Western University
Faculty of Health Sciences
School of Kinesiology

KIN 2991A - Coaching and Sport Leadership
Intersession 2021

Instructor: Dr Carla Silva **Office:** Arthur and Sonia Labatt Health Sciences Building (HSB), Room 345 **Email:** csilva42@uwo.ca **Phone:** 519/661-2111 x86680 **Office Hrs:** Friday 3.00- 4.00 **TAs:** TBA	**Synchronous live session (non-compulsory):** Fri 2:00pm - 3:00pm **Synchronous live sessions per lab (Compulsory Webinars)** Lab 003 - Th 9:30 - 10:30 Lab 004 - Th 11:30 - 12:30 Lab 005 - Fri 9:30 - 10:30 **Lab 006 - Fri 11:30 - 12:30**

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites):
This student-centered movement class is an introduction to essential knowledge and techniques in the art of teaching movement skills and leading groups of individuals efficiently. Students are expected to take active responsibility for their learning and support the learning of their peers.

Prerequisite(s): Completion of the first year Kinesiology program and registration in the School of Kinesiology.

Extra Information: Engagement in all proposed tasks is essential for success. Modalities of assessment include group and individual assignments weekly. Because of the practical and interactive character of the course, there will be no final exam.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must get written approval from the course instructor. The approval should then be forwarded to your academic counselor.

Course Description
In this course, you will gain practical and theoretical understanding of the values, skills, and competencies necessary to be a sport/ movement coach. Using a hands-on approach, you will learn to teach a skill effectively and to plan a fun and safe sports coaching session. You will also be challenged to position yourself in relation to leadership styles and models, develop your own coaching philosophy and reflect on the ethical dimension of sports coaching and leadership.

Ways of working together: Collaborative learning and personal reflection
A reflective approach to professional practice within a collaborative pedagogical context underpins

the learning process, thus your committed engagement and your ability to work with others will be essential. The learning gained with be relevant not only in sport contexts, but in any movement context where communicating and empathising with others is fundamental.

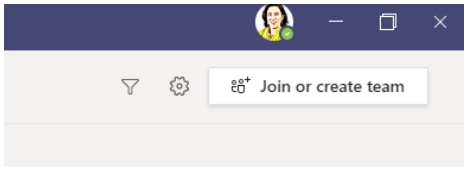
Learning Outcomes/Schedule:

Upon completion of this course, you will be able to:

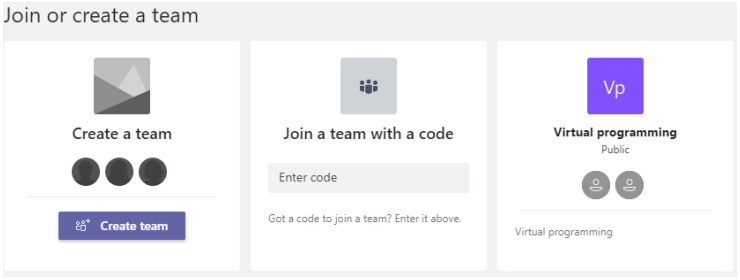
1. Articulate your leadership approach as a 'movement' professional;
2. Plan an effective and inclusive movement session;
3. Demonstrate essential pedagogical skills, such as planning, demonstrating, providing feedback, managing classes, adapting exercises to specific individuals/groups, and applying different instructional techniques;
4. Reflect upon and evaluate your own coaching performance and learning, making use of different sources of information (including your peers);
5. Effectively facilitate and participate in webinars on critical themes related to sports coaching, connecting academic knowledge, personal experience, and critical reflection.

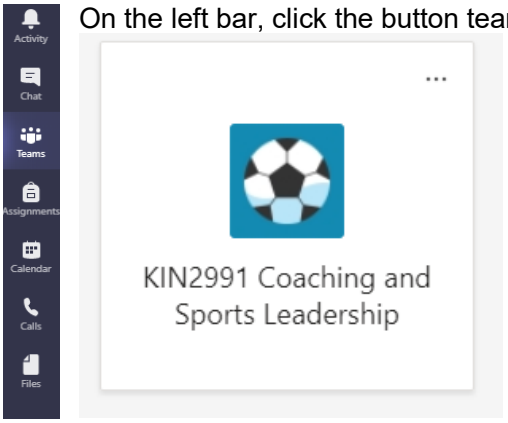
Required Course Material/Text:
All required readings will be posted on OWL.

