

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 341 – 001 —Field Experience Sport Coaching (3)
Spring 2016

DAY/TIME:	TBA	LOCATION:	Coaching Site
PROFESSOR:	Pete Strickland	EMAIL ADDRESS:	pstrick2@gmu.edu
OFFICE LOCATION:	BRH 220	PHONE NUMBER:	202-412-7945
OFFICE HOURS:	By Appointment	FAX NUMBER:	703-993-2025

PREREQUISITES/COREQUISITES

PRLS 998

Open to minors only, SPMT 210-Foundations of Sport Coaching, or Permission of Instructor.

COURSE DESCRIPTION

Application of the scientific bases for coaching sports and the process of coaching athletes. Includes paid or voluntary experience in a sport-specific setting. A minimum 120 clock hours is required within the time frame of the course.

COURSE OBJECTIVES

Upon completion of this practicum, students will be able to:

1. Implement coaching strategies based upon basic principles of training and conditioning of athletes.
2. Identify and employ sport psychology concepts in the coaching process.
3. Apply sound pedagogical practices that enhance athlete learning and performance capabilities.
4. Recognize and apply appropriate leadership and managerial principles in the coaching process.
5. Evaluate effective coaching.
6. Develop, implement and refine an individual philosophy of sport and coaching.
7. Recognize professional integrity and ethical behavior in coaching.
8. Apply concepts to sport-specific coaching situations.

PROFESSIONAL ASSOCIATION STANDARDS

Upon completion of this course, students will meet the following professional accreditation standards: National Council for the Accreditation of Coaching Education.

- 1 - Philosophy & Ethics 1, 2, 3,4
- 2 - Safety & Injury Prevention 5, 6, 7, 8, 9, 10,11
- 3 - Physical Conditioning 12, 13, 14,15
- 4 - Growth & Development 16, 17,18
- 5 - Teaching & Communication 19, 20, 21, 22, 23, 24, 25, 26
- 6 - Sport Skills & Tactics 27, 28, 29
- 7 - Organization & Administration 30, 31, 32, 33, 34, 35,36
- 8 - Evaluation 37, 38, 39, 40

NATURE OF COURSE DELIVERY

The learning experiences in this course are afforded through supervised field experiences that will offer ample opportunities to meet the course objectives. The practicum location is to be chosen by students after receiving approval of faculty supervisor. Course content includes, but is not limited to, the application of the following: coaching philosophy; ethics; safety & injury prevention; player development; physical conditioning; communication; teaching sport skills & tactics; organizations; administration; and evaluation.

ALTERNATIVE WORK:

There is NO make-up work. Each student must complete a minimum of 120 hours in their field experience; a weekly report must be filed with the instructor. Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged PRIOR to the due date. A grade of '0' will be assigned to all missed work unless otherwise determined by the instructor. There will be NO extra credit.

REQUIRED READINGS

Readings will include current articles and news in sport coaching. The professor will attach these readings to the course content tab on Blackboard during the semester.

- Additional suggested readings: Martens, R. (2014). *Successful Coaching* (5th Ed). Human Kinetics Publishers, Champaign, IL.
- National Standards for Sport Coaches SHAPE America

EVALUATION

Assessment of student objectives will include, but is not limited to, successful completion of the appropriate number of hours associated with the practicum experience, demonstrated application of course concepts through journal entries, an essay and a portfolio project documenting performance during the practicum as follows:

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Complete Hours (120-150 hours)	20
<i>Journal Entries:</i> Students will keep a journal outlining the activities during each week of the field experience. The journal will include the hours worked as well as reflection about the coaching profession that week as it related to the interactions with supervisors and your athletes.	40
<i>Portfolio</i> - The portfolio will describe the internship experience, include a short bio about the site supervisor and will also include all of the journal entries from the field experience; the student must write an essay reflecting what was learned about the coaching profession during this field experience. The essay will be evaluated based on writing, editing and the level of proofreading done by the student. There will be an evaluation that must be completed by the site supervisor and a separate questionnaire to be completed by the student. Points will be awarded based on the format of the portfolio, the thoroughness of the site description, the evaluation submitted by the supervisor and the student's reflection on this coaching field experience.	40
TOTAL	100

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

WEEK	ASSIGNMENT	DUE DATE
Week 1	Orientation	
Week 2	On the job hours under supervision Weekly Journal	
Week 3	On the job hours under supervision Weekly Journal	
Week 4	On the job hours under supervision Weekly Journal	
Week 5	On the job hours under supervision Weekly Journal	
Week 6	On the job hours under supervision Weekly Journal	

WEEK	ASSIGNMENT	DUE DATE
Week 7	On the job hours under supervision Weekly Journal	
Week 8	On the job hours under supervision Weekly Journal	
Week 9	On the job hours under supervision Weekly Journal	
Week 10	On the job hours under supervision Weekly Journal	
Week 11	On the job hours under supervision Weekly Journal	
Week 12	On the job hours under supervision Weekly Journal	
Week 13	On the job hours under supervision Weekly Journal	
Week 14	On the job hours under supervision Weekly Journal	
Week 15	Finish Supervised Coaching Report, Reflections and Evaluations Due	

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. 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 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

