

**The University of British Columbia
School of Kinesiology**

KIN 115A: Performance Analysis in Track & Field /Athletics

Term 2 Tuesdays /Thursdays 8:00-10:00 am
Section 0A1 January 07 - February 25, 2020

Class Location: Osborne Centre- Gym A, and/or Classroom 203
& Rashpal Dhillon Track & Field Oval

Instructor: Elena Voloshin email: elena.voloshin@ubc.ca

Course Description: The analysis of performance and instructional strategies for developmental Track and Field/Athletics.

Course Specifics:

This course explores core skills of Running Jumping and Throwing as the basis for Track & Field/Athletics. The analysis of performance and instructional strategies for error detection and correction of skills will be enhanced through a practical teaching component. Exploration of childhood growth & development and core skill acquisition, in relation to long term athletic development, will form the foundation for the integration of specific event skills and teaching pedagogy. All students will have the opportunity to be registered in the National Coaching Certification Program (NCCP) and be trained in Athletics Canada's RunJumpThrowWheel Instructor Program. Future NCCP Certification as a RJT Instructor is a possible outcome.

Course Format:

This course will integrate Theory and Practice throughout the term and use cooperative learning and decision-making processes. The course is designed to allow for maximum opportunity for practice, observation and discussion. All students are expected to come to each class prepared for physical activity* and to dress in an appropriate manner with proper footwear and comfortable athletic wear. Some classes will be outside so warm outer wear is also recommended. Whenever possible notification of outdoor sessions will be given in advance.

* Students who are unable to complete the practical requirements due to authorized absence or injury will be given a Deferred Standing in Kinesiology 115A until practical requirements are completed.

Course Policies:

1. Performance Analysis Courses Attendance Policy

Attendance** is compulsory and all students are expected to participate fully in all scheduled classes and practical sessions. UNAUTHORIZED ABSENCE FROM TWO OR MORE CLASSES IS CONSIDERED UNSATISFACTORY. A student may be denied the privilege of writing the final examination because of unsatisfactory attendance; in such a case, course credit will NOT be granted. Students who are unavoidably absent due to illness or disability should report to the instructor as soon as possible. Any student that cannot actively participate in classes due to physical injury or illness must provide written medical documentation and make up any missed components in order to receive course credit.

** Students who know in advance that, due to authorized absence or unavoidable circumstances, they cannot complete the graded course requirements according to the above schedule and who wish to request special consideration, MUST make prior arrangements with the instructor well before the end of term.

2. University policies

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all-day or fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students absent for varsity athletics, family obligations, or other similar authorized commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor DURING THE FIRST WEEK OF CLASSES.

3. The use of mobile phones, audio recording devices and cameras in class are strictly prohibited without written permission from the course instructor.

4. Students will receive an email with information to access the Teaching Evaluation SCET and be given time during the last week of class to complete the questionnaire. All responses are anonymous.

Learning Outcomes:

1) Knowledge Outcomes: upon completion of this course, successful students will be able to demonstrate an understanding of:

- The physical, cognitive, and psycho-motor factors that contribute to effective performance.
- The skill and cognitive aspects of performance.
- Developmental progressions that lead to effective performance.

- The basic principles of general and long term athletic development.
- 2) Performance Outcomes: upon completion of this course, successful students will be able to:
- Competently perform the core skills of running, jumping and throwing as they apply to Track and Field/Athletics.
- 3) Movement Analysis Outcomes: upon completion of this course, successful students will be able to:
- Assess technique, identify errors, and apply corrective measures in performance of basic and more complex skills in Track and Field/ Athletics.
- 4) Pedagogical Outcomes: upon completion of this course, successful students will be able to:
- Create safe, developmentally appropriate, inclusive learning environments.
 - Use affective communication in teaching and improving skill acquisition.
 - Understand rules and safety risks associated with the sport of Track and Field/Athletics.
 - Organize space, equipment, and students for effective teaching of running, jumping, and throwing.
 - Develop lesson plans and teach lessons for Running, Jumping and Throwing for Track and Field/Athletics.
 - Adapt lessons for gender, age, physical, and cognitive differences.
 - Project a professional attitude and appearance using appropriate verbal and written skills.
 - Identify current academic and professional resources that support teaching and learning in Track and Field/Athletics

Required Readings and Text:

Athletics Canada's Run Jump Throw Course Materials - \$35 + GST@5%

Incl: RJTW Teacher's Resource with Lesson Plans

RJTW Leader's Workbook

Websites for reference:

www.bcathletics.org

www.athletics.ca

www.worldathletics.org

Evaluation Components:

Component	Learning Outcome	Value
Cognitive & Engagement	1,4	10%
Skill Acquisition & Analysis	2,3,4	35%
Practical Teaching	1,2,3,4	20%
Final Exam	1,2,3,4	35%
<hr/>		
Total		100%

Course Assignments

Due Dates:

