

PHED 162: Principles of Athletic Coaching
Lecture / Lab (2 units)

Grading	%	Week	Course Content
Class Participation	15	1-15	Regular active participation in class discussions, labs and activities.
Case Studies	10	1-15	Weekly in class discussion and write-ups on actual case studies which coincide with each chapter reading and summary.
Coaching Practicum	25	Nov.10, 12,17,19	Demonstration / Presentation of Sport topic. Conducting and demonstrating a practice plan.
Coaching Sport folio	25	Nov.24	Comprehensive accumulation of all course work, i.e. resume, budget sheet, game day, conditioning plan, and interview
Exam	25	Dec. 3	Comprehensive exam. Includes class lectures, discussions and book material. Chapters 1-15.
Total	100%	<i>*No class make-ups, missed exams, or late work.</i>	

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.

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 ever increasing role in society
- ❖ Understanding injuries, treatment and prevention 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 Levey Library (Library USE ONLY – under PHED 162 & Instructor: Burton)

Assignments

- ❖ **Coaching Practicum** (25%) Demonstration / Presentation of specific Sport topic. Conducting and demonstrating a practice plan. To be presented in Weeks 12 and 13 or as assigned. * Subject to change based on facility availability.
- ❖ **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. Due before Thanksgiving Break.
- ❖ **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 94+ points	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-93	B 84-86	C 74-76	D 64-66
	B- 80-83	C- 70-73	D- 60-63
			F 0-59

Course Requirements

- ❖ Attend Class Regularly
- ❖ Participation in Activities / Labs
- ❖ Coaching Sport folio
- ❖ Case Studies
- ❖ Presentation / Interview
- ❖ Comprehensive Exam

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.
- ❖ 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.

Equipment Requirements

Appropriate workout attire and safety wear is required. Recommendations include: water, athletic shoes, towel and locker. Lockers and towels are available through the Lyons Center as well other

equipment and may be checked out with student ID. USC Physical Education is not responsible for lost or stolen property.

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.
- ❖ It is expected that all students will participate fully in each workout session.
- ❖ Wear appropriate clothing for the activity days.

Fall Semester 2014- Important dates

- ❖ Classes Begin Mon August 25, 2014
- ❖ Labor Day Mon September 1, 2014
- ❖ 3rd week; Last day to add a class or drop a class without a W on permanent record
- ❖ 3rd week; Last day to change grading option (Letter Grade, P/NP, Audit)
- ❖ Thanksgiving Wed-Sat November 26-29, 2014
- ❖ 12th week; Last day to drop a class with a W on permanent record
- ❖ Classes End Friday December 5, 2014
- ❖ Exams Wed-Wed December 10-17, 2014
- ❖

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
Chapter 4 Coaching for Character
Chapter 5 Coaching diverse Athletes
4-5 Part II Chapters 6-8 Principles of Behavior
Chapter 6 Communicating With Your Athletes
Chapter 7 Motivating Your Athletes
Chapter 8 Managing Your Athletes Behavior
6-7 Part III Chapters 9-12 Principles of Teaching
Chapter 9 The Games Approach
Chapter 10 Teaching Technical Skills
Chapter 11 Teaching Tactical Skills
Chapter 12 Planning for Teaching
8-10 Part IV Chapters 13-17 Principles of Physical Training
Chapter 13 Training Basics
Chapter 14 Training for Energy Fitness
Chapter 15 Training for Muscular Fitness
Chapter 16 Fueling Your Athletes
Chapter 17 Battling Drugs

11-12 Part V Chapters 18-20 Principles of Management
Chapter 18 Managing Your Team
Chapter 19 Managing Relationships
Chapter 20 Managing Risks
15 Comprehensive exam (25%)

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.