

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism Management
Sport and Recreation Studies

SPMT 631.DL1 – Theoretical Models of Sport Coaching
3 Credits, Summer A 2021
May 17, 2021 - June 19, 2021 Asynchronous Online

Faculty

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Prerequisites/Corequisites

None

University Catalog 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.

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; 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 online (80%) using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log into the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. It is expected we will have weekly synchronous class meetings.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers [click here](#).
To get a list of supported operation systems on different devices [click here](#).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- Purchasing and access to [Cengage's MindTap software](#) for assignments.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Respondus Lockdown Browser and Monitor](#)
 - [Adobe Acrobat Reader](#)
 - [Windows Media Player](#)
 - [Apple Quick Time Player](#)

Expectations

- Course Week:
Asynchronous courses do not have a "fixed" meeting day. However, the modules and assignments for this course are set to start on MONDAY and finish on FRIDAY.
- Log-in Frequency:
Students should actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials on a daily basis.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of course technology. Students who are struggling with technical components of the course should seek assistance from Mason Information Technology Services: <https://its.gmu.edu/service/its-support-center/>.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Please refer to information provided in the syllabus in order to schedule a time to meet with the instructor, whether via telephone, web conference, or face to face. Students should email the instructor to schedule a one-on-one session.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students should re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services (<https://ds.gmu.edu/>) and provide notification of such to the course instructor.

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 with a recognition of 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 Text

An Introduction to Sports Coaching: Connecting Theory to Practice (Eds. Robyn L. Jones & Kieran Kingston) New York: Rutledge [2013].
ISBN: 978-0-415-69491-9 (paperback)
ISBN: 978-0-203-14744-3 (eBook)

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Course Performance Evaluation

Students are expected to submit assignments on time in the manner outlined by the instructor on Blackboard. Assignments submitted within Blackboard will receive **half** credit for up to 24-hours after the due date and **no** credit thereafter.

Assignments and Examinations

1) Class Participation (4 @ 25 pts each; 100 pts total)

As listed in Patriot web, there are synchronous class meetings from 10-11:15 am on the following Mondays: 5/17, 5/24, 6/7, 6/14

2) Coach Interview (2 @ 50 pts each; 100 pts total)

You are to interview two different coaches. One must be from a team sport and one from an individual sport.

3) Final Portfolio (300 pts)

As part of the course, you will create your own portfolio. This will be a collection of course assignments that will help to define who you are as a coach.

4) Journal Article Presentation and Discussion Forum (150 pts)

Select an article from a peer-reviewed, academic journal focused on the coaching profession and create a PowerPoint video presentation (10-15 minutes, split screen with presenter on-screen). Present and summarize the article, and post by **Wednesday @ 11:59 pm** of your assigned week. Each class member has to respond to the presenter's video presentation in at least 150-word post by **Friday @ 11:59 pm**.

Examples of acceptable journals include, but are not limited to:

- International Journal of Sports Science and Coaching: <https://journals.sagepub.com/home/spo>
- International Sport Coaching Journal: <https://journals.humankinetics.com/view/journals/iscj/iscj-overview.xml>
- The Sport Journal: <https://thesportjournal.org/article/category/sports-coaching/>
- Sports Coaching Review: <https://www.tandfonline.com/loi/rspc20>
- Journal of Sports Sciences: <https://www.tandfonline.com/loi/rjsp20>
- Journal of Strength and Conditioning Research: <https://journals.lww.com/nsca-jscr/pages/default.aspx>

5) Philosophy Paper (150 pts)

Your coaching philosophy should act like a GPS to guide you in how you operate as a coach. It should remain a work in progress that undergoes continual adjustment as you develop and grow in your coaching career. In this course you will have an opportunity to develop your coaching philosophy from which to move forward in your professional development as a coach.

6) Short Writing Assignments (4 x 50 pts each; 200 pts total)

Weekly writing assignments will include questions on assigned readings.

Course Performance Evaluation Weighting

REQUIREMENTS	PTS
Class participation	100
Coach Interviews	100
Final Portfolio	300
Journal article presentation	150
Philosophy paper	150
Short writing assignments (4 x 50)	200
TOTAL	1000

Grading

A = 940-1000	B+ = 880-899.5	C+ = 780-799.5	D = 600-699.5
A- = 900-939.5	B = 840-879.5	C = 740-779.5	F = 0-599.5
	B- = 800-839.5	C- = 700-739.5	

SPMT 631 Schedule Summer 2021 Coursework is due by 11:59pm on the date stated.						
WEEK	TOPIC	MON	TUES	WED	THUR	FRI
		5/17	5/18	5/19	5/20	5/21
1	CH 1 - 4	CH 1: <i>Reflective Practice</i> Class Meeting #1 @ 10:00am	CH 2: <i>Pedagogy</i>	CH 3: <i>Skill Acquisition</i> 1st Journal Article Presentation due @ 11:59 pm	CH 4: <i>Psychology</i> 1 st Writing Assignment due @ 11:59 pm	1st Journal Article Forum Posts due @ 11:59 pm
		5/24	5/25	5/26	5/27	5/28

2	CH 5 - 8	CH 5: <i>Sociology</i> Class Meeting #2 @ 10:00am	CH 6: <i>History</i>	CH 7: <i>Philosophy</i> 2nd Journal Article Presentation due @ 11:59 pm	CH 8: <i>Ethics</i> 2 nd Writing Assignment due @ 11:59 pm	2nd Journal Article Forum Posts due @ 11:59 pm
		5/31	6/1	6/2	6/3	6/4
3	CH 9 - 11	Memorial Day (University Closed)	CH 9: <i>Sport Development</i>	CH 10: <i>Biomechanics</i> 3rd Journal Article Presentation due @ 11:59 pm	CH 11: <i>Match Analysis</i> 3 rd Writing Assignment due @ 11:59 pm	3rd Journal Article Forum Posts due @ 11:59 pm
		6/7	6/8	6/9	6/10	6/11
4	CH 12 - 14	Class Meeting #3 @ 10:00am	CH 12: <i>Sports Medicine</i>	CH 13: <i>Physiology</i> 4th Journal Article Presentation due @ 11:59 pm	CH 14: <i>Tying It Together</i> 4 th Writing Assignment due @ 11:59 pm	4th Journal Article Forum Posts due @ 11:59 pm
		6/14	6/15	6/16	6/17	6/18
5		Class Meeting #4 @ 10:00am	Coach Interviews due @ 11:59pm	Philosophy paper due @ 11:59pm		Juneteenth Observed (University Closed) Final Portfolio due @ 11:59pm

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 <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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