

Phone: 213-740-0481
Room: ZHS 360 TTH 9-9:50AM
Office Hours: MW 9-10:30AM by appt.

Instructor: Luis Paulo Oliveira, MS
Physical Education Bldg. #107
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COURSE DESCRIPTION

An introduction to athletic coaching for modern day student-athletes. Emphasis is on a comprehensive approach to the foundations and theories of coaching including developing a coaching philosophy, sport psychology and sport physiology. Topics include coaching, goals, styles, equipment, budgeting, communication, motivation, team management, teaching sport skills, conditioning, sport specific training, nutrition, skill progression, ethics, recruiting, leadership, safety and injury prevention.

PHYSICAL EDUCATION PROGRAM OBJECTIVES

- ❖ **Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:** Recognize the physical and mental benefits of increased physical activity.
- ❖ **Students will be exposed to a variety of activities providing them the opportunity to:** Apply learned fundamental skills. Determine factors involved with development, fitness levels and training strategies. Empower themselves by setting and working toward realistic individual goals.
- ❖ **Students will demonstrate proficiency through knowledge and acquired skills enabling them to:** Understand and utilize various training methods. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health. Participate in active learning to stimulate continued inquiry about physical education, health and fitness.

COURSE / LEARNING OBJECTIVES

Upon completion of the course, students will be able to:

- ❖ Identify coaching philosophies and their applications
- ❖ Identify various methods in motivating student-athletes
- ❖ Evaluate challenges and rewards coaching in today's society
- ❖ Formulate budget plans for equipment, maintenance, travel, tournaments, and apparel
- ❖ Illustrate and diagram schedules, tournaments, practice plans and game responsibilities
- ❖ Demonstrate techniques of teaching specific sport skills
- ❖ Demonstrate the ability to recognize and solve conflict, i.e. parents and fans and officials
- ❖ Analyze and critique current coaches through game and practice observation
- ❖ Analyze the effects on community, socio-economic and the diversity within
- ❖ Explain real-world scenarios, concepts, and coaching theory
- ❖ Recognize the legal implications in athletics and coaching liability
- ❖ Understand the history and evolution of coaching and its increasing role in society
- ❖ Understanding injuries, treatment and preventing while maintaining a safe environment
- ❖ Critically investigate the nature of sport in social and cultural contexts

REQUIRED TEXTS AND READINGS

Martens, Ranier. Successful Coaching. American Sports Education Program. Human Kinetics. 2012, 4th edition. *Textbook is on RESERVE at Leavey Library (Library USE ONLY – under PHED 162 & Instructor: Burton)

CRITERIA

Grading	Points	Week	Course Content
Class Participation	60	1-15	Regular attendance is vital as well as active class participation in discussions, labs and activities.
Case Studies	40	1-14	Weekly in class discussion and write-ups on actual case studies which coincide with each chapter reading and summary.
Observations	50	TBA	Class observation(s) as well as outside class observation including write-ups
Coaching Sport folio	150	TBA	Comprehensive accumulation of all course work, i.e. resume, budget sheet, game day, conditioning plan, and interview
Exam	100	TBA	Comprehensive exam. Includes class lectures, discussions and book material. Chapters 1-20.
Total	400 points	<i>*No class-make ups, missed exams, quizzes- late assignments will be reduced 10% each day past due date.</i>	

**subject to change*

ASSIGNMENTS

- ❖ **Observations** (25%) Class will attend 2 observation practices on campus to be determined. Likely a female and/or male spring sport. Outside observations to be done on own of your desired sport of preferably the gender and age group desired to coach. Write ups for observations will be turned in and class discussions will follow. This is subject to change.
- ❖ **Case Studies** (10%) Weekly in class write ups to be presented for discussions on actual case studies that give real world examples of weekly chapter readings. Case studies to be evaluated and determine course of action for conflict resolution and or social impact.
- ❖ **Coaching Sport folio** (25%) Comprehensive accumulation of all course work, i.e. resume, budget sheet, game day, conditioning plan, and interview.
- ❖ **Final Exam** (25%) Please refer to the final exam schedule for exam date and time. One comprehensive final examination will be scheduled including accumulation of all course work. Students are responsible for all material covered. Exam will be administered **week 15** please refer to final exam schedule. Examination will consist of multiple choice, true/false, short answer, and essay questions.
- ❖ **Class Participation/Performance** (15%) Regular active participation in class discussions, labs and activities. This is a cumulative portion of grade and participation during is fully expected.

