

**KIN 286**  
**Foundations of Coaching**

**Fall 2014**

**Tuesdays and Thursdays 9:30 am-10:45 am**

**Instructor Contact Information**

Dr. Donna Duffy

[dmduffy@uncg.edu](mailto:dmduffy@uncg.edu)

Office hours: Tuesday and Thursday from 11:00-12:30

Office #: 334-3025

**Course Purpose**

This course will examine the methods of teaching sport skills in a competitive environment. The purpose will be to promote athletes' growth, development, and learning, while developing the skills necessary to lead a sport program. Emphasis is placed on developing leadership skills necessary to lead a sport program.

Theoretical research on healthy teams, teamwork, competitiveness, and gender will be explored.

**Course Prerequisites**

There are no prerequisites for this course.

**Course Materials**

All course materials are available through our course blackboard site.

**Learning Outcomes for the Course**

At the end of this course students will be able to

- Understand the value of and be able to develop a coaching philosophy;
- Understand the three major objectives of coaching and factors that are involved in selecting a coaching style;
- Be familiar with principles for coaching with character, for developing good character and sportsmanship in athletes, and for coaching athletes who have diverse backgrounds, characteristics, and abilities;
- Understand psychological principles and applications for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner;
- Recognize and be able to apply information and methods in using the games approach for teaching technical and tactical skills;
- Be qualified to develop instructional plans for team practices and plans for an entire sport season;
- Be knowledgeable about physiological principles and applications for physical training in sport, including training for energy fitness and training for muscular fitness, and have the ability to develop physical training programs for athletes;
- Understand the principles of good nutrition for health and performance and how to address the problem of drug abuse by athletes;

- Understand the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach's responsibilities;
- Have the ability to apply methods for effective team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and coaches from liability problems.

### Course Expectations and Policies

- \* **Assignments:** Unless otherwise specified, all assignments are to be typed in 12-point font using 1" margins, Times New Roman and double-spaced.
- \* **Due Dates:** Assignments are to be submitted to the instructor via email by 11:59 pm on the assigned date. Late assignments will not be accepted unless prior arrangements have been made with the instructor.
- \* **Absences:** Students are expected to attend class and participate. While absences are discouraged, students are allowed two absences without penalty. Each additional absence will result in a 5 point reduction from your total, final grade. Two tardies will be counted as an absence.  
***Absence on the day of an assigned presentation, quiz, assignment, or on the day of a scheduled exam (including the final exam) will result in the grade of zero.***
- \* **Participation:** This class incorporates a variety of methods including, but not limited to, class lecture, participation in physical activities, group interaction, and student presentations. Each student is expected to participate accordingly. Failure to participate will result in point deductions.
- \* **Proper Dress:** Proper dress is expected for the activity portion of the class. This includes workout shoes, a t-shirt or equivalent, shorts, or sweats. Failure to dress properly for participation will count as an absence.
- \* **Cell Phones and Computers:** As a sign of respect for learning and the classroom experience, cell phones must be silent and put away during class. Any cell phone use will result in the confiscation of the phone. Repeated abuse will result in dismissal from that class and an absence will be recorded. Laptops are prohibited.
- \* **Statement regarding the Americans with Disabilities Act:**  
*In accordance with the Americans with Disabilities Act (ADA), Salem College seeks to provide reasonable accommodations for individuals with documented disabilities. A student who is eligible for accommodations should seek assistance through the Office of the Dean of Undergraduate Studies*

### Course Assessment and Evaluation

<u>Assignment</u>	<u>Points</u>
Exam 1 (mid-term)	50
Exam 2 (final)	50
Case studies (2)	50
Coaching Interviews (3)	60
Reading quizzes (4)	80
Skill Teaching Presentation	25
Coaching philosophy statement	50
Final group presentation	50
Training for energy fitness	
Training for muscular fitness	
Fueling your athletes	
Coaching drug free athletes	
<b>TOTAL POSSIBLE POINTS</b>	<b>415</b>

## **Letter scale**

**415-391=A**

**391-361=B**

**360-331=C**

**330-301=D**

**301or below=F**

*This syllabus is subject to change. Revisions, amendments, or substitutions may be made at the discretion of the instructor and will be distributed at the earliest possible time.*

