

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
School of Sport, Recreation, and Tourism Management  
**Sport Management**  
SPMT 341 Field Experience Sport Coaching (3)  
*Fall 2023*

DAY/TIME:	TBA	LOCATION:	Coaching Site
PROFESSOR:	Craig Esherrick	EMAIL ADDRESS:	<a href="mailto:cesheric@gmu.edu">cesheric@gmu.edu</a>
OFFICE LOCATION:	<b>Krug Hall 213D</b>	PHONE NUMBER:	703-993-9922
OFFICE HOURS:	By Appointment	FAX NUMBER:	703-993-9707

#### PREREQUISITES/COREQUISITES

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

#### COURSE DESCRIPTION

Provides 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 key elements of the professional accreditation standards of the National Standards for Sport Coaches.

#### PROFESSIONAL ASSOCIATION STANDARDS

The Minor in Sport Coaching aligns with the National Standards for Sport Coaches. This course is the applied capstone.

#### 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. Blackboard learning tools will be used to deliver materials, engage in conferences and post grades and updates.

You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available no later than January 23, 2023.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

#### ALTERNATIVE WORK:

There is NO make-up work. Each student must complete a minimum of 120 hours in their field experience and 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 determined otherwise 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.

- Suggested readings: Martens, R. (2014). *Successful Coaching* (5th Ed). Human Kinetics Publishers, Champaign, IL. [textbook used in SPMT 210 Foundations of Coaching]
- (*Required*) National Standards for Sport Coaches SHAPE America <https://www.shapeamerica.org/standards/coaching/>

## 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 an e-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.

<u>Requirements</u>	<u>Points</u>
<i>Complete Hours</i> (120-150 hours)	35
<i>Journal Entries, Discussion Board, Bb Collaborate:</i> Students will keep a journal/log outlining the activities during each week of the field experience. The journal will include the hours worked as well as <b>weekly reflection</b> about the coaching profession as it related to the interactions with supervisors, competitions and the progress of your athletes. Supervisor must approve hours worked on journal (initials/signature). Students will be required to participate in any discussion board assignments and at least two Bb Collaborate sessions with faculty supervisor (CE).	30
<i>Portfolio</i> - The e-portfolio will describe the internship experience, include a <b>short bio</b> about the site supervisor and 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 the field experience. In the essay, students are expected to reflect on the SHAPE America Coaching Standards (found under course content and link provided above) and provide a self-assessment of how this internship brought them closer to meeting each one of these benchmarks. The essay will be evaluated based on writing, editing and the level of proofreading done by the student; this is a <b>serious reflection</b> on the semester, NOT a paragraph. 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 quality of the coaching experiential analysis and the evaluation.	35
<b>TOTAL</b>	<b>100</b>

### Grading Scale

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 94 – 97	B = 84 – 87	C = 74 – 77	F = 0 – 59
A- = 90 -93	B- = 80 – 83	C- = 70 – 73	

## TENTATIVE COURSE SCHEDULE

WEEK	ASSIGNMENT	
Week 1	Orientation, communication to instructor particulars of coach to be working with/for—outline plan for the semester, other questions	<i>First week of class—complete Discussion Board</i>
Week 2	On the job hours under supervision, Weekly Journal [including detail of activities, practice, games, prep work]	Check in/faculty via Bb Collaborate
Week 3	On the job hours under supervision, Weekly Journal	Review SHAPE standards
Week 4	On the job hours under supervision, Weekly Journal	Check in/faculty via Bb Collaborate
Week 5	On the job hours under supervision, Weekly Journal	Discussion Board
Week 6	On the job hours under supervision, Weekly Journal	Review SHAPE standards
Week 7	On the job hours under supervision, Weekly Journal	Check in/faculty via Bb Collaborate
Week 8	On the job hours under supervision, Weekly Journal	Discussion Boardf
Week 9	On the job hours under supervision, Weekly Journal	Review SHAPE standards
Week 10	On the job hours under supervision, Weekly Journal	Site visit coordinated with supervisor and faculty member
Week 11	On the job hours under supervision, Weekly Journal	<i>Begin essay and e-portfolio prep work</i>
Week 12	On the job hours under supervision, Weekly Journal	<i>Submit evaluation to supervisor</i>

*After week 12*, if more time is still needed to complete the 120 hours requirement, instructor and student will meet to discuss plan moving forward. Otherwise, all work for the course – written **and** field-related – must be completed by **December 10, 2023**.

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

## 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*

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/>.

**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.

