

**University of British Columbia**  
**School of Kinesiology**  
**KIN 585 – Performance Planning (MKIN)**  
**Fall 2023**

Instructor:	Dr. Maria Gallo
Email/Office/ Tel:	<a href="mailto:maria.gallo@ubc.ca">maria.gallo@ubc.ca</a> Osborne Unit 2, room 204 604-822-5084
Office Hours:	By appointment (online on zoom or in person)
Time and Location	Wednesdays 9-12pm War Memorial Gymnasium in Room 206/208

**Land Acknowledgements**

We acknowledge that UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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 Description:** This course focuses on the application of findings from athlete monitoring, testing and gap analysis to the planning and design of a high-performance training program. Students 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.

**Course Aims and outcomes:**

To expose the graduate student to the natural sciences and their implications for coaching athletes, beginner to elite.

**Specific Learning Objectives:** By the end of the course, it is expected that the graduate student will:

- a) Apply information from the Long-Term Athlete Development Plan (LTAD) to develop athletes for optimal sport performance
- b) Build a high performance program plan based on training, competition, and recovery needs and opportunities (periodization)
- c) Develop and implement strategies to monitor the training program in order to prevent overtraining and fatigue
- d) Examine recovery tools/techniques and sport nutrition to prepare the athlete for optimal sport performance
- e) Design an assessment program for the testing of an athletes physiological and/or technical abilities
- f) Develop a personal Yearly Training Plan for your specific sporting context
- g) Participate in discussions and contribute to the course content

**Course Text and Readings:**

No textbook required. The course will be based on materials, scientific research papers, review articles, and guest speakers. Selected readings can be found on Canvas.

**Course Format and Expectations:**

Every Wednesday, we will have an in-person seminar to discuss the weekly topic/theme. This will include a 45-60 min lecture followed by interactions/activities in small and large group discussions with peers. Group discussion is a major focus of this course. Lastly, exposure to applied sport science professionals will be provided via guest lectures, permitting deep dives into specific topics and real-world contextual examples. These speakers may present online via zoom (your attendance in person is still expected) or in person depending on their availability.

Students will be expected to:

- 1) review materials, including readings and come prepared to participate/discuss in class
- 2) participate in discussions, when prompted to collaborate
- 3) provide feedback
- 3) submit all assignments on time
- 4) present sections of their coaching resource manual to their peers in class

**Important Semester Dates (Fall 2023)**

Our first class	September 6 <sup>th</sup>
UBC closed	Sept. 30 <sup>th</sup> , Oct. 10 <sup>th</sup> , Nov. 13-15 <sup>th</sup>
Last day of classes	Dec. 7 <sup>th</sup> (our last class will be Dec. 6 <sup>th</sup> )
Final examination period	Dec. 11-22 <sup>nd</sup> (no final exam)

\*Add/Drop days: Sept. 19<sup>th</sup> is the last day to drop without a W standing, and Oct.28<sup>th</sup> is the last day with a W standing.

**Tentative Course Schedule:** This schedule is subject to change.

Date	Topic(s)/Theme(s)
Sept. 6	Course Introduction (in-person)
Sept. 13	Theoretical Approaches to Planning (LTD)
Sept. 20	Training for optimal performance – Periodization / guest speaker
Sept. 27	Training Principles and Injury Prevention / guest speaker
Oct. 4	Athlete Testing / guest speaker
Oct. 11	Athlete Monitoring / guest speaker
Oct. 18	Fatigue and Overtraining (athlete health) / guest speaker
Oct. 25	Coaches Round Table (coaches experiences) / Student Debate (current sport issues: safe sport, anti-doping, etc.)

Nov. 1	Gap Analysis and YTP / guest speaker
Nov. 8	Sport Nutrition Considerations / guest speaker
Nov.16	Reading Break
Nov. 22	Motor Skill Acquisition / guest speaker Psychological Considerations and the athlete-coach relationship / guest speaker (Dr. Sophia Jowett)
Nov. 29	Student Presentations
Dec. 6	Student Presentations

### Assessment and Evaluation tools:

Refer to Canvas for assessment and evaluation tools/details.

Participation	15%
Needs Analysis and Athlete Testing Assignment	25%
Coaching Resource Manual (YTP) Assignment	30%
Infographic and Presentation	30%
	-----
	100%

### Participation (15% of final grade):

Your participation in this course will be evaluated by the instructor and your peers. I will credit the students' leadership, critical contribution (online on the discussion board and in-person), interpersonal skills, support during activities, punctual attendance, positive attitude and effort. Throughout the semester you will be asked to participate in a range of activities such as speaking for several minutes about a reading/issue/experience. These activities, in conjunction with your general level of interest/contribution to discussions will be used to formulate part of your grade.

If you are unable to attend a seminar you should notify me in advance. The classroom discussion board participation will include your reflection to questions prompted by the weekly readings.

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 discussions. Only 2-3 sessions non-punctual /non-

attendance. Satisfactory effort and attitude.

