EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A.	Division:	**Education**	Effective Date:	**September 2004**	
B.	Department / Program Area:	**Science and Technology** **Sport Science – Coaching**	Revision	**X**	New Course ☐
			If Revision, Section(s) Revised:	**C**	
			Date of Previous Revision:	**June 2002**	
			Date of Current Revision:	**September 2004**	

C:	**D:**	**E:**
SPSC 2477	**Coaching the Sport Experience**	**3**
Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

In this course, students will study factors that contribute to the overall experience of sport participation. Ranging from beginners to elite, the focus is on maximizing the athlete's personal development and personal satisfaction throughout training, practicing and competing. Mental training concepts that contribute to meaningful and enjoyable sport experiences for athletes and coaches will be examined. Topics include cohesion, positive coaching interventions, athlete-centred coaching, flow, personal meaning and methods of enriching the sport experience. The course includes a practical component encompassing the methods used to enhance the sport experience.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture / Practice

Number of Contact Hours: (per week / semester for each descriptor)

4 hours per week

Number of Weeks per Semester:

15

H: Course Prerequisites:

none

I: Course Corequisites:

none

J: Course for which this Course is a Prerequisite

none

K: Maximum Class Size:

35

L: PLEASE INDICATE:

- ☐ Non-Credit
- ☐ College Credit Non-Transfer
- **X** College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives / Learning Outcomes

1. Model ethical leadership styles.
2. Assess, plan and implement methods that optimize the enjoyment of the sport experience.
3. Assess, plan and implement methods that optimize the personal satisfaction within the sport experience.
4. Develop strategies to empower athletes to progressively accept responsibility for their total sport experience.
5. Design an annual program to optimize the sport experience.

N: Course Content:

Module 1. The Sport Experience

1.1. Articulate the nature of the sport experience and how the experience varies in the following circumstances:
- 1.1.1. Warm-ups and cool-downs
- 1.1.2. Training
- 1.1.3. Drills and activities
- 1.1.4. Competitions and events
- 1.1.5. Travel and off-venue activities

1.2. Articulate the paradox of peak performance and show an awareness of examples (clear vision of an outcome yet focus on process to achieve it.)

1.3. Incorporate fun and focus into training activities.

1.4. Distinguish between enjoyment and satisfaction in sport.

1.5. Describe and discuss personal meaning in sport.

1.6. Recognize and describe the zones of participation in sport:
- 1.6.1. Painless zone
- 1.6.2. Arousal zone
- 1.6.3. Long term zone
- 1.6.4. Flow

1.7. Recognize and describe motivations for participation and prepare and demonstrate practical activities related to each:
- 1.7.1. Achievement
- 1.7.2. Sensation
- 1.7.3. Affiliation
- 1.7.4. Self-control

1.8. Identify values associated with the sport experience.

1.9. Promote attitudes that are counter to violence and aggression in sport.

1.10. Distinguish among the following forms of participation:
- 1.10.1. Cooperation
- 1.10.2. Competition
- 1.10.3. Leisure and recreation
- 1.10.4. Developmental

1.11. Demonstrate the ability to use planning and periodization in the optimization of the sport experience.

Module 2. Model Coach Leadership Attributes

2.1. Describe the nature of coaching and the roles of the coach.

2.2. Recognize and describe the characteristics of a model coach as defined by the Coaching Association of Canada.

2.3. Discern amongst coaching philosophies and promote the approaches of selected philosopher coachers.

2.4. Show awareness for Zen and the art of coaching.

2.5. Describe the effect of a coaching philosophy upon the spectrum of coaching activities:
- 2.5.1. Fair play
- 2.5.2. Rules and officiating
- 2.5.3. Individual self-worth
- 2.5.4. Program development
- 2.5.5. Code of ethics, code of conduct

Module 2 – continued:

2.6. Describe the coaching skills required to enhance the sport experience.
2.7. Describe and model the characteristics of successful coaches.
2.8. Assess personal coaching characteristics and prepare a personal development plan.
2.9. Conduct research on the characteristics of expert coaches.
2.10. Assess one's own coaching style and show an awareness of its strengths and limitations.
2.11. Implement activities that are appropriate to the preferred leadership style relevant to the athlete's stage of development and experience.

