 31
Level III Accreditation (day 1)	Snowbird	Jan 31
Level II Accreditation (day 2)	Snowbird	Feb 1
Level III Accreditation (day 2)	Snowbird	Feb 1
Level I Accreditation On Snow	Park City	Feb 7
Level I Accreditation Indoor (night 1)	Kelly Canyon	Feb 8
Level I Accreditation Indoor (night 2)	Kelly Canyon	Feb 9
Level I Accreditation On Snow (6 hrs)	Kelly Canyon	Feb 11
Level II Accreditation	Powder Mtn	Apr 1
Level I Accreditation On Snow	Powder Mtn	Apr 2
Level II Accreditation	Powder Mtn	Apr 2

Adaptive

Lecture Series	Churchill HS	Jan 20
Workshop (night 1)	Park City	Jan 26
Workshop (night 2)	Park City	Jan 27
Level II & III Assessment	Park City	Jan 29
Workshop	Park City	Jan 31
Cat Ski/Ride/Tele	Snowbasin	Feb 11
Workshop	Park City	Mar 11
Level II & III Assessment	Park City	Mar 30
Spring Clinic	Powder Mtn	Apr 1
Spring Clinic	Powder Mtn	Apr 1
Spring Clinic	Powder Mtn	Apr 1

Multi

Lecture Series	Churchill HS	Jan 20
Cat Ski/Ride/Telemark	Powder Mtn	Feb 11
Backcountry Prep (Required)	TBA	Feb 16
Backcountry Assessment	Powder Mtn	Apr 1
Spring Clinic	Powder Mtn	Apr 1
Backcountry Assessment	Powder Mtn	Apr 2
Spring Clinic	Powder Mtn	Apr 2
Backcountry Assessment	Powder Mtn	Apr 3
Spring Clinic	Powder Mtn	Apr 3

Park and Pipe

Alpine/Tele Ski The Pipe	Park City	Feb 4
Alpine/Tele Accreditation Day 1	Park City	Feb 5
Alpine/Tele Accreditation Day 2	Park City	Feb 6
Alpine/Tele Accreditation Day 3	Park City	Feb 7
Alpine/Tele Accreditation Day 1	Park City	Mar 1
Alpine/Tele Accreditation Day 2	Park City	Mar 2
Alpine/Tele Accreditation Day 3	Park City	Mar 3

To Air is Human

By Tom Mohr, Deer Valley

Want to learn to catch HUGE air? Do inverters? Go off-axis? All the while receiving support from professional coaches and staff? Then head to the Utah Olympic Sports Park in Park City.

During the early Fall of 2004 I had the opportunity to attend a 3-day air camp at the Utah Olympic Park and, in short, I can't wait to go back. The park is headed by Chris "Hatch" Haslock, a former Olympian and head coach of the U.S. Aerial team. Along with an upbeat and professional staff of the 15-20 coaches for a variety of programs, the activity at the jumping pool is nonstop and safety is paramount.

As one gazes around the facility, they will witness first timers learning to

slide on the mats and use the mini tramp into the pool, athletes attempting and honing new skills on the trampolines (safety harness available), relative newbies utilizing the hiccup ramp, and the more daring types entertaining onlookers and fellow athletes alike on the single, double, and triple inverted ramps. They go HUGE.

The action is nonstop and multiple ramps may be in use at any time under the watchful eye of coaches and safety personnel. One gets a true sense of how high they fly because, unlike at an aerial event where spectators are below the landing hill, you observe them from the takeoff and landing level. For those not quite up for participating, spectating can be just as thrilling ... Don't forget your camera.

Since the UOP's opening to the public, the program has grown from 84 athletes in 2001 to over 1000 in 2004.

The park is open from mid May through mid October and willing participants have the option of 1, 2, 3 and 5-day camps as athletes are organized based on age, ability, and level of commitment. Once basic requirements have been met, a variety of season pass options are available for athletes to continue jumping and refining air awareness and skills.

The intro course alone is responsible for 80 percent of the athlete days at the facility, so get out there, throw a smidgen of caution to the wind, and air it out. I'm confident you'll be teeming with excitement, anxious to return soon. A big thanks to "Hatch" and his staff for creating such a memorable experience. I'll be back. For further information on the Olympic Sports Park programs contact the sports services desk at 435-658-4208. ■

Trainer Course

By Nancy Kronthaler, *Snowbird*

Teaching old dogs new tricks—or maybe it's teaching new dogs old tricks—whatever it is, 19 people took part in the first Trainer Accreditation Course offered at Snowbasin December 11-13 for PSIA-I Level 3 instructors. This group of people represent centuries of experience.

