

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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 INFORMATION

Course Title	Course Code Number	Credit Value
Performance Planning	KIN 585	3

PREREQUISITES

Enrolled in the HPCTL Certificate

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Anita Cote	anita.cote@ubc.ca	Virtual	By appointment

COURSE STRUCTURE

Webinar lectures on Tuesdays 9-11 am and Thursdays 5-7 pm (see calendar in Canvas for dates).

SCHEDULE OF TOPICS

Unit 1: Theoretical Approaches to Planning

Unit 2: Assessing athlete health status

Unit 3: Testing the physiological basis of the plan

Unit 4: SWOT analysis of training plan

Unit 5: Planning for health safety (risk management)

Unit 6: Doping control

Unit 7: Logistics and sport structure

Unit 8: Periodization and Planning

Unit 9: Fueling the athlete (Sport nutrition: training and competition)

Unit 10: Monitoring athletes using technology

Unit 11: Tapering for peak performance

**KIN 585 Performance Planning**

Syllabus

LEARNING OUTCOMES

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

LEARNING ACTIVITIES

Webinar discussions, oral presentation, written assignments.

LEARNING MATERIALS

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.

ASSESSMENTS OF LEARNING

Assignments	Percent (%)
SWOT Analysis	20
Health and Safety Audit Assignment	20
Integrated Training Plan	40
Presentation of Plan	10
Peer Evaluation	5 x 2
Written Plan	20
Online Quiz (unit 1)	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. 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.*

Course Participation:

**KIN 585 Performance Planning**Syllabus

Students will receive marks for course participation. Specifically, students will receive credit for participating in the synchronous classes by asking and responding to questions. 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.

LEARNING ANALYTICS

This course will be using Canvas and I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

**KIN 585 Performance Planning**Syllabus

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)

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 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 on [the UBC Senate website](#).

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