Course Number and Prefix: SES 587 Sports Coaching Principles and Perspectives
Instructor: Mark Smith
Contact Information: Phone #’s (W) 970 351 1736 – Email: mark.smith@unco.edu
SKYPE Address: UNCCoachingMA

Course Description: Provide a comprehensive introduction to the coaching profession. Emphasis is placed on developing and enhancing students' knowledge and understanding of concepts, principles and techniques of coaching.

Course Objectives: Each student will be able to:
1. Understand the value of and be able to develop an appropriate coaching philosophy and coaching style.
2. To identify principles for, coaching with character, developing good character and sportsmanship in athletes, and coaching athletes who have diverse backgrounds, characteristics, and abilities.
3. Develop, monitor and plan appropriate and attainable goals for the athletes or all diversities and a specific sport program.
4. Be able to develop instructional plans to facilitate athlete development and performance by maximizing time on task and available resources.
5. Examine, reflect and critique coaching principles for a) themselves and b) other sport coaches.

National Standards for Sport Coaches
This course meets the following Performance-Based Standards for Sports Coaches (NASPE, 2006):
Domain 1, Philosophy and Ethic: Standards 1, 2, 3; Domain 5, Teaching and Communication: Standards 19, 20, 21, 22, 23, 25

Course Materials and Requirements

- SES587 Coaching Activity Packet
- Assess to an active SKYPE account with a computer system with the ability to video chat.
- Become a member of American Sport Education Association (ASEP)
- Complete the 2 online courses through ASEP and the Positive Coaching Alliance (PCA) shown below”

ASEP: Coaching Orientation (Cost: $22:95)
PCCA: Double-Goal Coach®: Coaching for Winning and Life Lessons (Cost: $30)
Outline of Course Content

The content of this course will cover 3 units. Each unit provides the students’ practical components and perspectives of coaching.

UNIT 1: Understanding and Determining Coaching Philosophies, Coaching Styles and Ethical Practices

Unit Goals: Each student will be able to:

- Examine the concepts of developing an athlete centered coaching philosophy
- Identify, critique and illustrate positive values learned through sport participation
- Identify responsible personal, social and ethical behaviors of sport program participants
- Demonstrate and develop knowledge of appropriate ethical practices in sports coaching
- Identify and discuss the important characteristic of diverse athletes.

We are often asked to articulate what we mean or understand by certain terms situations and scenarios. A teacher and coach are often asked to identify why they teach or coach the way that they do. Unfortunately, it is a disturbing fact that when practices are compared to coaches philosophies they often do not match up. This unit will ask students to openly examine what being a coach means to them. In addition, students will be asked to examine if their beliefs and practices actually align.

A discussion examining the importance of knowing who you are and where you have come from and how understanding who you are fuels your coaching and teaching practices will be the central focus of the introduction session. This unit will allow the participants to complete a number of reflection based tasks the aids in the reflection process and therefore derive and examine their coaching philosophy and coaching style.

Principles and guidelines will be presented for coaching with character, developing good character and sportsmanship in athletes, and coaching athletes who are diverse in maturation, cultural heritage, gender, sexual orientation, and abilities.

UNIT 2: Principles of Coaching and Teaching

Unit Goals: Each student will be able to:

- Acquire a depth and breadth of foundational coaching knowledge.
- Develop and monitor goals for the athletes and program using “S.M.A.R.T.E.R” principles.
- Evaluate and determine the role of planning in effective coaching and teaching.

Unit 2 examines characteristics of good coaching and teaching. Information and methods are presented for putting a sound coaching philosophy and coaching style into practice. The unit will focus on understanding and contrasting important constructs of teaching and coaching.
Additionally, you will be asked to reflection on how to develop and design appropriate team, coach and athlete goals and understand and utilize effective techniques for Planning and Management. Three learning modules will be used to complete the unit.

**Module 1: Coaching Knowledge: Developing a Foundation**

Coaching is made up of many isolated yet connected facets. A central component of coaching is the development of athlete’s knowledge as well as coaches knowledge. The purpose of this unit is to examine coaching from a foundation perspective.

