

UNIVERSITY OF WISCONSIN-STEVENSON POINT

COACHING 190 – Foundations of Coaching and Leadership

Spring Semester 2019

Course Information

COA 190, Section 1

T / Th 11-12:15

HEC 146

3 Credits

Office Hours: before or after class or by appointment

Instructor Information

Al Boelk

pool office

715 346 2200

aboelk@uwsp.edu

Optional Text

Martens, R. (2012). *Successful Coaching* (4th edition). Champaign, IL: Human Kinetics.

Course Description

COA 190 is a 3-credit course that serves as the foundation in the sequence of offerings within the Coaching Certificate at UWSP. The main objective is to provide a wide breadth of disseminated content related to the various physical, social, psychological, and organizational aspects of coaching. Students will be required to gain a base competence of knowledge within each of the eight Shape America Standards for Sport Coaches – Philosophy & Ethics, Safety & Injury Prevention, Physical Conditioning, Growth & Development, Teaching & Communication, Sport Skills & Tactics, Organization & Administration, and Evaluation. Students will be required to gain a deeper comprehension of the science (research) behind the art of effective coaching. Assignments will be a regular evaluative mechanism throughout the course.

Instructional Methods

Communication and dissemination of course information will be presented via lecture, video, guest speakers, written schematics, group activity, and practical demonstration by both the instructor as well as by students. Each student will be expected to fully participate and engage in the course – if you have a desire to be a coach, you must be comfortable in articulating knowledge in a public forum. You must

also develop an awareness of your own motor skill development, oral communicative patterns, and expressive tendencies. Effective coaching comprises both science and art – the course will utilize key theories and contemporary research to educate each student on the best methods of exerting influence and of ways to implement functional and sustainable changes in behavior, attitude, and performance among athletes.

Grading Scale:

Final letter grades will be awarded as follows:

A: 94-100%	C: 73-76%
A-: 90-93%	C-: 70-72%
B+: 87-89%	D+: 65-69%
B: 83-86%	D: 60-64%
B-: 80-82%	F: 59% or below
C+: 77-79%	

Student Evaluation

Coaching goals Paper	5%
Coaching Philosophy Statement	15%
Observing Practice and/or games + reflection paper (2 hours / 2 pages)	10%
Book Review	10%
Presentation	15%
Team Building exercise	5%
Season Plan/Strength and Conditioning plan	20%
Notebooks	10%
Final Exam	10%

Attendance/Participation: unexcused absences result in a 2% drop per unexcused absence

Course Policies

1. Attendance. Students are expected to attend every class on time, with a willingness to be both respectful and influential in the day-to-day discourse and learning environment of the class.
 - a. If you know you are going to be absent for an excusable reason (illness, family issue, conference/workshop), you must contact me ahead of time, either by phone or by email.
 - b. Absences will not be excused if notification is not received or if it is received less than 2 hours prior to class time – unexcused absences result in a 2% drop in your A/P grade.
 - c. If you do miss class, for any reason, excused or unexcused, you must make up class by doing an activity worth the 1.5 hour of class time you missed. Article about sport, observe a practice, a current event having to do with philosophy, ethics, controversial issue to be reflected upon and/or presented to the class. Due one week following the missed class.
2. Punctuality & Professional Courtesy. Please be prompt in getting to class by 12:00. Tardiness to class or a lack of courtesy shown while in class (ex: sleeping) will result in a 2% drop in your A/P grade.
 - a. Any cell phone use – including texting and use of Twitter or Facebook – is prohibited during class and will result in a 2% drop in your attendance/participation grade for each offense.
 - b. NOTE – the impact of 2% is SIGNIFICANT – it can turn an ‘A’ into a ‘B+’ – don’t let it happen.
3. Flexibility Clause. I reserve the right to make adjustments to dates for exams, quizzes, and assignments – never to be moved up, but at times moved back based on the pace of our coverage.
4. Plagiarism. This should go without saying, but it is imperative that all assignments be composed of your own ideas and words. While use of quotes and referenced paraphrasing will be necessary for your course project, you must properly acknowledge the sources of your information or risk a failing grade and possible academic suspension for taking ownership of words that are not your own.

Course Objectives – COACHING 190 (Based on Shape America Standards for Sport Coaches)

1. Develop a strong awareness of one’s own coaching philosophies and core beliefs as they relate to human behavior, attitudes, and group dynamics. Students will be prepared to disseminate an athlete-centered philosophy that teaches and reinforces positive values & behaviors.
2. Understand the meaning of professional boundaries and ethical conduct as it applies to the coach-athlete relationship. Be competent in composing a professional and practical ‘code of conduct’, and develop an ability to articulate and effectively operate in a morally and ethically responsible manner.

3. Possess a foundational base of knowledge regarding the prevention, treatment, and care of athletes. Aspects of first aid/CPR, emergency response, and care of injuries will be covered. Students must also be competent in various safety protocols that can help to minimize accidents and injury.
4. Develop an understanding of the necessary components that comprise an 'optimal conditioning and performance plan'. This includes, but is not limited to enhancing strength, speed, agility, explosiveness, and endurance, as well as proper nutrition, drug education, and mental training.
5. Understand and apply knowledge related to human growth and development, not only on a physical realm, but also cognitively, emotionally, and socially as well. Be aware of maturational differences that exist between males and females, as well as how sport can affect one's maturational growth.
6. Gain professional competence related to the science of effective teaching and communication within the realm of sport. This includes, but is not limited to one's implementation of practice plans, goal maps, individual/team meetings, practice activities, and game tactics & strategy.
7. Be able to identify, adjust, and sustain effective strategical and skill-based templates for one's sport – and possess a broad, basic understanding of sport biomechanics, kinesiology, and physiology.
8. Possess the organizational and administrative skills necessary to effectively operate one's own sport program. This includes knowledge related to organizational planning, fiscal management, facility management, human resource management, quality control, & legal issues/risk assessment.
9. Develop a core competence related to decision-making and evaluations as they pertain to sport coaching. Understand the importance of objective and explicit evaluation techniques as they pertain to player retention, development, and satisfaction – and as they pertain to one's own development.