

Western University  
Faculty of Health Sciences  
School of Kinesiology

**KIN2991A - Coaching and Sport Leadership**  
**Fall 2022/Winter 2023**

<p><b>Instructor:</b> Dr Carla Silva <b>Office:</b> Arthur and Sonia Labatt Health Sciences Building (HSB), Room 345 <b>Email:</b> <a href="mailto:csilva42@uwo.ca">csilva42@uwo.ca</a> <b>Phone:</b> 519/661-2111 x86680 <b>Office Hrs:</b> Mon 4. 10- 5 pm (book through sign up tool on OWL) <b>TAs:</b> TBA</p>	<p><b>In-person Lecture/Seminar (FNB3210): Mon 2.30- 4.30</b></p> <p><b>Practical sessions (Gym @Western Rec Centre)</b> 002, 003: Wed 9.30- 11.30 004, 005: Fri 9.30- 11.30</p> <p><b>Instruction mode: In- Person</b> Compulsory attendance to all in-person sessions</p>
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**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 nor 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 enrol 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 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.**

### **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 in order 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 endeavour through open dialogue. If you have any concerns about course materials and/or the learning environment, please let Dr. Silva know as soon as possible. There will be opportunities to do this anonymously.

### **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 approach, you will learn to lead sports coaching sessions. You will also be challenged to position yourself in relation to leadership approaches, develop your own coaching philosophy, and reflect on the ethical dimension of sports coaching and leadership and explain how you will align your coaching practice with your personal leadership approach and coaching philosophy.

### **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 contexts, but in any movement context in which communicating and empathizing with others is key.

### **Learning Outcomes/Schedule:**

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

1. Articulate your leadership approach 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 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>.

**Tentative course schedule:** The table below presents a provisional schedule for our weekly teaching and learning units. Note that this plan may change slightly. Please, be attentive to course announcements on OWL.

**Teams:** Each lab section will be divided into teams of 4, 5 students (randomly assigned in the first week). Each team will be responsible for planning and facilitating two practical coaching sessions at distinct moments of the term and work collaboratively in several non-graded lesson tasks. As this course heavily relies on collaborative work, it is essential to spend some time working on your team contract, detailing expectations regarding engagement and how the team will act in case of conflict, namely when a student does not contribute as reasonably expected. Ultimately, any case that is not satisfactorily addressed within the team must be communicated to the course instructor, Dr. Silva, so that a suitable solution may be found.

Lesson	Week	Topic
1	12- 16 Sep.	Course Roadmap Course goals, values, principles, expectations, and ways of working Exploring what sports coaching means and entails Introduction to Play Practice: Approaches to teaching and Coaching Sport Individual Learning Contract/ Meet your team <b>Instructor- Led practical session: Student’s Observation)</b>
2	19- 23 Sep	Sport: Elements of Skilled Performance, playing skillfully and implications for Sports Coaching Celebration of Team Contract Planning a sports coaching session (Fundamentals) Teams to start planning their 1 <sup>st</sup> coaching session <b>Instructor- Led practical session: Student’s Observation)</b>
3	26- 30 Sep	Planning Successful sport sessions: Play Practice strategies and teaching specific elements of skilled performance  <b>Student-Led practical sessions</b> Leaders: Teams 1,2 / Observers: Teams 3,4

		<b>Submission: 30 Sep 11.55 pm: All teams to submit 1<sup>st</sup> session plan (OWL: Assignment tool)</b>
4	3- 7 Oct	Facilitating successful movement sessions: P's of Perfect Pedagogy <b>Student-Led practical sessions</b> Leaders: Teams 3, 4 / Observers: Teams 5, 1
5	10- 14 Oct	No lecture: Thanksgiving  Individual: Submit reading task (Introduction to Servant Leadership) for participation mark Team: Plan 2nd practical session (submit draft for participation mark 14 <sup>th</sup> Oct.) (use the practical sessions' time to develop this as a team)
6	17- 21 Oct	Introduction to sports coaching leadership approaches: power vs servant Servant Leadership: What does it really entail? <b>Student-Led practical sessions</b> Leaders: Team 5 / Observers: Team 2 Teams: Testing the 2 <sup>nd</sup> practical session  <b>17 Oct: Quiz One</b>  <b>Submission: 21 Oct 11.55 pm: All teams to submit 2nd session plan (OWL: Assignment tool)</b>
7	24- 28 Oct	Servant Leadership approach (cont.) Developing my own leadership approach (starting my individual coaching statement for the final assignment) <b>Student-Led practical sessions:</b> Leaders: teams 1
<b>31<sup>st</sup> Oct- 6 Nov</b>		<b>Reading week</b>
8	7-11 Nov	Developing a Coaching Philosophy Developing my Coaching Philosophy in alignment with my leadership approach (progressing in the writing of the final assignment) <b>Student-Led practical sessions:</b> Leaders: teams 2
9	14- 18 Nov	<b>14 Nov: Quiz Two</b>  Developing mindful communication with my athletes/ peers/ clients/ patients (progressing in the writing of the final assignment)  <b>Student-Led practical sessions:</b> Leaders: teams 3
10	21- 25 Nov	Reflection in sports coaching <b>Student-Led practical sessions:</b> Leaders: teams 4
11	28- 2 Dec.	<i>What now? Reflecting on our learning trajectory and its practical implications</i> Finalizing the final assignment <b>Student-Led practical sessions:</b> Leaders: teams 5  <b>Submission: 2 Dec 11.55 pm: Submit Final Individual Assignment</b>

