

Physical Education & Mind Body Health (PEMBH) provides a variety of offerings in fitness and activities classes designed to promote health and general fitness based upon individual goals and needs.

## Principles of Athletic Coaching

**PHED 162**

2 units 49892R

**Location:** WPH 201

**Blackboard (Bb):** <https://blackboard.usc.edu>

**Instructor:** Tim Burton “Coach”

**Office:** PED 107

**Office Hours:** Monday and Wednesday 1pm-2pm pm or by Appointment

**Contact Info:** Tim.Burton@usc.edu (213) 740-2242 OFFICE

### IT HELP

**Bb - USC Information Technology Services Help**

**Phone:** 213.740.5555

**Contact Info:** <https://itservices.usc.edu/contact>

**Hours:** 24 hours a day, every day

### Physical Education & Mind Body Health (PEMBH) Mission

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

### 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.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

### 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

## **PEMBH Objectives**

**Students will understand the importance of sound health & fitness principles as they relate to better health & will be able to:**

- Recognize the physical and mental benefits of increased physical activity.
- Examine the effect of nutrition, rest, and other lifestyle factors that contribute to better health.

**Students will be exposed to a variety of activities providing them the opportunity to:**

- Utilize physical activity as a tool to manage stress.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

**Students will demonstrate proficiency through knowledge & acquired skills enabling them to:**

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

## **Course Textbook**

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)

Supplemental Readings – Available on Blackboard (Bb)

## **Additional Course Policies**

- **No Make-Ups** will be given for any unexcused missed in-class work or late assignments.
- Email ([Tim.Burton@usc.edu](mailto:Tim.Burton@usc.edu)) is the preferred method of communication outside of class. Email will be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday. ***Please use: PHED 162 in subject line of email.***

## 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 Interview** Interview a coach of your choice and present to class a coach and his/her bio including history, resume and what coach may be known for and why you chose them.

## Student Responsibilities

Each class will consist of a lecture and activity/exercise components. Consistent attendance, punctuality, and participation in ALL classes are extremely important to obtain and absorb course material and to obtain supplemental information for course assignments/final exam. Consistent tardiness to class will negatively affect participation grade. Please make sure you read assigned readings prior to class and be prepared to learn and engage with your classmates. Failure to participate in class WILL IMPACT your final course grade.

## Activities/Exercise Assignments

Various activities and exercise assignments are to provide additional supplemental and experiential reinforcement of course lecture. Activities/exercise assignments will be available on Blackboard and will have various points, based on the amount of time and effort needed to complete each assignment.

## Grading Criteria

**Class Participation 15 points.** Class participation and discussions and in person lectures and activities is vital to student performance.

**Case Studies.** Class discussion and write-ups on case studies of coaches. (\*Included in the Sport folio)

**Coaching Interview 20 points.** Interview 10 questions coach of your choice and present to class. TBD

**Coaching Demonstration 20 points.** Weeks 12-15. Mandatory participation and 10 minute presentation on a sport specific skill.

**Coaching Sport folio 125 points.** Comprehensive accumulation of all course work, i.e. resume, budget sheet, game day, conditioning plan, and case studies.

**Exam 20 points.** 40 questions Comprehensive ONLINE exam. Includes class lectures, discussions, videos and book material. Last class meeting during week 15.

**Total 200 points**

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 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**

# Academic Conduct & Support Systems

## Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**COVID-19 (Class Guidelines)** USC (Covid-19) Resource Center <https://we-are.usc.edu/>

## Support Systems

### [Counseling and Mental Health](#)

*(213) 740-9355 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### [988 Suicide and Crisis Lifeline](#)

*988 for both calls and text messages – 24/7 on call*

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

### [Relationship and Sexual Violence Prevention Services \(RSVP\)](#)

*(213) 740-9355(WELL) – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### [Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#)

*(213) 740-5086*

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### [Reporting Incidents of Bias or Harassment](#)

*(213) 740-5086 or (213) 821-8298*

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

### [The Office of Student Accessibility Services \(OSAS\)](#)

*(213) 740-0776*

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#)  
**(213) 740-0411**

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity, and Inclusion](#)  
**(213) 740-2101**

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#)  
**UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call**

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#)  
**UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call**

Non-emergency assistance or information.

[Office of the Ombuds](#)  
**(213) 821-9556 (UPC) / (323-442-0382 (HSC)**

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#)  
**(323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)**

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

