



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HPE164	Principles of Coaching	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	ENG033 or equivalent	Spring 2022

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Catalog 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.

General Education Category:
Not GenEd

Course coordinator: Mike DeAngelis MS,CSCS, 609-570-3758,
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Required texts & Other materials:

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

Course Student Learning Outcomes (SLO):

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; **(ILG 9,11; PO 3)**
2. define, describe, and distinguish a variety of coaching philosophies and styles; **(ILG 5,9; PO 3)**
3. identify and discuss their own coaching philosophy and style(s) to be an effective coach; **(ILG 9; PO 3)**
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). **(ILG 5,8; PO 3)**
5. Conceptualize and master key concepts found in the American Sport Education Program's Coaching Certification (ASEP) exam **(ILG 11; PO 3)**.

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Course-specific Institutional Learning Goals (ILG):

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

Program Learning Outcomes for Exercise Science A.S. (PLO)

1. Succeed academically upon transfer to a baccalaureate program related to exercise science;
2. Secure employment in the field of exercise science;
3. Demonstrate the knowledge, skills, and ethical integrity necessary to succeed and grow as a health, wellness, fitness, and/or athletic performance professional;
4. Apply scientific and physiological principles to the promotion and enhancement of health, wellness, fitness, and athletic performance;
5. Assess and evaluate an individual's health and performance;
6. Prescribe workouts for generally healthy individuals as well as for athletic populations and those with special considerations;
7. Conduct safe and effective training sessions with generally healthy individuals.

Units of study in detail – Unit Student Learning Outcomes (SLO):

UNIT 1: Orientation to the Principles of Coaching (SLOs: 1,2,3)

- 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.

Unit #2: Orientation to the Principles of Behavior (SLOs: 1,4)

- 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.

Unit 3: Orientation to the Principles of Teaching (SLO: 3)

- 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.

Unit 4: Orientation to the Principles of Physical Training (SLO: 1)

- 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.

Unit 5: Orientation to the Principles of Management (SLO: 4)

- 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.

Unit 6: ASEP Exam Preparation (SLO: 5)

- 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

Evaluation of student learning:

In-Class Discussions/Activities

100 pts

Commented [NIP3]: Link to SLO

- 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

TOTAL POSSIBLE POINTS

300 pts