

**Department/Program:** School of Human Kinetics  
**Year:** 2007  
**Course Title:** *Foundations of Coaching*  
HKIN 365, Section 001  
**Course Schedule:** Thursday, 9 – 12noon  
**Location(s):** Osborne Centre, Room 203 A

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**Instructor:** Arif (Al) Mawani  
**Office location:** Osborne Centre, Unit II, Sessional Office  
**Office phone:** (604) 822-4928 or (604) 435-2770 - H  
**Office hours:** Thursdays 12:00 – 1:00pm or by appointment  
**E-mail address:** [technical@badmintonbc.com](mailto:technical@badmintonbc.com)

**Teacher assistant:** Andrea Bundon  
**E-mail address:** [ambundon@interchange.ubc.ca](mailto:ambundon@interchange.ubc.ca)

### **Course Description**

Methods of athletic conditioning, athletic evaluation, program planning, psychology of training and coaching.

**Format of the course:** Students attend one three hour lecture per week.  
The course also requires completion of fieldwork.

**Prerequisite:** Completion of 2<sup>nd</sup> year.

### **Required and Recommended Reading:**

Required:

The required readings for HKIN 365 will be the NCCP Coaching manuals and workbook (part A & B).

Recommended:

Martens, Rainer. Successful Coaching. (3<sup>rd</sup> edition) Champaign, IL.: Human Kinetics, 2004.

**Learning Outcomes:** At the conclusion of this course, successful students will:

1. Articulate a personal coaching philosophy.
2. Identify the issues that confront the *modern* coach and formulate positions on these various issues.
3. Demonstrate an understanding of the importance of physical and psychological preparedness for success in athletics, and the prevention/reduction of injuries to athletes.
4. Demonstrate an awareness and understanding of the principles and considerations related to sport management.
5. Have participated in class discussions and experiences.

**Course Assignments, Due dates and Grading:**

<i>Learning Objectives</i>	<i>Method</i>	<i>Marks</i>
<i>1,2,3,4,5</i>	<i>Article Review</i>	<i>10 (see Appendix II)</i>
<i>1,2</i>	<i>Field Assignment/Scouting Report</i>	<i>25 (see Appendix II)</i>
<i>1,5,</i>	<i>Presentation</i>	<i>15 (see Appendix II)</i>
<i>3</i>	<i>Annual Plan</i>	<i>10 (see Appendix II)</i>
	<i>Mid-term</i>	<i>15 (see Appendix II)</i>
	<i>Final Examination</i>	<i>20 (see Appendix II)</i>
	<i>Attendance &amp; Participation</i>	<i>5</i>
	<b><i>Total:</i></b>	<b><i>100</i></b>

**DUE DATES:**

**\*\*No late assignments will be accepted\*\***

ARTICLE REVIEW	On-going
FIELD ASSIGNMENT/SCOUTING REPORT	March 1
MID-TERM EXAMINATION	March 8
ANNUAL PLAN	April 5
TACTICAL CONCEPTS PRESENTATIONS	March 22, 29, April 5, 12
FINAL EXAM	As per exam schedule

**Note:** We have several guest presenters and all of you as coaches will be making presentations throughout the term. As a courtesy it is expected that students attend ALL classes and contribute to the topics presented. As a result there will be a mark given out for attendance & participation.

## Course Content

Developing a coaching philosophy	Styles Nature of the profession and qualification Assessing your aptitude for coaching
NCCP	Program in transition The 'New' NCCP (CBET) <ul style="list-style-type: none"><li>- Community sport stream</li><li>- Competition stream</li><li>- Instruction steam</li></ul>
Role of the coach	Function & tasks Coach – Parent relationships What parents expect of coaches What parents expect of sport Why do children participate?
Ethical decisions	Values & Ethics Decision making process Legal implications Ethics code Action plan
Planning a practice	Logistics of practice Structure Emergency Action Plan (EAP) Motor learning Physical preparation Growth & Development Putting it all together
Design a basic sport program	Early specialization Stages of skill development Training methods Periods & phases Exercise selection Identifying athletic abilities
Long-Term Athlete Development (LTAD)	
Sports psychology	Sport psychology and the coach Goal setting, observation and performance enhancement Distractions Stress & performance
Coaching the female athlete	
Nutrition	Energy Other nutrients Balanced diet Pre-game meal Weight control Fluids and hydration
Current issues	

