

Coaching: The Female Athlete

HBA 909 (Online Version)

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Number of Course Units: 3

COURSE DESCRIPTION

This course is designed to encourage the coach to examine gender differences and stereotypes that are typically encountered by the coach as they coach the female athlete in our competitive world. The National Standards for Sport Coaches (NSSC) as part of the NASPE national standards calls for coaches to be knowledgeable in the area of coaching methods and other related area relevant to understanding how to effectively work with various personalities and types of athletes, including the female athlete. The activities of this course are designed to better acquaint and refine within the coaching individual, their understandings of the current athletic environment relative to the female athlete. This will be accomplished through activities such as coaches interviews, readings, a focused web search, observations, and guided evaluation through practical experiences with current coaches and/or female student-athletes.

COURSE MATERIALS

1. Required Text: Gender and Competition: How Men and Women Approach Work and Play Differently, by Kathleen DeBoer The student is responsible to order the text. Order from Coaches Choice Publishers. The url is: http://www.cart-coacheschoice.com/Program_Professional_Development_s/20.htm
2. All other materials are provided within the online course.
3. Access to corresponding instructions for the successful engagement of online assignments of the listed instructor-provided topics.
4. Course Grade Form (To be faxed or mailed to the instructor upon course completion)

COURSE REQUIREMENTS

This course is comprised of a set of readings and applied exercises designed to be as useful to the coach of the female athlete as possible. Each reading will focus on a specific, practical subtopic relative to the facts, current research, as well as the accompanying ethical issues and dilemmas that typically are encountered within the competitive athletic world relative to the female athlete. Each exercise has been developed with an emphasis on real world analyses and application of current coaching issues.

COURSE ACTIVITIES

1. **ANALYSIS-REACTION PAPERS (required)** – Three selected readings relative to the topic of gender differences in competitive sport.
 - a. Each selected reading will be responded to via a 2 page "Analysis-Reaction" (A-R) paper. Each A-R paper will include a summary and application-based reaction to the topic of the female athlete and competition

2. **ANALYSIS-REACTION PAPERS (selected)** – Three selected readings from a menu of readings relative to the topic of the gender differences in competitive sport.
 - a. Each selected reading will be responded to via a 2 page "Analysis-Reaction" (A-R) paper. Each A-R paper will include a summary and application-based reaction to the topic of the female athlete and competition.

3. **FORUMS** – The student will respond to four separate Forum statements that are presented via an online response that are open and shared with all other students plus the instructor in the course. This part of the course is meant to provide open opportunity for class discussion of the relevant topics, questions, and opinions.

4. **WEB SEARCH – “Gender Differences in Competition”**
The student will conduct a web search exploring the literature that examines and discusses the gender differences in competition.

5. **WEB SEARCH – “Effective Coaching: The Female Athlete”**
The student will conduct a web search exploring the literature that examines and discusses issues and understanding related to the effective coaching of the female athlete.

6. **TRIANGULAR COACH INTERVIEWS**
The student will conduct interviews with three experienced high school or college coaches that center on the topics of coaching the male or female athlete. Included in the interviews will be questions that focus on the psychological and sociological issues that are a part of the respective male or female athletic experience. Respective coaches will be identified and interviewed representing 1) male coaching male, 2) male coaching female, and 3) female coaching female. The reported results from each interview will be analyzed and compared for gender similarities and differences.

7. **POWERPOINT – “Gender Differences in Competition”**
The student will create a 7-10 slide PowerPoint presentation that outlines the gender differences and similarities of successful male and female athletes within the context of athletic competition. Bibliographic support is required.

NATIONAL STANDARDS

The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12th grade.

"Standards are an enduring commitment, not a passing fancy."
- California State Board of Education

National Association for Sports and Physical Education (NASPE)
(www.aahperd.org/naspe)

National Standards for Sport Coaches (NSSC)

Additional Links to State Content Standards – Various States

www.mcrel.org/standards-benchmarks
www.education-world.com/standards
www.sps3000.net/etpdp/background/standards.htm
<http://www.academicbenchmarks.com/search/>

The following content standards listed by the National Standards for Sport Coaches (NSSC) within the National Association for Sports and Physical Education (NASPE) are addressed throughout this course.

