

Principles of Athletic Coaching
PHED 162 (2 unit)
Department of Physical Education

Phone: 213-740-2496
Class Room: GFS 221, 212
Office Hours: MW 11-1 and by appt.

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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.

PHYSICAL EDUCATION PROGRAM OBJECTIVES

- ❖ **Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:** Recognize the physical and mental benefits of increased physical activity.
- ❖ **Students will be exposed to a variety of activities providing them the opportunity to:** Apply learned fundamental skills. Determine factors involved with development, fitness levels and training strategies. Empower themselves by setting and working toward realistic individual goals.
- ❖ **Students will demonstrate proficiency through knowledge and acquired skills enabling them to:** Understand and utilize various training methods. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health. Participate in active learning to stimulate continued inquiry about physical education, health and fitness.

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 Leavey Library (Library USE ONLY – under PHED 162 & Instructor: Burton)

CRITERIA

Grading	Points	Week	Course Content
Class Participation	80	1-15	Regular attendance is vital as well as active class participation in discussions, labs and activities.
Case Studies	40	1-14	Weekly in class discussion and write-ups on actual case studies which coincide with each chapter reading and summary.
Observations	30	TBA	Class observation(s) as well as outside class observation including write-ups
Coaching Sport folio	150	TBA	Comprehensive accumulation of all course work, i.e. resume, budget sheet, game day, conditioning plan, and interview
Exam	100	TBA	Comprehensive exam. Includes class lectures, discussions and book material. Chapters 1-20.
Total	400 points	*No class-make ups, missed exams, quizzes- late assignments will be reduced 10% each day past due date.	

**subject to change*

ASSIGNMENTS

- ❖ **Observations** (25%) Class will attend 2 observation practices on campus to be determined. Likely a male fall sport and female fall sport. Outside observations to be done on own of your desired sport of preferably the gender and age group desired to coach. Write ups for observations will be turned in and class discussions will follow. This is subject to change.
- ❖ **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.
- ❖ **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** (20%) Regular active participation in class discussions, labs and activities. This is a cumulative portion of grade and participation during is fully expected.

GRADING

A (188+pts), A- (187-180pts), B+ (179-174pts), B (173-168pts), B- (167-160pts), C+ (159-154pts), C (153-148pts), C- (147-140pts), D+ (139-134), D (133-128pts), D- (127-120pts), F (119-0 pts) **Pass (140+ pts)**
** Course may be taken as a Letter Grade, Pass/Fail or Audit.*

COURSE REQUIREMENTS

- ❖ Attend Class Regularly
- ❖ Participation in class discussions
- ❖ Coaching Sport folio
- ❖ Case Studies
- ❖ Interview / Observations / Guest Speak
- ❖ Comprehensive Exam

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.

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. Arriving late or leaving early is disruptive and a discourtesy to the class and instructor. Two tardies equals 1 absence. Excuses need to be good and funny.
- ❖ 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.

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

Weeks 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

Weeks 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

Weeks 8-11 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

Weeks 12-14 Part V Chapters 18-20 Principles of Management
Chapter 18 Managing Your Team
Chapter 19 Managing Relationships
Chapter 20 Managing Risks

Weeks 15-16 Comprehensive exam (25%)

**Please note this is a tentative outline and is subject to change. Any changes will be announced in class and/or via email.*

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.

ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community.

Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

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.

SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.