## **Course Policies:**

### **Attendance:**

1. Full attendance is expected at all lectures and lab sessions. Due to the integrated nature of the course material, absence from either labs or lectures will greatly impair the ability of students to integrate course content. Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.
2. Students who know in advance that they will be unavoidably absent should apply for special accommodation from the instructor as soon as possible to determine how course requirements will be met and how any missed graded work will be completed. Supportive documentation must be submitted to the Undergraduate Advising Centre, at the earliest possible date. The School will not normally take into account untimely notification and a minimum of two weeks notification is expected.
3. Where prior consultation is not possible, students should contact the instructor as soon as possible and submit supportive documentation to the Undergraduate Advising Centre. Students also have the right to request Academic Concession from the Undergraduate Advising Centre.
4. Students who miss the examination in December **MUST** apply to the Undergraduate Advising Office at the earliest possible date to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and provide supportive documentation. Academic Concession is a privilege not a right and can be granted only by the Undergraduate Advising Office.
5. Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Center or a physician must be submitted to the Undergraduate Advising Office.

Last date for withdrawal without a W on your transcript: **Monday January 22, 2007**

Last date for withdrawal with a W on your transcript: **Friday February 16, 2007**

**The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.**

**Academic Dishonesty: Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.**

## EVALUATION CRITERIA

### 1. ARTICLE REVIEW (10 Marks)

The student will review an article as assigned by the instructor and present it in a group setting. The presentation will be 5 minutes in length followed by the student facilitating a 15 min. discussion on the article. In addition, the student must submit a 1-2 page typed summary of the article outlining the key points/issues & a 'personal' view on the topic. There will be no make up for missed presentation. **Due: On-going**

**Note: 5 Marks – Presentation**

**5 Marks – Group participation (1 mark each presentation)**

### 2. FIELD ASSIGNMENT/SCOUTING REPORT (25 Marks)

A field work project that will utilize qualitative research on a coaching philosophy.

Select a sport of your choice & level (elementary, secondary, etc.) and provide the following:

- a) Design a questionnaire for assessing a coach's philosophy on several issues: e.g. practice/play policy, discipline, travel issues, practice issues, parental issues, communication issues, role model, budgeting etc.
- b) You will design another questionnaire for the athletes to complete on the coach's philosophy.
- c) Watch 2 practices and assess the coach's philosophy. Discuss the challenges facing the coach and how they are addressed. What would you do?
- d) Watch a match and provide a scouting report on the strengths & weaknesses of the team. In your opinion was the training done in the practice sessions suitable & transferred into the actual game situation.
- e) You will then write a paper comparing the coach's philosophy, or absence of one, with the athlete's perception of the existence of a coaching philosophy. You draw some conclusions about the effect the presence or absence of a solid philosophy has on team cohesion and player attitudes toward the coach(s).
- f) The instruments must be attached to your project in the appendix. Raw data must be included and presented in a clear format: graphs, tables, etc.

g) Each report must include the following:

- 1) a cover page, table of contents and a bibliography (if required)
- 2) a detailed description of the setting: age, gender, grade or age-group, location and dates of the observations, teacher, home, school, phone number and coach (name).
- 3) a completed Observational Fieldwork Placement Report

**Length: 1250 – 1500 words (4 – 5 typed pages, single space). Due: March 1.**

**Note: NO LATES ACCEPTED**

**Note: Your project must be approved by the TA**

### 3. GROUP PRESENTATIONS (15 Marks)

Each member of the class will be assigned a Micro Instructional Group (M-I). Each micro-Instructional group will be responsible for creating, conducting and leading a selected skill to the rest of the class. Each M-I group will meet in advance to determine and plan the content and format of their presentation. Each member of the group will present a 5 minute segment of the 20 minute introduction. The 20 minute session should include the following components: cardiovascular work, flexibility, generic game concepts, tactical awareness, and where possible, should relate to previously learned concepts and ideas. Sessions should be ACTIVE, safe, inclusive, enjoyable, creative, and instructional (provide learning opportunities and stimulate critical thinking. Content should be presented with professionalism, and enthusiasm, and be well organized, well prepared, sequential and functional. There will be no make up for missed presentation.

**Student must submit a 'detailed' lesson plan, including intro, warm-up, main, cool down, conclusion, etc.**

**Due: March 22 & 29 April 5 & 12 as assigned in class.**

**NOTE: IT IS MANDATORY FOR ALL STUDENTS TO PARTICIPATE ON ALL DAYS.**

### 4. ANNUAL PLAN (10 Marks)

For your own sport, develop an appropriate chart to depict the training in each phase of the yearly program and to describe the specific training methods to be used. **Due: April 5**

**Note: NO LATES ACCEPTED**

