

University of British Columbia
School of Kinesiology
KIN 585 – Performance Planning (3 credits)

Instructor:	Dr. Maria Gallo
Email/Office/ Tel:	maria.gallo@ubc.ca
Office Hours:	By appointment via email
Time and Location	1.5 day face to face component at UBC and Online

Course Description:

Using information obtained from sport profile and gap analysis, plan and design high performance program to enable athlete progression related to athlete pathway. Focuses on quadrennial, annual, meso and microcycle planning to integrate key factors that will impact athlete performance and progression.

Course Objectives:

1. Examine and research approaches and strategies used to periodize athlete training
2. Identify strengths, weaknesses, opportunities and threats to the performance plan
3. Identify logistical decisions that had positive or negative effects on the athlete/team performance and required to implement the yearly or multi-year training program
4. Outline program structure based on training, competition, and recovery needs and opportunities
5. Design a plan for athlete health care and safety and create a safe environment for training
6. Design and plan training stimulus that is appropriately sequenced for optimal adaptation
7. Design micro/mesocycles that organize and sequence training, competition and recovery activities
8. Develop a tapering and peaking program in preparation for important competitions appropriate to LTAD stage
9. Develop and implement strategies to monitor the training program
10. Design a sport nutrition plan to keep your athletes properly fueled throughout the different phases of training and competition period

Course Text and Readings:

No textbook required. The course will be based on materials, scientific research papers, review articles, and guest speakers. Selected readings are listed below and can be found on LOCR on Canvas.

Unit 1 - Theoretical approaches to planning

Required:

Balyi, I and Way R. (2005) The role of monitoring growth in the long-term athlete development. Canadian Sport for Life.

Balyi, I, Way R, Norris S, Cardinal C. & Higgs C (2005). Canadian sport for life: Long-term athlete development resource paper. Vancouver, BC: Canadian Sport Centres.

Bergeron MF et al. (2015) International Olympic Committee consensus statement on youth athletic development. Br J Sports Med, 49: 843–851.

Brink MS, Frencken W GP, Jordet G, Lemmink KA (2014). Coaches' and players' perceptions of training dose: not a perfect match. Int J Sports Physiol Perform, 9: 497-502.

Ford P, de Ste Croix M, Lloyd R, Meyers R, Moosavi M, Oliver J, Till K, & William C (2011). The Long-Term Athlete Development model: Physiological evidence and application. Journal of Sports Sciences, 29(4): 389–402.

Kraemer WJ. (1984) Exercise prescription: needs analysis. National Strength and Conditioning Association Journal, 6: 47.

Selye, H. (1936). A syndrome produced by diverse nocuous agents. Nature 138(3479):32. (Available online at: https://s3.amazonaws.com/MMACContent/Fundamentals_of_Sports_Training.pdf)

Suggested:

Busso T, Thomas L (2006). Using mathematical modeling in training planning. Int J Sports Physiol Perf, 1: 400-405.

Hopkins WG, Hawley JA, Burke LM. (1999) Design and analysis of research on sport performance enhancement. Med Sci Sports Exerc, 31: 472-485.

Resource(s):

Norris SR & Smith DJ (2002). Planning, periodization, and sequencing of training and competition: the rationale for a competently planned, optimally executed training and competition program, supported by a multidisciplinary team. In M. Kellmann (ed.), *enhancing recovery: preventing underperformance in athletes* (pp. 121- 141). Champaign, IL: Human Kinetics.

Enhancing Recovery: Preventing Underperformance in Athletes by Michael Kellmann (2002).
ISBN 0-736034005

Durand-Bush, N. & Salmela, J. (2002). The development and maintenance of expert athletic performance: Perceptions of world and olympic champions. *Journal of Applied Sport Psychology*, 14(3), 154-171.

Mageau, G. & Vallerand, R. (2003). The coach-athlete relationship: A motivational model. *Journal of Sport Sciences*, 21(11), 883-904.

Unit 2 & 3 - Assessing Athlete Health Status and Testing the Physiological Basis of the Plan:

Required:

Dallinga JM, Benjaminse A & Lemmink KA (2012). Which screening tools can predict injury to the lower extremities in team sports? A systematic review. *Sports Medicine*, 42(9): 791-815.

Dijkstra PH et al. (2014) Managing the health of the elite athlete: a new integrated performance health management and coaching model. *Br J Sports Med*, 48:523–531.