**Module 2: Goal Setting:**

The content that will be covered will include the importance of goal setting using the acronym “S.M.A.R.T.E.R” which represents the idea that all goals should be: SPECIFIC, MEASURABLE, AGREED, REALISTIC, TIME PHAZED, EXCTING AND RECORDED.

**Module 3: Planning and Management:**

Stemming from the goal setting activities, students will be asked to evaluate and determine the role of planning in effective coaching and planning levels ranging from an activity or drill to a five year coaching plan and examine planning through the lens of management and the ability of a coach to effective manage, athletes, assistant coaches, practices and performance situations.

**UNIT 3: Becoming a better Coach**

Unit Goals: Each student will be able to:

- Examine, evaluate and critique effective coaching practices through observations and interviews of other sport coaches
- Reflect and evaluate their coaching habits and practices through observations and interviews of other sport coaches
- Modify their existing coaching philosophies and coaching practices
- Synthesize and compare actual coaching practices with theoretical knowledge

Reflection and the thirst for knowledge separate the good from the expert coaches. This unit provides students with numerous opportunities to further their own understanding of the coaching process and reflect on their coaching habits and practices, including feedback, motivation, and instructional strategies. Students will be asked to relate effective coaching articles to coaching sessions they had observed and their own practices. The culminating assessment for the class will ask students to synthesize the content covered in the three units in a document which outlines their coaching philosophy, personal improvement goals, future coaching practices and other areas related to coaching.
**Course Requirements:**

The major purposes of this course are to provide the rationale, skills and knowledge’s with which to improve coaching practice through developing and implementing effective coaching behaviors and practices.

The following are some of the essential factors that constitute evidence of critical thinking, and indeed will inform an assessment of participants’ performance in all areas of the course.

- Accurate and precise understanding of course topics: Posing questions that address the basic information contained in the readings (e.g., identify key beliefs and values espoused by the author). Demonstrate a sound understanding of the topics in lab based coaching practices will meet the requirements to receive a grade of C in this course.

- Engagement with assigned readings, videos, guest speakers and class discussions. How do the readings/observations/teaching assignments/discussions connect with the topic at hand (e.g., incorporate and model effective coaching tenants in teaching assignments)? In addition, for the associated readings, students must pose questions that are textually implicit, thereby requiring analysis and interpretation of specific parts of the readings and text. For example, “What led the author to conclude that these specific strategies and techniques constitute effective teaching?” In terms of critical thinking, students must focus on understanding the reasons underlying someone’s particular beliefs or values related to coaching, including their own. Both understanding and engagement are required for B level work.

- “Deep thinking” concerning the intersections of the material: How do one’s observations and experiences connect with class materials? Do these observations and teaching experiences confirm or contradict what is read and discussed? For instance, are there any emerging theoretical or practical tools for evaluating effective coaching? For the associated readings, another level of questioning is appropriate here; that is, much more open-ended questions that frequently go beyond the readings. Such questions are intended to provoke a discussion of an abstract idea or issue, or perhaps an ethical dilemma. For example, is it even ethical that coaches teach values and that the programs choose which values to teach? The student must now ask whether the evidence or reasons offered in support of beliefs and values is adequate and justified. Further, students must state and defend their own views, supported by reasons and evidence. Success with “deep thinking” as well as accurate observation and teaching episodes are required for A level work.
### Course Assignment Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Possible Points for Each Assignment</th>
<th>Final Weighted Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Discussion Boards/Unit Assignments</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom Workbook</td>
<td>168</td>
<td>20%</td>
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<tr>
<td>Interview Assignment</td>
<td>30</td>
<td>20%</td>
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<tr>
<td>Observational Assignment</td>
<td>56</td>
<td>20%</td>
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<tr>
<td>Final Reflection Paper</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>Online Courses/Workshops</td>
<td>150</td>
<td>20%</td>
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### Method of Evaluation

Your final grade for the class will use the following percentages based on the weighted course requirements:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- F = below 69%

