



COURSE OUTLINE

Course Number HPE 163	Course Title Principles of Coaching			Credits 3
<u>3</u> Class or Lecture Hours	<u>0</u> Laboratory Work Hours	<u>0</u> Clinical or Studio Hours	<u>0</u> Practicum, Co-op, Internship	<u>14 Week</u> Course Length
<u>NONE</u> Performance on an Examination/Demonstration (Placement Score; minimum CLEP score)			<u>Traditional & Remote</u> Delivery Methods (Traditional, Online, Hybrid, Tele-course)	

Course Description:

Introduces the art and science of coaching while relating theory and practice. Includes principles of coaching, management, physical conditioning, regulations, legal issues, safety, staffing, strategy, and public relations. Suitable for students contemplating further study in sports and leisure services. Prepares students for the American Sport Education Program (ASEP) Coaching Certification.

Prerequisites/Co-requisites

NONE

Revised
August 2020

Course Coordinator:

Mike DeAngelis, MS CSCS, deangelm@mccc.edu, 609-570-3758

Required Text/Other Materials

Martens, Rainer **Successful Coaching 4th Ed. - Coaching Principles Classroom Course with Paperback**. Human Kinetics, 2012.
ISBN 978-1-4925-1629-3

Course Goals

Upon successful completion of the course, the student will be able to...

1. identify, define, distinguish, describe, and discuss the principles for successfully coaching any sport;

2. define, describe, and distinguish a variety of coaching philosophies and styles;
3. identify and discuss their own coaching philosophy and style(s) to be an effective coach;
4. evaluate and discuss appropriate responses to a variety of social, ethical, motivational, and managerial coaching situations involving support staff, coaching staff, athletes, athlete's parents, media, and administrators (immediate and league/conference).
5. Conceptualize and master key concepts found in the American Sport Education Program's Coaching Certification (ASEP) exam

Course-specific Institutional Learning Goals (ILGs)/General Education Goals:

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Institutional Learning Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples
Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Evaluation of Student Learning

Achievement of the course objectives will be evaluated through the use of the following tools:

- Students will be required to participate in individual and group discussions/activities that will promote evaluation, identification, description, interpretation, discovery, and/or justification of their beliefs/findings relevant to successful coaching principles, guidelines, and situations.
- Students will be responsible for participating in and accomplishing up to five short written projects relevant to effective coaching principles, guidelines, and situations.
- Quizzes will be an objective and subjective assessment of student learning which will include classification, definition, identification, listing, naming, contrasting, and/or discussion of course appropriate material.
- The final presentation will allow the students to present on the sport that they wish to coach, their coaching philosophy, and the application of this philosophy to a situation(s) of their choice relevant to effective coaching today in an eye catching, entertaining, and professional manner.
- Upon completion of this class, students will complete the ASEP Coaching Certification as their final exam.

In-Class Discussions/Activities	100 pts
<ul style="list-style-type: none">• Attendance (20)• Discussions/Panel Sessions (80)	
Written Assignments (5)	50 pts
Mid-Term	50 pts
Final Exam (ASEP Certification)	50 pts
Final Presentation	50 pts
<hr/>	
TOTAL POSSIBLE POINTS	300 pts

UNITS of STUDY in DETAIL

UNIT 1: Orientation to the Principles of Coaching

- define, describe, and discuss what a coaching philosophy is and its importance;
- define, describe, and discuss the value of coaching philosophies;
- identify, distinguish, and discuss the coaching philosophy of various successful and non-successful coaches;
- define, identify and discuss “The Three Selves” to determine who you are and what kind of coach you want to be;
- define, identify, and discuss the three major objectives of sport and determine which are most important to you;
- define, identify, and discuss societal objectives for sport programs and determine the compatibility with your objectives;
- define, and explain the three coaching styles and how those styles impact athletes;
- define leadership as it applies to coaching;
- define and distinguish the qualities of a successful coach;
- discuss coaching code of ethics and its value;
- define and discuss character, and explain the importance of and how to develop it;
- describe, distinguish, and explain athlete diversity, and its impact on coaching;
- define Title IX and explain the impact that Title IX has had on coaching and sport.

Course Goals: 1-6; ILG; 1,5,6,8,10, &11.

Unit #2: Orientation to the Principles of Behavior

- discuss the importance of good communication;
- define and distinguish the basics of the communication process;
- identify and distinguish the common communication problems of the coaching profession;
- discuss how to prevent the common problems and/or how to improve communication skills;
- evaluate the role of optimal arousal and “flow” on performance;
- evaluate how to reduce athlete stress and anxiety;
- define positive discipline and determine why positive discipline is beneficial;
- identify the six building blocks of preventative discipline.

Course Goals: 1-6; ILG; 1,3,5,8,10, & 11.

Unit 3: Orientation to the Principles of Teaching

- define and distinguish technical and tactical skills;
- define the “games approach” to teaching;
- explain the benefits of the “games approach” in comparison to the “traditional” teaching approach;
- evaluate and explain how the games approach will work for your coaching philosophy;
- identify and discuss how athletes learn technical skills through motor development programs;
- identify the three stages of learning technical skills and discuss the coaches role while athletes are in each stage;
- define and discuss the principles for conducting better practices;
- describe and discuss the factors that influence an athlete’s tactical decision making and how to best teach tactical skills;
- develop instructional plans for the season and for each practice.

Course Goals: 1-6; ILG; 1,4,5,8,10, & 11.

Unit 4: Orientation to the Principles of Physical Training

- explain the role in developing and conducting physical training programs;
- define, identify, and explain the principles of physical training and how each impacts coaching for optimal athlete performance;
- identify and discuss the guidelines for performance assessment;
- define the different energy systems and identify those for various sports;
- assess and monitor energy fitness for various sports;
- design training programs to maximize energy system conditioning;
- define muscle fitness and distinguish the muscular demands by various sports;
- assess muscle fitness;
- identify the essentials of muscle fitness training and design muscle fitness training programs for various sports/positions;
- define, and explain the essentials of nutrition for optimal performance and recovery;
- identify and discuss the basics for weight management, gain, and loss;
- discuss the use, misuse, and abuse of nutritional supplements and drugs;
- define, identify, and explain eating disorders and how to deal with them.

Course Goals: 1-6; ILG; 1,2,3,5,10, & 11.

Unit 5: Orientation to the Principles of Management

- define, identify, and explain the “Seven Managers You Need to Be” and how it ensures optimal team management;
- identify and explain the four interpersonal skills that are vital for effective coaching;
- discuss the importance of working as a “team” with fellow coaches, administrators, and medical personnel;
- assess and determine how to work more efficiently with fellow coaches, administrators, medical personnel, officials, parents of your player’s, and the media to ensure optimal relationships and coaching effectiveness.

Course Goals: 1-6; ILG; 1,5,8, & 11.

Unit 6: ASEP Exam Preparation

- define, develop, and understand coaching philosophies and styles;
- explain best practice when coaching diverse athletes;
- identify effective methods concerning coach to athlete communication, motivation, and management;
- identify and discuss effective tactical, technical, and game approach strategies;
- describe and design successful practice and teaching plans;
- understand key training concepts such as energy fitness, muscular fitness, performance nutrition, and performance enhancing drug prevention;
- explain the principles of team, relationship, and risk management.

Course Goals 1-6; ILG; 1,8,10, & 11.