University of British Columbia  
School of Kinesiology  
KIN 585 – Performance Planning  
Term 1 – 2021

Instructor: Dr. Kerry MacDonald  
Email: kerry.macdonald@ubc.ca  
Office Hours: By appointment  
Time and Location: Thursdays, 12:00-2:50pm

Prerequisites:  
Students should have some background in exercise physiology and the natural sciences of coaching.

Course Description:  
Application of findings from sport profile and gap analysis to the planning and design of high performance training and coaching programs. Focuses on quadrennial, annual, meso and microcycle planning to integrate key factors that impact athlete performance and progression along the athlete development pathway.

Learning Outcomes:  
At the end of this course, you will be able to:

- Apply information from the Long-Term Athlete Development Plan (LTAD) to develop athletes for optimal sport performance  
- Examine recovery tools/techniques and sport nutrition to prepare the athlete for optimal sport performance  
- Outline fitness program structure based on training, competition, and recovery needs and opportunities (periodization)  
- Develop and implement strategies to monitor the training program in order to prevent overtraining and fatigue  
- Design an assessment program for the testing of an athlete’s physiological and/or technical abilities  
- Develop a personal Yearly Training Plan for your specific sporting context

Course Text and Readings:  
No textbook required. Selected readings for each area will be available online (Canvas). The course will be based on those materials, scientific research papers/review articles, and guest speakers.

Class Format:  
Classes will include short lecture presentations by the instructor or guest lecturers, and interactions in 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. Students will be expected to:

1) come prepared to participate in the in-class discussions, debates and coaches round-table
2) provide presentations for the class as required
3) review or acquire basic sport planning concepts
4) submit a yearly training plan

Course Evaluation:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Recovery/Supplements Fact Sheet</td>
<td>15%</td>
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<tr>
<td>Sport Assessment Assignment</td>
<td>15%</td>
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<tr>
<td>Athlete Testing, Monitoring Presentation</td>
<td>15%</td>
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<tr>
<td>YTP &amp; Planning Presentation</td>
<td>10%</td>
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<tr>
<td>YTP &amp; Planning Assignment</td>
<td>30%</td>
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<td>100%</td>
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Tentative Course Schedule: TBD

Supplementation and Recovery Assignment

Students will complete a 2-page fact sheet on a Supplementation OR Recovery Technique. It is best to take a deep dive into something that currently is currently used within the sport or something you feel could potentially be used but are unclear of the evidence or pros/cons for it's use.

This should be an evidence informed position statement. The papers will be posted on canvas for review and questions from class members. These papers should leave the reader with a practical understanding of the supplement or recovery technique and enough information to decide if it would be appropriate for their context. No word limit, but a strong focus on visuals over text is encouraged.

Topics to be covered:

- Overview of the product or technique.
- Summary of the evidence in support or opposition for it's use.
- Recommended use case/or not (if not potential alternatives to explore?)

Sport Assessment Assignment

Students will submit a paper providing a comprehensive assessment of their sport. Assignments must cover the following topics:

- **Brief** sport history
- Summary of the physiological, technical, tactical demands & strategies of the sport.
- An overview of standard periodization approaches used in the sport (from literature or personal account)
• An overview of known or suspected key performance indicators
• A discussion on traditionally held viewpoints or approaches that could be challenged within the sport.
• A discussion on how the sport may change in the next 10 years and how/why.

All sections should be well cited (if possible) with a minimum of 8 references in total. Minimum of 2000 words, maximum of 4000. This is not a lot of words and may challenge your ability to write concisely.

**Athlete Testing & Monitoring Presentation**

Students will submit a paper providing a comprehensive analysis of testing and monitoring approaches for their sport. Assignments must cover the following topics:
- A detailed assessment of physiological testing approaches for your sport. Including known measures of validity and reliability.
- A detailed assessment of both internal and external measures of training load for your sport. Including known measures of validity and reliability.
- A highlight of 3 other measures of wellness, wellbeing or fatigue measures that could be collected. Include best practices and known limitations.
- An overview of how physiological testing could be optimally used within your sport (assuming no financial or personnel limitations).
- A comprehensive analysis of how load metrics could be utilized to optimize performance and/or athlete wellness.

