

**GEORGE MASON UNIVERSITY**  
School of Recreation, Health, and Tourism  
SPMT 210-001 Foundations of Coaching  
**Fall 2016**

DAY/TIME: M 4:30-7:10pm

LOCATION: Planetary Hall  
122

PROFESSOR: Craig Esherick

EMAIL ADDRESS:  
[cesheric@gmu.edu](mailto:cesheric@gmu.edu)

OFFICE LOCATION: Bull Run Hall  
201G (PW) and Thompson Hall  
1409 (FFX)

PHONE NUMBER: 703-993-9922

OFFICE HOURS: By appointment  
M/T TH 1409 1-4pm

FAX NUMBER: 703-993-2025

W BR Hall 1-4pm

CREDITS: 3 hours

PREREQUISITES: None

#### COURSE DESCRIPTION

Introduction to the scientific bases for coaching sports and the process of coaching athletes. It includes the development of an individual coaching philosophy and the application of scientific training in the psychological, physiological, pedagogical, and managerial bases of sport coaching.

#### COURSE OBJECTIVES

Students will:

1. Identify coaching strategies based upon fundamental principles of training and conditioning.
2. Explain the application of sport psychology concepts in coaching.
3. Describe sound pedagogical practices that enhance athlete learning and performance capabilities.
4. Identify effective leadership and managerial principles employed in the coaching process.
5. Identify examples of effective coaching.
6. Develop an individual philosophy of sport and coaching.
7. Demonstrate an understanding of professional integrity and ethical behavior in coaching.

#### COURSE DELIVERY

Face to face with one or two classes online.

#### COURSE OVERVIEW

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching, integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

#### HONOR CODE

George Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for

understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code. With this in mind, all students in this course are held to the strictest standards of the George Mason University Honor Code.

## STUDENT SUPPORT

Any eligible student with an exceptionality documented through George Mason University's Disability Resource Center must notify the instructor so that suitable accommodations can be implemented. The notification should take place during the first week of class.

### Expectations:

1. All assigned reading for each week should be completed in a timely fashion. The textbook is a valuable tool for learning in this class.
2. All written assignments must be typed (computer word processing is recommended).
3. Regular participation in class discussions and online discussion threads is required; it is assumed that when you participate online in the discussions, you have read the assigned chapters. **IT CAN'T BE STRESSED ENOUGH THAT ATTENDANCE AND PARTICIPATION IS VERY IMPORTANT IN THIS CLASS. WE WILL BE PROVIDING REAL LIFE EXAMPLES OF COACHING SITUATIONS THAT WILL STIMULATE DISCUSSION AND LEARNING IN THE CLASSROOM.**
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.

### Class Attendance:

It is expected that every student will attend every class on time. Attendance will be taken each class and students are expected to notify the professor ahead of time if there is a conflict.

### Participation:

Respect the free exchange of thought in an academic environment and the participants therein. You are encouraged to a) feel free to openly and respectfully contribute your thoughts; b) listen actively to the comments of others; c) be punctual; d) ask any and all appropriate questions that you have; and e) maintain civility in your interpersonal communications. Class discussions will be conducted in a civil, informed fashion. Your contributions are not only welcomed, they are essential. Your contributions will be enhanced by reading the material in a timely fashion according to the schedule of work below.

### Alternative Work:

*There is NO make-up work.* Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to due date. A grade of '0' will be assigned to all missed work unless otherwise determined by the instructor.

## REQUIRED READINGS

Readings will include current articles, events and news in addition to the textbook. Students are expected to stay involved with sports news during the semester that relates to sports coaching:

*Successful Coaching, 4<sup>th</sup> Edition* by Rainer Martens. Champaign, IL: Human Kinetics (2012)  
ISBN 978-1-4504-0051-0

## EVALUATION

### Assessment Activities:

- 1) Final Exam (25%) The final exam will be cumulative and will be a combination of essay questions and short answer. There will be two parts to the exam, one open book and one closed book.
- 2) Portfolio (50%) The portfolio will be a collection of assignments over the course of the semester and will be refined by the professor before the due date for completion. For example, the first assignment to be included in the portfolio will be a statement of coaching philosophy that will be revised during the semester, as the students learn more about the coaching profession.
- 3) Discussions in class and online, evaluated for content and frequency, class assignments, attendance and *overall enthusiasm* for the course. (25%)

### Grading Scale

|               |              |              |              |
|---------------|--------------|--------------|--------------|
| A+ = 98 - 100 | B+ = 88 - 89 | C+ = 78 - 79 |              |
| A = 94 - 97   | B = 84 - 87  | C = 74 - 77  | D = 60-69    |
| A- = 90 - 93  | B- = 80 - 83 | C- = 70 - 73 | F = Below 60 |

### COURSE SCHEDULE:

| DATE    |  | TOPIC   | READINGS/ASSIGNMENT DUE |
|---------|--|---|-------------------------|
| Week 1  |  | Course overview and evaluation: coaching philosophy, the vocation of sport coaching | Syllabus and Chapter 1  |
| Sept. 5 |  | Labor Day Holiday No Class  |                         |
| Week 2  |  | Coaching objectives and coaching style  | Chapter 2 and 3         |
| Week 3  |  | Coaching for character and dealing with diversity                                   | Chapter 4- 5            |
| Week 4  |  | Communication   | Chapter 5-6             |
| Week 5  |  | Motivation, managing behavior   | Chapter 7-8             |
| Oct. 10 |  | <i>Columbus Day Holiday/meet on Tuesday Oct. 11th</i>                               |                         |
| Week 6  |  | How can we play better?   | Chapter 8-9             |
| Week 7  |  | Tactics and technique   | Chapter 10-11           |
| Week 8  |  | Planning  | Chapter 11-12           |
| Week 9  |  | Physical training   | Chapter 13-14           |
| Week 10 |  | Energy and muscular fitness   | Chapter 14-15           |
| Week 11 |  | You are what you eat and drink/nutrition  | Chapter 16              |

| DATE |                   | TOPIC                              | READINGS/ASSIGNMENT DUE                      |
|------|-------------------|------------------------------------|--|
|      | <b>Week 12</b>    | <b>Drugs, alcohol and coaching</b> | <b>Chapter 17</b>                            |
|      | <b>Week 13</b>    | <b>Management</b>                  | <b>Chapter 18-19</b>                         |
|      | <b>Week 14</b>    | <b>Risk management/sports law</b>  | <b>Chapter 19-20</b>                         |
|      | <i>Final Exam</i> | <i>December 19 4:30-7:15pm</i>     | <i>Cumulative; closed and open book exam</i> |

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

## **PROFESSIONAL BEHAVIOR**

Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

