



**DEPARTMENT OF PHYSICAL EDUCATION, ATHLETICS AND KINESIOLOGY
(PEAK)**

COURSE OUTLINE- WINTER 2011

PE 3450: INTRODUCTION TO COACHING THEORY

INSTRUCTOR: Matthew Bain **PHONE:** (780) 539-2974
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OFFICE HOURS: By appointment, drop in, or as necessary.

PREREQUISITE(S)/COREQUISITE: NA

REQUIRED TEXT/RESOURCE MATERIALS:

- 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)

CALENDAR 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.

CREDIT/CONTACT HOURS: 3 (3-0-0). PE 3450 includes two (2), eighty- minute (80) classes per week: Tuesday & Thursday, 2:30-3:50 pm.

DELIVERY MODE(S): This course work may include lectures, class discussions, group work, and online practice activities, in-class exercises, and individual student work that includes various delivery methods.

OBJECTIVES:

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 and provide immediate feedback to be applied immediately.
4. To expose students to research elements meant to strengthen the balance of practitioner-scholar status in the field of coaching.

TRANSFERABILITY:

PEDS 245 or AUPED 1xx(3 credits)--U of A	KNES 331 (3 credits)-- U of C
KNES 2986 (3 credits)-- U of L	APST 3xx (3 credits)—Athabasca
PHED 2xx (3 credits)—Kings UC	PETH 3xx (3 credits)—Canadian UC
PESS 2xx (3 credits)—Concordia UC	

GRADING CRITERIA:

NCCP Part A and B Workbook Review	20 %: Graded 10 % for each of the workbooks.
Student Presentations	20 %: These presentations will include an in-depth exploration of your coaching experiences.
Personal Learning Journal & Coaching Portfolio	30%: This document is an ongoing, dynamic element to demonstrate the construction of knowledge in relation to your personal experiences throughout the semester.
High Performance Coach Interview	15 %: This assignment is done in groups of 2 (two).
Attendance, Participation, and Discussion.	15%: This grade will be completed on a curve for the entire class throughout the semester. It may include participation in seminars outside of class time.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

PART A and 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.

STUDENT PRESENTATIONS: Participants will be expected to present on their coaching experience throughout the semester. The practical experience is meant to supplement the learning throughout the semester. This will be an integral component of your learning throughout the semester. The expectation of time committed will be a minimum of 20 hours. These commitments will be established early in the semester. Presentations will be a culmination of learning through the semester and creativity is encouraged as a method of presentation. Presentations are expected to be between 15 & 20 minutes in duration.

LEARNING JOURNAL & COACHING PORTFOLIO: Includes information such as personal experience, coaching practice plans, 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.

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.

ATTENDANCE, PARTICIPATION AND DISCUSSION: This course has been designed with a blend of lecture, discussion, and participatory learning. There will be a number of community presentations students will be expected to attend. As well, reading and classroom discussion will be cornerstones for successful transfer of knowledge. Coaching is an art and a science with a balance between being an effective practitioner as well as a scholar. Learning from others experiences is always beneficial. Participation is integral to a student's success. Please inform the instructor if you are unable to attend a class. Please make the necessary adjustments in order to attend the community presentations.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

STUDENT RESPONSIBILITIES:

- All assignments must be submitted in typed format adhering to ALL APA format requirements.
- Assignments are due on the dates established by the instructor. Extensions may be offered in lieu of SIGNIFICANT student issues and concerns as determined by the instructor. ALL extensions requests MUST be submitted to the instructor prior to the due dates. Percentage penalties will be applied up to 100 % of the assignment grade if assignments are submitted late.
- Regular attendance is a key to success in this course. Classroom activities support student comprehension of materials, content clarification, relevant peer questions and support, and finally, clues as to relevant examination materials. It is the student’s responsibility to

acquire the material missed and to complete assigned readings, in-class work, and assigned homework.

STATEMENT ON CELL PHONE AND OTHER PERSONAL ELECTRONIC DEVICES:

- Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. **The use of these devices must not disrupt the functions of the College overall and its classrooms and labs.** Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.
- **Cell phones, PDAs and pagers must be turned off and placed out of sight in classrooms and computer labs during instructional time. Devices can be turned on and set to silent mode only with the expressed consent of individual instructors.** Sending or receiving text messages or gaming on a cell phone during class is not acceptable. In addition, cell phones and other personal electronic devices incorporating cameras must be turned off and out of sight in any area in which individuals have reasonable expectations of privacy. This includes classrooms and computer labs.
- If cell phones, pagers, calculators, recorders, digital cameras, PDAs, MP3 players or other personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, then students who do so will be penalized appropriately under the Academic Honesty policy of Grande Prairie Regional College.

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

WEEK	TOPIC	ASSIGNED READINGS	ASSIGN/DUE DATES
January 6	Course Introduction, NCCP Coaching Model and Professional Associations.	NCCP Part A: Role of the Coach	
January 11 & 13	Philosophy, Objectives, and Ethics	Chapter 1 & 2 (RM) NCCP Part A: Making Ethical Decisions	
January 18 & 20	Games approach and Planning a Practice	Chapter 9 & 12 (RM) NCCP Part A: Planning a Practice	Jan 22: Coaching Presentation (Melody Davidson)
January 25 & 27	Coaching style, character, and ethics	Chapter 3 & 4 (RM)	JAN 25: PLJ & Log Book Due Jan 26: Mental Skills (Matt)
February 1 & 3	Communication & Management of Athletes	Chapter 6 & 8 (RM)	FEB 3: HP Coach Interview Questions due
February 8 & 10	Planning for Teaching	Chapter 10 & 11 (RM) NCCP Part B: Teaching and Learning	
February 15 & 17	Planning for Teaching	Chapter 10 & 11 (RM) NCCP Part B: Teaching and Learning	February 15: PLJ & Log Book Due
February 22 & 24	Reading Week	NA	NA
March 1 (No class) & 3	Nutrition	Chapter 16 (RM) NCCP Part B: Nutrition	
March 8 & 10, & 15	Training for Energy & Muscular Fitness	Chapter 13-15 (RM)	March 8: Part A Workbook due
March 17 & 22	Mental Skills	Chapter 7 (RM) NCCP Part B: Mental Skills	MAR 22: HP Coach Interview DUE MAR 19: Strength and Conditioning (Michael)
March 24 & 29	Designing a Basic Sport Program	NCCP Part B: Designing a Basic Sport Program	
March 31 & April 5	Final Presentations		APR 5: PLJ & Log Book APR 11: Part B Workbook Due