

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2023</b>
<b>KIN 241</b>	<b>Introduction to Coaching</b>	<b>Prerequisite: Nil</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Jose Caceres, MA	<b>First Day of Class:</b>	Sept. 07
<b>Days:</b>	Tuesday/Thursday	<b>Email:</b>	Jose.Caceres@ambrose.edu	<b>Last Day to Add/Drop:</b>	Sept. 17
<b>Time:</b>	08:15 – 9:30am	<b>Phone:</b>	403-407-9443	<b>Last Day to Withdraw:</b>	Nov. 20
<b>Room:</b>	A1085-2	<b>Office:</b>	G1124	<b>Last Day to Apply for Coursework Extension:</b>	Nov. 23
<b>Lab/Tutorial:</b>	Nil	<b>Office Hours:</b>	By appointment	<b>Last Day of Class:</b>	Dec. 07
<b>Final Exam:</b>	1 hour (exam week Dec)				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>

### Course Description

This course will provide the student with a foundation on which to establish their coaching skills. The course will touch on foundational topics and skills in coaching including but not exclusive to recruitment and team selection, practice- planning and drill selection, technical skill instruction and skill error detection/correction, biomechanics, nutrition, skill acquisition, and safety management. This course will also provide some practical experience of coaching sessions.

This introductory course, designed to explore theory and practice of sport coaching has specific objectives to expand on leadership roles and responsibilities involved in coaching, on the application of coaching methodology in a variety of sports, and on the creation of an effective training environment for the developing athlete. A solid theoretical base of sport coaching principles will be provided, and students will learn through analysis and evaluation of case studies, training videos, and live coaching sessions. Students will also be expected to complete selected modules of the National Coaching Certification Program (NCCP) to enrich their experience and initiate their path to coaching. This course is based on student-student as well as student-teacher interactions during lectures.

Note: This course does not fulfill a Science elective in any program. This course can only apply as Open Elective in any program.

## Expected Learning Outcomes

The student will:

1. Demonstrate knowledge of various coaching styles and their impact on athlete development.
2. Identify and explain the key roles and responsibilities of a sport coach.
3. Demonstrate knowledge in planning and organizing coaching sessions and training programs.
4. Apply effective assessment and analytical strategies to enhance athlete skill development.
5. Understand the importance of sports ethics and fair play in coaching.

### Textbooks (Optional)

Gilbert, W. (2017). *Coaching better every season: A year-round system for athlete development and program success*. Human Kinetics.

Jones, R. L., & Kingston, K. (Eds.). (2013). *An introduction to sports coaching: Connecting theory to practice*. Taylor & Francis Group.

Farrow, D., Baker, J., & MacMahon, C. (Eds.). (2013). *Developing sport expertise: Researchers and coaches put theory into practice*, second edition. Taylor & Francis Group.

### Course Schedule

Lesson, Chapters, Readings	Date	Activities & Due Dates
University Lectures begin	W Sept 6	
<b>Unit 1: Introduction to Coaching</b>		
Introduction & course outline	Th Sept 7	
Definition and basic concepts in sport coaching	Tu Sept 12	NCCP Emergency Action plan Pre-lecture module due at 8:15am. MST.
Classification of sports (Competitive, formative, recreational)	Th Sept 14	Safe Sport Training (Coach) Pre-lecture module due at 8:15am. MST.
Coaching leadership – Coaching philosophy	Tu Sept 19	
	Th Sept 21	<b>Coaching Philosophy first draft</b> –due at 8:15am. MST
Performance factors	Tu Sept 26	
National Coaching Certification Program (NCCP)	Th Sept 28	NCCP Coach Initiation in Sport Pre-lecture module due at 8:15am. MST.
<b>Unit 2: Theory and Practice of Sport Coaching</b>		
Sport pedagogy: Competency-based education in sports	Tu Oct 03	Support through Sport Series: Modeling Healthy Relationships Pre-lecture module due at 8:15am. MST.
Sport pedagogy: Teaching games for understanding (TGFU)	Th Oct 05	
Principles of motor learning I	Tu Oct 10	Support through Sport Series: Understanding Teen Dating Violence Pre-lecture module due at 8:15am. MST.
Principles of motor learning II	Th Oct 12	
Principles of sport training	Tu Oct 17	NCCP Leading Drug-free Sport Pre-lecture module due at 8:15am. MST.
Training design and planning (YTP & Session planning) I	Th Oct 19	NCCP Making Head Way Pre-lecture module due at 8:15am. MST.
Training design and planning (YTP & Session planning) II	Tu Oct 24	

Long term athlete development (LTAD)	Th Oct 26	Mental Health in Sport Pre-lecture module due at 8:15am. MST. <b>Observation report 1</b> – due at 8:15am. MST.
<b>Unit 3: Application of Sport Coaching</b>		
Teaching techniques and feedback: Theory and practice I	Tu Oct 31	Support through Sport Series: Bystander Empowerment Pre-lecture module due at 8:15am. MST.
Teaching techniques and feedback: Theory and practice II	Th Nov 02	
<b>READING WEEK</b>	Nov 06 – 10	
Skill acquisition & analysis	Tu Nov 14	
Adapting coaching to different ages and skill levels I	Th Nov 16	Support through Sport Series: Gender-based Violence in Sport Pre-lecture module due at 8:15am. MST.
Adapting coaching to different ages and skill levels II	Tu Nov 21	
Time management and goal planning	Th Nov 23	
<b>Unit 4: Integration of Faith into Coaching</b>		
Coach's beliefs influence coaching practice	Tu Nov 28	Understanding the Rule of Two Pre-lecture module due at 8:15am. MST. <b>Observation report 2</b> – due at 8:15am. MST.
Role model coaching: Christian values	Th Nov 30	Anti-racism in Coaching Pre-lecture module due at 8:15am. MST.
Coaching Philosophy I	Tu Dec 04	<b>Coaching Philosophy – final presentation</b> due at 8:15am. MST.
Coaching Philosophy II	Th Dec 07	<b>Session plan</b> due at 8:15am. MST