Emergency Action Plan EAP

January 16

Plan a Lesson

January 23

Power Point Presentation

January 30

Practical Teaching:

Group 1: 8:00 am–8:25 am	Feb. 06	Sprints - starts
Group 2: 8:30 am–8:55 am	Feb. 06	Relay
Group 3: 9:00 am–9:25 am	Feb. 06	Hurdles - Lead Leg/Trail Leg
Group 4: 9:30 am–9:55 am	Feb. 06	LJ - Drills for Young athletes
Group 5: 8:00 am–8:25 am	Feb. 11	HJ - Drills for young athletes
Group 6: 8:30 am–8:55 am	Feb. 11	SP - Shuffle Technique
Group 7: 9:00 am–9:25 am	Feb. 11	JT - Cross Step and Release
Group 8: 9:30 am–9:55 am	Feb. 11	DT - Drills for Young athletes

Self Evaluation / Group Evaluation

Feb.13

FINAL EXAM OA1 In Class

Feb.25

NOTE: Students must complete ALL COMPONENTS OF THE EVALUATION in order to qualify for Course Credit.

- Ethical Decision Making Online Evaluation is not required for completion of KIN 115A but is necessary for Certification as RJT Instructor for Athletics Canada. Students will be contacted by email by BC Athletics and/or CAC as to the process once this course work is completed.

Detailed Description of Evaluation Components and Evaluation Details

1. Cognitive & Engagement

10%

Includes your:

- Class attendance, sport wear
- Class preparation, discussion
- Ethical decision making
- Leadership, group work
- Active physical participation

2. Skill Acquisition & Analysis **35%**

Technical Skill progression and evaluation is on-going in every class where selected skills from each of Running Jumping and Throwing will be covered. Be prepared to execute, observe and correct progressions of each skill, giving criteria, cues, possible errors and prescriptive corrections.

Run	5
Jump	5
Throw	5

Written work:

- Plan a Lesson **10**

Follow guidelines from Module 4 of RJTW Leader's Workbook, an example can be also found in RJTW Teacher's Resource.

The plan has to have 5 parts: Introduction, Warm Up, Main Part, Cool Down and Conclusion. On pgs 39, 103 and 159 of RJTW Teacher's Resource book you can choose your own skill from any level for Run/Jump/Throw.

- Presentation **10**

Review of readings, a topic will be assigned on January 21st. In pairs present a short Power Point Presentation and lead class discussion for 10 minutes.

(Reference: RJTW Leader's Workbook, Files from Canvas, Internet)

Criteria:

- Oral Delivery
- Content
- Time Management
- Non-verbal Presentation

3. Practical Teaching **20%**

- Practical **15**

Location: Osborne Centre - Gym A or Rashpal Dhillon Track & Field Oval

Consider your Lesson Context, Goals, and Rationale (Reference: RJTW Teacher's Resource book). Due to limited time a full lesson cannot be taught: Skill Acquisition with error detection and correction will be observed. Chosen skill must be taught individually by all group members during the lesson. Hand out format: Page 54 Leader's Workbook (one per group).

In groups of 2-3, decide which event your group will be instructing. The events are allocated on a first come, first served basis with sign up being done on Canvas. Your lesson should be approximately 20 - 25 minutes long.

Evaluation Criteria of a Student/Instructor:

- Ensures that the lesson environment is safe
- Implements an appropriately structured and organized lesson

- Models professional conduct, makes interventions that promote learning
- Detects skill error
- Prescribes correction for skill error

Self and group evaluation

Self-evaluation should indicate what you did well, what you would do differently or better, and whether your lesson achieved its goals. Each instructor is to write their own personal evaluation independently. ***If no evaluation is submitted, the student will receive a 5% deduction on the Practical Teaching component (20% of course grade)***

Written work:

- Emergency Action Plan - EAP 5

Follow guidelines from Module 3 of RJTW Leader's Workbook.

Include what you feel is relevant to the chosen facility, including accurate contact information, and your experience or role as a volunteer instructor/ teacher/coach (you are an instructor in charge). Make sure to be specific not vague with directions and contacts. The EAP should be printed two-sided, on a single sheet of paper.

4. Final Exam 35%

In Class February 25

All content that has been covered throughout the term in lectures, assignments and readings will be examinable. The exam will be discussed during the last class of the term.