### Course Assignment Descriptions

**Discussion Boards and Unit Assignment:** Each student’s participation, preparation and contribution are necessary for everyone to enjoy the full value of this class. This means that each student reads the assigned material, participates in class discussion boards in a thoughtful, active and reflective manner and completes all assigned learning module and unit assignments. Remember, the class is designed to be interactive, but to have that environment be a safe one the rights and opinions of others must be respected, and disagreements (which are inevitable) must be supported with reason. Everyone has the right to offer an opinion and everyone has the right to refuse from expressing an opinion. Ultimately, disagreement does not mean that anyone devalues the person. **Argue with ideas, not individuals.**

**Classroom Workbook:** The classroom packet contains activities and worksheets that are designed to help students reflect on their own coaching philosophies, coaching abilities and coaching principles. Successful completion of the booklet at the required academic level will equal 20% of the final grade.

**Observation Assignment:** A large component of developing expertise is the willingness to learn from other coaches. This assignment is designed to allow the students to observe a coach in action, draw some practical conclusions, suggest implications and relate the observation to
coaching literature. For this assignment each student will observe any coach of choice in a sport that they have VERY LIMITED experience with. Based on the observation and experience each student will then produce observation paper detailing the 5 areas which follow:

1. The actual coaching context or setting—where did the study take place? Be sure to identify the level of expertise that you believe the coach is at – using Course Readings and Information. You must provide a supported and detailed explanation for the assigned level.
2. Methods of data collection—Interviews, types of observation, documents/artifacts
3. Findings—was the observation representative of good coaching, what was good and bad about the coaching session (include evidence, observed events, interview quotes)?
4. Recommendations—any suggestions that you might have to improve the camp/session and/or instruction?
5. Implications for coaching—what did you learn about coaching and teaching from your study?

Interview Assignment: A large component of developing coaching expertise is the willingness to learn from other coaches. This assignment is designed for you to interview a coach of your choice. For this assignment you will interview any coach of choice. Based on the observation/interviews and overall experience you will produce short biographical article that provides the reader with insights about the coach and coaching tips? The article should include the following:

1. A brief coaches biography
2. A statement related to the coaches philosophy
3. Implications for coaching (Coaching tips) —what did/could you and others learn about coaching and teaching from your mini-study?

The article should be very practical in nature and be usable for practicing coaches of all levels in the same sport.

Reflection Assignment: The culminating assessment for the class will ask students to synthesize the content covered in the three units through the completion of the three units summative assessments. Combined the assessments will allow students to outline their coaching philosophy, develop coaching based improvement goals, future coaching practices and other areas related to coaching.

Online Courses/Workshops: To successfully complete this course requirement you will need to successfully pass 2 online courses offered through 2 different organization (American Sport Education program - ASEP; & Positive Coaching Alliance - PCA). Both organizations have increasingly been instrumental in training sports coaches. Additionally, more and more sporting organization, youth sport organizations and high school state organizations are requiring that
coaches complete courses offered by each organization to gain coaching certifications and credentials.

**Student Expectations/Course Policies:**
Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, we offer the following as class operating guidelines:

- **Accurate and precise understanding of course topics:** Posing questions that address the basic information contained in the readings (e.g., identify key beliefs and values espoused by the author). Demonstrate a sound understanding of the topics in lab based coaching practices will meet the requirements to receive a grade of C in this course.

- **Engagement with assigned readings, videos, guest speakers and class discussions.** How do the readings/observations/teaching assignments/discussions connect with the topic at hand (e.g., incorporate and model effective coaching tenants in teaching assignments)? In addition, for the associated readings, students must pose questions that are textually implicit, thereby requiring analysis and interpretation of specific parts of the readings and text. For example, “What led the author to conclude that these specific strategies and techniques constitute effective teaching?” In terms of critical thinking, students must focus on understanding the reasons underlying someone's particular beliefs or values related to coaching, including their own. Both understanding and engagement are required for B level work.

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**UNC's Policies** - UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**Disability Support Services:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to
ensure appropriate accommodations are implemented in a timely manner. (updated per DSS 8-24-09)

**Honor Code.** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Notes:**

- You are responsible for all tasks and for being prepared for class activities
- The instructor reserves the right to penalize late work, and refuse to accept late work.
- UNC’s policies and recommendations for students’ rights and responsibilities will be followed.