

DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION

SUMMER 2009

**KSPE 8300 (UNIT 3)
APPLIED SPORTS SCIENCE**

3 SEMESTER HOURS CREDIT

College of Education

Valdosta State University

**Department of KSPE
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.

Required Resources

None

Additional Textbooks or Readings

Various articles and texts will be used as reference material during the course. Examples of journals are listed below:

Journal of coaching education

Journal of applied research in coaching and athletics.

Journal of sport psychology.
Journal of sport behavior.
Journal of sports management.

Course Description

An interdisciplinary approach; applying sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor development and management to performance coaching. A particular emphasis of the course will be placed on underpinning sports psychology and social psychology / management. This course will encourage approaching problems from creative perspectives.

College of Education Standards Addressed in this Course

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. 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 11:

Identify and address the psychological implications of injury.

Standard 12:

Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles.

Standard 13:

Teach and encourage proper nutrition for optimal physical and mental performance and overall good health.

Standard 14:

Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.

Standard 16:

Apply knowledge of how developmental change influences the learning and performance of sport skills.

Standard 20:

Develop and monitor goals for the athletes and program.

Standard 21:

Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.

Standard 24:

Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

Standard 26:

Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

Standard 32:

Manage human resources for the program.

Standard 33:

Manage fiscal resources for the program.

Standard 35:

Manage all information, documents, and records for the program.

Standard 37:

Implement effective evaluation techniques for team performance in relation to established goals.

Standard 38:

Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.

Standard 39:

Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.

Standard 40:

Utilize an objective and effective process for evaluation of self and staff.

Course Objectives (CO)

The student will:

CO 1. Assess the factors that affect performance in order for coaches to match performance analysis. COE Standards (I, II, III, IV) NASPE Standards (11, 12, 13, 14, 16, 20, 21, 26, 39)

CO 2. Identify and utilize knowledge of the science of the sport specifications to train athletes. COE Standards (I, II) NASPE Standards (11, 12, 13, 14, 16, 20, 21, 24, 39)

CO 3. Understand how the mind and brain influence performance. COE Standards (I, II, V) NASPE Standards (11, 24, 26, 38,

Course Activities/Assignments/Requirements

1. Developing safe and effective performance during practice and competition.
2. Applying sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor development, and management to coaching pedagogy.
3. Critical evaluation of a practice sessions.
4. Plan and present a mental imagery practice session.
5. Revise assigned paper.

Objective	Activity	Assessment
CO 1. Assess the factors that affect performance in order for coaches to match performance analysis. COE Standards (III, V, VI) NASPE Standards (20, 21, 32, 33, 35, 39, 40)	1. Developing safe and effective performance during practice and competition. 2. Applying sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor development, and management to coaching pedagogy.	1. Conditioning Program Paper 2. Topical Debates
CO 2. Identify and utilize knowledge of the	1. Applying sports	1. Conditioning Program

science of the sport specifications to train athletes. COE Standards (I, II) NASPE Standards (11, 12, 13, 14, 16, 20, 21, 24, 39	psychology, exercise physiology, nutrition, and aspects of biomechanics, motor development, and management to coaching pedagogy. 2. Revise assigned paper.	Paper 2. Topical Debates
CO 3. Understand how the mind and brain influence performance. COE Standards (I, IV) NASPE Standards (11, 24, 26, 38,	1. Critical evaluation of a practice sessions. 2. Plan and present a mental imagery practice session.	1. Conditioning Program Paper 2. Mental Imagery Assignment

Course Assignments and Assessments:

Assignment 1. (20 Points) Mental Imagery Assignment

Assignment 2. (30 Points) Topical Debates

Assignment 3. (50 Points) Conditioning Program Paper

Total 100 Points

Course Evaluation and Grading Scale

100 – 90 Points	A
89 – 80 Points	B
79 – 70 Points	C
Below 70 Points	F

Attendance and Participation

Students are expected to actively coach throughout the semester in order to successfully meet the course requirements. Students missing more than 20% of the sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness, university-sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Cell Phones

All cell phones must be turned off during class time. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

PLAGIARISM AND CHEATING POLICY

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."

("No student in this class shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any assignment.") Failure to follow this policy would be considered as plagiarism.

Special Needs

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 due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Instructor

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