Mountjoy M, et al (2014). The IOC consensus statement: beyond the Female Athlete Triad—Relative Energy Deficiency in Sport (RED-S). *Br J Sports Med*, 48: 491–497.

Suggested:

Cook G, Burton L, Hoogenboom BJ and Voight M (2014). *Functional Movement*

Screening: the use of fundamental movements as an assessment of function – Part 1. Int J Sports Phys Ther; (3): 396–409.

Cook G, Burton L, Hoogenboom BJ and Voight M (2014). Functional Movement Screening: the use of fundamental movements as an assessment of function – Part 2. Int J Sports Phys Ther. (4): 549-63.

Resources:

Health Status and Performance Handbook by Janet McKeown (CSI) 2001 on Canvas.

Bannister, EW (1991). Modeling elite athletic performance. Physiological testing of elite athletes. Champagne, IL: Human Kinetics.

Cook G. (2001) Baseline Sports-Fitness Testing. In: B. Foran, eds. High Performance Sports Conditioning. Champaign, IL: Human Kinetics Inc; 19-47.

Hawley J, Burke L. Peak performance: training and nutritional strategies for sport. St- Leonards, NSW, Australia: Allen & Unwin, 1988.

Mallett, C., & Côté, J. (2006). Beyond Winning and Losing: Guidelines for Evaluating High Performance Coaches. *The Sport Psychologist*, 20(2), 213–221.
<https://doi.org/10.1123/tsp.20.2.213>

American College of Sports Medicine (ACSM). Guidelines for Exercise Testing and Prescription. Franklin BA, ed. Philadelphia, PA: Lippincott Williams & Wilkins, 2000.

The functional Movement Screen and Exercise Progression Manual. Retrieved from functionalmovementsystems.com.

Unit 4 - SWOT analysis of training plan:

Required:

Developing your Coaching Strategy. UK Resource Book by Jim Cowan 2011.

Linn, M. (2008) 'Planning Strategically and Strategic Planning', *The Bottom Line: Managing Library Finances*. Vol 21(1): 20-23.

Pickton, D. W., and Wright, S. (1998). What's swot in strategic analysis? *Strateg. Change* 7, 101–109.

Piercy, N. and Giles, W. (1989) 'Making SWOT Analysis Work', *Marketing Intelligence & Planning*. Vol 7(5/6): 5-7.

Suggested:

Tao, Z. Q., and Shi, A. M. (2016). Application of Boston matrix combined with SWOT analysis on operational development and evaluations of hospital development. *Eur. Rev. Med. Pharmacol. Sci.* 20, 2131–2139.

Unit 5 & 6 - Planning for health safety and doping control:

Required:

Emily Hanson BS et al. (2014). Management and Prevention of Sport-Related Concussion. *Clinical Pediatrics*, Vol. 53(13) 1221–1230.

Colin Fuller and Scott Drawer (2004). The Application of Risk Management in Sport. *Sports Med*; 34 (6): 349-356.

Colin Fuller (2007). Managing the Risk of Injury in Sport. *Clin J Sport Med*, 17 (3): 182-187.

PEDs Pose Significant Health Risk for Athletes, Children and Youth
FINAL REPORT of the Task Force on the Use of Performance Enhancing Drugs in Football June 28, 2011.

Martial Saugy, Carsten Lundby and Neil Robinson (2014). Monitoring of biological markers indicative of doping: the athlete biological passport. *Br J Sports Med*, 0:1–8.

Resources:

Athlete Health and Performance Handbook by Janet McKeown, 2011.

The Athlete Biological Passport. Lausanne 2013: pgs 1-32.

Unit 7 - Logistics and sport structure – competition structure and its' impact:

Required:

<http://canadiansportforlife.ca/resources/competition-a-good-servant-poor-master>

Veerle De Bossche et al. (2009). Explaining international sporting success: An international comparison of elite sport systems and policies in six countries. *Sport Management Review*, 12: 113–136.

De Bosscher, V., De Knop, P., van Bottenburg, M., Shibli, S. (2006). A conceptual framework for analysing Sports Policy Factors Leading to international sporting success. *European Sport Management Quarterly*, 6(2): 185-215.

Morgan M (2002). Optimizing the structure of elite competitions in professional sport - lessons from Rugby Union. *Managing Leisure*, 7(1): 41-60.

