



KIN 585 – Performance Planning Term 1 – 2017

Instructor: Dr. Conan Cooper
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Office Hours: Before class or by appointment
Time and Location: Wednesday evenings, 5-8pm
In War Memorial 100

Prerequisites: Students should have some background in exercise physiology and the natural sciences of coaching.

Course Aims: To expose the graduate student to the natural sciences and their implications for coaching athletes from beginner to elite.

Course Objectives: By the end of the course it is expected that the graduate student will:

- a) Evaluate a sport to provide a safe and effective season of training that integrates physical, technical, tactical, and mental elements
- b) Apply expertise from a sport-specific Long-Term Athlete Development Plan (LTAD) to optimally develop athletes
- c) Examine recovery tools/techniques and load monitoring to prepare the athlete for optimal sport performance
- d) Outline fitness program structure based on training, competition, and recovery needs and opportunities (periodisation)
- e) Develop and implement strategies to monitor the training program in order to prevent overtraining and fatigue
- f) Design a fitness testing program for the athlete
- g) Develop a personal coaching resource to assist in relating application of the 'natural sciences' to the sport of your choice
- h) Have basic knowledge and skills to participate in discussions and contribute to advancement of the field

Course Text and Readings:

No textbook required. Selected readings for each area will be available online (Connect). The course will be based on those materials, scientific research papers/review articles, and guest speakers.

Class Format:

Classes will include short lecture presentations by the instructor, and peer learning group discussions/presentations with peers. Group discussion is a major focus of this course. It is expected for content to be reviewed prior to class by the student in order to discuss in detail the selected topics/issues. Similarly, opportunities will be offered to debate controversial topics in coaching. Lastly, exposure to different UBC and local coaches will be offered allowing students a chance for open group discussions. Students will be expected to:



- 1) come prepared to participate in the in-class discussions, debates and coaches round-table
- 2) provide a presentation for the class on three different occasions
- 3) review or acquire basic exercise physiology concepts, if needed
- 4) submit a coaching resource with an evidence-based season plan

Course Evaluation:

In-Class Assignments	15%
Midterm Exam	30%
Participation	10%
Presentations	15%
Coaching Resource	30%

	100%

Tentative Course Schedule:

This schedule is subject to change.

<u>Date</u>	<u>Topic</u>
Sep 6	Organising a Season: <i>Basics of Sport Planning and Periodisation</i>
Sep 13	Organising a Season: <i>Risk Management, and Managing a Sport Program</i>
Sep 20	Season Planning: <i>Long-Term Athlete Development and Sport Gap Analysis</i>
Sep 27	Season Planning: STUDENT PRESENTATION 1 on Sport Assessment
Oct 4	Season Planning: <i>Integrating the Season Plan</i>
Oct 11	Monitor/Adapt Load: <i>Training Principles, Load Monitoring and Matching to Plan</i>
Oct 18	Monitor/Adapt Load: CLASS DEBATE
Oct 25	MIDTERM EXAM
Nov 1	Monitor/Adapt Load: <i>Monitoring Success in a Season Plan (Guest Sport Leader)</i>
Nov 8	Monitor/Adapt Load: STUDENT PRESENTATION 2 on Monitoring Load
Nov 15	HP Planning: <i>Supporting Athletes in Multi-Year Development</i>
Nov 22	HP Planning: <i>The High-Performance Stage (Coach Round Table)</i>
Nov 29	SP Planning: STUDENT PRESENTATION 3 on Season Plan

In-Class Assignments (due Sep 13, 20, 27, Oct 11, 18):

Quizzes each worth 3% of the final course grade will be given at the start of classes. All material presented, and the principle reading(s) will be compiled to generate basic questions in short-answer, multiple choice, true-false formats, etc. Students must be present in class to complete the quizzes – there will be no make-up for these.

Midterm Examination (Oct 25):

The midterm examination will be primarily composed of short-essay answers focusing on lecture and reading content. Further information regarding format and content will be detailed in class. The exam will be based on the assigned readings as well as the content delivered in class.



Sport Assessment, Monitoring Load, and Season Plan Presentations (Sep 27, Nov 8, 29):

Three topics of presentations will be selected by the student, within the domain of the unit. Instructor’s approval of topic should be sought in advance. Presentations will include a brief 8 minute review with visual presentation followed by approximately 2-4 minute question period. An evaluation rubric will be posted on Connect and discussed at class in advance.

Presentation Skills Resources:

Presentation skills - http://wiki.ubc.ca/Presentation_Skills

Alley, M (2013). The craft of scientific presentations. Critical steps to succeed and critical errors to avoid. Springer-Verlag: New York. Electronic Book (UBC library, online, http://link.springer.com/chapter/10.1007/978-1-4419-8279-7_1/fulltext.html).