GRADING

A (188+pts), A- (187-180pts), B+ (179-174pts), B (173-168pts), B- (167-160pts), C+ (159-154pts), C (153-148pts), C- (147-140pts), D+ (139-134), D (133-128pts), D- (127-120pts), F (119-0 pts) **Pass (140+ pts)**
** Course may be taken as a Letter Grade, Pass/Fail or Audit.*

COURSE REQUIREMENTS

- ❖ Attend Class Regularly
- ❖ Participation in class discussions
- ❖ Coaching Sport folio
- ❖ Case Studies
- ❖ Interview/Observations/Guest Speaker
- ❖ Comprehensive Exam

GENERAL CLASS POLICIES

- ❖ Email is the preferred method of communication outside of class.
- ❖ Prior reading of assigned material will be helpful.
- ❖ Please refer to black board before class for additional information.

STUDENT RESPONSIBILITIES

- ❖ Attending class and being on time are extremely important. To demonstrate acquired learning objectives requires regular participation in class activities, lectures and discussions to develop appropriate skills necessary. Arriving late or leaving early is disruptive and a discourtesy to the class and instructor. Two tardies equals 1 absence. Excuses need to be good and funny.
- ❖ Failure to attend class regularly may affect your ability to obtain required performance levels and thus may lower your grade. In case of absence, you are accountable for all missed work.
- ❖ You will be held accountable for being properly prepared for class as well: regarding proper equipment, attire, textbook and attitude.

COURSE SCHEDULE

Weeks 1-3 Part I Chapters 1-5 Principles of Coaching	
Chapter 1 Developing Your Coaching Philosophy	
Chapter 2 Determining Your Coaching Objectives	
Chapter 3 Selecting Your Coaching Style	Assignment #1
Chapter 4 Coaching for Character	
Chapter 5 Coaching diverse Athletes	Assignment #2

Weeks 4-5 Part II Chapters 6-8 Principles of Behavior	
Chapter 6 Communicating with Your Athletes	
Chapter 7 Motivating Your Athletes	Assignment #3
Chapter 8 Managing Your Athletes Behavior	

Weeks 6-7 Part III Chapters 9-12 Principles of Teaching	
Chapter 9 The Games Approach	Assignment #4
Chapter 10 Teaching Technical Skills	
Chapter 11 Teaching Tactical Skills	Assignment #5
Chapter 12 Planning for Teaching	Practice Plans Practicums

Weeks 8-11 Part IV Chapters 13-17 Principles of Physical Training	
Chapter 13 Training Basics	
Chapter 14 Training for Energy Fitness	Assignment #6
Chapter 15 Training for Muscular Fitness	
Chapter 16 Fueling Your Athletes	Assignment #7
Chapter 17 Battling Drugs	

Weeks 12-14 Part V Chapters 18-20 Principles of Management	
Chapter 18 Managing Your Team	Assignment #8
Chapter 19 Managing Relationships	Portfolio Due
Chapter 20 Managing Risks	
Weeks 15 -16 Comprehensive exam (25%)	

**Please note this is a tentative outline and is subject to change. Any changes will be announced in class and/or via email.*

Statement on Academic Conduct and Support Systems

Academic Conduct: Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems: Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. www.engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255 Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call Free and confidential therapy services, workshops, and training for situations related to gender-based harm. www.engemannshc.usc.edu/rsvp

Sexual Assault Resource Center For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: www.sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. www.equity.usc.edu

Bias Assessment Response and Support Incidents of Bias hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. www.studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs Provides certification for students with disabilities and helps arrange relevant accommodations. www.dsp.usc.edu

Student Support and Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. www.studentaffairs.usc.edu/sssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. www.diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. www.dps.usc.edu