

**COACHING SCIENCES:
SPORTS MEDICINE AND PHYSICAL TRAINING
KSPE 8200
SUMMER 2011
3 SEMESTER HOURS**

*Dewar College of Education
Valdosta State University – Department of Kinesiology & Physical Education
Conceptual Framework: Guiding Principles
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

Positively Impacting Learning through Evidence-Based Practices

Dispositions Principle: Productive dispositions positively affect student learners, professional growth, and the learning environment.

Equity Principle: All students deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning and athletics requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

It is the responsibility of each student to read this syllabus in its entirety. The syllabus is the contractual agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.

Required Resources

LiveText. This computer program subscription must be purchased at the VSU bookstore or online. You will use LiveText throughout your entire graduate program.

Required Textbook(s) *Publication manual of the American Psychological Association* (6th ed). (2001). Washington, DC: American Psychological Association.

Optional Textbooks or Readings Various articles or text will be used as reference material during the course.

- LeBlanc, K. **Sports Nutrition** (Ch 4, pg 59-67, so, not much reading). In, Birrer, R., Griesemer, B, & Cataletto, M. Eds. (2002). *Pediatric Sports Medicine for Primary Care*. [This chapter covers macro and micro nutrient requirements and fluid].
- Griesemer, B. **Ergogenic Aids** (Ch 5, pg 68-82). In, Birrer, R., Griesemer, B., & Cataletto, M. Eds. (2002). *Pediatric Sports Medicine for Primary Care*. [This chapter covers anabolic-androgenic steroids, stimulants, blood doping, specific drugs, and masking agents including alcohol, and dietary supplements].
- Arnheim, etc.

Course Description

Provides required information to recognize, assess, and respond to athletic emergencies as a prudent coach. The course will allow coaches to develop appropriate methods of conditioning to promote safe and effective practices.

College of Education Standards addressed in this Course

1. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
2. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
3. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
5. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
6. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

NASPE National Standards (Domains) for Sport Coaches (2006) Addressed in this Course

Standard	Description
5	Prevent injuries by providing safe facilities.
6	Ensure that all necessary protective equipment is available, properly fitted, and used appropriately.
7	Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.
8	Identify physical conditions that predispose athletes to injuries.
9	Recognize injuries and provide immediate and appropriate care.
10	Facilitate a coordinated sports health care program that includes prevention, care, and management of injuries.
11	Identify and address the psychological implications of injury.
12	Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles.
13	Teach and encourage proper nutrition for optimal physical and mental performance and overall good health.

COE and NASPE Combined Course Objectives (CO)

Course Objective	Description	COE Standards	NASPE Standards
1	Discuss effective organization and management of resources (including coaches, scheduling and fundraising).	III, V, VI	20, 21, 32, 33, 35, 39, 40
2	Assess the factors that affect performance and make use of performance analysis techniques to assist in player/athlete identification processes.	I, II, III, IV	11, 12, 13, 14, 16, 20, 21, 26, 39
3	Appreciate and utilize knowledge of the demands of the sport to train athletes.	I, II	11, 12, 13, 14, 16, 20, 21, 24, 39
4	Systematically observe and evaluate coaching and training sessions.	I, II, III, IV, V, VI	11, 12, 14, 20, 21, 26, 32, 35, 37, 39
5	Enhance motivation.	I, II, III, V	11, 20, 24, 26, 38
6	Utilize mental imagery.	I, II, V	11, 24, 26, 38

Course Activities/Assignments/Requirements

The student will:

- Conduct sport risk assessment (infectious illness, etc.), recognize hazards, and present appropriate response
- Temperature control for performance (i.e., pre-cooling, etc.)
- Develop methods to facilitate a multifaceted conditioning program to promote safety and performance enhancement. This will include:

