



# **Grande Prairie Regional College**

## **Department of Physical Education, Athletics & Kinesiology**

### COURSE OUTLINE – WINTER 2010

#### PE 3450 Introduction to Coaching Theory

(3-0-0) UT [45 hours]

|                    |                              |                     |  |
|--------------------|------------------------------|---------------------|--|
| <b>Instructor:</b> | Matthew Bain                 | <b>Phone:</b>       | 780-539-2974                                 |
| <b>Office:</b>     | K221                         | <b>E-mail:</b>      | mbain@gprc.ab.ca                             |
| <b>Hours:</b>      | Drop in or by<br>Appointment | <b>Class Times:</b> | Tuesday & Thursday<br>14:30- 15:50 pm. J 201 |

#### **Course Description:**

This course introduces you to a variety of coaching topics of both a theoretical and a practical nature. NCCP Part A and B certification is available.

#### **Course Objectives:**

At the conclusion of the course the student will be able to:

1. To introduce the student to a variety of coaching topics both of a theoretical and a practical nature.
2. To provide students an opportunity to meet the standards, as set by the Coaching Association of Canada, to receive certification in the National Coaching Certification Program (NCCP) Part A and Part B Theory Levels.
3. To give students an opportunity to apply the theory to practical coaching situations.

#### **Transferability:**

UA, UC, UL, AU, AF, CU, CUC, KUC

\*See GPRC Calendar/Transfer Guide

**Required Text:**

Martens, R. (2004). Successful Coaching. Windsor, ON; Human Kinetics.

NCCP Introduction to Competition, Part A, Coaching Association of Canada, 2007 (Available in class)

NCCP Introduction to Competition, Part B, Coaching Association of Canada, 2007 (Available in class)

**Resources**

Throughout the semester additional resources may be referenced and required as per the instructor.

**Course Layout:**

It is the student's responsibility to read and understand the required areas of the text. The objective of the lectures is to highlight the major concepts of each topic area and provide examples to facilitate comprehension.

**Course Evaluation:**

|   |     |
|---|-----|
| Learning Journal and Coaching Portfolio               | 30% |
| Part A and B Workbook evaluations (10 % ea)           | 20% |
| U of A Speaker Series: Mar 3 (Dr. Vicki Harber: LTAD) | 5%  |
| High Performance Coach Interview:                     | 15% |
| Student Presentations                                 | 20% |
| Attendance, Participation, and Discussion             | 10% |

Attendance at lectures and class participation are important components of courses. Students serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved.

Students who miss class due to medical reasons MUST present medical verification to their instructor. Last day to withdraw with permission is March 17, 2010.

**Professional Learning Journal and Coaching Portfolio:** Includes information such as personal experience, evidence of critical thought related to the academic journal reviewed, identification of relevance of topic information to sport of choice, and a commitment to ongoing professional development through our texts, discussions, and an ongoing search for innovative and creative information. Finally, your presentation, notes, personal philosophy,

understanding of goals and objectives as a coach, disciplinary policy, etc. will be included.

**Part A and Part B:** These NCCP workbook components are a requirement of successfully completing the initial courses to the competitive stream of coaching in Canada. Each student who completes these workbooks and projects will receive certification in both Part A and B. These workbooks must be completed for any credit to be offered.

**University of Alberta Speaker Series Participation:** This is a series of presentations to staff and students from the University of Alberta. Dr. Vicki Harber is one of the foremost researchers in Long Term Athlete Development. Dr. Harber is a coach, researcher, and instructor with the U of A Physical Education Department. As such, it will be an expectation to attend her presentation for 5% each. A signup sheet will be present at each one. As coaches, I would encourage you to attend all three of them as coaches are often expected to wear ALL hats.

**High Performance Coach Interview:** One of the most valuable resources to a new coach is other coaches currently in the field practicing the skills in the sport. Not only are coaches leaders in their sport, they can be mentors to younger coaches, role models to a community, and valuable assets to the development of sport through advocacy, representation at provincial levels, and establishing themselves in the community via sporting councils. This assignment is one where coaches are expected to find a high performance coach in your sport of choice and put together a series of 15 interview questions related to the various fields of study we have been investigating. Formal submission will be required at early in the semester to ensure feedback from the instructor.

**Student Presentations:** Participants will be expected to present on their coaching experience throughout the semester. This may mean compiling a series of slides reflecting on learning from a critical perspective. This will be an integral component of your learning throughout the semester. The expectation of time committed will be around 20 hours. These commitments will be established early in the semester. Presentations will be a culmination of learning through the semester and will not be expected to be longer than 10-15 minutes.

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**Grading Conversion Chart**

| <b>Alpha Grade</b>   | <b>4-point Equivalent</b> | <b>Designation</b>                         |
|----------------------|---------------------------|--|
| <b>A<sup>+</sup></b> | <b>4.0</b>                | <b>EXCELLENT</b>                           |
| <b>A</b>             | <b>4.0</b>                |  |
| <b>A<sup>-</sup></b> | <b>3.7</b>                | <b>FIRST CLASS STANDING</b>                |
| <b>B<sup>+</sup></b> | <b>3.3</b>                |  |
| <b>B</b>             | <b>3.0</b>                | <b>GOOD</b>                                |
| <b>B<sup>-</sup></b> | <b>2.7</b>                |  |
| <b>C<sup>+</sup></b> | <b>2.3</b>                | <b>SATISFACTORY</b>                        |
| <b>C</b>             | <b>2.0</b>                |  |
| <b>C<sup>-</sup></b> | <b>1.7</b>                |  |
| <b>D<sup>+</sup></b> | <b>1.3</b>                | <b>MINIMAL PASS</b>                        |
| <b>D</b>             | <b>1.0</b>                |  |
| <b>F</b>             | <b>0.0</b>                | <b>FAIL</b>                                |
| <b>WF</b>            | <b>0.0</b>                | <b>FAIL, withdrawal after the deadline</b> |

Evaluation will be completed and expressed in raw marks (%) throughout the course. Grades (using the letter grading system) will be assigned only to the final distribution of mark totals for the course. Such assignment will be based on a combination of absolute achievement and relative performance in the class.

**Statement on Plagiarism and Cheating:**

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

## **HOW TO GET THE MOST OUT OF THIS COURSE (from the GURU...Harry Stevens)**

### **Plan Ahead**

Schedule in class time, but also schedule in prep times to help prepare you for this class. Read material before class.

### **Meet new people**

Get to know your classmates and your instructors.

### **Participate**

P.E. students are doers, get involved, ask questions, take notes, and join a club/team or something.

### **Make it relevant**

"How can I use the information?" - relate/apply new learning to current situations in your life.

### **Make the commitment**

Drop the "I tried to, but..." and replace that with "I will, I can", and no butt's about it. There is nothing that can stop you from getting the mark you want from this course "just do it!" Make the commitment.

### **Set Goals**

Everyday set out the goals you want to accomplish. For this course and all your courses and other priorities that are important to your success.

### **Evaluate and Correct**

Check and see how you are doing on achieving your goals. Remember the goals you set are your road map to your destination, but drive with your lights on by continuously evaluating your progress.

**\*\*NOTE - Your final mark in this course should not be a surprise, remember you earned it, and participated in setting the limits of quality.**