Your classroom
Your virtual classroom space is located in Teams (collaboration and communication) and OWL (access the lessons, quizzes, gradebook…). If you do not have the software on your desktop, download it from here. Once installed, open Teams, select *join or create team* at the top right,



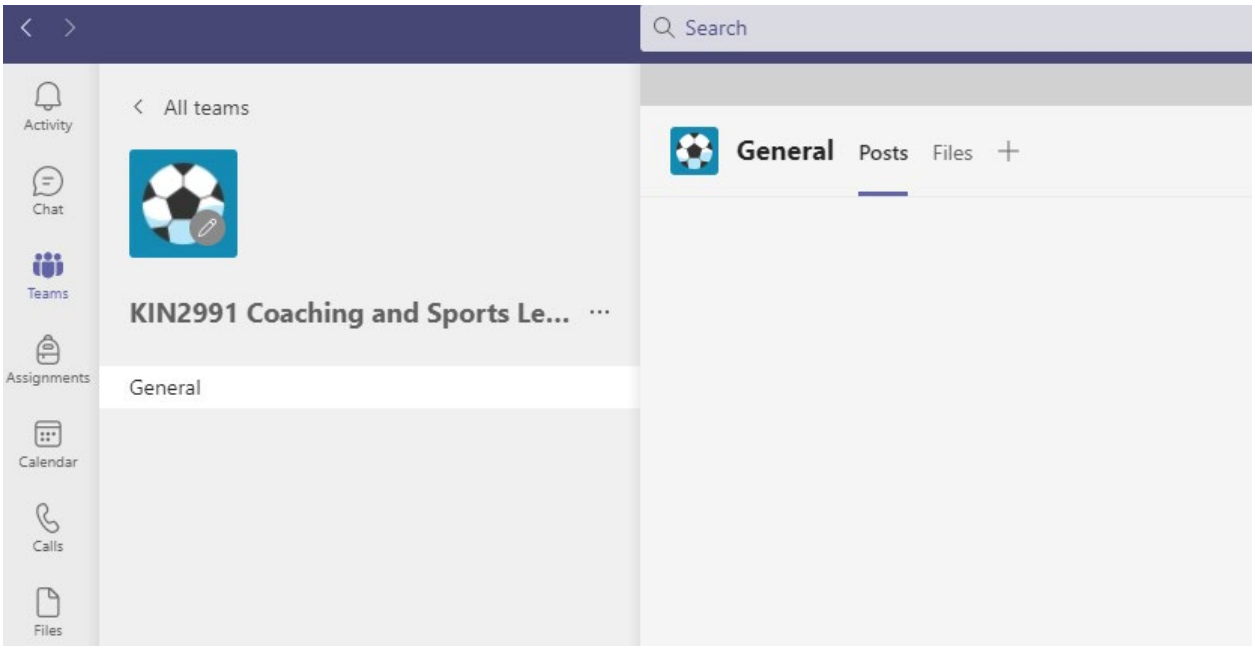
and input the code **8rjfk5o** in the box *join a team with code*. You will then be part of the course in Teams. Please, do this before the 10th of May.





On the left bar, click the button teams and you should be able to see the box for your course:

Your classroom should look like this…



Tentative course schedule:
The following is a tentative schedule for our weekly lessons and activities. Note that some details may change. Please, be attentive to announcements.

Each lesson will be posted on OWL, every Friday, by 5 pm. The first lesson will be posted on Friday, the 7th of May. Each lesson comprises readings and small individual and team tasks to undertake. You are expected to spend between 8 to 10 hours weekly working on this course (including the webinars and non-compulsory live sessions).

You will notice below that the course encompasses two content streams: broader theme and pedagogical theme/task.

Teams: Each lab will be divided into teams of 4 students (randomly assigned). Each will be responsible for planning and facilitating one webinar (see dates below) to explore the broader theme of the lesson with app. 8 guests (other students in the same lab).
Each team of 4 students will be further divided into two teams of 2 students (these can be decided by the students within each). Within these smaller teams, you will develop the weekly pedagogical tasks.

On Fridays, from 2 to 3 pm, a non-compulsory live session will be facilitated by the teaching team to conclude the previous lesson; introduce the new lesson and respond to students' questions. This

session will be recorded and made available to the entire class via OWL. A minimum of 10 students must be present in person for this session to take place.

