

### ***Preamble***

Welcome to HKR 2002 Coaching! Please thoroughly read this course syllabus. It contains important information about the course, evaluations, and weekly content. If you email me to ask a question that is clearly covered in this syllabus, I will simply **delete your email**.

### ***Instructor Information***

Professor: Dr. David Hancock

Office: PE 2023A

Email: dhancock@mun.ca

Office Phone: 709-864-8684

Office Hours: Use MUN email to make an appointment (I do not respond to Brightspace messages)

### ***Course Description***

The aim of this course is to introduce the various methods, principles, and theories used to coach developing athletes in various sport settings. Factors such as the coach's role, planning, analyzing and developing skills, sport safety, and physical preparation will be presented with an emphasis on attaining competency in these areas. Students who adequately complete all coursework will receive credit for completing the 6 NCCP units that are required for the Competitive Introduction program.

### ***Course Delivery***

Semester: Winter, 2020

Date/Time: M, W, F; 4:00pm-4:50pm

Location: Remote delivery

### ***Synchronous Lectures***

There are four synchronous (live) lectures. Students are expected to attend, participate (cameras and microphones on), have read the module materials, and listened to the lecture in advance.

1. Teaching & Learning – Feb 3, 4pm
2. Preparing a Practice – Feb 17, 4pm
3. Basic Mental Skills – Mar 3, 4pm
4. Designing a Basic Sport Program – Mar 24, 4pm

### ***Required Textbook***

None.

### ***Assigned Readings***

Throughout the semester, students will be assigned readings relevant to the course material. This includes the reference manuals and workbooks for the NCCP units that are covered in the course.

### ***Prerequisites***

None.

## **Learning Outcomes**

At the end of this course students will be able to:

1. Formulate a personal coach philosophy.
2. Articulate the principles of Canada's LTAD and other development models.
3. Apply ethical principles and develop a process for ethical decision making.
4. Create and implement a practice plan incorporating concepts of teaching and learning
5. Design a basic sport program.
6. Apply concepts related to mental skills and nutrition.

## **Academic Integrity**

Students and faculty at Memorial University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with Memorial University's regulations on Academic Misconduct (Section 6.12 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offenses. The regulations also describe the procedures for dealing with allegations and the unit level as well as the university level, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to a rescindment of the degree. A lack of familiarity with Memorial's regulations on academic misconduct does not constitute a defense against its application. If an instructor alleges that academic misconduct has occurred for evaluative instruments worth between 15-39% the course instructor is required to submit the student's work along with a summary of the allegation to the SHKR Committee for Academic Integrity for consideration and a decision. Any allegations of misconduct that occur with evaluative instruments worth 40% or more of the final grade or final examinations are automatically sent to the Senate Committee on Undergraduate Studies for consideration. Further information on academic integrity is outlined in the University Calendar 6.12: [Policy on academic misconduct](#) Information regarding acceptable writing practices is available through the Writing Centre at <http://www.mun.ca/writingcentre/>.

## **Memorial University of Newfoundland Policies**

[Policy on accessibility](#)

[2020-2021 important dates](#)

[Policy on sexual harassment and sexual assault](#)

[Student code of conduct](#)

## **HKR 2002 Policies**

Expectations of the students:

1. Stay current on class content.
2. Attend synchronous lectures and act professionally (e.g., cell phones off)
3. Read course materials prior to watching/listening to lectures.
4. Submit work on time.
5. Do not plagiarize/cheat.
6. Ask questions when things are not clear.

Expectations of the professor:

1. Post all relevant materials by 1pm on the release date.
2. Return work in a timely manner.
3. Begin and end synchronous lectures on time.
4. Be respectful and reasonable toward student needs.
5. Maintain accessibility via email (generally expect a response within two business days).

