
EDMA 171 THEORY OF COACHING Syllabus

Introduction - Welcome to Theory of Coaching, a unique video course designed to introduce you to various perspectives on coaching. As you prepare to complete each of the five units in the course of study, it is recommended that you read carefully the assignment questions *in advance* to help focus your readings and viewing of the enclosed literature and videos.

To help you get the most benefit from this course, work to *apply* the theories and ideas presented in each unit to your own personal and professional needs and resources. Many of the assignments ask you to apply course content to your own particular situations, and you may find it profitable to spend time reflecting on your related coaching experiences so that your answers can reflect specific, detailed concerns which are relevant to the topics presented in each assignment. This sense of connection between the ideas of Theory of Coaching and your own experience will give more depth to your responses - and will optimize your growth as a result of taking this course.

We wish you much lasting success in continuing to apply the learning you bring from Theory of Coaching to your future professional development!

Course Description - This three semester hour graduate course is intended to provide the foundation for those who coach sports at any level. Through a series of video presentations, readings, Internet activities and discussions, the learners will gain insight into the many intangibles of coaching that, until now, could only be learned through the trial and error of experience. The course addresses the differences in levels of competitive sports, the personal roles that coaches should exhibit, the professional roles expected and the organizational influences on the world of a coach. Purpose of Course for Prospective Students: As a result of enrollment in Theory of Coaching, students will be able to explain and defend the role of the coach and the appropriate coaching behaviors to utilize with various age groups. Students will be able to apply the instructional techniques and theories presented directly into their classrooms and sport programs

Unit 1 - Theory of Coaching and Competition

In the first two units, you will be asked to consider sociological dimensions of coaching and competition. As you watch the presenters from the opening video sessions, you may want to note their key points, as well as highlights from your own experience which support or challenge the ideas set forth.

Assignment 1:

- In your reading and viewing of the accompanying DVDs, you will recognize that the sporting experience is viewed from different perspectives by various members of your constituency.

-You will be presented with two opposing ideologies, "sport as an inspiration," or functionalism theory, and "sport as an opiate of the masses," also referred to as conflict theory. In your responses you will be asked to define each view and support or refute each view with examples from your own experience.

-With these tasks in mind, here and throughout your course work, you may wish to take notes related to these questions as you do the readings and watch the related videos to help support your answers with specific occurrences from your own coaching. How do your own experiences relate to the content of the presentations? In what ways can you use your experience to write detailed responses?

Assignment 2:

-You will be asked to look at the relationship between the approach (orientation) that participants have toward sports and their level of competitive behavior.

-Again, work to include examples from the video, as well as from your own professional experience. For instance, consider the differing approaches/orientations that your athletes have toward sports and how these, in turn, affect their competitive performance.

Assignment 3:

-You will be asked to interview your principal or athletic director about the expanded knowledge base in physical education, exercise science and sports' management, and how that has positively affected your programs.

-You may find it helpful to prepare ahead of time written questions for this interview which address these issues. Try to write your questions so that you can obtain observable changes which have resulted from your program's expanded knowledge base. You may find it helpful to write open-ended questions, that is, questions which help the principal or athletic director to explore their areas of knowledge, and avoid questions which can be answered simply "Yes" or "No."

Unit 2 - Professional & Personal Coaching Roles

What roles do you find define yourself in your professional capacity? What personal roles are involved as a coach of student-athletes? In your preparation for responding to the assignments in the second unit, spend time reflecting on these considerations as they apply to the ideas central to each of the presenters. Try to call to mind related occurrences which may have helped you define these various roles, and consider how these incidents relate to the ideas of each presentation.

Assignment 4:

-Prior to beginning this assignment, you may find it helpful to review the various roles you fulfill each day as a coach. As you watch the video and read the article “Roles of a Head Coach,” consider taking notes on the personal and professional roles you are asked to fulfill. What are your priorities? How do they relate to those discussed in the videotape and the reading?

-As you prepare to watch the accompanying video, you may find it helpful to review the various roles you fulfill from day to day as a coach. As you watch this video segment, consider taking notes on the personal and professional roles you are asked to fulfill. What are your priorities? How do they relate to those discussed in the video?

-You will next be asked to complete Valerie King's Ethical Behavior Scale for yourself and for a coach you know personally. Look for your own personal discoveries about ethics as you complete this scale.

-Finally you will be asked to discuss coaching burnout, and what you would recommend to prevent it. As you prepare for this section, consider the presentations in light of your own personal and professional needs.

Assignment 5:

-In your readings and viewing the video for the fifth assignment, you will be asked to prepare an outline for an oral presentation on the topic of “Parent-Coach Relationship in Sport”. In preparation for these presentations and your response, consider how you have dealt / will deal with pressure from parents, as well as "problem" parents.

- As you prepare, carefully consider how your philosophy for such a presentation can be supplemented by the articles you are about to read and the videos you prepare to view. You may find it helpful to take notes during your preparation to help define five key areas of your philosophy and how they can be used for your parent-coach presentation.

Unit 3 - Physical Fitness and Condition of Athletes

In Assignments 6 - 10 you will be asked to look carefully at various aspects of the physiological dimensions of coaching. As an aid to answering each assignment in meaningful detail, you may find it beneficial to read the assignments before you complete the readings and videos, with an eye toward how each content area specifically relates to your particular area of coaching involvement.

Assignment 6:

You will be asked to define the health- and skill-related components of fitness and relate one component from each category which is especially applicable to your areas of training emphasis.

Assignment 7:

-In this assignment you will be asked to explain and apply the eight principles of training outlined by Richards. You will also be asked to show your calculations as you apply the formulas for establishing maximal and target heart rates for your student-athletes, as well as how you can apply the principle of progression as your training goes from simple to complex.