4	Minimal	Little contribution and support were given during class processes. More than 2-3 sessions of non-punctual/non-attendance. Motivation and initiative are low. Minimal level of effort.
2	Poor	Zero contribution and support given during class. Poor punctuality & attendance. Attitude, participation and effort do not meet an acceptable standard.

### **Assignments:**

Assignments are to be submitted electronically on Canvas. Assignment details, evaluation process and criteria/expectations will be discussed at a later date and posted on canvas.

### **Needs analysis and athlete testing: *to be completed in pairs (25% of final grade)***

Students will submit a Whitepaper that will include a needs analysis of a selected sport and an analysis of a testing approach that is used for athlete assessment within that sport. The needs analysis and athlete testing assignment is due Oct. 25<sup>th</sup> before class (9am).

### **Coaching Resource Manual: *to be completed in pairs (30% of final grade)***

Students will submit a comprehensive written evidence-informed report on their selected sport. This will include a detailed periodized training plan, a gap analysis, monitoring strategies, and nutritional and psychological considerations. The coaching resource manual is due on the last day of classes (before 9am Dec. 7<sup>th</sup>).

### **Infographic and Presentation: (30% of final grade)**

The infographic is worth 15% of the final grade and it will illustrate one section of your coaching resource manual. Examples of infographics will be provided on canvas. The infographic is due on your presentation day which will occur on the last two classes of the term. Presentations will include a 10 min talk on a different section of your coaching resource manual. It will be followed by approximately a 2-3 minute question period. Sign-up slots will be made available mid semester. The presentation is worth 15% of the final grade, and it will be evaluated by the instructor (10%) and two peers (2.5% each, 5% total). Evaluation process and criteria/expectations for both infographic and presentation will be discussed at a later date and posted on canvas.

Useful resources:

Presentation skills - [http://wiki.ubc.ca/Presentation\\_Skills](http://wiki.ubc.ca/Presentation_Skills)

Alley, M (2013). The craft of scientific presentations. Critical steps to succeed and critical errors to avoid. Springer-Verlag: New York. Electronic Book (UBC library, online, [http://link.springer.com/chapter/10.1007/978-1-4419-8279-7\\_1/fulltext.html](http://link.springer.com/chapter/10.1007/978-1-4419-8279-7_1/fulltext.html)).

**Evaluation Standards:**

Any late submissions will be docked 10% for each day it is late, up to two days (after that it will not be graded). Extensions for assignments must be requested in advance and should occur a minimum of 7-days prior to the due date, unless uncontrollable and unpredictable circumstances occur.

Grading: For master's students registered in the Faculty of Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 60%. When repeating a failed course, a minimum mark of 74% must be obtained. Individual graduate programs may require higher minimum grades.

High A (90-100% A+, 85-89% A):

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

A-B (80-84% A-, 76-79% B+):

- 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.

B-C (72-75% B, 68-71% B-, 64-67% C+, 60-63% C)

- 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.

**Policies and Expectations:***Attendance*

Regular attendance is expected of students for all in-person seminars/classes. Students who are unavoidably absent from a few classes in a row because of illness or an emergency should email the instructor.

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious

holidays involving fasting, abstinence from work or study, or participation in all day of fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Any accommodations required should be communicated to the course instructor during the first two weeks of the term.

#### *Class Notes:*

Slides will be made available when asynchronous lecture is posted. This lecture will be posted at 24 hours prior to each weekly class. Please keep in mind that this content provides an overview of what will be covered and does not contain all information related to discussions, in-class assignments, or detailed examples, which will be covered in class.

#### *Contacting your instructor (emails):*

Students are always welcome to contact the instructor via email. When contacting the instructor, students should use professional email etiquette and should have the course code (KIN 585) in the subject line. Please keep in mind that it may take me up to 48 hours to respond to your email during the week and I do not check emails on weekends. Please keep this in mind around assignment due dates and just before the midterm. Some questions can be answered through email while others need to be discussed in person: an appointment can be made to meet online (zoom) or in person.

#### *Academic Integrity and Copyright:*

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. Any transgression could result in failure of the course.

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. 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.

For more see, UBC's [Learning Commons Academic Integrity resources](#).

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct.

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

#### *Academic Accommodation for Students with Disabilities:*

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. 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: [UBC's Centre for Accessibility website](#)  
Email: [accessibility@ubc.ca](mailto:accessibility@ubc.ca)

### *Course Review and Analytics:*

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. 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.

Some of the learning technologies used for this course collect data to support the improvement of teaching and learning. This includes the collection of data related to overall class progress to provide personalized feedback, engagement in discussion forums to support the fostering of community within the course, and how resources are being accessed to support improvements to the course design.

In this course, 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

To learn more about learning analytics at the Faculty of Education and at UBC, see the [What is Learning Analytics?](#) page.

### **Other UBC 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 here (<https://senate.ubc.ca/policiesresources-support-student-success>).

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.

Please feel welcome to e-mail me your name and pronouns, and how you would like these to be used in our interactions.