Smith DJ (2003). A Framework for Understanding the Training Process Leading to Elite Performance. *Sports Med*, 33 (15): 1103-1126.

Resources:

https://secure.ausport.gov.au/clearinghouse/knowledge_base/organised_sport/sport_systems_structures_and_pathways/sports_competition_framework

Managing Elite Sport Systems: Research and Practice by Svein S. Andersen, Barrie Houlihan, Lars Tore Ronglan 2015.

Unit 8 - Periodization and Yearly Training planning (integration):

Required:

Fry RW, Morton AR, Keast D. Periodization of training stress: a review (1992). *Canadian Journal of Sports Science*, 17: 234-240.

Plisk, S.S., Stone, M.H. (2003). Periodisation strategies. *Strength and Conditioning Journal* 25(6): 19-37.

Halson SL, Jeukendrup AE (2014). Does overtraining exist? An analysis of overreaching and overtraining research. *Sports Medicine*; 34: 967-981.

Mujika et al. (2018). An Integrated, Multifactorial Approach to Periodization for Optimal Performance in Individual and Team Sports. *International Journal of Sports Physiology and Performance*, 2018, 13, 538-561.

Smith DJ (2003). A Framework for Understanding the Training Process Leading to Elite Performance. *Sports Med*; 33 (15): 1103-1126.

Stone, MH, O'Bryant, HS, Schilling, BK, Johnson, RL, Pierce, KC, and Haff, GG (1999). Periodization: Effects of manipulating volume and intensity. Parts 1 and 2. *Strength and Conditioning Journal*, 21(3), 54-62.

Issurin V (2010). New Horizons for the Methodology and Physiology of Training Periodization. *Sports Med.*, 40 (3): 189-206. Review

Kiely J (2012). Periodization paradigms in the 21st century: evidence-led or tradition-driven? *International journal of sports physiology and performance*, 7 (3): 242-250.

Morton RH (1997). Modelling training and overtraining. *Journal of Sports Sciences*, 15(3): 335 – 340.

Mujika I, Halson S, Burke LM, Balagué G, and Farrow D (2018). An Integrated, Multifactorial Approach to Periodization for Optimal Performance in Individual and Team Sports. *International Journal of Sports Physiology and Performance*, 2018, 13, 538-561.

Taha T, Thomas SG (2003). Systems modeling of the relationship between training and performance. *Sports Med*, 33: 1061-1073.

Resources:

Haff, G.G. (2004). Roundtable discussion: Periodisation of training – part 1. *Strength and Conditioning Journal* 26(1): 50-69.

Haff, G.G.(2004). Roundtable discussion: Periodisation of training – part 2. *Strength and Conditioning Journal* 26(2): 56-70.

Designing an annual training and competition plan by Istvan Balyi, 1998, pgs 1-22 pdf on Canvas.

DeWeese, B.H., Hornsby, G., Stone, M., Stone, M.H. (2015). The training process: Planning for strength-power training in track and field. Part 1: Theoretical aspects.

Journal of Sport and Health Sciences 4(4): 308-317.

DeWeese, B.H., Hornsby, G., Stone, M., Stone, M.H. (2015). The training process: Planning for strength-power training in track and field. Part 2: Theoretical aspects. Journal of Sport and Health Sciences 4(4): 318-324.

Matveyev LP. Fundamentals of Sport Training. Moscow, Russia; Progress Publishers, 1981.

Unit 9 – Fueling the Athlete:

Required:

Burke LM, Hawley JA, Wong SH and Jeukendrup AE (2011). Carbohydrates for training and competition. J Sports Sci ,29 Suppl 1: S17-27.

Phillips SM & Van Loon LJC (2011). Dietary protein for athletes: From requirements to optimum adaptation. Journal of Sport Sciences, 29 (1): S29-38.

Shirreffs SM and Sawka MN (2011). Fluid and electrolyte needs for training, competition, and recovery. Journal of Sports Sciences, 29(S1): S39–S46.

Maughan RJ et al. (2018). IOC Consensus Statement: Dietary Supplements and the High-Performance Athlete. Int J Sport Nutr Exerc Metab, 1;28(2):104-125.

Thomas DT, Erdman KA and Burke LM (2016). Position of the Academy of Nutrition and Dietetics, Dietitians of Canada and the ACSM: Nutrition and Athletic Performance. J Acad Nutr Diet, 116(3):501-528.

