

# The University of British Columbia

## School of Kinesiology

Dr. Maria Gallo

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Osborne Unit II, room 206

Sept-Jan. 2012

KIN 585 – Coaching Science I

Dates: Wednesdays, 7-10 pm

Location: Room 206/208, War Memorial Gymnasium

**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, beginner to elite.

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

- a) Develop a basic foundation of knowledge with respect to the sub-disciplines of human exercise physiology and sport performance.
- b) Apply information from the sub-disciplines to the coaching of athletes.
- c) Develop a personal manual, which will serve to assist you in relating the application of the natural sciences to the sport of your choice.

**Readings:** Selected readings for each area will be available online (Vista). No textbook is required.

### **Class Format:**

Classes will include lecture presentations by the instructor, and small and large group discussions 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.

**Tentative Course Schedule:** This schedule is subject to change.

<b>Date</b>	<b>Topic</b>
Sept. 5	Course Introduction and Bioenergetics (Demands of sport)
Sept. 12	Fatigue and Overtraining
Sept. 19	Training for optimal performance (Long-term athlete development)
Sept. 26	Debate/group discussions on relevant issues in coaching
Oct. 3	Coaches Round Table – Group Discussion
Oct. 10	Athlete Testing: Lab/Lecture/Brief Review
Oct. 17	Sport Psychology – Anger and staying in the moment (Barry Legh)
Oct. 24	Midterm Examination
Oct. 31	Student Presentations: 1 <sup>st</sup> Group
Nov. 7	Student Presentations: 2 <sup>nd</sup> Group
Nov. 14	Student Presentations: 3 <sup>rd</sup> Group
Nov. 21	Guest Lecturer(s)
Nov. 28	Small group seminars (Coaching Manual Feedback)

**Course Evaluation:**

Midterm Examination	40%
Coaching Manual	30%
Presentation	15%
Class Participation	15%

**Midterm Examination:**

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.

**Coaching Manual and Presentation:**

Topics of coaching manual and presentations will be selected by the student; however, Instructor's approval of topic is needed. Presentations will include a 20 min talk followed by a 5 min question period. Coaching Manual will be due during the final examination period (date to be determined). Evaluation process and criteria/expectations for both coaching manual and presentation will be discussed at a later date. Class participation will also be evaluated by the Instructor. Please refer to Vista for details on participation criteria.

**Assessment and Evaluation tools:**

Refer to Vista 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:**

High A (A+, A):

- 1) Required learning activities are completed.
- 2) All efforts 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, along with confirmation of the ability 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.

A-B (B+, A-):

- 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 & weigh 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.

B-C (B, B-, C)

- 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.