

Western University
Faculty of Health Sciences
School of Kinesiology

**KIN 2991B - Coaching and Sport Leadership
Winter 2022**

<p>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: Drop-in: Tuesdays 4 to 4.30 in the General Channel on MS Teams Private: Tuesdays 4.30 to 5 (please, send me a private message previously to book a 10 min. slot) TAs: Samantha Marshal (smarsh69@uwo.ca) Justin Robar (jrobar2@uwo.ca)</p>	<p>Online (MSTeams/ General) and/or In-person lecture (FNB2210): Sections 002 and 003: Mon 9:30 - 10:30 Sections 004 and 005: Mon 10:30 - 11:30</p> <p>Online Seminars (MSTeams/ General) and Practical sessions (Gym @Western Rec Centre) (if going back to in-person teaching) 002: Wed 9.30- 11.00 003: Wed 11.00 - 12:30 004: Fri 9.30- 11.00 005: Fri 11:00 - 12:30</p> <p>Attendance to all online and/or in-person sessions expected.</p>
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Image by [Sasin Tipchai](#) from [Pixabay](#)

NOTE: All course information, including grades, assignment outlines, deadlines, etc. is 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 multiple team and individual assignments. Because of the practical and interactive character of the course, there will be no final exam or mid-terms.

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 prerequisites.

NOTE: If you wish to enrol 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.

Diversity Statement:

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. We are committed to the decolonization and Indigenization of our course materials and we invite our students to become active participants in this endeavor through open dialogue. If you have any concerns about course materials and/or the learning environment, please let Professor Carla, Samantha or Justin know as soon as possible.

Land Acknowledgment

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

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 and collaborative approach, you develop and articulate your own leadership approach, coaching philosophy and communication style; and plan and lead successful and engaging sports coaching sessions.

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 will be relevant not only in sport, but in any movement context.

Learning Outcomes

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

1. Articulate your leadership approach and personal philosophy as a movement professional;
2. Plan effective and inclusive movement sessions;
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 critically evaluate your own coaching performance and learning, making use of different sources of information (including your peers);
5. Effectively facilitate practical coaching sessions;
6. Work collaboratively;
7. Develop reflective skills and critical thinking, informed by academic knowledge.

Required Course Material/Text:

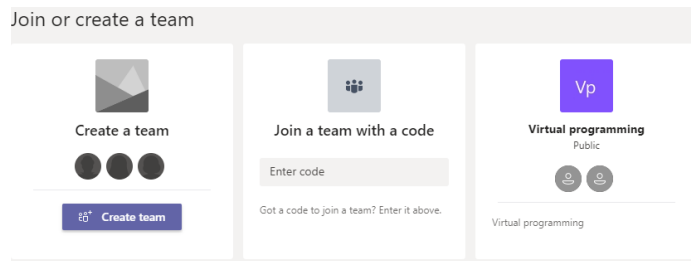
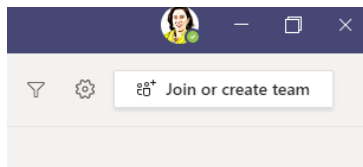
All required resources will be posted on OWL weekly.

Most important texts:

- Launder, Alan, and Wendy Piltz. *Play Practice : The Games Approach to Teaching and Coaching Sports*, Human Kinetics, 2013. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?docID=3011953>.
- Sullivan, Gregory S.. *Servant Leadership in Sport : Theory and Practice*, Springer International Publishing AG, 2019. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?docID=5733046>.

Your classroom

Your virtual classroom space is located in MS Teams (collaboration, informal communication, lesson tasks) and OWL (access the lessons, quizzes, gradebook...). If you do not have the software on your desktop, download it from [here](#). Once installed, open MS Teams, select *join or create team* at the top right and input the code **7998xdd** in the box *join a team with code*. You will then be a member of the KIN2991B Winter course in MS Teams. Once you do this, please introduce yourself in the [Getting to know one another channel](#).

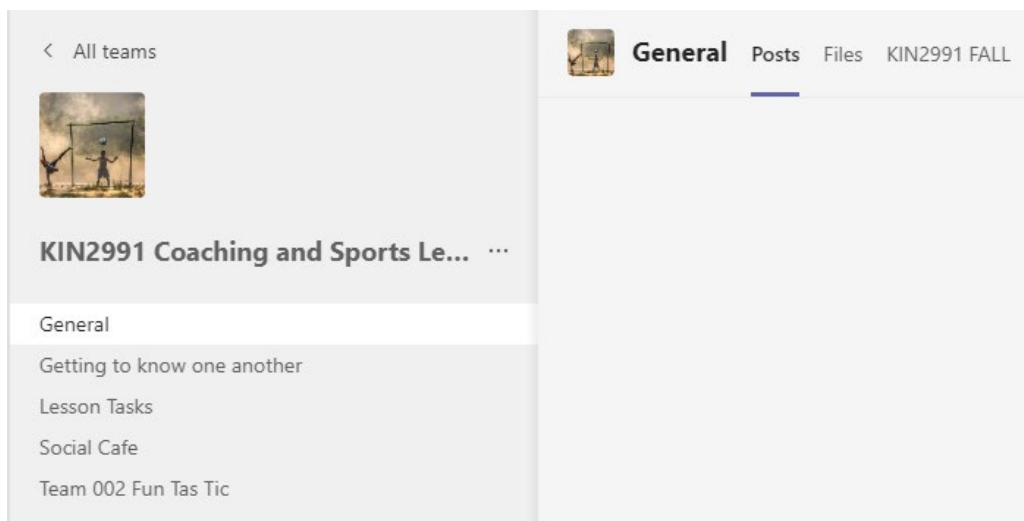


On the left bar, click the button **Teams** and you should be able to see the box for your course:



KIN2991A FALL21

Your virtual classroom should look like this:



Teams: On week 4, within each course section, teams of 4 students will be formed to work on two team assignments to be developed throughout the course.