Mountjoy et al. (2018). International Olympic Committee (IOC) Consensus Statement on Relative Energy Deficiency in Sport (RED-S): 2018 Update International Journal of Sport Nutrition and Exercise Metabolism, 2018, 28, 1-19.

Aragon AA et al. (2017). International society of sports nutrition position stand: diets and body composition. J Int Soc Sports Nutr, 14;14-16.

Suggested:

Jeukendrup AE (2011). Nutrition for endurance sports: Marathon, triathlon, and road cycling. Journal of Sport Sciences, 29 (1): S91-S99.

Holway FE & Spriet L (2011). Sport-specific nutrition: Practical strategies for team sports. *Journal of Sport Sciences*, 29(1): S115-S125.

Meyer NL, Manore MM & Helle C (2011). Nutrition for winter sports. *Journal of Sport Sciences*, 29 (1): S127-136.

Slater G & Phillips SM (2011). Nutrition guidelines for strength sports: Sprinting, weightlifting, throwing events, and bodybuilding. *Journal of Sport Sciences*, 29 (1): S67-77.

Stellingwerff T, Maughan RJ & Burke LM (2011). Nutrition for power sports: Middle-distance running, track cycling, rowing, canoeing/kayaking, and swimming. *Journal of Sport Sciences*, 29 (1): S79-S89.

Pedlar CR, Bruignara C, Bruinvels G and Burden R (2018). Iron balance and iron supplementation for the female athlete: A practical approach. *Eur J Sports Sci*, 18(2):295-305.

Kerksick et al. (2017) International society of sports nutrition position stand: nutrient timing. *Journal of the International Society of Sports Nutrition*, 14:33.

Cermak & Van Loon (2013). The use of carbohydrates during exercise as an ergogenic aid. *Sports Med*, 43:1139-1155.

Jeukendrup A (2004). Carbohydrate intake during exercise and performance. *Nutrition*, 20:669-677.

Resources:

NSCA's Guide to Sport and Exercise Nutrition by Bill I. Campbell and Marie A. Spano (2011). Human Kinetics ISBN-13: 0-7360-8349-9

Unit 10 – Monitoring the Athlete:

Required:

Alves et al. (2006) Monitoring and prevention of overtraining in athletes. *Rev Bras Med Esporte*, 12 (5); 291-296.

Bourdon PC et al. (2017). Monitoring Athlete Training Loads: Consensus Statement. *Int J Sports Physiol Perform*, 12 (suppl 2): S 2161-2170.

Coutts A, Wallace LK, Slattery KM. Monitoring changes in performance, physiology, biochemistry and psychology during overreaching and recovery. *Int J Sports Med* 2007; 28: 125-134.

Foster, C, Florhaug, JA, Franklin, J, Gottschall, Hrovatin, LA, Parker, S, Doleshal, P and Dodge, C. (2001). A new approach to monitoring exercise training, *J Strength Cond Res*, 15(1): 109–115.

Gabbett, TJ (2016). The training-injury prevention paradox: should athletes be training smarter and harder? *Br J Sports Med*:1–9.
doi:10.1136/bjsports-2015-095788

Halson SL (2014). Monitoring Training Load to Understand Fatigue in Athletes.

Soligard T et al. (2016). How much is too much? (Part 1) International Olympic Committee consensus statement on load in sport and risk of injury. *Br J Sports Med*, 50(17): 1030-41.

Schwellnus M et al. (2016). How much is too much? (Part 2) International Olympic Committee consensus statement on load in sport and risk of illness. *Br J Sports Med*, 50(17): 1043-2052.

Suggested:

Bort-Roig J, Gilson ND, Puig-Ribera A, Contreras RS & Trost SG (2014). Measuring and Influencing Physical Activity with Smartphone Technology: A Systematic Review. *Sports Medicine*, 1-16.

Saw, A., Main, L. & Gatin, P. (2015). Monitoring athletes through self-report: Factors

influencing implementation. *Journal of Sports Science & Medicine*, 14(1), 137-146.

Resource(s):

Borresen, J., Lambert, M., (2008). Quantifying Training Load: A Comparison of Subjective and Objective Methods. *International Journal of Sports Physiology and Performance*, 3(1), 16– 30. <https://doi.org/10.1123/ijsp.3.1.16>

Borresen, J., Lambert, M., (2009). The quantification of training load, the training response and the effect on performance. Springer. Retrieved from <https://link.springer.com/article/10.2165/11317780-000000000-00000>

Viru A, Viru M. Biochemical monitoring of sport training. Champaign, IL: Human Kinetics, 2001.

