UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF EDUCATION
DEPARTMENT OF CHILD, FAMILY & COMMUNITY SCIENCES

I. Descriptive Information

Course Title-Number  Advanced Coaching Theory       PET 5766

Course Description  A comprehensive review of the national standards for sport
coaches as defined by the National Association for Sport
and Physical Education (NASPE) and current research
review of critical concerns within the standards.

Course Credit       3 credit hours

Prerequisites       Admission to Graduate Program or C.I.

Intended Audience  This course is designed for students specializing or seeking an
advanced degree with emphasis in coaching within the Sport and
Exercise Science graduate degree program at the University of Central
Florida.

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                    Orlando Office: Ed 123 L
                    South Lake Office: Room 316

II. Statement of Course Goals and Objectives

Goals
This course has been specifically designed to provide direction for administrators, coaches,
athletes, and the public regarding the current research of skills and knowledge that coaches should
possess. The overriding premise in the development of this class is that its contents be used to
ensure the enjoyment, safety, and positive skill development of America’s athletes.

Objectives
Students will be able to:
1. To examine current research on the issues of prevention, care, and management of injuries as
   well as the effects and dangers of drug use including performance enhancing drugs.
2. To examine current research on the components of risk management.
3. To illustrate current research on the physical characteristics growth, development, and
   learning.
4. To investigate current research on the training techniques, conditioning and nutrition.
5. To develop the social/psychological aspects of coaching.
6. To illustrate current trends on coaching skills, tactics and strategies.
7. To demonstrate current research on organizational an administrative efficiency.

III. General Course Policies
1. Attendance is mandatory and is an integral part of the final grade.
2. Be on time for class.
3. This is an “interactive” class with weekly “outside” research assignments.
4. Instructor has discretion as to what constitutes an “excused” absence.
IV. Required Text/ Tech support


Tech Support: One (1) new (clean) USB PIN drive

V. Academic Course Requirements

1. Final Exam Matrix (10 points)
   There will be one exam during the term. It will cover the readings, lectures, class presentations and all research assignments based on the eight (8) domains and forty (40) National Standards for Sport Coaches. The exam matrix is worth 10 points.

2. Personal Fitness & Nutrition Plan (10 points)
   During the course of the term, each student will keep track of their nutrition and exercise routine by using www.sparkpeople.com. User name must be student PID and password must also be student PID…no exception. Logs will be monitored by instructor. Grade will be assessed based on percentage of recordings. For 100% (10 points), students need daily recordings, seven (7) days a week, starting on Tuesday, September 8th and ending on Tuesday, November 10th.

3. Research Assignments & Presentations (80 points)
   Attendance is mandatory. During the course of the term, each student will be placed unto a team of colleagues and complete a series of four (4) research assignments based on the National Standards for Sport Coaches. Each research assignment is valued at ten (20) points. You are expected to come to class prepared with the research assignment articulated in APA format (website referencepointsoftware.com) The research assignments are divided into two components; first component valued at ten (10) points based on written and presentation material…and second component valued at ten (10) points based on a peer review of individualized contribution of the first component. Research assignments will be determined by the selected domains and standards of the National Standards for Sport Coaches. Sports & Fitness professional dress attire is required at all times when presenting research assignments.

VI. Evaluation and Grading

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<thead>
<tr>
<th>Evaluation</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Final Exam Matrix</td>
<td>10</td>
</tr>
<tr>
<td>94 – 100 = A</td>
<td>74 – 76 = C</td>
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<tr>
<td>90 – 93 = A-</td>
<td>70 – 73 = C-</td>
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<tr>
<td>Personal Fitness/ Nutrition Plan</td>
<td>10</td>
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<tr>
<td>87 – 89 = B+</td>
<td>67 – 69 = D+</td>
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<tr>
<td>84 – 86 = B</td>
<td>64 – 66 = D</td>
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<tr>
<td>Research Assignments &amp; Presentations</td>
<td>80</td>
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<tr>
<td>80 – 83 = B-</td>
<td>60 – 63 = D-</td>
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<tr>
<td>77 – 79 = C+</td>
<td>59 &amp; below = F</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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ITENERARY

Week 1: Orientation/ Syllabus/ Matrix/ Specific Coaching Interest

Week 2: Lecture/ Research Questions:
       Domain # 1/ Philosophy & Ethics

Week 3: Research/ Review of Literature
       Written Component/ Presentation Preparation

Week 4: Presentations/ Written, verbal & visual Presentation (I)

Week 5: Lecture/ Research Questions
       Domain # 2/ Safety and Injury Prevention

Week 6: Research/ Review of Literature
       Written Component/ Presentation Component

Week 7: Presentations/ Written, verbal, & visual Presentation (II)

Week 8: Lecture/ Research Questions
       (*) Domain # 3/ Physical Conditioning
       Domain # 4/ Growth and Development

Week 9: Research/ Review of Literature
       Written Component/ Presentation Preparation

Week 10: Presentations/ Written, verbal & visual Presentation (III)

Week 11: Lecture/ Research Questions
       Domain # 5/ Teaching and Communication
       Domain # 6/ Sport Skills and Tactics
       Domain # 7/ Organization and Administration
       Domain # 8/ Evaluation

Week 12: Research/ Review of Literature
       Written Component/ Presentation Preparation
Week 13: **Presentations**/ Written, verbal & written Presentation (IV)

Week 14: **MATRIX CHECK & PFL FINAL**

* (Domain # 3) **Standard 14:** Be an advocate for drug-free sport participation and provide accurate information about drugs and supplements.

Many drugs and supplements are available to athletes with little information about the long-term impact on health. The coach has a great influence over lifestyle practices of their athletes and must ensure that players have accurate and adequate information about the effects of drug and supplement use and abuse. The coach must not encourage the use of drugs and/or supplements as a means of enhancing athletic performance.

**Benchmarks**

- Obtain current, research-based information related to supplements and their potential impact on performance and health.
- Provide parents/ guardians, athletes, and staff with information on the effects of drugs, supplements, and prescribed medications on athletic performance, weight, and health.
- Intervene and/or refer athletes to appropriate experts when significant changes in body composition, physical appearance, and personality that may be drug-related are observed.
- Make clear to all athletes the established, negative, consequences of using a banned substance, alcohol, tobacco, and other drugs as they relate to team rules, program policies, the law, and overall health.
- Identify and acknowledge the social, emotional, and psychological pressures that make athletes susceptible to drug/ supplement use and teach alternate strategies to mediate these factors.