

YORK UNIVERSITY
Faculty of Health
SCHOOL of KINESIOLOGY and HEALTH SCIENCE

Course: HH KINE 2475 3.0 A Coaching: The Art & Science

Course Web Page: moodle.yorku.ca

The following information will be available on this site:

1. the course syllabus
2. class announcements
3. power point lecture notes
4. Practice Observation assignment requirements
5. appropriate reference style
6. typical writing problems to avoid

Prerequisite/Co-requisite: None

Course Instructor: Wally Dyba 416 736-2100 ext 77294
319 Stong College wdyba@yorku.ca

Time and Location:

Section A	Day	Time	Location
	Tuesday	2:30 pm – 3:50 pm	CLH J
	Thursday	2:30 pm – 3:50 pm	CLH J

Office Hours: Monday and Wednesday 2:30 pm – 3:30 pm
Or by appointment

Expanded Course Description:

The course expands on and enhances the requirements of the National Coaching Certification Program (NCCP) Introduction to Competition context curriculum. Within the curriculum there is an emphasis on the processes that are required to develop successful individuals not only in sport but also in a broader context.

A brief history of the development of coaching education in Canada is presented and then students are guided through their reflections on approaches, roles and profiles of coaches. Issues in the sporting milieu are explored by examining philosophy and values when making ethical decisions while developing a positive sport/coaching environment. A special emphasis is placed on being able to plan and then conduct effective practices focusing on teaching and learning processes. In addition, the course will look at designing a basic sport program within the context of Long Term Athlete Development (LTAD). The course will also provide a background to assist the coach in providing

basic nutritional advice and teaching basic mental skills primarily to athletes in the Fundamentals, Learning to Train and Training to Train stages of the LTAD model.

Course Content and Learning Objective:

In taking this course, students will cover more than just the minimum education and training opportunities for *Competition: Introduction Stream* sport coaches as offered through the National Coaching Certification Program (NCCP). Upon completion of this course, students should develop abilities to implement outcomes in the following areas:

1. applying the NCCP ethical decision making framework in response to ethical situations
2. organizing activities within a practice plan that are well structured, adapted to the participants' age and reflect safety considerations
3. creating conditions that promote learning and self-esteem
4. designing a basic sport program that incorporates LTAD principles
5. promoting food choices that are consistent with basic sport nutrition principles
6. guiding athletes to improve basic mental skills

In addition, as students progress through each module of the NCCP Workbook, they will work on developing five plus one core competencies that will help them become a more effective coach and thus have a more meaningful impact on athletes' experiences. These competencies are problem solving, valuing, critical thinking, leading and interacting. The additional competency is reflection

Course Texts:

NCCP. Bundle Part A –Workbook and Reference Manuals - MED, PaP, NUT
NCCP. Bundle Part B – Workbook and Reference Manuals - DSP, T&L, BMS

NCCP # and “Certification”

Upon enrolling in KINE 2475 3.00, students need to register with the National Coaching Certification Program and obtain an NCCP#. The participation in and completion of each Workbook Module in the Introduction to Competition context will be documented. Upon successful completion of each module students will then be deemed “trained” in each specific module.

To be “certified” students must be evaluated by an external agency. Students will be “certified” for the Making Ethical Decision module, if they successfully complete the on-line evaluation. In order to do the on-line evaluation, students must create their NCCP#. This can be done by going to the following website:

<http://www.coachesontario.ca/getting-your-nccp/>

Course Evaluation:

Numerical scores will be assigned to each item of course work. However, there should be no assumption that a certain total course mark translates to a specific letter grade. Letter grades will be assigned based upon the descriptions found in the York University Undergraduate Calendar.

<http://calendars.students.yorku.ca/2016-2017/kinesiology-and-health-science#program>

Final grade may be adjusted to conform to Program or Faculty grade distribution profiles.