Calder A. Canadian Sport for Life. Recovery & Regeneration. ISBN 978-0-9738274-8-3

Unit 11 - Tapering for peak performance:

Required:

Aubry A, Hausswirth C, Louis J, Coutts AJ and Le Meur Y (2014). Functional Overreaching: The Key to Peak Performance during the Taper? *Med Sci Sports Exerc.*; 46(9):1769-77.

Banister EW, Calvert TW, Zarkadas PC (1999). Training Theory and taper. *Eur J Appl Physiol*, 79:182-191.

Bosquet L, Montpetit J, Arvisais D, Mujika I (2007). Effects of tapering on performance: a meta-analysis. *Med Sci Sports Exerc*, 39(8): 1358-65.

Mujika I and Padilla S (2003). Scientific Bases for Precompetition Tapering Strategies. *Medicine & Science in Sports & Exercise*, 35 (7): 1182-1187.

Mujika I, Padilla S, Pyne D and Busso T (2004). Physiological Changes Associated with the Pre-Event Taper in Athletes. *Sports Med*; 34 (13): 891-927.

Pyne D, Mujika I and Reilly T (2009). Peaking for optimal performance: Research

limitations and future directions. *Journal of Sports Sciences*, February 2009; 27(3): 195–202.

Ritchie D, Allen JB & Kirkland A (2018). Where science meets practice: Olympic coaches' crafting of the tapering process. *Journal of Sports Sciences*, 36:10, 1145-1154.

Suggested:

Thomas, L., Mujika, I., & Busso, T. (2009). Computer simulations assessing the potential performance benefit of a final increase in training during pre-event taper. *Journal of Strength and Conditioning Research*, 23(6), 1729–1736.
<https://doi.org/10.1519/JSC.0b013e3181b3dfa1>

Course Format:

The course will begin with 10 hours of **on-site contact/class time (over a 2-day period at the UBC Vancouver campus) in June 2018 (June 14th & 15th)**, focusing on Units 1-3. This residential component will involve both a field-based component and a classroom component. The remaining 30 hours of class time will comprise (a) synchronous on-line classes whereby students will participate at the same time (18hrs), and (b) asynchronous on-line classes, where students will have more flexibility and will be able to participate at their own pace (≈12hrs). **The synchronous sessions will run on Tuesday mornings (9-10:30am, Pacific Time) and Thursday evenings (5-6:30pm, Pacific Time)**, with the asynchronous sessions being completed in students' own time that week (Refer to class schedule). Please note that in addition to this (on-line) class-time students will also be expected to read the supplemental materials (e.g., readings, on-line resources) that complement those classes. The course will challenge students with respect to their knowledge on 'theory', 'research', and 'application', and as such it is strongly suggested that students read/view the relevant materials prior to each class.

Tentative Schedule:

Unit # Date	Topics	Delivery	Methods / materials
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1 14/06/2019	Introduction to the course Theoretical approaches to planning (3.5hrs)	Residential Face to face	Slides, paper review
2 14/06/2019	Assessing athlete health status (4hrs)	Residential Face to face	Scott Fraser (2pm), Dr. Rebecca Skillen, Paul Gamble
3 15/06/2019	Testing the physiological basis of the plan: field tests and lab tests (2.5hrs)	Residential Face to face	Lab – Examine field and lab- based tests for monitoring performance
Online Quiz opens June 17 th and closes June 26 th	Units 1-3	Online	
3 25/06/2019 at 9 am (PT)	Testing the physiological basis of the plan: field tests and lab tests (1.5 hrs) *Student presentations	Webinar/ Online LIVE	Report on current plan – student led
3 27/06/2019 at 5pm (PT)	Testing the physiological basis of the plan: field tests and lab tests (1.5 hrs) *Student presentations	Webinar/ Online LIVE	Report on current plan – student led
4 05/11/2019 at 9am (PT)	SWOT analysis of training plan (1.5hrs)	Webinar / Online LIVE	Slides Dr. Gallo
5&6 07/11/2019 at 5pm (PT) and 12/11/2019 at 9am (PT)	Planning for health safety (risk management) (1.5hrs) and doping control (Canadian Centre for Ethics in Sport) (1.5hrs)	Webinar / Online LIVE	Health & Safety Audit and Doping Control Dave Hill Examine resources WADA true sport elite online evaluation Guest speaker CCES