### **Course Evaluation**

Module Quizzes	9%	Jan 15, 22; Feb 5, 19; Mar 5, 12, 26; Apr 2, 9
Module Assignments	9%	Jan 15, 22; Feb 5, 19; Mar 5, 12, 26; Apr 2, 9
Coach Philosophy	16%	Jan 31
NCCP Reflections	36%	Feb 11, Mar 1, Mar 11, Apr 1, Apr 9 (x2)
Final Timed Assignment	30%	As scheduled by University

### **Module Quizzes (9 x 1% = 9%) – Jan 15, 22; Feb 5, 19; Mar 5, 12, 26; Apr 2, 9**

To aid with knowledge retention, each module has one short quiz (9 total quizzes) worth 1% of the overall grade. Quizzes are available through Brightspace. Quizzes will open Tuesdays at 12:00am and are due Fridays at 11:59pm. Each quiz contains 5 questions and students will have 5 minutes to complete each quiz. Students are permitted to use any resources during the quizzes (e.g., notes, lectures, readings, classmates). Missed or late quizzes result in a score of 0.

### **Module Assignments (9 x 1% = 9%) – Jan 15, 22; Feb 5, 19; Mar 5, 12, 26; Apr 2, 9**

To aid with knowledge application, each module has one short assignment (9 total assignments) worth 1% of the overall grade. These are typed, individual assignments submitted through Brightspace. Assignments are due Fridays at 11:59pm. Students must answer one or two questions for each assignment. Missed or late assignments result in a score of 0. Marks are as follows:

- 1.0/1 – Answers are perfectly clear, concise, and correct.
- .75/1 – One answer is not entirely clear, concise, and/or correct.
- .50/1 – Multiple answers are not entirely clear, concise, and/or correct.
- .25/1 – Answers are entirely incorrect or unclear.
- 0.0/1 – Did not follow instructions or did not submit the assignment.

### **Coach Philosophy (16%) – Jan 31**

A coach philosophy is a set of values and beliefs that guide a coach's actions, behaviours, and principles. Coach philosophies are vital for all coaches at all levels of sport. The goal of this coach philosophy assignment is for students to develop a purposeful, functional coach philosophy that will guide your coaching. There are three components to this assignment, addressed below. Each component requires you to do some work, and then write about what you found or created. Assemble these components into one document, using major headings to separate the components.

1. Research one peer-reviewed journal article that is relevant to coach philosophies. Write a summary on the article with the following subheadings: (a) literature review, (b) purpose, (c) methods, (d) results, (e) author insights, and (f) your insights.
2. Interview and audio record one head coach (any sport and/or level) for 15-30 minutes about their coaching philosophy (ensure your interviewee has a coach philosophy). You can ask any questions you deem relevant, but you **MUST** ask: (a) Can you tell me about your coach philosophy? (b) Why do you have a coach philosophy? (c) Can you give me an example of how your coach philosophy helped you navigate a tricky situation? (d) How often do you revisit and/or adapt your coach philosophy? Write a summary of your findings, using the questions you asked as subheadings.

3. Write a personal coach philosophy based on your experiences as an athlete and/or coach, your research article, and your interviewed coach. Your philosophy should include: (a) athlete/coach history, (b) desired coaching type and level (using NCCP or Côté & Gilbert classifications), (c) approach to coaching, (d) 3-5 core values/beliefs, with 10-12 more specific values/beliefs, and (e) some practical components of your philosophy (e.g., playing time, revisiting the philosophy, storing the philosophy, etc...). Provide several examples of how your coach philosophy will guide your actions. Refer to Modules 1 and 2 when you write your philosophy.
4. Additional Instructions
  - Submit paper and audio recording to Brightspace by 11:59pm on January 31. Late submissions are punished 10% (of the overall available grade) per day. Extensions for reasonable excuses are only granted if students can document they have made progress on the paper. Extension requests must be made before January 29.
  - Begin with an introduction that outlines the direction of the paper.
  - End with a conclusion that provides insights into your paper and philosophy.
  - Use double-spaced, Times New Roman, 12-point font; margins at 2.54cm (1”).
  - No page limits—address all parts of the assignment and write concisely.
  - Follow APA 7<sup>th</sup> guidelines for citations/references.

