

Course Syllabus

Leading the Right Way: Being an Ethically Centered Coach

**EDMA 256
Drake University
School of Education
Des Moines, IA**

Term:

Course Dates:

1 Credit Hour

Instructor: Jeff Kluever
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Course Description

Athletics present a unique opportunity to develop and practice character traits and ethical conduct, and coaches have a powerful role in shaping that ethical character development. In this course, participants will reflect on their coaching influences, and how those influences affect their own practice. Participants will also develop a coaching touchstone and philosophy, defining how they will serve as a transformational coach. Finally, participants will create practice plans that integrate character lessons into their regular coaching practice. By the end of the course, students will have a clearly defined, character-based coaching philosophy, as well as guided practice applying that philosophy to their activity.

This course will be delivered online using the Blackboard learning management system and will be broken down into several components of study/analysis:

1. Text readings from *InSideOut Coaching: How Sports Can Transform Lives* by Joe Ehrmann with Paula Ehrmann and Gregory Jordan, as well as other sources
2. Various video interviews and presentations
3. Reflection on current coaching practices and where practices can be improved
4. Interaction with your peers and instructor
5. Activities and assignments designed to allow for direct implementation into coaching practice

Required Texts

Ehrmann, Joe with Ehrmann, Paula and Jordan, Gregory. *InSideOut Coaching: How Sports Can Transform Lives*. Simon & Schuster, 2011

Course Goals

1. Develop a clear definition of ethics, the ethical decision making model, and their application to sport.
2. Identify coaching influences and how those influences impact current coaching practice.
3. Create a coaching touchstone and a character coaching philosophy.
4. Practice implementing character and ethical lessons into practice planning and delivery.

Module Sequence

1. Review the learning objectives of each module
2. Read required chapters from *InSideOut Coaching* and any supplementary articles included in the module
3. Review any presentation or other instructional materials presented in the module
4. View any videos included in the module
5. Complete any assignments given in the instructional materials (forum responses, group work, etc.)
6. Complete the homework assignments for the week

Module One Assignments

Introduction and Icebreaker Blog	2 Points
Role of Sport Blog	4 Points
Coaching Tree Assignment	20 Points
Coaching Tree Blog	2 Points

Module Two Assignments

Four Question Reflection Journal	8 Points
Coaching SWOT Analysis	12 Points
SWOT Analysis Video Conference	2 Points
Coaching Touchstone	12 Points
Coach – Student-Athlete Social Contract	8 Points

Module Three Assignments

Ethics Case Study Small Group Work	10 Points
Coaching for Optimal Performance Sheets	32 Points (8 Points per worksheet)
Coaching for Optimal Performance Blog	2 Points

Module Four Assignments

Ethics Case Study Blog	2 points
Coaching Philosophy and Clinic Talk	20 Points
Practice Plans	60 Points (12 Points per plan)

<u>Total</u>	196 Points
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Evaluation Criteria

Assignment-specific assessment standards are detailed in each module. However, the following criteria apply for all assignments:

1. Assignments will be turned in by midnight on Sunday of the following week. For example, if class starts on Monday the 1st, all assignments in Module One are due at midnight on Sunday the 7th. Late work will not be accepted. Exceptions in the case of emergency will be considered on a case-by-case basis when communicated to the instructor. If you know of and communicate potential due-date obstacles *in advance*, accommodations may be considered.
2. Proper grammar and spelling is expected on each assignment, including forum and discussion posts, and will be taken into consideration when grading material.
3. It is expected that all required readings and components of each module will be completed. The instructor may hold students accountable for information included in any portion of each module, whether there is an assessment for that information or not.

There are a total of four modules in this course, worth a total of 196 points. Your final letter grade will be determined by the following percentages:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and lower

Accommodations Clause

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin
Director of Student Disability Services
515-271-1835
michelle.laughlin@drake.edu

Jean Hansen
School of Education
Online Instructional Designer
515-271-3906
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Statement of Plagiarism

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.