

YORK UNIVERSITY
Faculty of Health
School of Kinesiology & Health Science

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

KINE 2475 - “Coaching: The Art and Science”
Syllabus for Winter 2023

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Part 1: General Information

Class Delivery Method: ***This course will be delivered fully in-person.***

Reserved synchronous meeting times: ***Monday & Wednesday: 11:30am-1:00pm***

In-person class meeting location: ***Stedman Lecture Halls (SLH) – rm. E***

Instructor:

Dr. Karl Erickson

Email: kerick@yorku.ca

Office hours: Online via Zoom – email to schedule

Teaching Assistant:

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Office hours: Online via Zoom – email to schedule

Course Description:

Introduces the fundamental principles involved in the coaching process. Background and philosophic issues related to the coach and the athlete are explored. Emphasis is placed on the design of positive learning environments and the development of appropriate interpersonal relationships with athletes to support their well-being and positive development. This course is intended, in part, to provide students with professional certification via the National Coaching Certification Program (NCCP), specifically all 6 modules of the 'Competition Introduction' certification (i.e., *Design a Basic Sport Program, Planning a Practice, Teaching and Learning, Basic Mental Skills, Making Ethical Decisions, and Nutrition*).

Learning Objectives:

1. Develop reflective self-awareness of your own philosophies, actions, and impacts as a sport coach
2. Understand how to create positive learning environments for athletes, within training sessions and across the season
3. Understand how to create appropriate interpersonal relationships with athletes to support their well-being and positive development
4. Apply theories, concepts, and approaches from sport coaching research to address real-world issues in sport and performance contexts

Developing a Proper Mindset for this Course:

The unique focus of this course means that we need to think and adjust our traditional mindset towards “school” when we teach and learn in this course. You will learn more by engaging with the materials and in the discussions. Indeed, it is an expectation for the course. We will also undoubtedly learn from each of you, as our experiences of sport are not homogeneous.

- *You are encouraged to ask questions and make observations. We will also frequently encourage conversation with your colleagues in class. Our expectation is that comments will be respectful of others - this doesn't mean that comments can't be argumentative, but always direct your argument at the topic or statement and not the person. In other words, personal attacks will not be tolerated.*
- *Knowing how to express yourself when an idea makes you uncomfortable will help you to better understand your own beliefs, and will help the discussion that needs to occur in order to make this class function as its best. When an idea makes you feel threatened, it is important to ask the question, “why do I think this idea makes me feel this way?”*
- *As a general rule, as instructors we will act to allow marginalized views and thoughts to be expressed, rather than suppressed. This is a difficult balance for us as instructors, but we are committed to doing this in such a way that it allows all of us to develop constructively.*
- *The conversational nature of this course has consequences for the schedule of the course. At times, we will deviate from the prescribed schedule of the course in order to address topics and issues that must be discussed in greater depth. This will mean that you will need to accept some flexibility in the progress of the course, including classroom activities, readings, and minor assignments. However, we do realize that you have lives outside of this class, and that we need to maintain some “hard” deadlines – as such, we will not change deadlines for major assignments and exams.*

Take Care of Yourself:

We are all dealing with a tremendous amount of stress, anxiety, fear, and uncertainty as a consequence of the COVID-19 pandemic. Please be kind and gentle with yourselves and others during this difficult period of time. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://coronavirus.info.yorku.ca/>

<https://yorkinternational.yorku.ca/>

Part 2: Course Structure

Class Engagement & Participation:

Coaching is an applied activity; therefore active participation and engagement in class discussions and activities is critical to developing your coaching skills and getting the most from this class. As well, certification through the NCCP assumes your attendance and in-person engagement with the required course material. *As such, while attendance is not mandatory, it is **strongly encouraged**.* In order to incentivize such active participation, several small components of your final grade (see Part 3: Course Evaluation) in the class require your attendance to receive the allocated points. As a basic overview of the process of class engagement:

- If indicated for the day's class session, complete the assigned textbook reading in advance and submit your *Reading Reflection* in hard copy at the beginning of class.
- Arrive with an open, ready to engage with the class material, to hear your classmates' perspectives/experiences, and ready to share your own.
- Join the discussion and dive into any activities!