<b>12</b>	5- 9 Dec	Course Plenary Final student reflection: what have I learned and how can I use that learning?  (Make up Quiz)
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**Course Evaluation Summary:**

	<b>Date</b>	<b>Points/ %</b>
1. <u>Participation and engagement (some weeks, this may entail the submission of a team or individual task)</u>	1 point Weekly (Implies submission of work in some weeks)	<b>12</b>
2. <u>Practical sports coaching session (Team): Planning, delivery and Reflection</u>	1 <sup>st</sup> session (30 Sep) 2 <sup>nd</sup> session (21 Oct)	<b>5</b> <b>15</b>
3. <u>Practical sports coaching session: <b>Individual</b> delivery/ self-evaluation/ reflection</u>	1 <sup>st</sup> session (21 Oct)  2 <sup>nd</sup> session (2 Dec)	<b>3</b> (self-evaluation/ reflection)  <b>10</b> (Delivery) <b>5</b> (Self Evaluation/ Reflection)
4. <u>Quizzes (Individual)</u>	17 Oct 14 Nov	<b>10</b> <b>10</b>
17 <u>Individual coaching statement</u>	2 Dec	<b>30</b>
		<b>100</b>

**Course evaluation details:**

1. Participation and Engagement: To be awarded 1 point weekly, you must attend and participate positively in both the lecture (0.5) and the practical session (0.5) and submit any required work. Disclaimer: if an academic accommodation is submitted that justifies non-attendance, the half point will still be awarded, after submission of a lesson task.
2. Practical sports coaching session: Planning, delivery and reflection (team): From week 3, the practical sports coaching session will be led by a team of students (randomly assigned in week 1). Each team will lead two sessions on the same sport, and therefore will be able to improve based on the initial experience. More specific and detailed guidance will be timely offered.

For practical session one, each team will submit their plan for feedback and will get 5 points for a completed plan.

For practical session two, each team will submit their plan for to be marked for 15 points by the course instructor.

Disclaimer: if a self-report/ accommodation is submitted that justifies non-attendance, the student will be asked to join another team to be able to develop the same tasks.

3. Practical sports coaching session: Individual delivery/ self-evaluation/ reflection: After delivering their first session as a team, each student will submit a self-evaluation and reflection on their performance, for submission marks (3). Feedback will help improve coaching performance in the 2<sup>nd</sup> session.

The individual delivery of the 2<sup>nd</sup> session will be graded by the course instructor for 10 points. The individual self-evaluation and reflection will be graded for 5 points. More detailed guidance will be timely offered.

4. Quizzes: The OWL quizzes take place in the lecture session on Monday and are cumulative, that is, each quiz can focus on ANY content explored until the previous week.

Disclaimer: if a self-report/ accommodation is submitted that justifies non-attendance, there will be a makeup test on the 5 Dec. The makeup quiz includes all course content and will be longer than the individual quizzes.

5. Individual Coaching and Leadership statement (Individual)  
Making use of all the learning developed throughout the course, you will produce a coaching and leadership statement, explaining your leadership approach, coaching philosophy and pedagogical principles and methods that align with those. 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 in the box 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.

**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. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

## 2. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the Academic Calendar ([westerncalendar.uwo.ca](http://westerncalendar.uwo.ca)).

### Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 ([www.turnitin.com](http://www.turnitin.com)).

### Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### Use of Statistical Pattern Recognition on Multiple Choice Exams

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. Use of Electronic Devices

**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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**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. 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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;

- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

#### 4. **Academic Considerations and Absences from Lectures and Assessments**

##### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

##### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

##### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such 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](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.")

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

##### **Examination Conflicts**

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) 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 academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

#### 5. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, 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

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.

#### 6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

#### 7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2022 (for first term half-courses)
- November 30th, 2022 (for full-year courses)
- March 7th, 2023 (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. The final grade documented is the grade that you have achieved. 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”.

#### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances

beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

## 8. Support Services

### **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.

There are various support services around campus and these include, but are not limited to:  
*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>  
*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## 9. 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>