Assignment 8:

-Here you will be asked to review the principles of resistance training and to develop a ten-item statement outlining your conditioning goals related to your resistance training program. Be sure that you understand the concepts of periodization and age-group considerations, and as you view the video and do the readings, consider how you would apply/ will apply these principles to the age range of players you are preparing.

-You should also consider, as you prepare for your response, the players' parents' need to be involved in and understand your rationale for the goals you outline.

Assignment 9:

-In the ninth assignment you are asked to apply course theory to a case study.

-As you prepare your responses, consider which drills will best address the student-athlete's need to develop agility and speed.

-You may find it helpful to review the principle of progression from the seventh assignment to help you discuss how you would prepare this player to address the above components.

Assignment 10:

-In assignment ten, you will be asked to take a comprehensive look at development of a complete fitness regime.

-You will then be asked to prepare an oral presentation (approximately 300 words) which addresses your players' areas of weakness. As you do the corresponding preparations, work to consider how you would:

-*Diagnose* areas of weakness;

-Set realistic *and measurable* goals;

-Create an organizational plan to work *systematically* to those goals.

Unit 4 - The Psychology of Sport

Assignments 11 - 14 emphasize the psychological dimensions of coaching. As you prepare for each response, consider the mental states of your players which best contribute to their optimal performance. You will be asked to define and apply the concept of arousal, as well as to consider imagery, goal-setting and progressive relaxation as methods of attaining optimal arousal levels among your student-athletes.

Assignment 11:

-As you prepare to complete the eleventh assignment, it may be helpful to take notes on the inverted-U theory and the drive theory, especially as they relate to optimal performance.

Assignment 12:

-You will be asked to define “arousal” as it applies to optimal performance.

-You will also be asked to relate this concept to task complexity, level of skill, trait anxiety, and the levels of players’ physical fitness.

-In your notes, you may wish to prepare by recording the three means of measuring arousal.

Assignment 13:

-This assignment asks you to select one of the arousal control techniques discussed (progressive relaxation, imagery, goal setting), describe that technique and discuss how it helps your player avoid negative levels of arousal.

-As you prepare for these responses, consider how you would apply specific aspects of that technique to address the needs of your own players. Work here to *personalize* this theory to the needs and resources of your particular student-athletes.

Assignment 14:

-Again, you will be asked to *personalize* the content central to this assignment by selecting and applying five practical pointers (twelve were discussed in the video) to consider as you help coach your players in their mental preparation.

-You may find it helpful to work toward considering specific player's needs and to prepare your answer in a manner *individualized* to that player.

Unit 5 - Emerging Issues

In the final unit you will be asked to consider emerging issues in the world of coaching. Here, the presentations are designed to increase your understanding of issues which discuss potential liabilities, as well as remedies suited to the particular policies of your athletic program. Finally you will be introduced by Dean Goplerud to issues related to how a coach can continue his or her professional development to stay current on issues of a reasonable standard of caring for your players.

Assignments 15 & 16:

-You will be asked to cite three specific cases in which there exists potential liability. To prepare for your work here, spend some time reflecting on situations in which outcomes raised specific concerns which could involve corrective action on the part of coaches or the athletic director. You may find it helpful to elicit input from your colleagues here to help you detail such occurrences.

-In Assignment 16 you will be asked to apply the course content of this section to the three situations you outlined above, suggesting ways in which your concerns can best be addressed.

Assignment 17:

-In the final assignment of Theory of Coaching, Dean C. Peter Goplerud, former Dean of Drake University Law School, discusses emerging issues related to our professional development. To best respond to this assignment, it is recommended that you take careful notes on each of his points and summarize, as comprehensively as possible, his closing presentation.

Evaluation Criteria

Your coursework will be evaluated based on your responses to the “Assignments” found in each Unit of the Study Guide based on your ability to thoughtfully reflect on the presentations of “The Theory of Coaching,” and to apply those concepts to your specific needs and resources. Points are awarded on your ability to:

- **Respond with insight, clarity and precision (cite specific text/video passages)**
- **Respond in relevant illustrative detail (include specific, observable examples)**
- **Write competently at the graduate level (word-processed, proofread document)**

Grading

Grading in the course will be based upon the total points acquired from evaluation instruments used for each unit. There is no final paper.

Grading Scale:	Grade	Points
	A	270 - 300
	B	240 - 269
	C	210 - 239
	D	180 - 209
	F	179 or Less

Completion Procedure

The cover page along with the word-processed responses to the Assignments are the only portions of your coursework that you need to submit to Drake University for evaluation.

**The DVDs must be returned to: Drake Distance Learning Fulfillment
2730 Graham Street
Ames, IA 50010.**

You may keep the *Theory of Coaching* Study Guide and related readings for your future reference.

You are required to word process your coursework before it is submitted for final grading. The MS Word document “Course Study Guide Answer Pages” is provided for your convenience in word processing. It contains the cover page and the answer pages for the Assignments.

Make sure to keep a copy of the final file submitted as a backup. We are not responsible for materials that do not reach our office.

**No printed coursework will be accepted for any reason.
Your coursework must be submitted electronically.**

**PLEASE PROOFREAD ALL OF YOUR WORD-PROCESSED RESPONSES
CAREFULLY BEFORE SUBMITTING!**

Please follow the submission process outlined in the Drake Distance Learning Center information packet that you downloaded.

Course Evaluation

Please complete the online Course Evaluation after you have finished your coursework. The link is at the end of the MS Word document “Course Study Guide Answer Pages.” We value your input and will implement your suggestions in future offerings.

If you have any questions please call our office call 1-800-768-3224

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The instructions and advice presented are not intended as a substitute for medical advice. To reduce the risk of injury, consult with a physician before applying the strength and conditioning techniques in cases where you suspect injury has already occurred.

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