

CATALOG INFORMATION

Dept and Nbr: KINES 55 Title: THEORY OF COACHING
Full Title: Theory of Coaching Sports
Last Reviewed: 11/27/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: PHYED 55

Catalog Description:
Students will learn coaching theory as it relates to developing leadership skills to work with athletes and teams in the context of organized sport. Topics will include motivation, self-esteem, leadership, communication, competition and cooperation, team management, and optimal performance skills (e.g. goal setting, concentration, composure, recovery from mistakes/loss, consistency, and stress management).

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or EMLS 10 (formerly ESL 10) or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: Students will learn coaching theory as it relates to developing leadership skills to work with athletes and teams in the context of organized sport. Topics will include motivation, self-esteem, leadership, communication, competition and cooperation, team management, and optimal performance skills (e.g. goal setting, concentration, composure, recovery from

mistakes/loss, consistency, and stress management). (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or EMLS 10 (formerly ESL 10) or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Spring 2009	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Discuss the social and cultural impacts and role of sports in society.
2. Define and develop a coaching style and philosophy.
3. Create and install a year-round training and skill development program.
4. Effectively manage, motivate, and guide assistant coaches and players.
5. Develop a strategic plan based on the strengths, weaknesses and tendencies of an opponent.

Objectives:

At the conclusion of this course, the student should be able to:

1. Understand the role and impact of coaching sports from a sociological perspective
2. Create a personalized coaching style and philosophy
3. Examine, discuss, and develop successful relationship skills
4. Examine, discuss, and develop successful teaching and leadership strategies
5. Identify positive and negative conduct from coaches and players
6. Recruit, assess and manage the abilities of players and assistant coaches
7. Install a year-round training regimen for a specified sport
8. Identify and discuss successful team building events and activities
9. Assess an opponent and develop successful strategies based on their strengths, weaknesses and tactical tendencies
10. Understand and apply the legal and ethical aspects of coaching
11. Identify and utilize potential support personnel
12. Identify and evaluate training needs of sport specific athletes
13. Develop an understanding of exercise physiology as it relates to sport
14. Identify basic sports psychology strategies and techniques

Topics and Scope:

- I. Sports and Society
 - A. Social aspects
 - B. Cultural aspects
 - C. History
- II. Coaching Styles
 - A. Commander
 - B. Submissive
 - C. Cooperative
- III. Coaching Philosophies
 - A. Disciplinarian
 - B. Players coach
 - C. Hybrid
- IV. Relationships
 - A. Administration
 - B. Assistant coaches
 - C. Players
- V. Teaching
 - A. Learning styles
 - B. Teaching techniques
- VI. Setting Program, Team, and Individual Goals
 - A. Short term
 - B. Long term
- VII. Player and Coach Conduct
 - A. Ethics
 - B. Making team rules
 - C. Discipline
- VIII. Assistant Coaches
 - A. Hiring
 - B. Firing
 - C. Managing
- IX. Recruiting
 - A. Ethics
 - B. College, high school and youth rules
- X. Leaders
 - A. Identifying leaders
 - B. Developing leaders
 - B. Role of leaders
- XI. Training and Development
 - A. In-season
 - B. Off-season
- XII. Team Building
 - A. Off-season
 - B. In-season
- XIII. Motivation
 - A. Practice
 - B. Competition
- XIV. Competition
 - A. Anxiety
 - B. Confidence
 - C. Winning

- D. Losing
- E. Stress management
- XV. Strategy and Panning
 - A. Installing a system
 - B. Practice and game planning
 - C. Evaluating your opponent
- XVI. Liability
 - A. Legal
 - B. Ethical
- XVII. Support Staff
 - A. Administration
 - B. Grounds crew
 - C. Equipment technicians
 - D. Parents
 - E. Booster club
- XVIII. Sociological Impacts of Coaching Sports
 - A. Race, gender, socioeconomic factors
 - B. Diversity in sports
 - C. Diversity in coaching
- XIV. Physiology and Coaching Sports
 - A. Off-season and in-season training
 - B. Nutrition for athletes
 - C. The importance of recovery days
- XX. Psychology of Coaching
 - A. Understanding the personalities on the team
 - B. Working with the assistant coaches and support staff
 - C. Counseling
 - D. Processing defeat
 - E. What is success in coaching?
 - F. Processing winning

Assignment:

1. Reading from the textbook, online resources and instructor supplied handouts
2. Essay papers on coaches and coaching topics, such as definition of success, sportsmanship,
3. Written critiques comparing and contrasting coaching and playing styles
4. Class presentations pertaining to strategies and techniques
5. Participation in class discussions
6. Quiz(zes) and exams

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays, critiques

Writing 30 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Critiques	Problem solving 10 - 30%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Class presentations	Skill Demonstrations 10 - 30%
Exams: All forms of formal testing, other than skill performance exams.	
Quiz(zes) and Final Exam	Exams 20 - 40%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Participation in class discussions	Other Category 10 - 20%

Representative Textbooks and Materials:

Foundations of Sports Coaching: Applying Theory to Practice. Gill, Ashley. Routledge Publishing. 2021

Coaching: A Realistic Perspective. 10th ed. Sabock, Michael and Sabock, Ralph. Rowman & Littlefield Publishers. 2011 (classic)

Instructor prepared materials

Online resources