This is the first time PSIA-I has offered this type of course for further education and development of Level 3 instructors. Its purpose is to revisit the exam training materials in the current PSIA-I curriculum. The goal of this four-day trainer accreditation is to provide Division resorts and their staffs greater access to information for education and assessment preparation. This information is especially important for those resorts that do not have an alpine DECL or examiner on staff.

The training course utilizes the Intermountain Division Alpine DECL Policies and Resource Guide and new Alpine training DVD. These materials review the parameters of the exam skiing tasks and outline self-assessment



Participants in the first PSIA-I Trainer Accreditation group together at the base of Snowbasin.

drills used to evaluate candidates' movements during assessments.

During the three days spent at Snowbasin, we explored the skiing tasks, teaching standards, and self-assessment drills required for each level of certification. This was an opportunity to discuss skiing movements that need to be exhibited in the assessment process. A fourth day of the course will be an opportunity for each participant to observe an actual Level 2 or Level 3 assessment.

I believe that the three days I have so far spent in this process have brought me more understanding of current ski technique. The course has also provided material to help me answer questions from our member-

ship about the exam process and what is expected from them when they take assessments. I also gleaned great material for my own teaching progressions.

Throughout the history of PSIA-I, many people have contributed their time and efforts and have given our leadership an excellent foundation to enhance our ongoing educational certification system. We should all be grateful for the many hours that Carl Boyer, Kent Lundell, Tony Fantis, Guillermo Avila. Paz, Chris Ulm, and others spent gathering the reams of material and creating the new manual and DVD, and for supporting a more uniform understanding among the members of PSIA-I curriculum.— **Nancy Kronthaler was a Trainer Accreditation participant.**

FUN continued from 5

have probably run across at least one Pooh. You also know that there are as many reasons for them being a Pooh as there are kids on the earth. Poohs can be outwardly opposed to participating in a lesson for many reasons. Some of these reasons may include: being cold, hungry, tired, altitude sickness, fear, separation anxiety, being angry with family members for insisting on taking a lesson, and maybe they just don't like the sport and would rather be reading a book or playing video games. One-on-one chairlift time provides the opportunity to dig deeper into the particulars of the situation (depending on the age

of the child.) Finding ways to gently include the Poohs while allowing them the time that they need to adjust to the class seems to help. Keeping the pressure to perform under the ever-watchful gaze of the group down to a minimum is also a key factor. Quiet acknowledgment or praise for even the smallest accomplishment will let this child know that they are included and not overlooked within the group.

The biggest difference that I have found between adults and kids when identifying fun styles is that kids are more likely to move through more than one fun style in the course of a lesson. Most adults tend to stay in their initial fun style and can get rather uncomfort-

able when stretched beyond their style. Kids, on the other hand, may start their lesson as a Pooh, and end their lesson as an Easy-Rider once their reason for being a Pooh has been resolved.

So, the next time you're on your way to teach a kids lesson, you might want to give a passing thought to these fun styles and how to include the whole group, Rippers to Poohs, in the fun. Are we having fun yet? ■

It's Classified

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Event Registration

Professional Ski Instructors of America Intermountain Division American Association of Snowboard Instructors, Intermountain

REGISTRANT INFORMATION				
NAME		PHONE		FAX
STREET		CITY		STATE ZIPCODE
E-MAIL		SKI SCHOOL		<input type="checkbox"/> CHECK IF NEW ADDRESS
YOUR CURRENT MEMBERSHIP STATUS <input type="checkbox"/> Entry Level <input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III		MEMBERSHIP NUMBER	INDICATE DISCIPLINE FOR THIS EVENT <input type="checkbox"/> Alpine <input type="checkbox"/> Snowboard <input type="checkbox"/> Nordic <input type="checkbox"/> Adapted	

EVENT REGISTRATION INFORMATION				
EDUCATION	*** LIST CLINIC TOPIC FROM SCHEDULE ***	LOCATION	SEASON PASS ELIGIBLE	DATE COST
			<input type="checkbox"/> Season pass, no charge	
			<input type="checkbox"/> Season pass, no charge	
			<input type="checkbox"/> Season pass, no charge	
	Clinic Season Pass (purchase by 1/31/05) \$175.00	Passes are good for all educational clinics and lecture series events during the period covered excluding Spring Clinic, accreditations and assessments. Pass holders will be subject to all published deadlines for registration including late fees and any additional surcharges.		
ASSESSMENT	LIST ASSESSMENT TITLE FROM SCHEDULE	LOCATION		DATE COST
✗ DIRECTOR'S SIGNATURE REQUIRED for assessment registration: ▶ _____				

