**Required Text**: Martens, R. (2012). *Successful Coaching* *(4th Edition)*. Champaign, IL: Human Kinetics.

**Note:** Supplemental readings and resources will be posted on Moodle and assigned throughout the course.

# Course Description

The goal of this course is for students to develop knowledge and understanding of principles and practices for successful athletic coaching. Emphasis is on the secondary school setting. This course serves to satisfy a major portion of requirements for State of Iowa Department of Education coaching authorization and endorsement. To successfully meet these requirements, the following areas of study are required:

* Structure and function of the human body in relation to physical activity
* Human growth and development of children and youth in relation to physical activity
* Techniques and theory of coaching interscholastic athletics
* Professional ethics and legal responsibilities of coaching interscholastic athletics
* Prevention and care of athletic injuries

The first four of these components are covered in this course. The final topic is addressed in KIN 237: Care and Prevention of Athletic Injuries. Successful completion of KIN 205 and KIN 237 meet standards for Iowa Department of Education coaching authorization or endorsement. The coaching *endorsement* is granted to those who complete these courses, fulfill requirements for endorsement in elementary or secondary education, and receive an Iowa Teacher License. The coaching *authorization* is available to those without an Iowa Teacher License. Both the authorization and endorsement qualify one to serve as a head coach, assistant, or volunteer coach in sports programs offered in Iowa schools.

Certification is gained through application following completion of required courses. Authorization applicants may download forms and instructions directly from the Iowa Department of Education Board of Educational Examiners website. Endorsement may be applied for along with applications for teacher credentials. Application forms and instructions may also be obtained from the Cornell College Education Department.

There is no time limit between completing courses and applying for certification. The authorization or endorsement certificate is valid for five years. It normally takes four to six weeks for applications to be processed by the Department of Education. Renewal activities (coaching or coaching ethics classes, clinics, workshops, or rules meetings) are required for re-certification. Qualifying renewal activities are sponsored by colleges and universities, area education agencies, and athletic associations. Renewal also requires documentation of completion of a state-approved child and dependent abuse training course.

**Course Outline and Objectives**

This course is an introduction to the coaching profession, emphasizing coaching at the secondary school level of sport. The course combines sport science theory and research with the practical knowledge and methods of expert coaches. Principles and practical applications are presented and explained for each of the following five dimensions of coaching.

Part I Objectives: Students will develop a coaching philosophy, understand how to achieve the three major objectives of coaching, and identify their coaching style. Principles and guidelines are presented for coaching with character and ethics, developing character and sportsmanship in athletes, and coaching athletes who are diverse in maturation, cultural, heritage, gender, sexual orientation, and abilities. Topics (chapters) of *Successful Coaching (3rd Edition):*

Part I Principles of Coaching

Topic 1 Developing Your Coaching Philosophy

Topic 2 Determining Your Coaching Objectives

Topic 3 Selecting Your Coaching Style

Topic 4 Coaching for Character

Topic 5 Coaching Diverse Athletes

Part II Objectives: Students will learn effective communication skills, motivational strategies, and athlete behavior management principles Psychological concepts and recommendations are offered for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner.

Part II Principle of Behavior

Topic 6 Communicating With Your Athletes

Topic 7 Motivating Your Athletes

Topic 8 Managing Your Athletes’ Behavior

Part III Objectives: Students will recognize that good coaching is good teaching. Information and methods are presented for putting sound philosophy and good communication, motivation, and behavior management skills to work. The games approach is introduced as an innovative system for teaching technical and tactical skills. Students will learn how to develop an instructional plan for your teams’ practices and for an entire season of competition.

Part III Principles of Teaching

Topic 9 The Games Approach

Topic 10 Teaching Technical Skills

Topic 11 Teaching Tactical Skills

Topic 12 Planning for Teaching

Part IV Objectives: Students will learn physiological principles and applications for training basics, training for energy fitness, and training for muscular fitness. Students will be able to apply this information to develop training programs for athletes, provide nutritional guidance for health and performance, and address the difficult problem of drug abuse among athletes.

Part IV Principles of Physical Training

Topic 13 Training Basics

Topic 14 Training for Energy Fitness

Topic 15 Training for Muscular Fitness

Topic 16 Fueling Your Athletes

Topic 17 Battling Drugs

Part V Objectives: Students will become familiar with issues related to planning, organizing, staffing, and directing functions that fall under a coach’s responsibility. Principles are explained and advice is provided for team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and yourself from liability problems.