All sections should be well cited with a minimum of 12 references in total. Minimum of 2500 words in length, maximum of 5000.

Students will then be asked to summarize their findings in a 15 minute in class presentation with an additional 3-5 minute Q & A.

**YTP Assignment & Presentation**

Students will submit a paper including each of the following (maximum of 8000 words, excluding references & appendices):
- A profile of the sport using empirical evidence (content from Sport Assessment Assignment).
- 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: Energy system training, Strength training, Mental training, Tactical training, Other ancillary sport specific factors (eg. Environment / Equipment)
- Recovery and regeneration strategies to be employed
- An outline of how and when tapering strategies would be applied for key event(s)
- An overview of nutrition considerations within day, across a microcycle, surrounding competitions and general themes or considerations by phase.
- An overview of the training plan indicating integration of training components / objectives.
- An overview of what testing and monitoring approaches will be utilized to identify gaps (Gap Analysis) and track progress. Including how and when this would be completed.
- An example of a selected micro cycle from each phase of the plan (GPP, SPP, PCP, CP, and TP) describing the objective of the cycle and the daily sequencing within the microcycle of training, competition and recovery days (this is optional if using a daily version of YTP).
- **Conclusion** should include a re-statement of the purpose/aim, summarizing key findings, stating limitations and future considerations.
- References on separate page.
- YTP: Attach the Excel file of your YTP at the time of assignment submission (Electronic)
- **Appendix:** last section that includes relevant supporting documentation or materials if required.

**Participation:**
Your participation in this course will be evaluated by the Instructor. Credit will be given for leadership, critical contribution, interpersonal skills, support activities, punctual attendance, on-time completion of class activities, positive attitude and effort.

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<tr>
<th>Score</th>
<th>Description</th>
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| 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  
| 2     | Poor  
Zero contribution and support given during class processes. Poor punctual and attendance. Attitude, participation, and effort do not meet acceptable standard. |

**Assessment and Evaluation tools:**
Refer to Connect 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 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.

**Evaluation Standards:**

1. **Evaluation Standards:**

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>High A</td>
<td>90-100% A+ 85-89% A</td>
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<td>1) Required learning activities are completed, and display outstanding commitment to learning, including evidence of considerable independent research outside the class time.</td>
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<td>2) Evidence of outstanding ability to analyze and synthesize relevant ideas, and to critically assess &amp; weigh alternative perspectives in an informed fashion.</td>
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<td>3) Prepared materials represent original (to the learner) insight, thought or presentation and are organized logically and clearly expressed.</td>
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<td>4) Cooperative engagement with peers and demonstrated leadership in learning.</td>
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<td>5) No deficiencies of note.</td>
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<tr>
<td>A-B</td>
<td>80-84% A- 76-79% B+</td>
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<td>1) Required learning activities are completed.</td>
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<td>2) Efforts display a sound grasp of concepts.</td>
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<td>3) Evidence of synthesis of relevant ideas, along with the ability to critically assess &amp; weight alternative perspectives in an informed fashion.</td>
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<td>4) Prepared materials are organized logically and clearly expressed.</td>
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<td>5) Cooperative engagement with peers.</td>
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<td>6) Minor difficulties that are developmental in nature.</td>
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<tr>
<td>B-C</td>
<td>72-75% B 68-71% B- 64-67% C+ 60-63% C</td>
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<tr>
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<td>1) Required learning activities are completed.</td>
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<td>2) Efforts display a basic grasp of concepts.</td>
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<td>3) Evidence of a basic ability to synthesize of relevant ideas, along with the ability to critically assess &amp; weigh alternative perspectives in an informed fashion.</td>
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<td>4) Prepared materials are organized logically and clearly expressed.</td>
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<td>5) Cooperative engagement with peers.</td>
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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.