Domain 5 – Teaching and Communication

Standard 19: Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

Benchmarks:

- a) Treat each athlete as an individual.
- b) Promote opportunity within sport by encouraging appropriate and equal participation regardless of age, ethnicity, gender, and socio-economic status.

Standard 23: Utilize appropriate instructional strategies to facilitate athlete development and performance.

Benchmarks:

- a) Design instructional processes that include verbal, visual, and tactical cues that address different learning styles.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment to the sport experience.

Benchmarks:

- a) Use professional and age-appropriate language at all times. Use nonsexist and inclusive language.

NASPE appointed the Outcomes Committee to answer the question, "What should students know and be able to do?" The Outcomes Project culminated in the development of a definition of the physically educated person. This definition included five major focus areas:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

National Board for Professional Teaching Standards (NBPTS) **(www.nbpts.org)**

In 1983, public concern about the state of American education was sharply heightened by the issuance of a federal report titled A Nation at Risk. The report provoked a wave of reform initiatives that engulfed the education community. Most of these programs, however, left out a critical element of the education equation: the classroom teacher.

If America is to have world-class schools, it must have a world-class teaching force. Many excellent teachers already work in the schools, but their work often goes unrecognized and unrewarded. As a consequence, many first-rate practitioners leave the schools and others who could be exceptional teachers never consider teaching. Worse still, the knowledge and skills of the fine teachers who remain are often underutilized, their positive influence allowed only modest scope.

Three years after A Nation at Risk, in 1986, the Carnegie Task Force on Teaching as a Profession issued a pivotal report. A Nation Prepared: Teachers for the 21st Century. Its leading recommendation called for the establishment of a National Board for Professional Teaching Standards. The following year, this unique institution in the history of American education was born.

The National Board's mission is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do.
- providing a national voluntary system certifying teachers who meet these standards.
- advocating related education reforms to integrate National Board Certification Teachers.

National Board Certification, developed by teachers, with teachers, and for teachers, is a symbol of professional teaching excellence. Offered on a voluntary basis, it complements, not replaces, state licensing. While state licensing systems set entry-level standards for the beginning teachers, National Board Certification has established advanced standards for experienced teachers.

Linked to these standards is a new generation of fair and trustworthy assessment processes that honor the complexities and demands of teaching. They focus on teacher

work and the difficult issues that accomplished teachers confront on a regular basis. The NBPTS assessments for National Board Certification include having teachers construct a portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.

At the time the National Board was founded in 1987, it was understood that a critical first task was the development of a policy that would spell out the National Board's vision of accomplished practice. In 1989, it issued its policy statement, *What Teachers Should Know And Be Able To Do*, which has served as a basis for all of the standards development work NBPTS has conducted. To this day, it remains the cornerstone of the system of National Board Certification and has served as a guide to school districts, states, colleges, universities and others with a strong interest in strengthening the initial and ongoing education of America's teachers. It also holds the promise of being a stimulus to self-reflection on the part of teachers at all levels of accomplishment as well as a catalyst for healthy debate and the forging of a new professional consensus on accomplished practice in each field of teaching.

