

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

SPMT 210.001– Foundations of Coaching
3 Credits, Spring 2019
Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Introduction to the scientific bases for coaching sports and the process of coaching athletes. It includes the development of an individual coaching philosophy and the application of scientific training in the psychological, physiological, pedagogical and managerial bases of sport coaching.

Course Overview

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching, integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

The course material is divided into five parts and aligns with the required textbook. Part I: Principles of Coaches (Chapters 1-5), Part II: Principles of Behavior (Chapters 6-8), Part III: Principles of Teaching (Chapters 9-12), Part IV: Principles of Physical Training (Chapters 13-17), and Part V: Principles of Management (Chapters 18-20). At the conclusion of this course, students are expected to acquire the following knowledge:

Part I

1. Recognize the core components of a coaching philosophy and formulate them in alignment with your 'self' to develop your own coaching philosophy.
2. Identify the three major coaching styles, the principles for coaching with character, and the philosophies of coaching diverse athletes to effectively and appropriately coach.

Part II

3. Understand psychological principles and applications for successful communication for optimal motivation and behavior management in a constructive and effective manner.

Part III

4. Understand the difference between tactical and technical skills, the different methods of teaching them, how to construct a season long instructional training plan.

Part IV

5. Demonstrate an understanding of the physiological principles and applications for physical training (i.e. training for energy fitness and training for muscular fitness), accompanied with the wherewithal to develop and implement an appropriate physical training program.
6. Understand the key aspects of good nutrition and how to address the problem of drug abuse by athletes, both for the sustainable health and performance of the athletes.

Part V

7. Identify the core factors and responsibilities of a coach related to planning, organizing, staffing, and implement strategies for effective team management, for managing interpersonal relationships in coaching, and for risk and liability concerns.

Professional Standards

Not Applicable

Required Texts

Readings will include current articles, events and news in addition to the textbook. Students are expected to stay involved with sports news during the semester that relates to sports coaching:

Successful Coaching, 4th Edition by Rainer Martens. Champaign, IL: Human Kinetics (2012)
ISBN 978-1-4504-0051-0

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

1. Final Exam (25%) The final exam will be cumulative and will be a combination of essay questions and short answer. The exam is open book and must be completed independently.
2. Portfolio (45%) The portfolio will be a collection of assignments over the course of the semester and will be refined by the professor before the due date for completion. For example, the first assignment to be included in the portfolio will be a statement of coaching philosophy that will be revised during the semester, as the students learn more about the coaching profession.
3. Miscellaneous grading. Overall quality in discussion boards, assignments, and attendance (lesson self-checks). (30%).

Other Requirements

1. Class Attendance: It is expected that every student signs-in on a weekly basis to class. Attendance will be taken each class via the 'self-checks' that are at the end of each weekly lesson.
2. Participation: Respect the free exchange of thought in an academic environment and the participants therein. You are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all

appropriate questions that you have; and e) maintain civility in your interpersonal communications. Discussion boards will be conducted in a civil, informed fashion. Your contributions are not only welcomed, they are essential. Your contributions will be enhanced by reading the material in a timely fashion according to the schedule of work below.

- Alternative Work: *There is NO make-up work.* Only those excused absences supported by documentation will be addressed at the instructor’s discretion on an individual basis (e.g. a physician’s note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to due date. A grade of ‘0’ will be assigned to all missed work unless otherwise determined by the instructor.

Grading

Grade Scale with Points Converted to Letter Grade

<i>Points</i>	<i>Percent</i>	<i>Grade</i>
94-100	94-100%	A
90-93	90-93%	A-
88-89	88-89%	B+
84-87	84-87%	B
80-83	80-83%	B-
78-79	78-79%	C+
74-77	74-77%	C
70-73	70-73%	C-
60-69	60-69%	D
Below 60	0-59	F

<i>Miscellaneous Grading</i>	<i>30 Total Points</i>
<i>Discussion Boards (5)</i> <i>Lesson Self-Checks (13)</i>	<i>20 points. 4 points each.</i> <i>10 points – Only 10 of 13 Lesson Self-Checks will be counted. 1 point each.</i>
<i>Portfolio Grading</i>	<i>45 Total Points</i>
<i>Items 1-7</i> <i>Final Portfolio</i>	<i>14 points</i> <i>31 total points</i>
<i>Final Exam</i>	<i>25 Total Points</i>
<i>Total Points</i>	<i>100</i>

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

[Additional course or program specific language may be added.]

Class Schedule

Weekly Structure	
Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7	Sunday

1. It is recommended that the required reading is completed on Monday or Tuesday.
2. Discussion board assignments are always due Wednesday by 11:59pm. Feel free to submit earlier.
3. Discussion board responses are always due Friday by 11:59pm. Feel free to submit earlier.
4. Assignments (non-discussion board) are always due Saturday by 11:59pm. Feel free to submit earlier.
5. Students must be responsible in maintaining the appropriate weekly schedule to stay on task.

WEEK	DATES	TOPIC	READINGS	ASSIGNMENTS
Part I: Principles of Coaches				
1	1/21-1/27	Course overview and evaluation: coaching philosophy, the vocation of sport coaching	<i>Syllabus and Chapter 1</i>	<i>Lesson Self-Check</i> Discussion Board #1
2	1/28-2/3	Coaching objectives and coaching style	Chapters 2-3	Lesson Self-Check Portfolio Item #1
3	2/4-2/10	Coaching for character and dealing with diversity	Chapters 4- 5	Lesson Self-Check Portfolio Item #2
Part II: Principles of Behavior				
4	2/11-2/17	Communication	Chapters 6	Lesson Self-Check Portfolio Item #3
5	2/18-2/24	Motivation and Managing Behavior	Chapters 7-8	Lesson Self-Check Portfolio Item #4
Part III: Principles of Teaching				
6	2/25-3/3	The Games Approach	Chapter 9	Lesson Self-Check Discussion Board #2

WEEK	DATES	TOPIC	READINGS	ASSIGNMENTS
7	3/4-3/10	Tactics and technique	Chapters 10-11	Lesson Self-Check Discussion Board #3
8	3/11-3/17	<i>No Class – Spring Break</i>	<i>No Class – Spring Break</i>	None
9	3/18-3/24	Planning	Chapters 11-12	Lesson Self-Check Portfolio Item #5
Part IV: Principles of Physical Training				
10	3/25-3/31	Physical training	Chapters 13-14	Lesson Self-Check Discussion Board #4
11	4/1-4/7	Energy and muscular fitness	Chapters 14-15	Lesson Self-Check Portfolio Item #6
12	4/8-4/14	You are what you eat and drink/nutrition	Chapters 16-17	Lesson Self-Check Portfolio Item #7
Part V: Principles of Management				
13	4/15-4/21	Management	Chapters 18-19	Lesson Self-Check Discussion Board #5
14	4/22-4/28	Risk management/sports law	Chapters 19-20	Lesson Self-Check Portfolio for Peer Review
15	4/29-5/5	Final Review		Discussion Board #6
16	5/6-5/12	Final Exam		Cumulative; open book exam Portfolio Due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.