Professional (NCCP) Certification

As noted in the course description, this course is intended, in part, to provide students with professional certification via the National Coaching Certification Program (NCCP), specifically all 6 modules of the 'Competition Introduction' certification (i.e., *Design a Basic Sport Program, Planning a Practice, Teaching and Learning, Basic Mental Skills, Making Ethical Decisions, and Nutrition*). In order to receive official credit from the NCCP for these class activities, **students must formally register** with the NCCP via this link *****(<https://thelocker.coach.ca/event/registration/8314>)***** by **Sunday, Jan. 15th**.

- Note that in order to register, you will need to create a free account with the NCCP's 'The Locker' system. This will be your personal profile (and NCCP account number) for all NCCP trainings from now (even beyond York), so be sure to use an email and password that you can maintain over time. If you already have an NCCP account number, please sign-in and register using that account.

- Also note that there is a fee of \$180.00 that must be paid in order to formally register to receive the 'Competition Introduction' certification. This fee goes directly to the NCCP to cover administrative costs associated with tracking and maintaining your certification, as well as the certification-specific materials we will be using for large parts of the course (emailed in digital copy directly to you by the NCCP after registration). *None of this money goes to the instructor nor York University.*

Course Materials:

- There is a ****REQUIRED textbook**** for this course:
 - **Gilbert, Wade (2017). *Coaching Better Every Season: A Year-Round System for Athlete Development and Program Success.* (Human Kinetics)**
 - Available in hardcopy from campus bookstore (or your own sources) or as digital eBook via link on eClass course main page.
- **Digital copies (in form-fillable pdf format) of the required official coach workbooks** and some supplementary material for all 6 modules of the 'Competition Introduction' certification (i.e., *Design a Basic Sport Program, Planning a Practice, Teaching and Learning, Basic Mental Skills, Making Ethical Decisions, and Nutrition*) will be emailed to you by the NCCP upon registration for certification.
- Other readings (e.g., academic papers, media articles) may be assigned and will be posted on eClass
- When possible, lecture slides will be posted on eClass

Course Notes, Announcements, and Technical Requirements”

- Course notes, course announcements, and other course information will be posted on eClass
 - ****It is the student’s responsibility to regularly check the site and their eClass-linked email for course updates.****
- Need to back-up all work using a cloud-based service (Google Drive, or other similar service).
- Use of **Adobe Acrobat Reader** is strongly recommended to open and work with the NCCP coach workbook pdf-format documents
 - Can be downloaded for free at: <https://www.adobe.com/ca/acrobat/pdf-reader.html>

Course Content and Schedule:

- Required readings are to be completed **prior to** (i.e., BEFORE) the lecture for which they are assigned.
- All times are stated as *Eastern Standard Time* (EST – Toronto’s time zone)

Date	Topic	Reading/Assignments
Mon, Jan. 9	Course intro & overview	

Wed, Jan. 11	What is effective coaching?	* <u>In-class</u> activity*
Mon, Jan. 16	Coaching purpose and values	Textbook ch. 1 – *Reading Reflection due in-class*
Wed, Jan. 18	Developing relationships - 1	Textbook ch. 4 – *Reading Reflection due in-class*
Mon, Jan. 23	Developing relationships - 2	* <u>In-class</u> activity*
Wed, Jan. 25	Coaching ethically and inclusively	* <u>In-class</u> activity*
Mon, Jan. 30	Long-term athlete development	Textbook ch. 5 – *Reading Reflection due in-class*
Wed, Feb. 1	Designing a sport program - 1	Textbook ch. 3 – *Reading Reflection due in-class* * <i>'My Best Coach' Reflection essay</i> due by midnight (11:59pm EST) via eClass*
Mon, Feb. 6	Designing a sport program - 2	* <u>In-class</u> activity*
Wed, Feb. 8	Designing a sport program - 3	* <u>In-class</u> activity*
Mon, Feb. 13	Planning a practice - 1	Textbook ch. 7 – *Reading Reflection due in-class*
Wed, Feb. 15	Planning a practice - 2	* <u>In-class</u> activity*
<i>Mon, Feb. 20</i>	<i>Winter Reading Week!</i>	
<i>Wed, Feb. 22</i>	<i>Winter Reading Week!</i>	
Mon, Feb. 27	Planning a practice - 3	* <u>In-class</u> activity*
Wed, Mar. 1	Teaching and learning - 1	Textbook ch. 6 – *Reading Reflection due in-class* * <i>Practice Plan assignment</i> due by midnight (11:59pm EST) via eClass*
Mon, Mar. 6	Teaching and learning - 2	* <u>In-class</u> activity*
Wed, Mar. 8	Teaching and learning - 3	* <u>In-class</u> activity*
Mon, Mar. 13	Game/competition day coaching	Textbook ch. 9 – *Reading Reflection due in-class*
Wed, Mar. 15	Mental skills - 1	* <u>In-class</u> activity*
Mon, Mar. 20	Mental skills - 2	* <u>In-class</u> activity*
Wed, Mar. 22	Making ethical decisions - 1	* <u>In-class</u> activity*