Coaching Resource (due Nov 29):

Term paper due on the last day of classes. An evaluation rubric will be posted on Connect and discussed at class in advance. The Coaching Resource will consist of an originally-designed, and EVIDENCE-BASED season plan and written rationale for a chosen sport. Students may use any type of format to construct the season plan. A standard spreadsheet format will be provided and used in class. The evidence/rationale on which the season plan is based must be presented in a 1500-1700 word summary (single spaced, size 12 font, Calibri or Times New Roman) submitted prior to presentations in PDF or DOC format. It is expected that students will cite a minimum of 5 references from peer-reviewed journals. A list of references must be provided in APA format.

Participation:

Your participation in this course will be evaluated by the Instructor. Credit will be given for leadership, critical contribution, interpersonal skills, support activities, punctual attendance, on-time completion of class activities, positive attitude and effort.

10	Outstanding	Continual encouraging and supportive of others, outstanding leadership, critical contribution and interpersonal skills. Volunteers, facilitates the learning of others. Excellent attitude and effort. 100 % punctual attendance
8	Very good	Demonstrates leadership and active support with colleagues. Very high level of critical contribution. Near 100 % punctual attendance. Positive attitude and very high level of effort throughout course.
6	Adequate	Works well with others, willing to contribute towards class discussion. Only 2-3 sessions non-punctual /non-attendance. Satisfactory effort and attitude.
4	Minimal	Little contribution and support given during class processes. More than 2-3 sessions of non-punctual/non-attendance. Motivation and initiative low. Minimal level of effort.
2	Poor	Zero contribution and support given during class processes. Poor punctual and attendance Attitude, participation, and effort do not meet acceptable standard.



Assessment and Evaluation tools:

Refer to Connect for assessment and evaluation tools/details.

Important Information:

- Because this course emphasizes a number of concepts, terms and practical demonstrations, regular attendance is required. The student is responsible for all material covered in class and any information given whether in attendance or not.
- You are responsible for all announcements concerning changes in the course outline, readings, assignments, exams, and other matters made during class periods whether or not you are in attendance when announcements are made.
- Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.
- Please note: Extensions will NOT be provided for academic workload or for any other reason. In case of a medical or serious family emergency an appropriate medical certificate must be submitted.
- Students absent from the midterm examination must contact the Instructor immediately and accommodations will be made on a case-to-case scenario.
- Instructors are not required to make allowance for any missed test that is not satisfactorily accounted for.
- Lectures will be developed with the slides and readings as the primary source.
- Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing.
- Students have the right to view their marked examinations with their instructors. This review is for pedagogic purposes. The examination remains the property of the university.

Evaluation Standards:

<p>High A 90-100% A+ 85-89% A</p>	<p>1) Required learning activities are completed, and display outstanding commitment to learning, including evidence of considerable independent research outside the class time. 3) Evidence of outstanding ability to analyze and synthesize relevant ideas, and to critically assess & weigh alternative perspectives in an informed fashion. 4) Prepared materials represent original (to the learner) insight, thought or presentation and are organized logically and clearly expressed. 5) Cooperative engagement with peers and demonstrated leadership in learning 6) No deficiencies of note.</p>
<p>A-B 80-84% A- 76-79% B+</p>	<p>1) Required learning activities are completed. 2) Efforts display a sound grasp of concepts. 3) Evidence of synthesis of relevant ideas, along with the ability to critically assess & weight alternative perspectives in an informed fashion. 4) Prepared materials are organized logically and clearly expressed. 5) Cooperative engagement with peers. 6) Minor difficulties that are developmental in nature.</p>
<p>B-C 72-75% B 68-71% B- 64-67% C+ 60-63% C</p>	<p>1) Required learning activities are completed. 2) Efforts display a basic grasp of concepts. 3) Evidence of a basic ability to synthesize of relevant ideas, along with the ability to critically assess & weigh alternative perspectives in an informed fashion. 4) Prepared materials are organized logically and clearly expressed. 5) Cooperative engagement with peers.</p>



Academic Dishonesty and Plagiarism

It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies. Plagiarism, cheating or any other form of academic dishonesty will not be tolerated. Violations will be taken seriously and will be dealt with according to the University policy regarding academic dishonesty

See Academic Calendar, <http://www.students.ubc.ca/calendar/>

Any transgression could result in failure of the course.

Course Review

The School of Kinesiology is continually trying to improve our teaching, and student opinion is an important factor, which influences this. At the end of the course every student should fill in a questionnaire (SCETs). This involves a set of predetermined questions to grade all aspects of the course, as well as the opportunity to add any written comments. Make sure you complete this questionnaire. Your opinion is valuable to us.