

<b>DEREE COLLEGE SYLLABUS FOR: SM 4020 COACHING IN SPORTS</b>	
(Previously SMX 4020 Coaching In Sports)  (updated, Fall 2021)	<b>UK LEVEL: 6</b> <b>UK CREDITS: 15</b> <b>US CREDITS: 3/0/3</b>
<b>PREREQUISITES:</b>	
<b>CATALOG DESCRIPTION:</b>	Sport science theory and research on the methods of expert coaches in the five categories of coaching education and professional practice, i.e. a) coaching, b) behavior, c) teaching, d) physical training, e) management, and the ways these theories are implemented when constructing a coaching program.
<b>RATIONALE:</b>	The primary goal of the course is to critically discuss coaching theories and research and their implications for sport managers. Sport managers are always in direct collaboration with the coaches, therefore an in-depth understanding and critical evaluation of coaching philosophies is key for hiring a good coach, as well as establishing an optimal communication with him/her.
<b>LEARNING OUTCOMES:</b>	As a result of taking this module the student should be able to: <ol style="list-style-type: none"> <li>1. Explain the theories of coaching, athlete behaviour, and athletic training.</li> <li>2. Assess the role of planning, organising, staffing and directing functions in sports coaching practice.</li> <li>3. Analyse and evaluate the techniques that coaches use to help athletes and sport participants improve performance.</li> <li>4. Formulate a comprehensive coaching program based on a critical evaluation of theories of coaching.</li> </ol>
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>• Classes consist of lectures followed by discussion of case-studies and presentations on different coaching aspects. Throughout the lectures, students develop knowledge and understanding related to the subject content. In-class small projects reinforce students' cooperation skills, while enriching their cognitive skills.</li> <li>• Individual project and presentation: Students engage in research of relevant academic literature and evaluate actual examples of coaching practices in the sports industry.</li> <li>• Office Hours: Students are strongly encouraged to make use of the office hours of their instructor in order to consult and discuss issues related to the course's content.</li> <li>• Use of blackboard, where instructors post lecture notes, assignments, instructions, timely announcements, as well as additional resources.</li> </ul>

<b>ASSESSMENT:</b>	<p><b>Summative:</b></p> <table border="1" data-bbox="672 289 1463 386"> <tr> <td><b>First Assessment:</b> Individual Project 2000-2400</td> <td><b>50%</b></td> </tr> <tr> <td><b>Final Assessment:</b> In-class written examination</td> <td><b>50%</b></td> </tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="672 478 1463 510"> <tr> <td>Discussion of case studies, articles and other sources</td> <td><b>0%</b></td> </tr> </table> <p>The formative coursework aims to prepare students for the summative assessments.  The first assessment tests Learning Outcomes 3 and 4.  The final assessment tests Learning Outcomes 1, 2.</p> <p>Students are required to resit any failed assessments in this module.</p>	<b>First Assessment:</b> Individual Project 2000-2400	<b>50%</b>	<b>Final Assessment:</b> In-class written examination	<b>50%</b>	Discussion of case studies, articles and other sources	<b>0%</b>
	<b>First Assessment:</b> Individual Project 2000-2400	<b>50%</b>					
<b>Final Assessment:</b> In-class written examination	<b>50%</b>						
Discussion of case studies, articles and other sources	<b>0%</b>						
<b>INDICATIVE READING LIST:</b>	<p><b>REQUIRED MATERIAL:</b></p> <p>Martens, Rainer. 2012. <i>Successful coaching</i>. 4th ed. Champaign, IL: Human Kinetics.</p> <p><b>RECOMMENDED READING:</b></p> <p><b>A. BOOKS</b></p> <ul style="list-style-type: none"> <li>• Finley, C. and R.A. Carpenter. 2005. <i>Healthy eating every day</i>. Champaign, IL: Human Kinetics.</li> <li>• Janssen, J. and G. Dale. 2002. <i>The seven secrets of successful coaches</i>. Tucson, AZ: Winning the Mental Game.</li> <li>• Weinberg, R. S. (2010). <i>Mental toughness for sport, business and life</i>. Bloomington, IN. Author House.</li> <li>• Weinberg, R. S., &amp;Gould, D. (2018). <i>Foundations of sport and exercise psychology</i>. Champaign, IL: Human Kinetics.</li> <li>• Whetten, D.&amp; Cameron, K. (1991). <i>Developing management skills</i> (2nd ed.). New York: HarperCollins.</li> <li>• Wooden, J. and Jamison, S. 2005. <i>Wooden on leadership</i>. New York: McGraw-Hill.</li> </ul> <p><b>B. ARTICLES</b></p> <ul style="list-style-type: none"> <li>• Bouche, J. 1999. Football coaching: A matter of trust. <i>Coach and Athletic Director</i> 69 (1): 26.</li> <li>• <a href="https://hbr.org/2015/02/how-to-coach-according-to-5-great-sports-coaches">https://hbr.org/2015/02/how-to-coach-according-to-5-great-sports-coaches</a></li> <li>• Siegel, D.&amp; Brantle C. (2001) What Collegiate Athletic Directors Value in Hiring Coaches. <i>Research Quarterly for Exercise and Sport</i>72 (1)</li> <li>• Weinberg, R., Butt, J., &amp; Culp, B. (2011). Coaches' views of mental toughness and how it is built. <i>International Journal of Sport and Exercise</i></li> </ul>						

	<p><i>Psychology</i>, 9, 156–172.</p> <ul style="list-style-type: none"> <li>• Williams, A.M. and K. Davids. (1998). Visual search strategy, selective attention, and expertise in soccer. <i>Research Quarterly for Exercise and Sport</i> 69: 111-128.</li> <li>• Wilson, K., &amp; Brookfield, D. (2009). Effect of goal setting on motivation and adherence in a six-week exercise program. <i>International Journal of Sport and Exercise Psychology</i>, 6, 89–100.</li> <li>• Wuerth, S., Lee, M.J. &amp; Alfermann, D. (2004). Parental involvement and athletes' career in youth sports. <i>Psychology of Sport and Exercise</i>, 5, 21–33.</li> </ul>
<b>COMMUNICATION REQUIREMENTS:</b>	Use of appropriate academic conventions as applicable in oral and written communications.
<b>SOFTWARE REQUIREMENTS:</b>	CompuSports, Inc. 2009. PracticePlanner Pro - PracticePlanning Software
<b>WWW RESOURCES:</b>	<p>Students are expected to use the internet at their own discretion to select information on the module. Useful sources include:</p> <p><a href="http://coach.ca/">http://coach.ca/</a>  <a href="http://www.coachingware.com/practiceplannerpro.asp">www.coachingware.com/practiceplannerpro.asp</a>  <a href="http://www.appliedsportpsych.org">http://www.appliedsportpsych.org</a></p>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. Developing a Coaching Philosophy</li> <li>2. Determining Your Coaching Objectives</li> <li>3. Communicating with Athletes</li> <li>4. Motivating Athletes</li> <li>5. Teaching Technical Skills</li> <li>6. Teaching Tactical Skills</li> <li>7. Nutrition for athletes</li> <li>8. Training basics and implementing a coaching program</li> <li>9. Managing a Team</li> </ol>