



## COURSE OUTLINE

# SPX102 Introduction to Coaching Science

**Course Coordinator:** Robert Buhmann (rbuhmann@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course introduces you to the professions of sports coaching and officiating. Lectures cover coaching pedagogy, training principles and an introduction to other sport sciences. Practical sessions will introduce you to basic testing protocols as well as opportunities to practice coaching. Within this course you will also have the chance to participate in a sport-specific coaching course during the designated practical sessions and complete the Australian Sports Commission Play By The Rules (2 modules), Beginning Coaching Certificate, and the Introductory Officiating Certificate.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Laboratory 1</b> – Labs delivered face to face.	2hrs	Week 1	13 times
<b>Lecture</b> – Lectures delivered via TELT.	2hrs	Week 1	13 times

### 1.3. Course Topics

- Introduction to coaching
- The role of the coach
- The role of the official
- Risk management and ethical behaviour
- Theory and methodology of training
- Training principles
- Integrating coaching science and other sport science disciplines
- Long term athlete development models
- Coaching diverse populations – Masters, females and athletes with disabilities
- Socio-cultural issues for coaches
- Future trends in sport and coaching

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Demonstrate competency and understanding of professional conduct, ethics and professional boundaries in relation to dealing with a variety of athletes, sports coaches, and officials.	Ethical
2 Demonstrate an understanding of coaching requirements for the training and development of athletes of all ages, and special populations and diverse cultural backgrounds	Knowledgeable
3 Apply appropriate methods for teaching sport skills or tactics to diverse populations.	Empowered
4 Collaborate and relate with other students in a variety of coaching contexts, including the management and organisation of a group project.	Creative and critical thinker Engaged
5 Demonstrate effective communication skills.	Engaged

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

SPX321

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Task 1a is a set of 4 industry online courses set by the Australian Sports Commission. You can access these 24 hrs a day and get immediate feedback. Your scores and progress is instantaneous and you can have as many attempts at the online courses as you need to complete these. Each course takes about 20 min to 1hr to complete, and you are advised to do at least one a week during the first 4 weeks of semester. The courses are marked externally by the Australian Sports Commission.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Portfolio	Individual	10%	20-60 minutes each	Refer to Format	Online Assignment Submission
All	1b	Portfolio	Individual	10%	3 practical sessions	Refer to Format	Online Assignment Submission
All	1c	Portfolio	Individual	25%	Lesson plan plus a 10 minute coaching session	Refer to Format	In Class
All	2	Report	Individual	30%	500 words/3 minutes	Week 9	Online Assignment Submission
All	3	Examination - Centrally Scheduled	Individual	25%	2 Hours: Multiple choice and short answers	Exam Period	Exam Venue

**All - Assessment Task 1a:** Portfolio element A: Coaching and Officiating

<b>GOAL:</b>	This element has been designed to allow you to develop and demonstrate core knowledge of coaching, professional conduct including understanding of the roles and responsibilities of the sports coach and the official and coaching training methods.		
<b>PRODUCT:</b>	Portfolio		
<b>FORMAT:</b>	<p>You will complete 4 on-line Australian Sports Commission (ASC) courses. These include: Play By the Rules (2 modules): Beginning Coaching General Principles and Introductory Level Officiating General Principles. Marks are allocated by providing evidence of completion.</p> <p>Individual on-line completion of all 4 courses. Submit each course's certificate of completion electronically to Blackboard by the end of Week 4</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Evidence of the completion of the modules	1 2

**All - Assessment Task 1b:** Portfolio element B: Sport specific Coaching Course

<b>GOAL:</b>	You will gain sport-specific practical coaching experience and skills from industry qualified coaches associated with a national sporting organisation.		
<b>PRODUCT:</b>	Portfolio		
<b>FORMAT:</b>	Individual participation in all three practical coaching sessions held either between Weeks 8-10 (Cricket) or Weeks 11-13 (Oz Tag). Individual online submission of any course work associated with the coaching course you are enrolled in (either on the sporting organisation's learning portal or to Blackboard. Attendance at all 3 practical sessions plus completion of sport-specific course work		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Evidence of the completion of the modules	3 5