**Requirements:**

Activities	Weight	Final Due Dates
Lecture Activities	20%	As per course schedule above
NCCP Modules	15%	Final December 06 at 11:59pm MST
Observation report 1	10%	October 26 at 8:15am MST
Observation report 2	10%	November 28 at 8:15am MST
Coaching Philosophy- final presentation	15%	Draft: September 21 at 8:15am MST Final Presentation: December 04 at 8:15am MST
Session plan	10%	November 30 at 8:15am MST
Final Exam	20%	December 13 - 20 (1 hour to be scheduled)

Lecture Activities	Demonstrate knowledge of various coaching styles and their impact on athlete development. Identify and explain the key roles and responsibilities of a sport coach. Demonstrate knowledge in planning and organizing coaching sessions and training programs. Apply effective assessment and analytical strategies to enhance athlete skill development. Understand the importance of sports ethics and fair play in coaching
NCCP Modules	Identify and explain the key roles and responsibilities of a sport coach.
Observation report 1 Observation report 2	Apply effective assessment and analytical strategies to enhance athlete skill development. Demonstrate knowledge of various coaching styles and their impact on athlete development.
Coaching Philosophy- final presentation	Identify and explain the key roles and responsibilities of a sport coach.

Session plan	Demonstrate knowledge in planning and organizing coaching sessions and training programs.
Final Exam	Demonstrate knowledge of various coaching styles and their impact on athlete development. Identify and explain the key roles and responsibilities of a sport coach. Demonstrate knowledge in planning and organizing coaching sessions and training programs. Apply effective assessment and analytical strategies to enhance athlete skill development. Understand the importance of sports ethics and fair play in coaching

#### *Lecture Activities (20% - on Moodle)*

The class lectures will include group discussion questions & activities. At the end of the day of each lecture (11:59pm) each group will upload their conclusions of the group discussions in Moodle. Each delivery will be assessed. *The discussions will often involve critical reflections on a case presented in class.*

#### *NCCP Modules (15% - on Moodle)*

Students will register in The Locker (online platform of the Coaching Association of Canada (CAC) build for coaches to engage in the NCCP) in the first class. Students are expected do the selected modules and upload a screenshot of the module completion screen before the beginning of the class due.

NCCP to complete:

- NCCP Coach Initiation in Sport (15\$- all following modules are free)
- Safe Sport Training (Coach)
- NCCP Emergency Action plan
- NCCP Making Head Way
- Understanding the Rule of Two
- Mental Health in Sport
- NCCP Leading Drug-free Sport
- Anti-racism in Coaching
- Support through Sport Series: Bystander Empowerment
- Support through Sport Series: Gender-based Violence in Sport
- Support through Sport Series: Modeling Healthy Relationships
- Support through Sport Series: Understanding Teen Dating Violence

#### *Group Observation report (20% - on Moodle)*

This observation report will be a group project and group members will be selected in the first class based on pre-established criteria. To complete this report, students are required to observe two (2) training sessions and present a full report for each session based on template provided.

#### *Coaching Philosophy (15% - on Moodle)*

The coaching philosophy consists of:

- First draft – individual written presentation (min. 500 words) of statements about what you value about coaching and how you approach your role as a coach (purpose, beliefs, and principles).
- Final individual presentation (video presentation, power point presentation, poster presentation, etc.) focus on: Present Philosophy – Personal vision, mission, and values (beliefs, morals principles or action guiding philosophy). Your "elevator speech" to tell others about who you are and what you stand for as a coach.

#### *Session plan (10% - on Moodle)*

This session plan will be a group project (same groups as for the observation reports). To complete this project, students are required to present a detailed training session plan based on the template provided.

#### *Final Exam (20% – in Classroom)*

The final exam will be composed of written essay questions. These questions will cover all the contents covered in the course; it is an open book exam.

### Late Submissions

If a student contacts the instructor (in writing) about an assignment potentially submitted late and there are well articulated reasons for the late submission, there is potential for flexibility in this policy. Late assignments will not be accepted without instructor approval, particularly after grading is complete.

### Attendance:

Attendance in class is optional. Note that missing class means missing the lecture activity of the day and the corresponding assessment.

### Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

### Other:

Students are expected to register in The Locker of the Coaching Association of Canada, a central location to easily access, manage, and maintain Canadian coach training and records. The Locker is where affiliated sports organizations will confirm completed training and coaching certifications, offer sport - specific eLearning, schedule events, and generate reports so all Canadian coaches must be registered if they will be actively involved in sports. The price of the initial module NCCP Coach Initiation in Sport is \$15, and the link is <https://thelocker.coach.ca/>

## Ambrose University Important Information:

### Ambrose University Important Policies & Procedures:

#### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

#### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

#### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

#### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

#### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

#### Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

#### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

#### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets

to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.