

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



Phone: 213-740-2496
Class Room: CPA 110 WPH 201

Instructor: Tim Burton, M. Ed
Physical Education Bldg. #108
Email: Tim.Burton@usc.edu

Zoom/Blackboard
Office Hours: Monday 1pm by Appointment

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, prevention and treatment while maintaining a safe environment
- ❖ Critically investigate the nature of sport in social and cultural contexts

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	Course Content
Class Participation	20	Class participation on online zoom discussions and in person lectures is vital to student performance.
Case Studies	10*	Class discussion and write-ups on case studies of coaches. (*Included in the Sport folio)
Coach Bio	10	Discuss and present on coach of your choice. TBD
Coaching Demonstration	10	Weeks 12-15. Mandatory participation and 10 minute presentation on a sport specific skill.
Coaching Sport folio	100	Comprehensive accumulation of all course work, i.e. resume, budget sheet, game day, conditioning plan, and interview.
Coaching Interview	20	10 Interview questions and write up from a coach you interview. Include responses and information from interview. Due week 12.
Exam	40	Comprehensive ONLINE exam. Includes class lectures, discussions, videos and book material. Last class meeting during week 15.
Total	200 points	

+-

**subject to change*

ASSIGNMENTS

- ❖ **Case Studies** 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. Included in Sport folio.
- ❖ **Coaching Sport folio** Comprehensive accumulation of all course work, i.e. resume, budget sheet, practice plan and worksheets.
- ❖ **Final Exam** Administered on the last day of class. 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** Regular active participation in class discussions, demonstrations and activities. This is a cumulative portion of grade and participation during is fully expected.
- ❖ **Coaching Demo** Teach and demonstrate a sport specific skill to the class using teaching cues, techniques and sport related fundamentals. 10 minutes. Equipment list will be needed and supplied.
- ❖ **Coaching Bio** Present to class a coach and his/her bio including history, resume and what coach may be known for and why you chose them. 5 min

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

Weeks 12-14 Part V Chapters 18-20 Principles of Management

Chapter 18 Managing Your Team

Chapter 19 Managing Relationships

Chapter 20 Managing Risks

TBD- 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 Bb/email.*

USC'S UNIFYING VALUES

Accountability; integrity; excellence; open communication; well-being; and diversity, equity and inclusion- and a commitment to an ongoing process of collective self-examination, improvement and renewal.”

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-standardsand-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-publicsafety/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.