American Public University System

The Ultimate Advantage is an Educated Mind

Department of Sports and Health Sciences
SPMT614

Coaching Theory, Methods, and Issues

3 Credit Hours
8 weeks
Prerequisite(s): None

Table of Contents

Instructor Information

Instructor:
Email:
Phone:
Office Hours:

Course Description (Catalog)

This course focuses on major coaching theories, methods, practices, and outcomes. Topics include study of first principles in coaching, coaching cases and analyses, great coaches, coaching decision making, and other contemporary issues.

Course Scope

Twentieth-first century competitive athletics have been characterized by the duality of "win-at-all-costs" and "how you play the game!" Sadly, most coaches are evaluated by their won-lost records rather than their other special gifts to American society. Many misunderstandings could be avoided by studying the ways in which athletics are organized in our country and the role of the coach in this process.

This course has been organized to provide answers for the aspiring coach and the non-athletic, inquisitive parent/fan. All attempts are to inform and clarify the many misconceptions regarding this honorable and woefully underpaid profession. In the process, it is hoped that a better conception of the career coach is realized along with an appreciation of how valuable coaching tenants can be.

The fact remains that thousands of our most treasured youngsters will be entrusted to the care and teachings of coaches of athletic teams. How these relationships develop and which outcomes are realized depends more on the coaching leadership shown than the public's expectations.   The chore of those in authority should be to maximize the positive objectives that can be learned through competitive athletics and minimize the negative. Coaches are central to making athletics an end-in-itself joy it is for thousands of American boys and girls.

Course Objectives

After successfully completing this course, students will fulfill the following **Learning Objectives** (L.O.):

1. Evaluate the components of successful coaching.
2. Assess the coaching mistake of transparent realism.
3. Interpret the coach as teacher, disciplinarian, leader, diplomat, CEO, dictator, actor, politician, and mother/father figure.
4. Judge the need for security at athletic events and the role of parents in the process.
5. Critique pre-game and post-game coaching procedures.
6. Analyze society's perception of athletic coaches.
7. Compare and contrast athletic training rules and regulations.
8. Assemble documentation of eating disorders and blood problems.
9. Assess the career-ending factors of stress and burnout.
10. Evaluate the dilemma: "is there life after coaching"?

Course Delivery Method

This **SPMT 614 Coaching Theory, Methods, and Issues** course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Unless otherwise noted** all assignments are due no later than Sunday evening of the pertinent week. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

Book Number	Authors	Book Title	Publication Info	ISBN
SPMT614-0	Sabock & Sabock	*Coaching: A Realistic Perspective*	Rowman & Littlefield Publishers	1442207035

Textbook Cited in APA format:

Sabock, Ralph J. and Michael D. Sabock. "*Coaching: A Realistic Perspective.*" 10th edition. Rowman & Littlefield Publishers, Inc. New York.

Required Readings:

As assigned during the semester

Additional Resources:

As assigned during the semester (please familiarize yourself with the course website)

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
The OWL at Purdue	http://owl.english.purdue.edu/
APA Style Homepage	http://www.apastyle.org/index.aspx
North American Society of Sport Management	http://www.nassm.org/
Positive Coaching Alliance	http://www.positivecoach.org
College Sport Research Institute	http://www.unc.edu/depts/exercise/csri/index.htm
Journal of Sport Administration and Supervision	http://www.jsasonline.org/home/
Coach for America	http://coachforamerica.com/
American Kinesiology Association	http://www.americankinesiology.org/

Links to Universities with Sport/Kinesiology Programs	http://www.americankinesiology.org/kinesiology-institutions

Evaluation Procedures

Graded Assignment	Percent of Final Grade
Forums	**30**
• Forum One: Introduction and Coaching Philosophy	4
• Forum Two: "Athletes First, Winning Second" – Coaching Objectives	4
• Forum Three: Appropriate Language and Levels of Coaching	4
• Forum Four: Performance Enhancements	4
• Forum Five: Organizational Strategies	4
• Forum Six: Motivation and Leadership	3
• Forum Seven: Parents, Boosters, and Bosses	3
• Forum Eight: Summary and Reflection	4
Exams	**20**
• Final (open materials)	20
Assignments	**30**
• Activity 1: Coaching Article Response	7.5
• Activity 2: Video Clip Reviews	7.5
• Activity 3: Coaching Article Response	7.5
• Activity 4: Coach for America	7.5
Research Paper	**20**
• Research Paper Topic	2
• Research Paper Outline	3

• Research Paper	10
• Research Paper Sources	5
Total	---------------
	100

Grading Scale

Please see the student handbook to reference the University's grading scale.

8 – Week Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Introduction to Coaching	1, 6	Text Chapters 1-2	**Forum 1**
2	Coaching Theory	2-3	Text Chapter 4	**Forum 2** **Activity 1** **Research Topic**
3	Coaching Theory	4	Text Chapter 5	**Forum 3**
4	Coaching Methods	4, 5,7	Text Chapters 8-9	**Forum 4** **Activity 2**
5	Coaching Methods	4, 5, 7	Text Chapter 10	**Forum 5** **Activity 3** **Research Paper Outline**

6	Coaching Issues	4-6	Text Chapter 11	**Forum 6**
7	Coaching Issues	8, 9	Text Chapter 12	**Forum 7** **Activity 4**
8	Course Wrap-Up	10		**Forum 8** **Final Exam** **Research Paper**

- *Note: Topics, Assignments, Due Dates, etc, may changed based on the pace of the course and instructor discretion. Please contact the instructor immediately if you have problems with an assignment or any aspect of the course.*

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations
> Writing Policy
> Writing Expectations
> Writing Standards for Citations and Reference Style
> Online Library

Writing Expectations

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

Citation and Reference Style

Students will follow the *APA Style Manual (6th Edition)* as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the *APA Style Manual (6th Edition)*.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- ***Turnitin.com:*** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

- ***Tutor.com:*** *is an award-winning online homework help and learning service that connects students to a certified tutor for one-on-one help. Get help with homework, studying, projects, essay writing, and test prep in every subject, including algebra, statistics, chemistry, physics, social studies, and English. There are thousands of academic and career services resources— worksheets, practice problems, videos in every subject, as well as financial literacy tips. They are available 24/7 so you can access them whenever you need extra help.*

Request a Library Guide for your course (http://apus.libguides.com/index.php)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:
- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu