Instructor: Dr. Kerry MacDonald  
Email: kerry.macdonald@ubc.ca  
Office Hours: By appointment  
Time and Location: Thursdays, 4-7pm

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

Course Description:  
This course focuses on the application of findings from sport profile and gap analysis to the planning and design of high-performance training. Student will learn about quadrennial, annual, meso and micro cycle planning and how 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 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 be virtual and 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 to permit rich discussion on selected topics/issues. Lastly, exposure to applied sport science professionals will be provided via guest lectures, permitting deep dives into specific topics and real-world contextual examples.
**Course Evaluation: TBC**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Physical test info sheet</td>
<td>20%</td>
</tr>
<tr>
<td>Monitoring or wellness info sheet</td>
<td>20%</td>
</tr>
<tr>
<td>YTP &amp; Planning Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>YTP &amp; Planning Assignment</td>
<td>20%</td>
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</tbody>
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100%

**Tentative Course Schedule: TBD**

**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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>10</td>
<td>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</td>
</tr>
<tr>
<td>8</td>
<td>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.</td>
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<tr>
<td>6</td>
<td>Adequate: Works well with others, willing to contribute towards class discussion. Only 2-3 sessions non-punctual /non-attendance. Satisfactory effort and attitude.</td>
</tr>
<tr>
<td>2</td>
<td>Poor: Zero contribution and support given during class processes. Poor punctual and attendance. Attitude, participation, and effort do not meet acceptable standard.</td>
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**Assessment and Evaluation tools:**

Refer to Connect for assessment and evaluation tools/details.

**Important Information:**

- Because this course emphasizes several 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 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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>High A</td>
<td>90-100% A+ 85-89% A</td>
</tr>
<tr>
<td>A-B</td>
<td>80-84% A- 76-79% B+</td>
</tr>
<tr>
<td>B-C</td>
<td>72-75% B 68-71% B- 64-67% C+ 60-63% C</td>
</tr>
</tbody>
</table>

- 1) Required learning activities are completed, and display outstanding commitment to learning, including evidence of considerable independent research outside the class time.
- 2) Evidence of outstanding ability to analyze and synthesize relevant ideas, and to critically assess & weigh alternative perspectives in an informed fashion.
- 3) Prepared materials represent original (to the learner) insight, thought or presentation and are organized logically and clearly expressed.
- 4) Cooperative engagement with peers and demonstrated leadership in learning.
- 5) No deficiencies of note.

- 1) Required learning activities are completed.
- 2) Efforts display a sound grasp of concepts.
- 3) Evidence of synthesis of relevant ideas, along with the ability to critically assess & weight alternative perspectives in an informed fashion.
- 4) Prepared materials are organized logically and clearly expressed.
- 5) Cooperative engagement with peers.
- 6) Minor difficulties that are developmental in nature.

- 1) Required learning activities are completed.
- 2) Efforts display a basic grasp of concepts.
- 3) Evidence of a basic ability to synthesize of relevant ideas, along with the ability to critically assess & weigh alternative perspectives in an informed fashion.
- 4) Prepared materials are organized logically and clearly expressed.
- 5) Cooperative engagement with peers.

**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.