**All - Assessment Task 1c:** Portfolio element C: Practical Coaching

<b>GOAL:</b>	You will bring together your coaching and officiating training (element A) and learning from your specific coaching courses (element B) and demonstrate effective coaching practice by designing a lesson plan for a one-hour coaching session	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	Design a lesson plan for a 1 hour coaching session for a sport recognised by the Australian Sports Commission. Deliver a 10 minute skill base section of this coaching session to your fellow students using select drills from your plan. The individual coaching session will be delivered during your tutorial time between Weeks 8 to 13. Lesson plan submitted electronically to Blackboard at least 24 hours before your coaching session.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstration of coaching requirements: 1 2
	2	Time management; structured planning; class organisation 4
	3	Communication skills 5
	4	Understanding of appropriate methods: 1 2
	5	demonstration and teaching of sports skills; appropriate and effective feedback; skill correction; and for the application of appropriate risk management strategies. 1 2 3 5
	6	Collaboration and management of a group 4

**All - Assessment Task 2:** Report

<b>GOAL:</b>	You will apply and evaluate basic anthropometric and sports science field tests in order to analyse sporting performance and identify potential sporting talent	
<b>PRODUCT:</b>	Report	
<b>FORMAT:</b>	<p>Students will create an Infographic – 500 words (MAX) in Microsoft PowerPoint. Students will also provide narration over the top of this PowerPoint. Assignments are to be submitted electronically to Blackboard by the end of Week 9.</p> <p>The Report will have two specific sections including a graphical presentation that presents your analysis and evaluation of your data together with a clear recommendation section. The Report will also include an Appendix (attachments) which include your complete data set with some comments on the reliability and validity of each of the personal anthropometric and sport science field tests conducted in class. Students will provide a narration over their PowerPoint slide that reiterates written sections of the report.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis of each of the performance tests; 2
	2	Assessment of their reliability/validity; 2
	3	Evaluation of sporting strengths and weaknesses; 1
	4	Recommendations of potentially suitable sport/s based on your performance evaluations; 2
	5	Professional communication 5

**All - Assessment Task 3:** Final Exam

<b>GOAL:</b>	Demonstrate an understanding of the training and preparation of athletes across the lifespan, through a knowledge of coaching, officiating and sports science theory and practice	
<b>PRODUCT:</b>	Examination - Centrally Scheduled	
<b>FORMAT:</b>	A 2 hour exam consisting of multiple choice and short answer questions. This examination will take place during the Semester 2 Final Examination Period	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Understanding of professional conduct 1
	2	Knowledge of coaching requirements 2
	3	Knowledge of training and development of all ages 2
	4	Knowledge of training and development for special and diverse populations 3

**7. Directed study hours**

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
1	Course Introduction The Role of the coach and the role of the Official Risk management and ethical practice and codes of conduct
2	Performance Testing Talent Identification
3	Theory & Methodology of Training: Part 1 Training Principles
4	Theory and Methodology of Training: Part 2 Training Capacities
5	Planning and Programming Designing a Training Session
6	Tutorial "Drop-in" Session
7	Long Term Athlete Development Active Start & FUNdamentals
8	Long term Athlete Development Learning to Train & Training to Train
9	Long Term Athlete Development Training to Compete & Training to Win
10	Coaching female athletes Coaching pregnant athletes
11	Coaching for diverse populations
12	Future trends in sport
13	Course summary

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Pyke, Frank	2013	Coaching Excellence	Human Kinetics
Required	M. Sayers, A.Calder, S.Yardy-Phelan & J.Lowrie	2019	SPX102 Lab Manual	USC

### 8.2. Specific requirements

It is compulsory for all students to wear suitable exercising clothing and covered footwear appropriate for physical activity in practical classes and for all practical sessions. Appropriate sun protection and hydration strategies for all outdoor and practical activities are also the responsibility of the student.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)