- Long-term athlete development
- none-strength based endurance, speed, mobility, and technique development
- fundamental motor patterns
- ATP/PC lactic, anaerobic and aerobic development
- sports specific training with and without the standard/norm weight room
- max strength, power, speed/strength, strength/speed, strength endurance assessments
- Olympic lifts, power lifts, ground base lifts, open chain exercises, and close chain exercises
- Identify and design methods to counsel athletes with eating disorders (ergogenic aids and micronutrients), over training conditions, and other environmental or sociological conditions that can negatively impact an athlete’s health (amenorrhea, diabetes) .
- Implement a plan to educate others (coaches, players, etc.) on management of emergencies and injuries to ensure appropriate response to negate further consequences
- Adopt protocols to prevent early return to sport that may jeopardize the athlete’s future health. Place the health and safety of athletes before game outcomes.
- Apply above objectives to children, adolescents, and young adults.
- Develop feasible methods to help athletes manage time (school, athletics, curfews, etc.)

Objective	Activity	Assessment
Conduct sport risk assessment, recognize hazards, and present appropriate response	Literature Review Written Report	Developed Rubric
Develop program to facilitate a multifaceted conditioning program to promote safety and performance enhancement	Literature Review Present Program	Developed Rubric
Identify and design methods to counsel athletes with eating disorders, over training conditions, and other environmental or sociological conditions that can negatively impact an athletes health	Literature Review Written Report	Developed Rubric
Implement a plan to educate others (coaches, players, etc.) on management of emergencies and injuries to ensure appropriate response to negate further consequences	Literature Review Report on methods plan was implemented	Developed Rubric
Adopt protocols to prevent early return to sport that may jeopardize the athlete’s future health. Place the health and safety of athletes before game outcomes.	Literature Review Reflective report	Developed Rubric

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "WP" for the course. For a withdrawal after midterm, the grade assigned for a withdrawal is "WF". The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.*

Attendance and Participation

Students missing more than 20% of the scheduled class meetings will receive a failing grade for the course. There are no excused absences. The professor will work individually with students in the event of severe illness, death of an immediate or close family member, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Dewar College of Education Policy Statement on Plagiarism

Below is information directly quoted from the Academic Honesty Policies and Procedures: *Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.*

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According

to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program should contact the Special Services office in Nevins Hall, Room 1115. The phone number is 245-2498.

Summer 2011 Schedule

Instructor: Dr. Stanley C. "Stan" Andrews, Professor
Office: 172 PE Complex
Phone: 229-333-5907 *(Please be prepared to leave a message if no answer.)*
Cell: 229-563-5151
Dept Phone: 229-333-7161
FAX: 229-245-3863
E-mail: sandrews@valdosta.edu
Web Page: <http://coefaculty.valdosta.edu/stan>

Office Hours	
DAY	TIME
Monday	9:30 a.m. – 12:30 p.m.
Tuesday, Wednesday & Thursday	8:30-9:30 a.m.
Friday	By Appointment Only
Other Times By Appointment Only	
*Note: <i>Due to committee meetings or other unforeseen schedule conflicts, I may not always be available at the posted times.</i>	

Class Schedule			
COURSE	DAYS	TIME	LOCATION
KSPE 8100 A	Tues., Wed., & Thurs.	9:35-11 a.m.	PEC 142
KSPE 82000 A	Tues., Wed., & Thurs.	11:10 a.m.-12:35 p.m.	PEC 181

Final Exam Schedule			
CLASS	DAY AND DATE	TIME	LOCATION
KSPE 8100 A	TBA	TBA	
KSPE 8200 A	TBA	TBA	

<p><u>Holidays</u> Fourth of July, Monday</p> <p><u>Midterm</u> July 1, 2011 (Last day to withdraw from a class without penalty)</p> <p><u>Last Day of Classes</u> July 26, 2011</p>	<p><u>Final Exams</u> July 28, 2011 July 29, 2011</p> <p><u>Commencement</u> Undergraduates - July 30, 2011 (Saturday) Graduate Students – July 29, 2011 (Friday)</p>
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