The NBPTS seek to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core standards. These standards are also applied throughout the course material. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

- **Teachers (coaches) are committed to students and their learning.**

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

- **Teachers (coaches) know the subjects they teach and how to teach those subjects to students.**

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the

collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

- **Teachers (coaches) are responsible for managing and monitoring student learning.**

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

- **Teachers (coaches) think systematically about their practice and learn from experiences.**

- Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the

literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

- **Teachers (coaches) are members of learning communities.**

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

PRIMARY LEARNING OUTCOMES

The athletic coach and/or scholar will engage in the following learning outcomes in a manner consistent with the standards prescribed by the National Standards for Sport Coaches (NSSC) as part of the NASPE Standards and California State Board of Education:

- 1) The learner will identify and process specific issues relative to cultural dilemmas related to the experiences of the female athlete commonly encountered within the competitive sport context. (Domain 5, Standard 19, Benchmark a, b)
- 2) The learner will identify and analyze crucial factors that serve as antecedents to the misunderstandings that commonly arise within a competitive athletic environment for the female athlete. (Domain 5, Standard 19, Benchmark a, b, Standard 23, Benchmark a)
- 3) The learner will gain knowledge and understanding of the various gender-based differences and similarities and their physiological and anatomical effects encountered within the competitive sport context for the female athlete. (Domain 5, Standard 19, Benchmark a, b; Standard 23, Benchmark a; Standard 25, Benchmark a)
- 4) The learner will identify and analyze the popular topics of social, psychological, ethical, and moral dysfunction commonly encountered by the female athlete in the competitive sports world. (Domain 5, Standard 19, Benchmark a, b; Standard 23, Benchmark a; Standard 25, Benchmark a)

5) The learner will develop an understanding that utilizes sound psychologically-based moral and ethical principles useful for the purposes of enhancing the overall athletic experience for the female athlete. (Domain 5, Standard 19, Benchmark a, b; Standard 23, Benchmark a; Standard 25, Benchmark a)

SCHEDULE OF TOPICS AND ASSIGNMENTS

The following assignments will be completed in the following order:

MODULE ONE: Introduction

1. Introduction Web Article Reading: “Coaching Philosophy and Development: USA Volleyball IMPACT Manual”, pages 62-66
2. Analysis-Reaction Reading and Paper: DeBoer Text, Chapter 1: “What I Didn’t Want To Know About Gender”
3. Forum: “Males and Females: Competitive Equals?”

MODULE TWO: Gender Differences in Competition: Real and Perceived

1. Analysis-Reaction Reading and Paper: DeBoer Text, Chapter 2:
2. Web Search: “Gender Differences in Competitive Sport”
3. Forum: “They’re athletes. They should be treated and coached the same!”

MODULE THREE: Gender Differences in Competition: Coaching

1. Analysis-Reaction Reading and Paper: DeBoer Text, Chapter 4
2. Web Search: “Effective Coaching: The Female Athlete”
3. Forum: “Coaching the Female Athlete: What is the Most Important Thing to Know?”

MODULE FOUR: Gender Differences in Competition: Motivation and Health

1. Analysis-Reaction Readings and Papers: Select Three Readings
The student will select three readings from a menu of reading options. After finishing a reading selection, the student will write an Analysis-Reaction paper. This will be done for each of the three completed readings.
2. Forum: “Is it more difficult to be viewed as a successful female athlete than as successful male athlete?”

MODULE FIVE: Triangular Coach Interview: Gender Comparisons in Athletics

1. Coach Interview: The student will interview three successful high school or college coaches on their thoughts and views of coaching the male and female athlete. Included in the interviews will be questions that focus on the psychological and sociological issues that are a part of the respective male or female athletic experience. Respective coaches will be identified and interviewed representing 1) male coaching male, 2) male coaching female, and 3) female coaching female. The reported results from each interview will be analyzed and compared for gender similarities and differences.
2. Forum: “Should only females coach females, and males coach males?”

MODULE SIX: PowerPoint Presentation

1. PowerPoint presentation: The student will develop a 7 -10 slide PowerPoint presentation of their choosing relevant to topic coaching the female athlete.
2. Forum: “Why are most coaches of female teams male? Is this good, bad, or really a non-issue?”

