

# EDUC30070 Applying Coaching Science

<b>Credit Points:</b>	12.5						
<b>Level:</b>	3 (Undergraduate)						
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
<b>Time Commitment:</b>	Contact Hours: 36 Total Time Commitment: 170 hours						
<b>Prerequisites:</b>	<p>Either EDUC10051 Sports coaching: Theory and Practice, or an equivalent Level 1 Accredited Coaching Qualification</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC10051 Sports Coaching: Theory and Practice</td> <td>February, Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC10051 Sports Coaching: Theory and Practice	February, Semester 1, Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC10051 Sports Coaching: Theory and Practice	February, Semester 1, Semester 2	12.50					
<b>Corequisites:</b>	To enrol in this subject students must concurrently have a role as a coach or assistant coach of a sports team (school or club). Contact the subject coordinator with proof before enrolling.						
<b>Recommended Background Knowledge:</b>	<p>If EDUC10051 Sports Coaching: Theory and Practice has not already been completed, an understanding of the content covered in this subject is recommended.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC10051 Sports Coaching: Theory and Practice</td> <td>February, Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC10051 Sports Coaching: Theory and Practice	February, Semester 1, Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC10051 Sports Coaching: Theory and Practice	February, Semester 1, Semester 2	12.50					
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>						
<b>Coordinator:</b>	Dr Richard Sallis, Miss Melanie Nash, Ms Anna Krohn						
<b>Contact:</b>	<p><a href="mailto:mjnash@unimelb.edu.au">mjnash@unimelb.edu.au</a> (mailto:mjnash@unimelb.edu.au)  <a href="mailto:sallis@unimelb.edu.au">sallis@unimelb.edu.au</a> (mailto:sallis@unimelb.edu.au)  <a href="mailto:akrohn@unimelb.edu.au">akrohn@unimelb.edu.au</a> (mailto:akrohn@unimelb.edu.au)</p>						
<b>Subject Overview:</b>	<p>The subject explores the complex educational relationship between, coach, athlete, coaching program and social context, and encourages students to develop an open and reflective approach to their own coaching practice. It offers a deeper insight into the theory and practice of sports coaching highlighting the pedagogical and scientific concepts underpinning good coaching practice. It addresses key issues such as: viewing the athlete as a learner; instructional methods and reflection; how analysis of ability informs assessment; and how the various sports science sub-disciplines can be used to enhance athletic performance. Students will be expected to apply the theoretical knowledge learnt in this subject through the development, implementation and evaluation of teaching and coaching programs that they</p>						

	have designed for their specific sport setting. The subject is aimed at those students who have proven coaching experience and a current association with a sporting club or school organisation.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li># Understand the importance of sports science sub-disciplines and their use in modern coaching;</li> <li># Interpret scientific test data to assess the strengths and weaknesses of an athlete;</li> <li># Understand the importance of recovery and provide strategies to ensure that athletes are not over trained;</li> <li># Develop and critically defend a periodised training program;</li> <li># Utilize performance analysis tools to assess the demands of training and competition.</li> </ul>
<b>Assessment:</b>	Coaching Plan (1000 words) due mid-semester, 25% Coaching Report (1000 words) due end of semester, 25% Six written tasks (total 2000 words) due fortnightly during semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Banks, J et al (2008) Intermediate coaching: General principles manual (ASC) Belconnen, A.C.T.: Australian Sports Commission Selected readings online
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ARTS">https://handbook.unimelb.edu.au/view/2016/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-BMED">https://handbook.unimelb.edu.au/view/2016/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-COM">https://handbook.unimelb.edu.au/view/2016/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENVS">https://handbook.unimelb.edu.au/view/2016/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-MUS">https://handbook.unimelb.edu.au/view/2016/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-SCI">https://handbook.unimelb.edu.au/view/2016/B-SCI</a>)</li> </ul> <p>You should visit <a href="http://breadth.unimelb.edu.au/breadth/info/index.html">learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html)</a> and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>Examine critically, synthesise and evaluate knowledge across a broad range of disciplines  Expand their analytical and cognitive skills through learning experiences in diverse subjects  Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems  Have a set of flexible and transferable skills for different types of employment</p>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/leading_community_sport_and_recreation#applying">http://education.unimelb.edu.au/study_with_us/breadth/leading_community_sport_and_recreation#applying</a>
<b>Related Breadth Track(s):</b>	Leading Community Sport and Recreation