Lesson	Date	Topic	
1	10- 14 May	Presentation and getting to know each other Introduction to the course Course goals; Values, Principles and Expectations; Ways of working together Themes: What is coaching? Introduction to coaching leadership styles	
		The weekly webinar is replaced by a team meeting, to be scheduled and run by each team independently.	
2	17-21 May	**Broader theme:** Leadership Models: Servant vs autocratic	**Pedagogical theme/ task:** Choose and explore two fundamental technical skills (you will be able to choose from a selection of sports). Learn them individually and reflect on the critical learning points experienced. Submit your individual reflection.
	Virtual lab/ Webinar	Team 1 in each lab facilitates two webinars to explore the theme of the lesson with peers (to keep the number of participants lower, each team of 2 will run the webinar planned by the whole group). Meeting with instructor on Wednesday to discuss and finalize the team plan.	
3	24-28 May	**Broader theme:** Coaching Philosophy	**Pedagogical task:** Discuss and reflect on the previous task with your partner. Develop a 1-hour session to teach the two foundational technical skills chosen. Submit your lesson.
	Virtual lab/ Webinar	Team 2 in each lab facilitates two webinars to explore the theme of the lesson with peers (to keep the number of participants lower, each team of 2 will run the webinar planned by the whole group). Meeting with instructor on Wednesday to discuss and finalize the team plan.	
4	31- 4 June	**Broader theme:** Coaching Ethics	**Pedagogical task:** Learn new sports skills by 'doing' the session planned by partner. Joint reflection on the two sessions. Evaluating your approach. Submit your individual reflection on this.
	Virtual lab/ Webinar	Team 3 in each lab facilitates two webinars to explore the theme of the lesson with peers (to keep the number of participants lower, each	

		team of 2 will run the webinar planned by the whole group). Meeting with instructor on Wednesday to discuss and finalize the team plan.	
5	7- 11 June	**Broader theme:** Communication	**Pedagogical task:** Planning a team session: key elements. Plan a 90 min. team session plan to teach the same foundational skills in a team environment. Submit this plan.
	Virtual lab/ Webinar	Team 4 in each lab facilitates two webinars to explore the theme of the lesson with peers (to keep the number of participants lower, each team of 2 will run the webinar planned by the whole group). Meeting with instructor on Wednesday to discuss and finalize the team plan.	
6	14-18 June	**Broader theme:** Equity, Diversity and Inclusion	**Pedagogical task:** Reflect and discuss the team plan with your partner. Submit your individual reflection on this.
	Virtual lab/ Webinar	Team 5 in each lab facilitates two webinars to explore the theme of the lesson with peers (to keep the number of participants lower, each team of 2 will run the webinar planned by the whole group). Meeting with instructor on Wednesday to discuss and finalize the team plan.	

Course Evaluation Summary:

	Date	**Points**
1. *Lesson completion*	Weekly (starting week 1) (Friday 11.55 pm, OWL)	**12**
2. *Planning and facilitation of a Webinar on a coaching related theme* (graded by participants)	Once	**10**
Team reflection on the Webinar (950-1000 words)	Once	**10**
Webinar participation (graded by each team of leaders)	Average of the participation grade in the 4 Webinars as an attendee	**10**
3. *Pedagogical tasks*	Weekly Individual Submission (starting week 2) (Friday 11.55 pm, OWL) 3 points each	**15**
	Two of these tasks randomly selected to be graded for 9 points each.	**18**

4. *Individual Coaching and Leadership statement (950-1000 words)*	20th June 11.55 pm (OWL)	**25**

Course evaluation details:

1. Lesson completion. Each weekly lesson, comprised of different activities, will be posted weekly on OWL by Friday 5 pm.
   The completion of these activities will be rewarded with 2 points weekly.
   Deadline: following Friday 11.55 pm.

2. Webinar planning, facilitation, and reflection.
   Each week, a different team will be responsible for planning and facilitating an interactive webinar in which the broader lesson theme will be explored with fellow students. This is not a presentation, but a space for discussion and sharing of personal knowledge and experiences.

   a. *Planning and facilitation of a Webinar on a coaching related theme (graded by participants).* **10 points**

   The grade for the facilitation of the Webinar is awarded by the participants.

   b. Team reflection on the Webinar: **10 points**
   Each team will reflect on the event and share their insights in a written reflection (950-1000 words).
   Deadline: Fridays 11.55 pm

   c. Webinar participation **10 points**
   (graded by each team of leaders)
   Your participation in each webinar will be graded by the team of leaders. The final grade for this will be the average of the grades received in the 4 webinars.

3. Pedagogical tasks
   You will be teaching two foundational techniques for a specific sport to another student and also learning from them. This process will be scaffolded in 5 different weekly tasks, which you will submit individually.
   Each weekly submission will be awarded 3 points. **15 points**

   The instructor will randomly select two of these, to be graded for a maximum of 9 points each. **18 points**
   Deadline: Fridays 11.55 pm.

5. Individual Coaching and Leadership statement **25 points**
   (950-1000 words)
   Making use of all the learning developed throughout the course, you will produce a coaching and leadership statement, in which you present the values, philosophy and beliefs about coaching and leadership underpinning your professional activity. This assignment is expected to evidence academic writing skills.

