

Course Title	:	Foundation of Sports Coaching
Course Code	:	SCE3006
Recommended Study Year	:	3
No. of Credits/Term	:	3
Mode of Tuition	:	Sectional Approach
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Programme Required
Discipline	:	Sports
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

Coaches are extremely important for sports at all levels. To be a competent sports coach, he/she need to develop their knowledge and skills in coaching. This course equips students the basic principle and knowledge in sports coaching. The concept of coaching philosophy, coaching process, fundamental skills of a sports coach, approaches to coaching and coaching pedagogy are covered. This course also introduces students the code of ethics and conduct for sports coaches, and the sports coach's legal responsibilities.

Aims

This course aims to:

- help students to understand the role of sports coach
- introduce students the concept of sports coaching method
- equip students the fundamental skills of a sports coach
- help students to understand the knowledge of coaching pedagogy
- introduce students the code of ethics and conduct as well as legal responsibilities for sports coach

Learning Outcomes (LOs)

On successful completion of this course, students will be able to:

1. explain the role of sports coach;
2. apply the knowledge and skills in sports coaching process;
3. develop their coaching philosophy and coaching style; and
4. select an appropriate coaching approach and teaching method under different circumstances.

Indicative Content

1. Introduction of concept and principle of sports coaching
2. Role of sports coach: What is the role of a coach in a sports team
3. Coaching philosophy and coaching style: development your coaching philosophy and different coaching style
4. Coaching approaches: introduction of different coaching approaches

5. Coaching process: the step of sport coaching process
6. Coaching pedagogy: learning, teaching and instruction in sports
7. Talent identification and development
8. Sport Coach Education
9. Code of ethics and conduct, legal responsibilities for sports coach
10. Future trend of sport coaching

Teaching Methods

The course is delivered through lectures, classroom discussions, case studies, role play, video, workshops and tutorials. Teacher will illustrate the essential concepts with real-life example in sports coaching. Through the teaching and learning activities, students are facilitated to achieve the CILOs via interactive and students-centered approaches. Lectures will be accompanied by relevant reading materials which students would have to read before the lecture.

Measurement of Learning Outcomes

In-class participation and discussion assess students' understanding of essential sport coaching principle and knowledge in coaching philosophy, coaching process, coaching approaches and pedagogy

Case studies require student to discuss and analyze real-world sport coaching issues. It enables students to build their capabilities to discuss and develop their sport coaching philosophy, apply the knowledge and skills they learnt from the course.

Group project with presentation and report, provides the opportunity for students to integrate and apply sport coaching knowledge, principle and skills. Students are required to select a coaching approach and teaching method. Students are required to search and study the required materials, write a report, and present their findings in class.

Final examination assesses students' overall achievement for the course. It assesses students' ability to understand and apply all knowledge and skills learnt from the course.

Learning Outcome	In-class participation and discussion	Case studies	Group report	Final examination
1. Explain the role of sports coach	✓	✓	✓	✓
2. Apply knowledge and skills in sports coaching process	✓	✓	✓	✓
3. Develop their coaching philosophy	✓	✓		✓

4. Select an appropriate coaching approach and teaching method under different circumstances.	✓		✓	✓
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Assessment

Continuous Assessment

60%

1. 10% In-class participation and discussion
2. 20% Case studies
3. 30% Group project (20% report and 10% presentation)

Final examination

40%

Required/Essential Readings

Gill, A. J. (Ed.). (2021). Foundations of Sports Coaching: Applying Theory to Practice (3 ed.). Routledge.

Lori, G.-O., Melissa, T., & Van, M. P. (2020). National Standards for Sport Coaches: Quality Coaches, Quality Sports (3 ed.). Jones & Bartlett Learning.

Simon, R. L. (Ed.). (2018). The Ethics of Coaching Sports: Moral, Social and Legal Issues. Routledge.

Recommended/Supplementary Readings

Bompa, T. O., & Buzzichelli, C. A. (2019). Periodization: Theory and Methodology of Training (6 ed.). Human Kinetics.

Coach Education. <https://www.hksi.org.hk/training-the-athletes/coach-education>

Cope, E., & Partington, M. (Eds.). (2020). Sports Coaching: A Theoretical and Practical Guide. Routledge.

Cruz, A. (2017) Sport Coaches Learn to Coach in Hong Kong. Advances in Physical Education, 7, 425-443. doi: [10.4236/ape.2017.74036](https://doi.org/10.4236/ape.2017.74036).

Gilbert, W. (2016). Coaching Better Every Season: A Year-Round System for Athlete Development. Human Kinetics.

Hardman, A. R., & Jones, C. (Eds.). (2010). The Ethics of Sports Coaching. Routledge.

Lyle, J., & Cushion, C. (2017). Sport Coaching Concepts: A framework for coaching practice (2 ed.). Routledge.

Light, R., & Harvey, S. (2019). Positive Pedagogy for Sport Coaching. Routledge.

Light, R., & Harvey, S. (Eds.). (2020). Applied Positive Pedagogy in Sport Coaching: International Cases. Routledge.

Partington, N. (2021). Coaching, Sport and the Law: A Duty of Care. Routledge.

Wallis, J., & Lambert, J. (Eds.). (2016). Becoming a Sports Coach. Routledge.

Xuedong Chen & Shushu Chen (2021) Sports Coaching Development in China: the system, challenges and opportunities, Sports Coaching Review, DOI: 10.1080/21640629.2021.1952808

**Additional readings may also be suggested on a topic by topic basis*

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in coursework, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>