### ***NCCP Reflections (6 x 6% = 36%) – Feb 11, Mar 1, Mar 11, Apr 1, Apr 9 (x2)***

The course covers 6 NCCP units that constitute the Competition Introduction program: Teaching and Learning, Planning a Practice, Basic Mental Skills, Designing a Basic Sport Program, Sport Nutrition (completed independently), and Making Ethical Decisions (completed independently). Students will complete one reflection paper for each NCCP unit. Students MUST submit these reflections and score at least a 65% to receive credit from the CAC for completing the NCCP units. Reflection instructions will be posted to Brightspace throughout the semester. Due dates are as follows:

1. Teaching and Learning – Feb 11
2. Planning a Practice – Mar 1
3. Basic Mental Skills – Mar 11
4. Designing a Basic Sport Program – Apr 1
5. Sport Nutrition – Apr 9
6. Making Ethical Decisions – Apr 9

### ***Final Timed Assignment (30%) – As scheduled by the University***

The final timed assignment is worth 30% of the overall grade, administered through Brightspace. The final timed assignment will open for a six-hour period. During that period, students will have a predetermined length of time to complete the final timed assignment, which will be announced later. The final timed assignment might include definitions, multiple choice, and short answer/essay questions. Students are responsible to know the lecture material and assigned readings. More details will be provided prior to the final timed assignment. Students requiring special arrangements must inform Dr. Hancock at least two weeks before the final timed assignment. Students who miss the final timed assignment will receive a 0 unless they can document evidence of an excusable absence.

### ***Grading***

Final grades in this course will be submitted to the registrar without any adjustments, alterations, or “bumping up” to the next grade. Please do not ask for this to be done. If you believe a course evaluation component (e.g., an assignment) was graded incorrectly, please bring this to my attention within one week of receiving your grade. The grading scale in this course follows the scale set by Memorial University of Newfoundland: A 80-100%; B 65-79%; C 55-64%; D 50-54%; F 0-49%.

## Course Module Schedule

<b>Module</b>	<b>Release Date</b>	<b>Content</b>	<b>Readings</b>
1	Jan 11	Course Introduction Coach Organizations & Coach Types	Côté & Gilbert (2009)
2	Jan 18	Coach Philosophies Athlete Development Models	Côté et al., (2012)
3	Jan 25	Teaching & Learning	NCCP: T&L
4	Feb 8	Planning a Practice	NCCP: PP
5	Mar 1	Basic Mental Skills for Coaches	NCCP: BMS
6	Mar 8	Coach Relationships & Power	Cassidy et al. (Ch. 13)
7	Mar 15	Designing a Basic Sport Program	NCCP: DBSP
8	Mar 29	Transformational Leadership Teaching PYD & Life Skills	Turnnidge & Côté (2017) Turnnidge et al., (2014)
9	Apr 5	<i>To be determined</i>	TBD
NA	TBD	<b>FINAL EXAM TO BE SCHEDULED BY UNIVERSITY</b>	NA

**Getting to Know You (submit via Brightspace)**

I always make an attempt to learn each student's name, and a little bit about them. To help me with this, please fill out the following information sheet and submit it through Brightspace. I would also appreciate if you can put an updated picture into your Brightspace profile.

**Full name** (and name you would like me to use):

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**Physical appearance** (be descriptive here: could I find you in a crowd with the description?):

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**Which degree/program are you in?** \_\_\_\_\_

**Why did you enroll in our program?**

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**Sports/activities that you coach/officiate/compete in:**

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**Immediate plans after this degree:**

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**Longer term plans:**

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**Are you considering graduate studies? Please explain.**

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**Why is this class important to you, and what are you looking forward to learning?**

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**Thanks for taking the time to fill this out!**