Course Number and Prefix: SES 583-900 #23925
Title: International Perspectives on Sports Coaching (3 Credit Hours)

Instructor: Dr. Megan Babkes Stellino  
Email: megan.stellino@unco.edu  
Office Phone: (970) 351-1809  
SKYPE: megan.stellino  
FaceTime: sportpedunc@gmail.com

Course Description
Examine the role cultural influences and international perspectives of sport impacts the sports coach. Emphasis will be on reflecting on cultural influences and international perspective through the students sporting culture.

Course Objectives
1. To compare the role of science, international views, and culture as it affects participation in sports and sport performance;
2. To discuss international perspectives and principles of coaching and athletes’ development in sports;
3. To explain and identify international youth sports initiatives as means to enhance youth development and social integration;
4. To analyze international sport organizations and international projects tailored to enhance quality of life, democratic views and access to sports as a fundamental right; and

National Standards for Sport Coaches
This course meets the following Performance-Based Standards for Sports Coaches (NASPE, 2006): Domain 4, Growth and Development: Standard 7

Required Text
There will be no required text book but a series of readings and other materials (e.g., PowerPoint lectures) will be provided as necessary content for successful completion of assignments, quizzes, exams and papers.

Course Outline
I. Introduction to International Perspectives in Sport and Physical Activity
   A. The need for multicultural and international understanding and appreciation in sports coaching
   B. Sport in Society
   C. Culture Defined
   D. Types of cultural influences on sport/physical activity
   E. Understanding a given sport culture within the global/local paradigm.
   F. History of sport
   G. Definition of sport “contested activities”
   H. Unique forms of sports, novel and traditional sports
II. International Influences in Sports
   A. European Influences in Sports
   B. Sport in Africa: Issues, Development, Colonialism, & Tribalism
   C. Sport in Latin America: Issues & Development
   D. Sport in Asia: Politics & Culture

III. Sports Socialization, Specialization, Training and International Perspectives
   A. Goals and purposes of sports in developing and developed countries.
   B. Family influence in children’s sport and physical activity behavior
   C. Talent development and expertise
   D. Your sport development systems: International perspectives

IV. The Structure, Support Systems, and Organization of International Sport
   A. Sport governing organizations (IOC, FIFA, etc.)
   B. Sports and politics
   C. Mega events and historical issues affecting international sports.
   D. Economic issues of international sport

V. Sport for Social Development and Its Implications for Long-term Training
   A. Goals and purposes of sport for social development
   B. Current examples of sport for social development programs

Course Requirements:

Time Commitment
Although this course is entirely online it is NOT self-paced. You are expected to participate in various ways each week according to the due dates noted in the Course Schedule.

Critical Thinking
The major purposes of this course are to provide the rationale, skills and knowledge 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, 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.

Method of Evaluation
Discussion Board/Journal Postings 15%
Reading/Lecture Quizzes 30%
Film Analysis 10%
Papers (Unit and Final) 45%

Discussions/Journal Postings
Students will be expected to participate in the course through the discussion boards and the creation of a journal about issues related to international and cultural aspects of sport and coaching. As graduate students, individuals are expected to show initiative and leadership throughout the course, particularly through involvement in a journal addressing international multicultural issues as they relate to sports and coaching. One of the discussion forums will be entitled News and Views and will provide a place for students to post articles and links to current information about international sports coaching and multicultural issues.

Reading Quizzes: Students will be tested on their understanding of the course content through multiple quizzes. Each quiz will incorporate a variety of question formats to maximize the student ability to effectively demonstrate their understanding of the covered material (readings, lectures, videos, etc.).

Film analysis:
Coaching perceptions have been heavily related with the media both locally as well as internationally. In order to advance the coaching profession it is critical to identify stereotypes, myths and misconceptions conveyed by the media. For this assignment, students will analyze a movie and summarize lessons learned for their own sport.

Papers (Unit and Final): Students will complete four unit papers and a final course paper each of which addresses specific multicultural/international themes. Detailed descriptions for each paper and associated rubrics are included in the Assignments section of the Blackboard course.

Grading
A = 100-90%
B = 89.99-80%
C=79.99-70%
D=69.99-60%
F= below 59.99%

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:
1. **Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing graduate level work. Do what you have to do to be ready.

2. **Take initiative for yourself.** Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

3. **Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another’s sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized.

**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.