

Syllabus

KIN 345: Foundations of Coaching (3 Credits) – (Previously KIN 365)

Section 001 - September 7th – December 7th, 2022



UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land is situated on what 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	<p>Mondays – Course Lecture</p> <p>Wednesdays – Course Lecture and reading assignment due</p> <p>Fridays – Course Lecture and student discussion</p>
Time & Location	Monday, Wednesday, and Friday 3:00 – 3:50pm. 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 and regularly checking Canvas for any updates or changes to the course content, schedule, or learning activities.
Instructor and Teaching Assistants	<p>Course Instructor – Janka Corewyn (she, her, hers) Office Hours: After class or by appointment. janka.samuhel-corewyn@ubc.ca</p> <p>Course Teaching Assistants Calum Butterworth - calumb51@gmail.com Jack Zhan - jzhan17@student.ubc.ca</p>

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 45 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 27 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. If you are unable to attend class, please take responsibility for getting the class discussion material from a classmate.

Discussion Topics

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 read reference material and answer questions. The second, will be class lecture presentation. The third, will be a combination of lecture and student discussion of relevant material. The material will be reviewed and documented by all students.

Assessments	Weight %
Personal Coaching Philosophy Handbook – Due December 5 th by 11:59pm PST	25%
Sport Team Participation Assignment – Due November 1 st by 11:59pm PST	10%
Group Presentations – (November 21, 23, 25, 28, and 30)	10%
Class Discussion Participation and Individual Assignments - Ongoing	10%
Mid Term – October 17 th during class – 3:05-3:50pm	15%
Final Exam (during December TBA)	30%
Total (must complete all assessments above with over 50% to successfully complete the course)	100%

Schedule

Dates	Lecture topics and Group discussion Monday Assignments	Wednesday Assignments
Sep 7-16	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	#1 - History of Sport and Coaching – Due 9/14
Sep 19-28	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	#2 Develop a Sport Coaching Philosophy – Due 9/21 #3 Motivation – Due 9/28
Sep 30	Truth and Reconciliation Day – no Class	
Oct 3-12	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	#4 Formal vs Informal Coaching Education – Due 10/5 #5 Risk Management – Due 10/12
Oct 10	Thanksgiving Day – no Class	
Oct 14-26	4. Building Relationship Basic Rules of Hugging https://pdfs.semanticscholar.org/22a2/0a6bda277adc600be5b37e4fd87c6ac4_bdc4.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 Oct 14 class discussion – Midterm Study Question Review	#6 Maslow’s Hierarchy of Need – Due 10/19 #7 Encouraging Good Sport Conduct in Athletes Due 10/26
Oct 17	Midterm – 3:05-3:50pm	
Oct 28-Nov 4	5. Conduct Practices and Manage Competitions Program Planning	#8 What is meant by the “rule of two” Due 11/2

	https://www.researchgate.net/publication/232538265_A_Framework_for_Planning_Youth_Sport_Programs_That_Foster_Psychosocial_Development	
Nov 2	Sport Team Participation Assignment Due: November 2nd by 11:59pm PST	
Nov 9 & 11	Mid-term Break – No classes	
Nov 7-14	6. Read and React to the Field Athlete Development <ul style="list-style-type: none"> • Youth Sport • 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	#9 Active and Safe Due 11/16 #10 Creating Diversity and Inclusion in the Program Due 11/23
Nov 16-18	7. Learn to Reflect Evaluation https://www.unm.edu/~egrong/web/docs/R3_Basic%20Guide%20to%20Program%20Evaluation.pdf	#11 PED's – Due 11/30
Nov 21-30	Student Group Presentations – only need to attend if you are presenting	
Dec 5	Coaching Philosophy Handbook Due: December 5th by 11:59pm PST	
Dec 2-7	Final Course Discussion and Course Review	

Learning Resources

The Faculty of Education has a number of resources to support learning. These are available at <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 at <https://senate.ubc.ca/policies-resources-support-student-success>

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

Learning Analytics

Some of the learning technologies used for your course may collect and analyze 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 at <https://learninganalytics.ubc.ca/for-students/>

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