Part V Principles of Management

Topic 18 Managing Your Team

Topic 19 Managing Relationships

Topic 20 Managing Risk

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, ethical behavior, vocation, well-being, and intercultural literacy.*

**Educational Priorities and Outcomes**

* **Knowledge:** integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.
* **Inquiry:** respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.
* **Reasoning:** evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.
* **Communication:** speak and write clearly, listen and read actively, and engage with others in productive dialogue.
* **Intercultural Literacy:** connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.
* **Ethical Behavior:** recognize personal, academic, and professional standards and act with integrity.
* **Citizenship:** collaborate with others and contribute in their communities and the larger world.
* **Vocation:** discover and prepare for the range of opportunities and challenges that await them beyond their college experience.
* **Well-Being:** respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.

**Students will…**

* In both written and verbal form, effectively articulate, evaluate and critique various coaching philosophy concepts connected to practice using professional language and standards. (Communication, Knowledge, Reasoning)
* Students will be evaluated on their ability to explain concepts and to solve qualitative problems related to coaching philosophy, ethics, and practical practices. (Reasoning, Knowledge, Communication)
* By the end of the course, my goals are that you will have strengthened your skills in critical thinking, writing, and reasoning. (Reasoning, Communication)
* Understand the importance of structure, culture, and humanizing elements of individuals with whom they will encounter in the profession. (Intercultural literacy, Citizenship)
* The candidate understands Chapter 25 of the Iowa Code and understands the importance of ethics in the teaching profession. (Ethical Behavior, Vocation)

## Course Grading

Your grade for this course will be determined by your performance on the following:

1. *Principles of Coaching Exams* (20%): Two exam covering textbook and other readings, presentations, and class discussions. Exam #1=10%, Exam #2=10%. Each exam will consist of multiple choice and short answer questions. A review session and review materials will be provided prior to each exam.
2. *IN CLASS Writing & Discussion Assignments* (20%): Details for individual writing assignments and small group discussions/projects will be provided as assignments are made. Attendance, attentiveness, and positive engagement are essential in this course. Please be prepared to make positive contributions to all class activities.
3. *OUT-OF CLASS Writing & Discussion Assignments* (25%): Details for individual reading and writing assignments will be provided throughout the course to be conducted outside of regular class sessions.
4. *Contribution to Newsletter* (%15): Each student will select or be assigned a section of a Coaching Newsletter which to contribute. Some sections call for independent work, other call for collaboration with classmates. This is a course-long project that will culminate with a comprehensive Coaching newsletter developed by every member of the class intended for publication at Cornell College and/or in an academic journal. Details regarding section responsibilities will be discussed in class.

*Team Coaching Project* (15%): See information below.

*Coaching Philosophy* (5%): Over the course of the Block, students will develop, write, and revise at multiple points their personal philosophy on coaching. This document is not bound by a page or word count. Rather it is at the student’s discretion to how they intend to deliver their core values, principles, and objectives as a coach. The final document should be typed, 12-point font, double-spaced, and include all meaningful elements discussed in class and through out-of-class resources.

**Assessments**:

1. Exams (2) x 10 points 20
2. In-class assignments (10) x 2 points 20
3. Out of class assignments (5) x 5 points 25
4. Contribution to Newsletter (1) x 15 points 15
5. Team project (1) x 15 points 15
6. Coaching philosophy 5

**Total** 100 points

**Writing & Discussion for Coaching Assignments**

Students will be assigned writing and discussion assignments and projects throughout the course. These are aimed at encouraging discussion and analysis of varied aspects of coaching and will include sharing information, ideas, and experiences with classmates. Projects include developing a coaching philosophy and reading, discussing, and writing about coaching styles and practices as well as strategies for teaching in specific sports. Details will be provided at the time of each assignment. Class attendance is vital for completion of these assignments, since background material will be presented and some assignments will be in the form of in-class small group work. Inform the instructor in advance if you need to miss a class and be sure to check with the instructor about completing any missed assignments.

# Team Coaching Project

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# At the bottom of this page are topic areas included in this course. Student will form teams to address these topics. The process for successful completion of this assignment is as follows:

* Team members read the chapters of the Martens text associated with your topic and gather information from other relevant and reliable sources for use in this assignment.
* Team members meet to discuss readings and resources in your topic area. Develop a plan for presenting coaching principles/applications to classmates. The goal of your presentation is to guide classmates to a comprehensive understanding of the topic area. Each member should have a well-defined and equitable role in planning and execution of your presentation to classmates.
* Work together to compose a written summary or handout of your team’s presentation. This summary or handout will serve as a guide to the content and activities in your in-class presentation. Include information, ideas, and activities that are suitable for inclusion in a practical coaching manual. Make your document as interactive as you can so that classmates can follow and fully engage in your session.
* Include essential information from the Martens textbook. However, go beyond merely presenting an overview of text readings. Classmates will have read the relevant chapters in the text prior to your session. Find and use other valid and engaging sources and draw on your own experiences. Add to what students are able to read in the text. Your presentation should be organized, engaging, practical, and informative.
* Present your information and ideas to classmates in workshop format. Facilitate class discussion of issues that are relevant to coaching principles and practices. Be creative and design your discussion and activities for classmates to involve them in actively learning about your topic areas. Assume that classmates are coaches who are interested in developing knowledge and practical skills in your topic areas.
* *Email your summary or handout as a WORD attachment to the instructor at least 48 hours prior to your presentation*.Your documents will be posted on Moodle for classmates to access and bring to your session. *PowerPoints are due immediately following your session.*
* Students will participate in evaluation of their group members and other students groups. The final grade for the team coaching project will be 50% student evaluations and %50 instructor evaluation for a total of 20 possible points.
* Your performance on this assignment will be evaluated by myself and your classmates using the following criteria:

1) *Comprehensiveness*: complete coverage of your topic, 2) *Accuracy*: reliable, accurate, and relevant information, 3) *Organization*, 4) *Clarity*: clear communication, 5) *Engagement*: actively involving classmates in discussion/interaction.

**Total \_\_\_\_\_\_\_\_/20**

**Team Coaching Project Topics:**

1. Coaching for Character Development and Diversity (Chs. 4 & 5)
2. Communication in Coaching and Motivating Athletes (Chs. 6 & 7)
3. Teaching Technical and Tactical Skills (Chs. 10 & 11)
4. Training for Energy and Muscular Fitness (Ch. 14 & 15)
5. Nutrition and Drug Use Issues (Ch. 16 & 17)
6. Relationship and Risk Management (Ch. 19 & 20)

**Academic Honesty**

Cornell College expects all members of the Cornell community to act with academic integrity.  An important aspect of academic integrity is respecting the work of others.  A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known.  When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source.  If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty.  The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”

**Students with Disabilities**

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

# Course Schedule (Martens textbook chapters) – \*tentative and subject to change\*

**Monday 8/27 - Course overview: Theory and Practice in coaching**

* Coaching philosophy on index card (in class assignment 1)
* Two advertisements (in class assignment 2)

**Tuesday 8/28 - Coaching philosophy and objectives (chs 1 and 2)**

* Case studies (in class assignment 3)
* Select newsletter topic
* Develop a personal pyramid. DUE 8/29 (homework 1)
* 300 word reflection of Sportsmanship article DUE 8/29 (homework 2)

**Wednesday 8/29 - Identifying your coaching style & philosophy development (ch 3)**

* Link object to your coaching philosophy (in class assignment 4):
* Photovoice assignment. DUE 8/30 (homework 3)

**Thursday 8/30 - Managing athletes’ behavior (ch 8)**

* Fishbowl (in class assignment 5)

**Friday 8/31 - The games approach to practice (ch 9)**

* Appointments (in class assignment 6)
* Assigned reading: THOMAS JOPERD article (homework 4)
* Have teams for project selected

**Monday 9/03 - Planning for teaching and practice (ch 12)**

* Concept mapping (in class assignment 7):

**Tuesday 9/04 - Training basics and physiology for coaching (ch 13)**

* Students questions (in class assignment 8)

**Wednesday 9/05 - Team management and administrative principles (ch 18)**

* Link object to your coaching philosophy (in class assignment 9):
* 300 word review a mini resource from list provided. DUE 9/10 (homework 5)

**Thursday 9/06 - Exam I**

**Friday 9/07 - Work for project/newsletter +** complete philosophy due

**Monday 9/10 - Sport psychology and performance enhancement**

* Developing mental toughness (in class assignment 10) + peer review 1 philosophy

**Tuesday 9/11 - Team 1: Character development and coaching diverse athletes (chs 4, 5)**

**Wednesday 9/12 - Team 2: Communication with athletes and motivating athletes (chs 6, 7)**

+ peer review 1 philosophy

**Thursday 9/13 - Team 3: Teaching technical skills and tactical skills (chs 10, 11)**

**Friday 9/14 - Team 4: Training for energy and muscular fitness (chs 14, 15)**

**Monday 9/17 - Team 5: Nutrition for athletes and battling drugs (chs 16, 17)**

* Contribution to newsletter due + final philosophy due

**Tuesday 9/18 - Team 6: Relationships and risk management (chs 19, 20)**

**Wednesday 9/19 - Exam II**