

SYLLABUS

KIN 345: Foundations of Coaching (3 Credits)

(AKA KIN 365)



Section 001-September 9th -December 4th, 2020

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Structure	Mondays – Class work – open office hours Wednesdays – Course Lecture (will be recorded) Fridays – Course Lecture and Student discussion
Time & Location	Monday, Wednesday, and Friday 3:00 – 3:50pm PST online through Collaborative Ultra and Zoom. Your attendance is expected and necessary for you to participate in classroom activities. Follow the course schedule, read the material for each topic before class, and arrive on time.
Course Website	All correspondence for the course will be posted on the KIN 345 Canvas course website (https://canvas.ubc.ca): use your CWL to login. You are responsible for attending class on this website and regularly checking it to be aware of any updates or changes to the course content, schedule, or learning activities.
Instructor and Teaching Assistants	Course Instructor – Janka Corewyn Office Hours: Online through Collaborative Ultra Mondays 3:00-3:50pm PST, before and after class on Wednesday and Friday, or by appointment. janka.samuhel-corewyn@ubc.ca Course Teaching Assistants Katrina Waldhauser - katrina.waldhauser@ubc.ca Anna Chan - a.chen@ubc.ca Aaron Gos - aaron.gos@ubc.ca

Course Description

This course is an examination of the scientific bases for coaching athletes. In deconstructing the process of sports coaching, the course emphasizes philosophical underpinnings and theoretical foundations in the psychological, physiological, pedagogical, and managerial bases of sport coaching.

Instructor Bio

I am a practitioner in the field of sports and recreation. I was an elite athlete and represented Canada on the international stage in Swimming. After my swimming career, I worked for the Vancouver Park Board for 40 years. During this time, I provided sport and recreation opportunities for diverse populations. As well, I have

been teaching at UBC as a School of Kinesiology sessional instructor for 25 years. I take my expertise and translate it into active class delivery that includes theory, research, and experiential learning.

Learning Material

There is not a required textbook for the course, however, there will be a series of references on the course outline; <https://canvas.ubc.ca>. Students will be responsible for having access to these notes.

Learning Outcomes

As an **instructor**, I will be responsible for integrating instructional strategies that support collaborative and active learning and accommodate students' different learning styles, as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and self-directed inquiry with your classmates: **together**, we will both be responsible for ensuring respectful, engaging, inclusive, effective, and productive learning environment.

Topics of Discussion:

1. How to develop an effective coaching philosophy based on critical thinking, fundamental principles, and interdisciplinary nature of sport coaching.
2. How psychological factors influence involvement and performance in sport settings.
3. How the principles of coaching relate to character and sportsmanship development in athletes from diverse backgrounds, characteristics, and ability.
4. How the application of effective communication with athletes and the team creates optimal learning and motivation.
5. How the principles of planning, organizing, staffing, and directing are considered a coach's responsibility.
6. How sport psychology theory and research skills can be applied as a participant, coach, teacher, athletic trainer, and sport administrator within relevant sport settings.

Learning Activities

The course will have three main learning platforms. The first, will be self-directed learning, where students will ready reference material and answer questions. The second, will be lecture presentation through the zoom platform. The third, will be a combination of lecture and student discussion of relevant material. The material will be reviewed and documented by all students.

Assessment Type	Weight %
Personal Coaching Philosophy ePortfolio – Due November 18 th by 11:59pm PST	25%
Sport Team Participation Interview – Due October 30 th by 11:59pm PST	10%
Covid-19 Return to Play Presentation – Due November 16 th by 11:59pm PST	10%
Class Discussion Participation Hand-ins - Ongoing	10%
Mid Term – October 23 during class – 3:00-3:50pm PST	15%
Final Exam (during December TBA)	30%
Total (must complete all segments above to successfully to complete the course)	100%