Specific Assessment

Mid term examination	30%	Thursday October 20, 2016
On-line Assessment Submission (Making Ethical Decisions Module)	5%	by October 16, 2016
Practice Observation Report	25%	November 17, 2016
Final Exam	30%	December – during exam period
Coach Workbook Modules	10%	on completion due dates

NOTE:

The last day to drop a Fall Term course without receiving a letter grade is

Friday November 11, 2016

Workbook Modules: The appropriate Workbook Module should be brought to class on a daily basis. Specific pages and/or modules will either be assigned as homework or will be completed as a class task. The workbooks will be collected **at the end of class**, on the specific task/module completion date. Workbooks will be checked and appropriate credit will be given for submission. Completed Workbooks are a partial requirement to be deemed “trained” in the specific module. No submission and no credit will be given! Workbooks must be submitted during class only.

Workbook module completion dates:

	Module	Credit	Completion Date
1.	Introductory Module	1	Thurs September 20, 2016
2.	Making Ethical Decisions	1	Thursday, October 6, 2016
3.	Planning a Practice	2	Tuesday October 25 2016
4.	Nutrition	1	Tuesday October 25 2016

5.	Teaching and Learning	1	Thursday November 10, 2016
6.	Design a Basic Sport Program	3	Tuesday November 22, 2016
7.	Basic Mental Skills	1	Tuesday November 29, 2016

TurnItIn.com

In order to continue promoting an environmental culture of academic integrity befitting our community of scholars, students will be asked to directly submit their work in digital form to “**TurnItIn.com**”.

TurnItIn.com is an Internet-based service created at the University of California, Berkeley to scan submitted works for similarity to material that may have been copied from public web-sites, academic journals, papers purchased from an essay mill, etc., and essays and assignments concurrently or previously submitted to **TurnItIn**, which are stored in its extensive and growing data-base. Students are asked to do this as “it can help to advance the academic reputation of the course, the program and the university, making the degree potentially more valuable to the student and to employers of our students”. Students should be assured that the results from “**TurnItIn.com**” will not be viewed until after the papers have been graded.

For those students unwilling to submit their work to “**TurnItIn.com**”, which is their prerogative, in order to receive credit for the work, they will need to:

1. submit all rough copies of their work
2. submit an annotated bibliography of reference titles selected
3. make an oral presentation to the course director of their learning outcomes.

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Faculty of Health section of the Undergraduate Calendar.

Lateness Penalty: Assignments received later than the due date will be penalized as indicated – one point for each day late as verified by “**TurnItIn.com**”. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., which is confirmed by supporting documentation may be taken into consideration by the Course Director.

Missed Examinations: Students with a valid documented reason for missing a course examination may request accommodation from the Course Director. Prolonged extensions or accommodation will require students to submit a formal petition to the Faculty.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information available on the Senate Committee on Curriculum & Academic Standards. This information is found by linking to ***Faculty Rules*** from the Kinesiology and Health Science program calendar website:

<http://calendars.students.yorku.ca/2016-2017/kinesiology-and-health-science#program>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

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Specific Course Outline:

Lecture 1	September 8, 2016	Course Introduction Readings https://www.stephencovey.com/7habits/7habits-habit1.php
Lecture 2	September 13, 2016	Coach Education – An Art and Science The NCCP Coaching Development in Canada Readings http://www.coach.ca/files/INTRO_PPT_EN_2013.pdf
Lecture 3	September 15, 2016	Reflections on Coaching Approaches to Coaching Why Athletes Participate Expectations of Coaches and of Sport Readings http://www.coach.ca/files/INTRO_PPT_EN_2013.pdf http://www.biathloncanada.ca/dbfiles/516.pdf
Lecture 4	September 20, 2016	Role of the Coach Profile of a Coach Successful Coaches Effective Coaches “Screaming Coaches” - video
Lecture 5	September 22, 2016	Sport Participation Women in Sport Female Coaches Readings http://dsp-psd.pwgsc.gc.ca/Collection/CH24-16-2004E.pdf http://dsp-psd.pwgsc.gc.ca/collection_2008/statcan/81-595-M/81-595-MIE2008060.pdf
Lecture 6	September 27, 2016	Fair Play Philosophy Coaches’ Statement of Values NCCP Code of Ethics “A Coach’s Gift” Readings http://www.coachesofcanada.com/Professionals/ Part A Make Ethical Decisions pages 11-12, 17, 20-21
Lecture 7	September 29, 2016	Ethical Decision Making The Process Establish the Facts Legal or Ethical Issues Readings Make Ethical Decisions Module pages 1-6, 22-24
Lecture 8	October 4, 2016	Ethical Decision Making