7 14/11/2019 at 5pm (PT)	Logistics and sport structure – competition structure and its' impact (1.5hrs)	Webinar / Online LIVE	Slides – theory Dr. Gallo
8 19/11/2019 at 9am (PT)	Horizontal Integration – quadrennial and annual training cycles Vertical Integration – meso and microcycles (1.5hrs)	Webinar / Online LIVE	Slides – theory Dr. Gallo
8 21/11/2019 at 5pm (PT) and 26/11/2019 at 9am (PT)	Horizontal Integration – quadrennial and annual training cycles Vertical Integration – meso and microcycles (3hrs)	Webinar / Online LIVE	Planning templates and tools Dr. Gallo
28/11/2019 at 5pm (PT)	Assignment information and expectations (60mins)	Webinar / Online LIVE	SWOT & Audit Dr. Gallo
9 04/02/2020 at 9am (PT) 06/02/2020 at 5pm (PT)	Fueling the athlete (Sport nutrition: training and competition) (3hrs)	Webinar / Online LIVE	Emma McCrudden and Dr. Trent Stellingwerff
10 11/02/2020 at 9am (PT)	Monitoring athletes using technology (1.5hrs)	Webinar / Online LIVE	TBD
11 13/02/2020 at 9am (PT)	Tapering for peak performance (1.5hrs)	Webinar / Online LIVE	Slides: Recovery Strategies Dr. Gallo
12 18/02/2020 at 5pm (PT)	Presentation information	Webinar / Online LIVE	Dr. Gallo

Course Evaluation:

Assignments	Percent (%)
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SWOT Analysis	20
Health and Safety Audit Assignment	20
Integrated Training Plan	40
Online Quizzes (units 1-3)	5
Risk management and doping control certifications	5
Participation	10

Assignment Descriptions and due dates:

Online Quiz:

Quiz #1 (5%): Fifteen multiple-choice questions on material covered in units 1,2 and 3. Quiz will be available on Canvas from **9am June 17th to 9am 26th, PT.**

Student presentations on their physiological testing plan (June 25th and 27th)

This presentation will focus on your physiological testing plan: rationale, timing, tests, etc. Each presentation is not to exceed 10 mins. No marks will be given: this can be used as an opportunity to enhance your presentation skills.

SWOT Analysis of training plan: (due Dec. 16th before 11:59pm, PT)

Conduct a detailed analysis of current training plan relative to athlete gaps, competition structure, training logistics, and performance enhancement opportunities (20%). Must contain a title page, table of contents and reference page. Refer to the details of the Integrated Written plan for formatting. Suggested Length: 2000-3000 words.

Risk management and doping control certifications

Complete the following **before Dec. 23rd at 11:59pm (PT).** (5%)
Submit the electronic certificate as proof of completed online exam into the assignment dropbox in Canvas.

WADA – World Anti-Doping Agency

- Coach True Elite: <http://www.wada-ama.org/en/Education-Awareness/Tools/Coach/CoachTrue--Elite/>

CCES – Canadian Centre for Ethics in Sport

- True Sport Clean 101 <http://onlinelearning.cces.ca>.

Making Head Way

- <http://www.coach.ca/-p153487>

Optional but highly recommended:

C2K Canadian Centre for Child Protection, Commit to Kids online training

Contact Matthew Maher at matthew@protectchildren.ca

Health and Safety Audit Assignment: (due Jan.13th before 11:59pm, PT)

Conduct a health and safety audit of current program. Identify potential risk factors that relate to sport context: for example, health, environment, physiological, technology, travel and mental factors, etc. Perform a risk management analysis (Retain, Reduce, Transfer, Eliminate) and provide strategies to be implemented into your training plan. Select one risk factor category and summarize the evidence-based data with clear statistical evidence for the prevalence of the risk in the sport context. (20%)

Video your presentation of plan (Posted on Canvas by March 6th by 9am (PT): 10%)

-Video your presentation (approximately 30 mins in length) via Collaborate. The presentation is to focus on your yearly training plan (YTP) while giving it relevance and context from the key elements to be discussed in your written plan (see below). This presentation will be available to all students and assessed by two peers.