Schedule

Dates	Topics	Self-directed Activity
Sep 9-18	1. Introduction and Term of Reference International Sport Coaching Framework http://www.icce.ws/assets/files/iscf-1.2-10-7-15.pdf Sport in Society https://www.canada.ca/en/services/culture.html	<ul style="list-style-type: none"> • History of Sport and Coaching
Sep 21-30	2. Set the Vision and Strategy What is the meaning of Sport Coaching? http://www.sportspa.com.ba/images/dec2012/full/rad5.pdf Coaching Philosophy Key to Success http://www.humankinetics.com/excerpts/excerpts/coaching-philosophy-key-to-success Coaching Philosophy and Role of a Sport Coach http://journalpsyche.org/jungian-model-psyche/ Personal Strengths, Blind Spots, and Goals https://www.16personalities.com/free-personality-test	<ul style="list-style-type: none"> • Develop a Philosophy • Motivation
Oct 2-14	3. Shape of Environment NCCP https://www.coach.ca/ Risk Management Guide for Community Sport Organizations https://www.viasport.ca/sites/default/files/resources/Risk%20Management%20Guide.pdf https://sportlaw.ca/risk-management-for-sport-organizations-and-sport-facilities/ Funding in Sport https://www.canada.ca/en/canadian-heritage/services/funding-sport.html	<ul style="list-style-type: none"> • Formal vs Informal Coaching Education • Risk Management
Oct 16-28	4. Building Relationship Basic Rules of Hugging https://pdfs.semanticscholar.org/22a2/0a6bda277adc600be5b37e4fd87c6ac4bd4.pdf Lee Pulos https://www.youtube.com/watch?v=GIZJsHIF32w Context and Key Principles of Effective Coaching http://la84.org/wp-content/uploads/2016/09/LA84CoachingManual.pdf What is a Mindset https://thi.ucsc.edu/wp-content/uploads/2015/12/Carol-Dweck-Mindset-The-Mindsets-copy.pdf Four Agreements https://ardenbnb.ca/agreements.htm	<ul style="list-style-type: none"> • Maslow's Hierarchy of Need
Oct 23	Mid Term Exam	
Oct 30	Coaching Experience Interview Due	
Oct 30-Nov 6	5. Conduct Practices and Manage Competitions Program Planning https://www.researchgate.net/publication/232538265_A_Framework_for_Planning_Your_Sport_Programs_That_Foster_Psychosocial_Development	<ul style="list-style-type: none"> • Encouraging Good Sport Conduct
Nov 9-18	6. Read and React to the Field Athlete Development <ul style="list-style-type: none"> • Youth Sport 	<ul style="list-style-type: none"> • Active and Safe

	<ul style="list-style-type: none"> Gender Coaching http://www.nays.org/sklive/for-coaches/confidence-building/ https://www.mentaltoughnesstrainer.com/coaching-different-genders-in-sports/ https://www.championshipcoachesnetwork.com/public/375.cfm VAK https://www.mindtools.com/pages/article/vak-learning-styles.htm	<ul style="list-style-type: none"> Creating Diversity and Inclusion in the Program
Nov 16	Return to Play Presentation Due	
Nov 18	Coaching Philosophy ePortfolio Due	
Nov 20-30	7. Learn to Reflect Evaluation https://www.unm.edu/~egrong/web/docs/R3_Basic%20Guide%20to%20Program%20Evaluation.pdf	<ul style="list-style-type: none"> PED's

Learning Resources

The Faculty of Education has a number of resources to support learning. These are available [here \(https://educ.ubc.ca/students/student-resources/\)](https://educ.ubc.ca/students/student-resources/).

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here \(https://senate.ubc.ca/policies-resources-support-student-success\)](https://senate.ubc.ca/policies-resources-support-student-success).

Learning Analytics

Some of the learning technologies used for your course may collect and analyse information about your activity in this course. The purpose of the learning analytic data is used to support teaching, learning, and student success. If you have questions or would like to learn more about learning analytics project at UBC visit the [UBC Learning Analytics site \(https://learninganalytics.ubc.ca/for-students/\)](https://learninganalytics.ubc.ca/for-students/).

Accessibility

If you have any challenges accessing materials that will impact your success in this course, [UBC's Centre for Accessibility](#) can support your needs by providing appropriate accommodations to support you.

- Web: <https://students.ubc.ca/about-student-services/centre-for-accessibility>
- Email: accessibility@ubc.ca

Copyright

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Students Learning Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/supportresources/freedom-expression>.