Mon, Mar. 27	Making ethical decisions - 2	* <u>In-class</u> activity*
Wed, Mar. 29	Continuous learning as a coach	Textbook ch. 13 – *Reading Reflection due in-class*
Mon, Apr. 3	Guest speakers	* <u>In-class</u> activity* * <u>Verification of online NCCP module completion</u> due by midnight (11:59pm EST) via eClass*
Wed, Apr. 5	Course wrap-up and reflection	* <u>In-class</u> activity* * <u>Contribution to class learning environment (self-rating)</u> due by midnight (11:59pm EST) via eClass*
Mon, Apr. 10	No Class!	
Tues, Apr. 11	Winter Study Day!	
Fri, Apr. 14		* <u>Coaching Portfolio assignment</u> due by midnight (11:59pm EST) via eClass*

Part 3: Course Evaluation

Value	Component	Due Date
7%	<i>Reading reflections</i> - 8 total, marked out of 7	Submitted <u>in-class</u> on dates noted in class schedule (see above)
13%	<i>In-class activities</i> - 15 total, marked out of 13	Completed <u>in-class</u> on dates noted in class schedule (see above)
20%	<i>'My Best Coach' reflection essay</i>	<u>Wed, Feb. 1</u> (by midnight [11:59pm EST] via eClass)
20%	<i>Practice Plan assignment</i>	<u>Wed, Mar. 1</u> (by midnight [11:59pm EST] via eClass)
10%	<i>Completion of online NCCP components:</i> - <i>Nutrition (2.5%)</i> - <i>Safe Sport (2.5%)</i> - <i>Making Headway (concussion safety) (2.5%)</i> - <i>Making Ethical Decisions evaluation (2.5%)</i>	Can be completed anytime throughout semester – verification due no later than <u>Mon, Apr. 3</u> (by midnight [11:59pm EST] via eClass)
5%	<i>Contribution to Class Learning Environment (self-rating)</i>	<u>Wed, Apr. 5</u> (by midnight [11:59pm EST] via eClass)
25%	<i>Coaching Portfolio assignment</i>	<u>Fri, Apr. 14</u> (by midnight [11:59pm EST] via eClass)

Reading Reflections

- Due **in-class** in hard copy (i.e., on paper) **at the beginning of class** for dates noted in class schedule.
- DESCRIPTION: Two or three short questions or comments related to the reading assigned for each class. Can relate to personal relevance of the topic or questions of future interest.
- Can be printed or handwritten (must be legible).
- Be sure to include your name!!!!
- No make-ups are available for missed Reading Reflections (barring exceptional circumstances); one [1] 'free pass' is built into assignment grading.

In-Class Activities

- Active participation in various in-class activities for dates noted in class schedule – class attendance is required for these activities.
- May involve submission of product created in class or simple confirmation of attendance

- No make-ups are available for missed In-Class Activities (barring exceptional circumstances); two [2] 'free passes' are built into assignment grading.

'My Best Coach' Reflection essay

- Due: **Wed, Feb. 1** (by midnight [11:59pm EST] via eClass)
- DESCRIPTION: A 2-4 page paper reflecting on your own 'best coach' (or equivalent), describing what made them such a great coach, what they did to enact their coaching style, and why their coaching was so effective for you.
- More detailed instructions (including grading rubric with explicit criteria) to be posted in separate document on eClass