FEES		TOTAL FEES:
Level 1 Package \$110.00	PAYMENT METHOD: <input type="checkbox"/> Cash/Check/MO <input type="checkbox"/> MasterCard <input type="checkbox"/> Visa <input type="checkbox"/> Discover <input type="checkbox"/> Am. Express Account Number: <input type="text"/> <input type="text"/> ✗ Please bill my credit card. Signature: ▶ _____	
Clinic Season Pass \$175.00		
One-day Clinic \$50.00		
Add extra for Cat Skiing \$20.00		
L2, L3 Assessments/per day \$70.00		
Level 2, 3 Written Test \$12.00		
Lecture \$25.00 per session		
		Exp. Date: ▶ <input type="text"/> <input type="text"/> <input type="text"/>

RELEASE				
<p>I, (print name) _____, have requested to attend the Professional Ski Instructor of America Intermountain Division (hereafter "PSIA-I") or American Association of Snowboard Instructors (hereafter "AASI") education or certification function led by a PSIA-I or AASI designated clinic leader or examiner (hereafter "Event Facilitators"). As a professional ski or snowboard instructor or experienced skier or snowboarder requesting participation in this event I fully understand and accept sole responsibility for my personal safety, behavior, and performance. I am fully aware of the risks of skiing and snowboarding associated with this event, including the possibility of serious injury and death, and release and forever discharge PSIA-I and AASI, their officers, directors, employees, facilitators, agents, member ski areas, sponsors, and all persons from any and all claims, injuries, damages, expenses, or actions arising from or related to my participation in the PSIA-I or AASI sponsored event and under no circumstances or eventuality will suit be filed against PSIA-I or AASI, their officers, directors, employees, facilitators, agents, member ski areas, or sponsors for any injuries resulting from participation in this program. I also agree to incorporate by reference all the provisions of the Utah Risk of Skiing Act (when applicable), and Your Responsibility Code as endorsed by the Professional Ski Instructors of America. I have fully read and voluntarily agree to the above terms and conditions.</p>				
<table border="1"> <tr> <td>Registrant signature (your signature also verifies that you are over 18 years old)</td> <td>Date</td> </tr> <tr> <td>✗ _____</td> <td>_____</td> </tr> </table>	Registrant signature (your signature also verifies that you are over 18 years old)	Date	✗ _____	_____
Registrant signature (your signature also verifies that you are over 18 years old)	Date			
✗ _____	_____			

Mail or Fax your completed registration form to: **PSIA/AASI Intermountain Division** f: 801 942-7837
 7105 South Highland Dr, Suite 201 v: 801 942-2066
✗ TELEPHONE REGISTRATIONS NOT ACCEPTED. Salt Lake City, UT 84121 e: admin@psia-i.org

Completed registration form and payment must be in the Division office at least 2-weeks prior to the event date. Postmarks not accepted.
REFUNDS: Notice given office before deadline, 100%; notice after deadline but before event, 50%; no notice given before event NO REFUND.



Board Elections

The membership will be electing four Board members this spring. Any Certified member (Level I, II or III) in good standing is eligible to run in this grassroots process and, if elected, serve.

Opening Board seats are: Region II (Beaver Mtn., Pebble Creek, Kelly Canyon), Region V (Deer Valley, Park City Mtn. Resort, The Canyons), and two Member-at-Large seats. The following must be received in the Division office by February 15 to appear on the ballot.

- ◆ The supporting signatures of five Division members in good standing.
- ◆ A black and white photo of yourself suitable for publication in the Edge.
- ◆ A short biography including education, employment and membership history, and your Division expectations and goals.

There is a minimum of two BOD meetings a year (typically four) and you need to be available to attend all meetings. The term is three years. Board meetings can be long and tedious. They can also be rewarding and interesting. Serving on the Board is a great opportunity if you want to give something back to the sport you love. ■

Manager Positions

PSIA/AASI Intermountain wants you to be involved! In addition to the opening Board positions, there will be opportunities to manage our education, certification, and accreditation programs in A.C.E., Nordic, and Alpine. Other opportunities may arise, so please let us know if you are interested!

Positions periodically come available include: Education Chairperson, Certification Chairperson, Alpine Ed. Manager, Alpine Cert. Manager, Alpine Team Manager, Snowboard Manager, Nordic Manager, Children's Manager, and Adaptive Manager. All positions require a minimum Level III accreditation/certification in the respective discipline. Alpine requires past or present DECL status.

Please submit to the office a brief resume along with a letter of intent stating your reasons for interest in the position and your vision and plan for the growth of your discipline. All submissions must be in writing and received at the office no later than January 31, 2005. Our membership is counting on you! ■

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