

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
SRST 631.001 Theoretical Models of Sport Coaching
Fall 2016

DAY/TIME: T 4:30-7:10pm

LOCATION: Rob A 206

PROFESSOR: Craig Esherick

EMAIL ADDRESS: ce_sheric@gmu.edu

OFFICE LOCATION: Bull Run Hall 201G
and Thompson Hall 1409

PHONE NUMBER: 703-993- 9922

OFFICE HOURS: M/T 1-4pm (TH),
W 1-4pm BRH [or] by appt.

FAX NUMBER: 703-993- 2025

CREDITS: 3 hours

PREREQUISITES: None

COURSE DESCRIPTION

This course is an examination of the scientific bases for coaching athletes. In deconstructing the process of sports coaching, the course emphasizes philosophical underpinnings and theoretical foundations in the psychological, physiological, pedagogical, and managerial bases of sport coaching.

COURSE OBJECTIVES

Students will be able to:

1. Implement coaching strategies based upon the physiological principles guiding the training and conditioning of athletes.
2. Identify and employ sport psychology concepts in the coaching process.
3. Develop sound pedagogical practices that enhance athlete learning and performance capabilities.
4. Recognize the application of leadership and managerial principles in the coaching process.
5. Recognize examples of effective coaching.
6. Develop an individual philosophy of sport, coaching, management and leadership.
7. Develop an appreciation for professional integrity and ethical behavior in coaching.
8. Teach effectively and with a recognition of each student's differences.

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.

NATURE OF COURSE DELIVERY

The course will be primarily conducted face to face with a combination of lecture/class participation format. We will have some online classes, students will be expected to do some learning independently, we will have role playing exercises in class and we will also have some group discussion and group projects during the semester.

HONOR CODE

George Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for

understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code. With this in mind, all students in this course are held to the strictest standards of the George Mason University Honor Code.

STUDENT SUPPORT

Any eligible student with an exceptionality documented through George Mason University's Disability Resource Center must notify the instructor so that suitable accommodations can be implemented. The notification should take place during the first week of class; no later than September 6th.

Expectations:

1. All assigned reading for each week should be completed in a timely fashion.
2. All written assignments must be typed (computer word processing is recommended).
3. Regular participation in class and the online discussion threads is required; it is assumed that when you participate online in the discussions, you have read the assigned chapters.
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.

Class Attendance:

It is expected that when we do meet for class, everyone is present. We will have a few classes online and it is expected that you will participate in the discussion threads, with of course respect for all opinions both in person and online.

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. Class discussions 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.

REQUIRED READINGS

Readings will include articles (distributed or assigned) and coaching news in addition to the textbook:

An Introduction to Sports Coaching: connecting theory to practice (Eds. Robyn L. Jones and Kieran Kingston) New York: Routledge
ISBN: 978-0-415-69491-9 (paperback)
ISBN: 978-0-203-14744-3 (eBook)

EVALUATION

Assessment Activities:

- 1) *Final Exam* which will be primarily based on the textbook and other reading assignments in conjunction with classroom discussion. Questions on the exam will be true/false, multiple choice, short answer and essay **25%**
- 2) *Portfolio*; a collection of short assignments that will not only serve as a statement of who you are as a coach but will also take you through the readings in class and help you to discover who you are as a coach. If done right, this assignment can be used in the future to present to a prospective employer as an example of your work. **40%**
- 3) Short writing assignments, classroom discussion, attendance, overall enthusiasm for the class and for learning about coaching **15%**
- 4) Book review (coaching biography), journal article review (academic journal article about the coaching profession), interviews with coaches **20%**

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

COURSE SCHEDULE:

DATE	TOPIC	READINGS/ASSIGNMENT DUE
Week 1	Ground rules, syllabus, coaching philosophy	
Week 2	Reflective practice	Chapter 1; coaching philosophy statement due
Week 3	Pedagogy	Chapter 2; McCullick, Elliott and Schempp article
Week 4	Skill acquisition	Chapter 3; Gilbert, Cote and Mallett article
Week 5	Psychology	Chapter 4
Week 6	Sociology	Chapter 5
Week 7	History	Chapter 6; book review due in class
Week 8	Philosophy	Chapter 7; Bennie and O'Connor article
Week 9	Ethics and Guest Speaker	Chapter 8; journal article review due in class, Pelaex, Aulls and Bacon article
Week 10	Sports Development	Chapter 9; Rynne, Mallett and Tinning article
Week 11	Biomechanics	Chapter 10
Week 12	Match Analysis	Chapter 11

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	Week 13	Sports Medicine and Physiology for Coaches	Chapter 12 and 13
	Week 14	Oral presentations, tying it all together and review for final exam	Prepare presentation; turn in portfolio; Chapter 14
	Final Exam	December 13, 2016	Review Textbook and Discussion Notes

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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/>].
- The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.
- 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.