Practice Plan assignment

- Due: **Wed, Mar. 1** (by midnight [11:59pm EST] via eClass)
- DESCRIPTION: Prepare a detailed practice plan for a single training session of the sport and competitive level of your choosing. Describe the setting you've chosen, then clearly **present and justify**: a) *what activities* you will run (including order, duration, etc.), b) the *intended learning objective* for each, and c) briefly note your *teaching approaches and/or cues*. You will also provide a more in-depth description of one [1] practice activity from your plan, with emphasis on description of your teaching approach.
 - More detailed instructions (including grading rubric with explicit criteria) to be posted in separate document on eClass

Completion of online NCCP modules

- Can be completed anytime throughout semester – verification due no later than **Mon, Apr. 3** (by midnight [11:59pm EST] via eClass)
- DESCRIPTION: Completion of four [4] online NCCP modules, specifically:
 - *Nutrition*
 - *Safe Sport*
 - *Making Headway* (concussion safety)
 - *Making Ethical Decisions* evaluation
- Accessed via NCCP's 'The Locker' website (www.thelocker.coach.ca), under the 'ELEARNING' tab at the top
 - Must have created personal account (including NCCP number)
 - Sign-in to personal account to access and record completion

Contribution to Class Learning Environment (self-rating)

- Due: **Wed, Apr. 5** (by midnight [11:59pm EST] via eClass)
- DESCRIPTION: Self-rating of in-class contribution to class learning environment (including both synchronous and asynchronous sessions) over the semester. You will be required to briefly justify the grade you choose for yourself.

Coaching Portfolio assignment

- Due: **Fri, Apr. 14** (by midnight [11:59pm EST] via eClass)
- DESCRIPTION: A cumulative portfolio documenting the reflective and planning activities completed throughout the semester, oriented as an overall action plan for your intended future coaching participation in a specific context.
 - More detailed instructions (including grading rubric with explicit criteria) to be posted in separate document on eClass

Part 4: Course Policies

Late Assignment/Miss Policy

Assignments are due on their due date. *Unless prior arrangement has been made with instructor*, you will lose 10% for every day late, up to 7 days after the due date. Assignments handed in more than 7 days late will not be graded and will be assigned an 'F' (0%).

- NOTE – late Reading Reflections will not be accepted unless exceptional circumstances and arranged with instructor.

Grade Appeal Policy

- Any appeal of graded work must be given in writing (via email)
- Written appeal must be received between 1 and 5 days of return of work. An appeal received less than 24 hours after the return of work will not be considered.
- The written appeal must clearly identify the evaluation in question and clearly detail the grounds of the appeal.
- The entire assignment will be reviewed and the overall mark may increase or decrease.
- Mistakes relating to addition of marks excluded from this policy.

Email Correspondence

- Please include "KINE 2475" in the *title* of the email.
- Please include your full *name* in all correspondence.
- Emails should be brief, clear, and free of grammatical and spelling errors.
- Questions that require lengthy responses may result in a reply advising you to make an appointment.

You can expect the following when dealing with your instructors by email:

- E-mail will be answered as soon as possible but aiming for within 48 hours;
- Do not expect e-mail to be answered on weekends, outside of working hours (9:00 a.m. to 5:00 p.m.) or while an instructor is away (for example, at a conference).

Accommodations:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.** Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.

Student Code of Conduct:

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic environment, and the responsibility of the student to cooperate in that endeavor. Students must conduct themselves in accordance with York University's Student Code of Conduct. This includes all aspects of the course, including online environments. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available at: <https://oscr.students.yorku.ca/student-conduct>.

Student Code of Rights and Responsibilities:

This code is intended to be educative and promote accountability among students toward their peers and other members of the York community. This code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies, and their unions' collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at: <http://oscr.students.yorku.ca/>.

Academic Integrity:

Students are expected to maintain the highest standards of academic integrity related to issues such as cheating, enabling cheating, plagiarism, authentic documentation, etc. Breaches of academic integrity will not be tolerated.

The School of Kinesiology and Health Science takes academic dishonesty very seriously and will abide by York University's Senate Policy of Academic Honesty to adjudicate all cases. Students are expected to make efforts to discourage any and all (un)intentional breaches from their course work. Students are expected to complete their own work without assistance, in part or whole, on assignments and tests.

Students are expected to act in accordance with the Senate Policy of Academic Honesty and are responsible for familiarizing themselves with these guidelines. Breaches of academic integrity will be handled under the disciplinary proceedings as outlined in:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>.

Part 5: Student Supports & Resources

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.