

George Mason University
College of Education and Human Development
Sport Management

SPMT 631.001– Theoretical Models of Sport Coaching
3 Credits, Fall 2017
Tuesday 4:30-7:10pm Thompson Hall 2021– Fairfax Campus

Faculty

Name: Dr. Angie Taylor
Office Hours: August 28- September 20, 2017-Tuesday 2:00-4:00pm and By Appointment
December 4-19, 2017 Tuesday 2:00-4:00pm and By Appointment
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Prerequisites/Corequisites

None

University Catalog Course Description

Examines the scientific bases for coaching athletes. Emphasizes philosophical underpinnings and theoretical foundations in the psychological, physiological, pedagogical, and managerial bases of sport coaching. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Overview

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. 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.

Course Delivery Method

This course will be delivered using a mixture of online and face to face with a combination of lecture/class participation format. There will be some online classes, students will be expected to do some learning independently, we will have role playing exercises in class and we will have some group discussion and group projects during the semester.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Implement coaching strategies based upon the physiological principles guiding the training and conditioning of athletes.
2. Identify and employ sport psychology concepts in the coaching process.
3. Develop sound pedagogical practices that enhance athlete learning and performance capabilities.
4. Recognize the application of leadership and managerial principles in the coaching process.
5. Recognize examples of effective coaching.
6. Develop an individual philosophy of sport, coaching, management and leadership.
7. Develop an appreciation for professional integrity and ethical behavior in coaching.
8. Teach effectively and recognize each student's differences.

Professional Standards [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

Readings will include articles (distributed or assigned) and coaching news in addition to the textbook:

Jones, R. L., & Kingston, K. (Eds.). (2013). *An introduction to sports coaching: Connecting theory to practice*. New York: Routledge. [ISBN: 978-0-415-69491-9; ISBN: 978-0-203-14744-3 (eBook)]

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Students are expected to submit all assignments on time via Blackboard. Once the deadline expires, students will not be allowed to submit assignments.

- **Assignments and/or Examinations**

1. Final Exam, which will primarily be based on the textbook and other reading assignments in conjunction with classroom and online discussion. Questions on the exam will be true/false, multiple choice, short answer and essay = 25%
2. Portfolio; a collection of short assignments that will not only serve as a statement of who you are as a coach but will also take you through the readings in class and help you to discover who you are as a coach. If done right, this assignment can be used in the future to present to a prospective employer as an example of your work = 40%
3. Short writing assignments, classroom discussion, attendance, overall enthusiasm for the class and for learning about coaching = 15%
4. Book review (Coaching biography), journal article review (academic journal article about the coaching profession), interviews with coaches = 20%

- **Other Requirements**

- **Expectations:**

1. All assigned reading for each week should be completed in a timely fashion.
2. All written assignments must be typed and double spaced – computer word is recommended (All writing assignments will follow American Psychological Association (APA) Referencing Style Sixth and latest edition published in 2010).
3. Regular participation in class and the online discussion threads is required; it's assumed that when you participate online in the discussions, you have read the assigned chapters.
4. Students must abide by the Honor Code, guided by the spirit of academic integrity.

- **Class Attendance:**

It is expected that when we do meet for class, everyone is present. We will have a few online classes on October 17, 24, and 31st and it is expected that you will

participate in the discussion threads, with of course respect for all opinions both in person and online.

○ **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.

● **Grading**

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|----|---------|----|--------|----|--------|---|-------|
| A | =94-100 | B+ | =88-89 | C+ | =78-79 | F | =0-69 |
| A- | =90-93 | B | =84-87 | C | =74-77 | | |
| | | B- | =80-83 | C- | =70-73 | | |

(While there may be gradations in the C category, any C-based grade will be computed as the standard "C.")

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

| DATE | TOPIC | READINGS/ASSIGNMENTS DUE |
|-------------------------------|---|---|
| Week 1 August 29 | Ground rules, syllabus, coaching philosophy | |
| Week 2 September 5 | Reflective practice | Chapter 1; coaching philosophy statement due |
| Week 3 September 12 | Pedagogy for coaches Skill acquisition for | Chapter 2; McCullick, Elliott and Schempp article |
| Week 4 September 19 | coaches | Chapter 3; Gilbert, Cote and Mallett article |
| Week 5 | Psychology | Chapter 4 September 26 |

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| Craig Esherick Sept 26 & October 3 rd face to face | | |
| Week 6 October 3 | Sociology | Chapter 5 |
| | October 10 OFF (Monday Classes Meet Tuesday) | |
| Week 7 | History – Dr. Angie | |
| Week 8 Online October 17 | Taylor Online classes | Chapter 6; book review due class |
| Week 9 | Philosophy Online – October 24 | Chapter 7; Bennie and O'Connor article |
| Week 10 | Ethics Online – October 31 | Chapter 8; journal article review due in class, Pelaex, Aulls and Bacon article |
| Week 11 Jim Patrick November face to face | Sports Development | Chapter 9; Rynne, Mallett and Tinning article |
| | November 7 | |
| Week 12 | Biomechanics | Chapter 10 – November 14 |
| Week 13 | Match Analysis Sports Medicine and Physiology for | Chapter 11 – November 21 |
| Week 14 | Coaches | Chapter 12 and 13 – November 28 |
| Week 15 | Oral presentations, tying it all together and review for final exam | Prepare presentation; turn in portfolio, Ch 14 |
| | December 5 | Dr. Angie Taylor |
| Final Exam | December 19, 2017 | 4:30- 7:15pm – Dr. Angie Taylor |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