## Tentative Course Schedule

Day	Date	Topic/Chapter/Reading	Due
Tues	Aug 19	Syllabus, introductions, discussion - why coaching?	Free write
		Developing your coaching philosophy  McAllister, S., Blinde, E., & Weiss, W. (2000). Teaching values and implementing philosophies: eca. Physical Educator 57(1): 35-45.  Mergelsberg, S.(2011). Developing a coaching philosophy. BC Coach's Perspective Summer 2011: 14-15.	
Thurs	Aug 21	Determining your Coaching Objectives	
		Selecting your coaching style  Camire, M., Forneris, T., Trudel, P., & Bernard, D. (2011). Strategies for helping coaches facilitate positive youth development through sport. Journal of Sport Psychology in Action 2(2): 92-99.	Quiz #1  Coaching philosophy statement-rough draft
Tues	Aug 26		
		Coaching for Character  Jones, M., Dunn, J., Holt, N., Sullivan, P., & Bloom, G. (2011). Exploring the '5Cs' of positive youth development in sport. Journal of Sport Behavior 34(3): 250-267.	Case study #1-group 1  Coaching interview #1
Thurs	Aug 28		
		Coaching Diverse athletes  Brown, M., Ruel, E., & Medley-Rath, S. (2011). High school students' attitudes toward providing girls opportunities to participate in sport. Sociology of Sport Journal 28(2): 239-253.	Case study #1-group 2
Tues	Sept 2		
		Communicating with your athletes	Case study #1-group 3
Thurs	Sept 4		
		Goal setting with athletes-guest speaker	Quiz #2
Tues	Sept 9		
		Motivating your athletes  Harris, B., & Watson, J. (2011). Assessing youth sport burnout: A self-determination and identity development perspective. Journal of Clinical Sport Psychology 5(2): 117-133.	Case study #1-group 4
Thurs	Sept 11		
		Teaching technical skills  Avedikian, G. (2011). "The game is the best teacher"... blah, blah, blah... Soccer Journal 56(4): 57-59.	
Tues	Sept 16		

		Teaching tactical skills	
Thurs	Sept 18	McPherson, S., & MacMahon, C. (2008). How baseball players prepare to bat: Tactical knowledge as a mediator of expert performance in baseball. <i>Journal of Sport &amp; Exercise Psychology</i> 30(6): 755-778.	
Tues	Sept 23	Building entrepreneurial skills in coaching Readings TBA	
Thurs	Sept 25	Guest speaker on building a successful business	
Tues	Sept 30	Guest speaker on building a successful coaching business.	
Thurs	Oct 2	In-class entrepreneur reflections and discussions	Quiz #3
Tues	Oct 7	In-class midterm exam review	
Thurs	Oct 9	Mid-term exam	Mid-term exam
Tues	Oct 14	No class-FALL BREAK	
		Planning to teach/coach Croft, C. (2000). Ten ideas on practice planning. <i>Coach and Athletic Director</i> 70(September): 66-67.  Greer, H. (1988). Planning for the season. <i>Scholastic Coach</i> 58(November): 9-10.	
Thurs	Oct 16	Hoch, D. (2003). Planning and prioritizing. <i>Coach &amp; Athletic Director</i> 72(8): 4-5.	
		Physical training basics	
Tues	Oct 21	Carter, C., & Micheli, L. (2011). Training the child athlete: Physical fitness, health and injury. <i>British Journal of Sports Medicine</i> 45(11): 880-885.	Case study #2-group 1 Coaching interview #2
		Managing risk	
Thurs	Oct 23	Toporek, B. (2011). Concussion laws targeting student-athletes on upswing. <i>Education Week</i> 30(37): 10.	Case study #2-group 2
		Communication plans	
Tues	Oct 28	Mahoe, S. (2007). Five ways to improve communication with your players. <i>Coach &amp; Athletic Director</i> 76(7): 44.	Case study #2-group 3
		Managing your athletes behaviors	
Thurs	Oct 30	Seifried, C. (2008). Examining punishment and discipline: Defending the use of punishment by coaches. <i>Quest</i> (00336297), 60(3): 370-386.	Case study #2-group 4
Tues	Nov 4	In-class preparation for group presentation	Quiz #4
Thurs	Nov 6	Group presentation	

Tues	Nov 11	Group presentation	
Thurs	Nov 18	Group presentation	
Tues	Nov 20	Group presentation	
			Final coaching philosophy statement due
Thurs	Nov 25	Final exam	