



COURSE OUTLINE

Course Number
HPE 163

Course Title
Principles of Coaching

Credits
2

2
Class or
Lecture Hours

0
Laboratory
Work Hours

0
Clinical or
Studio Hours

0
Practicum,
Co-op, Internship

10&15wk
Course
Length

NONE

Performance on an Examination/Demonstration
(Placement Score; minimum CLEP score)

Traditional
Delivery Methods
(Traditional, Online, Hybrid,
Tele-course)

Course Description:

Introduces the art and science of coaching with an emphasis on relating theory and practice. Includes principles of coaching, behavior, management, physical conditioning, regulations, legal issues, safety, staffing, strategy, and public relations. Suitable for volunteers working in youth programs and students contemplating further study in sports and leisure services.

Prerequisites/Co-requisites
NONE

Revised
Fall 2012

Course Coordinator:
John Kalinowski, MS CSCS, kalinowj@mccc.edu 609-570-3675

Required Text/Other Materials

Martens, Rainer **Successful Coaching, 3rd Ed.** Human Kinetics, 2004.
Coaching Principles Workbook, 4th Ed. Human Kinetics. 2012.

Information Resources:

Web Sites:

www.acsm.org – American College of Sports Medicine

www.aahperd.org – American Alliance for Health, Physical Education, recreation & Dance

www.asep.com – American Sport Education Program

www.bls.gov – Bureau of Labor Statistics

www.clubindustry.com – Club Industry

www.cresseyperformance.com – Eric Cressey Performance
www.fitnessbusiness-pro.com
www.healthpromotionjournal.com
www.ihrsa.org – International Health, Racquet, and Sports Clubs Association
www.isapa.org – International Society for Aging and Physical Activity
www.jap.physiology.org - Journal of Applied Physiology
www.nasca-lift.org – National Strength and Conditioning Association
www.nasm.org – National Academy for Sports Medicine
www.naspem.org – North American Society for Pediatric Exercise Medicine
www.nata.org – National Athletic Training Association
www.physsportsmed.com – The Physician and Sportsmedicine
www.specialolympics.org – Special Olympics
www.sportsnutritionociety.org – International Society for Sports Nutrition
www.ymca.com

Other Journals & Text (not found on the above web sites):

American Journal of Health Behavior
Clinical Exercise Physiology
Glennon, Lorraine and Roy Leavitt. 2000 **“Those who can...Coach!”**
Berkeley: Wildcat Canyon Press/Council Oak Books.
Lauder, Alan. 2001. **Play practice: The Games Approach to teaching and coaching sport.** Champaign, IL: Human Kinetics.

Other Organizations/Associations:

American Association for Active Lifestyles & Fitness
American Association for Health Education
American Association for Leisure & Recreation
National Association for Girls & Women in Sport
National Association for Sport & Physical Education
National Dance Association

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).

General Education Knowledge Goals

- Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- Goal 4. Technology or Information Literacy.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- Goal 7. Historical Perspective.** Students will understand historical events and movements in the World, Western, Non-Western or American societies and assess their subsequent significance.
- Goal 8. Diversity and Global Perspective.** Student will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

- Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- Goal B. Critical Thinking and Problem Solving.** Students will use critical thinking and problem solving skills in analyzing information.
- Goal D. 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.
- Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

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 and the Final 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.

In-Class Discussions/Activities	100 pts
• Attendance (20)	
• Discussions/Panel Sessions (80)	
Written Assignments (5)	50 pts
Mid-Term	50 pts
Final Exam	50 pts
Final Presentation	50 pts

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: 1-4; Gen.Ed. Goals: 1,2,4,7, & 8; Core Skills: A,B,D,E, & G.

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: 1-4; Gen.Ed. Goals: 1,4,7, & 8; Core Skills: A,B,D,E,F, & G.

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: 1-4; Gen.Ed. Goals: 1,4,7, & 8; Core Skills: A,B,D,E,F, & G.

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: 1-4; Gen.Ed. Goals: 1,2,4,7, & 8; Core Skills: A,B,D,E, & G.

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: 1-4; Gen.Ed. Goals: 1,4,7, & 8; Core Skills: A,B,D,E,F & G.