George Mason University
College of Education and Human Development
Sport and Recreation Studies

SPMT-631.001 —Theoretical Models of Sport Coaching
3 Credits, Spring 2023
Monday 4:30 - 7:10 PM, Aquia Hall 346 – Fairfax Campus

Faculty
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Prerequisites/Corequisites: 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 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; 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. This course will include in class and out of class readings, as well as discussion. Weekly attendance is expected, along with participation in class discussions.

Course Objectives
This course is designed to enable students to do the following:
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.Recognize examples of effective coaching.
5. Develop an individual philosophy of sport, coaching, management, and leadership.
6. Develop an appreciation for professional integrity and ethical behavior in coaching.
7. Teach effectively and with a recognition of each student's differences.

Professional Standards

Courses offered in the Sport Management 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:

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

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). Accreditation principles and self study preparation. Retrieved January 22, 2023 from https://www.cosmaweb.org/accreditation-process-training.html

Required Text

An Introduction to Sports Coaching: Connecting Theory to Practice (Eds. Robyn L. Jones & Kieran Kingston) New York: Rutledge [2013].
ISBN: 978-0-415-69491-9 (paperback)
ISBN: 978-0-203-14744-3 (eBook)

Course Performance Evaluation

This course will be graded on a point system, with a total of 100 possible points. All written work should be submitted in hard copy by 7:20 pm, on the dates they are due.

<u>**Assessment Activities:**</u>
1) *Final Exam* which will be primarily based on the textbook and other reading assignments in conjunction with classroom discussion. Questions on the exam may include true/false, multiple choice, short answer and/or essay   15%
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) **Interview**s with coaches (2) (20%)
4) Weekly journal article review (academic journal article about the coaching profession), 5%
5) Book review (coaching biography)- 10%
6) Movie review (online)- 5%
7) Short writing assignments, classroom discussion, attendance, overall enthusiasm for the class and for learning about coaching 5%

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		

Additional Policies

- **Expectations**
  - All assigned reading should be completed before submitting written assignments.
  - All written assignments must be typed (computer word processing is recommended) and submitted in Hard Copy (emailed only in extreme circumstances).
  - Students must abide by the Honor Code, guided by the spirit of academic integrity.
- **Class Attendance/Participation**
  - It enhances your academic success to be in class; therefore, you should attend ALL scheduled class meetings in accordance with George Mason policy. Students will be penalized for absences or excessive tardiness, after two class periods missed. Any student who attends fewer than 60% of the classes will not pass the course. Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Professional Dispositions

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

Course Schedule
Class meetings are scheduled Monday nights from 4:30-7:10 pm. Written work can be completed as Units are completed during the semester. Submission dates and formal meeting dates listed below. Email discussions will also be conducted.

*Any circumstance arising that is not explicitly addressed in this syllabus, or by George Mason University policy, is implicitly governed under the auspices of common sense and will be dealt with using the instructor's discretion.

COURSE OUTLINE: (Mon- 4:30-7:10 pm)

	DATE		**TOPIC**	**READINGS/ASSIGNMENT DUE**
1	**1/23**		**Ground rules, syllabus, coaching philosophy**	
2	**1/30**		**Reflective practice**	**Chapter 1; coaching philosophy statement due**
3	**2/6**		**Pedagogy**	**Chapter 2; McCullick, Elliott and Schempp article**
	2/13		**No Class- Movie Review Assignment**	<mark>**Movie Review due on discussion board**</mark>
4	**2/20**		**Skill acquisition**	**Chapter 3; Gilbert, Cote and Mallettt article;**
5	**2/27**		**Psychology**	**Chapter 4**
6	**3/6**		**Sociology**	**Chapter 5**
	3/13		**Spring Break- No Class**	
7	**3/20**		**History**	**Chapter 6**

	Date		Topic	Readings/Assignment Due
8	3/27		**Philosophy**	**Chapter 7; Bennie and O'Connor article**
9	4/3		**Ethics**	**Chapter 8, Pelaex, Aulls and Bacon article**
10	4/10		**Sports Development**	**Chapter 9; Rynne, Mallett and Tinning article** **book review due**
11	4/17		**Biomechanics**	**Chapter 10 & 11; Rynne, Mallett High Performance Sport Coaching**
12	4/24		**Sports Medicine and Physiology for Coaches**	**Chapter 12 and 13; Interview Papers Due**
13	5/1		**Oral presentations; summary**	**Prepare presentation; Submit Portfolios Chapter 14**
14	5/8		**Reading Day**	
15	Final Exam		**Final Exam open for 1 Week- Due Sunday, 5/15-11:59 pm (online with time limit)**	**Review Textbook and Discussion Notes**

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

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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.

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

School of Sport, Recreation, and Tourism Management

Assignments
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.

> ***You will include a series of short 1-2 page papers to complete this, including the following:***
> **A.** Self-Reflection- One page reflection on your strengths & weaknesses as a coach, your background, and a plan on how to improve upon your coaching abilities.
> **B.** Coaching Philosophy- 1-2 pages on your own personal philosophy as a coach
> **C.** History & the Coaching Profession- Choice of specific topics or a personal reflection to coaching as a profession
> **D.** One value you learned from a coach or from your own athletic participation and how it affects your philosophy
> **E.** Letter to your athletes, explaining your off-season condition and expectations for your program. You should bring in content from chapters we covered and topic areas discussed.
> **F.** Reflection on specialization- What are the pros and cons, and what are your thoughts on the issue.
> **G.** How will you use statistics to evaluate and improve upon your team?
> **H.** Outline of a speech you would give to 100 youth coaches. You may use bullet points. You must discuss injury prevention, conditioning, and practice planning/strategies/expectations in this speech.

Final Presentation- During the last class of the course, each student will present a short presentation summarizing their philosophy and reflections from their portfolio.

Coach Interviews (2) (10% each): You will interview two coaches; one from a team sport and one from an individual sport. You will submit a paper summarizing your findings, and reflecting on the similarities and differences between the two coaches.

Weekly journal article review (academic journal article about the coaching profession), 5%

Students will select an article from a peer-reviewed, academic journal focused on the coaching profession. Each student will prepare a short presentation summarizing the findings of the article (one student per week), to be presented in class. They will also post a short summary on the course Blackboard discussion board, including a link to the article.

Examples of acceptable journals include, but are not limited to:

International Journal of Sports Science and Coaching: https://journals.sagepub.com/home/spo
International Sport Coaching Journal: https://journals.humankinetics.com/view/journals/iscj/iscj-overview.xml
The Sport Journal: https://thesportjournal.org/article/category/sports-coaching/
Sports Coaching Review: https://www.tandfonline.com/loi/rspc20
Journal of Sports Sciences: https://www.tandfonline.com/loi/rjsp20
Journal of Strength and Conditioning Research: https://journals.lww.com/nsca-jscr/pages/default.aspx

Book review (coaching biography)- 10%- Students will read a biography of a coach of their choosing, and will submit a 2-3 page paper summarizing the coach's life & achievements, and what you took from them to apply to your own coaching career/philosophy.

Movie review (online)- 5%- Students will watch a sports film of their choosing, and submit a summary and reflection of the film, focusing specifically on the coaching techniques and philosophy in film. The assignment will be posted on Blackboard.

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

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements: Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.

Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary

information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type ofwebcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found here.

You will need the following system requirements for online exams:
- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.
- To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.
- When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.