

**George Mason University**  
**School of Recreation, Health, and Tourism**

SPMT 210-001 Foundations of Coaching  
3 Credits, Spring 2017  
Meeting Day/Time: Thursdays 4:30-7:10; Enterprise Hall 274

**Faculty**

Name: Ashlee Fontes Comber  
Office Hours: By Appointment – Before or after class.  
Office Location: Program Office - Thompson Hall 1409  
Office Phone: n/a  
Email Address: acomber@gmu.edu

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Introduction to the scientific bases for coaching sports and the process of coaching athletes. It includes the development of an individual coaching philosophy and the application of scientific training in the psychological, physiological, pedagogical and managerial bases of sport coaching.

**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.

**Course Delivery Method**

This course will be delivered using a lecture format with one or two classes online.

**Learner Outcomes or Objectives**

- 1) Identify coaching strategies based upon fundamental principles of training and conditioning.
- 2) Explain the application of sport psychology concepts in coaching.
- 3) Describe sound pedagogical practices that enhance athlete learning and performance capabilities.
- 4) Identify effective leadership and managerial principles employed in the coaching process.
- 5) Identify examples of effective coaching.
- 6) Develop an individual philosophy of sport and coaching.
- 7) Demonstrate an understanding of professional integrity and ethical behavior in coaching.

## **Professional Standards**

Not Applicable

## **Required Texts**

Readings will include current articles, events and news in addition to the textbook. Students are expected to stay involved with sports news during the semester that relates to sports coaching:

*Successful Coaching, 4<sup>th</sup> Edition* by Rainer Martens. Champaign, IL: Human Kinetics (2012)

ISBN 978-1-4504-0051-0

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Assignments and/or Examinations**

- 1) Final Exam (25%) The final exam will be cumulative and will be a combination of essay questions and short answer. There will be two parts to the exam, one open book and one closed book.
- 2) Portfolio (50%) The portfolio will be a collection of assignments over the course of the semester and will be refined by the professor before the due date for completion. For example, the first assignment to be included in the portfolio will be a statement of coaching philosophy that will be revised during the semester, as the students learn more about the coaching profession.
- 3) Discussions in class and online, evaluated for content and frequency, class assignments, attendance and *overall enthusiasm* for the course. (25%).

### **Other Requirements**

- 1) Class Attendance: It is expected that every student will attend every class on time. Attendance will be taken each class and students are expected to notify the professor ahead of time if there is a conflict.
- 2) 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.

- 3) *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.

- **Grading**

A+ = 98 - 100	B+ = 88 -89	C+ = 78 -79	
A = 94 -97	B = 84 -87	C = 74 -77	D = 60-69
A- = 90 -93	B- = 80 -83	C- = 70 -73	F = Below 60

### Professional Dispositions

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

### Class Schedule

DATE		TOPIC	READINGS/ASSIGNMENT DUE
Week 1 – Jan 26		Course overview and evaluation: coaching philosophy, the vocation of sport coaching	Syllabus and Chapter 1
Week 2 – Feb 2		Coaching objectives and coaching style	Chapter 2 and 3
Week 3 – Feb 9		Coaching for character and dealing with diversity	Chapter 4- 5
Week 4 – Feb 16		Communication	Chapter 5-6
Week 5 – Feb 23		Motivation, managing behavior	Chapter 7-8
Week 6 – Mar 2		How can we play better?	Chapter 8-9
Week 7 – Mar 9		Tactics and technique	Chapter 10-11
<i>Mar 16</i>		<i>No Class – Spring Break – No Class</i>	
Week 8 - Mar 23		Planning	Chapter 11-12
Week 9 – Mar 30		Physical training	Chapter 13-14
Week 10 – Apr 6		Energy and muscular fitness	Chapter 14-15

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	Week 11 – Apr 13	You are what you eat and drink/nutrition	Chapter 16
	Week 12 – Apr 20	Drugs, alcohol and coaching	Chapter 17
	Week 13 – Apr 27	Management	Chapter 18-19
	Week 14 – May 4	Risk management/sports law	Chapter 19-20
	Week 15 – May 11	Final Review / Portfolio Due	
	Week 16 – May 17	Final Exam	Cumulative; closed and open book exam

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **Inclement Weather**

In case of inclement weather or campus closure, class will be held online.

### **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: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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 by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**