

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

Instructor:	Dr. Anita Cote
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Office Hours:	By appointment via email
Time and Location	Online (see schedule attached)

**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 Format:**

The course will begin with 3 hours of virtual lectures **over a 2-day period (June 10 and 11th)**, focusing on Unit 1. 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 (9-11am, Pacific Time) and Thursday evenings (5-7pm, 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.

**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.

**Course Evaluation:**

Assignments	Percent (%)
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

***\*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.***

**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)

### **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.

### **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/Links to an external site.>). 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.

### Cohort 2020 Tentative Schedule:

Date	Topics	Delivery	Notes
June 10	Introduction to the course Unit 1: Theoretical approaches to planning	LIVE Webinar	
June 11	Unit 1: Theoretical approaches to planning	LIVE Webinar	
June 21-28	Unit 1: Quiz	Asynchronous	<b>*link in Unit 1 module</b>
July 7	Unit 2: Assessing athlete health status	LIVE 9am Webinar	

July 9	Unit 2: Assessing athlete health status	LIVE 5pm Webinar	
July 14	Unit 3: Testing the physiological basis of the plan	LIVE 9am Webinar	
July 16	Testing the physiological basis of the plan: *Student presentations	LIVE 5pm Webinar	Student report on current plan
July 21	Testing the physiological basis of the plan: *Student presentations	LIVE 9am Webinar	Students report on current plan
Nov. 10	Unit 4: SWOT analysis of training plan	LIVE 9am Webinar	
Nov. 12	Unit 5: Planning for health safety (risk management)	LIVE 5pm Webinar	Health & Safety Audit
Nov. 17	Unit 6: Doping control	LIVE 9am Webinar	WADA true sport elite online eval.
Nov. 19	Unit 7: Logistics and sport structure	LIVE 5pm Webinar	
Nov. 24	Assignment Information and Expectations	LIVE 9am Webinar	
Nov. 26	Unit 8: Horizontal Integration – quadrennial and annual training	LIVE 5pm Webinar	
Dec. 1	Unit 8: Horizontal Integration – quadrennial and annual training	LIVE 9am Webinar	
Dec. 11	Assignment – SWOT Analysis		<b>Submit to specific dropbox in Assignments</b>
Dec. 18	Assignment – Risk Management & Doping Control Certifications		
Jan. 8	Assignment – Health & Safety Audit		
Feb. 16		LIVE 9am	

	Unit 8: Vertical Integration – meso and microcycles (3hrs)	Webinar	
Feb. 18	Unit 8: Periodization & Planning – Practical Considerations	LIVE 5pm Webinar	
Feb. 23	Unit 9: Fueling the athlete (Sport nutrition: training and competition)	LIVE 9am Webinar	
Feb. 25	Unit 9: Fueling the athlete (Sport nutrition: training and competition)	LIVE 5pm Webinar	
Mar. 2	Unit 10: Monitoring athletes using technology	LIVE 9am Webinar	
Mar. 4	Unit 11: Tapering for peak performance	LIVE 5pm Webinar	
Mar. 9	Presentation information		
Mar. 11	Real Plans: Link to LTAD		
April 9	Assignment - Presentation		<b>Submit to specific dropbox in Assignments</b>
April 16	Assignment – Video Feedback x 2		
April 23	Assignment – Annual Plan		