

University of British Columbia – School of Kinesiology – 2024W Term 1
KIN 345: Foundations of Coaching
(3 Credits) – (Previously KIN 365)



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 and student discussion Wednesdays – Course Lecture and student discussion Fridays – Course Lecture, student discussion, and weekly reading assignment are due</p>
Time & Location	<p>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.</p>
Course Website	<p>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.</p>
Instructor and Teaching Assistants	<p>Course Instructor – Janka Corewyn (she, her, hers) Office Hours: After class or by appointment. janka.samuhel-corewyn@ubc.ca Course Teaching Assistants Alexis Pascoal - apascoal@student.ubc.ca Jack Jian Kun Zhan - jzhan17@student.ubc.ca Sarah Burns - sarah.burns@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 48 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 29 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.

Assessments	Weight %
Personal Coaching Philosophy Handbook –	25%
CAC – Body Confident Sport Coaching On-Line Workshop –	10%
Group Presentations –	10%
Class Discussion Participation and Individual Assignments - Ongoing	10%
Mid Term –	15%
Final Exam	30%
Total (must complete all assessments above with over 50% to successfully complete the course) LATE SUBMISSIONS WILL BE SUBJECT TO PENALTIES	100%

Dates	Lecture topics and Group discussion Assignments	Friday Assignments
	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 –
	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/	#2 Develop a Sport Coaching Philosophy #3 Motivation –
	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 – #5 Maslow’s Hierarchy of Need –
	4. Building Relationship Basic Rules of Hugging https://pdfs.semanticscholar.org/22a2/0a6bda277adc600be5b37e4fd87c6ac4bdc4.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 16 class discussion – Midterm Study Question Review	#6 Risk Management – #7 Encouraging Good Sport Conduct in Athletes -
	5. Conduct Practices and Manage Competitions Program Planning https://www.researchgate.net/publication/232538265_A_Framework_for_Planning_Youth_Sport_Programs_That_Foster_Psychosocial_Development	#8 What is meant by the “Rule of Two” -
	Body Confident Sport Coaching Workshop	
	6. Read and React to the Field Athlete Development <ul style="list-style-type: none"> • Youth Sport 	#9 Active and Safe -

	<ul style="list-style-type: none"> 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	
	7. Learn to Reflect Evaluation https://www.unm.edu/~egrong/web/docs/R3_Basic%20Guide%20to%20Program%20Evaluation.pdf	#10 Creating Diversity and Inclusion in the Program -
	Student Group Presentations – only need to attend class if you are presenting	#11 PED's –
	<i>Coaching Philosophy Handbook</i>	
	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

Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.

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, abstention 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.**

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/>

Copyright*

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

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.