Module 3. Athlete-Centred Coaching Environment

3.1. Demonstrate relationship building activities in one's chosen sport:
  3.1.1. Icebreakers
  3.1.2. De-inhibitizers
  3.1.3. Affiliation
  3.1.4. Entrust or depend
  3.1.5. Problem solving
  3.1.6. Challenge
3.2. Demonstrate creative coaching methods that are designed to maximize athlete and team potential.
3.3. Demonstrate coaching techniques designed for character development.
3.4. Prepare ways to coach athletes so as to enhance self-confidence.
3.5. Implement session plans that facilitate a positive coaching environment.
3.6. Demonstrate the productive use of humour and fun in the sport environment.
3.7. Implement activities that are appropriate to the preferred learning style of the athlete.
3.8. Prepare ways to coach that take into account an athlete's personality characteristics.
3.9. Implement activities that show an awareness of individualization in the sport setting.
3.10. Describe factors associated with group and team dynamics in sport clubs.
3.11. Implement activities that enhance group and team cohesion.
3.12. Promote an atmosphere of embracing an athlete's potential in achieving excellence and balance in sport and everyday life.
3.13. Recognize factors that contribute to balance with particular reference to lifestyle issues and self-concept.
3.14. Demonstrate positive communication and feedback skills in a practice setting.
3.15. Demonstrate active listening skills and positive interpersonal relationships in a practice setting.
3.16. Identify that the word listen contains the same letters as the word silent.
3.17. Develop strategies to plan for enjoyment and retention in sport, both personally and for athletes:
  3.17.1. Apply the enjoyment profile concept.
3.18. Incorporate positive specific feedback in practice activities for technical and tactical concepts.
3.19. Incorporate directive and non-directive questions in practice activities for technical and tactical concepts.
3.20. Implement process mini games in one's chosen sport, including technical and tactical objectives.
3.21. Implement process mini Paralympics and mini Olympics in one's chosen sport, including enjoyment, fitness, technical and tactical objectives.
3.22. Integrate activities related to the sport experience into an annual plan.
3.23. Show awareness of the purpose and use of planned alternate practice activities.

Module 4. Mental Skills

4.1. Demonstrate the use of imagery for enhancing the sport experience.
4.2. Demonstrate the use of imagery and cue words in facilitating the enjoyment profile goals.
4.3. Show awareness of collaborative goal setting techniques.
4.4. Implement cognitive behavioural adjustments in sport related issues.
4.5. Demonstrate techniques for managing emotional control and arousal control.
4.6. Demonstrate the use of inner mental room or mental training centre concepts (hypnosis and self hypnosis.)
4.7. Describe ways to learn from mistakes.
4.8. Analyze performance related and life related factors and show awareness of their interactions (green zone – gold zone model.)

Module 5. Power and Ethics in Coaching

5.1. Define the nature of the power relationships involved in sport, and distinguish between the concepts of power over empowerment (power to.)
5.2. Distinguish between ethical and unethical behaviours based on the Canadian Professional Coaches Association code of ethics.
5.3. Use the Coaches Association of British Columbia code of conduct.
5.4. Show awareness of gender issues in sport.
5.5. Show awareness of cultural issues in sport.
5.6. Show awareness of abuse issues in sport.
5.7. Show awareness of children in sport issues.
5.8. Show awareness of disability and individualization issues in sport.
5.9. Show awareness of professionalism related to the Canadian Professional Coaches Association code of ethics and the Coaches Association of British Columbia code of conduct.

O: Methods of Instruction

1. Discussion groups and group tasks
2. Practical applications and experiences (learn by doing)
3. Field observation
4. Technology assisted learning (audio-visual, computer, internet)
5. Lectures and presentations
6. Readings and tasks

P: Textbooks and Materials to be Purchased by Students

A compendium of course materials will be utilized, including National Coaching Certification Program materials and materials specifically prepared for this course.

Strachan, D. and Tomlinson, P. (1966) The Power and Ethics in Coaching. Ottawa, ON: Coaching Association of Canada.

Q: Means of Assessment

Mid-term Assessment	20%
Examinations	20%
Term Paper	20%
Course Journal	20%
Application Projects	20%
Total:	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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