

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation, and Tourism Management**

SPMT 210.001 – Foundations of Sport Coaching  
3 Credits, Spring 2021  
Mondays/Wednesdays 12:00 – 1:15pm, Peterson Hall 1105 - Fairfax

**Faculty**

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**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 face-face, lecture format. ***NOTE: Given the state of the Covid-19 pandemic, this course may move to a hybrid or fully online format at any point in the semester.***

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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**

Courses offered in the Sport Management (SPMT) undergraduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). Accreditation principles and self study preparation. Retrieved August 18, 2014 from <http://cosmaweb.org/accredmanuals>

### **Required Text**

*Successful Coaching, 4<sup>th</sup> Edition* by Rainer Martens. Champaign, IL: Human Kinetics (2012). ISBN 978-1-4504-0051-0

Other required readings will be distributed in class or on Blackboard.

### **Course Performance Evaluation**

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

- **Assignments and/or Examinations**

*Coaching Portfolio* – Students will create a coaching portfolio that will help prepare for a career in coaching. The portfolio will contain several materials created throughout the course, beginning with a coaching philosophy. This philosophy will be revised throughout the semester as students gain knowledge in the discipline of coaching. Other coaching portfolio components include an orientation handout (to parents or to athletes, depending on age level); a seasonal instructional plan; a sample practice plan. This is worth 100 points.

*Article Review/Analysis* – Students will research a current topic in coaching literature, review a peer-reviewed article on that subject, and discuss the findings and the relevance to current issues/trends in a written article analysis. This is worth 30 points.

*Article Review/Analysis Presentation* – Students will present to the class the results of their article review/analysis. This is worth 20 points.

*Midterm and Final Exam* – The exams will consist of matching, multiple-choice, true-false, and/or essay questions. The exams will be based on any material assigned or discussed in class/online,

including readings, quizzes, discussion, guest speakers, etc. The midterm exam will be worth 80 points and the final exam will be worth 100 points.

- **Other Requirements**

*Participation/other assignments* – Students must attend class (or virtual meetings) in order to participate in the discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked. If you miss more than two classes, points will be deducted. Attendance, participation and other in-class/online module activities will be worth 70 points.

- **Grading**

The final grade in percentage terms will be converted to a letter grade per the following scale:

A = 94% and above	B+ =88-89%	C+ =78-79%	D =60-69%
A- = 90-93%	B =84-87%	C =74-77%	
	B- =80-83%	C- =70-73%	F = <60%

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

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

### **Class Policies & Expectations:**

1. You are expected to attend all classes. Any work missed due to an absence **MAY NOT BE MADE UP**. The only exception to this policy is written documentation of a situation that absolutely prohibits you from attending class. 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. **All late assignments result in a 10%/day (not class day, every day) penalty.**
2. **You should be on time**, stay for the whole class, listen attentively while you are here, and show through your behavior that you respect the fact that others in the class are here to learn. Arriving late is unacceptable. **If you arrive late or leave early, you will be assessed a tardy.** With the accumulation of 3 tardies, you will be assessed a penalty equal to one full absence. Your presence is indicative of your professional attitude and is necessary to derive maximal benefit from the class. The intent of this class is to offer you a means for professional development and to assist you in obtaining your career objectives.
3. YOU ARE EXPECTED TO BE **FULLY PREPARED FOR CLASS AND FULLY ENGAGED WHILE IN CLASS**. I expect you to have read all assigned readings, taken notes as applicable, and to be prepared and willing to discuss all readings in detail and take part in group work to the fullest extent. **Turn cell phones (and any other sound making device) off and if you bring a computer, it must be used for class purposes only.** Any other use is a distraction and you risk not being allowed to use your computer in class at all.
4. Please do not hesitate to ask me for additional help if you need it. I am more than willing to provide such assistance. Remember, **you earn grades; I do not give them.**

5. Per university policy, you must complete the daily health check (receiving a green email), wear a face covering (over mouth AND nose), and practice social distancing at all times when you are on campus. If you do not do so, you will be asked to leave class immediately.

### Class Schedule

*\*This is a tentative schedule subject to modification at any time at the discretion of the professor.*

DATE	TOPICS	STUDENT RESPONSIBILITIES/ ASSIGNMENT DUE
Monday, Jan. 25	Course overview, syllabus; the vocation of coaching	Ch. 1
Wednesday, Jan. 27	Developing your coaching philosophy	Ch. 1
Monday, Feb. 1	Coaching objectives	Ch. 2 & additional article
Wednesday, Feb. 3	Coaching style	Ch. 3
Monday, Feb. 8	Coaching style/work on coaching philosophy	Ch. 3
Wednesday, Feb. 10	Coaching for character	Ch. 4
Monday, Feb. 15	Coaching diverse athletes	Ch. 5 & Coaching Philosophy draft due
Wednesday, Feb. 17	Coaching diverse athletes	Ch. 5
Monday, Feb. 22	Communication	Ch. 6 & “More Basketball, Less Yelling”
Wednesday, Feb. 24	Communication	Ch. 6
Monday, Mar. 1	Motivation	Ch. 7
Wednesday, Mar. 3	Motivation	Ch. 7
Monday, Mar. 8	<b>Midterm Exam</b>	
Wednesday, Mar. 10	Managing athlete behavior	Ch. 8
Monday, Mar. 15	Managing athlete behavior	Ch. 8
Wednesday, Mar. 17	Practice management	Additional reading
Monday, Mar. 22	Practice management	Additional reading
Wednesday, Mar. 24	<b>Article analysis presentations</b>	<b>Article analysis (written paper) due</b>
Monday, Mar. 29	<b>Article analysis presentations</b>	
Wednesday, Mar. 31	<b>Article analysis presentations</b>	
Monday, Apr. 5	The games approach & teaching skills	Ch. 9, 10, 11

DATE	TOPICS	STUDENT RESPONSIBILITIES/ ASSIGNMENT DUE
Wednesday, Apr. 7	The games approach & teaching skills	Ch. 9, 10, 11
Monday, Apr. 12	The games approach & teaching skills	Ch. 9, 10, 11
Wednesday, Apr. 14	Planning for teaching	Ch. 12
Monday, Apr. 19	Planning for teaching	Ch. 12
Wednesday, Apr. 21	Training basics	Ch. 13
Monday, Apr. 26	Risk management/sport law	Ch. 20 <b>Final Coaching Portfolio due</b>
Wednesday, Apr. 28	Risk management/sport law	Ch. 20
Monday, May 3	<b>Final exam 10:30am-1:15pm</b>	

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

**Gender identity and pronoun use:** If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as “Dr./Prof. Aylsworth” or “Dr./Prof. A” in email and verbally. You may also update your name/pronouns through the registrar: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

**Campus Closure:** If the campus closes or class is canceled due to weather or other concern, students should check Blackboard for updates on how to continue learning and information about any changes to events or assignments.

### 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://catalog.gmu.edu/policies/honor-code-system/>).
- 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://ds.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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

Make sure that you have read and understand all aspects of the Safe Return to Campus Document, which is a separate document attached to this syllabus. It includes:

### **Safe Return to Campus Statement (for students in courses with on-campus meetings):**

- *All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (<https://mymason.gmu.edu>). Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage ([www2.gmu.edu/safe-return-plan](http://www2.gmu.edu/safe-return-plan)). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. **Only students who receive a “green” notification are permitted to attend courses with a face-to-face component.** If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.*