			The Process Identify Options and Possible Consequences Evaluate your Options Choose the best Option Implement Your Decision Debrief Competencies and Outcomes
	<u>Readings</u>	Make Ethical Decisions	pages 7-10, 13-16
Lecture 9	October 6, 2016	Practice Planning	Structure of a Practice Safety and Liability Emergency Action Plan
	<u>Readings</u>	Part A Planning a Practice	pages 2-32,96-104
Lecture 10	October 11, 2016	Practice Planning	Classifying Sport Skills Stages of Skill Development Athletic Abilities
	<u>Readings</u>	Part A Planning a Practice	pages 34-60, 93-94
Lecture 11	October 13, 2016	Practice Planning	Growth and Development (LTAD) Specialization G&D Coaching Principles Putting it All Together
	<u>Readings</u>	Part A Planning a Practice	pages 62-79, 82-88, 93-94, 105-107
Lecture 12	October 18, 2016	Basis of Physical Activity	Application of the Energy Concepts
		Nutrition	Nutrition and the Coach Eating on the Road Hydration
	<u>Readings</u>	Part A Nutrition	pages 1-25
Lecture 13	October 20, 2016	MID TERM EXAMINATION	
Lecture 14	October 25, 2016	Why Athletes Drop Out	Self Esteem – The Spirit of Sport Involvement in Activities
	<u>Readings</u>	Teaching and Learning module	pages 12-16
	October 27	NO CLASS – Fall Reading Day	
Lecture 15	November 1, 2016	Teaching and Learning	Links between Planning and Teaching Defining Learning Learning Styles Analyzing a Coaching Situation – Video
	<u>Readings</u>	Teaching and Learning module	pages 1, 4-9, 18-24, 56-63
Lecture 16	November 3, 2016	The Teaching Process	Organization and Set Up Explanations and Demonstrations

		Observation Intervention and Feedback	
	<u>Readings</u>	Teaching and Learning module	pages 26-44, 50-55
Lecture 17	November 8, 2016	Long Term Athlete Development Canadian Sport System Shortcomings and Consequences LTAD Overview Stages in LTAD	
	<u>Readings</u>	Design a Basic Sport Program module http://www.canadiansportforlife.ca/	pages 34-39
Lecture 18	November 10, 2016	Long Term Athlete Development Factors Influencing LTAD Impact of LTAD LTAD Implementation	
	<u>Readings</u>	http://www.canadiansportforlife.ca/	
Lecture 19	November 15, 2016	Design a Basic Sport Program Core Competencies Definitions and Concepts Structure of a Sport Program Knowing Your Athletes and Your Program Analyzing Your Program Issues and Solutions	
	<u>Readings</u>	Part B Design a Basic Sport Program	pages 2-33
Lecture 20	November 17, 2016	Design a Basic Sport Program Prioritizing Abilities and Skills to Training Objectives Linking Sport Programs and Training Sessions Debrief Design a Basic Sport Program	
	<u>Readings</u>	Part B Design a Basic Sport Program	pages 40-71
Lecture 21	November 22, 2016	Basic Mental Skills Overview Attentional Control	
	<u>Readings</u>	Part B Basic Mental Skills	pages 2-20
Lecture 22	November 24, 2016	Basic Mental Skills Emotional Control Goal Setting Planning	
	<u>Readings</u>	Part B Basic Mental Skills	pages 22-47
Lecture 23	November 29, 2016	Catch up Course Material Review submit Mental Skills module	
Lecture 24	December 2, 2016	Make up classes – if necessary	