Formatting: The word count for all assignments excludes the references and title page, if included. Documents should be double-spaced and formatted using a font size no smaller than 12 points. Referencing must follow the APA guidelines.

The deadline to submit an assignment via OWL is **11.55 pm on any given date**. Please, note that during busy times, it may take up to 2 hours to submit a document. It is your responsibility to make

sure you submit your assignment on time.

Late policy: All assignments are due on the date and at the time indicated. Late assignments will be penalized at a rate of **1% for each hour** after the deadline. No assignments will be accepted over four days late. Assignments will not be accepted later, unless the student has self-reported or has been granted academic accommodation by an academic advisor.

Important information

Communication: Communicating clearly and regularly with your peers and the instructional team has never been more important. This is one of the reasons why we are using Microsoft Teams, so that you feel part of a community connected by similar goals and needs. The opportunities for communication are multiple (see table below). During the first few weeks of the term, you will learn to use each of the tools mentioned below. Their use will quickly become second nature.
Expect messages to be answered within 24 hours, expect during weekends (these will be answered the following Monday). Remember that individual office hour meetings can be booked using the Sign-up tool on OWL.

	Private (to a person or a group)	Whole Class
Peers	Private chat on Teams	Post on the course communication channel.
Instructional Team	Private chat on Teams	Posts on the Team's General channel (Instructors will also use the OWL announcements tool for all the important announcements and reminders).

Netiquette: Many components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honor the following rules of etiquette:

- "arrive" to synchronous online sessions on time;
- use your computer and/or laptop if possible (as opposed to a cell phone or tablet);
- ensure that you are in a private location to protect the confidentiality of participants if a class discussion deals with sensitive or personal material;
- to minimize background noise, mute your microphone for the entire class until you are invited to speak, unless directed otherwise;
- unless instructed otherwise by your instructor, **share** your screen in the meeting (this is essential to create a sense of trust in the class, between yourself, the teaching team and all the other students).

Ssynchronous sessions: the Friday live session and Webinars will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor. You will always be informed in the invitation for the session if this is being recorded.

Use of Recording Devices and Course Content Course: Instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL and MS Teams. Students do not have the right to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or

used. Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Troubleshooting:
Technical/ software/hardware: "I am having technical issues with my computer and I am not sure what the problem is…" you can create a help request in FHS IT Support or if the issue relates more to online learning software (OWL, Teams or other) go to FHS Online Learning Support (Students). If you have lost internet connection use the data on your phone to do this or to work as a hotspot for your other device.

Course/University Policies

1. **Academic offences**: They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com http://www.turnitin.com

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. **Electronic Device Usage: not relevant for this course.**

4. **Health and Wellness:**
Information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/.

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.health.uwo.ca/) for a complete list of options about how to obtain help.

5. **Support Services**
There are various support services around campus and these include, but are not limited to:
1. *Student Development Centre* -- *http://www.sdc.uwo.ca/ssd/*
2. *Student Health & Wellness* -- http://www.health.uwo.ca/
3. *Registrar's Office* -- *http://www.registrar.uwo.ca/*
4. *Ombudsperson Office* -- *http://www.uwo.ca/ombuds/*

6. **Documentation for Academic Accommodation (Illness, Medical/Non-Medical Absences)**:
http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

(i) Submitting a Self-Reported Absence (see below for conditions)
(ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
(iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.
Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

The following conditions are in place for self-reporting of medical or extenuating circumstances:
a. **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
b. any absences in excess of the number designated in clause a above will require students to present a Student Medical Certificate (SMC) or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

For medical and non-medical absences that are not eligible for self-reporting Kinesiology students must submit an Academic Consideration Request form found online https://www.uwo.ca/fhs/kin/undergrad/files/accommodation_request.pdf in addition to an SMC or appropriate documentation in the event of a non-medical absence. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

7. **Grades**: Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to the instructor's attention immediately.

At least three days prior to the deadline for withdrawal from a 1000- or 2000-level course without academic penalty, students will receive assessment of work accounting for at least 15% of the final grade.

- November 9th, 2019 (for first term half-courses)
- November 27th, 2019 (for full-year courses)
- March 4th, 2020 (for second term half-or full year courses)

A+	90-100	*One could scarcely expect better from a student at this level*
A	80-89	*Superior work that is clearly above average*
B	70-79	*Good work, meeting all requirements and eminently*
C	60-69	*Competent work, meeting requirements*
D	50-59	*Fair work, minimally acceptable.*
F	below 50	*Fail*

Rounding of Grades (for example, bumping a 79 to 80%):
This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

8. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit https://www.uwo.ca/univsec/pdf/board/code.pdf