EVIDENCE OF LEARNING THROUGH SPECIFIC ASSIGNMENTS

1. The student will demonstrate understanding of the course intent and objectives through reflective writing assignments.
2. The student will demonstrate understanding of the course objectives through their engagement and discussion in the written discussions of selected, relevant course topics.
3. The student will demonstrate an understanding of research methodology, design, and findings/conclusions through their analysis of relevant web-based research.
4. The student will demonstrate an integrated understanding of the psychological, sociological, ethical and moral issues for the female athlete involved in competitive athletics through the development and presentation of a cohesive philosophy of coaching relative to these common issues/dilemmas.

COURSE GRADING AND ASSESSMENT

Assignment List

Required Assignments

1. Analysis-Reaction papers (worth 30% of the course grade)
2. Forums (worth 20% of the course grade)
3. Web Search (worth 15% of the course grade)
4. Coach Interview (worth 15% of the course grade)
5. PowerPoint Presentation Assignment (worth 20% of the course grade)

Letter Grade	100 - 90%	A
	89 - 80	B

Pass/Fail If you choose the Pass/Fail option, to receive credit, your coursework must be at a minimum 80% level.

POLICY ON PLAGIARISM

The Fresno Pacific University catalogue has a policy on Academic Integrity/Honesty. Please note this policy on your syllabus as follows:

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

UNIVERSITY INFORMATION

“Graduate level course work reflects Fresno Pacific University’s Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student’s area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Cultural and global perspectives to understand complex systems*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems”*

INSTRUCTOR/STUDENT CONTACT

There will be five types of opportunities for instructor – student contact. These contacts will be as follows:

1. Upon initial reception of the course materials.
2. Class Announcement Forum where general communication from the instructor to the student.
3. “Class Buzz” – A special place where students can ask each other any question they wish, or dialogue as they wish about any topic they want to bring up. All members of the class and the instructor are connected to the “Class Buzz”.
4. Six separate Forums that allow interaction and discussion between all enrolled members of the class and the instructor.
5. Final completion of all assignments.

In addition, the instructor will be available via e-mail or telephone at all times for individual discussion of specific topics or questions.

RUBRICS FOR EVALUATION

The following rubrics on the next pages provide evaluative focus that emphasizes the area of understanding and development of NSSC standards as part of the NASPE frameworks:

Female in Sport PowerPoint Presentation Rubric

Candidate _____ Point total _____/40

CATEGORY	Exemplary (5)	Fluent (4)	Developing (3)	Beginning (2)
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.

Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Background	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from slide to slide.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Sounds	Careful planning has gone into sounds. All sounds improve the content or "feel" of the presentation.	Some planning has gone into sounds. Most enhance the content or "feel" of the presentation, but 1-2 seem to be added for no real reason.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Sounds are not appropriate for the presentation.

Comments:

Written Assignments Rubrics

1. Analysis-Reaction Paper	1	2	3	4	5
<ul style="list-style-type: none"> • Provided a complete and thorough review of the important elements of the reading selection. • Personal position is identifiable, reasonable, and sound. • Review showed strong understanding of attitudes, values, and beliefs expressed in the article. • Synthesis of information demonstrates critical thinking. 	Comments:				
2. Web Search	1	2	3	4	5
<p>Presentation represents a high-quality graduate level work.</p> <ul style="list-style-type: none"> • Literature selected from required sources (three refereed sources and two non-refereed sources). • Correct and complete listing of sources including URL • Followed required format of presentation. • Position is one chosen/researched from a sound perspective that brings together more than one viewpoint of the issues and dilemmas. 	Comments:				
3. Research Analysis - Article	1	2	3	4	5
<p>Presentation represents a high-quality graduate level work:</p> <ul style="list-style-type: none"> • Writer's voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				
5. Coaches Interview	1	2	3	4	5
<p>Presentation represents a high-quality graduate level work:</p> <ul style="list-style-type: none"> • Writer's voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				

6. Position Paper Assignment – Title IX	1	2	3	4	5
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> • Writer’s voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				

7. Capstone Assignment – Summary Paper	1	2	3	4	5
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> • Writer’s voice is distinctive while being appropriate to task and audience. • Followed required format of presentation. • Each required section was adequately presented and developed. • Content provided practical examples that give the reader a clear sense of your position. • Thesis supported by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc. 	Comments:				

A score of **5** indicates my work is distinguished: all elements thoroughly detailed, clearly explained, and coherently presented.