THE UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology 115A
February 27 to April 7th, 2020
Section 0A2
Performance Analysis of Aquatic Activities

Instructor	Janka Corewyn Email: janka.samuhel-corewyn@ubc.ca Mail Slot: Admin office – War Memorial Gym Office Hours: By appointment
Class Times	Tuesday and Thursday 8:00 – 10:00am
Location	War Memorial Gym #208 and Pool
Description	The study and practice of effective and safe performance in aquatic environments.
Format	Each class will begin with a classroom session followed by a practical session in the pool. Students should change into swimwear BEFORE coming to the classroom session. It is advisable for students to bring all belongings and valuables with them into the lecture room and onto the pool deck.
Objectives	Upon successful completion of this course, students will: <ol style="list-style-type: none">1. Be aware of the dangers and risks associated with activity in aquatic environments.2. Understand and demonstrate effective strategies for minimizing risk and dealing with emergencies in aquatic environments.3. Demonstrate safe, effective, developmentally appropriate instructional skills and instructional strategies in selected aquatic activities.4. Be aware of the factors that contribute to effective performance in aquatic activities.5. Demonstrate basic proficiency in selected aquatic activities.6. Apply appropriate methods of observation and analysis in the recognition of effective swimming performance to detect and correct performance errors.7. Be aware of the recreational and cooperative opportunities available in aquatic environments.

Performance analysis courses – Attendance Policy:

Participation and attendance in all classes are compulsory. Students are expected to attend and participate in all scheduled lecture and practical classes. UNAUTHORIZED ABSENCE FROM MORE THAN TWO CLASSES IS CONSIDERED UNSATISFACTORY. A student may be denied the privilege of writing the final examination and participating in the final practical exam. Students who are unavoidably absent due to illness or disability should report to the instructor on their return to class. Students who, due to physical illness or injury, cannot actively participate in class, must provide written medical documentation.

Required Reading

There is no required textbook for the course. There will be notes and internet links that the students will be responsible for.

Course Grading

Swim Log	15% (<i>Hint: focus on the reflection</i>)
Class Participation	10%
Practical Performance	15%
Class presentation	15%
Drowning Report/Lesson Plan/CEC Article question	10%
Final examination	35%

Course Grading

Swim Logs 15%

Swim Log 10% for completing 10 swim logs
15% for completing 13 swim logs

Class Participation 10%

Active participation and engagement in each lecture and practical session.

Practical Performance 15%

To obtain a passing grade in the Practical Performance aspect of the course, students must demonstrate the criteria for basic stroke execution and do stroke evaluation. Students seeking a higher grade in the practical aspect of the course must meet the criteria for advanced stroke execution. **Hint: Review the stroke summary document for the stroke evaluations.** Technical practical and theoretical efficiency will be evaluated on the following strokes and skills: FRONT CRAWL; BACK CRAWL; BREAST STROKE and SIDE STROKE. Demonstration of STRIDE JUMP and SHALLOW DIVE will also be required to complete the practical performance of the course.

Presentation 15%

In groups of 3-4, students will be assigned aquatic related topics to present to the class. The presentation-teaching group is required to research their topic, present it to the class in a 10 minute classroom presentation. Each student will be in 5 different groups. Each group is required to provide the instructor with a detailed summary of their presentation X2 (Hard copy and an electronic copy – due on the day of the presentation). The hand-in should contain a summary of the topic including APA references. <http://www.library.ubc.ca/home/about/instruct/apastyle.html>
(Class presentation = 10 and hand-in = 5)

Other Issues

1. Class assignments are due at various time during the class. Late assignments will be accepted with a 10% per day penalty.
2. Students who miss the final examination **MUST** apply to the Undergraduate Advising Office at the earliest possible date to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and provide supportive documentation. Academic Concession is a privilege, not a right, and can be granted only by the Undergraduate Advising Office.
3. **Students whose attendance or performance may be severely affected** by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
4. **Cell Phones and Electronic Devices**
All cell phones or any devices that ring, beep, or make any noise must be turned off. If a cell phone ring or text message alert interrupts the class, the student may be asked to leave the classroom. Laptops may be used to take notes but should not be used in a manner which distracts from the class experience (e.g., checking web, email, or Facebook during class). Please use professional courtesy and judgment in the use of electronic devices in this class. ***This represents a lifelong self-regulation skill that is important to learn and practice as it is an expectation in the professional setting.***

NOTE: All evaluation components must be completed successfully before the final course grade can be submitted.

Course Content and/or Schedule:

1. Factors that contribute to safe aquatic environments
 - a) Aquatic Environments
 - b) Aquatic Organizations involved in safe aquatic environments
 - c) Risk Management

2. Aquatic Skills
 - a) Physical Principles
 - b) Laws and Theorems
 - c) 5-strokes
 - d) Entries
 - e) Teaching Characteristics
 - f) Learning Characteristics
 - g) Class Management in an Aquatic Environment

3. Safety and Rescues
 - a) ABC's –choking
 - b) Rescues
 - Ice Safety
 - Boating Safety
 - Hot and Cold Environments
 - c) Drowning Report

4. The application of technical elements for effective swimming performance.
 - a) Skill Progression/Drills
 - b) Corrective Feedback
 - c) Detecting and Correcting Stroke Mechanics

5. Fitness and training principles in aquatic environments
 - a) Fitness Principles
 - b) Training Principles
 - c) Training in an aquatic environment