



**Course Information**

A: Division: Instructional Division  
 B: Dept.: Science and Technology  
 Program: Coaching Diploma

Date: 12 December 1996  
 New Course:  
 Revision of Course Information form: X  
 Dated: 12 December 1996

C: COAC 342 D: Seasonal Coaching Principles E: 3  
 Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: This course is designed to provide students with an understanding of the principle of effective coaching methodology. The focus is on the application of the principles of planning and performance enhancement throughout a season. The interactive role of the coach is also examined.

Summary of Revisions: (Enter date & section)  
 Eg: Section C,E,F  
 04 October: Sections H,J,O,P

G: Type of Instruction: Hours per Week / per Semester  
 Lecture/Practice: 4 Hrs.  
 Laboratory: Hrs.  
 Seminar: Hrs.  
 Clinical Experience: Hrs.  
 Field Experience: Hrs.  
 Practicum: Hrs.  
 Shop: Hrs.  
 Studio: Hrs.  
 Student Directed Learning: Hrs.  
 Other: Hrs.  
 Total: 4 Hrs.

H Course Prerequisites:  
 Nil  
 I: Course Corequisites:  
 Nil  
 J: Course for which this Course is a Prerequisite:  
 Nil  
 K Maximum Class Size:  
 35

L: College Credit Transfer  X  
 College Credit Non-Transfer   
 Non-Credit

M Transfer Credit: Requested:  X  
 Granted:   
 Specify Course Equivalents or Unassigned Credit as appropriate:  
 U.B.C.  
 S.F.U.  
 U. Vic.  
 Other: N/A

*Tim Frick*  
 (Tim Frick) Course Designer  
*Deborah Webb*  
 Dean

*G. H. Dyer*  
 Vice-President, Instruction  
 Registrar

**N: COURSE TEXTBOOKS AND MATERIALS:**

A compendium of resources will be utilized, including readings from selected textbooks, N.C.C.P. materials and materials developed specifically for this course.

**O: COURSE OBJECTIVES**

Upon completion of the course the student will be able to:

1. describe and demonstrate seasonal planning
2. describe the seasonal performance enhancement
3. describe factors affecting seasonal plan and athlete preparation

**P: COURSE CONTENT**

1. Seasonal Planning Components

The student will:

- 1.1 describe and demonstrate the framework, content and evaluation of:
  - 1.1.1 seasonal physiological training plans
  - 1.1.2 seasonal mental training plans
  - 1.1.3 seasonal competitive plans
  - 1.1.4 competitive routines
  - 1.1.5 seasonal periodization
- 1.2 describe and demonstrate the framework, content and evaluation of:
  - 1.2.1 career physiological training plans
  - 1.2.2 career mental training plans
  - 1.2.3 career competitive plans
  - 1.2.4 competitive routines
- 1.3 describe and demonstrate the development of a career periodization plan
- 1.4 describe the implications to the planning process of the sport specific development models
- 1.5 describe the implications to seasonal planning of the sport specific developmental model

## 2. Performance Enhancement

The student will:

- 2.1 describe the principles of seasonal performance enhancement:
  - 2.1.1 goal setting
  - 2.1.2 motivation (individual and group)
  - 2.1.3 peaking
  - 2.1.4 tapering
  - 2.1.5 recovery
- 2.2 describe the principles of the preparation of a seasonal performance enhancement plan
  - 2.2.1 pre-competition
  - 2.2.2 competition
  - 2.2.3 post-competition
- 2.3 describe the implications to seasonal planning of sport safety concepts:
  - 2.3.1 risk management
  - 2.3.2 acute, overuse and chronic conditions
  - 2.3.3 developmental considerations
  - 2.3.4 sport re-entry factors
  - 2.3.5 recovery
  - 2.3.6 seasonal stressors

## 3. Factors Affecting Seasonal Planning

The student will:

- 3.1 describe the principles of the application of feedback on a seasonal basis
- 3.2 describe the role of nutrition in seasonal performance enhancement
- 3.3 describe the methods of seasonal performance analysis:
  - 3.3.1 learning stage analysis
  - 3.3.2 skill phase analysis
  - 3.3.3 component analysis
  - 3.3.4 factor analysis
    - 3.3.4.1 aesthetic
    - 3.3.4.2 biomechanical
    - 3.3.4.3 anatomical movement
    - 3.3.4.4 physiological
    - 3.3.4.5 developmental
  - 3.3.5 biomechanical analysis
- 3.4 describe and demonstrate the process for the planning of seasonal events:
  - 2.7.1 selection and identification camps
  - 2.7.2 clinics
  - 2.7.3 special events

**Q: METHOD OF INSTRUCTION:**

1. Lecture
2. Discussion groups and group projects
3. Practical applications and experiences
4. Field observation
5. Guest presenters
6. Technology assisted learning

**R: EVALUATION**

Midterm examination	20%
Final examination	20%
Term paper (performance enhancement)	20%
Group project (coaching interactions)	20%
Individual project (seasonal plan)	<u>20%</u>
<b>Total</b>	<b>100%</b>