A score of **4** indicates my work is proficient: all elements detailed, explained, and presented; few formatting errors present.

A score of **3** indicates my work is adequate: elements somewhat vague or not completely explained; some formatting errors present.

A score of **2** indicates my work is limited: missing key elements; numerous errors distracted from paper’s clarity and content.

A score of **1** indicates my work is inadequate: I did not complete the task as assigned; errors block paper’s understanding.

REFERENCES

Related Internet Search Keywords

Searches related to: **Coaching Female Athletes**

[the female athlete](#)

[the female athlete](#) and competition

[black women athletes](#)

[women basketball coaching changes](#)

[women olympic athletes](#)

[famous women athletes](#)

[Isu women basketball coach](#)

[stanford women basketball coach](#)

Gender Issues Related to Males Coaching Female Athletes, by David Gosselin
<<http://ymcalincoln.org/youth/media/CNgender.pdf>>

Coaching – Do Female Athletes Prefer Male Coaches? The Foundation’s Position
<www.womenssportsfoundation.org/.../Coaching/.../Coaching--Do-Female-Athletes-Prefer-Male-Coaches-The-Foundation-Pos>

When Athletes Are One Sex, and Coaches Are the Other
<www.nytimes.com/specials/women/061399hth-women-coach.html>

The Female Athlete: A Special Article for People who Coach, Train, and Treat Athletic Women, <<http://www.sportsdoctor.com/articles/female.html>>

Why Female Athletes Quit: Implications for Coach Education
<www.highbeam.com/doc/1G1-83375532.html>

Coaching Female Athletes: A Compilation of Research Abstracts
<<http://coachsci.sdsu.edu/csa/vol25/table.htm>>

Other Suggested Readings

Christensen, Karen; Guttman, Allen and Pfister, Gertrud, eds. *International encyclopedia of women and sports*. New York : Macmillan Reference USA, 2001.

Hogshead-Makar, Nancy and Zimbalist, Andrew S. *Equal play: Title IX and social change*. Philadelphia: Temple University Press, 2007.

- McDonagh, Eileen L. and Pappano, Laura. *Playing with the boys: Why separate is not equal in sports*. Oxford: Oxford University Press, 2008.
- Stringer, C. Vivian and Tucker, Laura. *Standing Tall : A memoir of tragedy and triumph*. New York : Crown Publishers, 2008.
- Reynaud, Cecile, 2005, *She Can Coach!* Publisher: Human Kinetics, Inc. ISBN# 0736052321
- DeBoer, Kathleen J., "Growing Up Female and Athlete," *Coaching Women's Basketball*, February/ March, 1991, Vol. 5, No. 3, 9-11, 29-30
- Epperson, David Canning, *A Woman's Touch: What Today's Women Can Teach Us About Sport and Life* (South Bend, IN: Diamond Communications, Inc., 1999)
- Evans, Gail, *Play Like a Man Win Like Woman*, (New York, New York: Harper Collings Publishers, 1992
- Gray, John, *Men are from Mars, Women are from Venus* (New York, New York: Harper Collings Publishers, 1992)
- Harrigan, Betty Lehan, *Games Mother Never Taught You*, (New York, New York: Warner Books, Inc., 1992)
- Rimm, Sylvia et. al. *How Jane Won: 55 Successful Women Share How They Grew from Ordinary Girls to Extraordinary Women* (New York: Crown Publishers, 2001)
- Dorrance, Anson with Tim Nash, *Training Soccer Champions* (North Carolina: JTC Sports Inc., 1996)65
- VanDerveer, Tara, *Shooting from the Outside* (New York, New York: Avon Books, 1997) 32-33