Peer evaluation of two presentations (submit by March 16th before 11:59pm, PT: 10%, 5% each)

-Provide critical feedback to two plans presented by peers.
Refer to student rubric of presentation for guidance. Additional to this assessment, submit comments, reaction or your thoughts to improve their plan or pose questions to clarify content.

Integrated Training Plan: (due March 23rd before 11:59pm, PT: Written plan, 20%)

Design a comprehensive integrated training plan, which includes:

-Statement of Coaching Philosophy as it relates to the plan.

-A profile of the sport (parts of a needs analysis) using empirical evidence of the:

- demands (eg. environment, equipment, physical, mental, technical, tactical);
- limitations (eg. logistical)
- structure (eg. competition format)
- and or cultural elements (eg. Extenuating circumstances)

-A description of the athlete context (Stage) related to the sport specific LTAD.

-A detailed gap analysis that clearly states perceived gaps to be addressed in the plan and training objectives to achieve discrepancy between current and desired performance (gap).

-A summary of key elements that will impact the plan and detailed monitoring strategies related to;

- Strength and Conditioning training: energy systems
- Mental training and athlete wellness
- Nutritional considerations (ergogenics used)
- Recovery/regeneration and monitoring
- Tapering for key event(s): type, length, focus, etc.
- Other ancillary sport specific factors (eg. Environment / Equipment)

-An overview of the training plan indicating horizontal integration of training components / objectives: physiological testing

-An example of a selected a micro cycle from each phase of the plan (GPP, SPP, PCP, CP, and TP) describing the objective of the cycle and the daily sequencing of training, competition and recovery activities.

-An appendix of relevant supporting documentation or materials that could be used as evidence for the implementation and monitoring of the plan (eg. reference models, assessment tools, fitness results, etc).

-A list of references (APA format)

Suggested length of the written plan: Approximately 5000-7000 word paper (Double spaced, 12 pt Times New Roman or Arial (font), top and bottom margins at 1", left and right margins at 1.25"(justified). Include page numbers (not on title page or abstract, top right corner) is adequate: not including title page, table of contents, reference and appendices)

Format: APA (American Psychological Association) or CSEP (Canadian Society of Exercise Physiology). Refer to <http://psychology.about.com/> or <http://www.csep.ca/english/view.asp?x=1> for further details or <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>

Include:

Title Page: first page of report (on its own), it must contain (no page number):

- Running head on the top left of page (IN ALL CAPS)
- Title (centered, double spaced if needed in ALL CAPS)

All centered, double spaced

- Name of Student and ID Number in brackets
- Course Number and Title
- School Name
- University Name
- Name of Supervisor
- Date of Submission (last day of classes)

Table of Content: on new page with running head and the page number 2 in the top right hand corner.

Written Plan (refer above to content)

-Introduction of general topic, specify the rationale for your research, and state aim/purpose of paper.

-Content (body of paper, see above for details)

-Conclusion should include a re-statement of the purpose/aim, summarizing key findings, stating limitations of paper and future considerations.

-*References:* "References" centered on new page, citations in alphabetical order, in APA format.

-Appendix: last section, on new page Tables and Figures: one page per table or figure. Title of tables on top and title of figure below illustration.

****Note: Late assignments will receive a 10% deduction per day for a maximum of three days. After three days, late work will not be accepted and will receive a grade of zero. Medical issues and emergencies are the only acceptable causes for late work. Please communicate early with the Instructor if you foresee submitting an assignment late.***

Course Participation:

Students will receive marks for course participation. Specifically, students will receive credit for participating in the synchronous classes by asking and responding to questions. While we recognize that students might miss the occasional synchronous class due to work conflict or unforeseen circumstances (and in which case all synchronous classes will be recorded and posted on 'Canvas'), we also expect students to attend/participate in the majority of classes. Students will receive 1% for every synchronous class that they contribute towards, up to a maximum of 10% (note that there are 12 synchronous classes).

Credit will be given for leadership, critical contribution, interpersonal skills, support activities, punctual attendance, on-time completion of class activities, positive attitude and effort according to the following schedule.

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.

Evaluation Tools:

Rubrics for the SWOT assignment, the health and safety audit, the written integrated plan and the presentation will be posted on Canvas.

Grade Scheme

Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent.

<u>Percentage</u>	<u>Letter Grade</u>
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

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.

Remarks

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno- linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.