Tentative course schedule:

The table below presents a provisional schedule for our weekly teaching and learning units. Note that this plan will be updated once we have more information on whether we will return to in-person teaching. Be attentive to announcements on OWL and MS Teams (general channel).

Unit	Week	Topic
1	10- 14 Jan.	Course Roadmap Course goals, values, principles, and expectations Ways of working Exploring what sports coaching means and entails
2	17- 21 Jan.	Introduction to Sports coaching leadership approaches: power vs servant
3	24-28 Jan.	Servant Leadership: What does it really entail? Developing my own leadership approach (starting my individual coaching statement (final assignment))
4	31- 4 Feb.	Developing my own Coaching Philosophy in alignment with my leadership approach (progressing in the writing of the final assignment)
5	7- 11 Feb.	Developing mindful communication with my athletes/ peers/ clients/ patients (progressing in the writing of the final assignment)
6	14- 18 Feb.	14 Feb: Quiz one (multiple choice and short answer question) Planning Successful movement sessions: Foundations of Play Practice Work to be developed independently and submitted to OWL.
21- 25 Feb		Reading week
7	28- 4 Mar.	Planning Successful movement sessions: Play Practice strategies and Game Sense

8	7- 11 Mar.	Facilitating successful movement sessions: P's of perfect pedagogy
9	14- 18 Mar.	What now? Reflecting on our learning trajectory and its practical implications.
10	21- 25 Mar.	<u>21 Mar.: Quiz 2</u>
11	28- 1 Apr.	Developing the individual coaching statement Instructor support and peer-reviewing
12	4- 8 Apr.	<u>Submission on the 6th of April, 11.55 pm</u>

Course Evaluation Summary:

	Date	%
1. <u>Participation and Engagement</u>	Based on attendance to all sessions and quality of engagement/ participation.	15
2. <u>Team Assignment 1</u>	To be updated	15
3. <u>Team Assignment 2</u>	To be updated	15
4. <u>Quizzes (Individual)</u>	14 Feb. 21 Mar	12.5 12.5
5. <u>Individual coaching statement</u>	29 Nov	30
		100

Course evaluation details:

1. Participation and Engagement: To receive the maximum grade in this category, you need to attend all sessions and participate meaningfully and adequately. You will receive feedback on this dimension during reading week.
2. Team Assignment 1. To be updated.
3. Team Assignment 2. To be updated.
4. Quizzes: The OWL quizzes take place in the seminar session on Monday and are cumulative, so each quiz can include ANY content explored previously. Disclaimer: if a self-report/ accommodation is submitted, the points will be reweighed into the following quiz. If the quiz missed is the last one, you will need to complete another quiz on the 6th April.
5. Individual Coaching and Leadership statement (Individual: 950-1050 words)
Making use of all the learning developed throughout the course, you will produce a coaching and leadership statement, in which you present your leadership approach, coaching philosophy and pedagogical principles and methods. More detailed guidance will be timely offered.

Formatting: All formatting (information [here](#)) and referencing of written assignments must follow APA guidelines. Learn about APA referencing styles and rules [here](#). The word count for all assignments excludes the reference list (and title page. Documents must be double-spaced and formatted using a font size no smaller than 12 points.

Late policy: All assignments are due on the date stated above by 11.55 PM, through the assignment tool on OWL.

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 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:

	Private (to a person or a group of peers)	Whole Class
Peers	Private chat on MS Teams	Post on the General channel.
Instructional Team	Private chat on MS Teams	MS Team’s General channel for informal communication OWL announcements for all important announcements and reminders.

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. Statement on Use of Personal Response Systems (“Clickers”)

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. 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:

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

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. Accommodation, Illness Reporting and Academic Considerations:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides

recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

<https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html>

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. Examination Conflicts: A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an "Examination Conflict Room," which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **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 my 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 12th, 2021 (for first term half-courses)
- November 30th, 2021 (for full-year courses)
- March 14th, 2022 (for second term half-or full year courses)

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

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".

9. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

10. **Online Etiquette:** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please "arrive" to class on time
- please 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 discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable.

General considerations of "netiquette":

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.

- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

11. 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>

COVID RELATED GROUND RULES

Masking Guidelines

Students will be expected to wear triple layer, non-medical, paper masks at all times in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation.

Students are not permitted to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Dean, and such actions will be considered a violation of the student Code of Conduct.

Course Absences due to Daily COVID Screening Questionnaire

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling). Methods for dealing with missed work and course content are at the discretion of the instructor(s).

Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year.

Your instructor will provide you with further information as to how this applies within this course.

Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.