

## ATH-941: Coaching: Working Effectively With Parents

### Independent Study Online Course Syllabus

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#### Course Description

Effectively working with parents is a very common issue for coaches. This course is designed help the coach build strong positive relationships with their sport parents. The content of this course is presented from an applied perspective, designed to be immediately useful. The activities are specifically designed to acquaint and strengthen the coach-parent-athlete relationships that result in a positive, supportive experience for all. Through interactions with other successful coaches, compelling readings, YouTube presentations, personal reflection, and guided evaluation, the learner will be able to develop a strong coach-parent working plan. The assignments contained in this course are useful for a coach seeking to meet the SHAPE America National Standards for Sport Coaches (NSSC) standards.

**Note:** Required books must be acquired separately.

#### Required Texts and Course Materials

**Book:** “Changing the Game: The Parent’s Guide to Raising Happy, High Performing Athletes, and Giving Youth Sports Back to our Kids” by John O’Sullivan (2013). Morgan James Publishing. ISBN-13: 9781614486466. <https://www.amazon.com/dp/1614486468>

**Booklet:** “The Role of Parents in Athletics”, by Bruce Brown (2015). Proactive Coaching LLC. ASIN: B00XIOWZE. <https://proactivecoaching.info/shoppac/product/parents-role-athletics/>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These can include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### National Associations for Sport and Physical Education's (NASPE) National Standards for Sport Coaches (NSSC) (<http://www.shapeamerica.org/standards/coaching>)

- NSSC 1: Set Vision, Goals and Standards for Sport Program
- NSSC 2: Engage in and Support Ethical Practices
- NSSC 3: Build Relationships
- NSSC 4: Develop a Safe Sport Environment
- NSSC 5: Create a Positive and Inclusive Sport Environment
- NSSC 6: Conduct Practices and Prepare for Competition
- NSSC 7: Strive for Continuous Improvement

### Society of Health and Physical Educators (SHAPE) America's National Standards & Grade Level Outcomes for K-12 Physical Education (<http://www.shapeamerica.org/standards/pe/>)

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards for Sport Coaches (NSSC)*</b>	<b>CE-SLO Addressed**</b>
1. The learner will analyze the potential role of sport within the greater social context as these elements relate to parent-coach-athlete relationship triangle.	1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 21, 22, 23, 26, 27, 28, 35, 40, 41, 42	CE 1, CE2, CE3, CE4, CE5, CH6
2. The learner will identify and analyze crucial factors involving the parent-athlete relationship as they impact the athlete's experience and performance.	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 21, 24, 28, 35, 37, 38, 39, 40, 41, 42	CE 1, CE2, CE3, CE4, CE5, CH6
3. The learner will develop an understanding of the interactions and impacts from the respective perspectives of the coach and parent, including conflict resolution approaches.	1, 2, 3, 4, 6, 7, 8, 9, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 37, 38, 39, 40, 41, 42	CE 1, CE2, CE3, CE4, CE5, CH6
4. The learner will identify and analyze the topic of character and social growth and development resulting from positive parental involvement and influence in sport.	1, 6, 7, 8, 9, 10, 11, 20, 21, 22, 23, 24, 26, 35, 36, 37, 38, 39, 40, 41, 42	CE 1, CE2, CE3, CE4, CE5, CH6

5. The learner will develop an understanding that defines and differentiates between constructive and destructive behaviors in sport parents and coaches.	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 23,24, 25, 26, 27, 28, 30, 31, 32, 38, 39, 40, 41, 42	CE 1, CE2, CE3, CE4, CE5, CH6
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\* Please refer to the section on **National Standards Sport Coaches (NSSC)**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1 -</b> Sport, Parents, and Coaches: Introduction, Background and Trends	<ul style="list-style-type: none"> <li>1.1 Reading and Writing Assignment – Enhanced Analysis-Reaction Paper</li> <li>1.2 Applied Activity – YouTube Web Search – YouTube – Youth Sports in America: Role and Impact of Parents</li> <li>1.3 Reflective Forum</li> </ul>	30 pts  100 pts 15 pts
<b>Module 2 -</b> Parents and Athletes	<ul style="list-style-type: none"> <li>2.1 Reading and Writing Assignment – Enhanced Analysis-Reaction Paper</li> <li>2.2 Applied Activity – Conflict over Playing Time: Parents, Coaches, Athletes – Issues and Solutions</li> <li>2.3 Reflective Forum</li> </ul>	30 pts  100 pts 15 pts
<b>Module 3 -</b> Parents, Athletes, and Their Coaches – The Athletic Triangle	<ul style="list-style-type: none"> <li>3.1 Reading and Writing Assignment – Enhanced Analysis-Reaction Paper</li> <li>3.2 Applied Activity – Interview: Successful Coach - Building Relationships with Parents</li> <li>3.3 Reflective Forum</li> </ul>	30 pts  100 pts 15 pts
<b>Module 4 -</b> Parents Working with Coaches	<ul style="list-style-type: none"> <li>4.1 Reading and Writing Assignment – Enhanced Analysis-Reaction Paper</li> <li>4.2 Applied Activity – Philosophy of Coaching: Parental Impact</li> <li>4.3 Reflective Forum</li> </ul>	30 pts  100 pts 15 pts
<b>Module 5 -</b> Coaches Working with Parents	<ul style="list-style-type: none"> <li>5.1 Reading and Writing Assignment – Enhanced Analysis-Reaction Paper</li> <li>5.2 Applied Activity – Web Search – Working Together with Parents to Build Character in Athletes</li> <li>5.3 Final Reflective Forum</li> </ul>	30 pts  100 pts 15 pts
<b>Module 6 -</b> Parents, Coaches, and Athletes – Putting It All Together	<ul style="list-style-type: none"> <li>6.1 Applied Activity – Final Application Assignment: PowerPoint – Coach-Parent “Working Together” Plan</li> <li>6.2 Social Media Post (Extra Credit)</li> </ul>	100 pts 20 pts
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>845 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.

Method for assessing student learning and evaluating instruction is missing. Materials necessary for the student and teacher to complete lesson are missing.

## **Instructor/Student Contact Information**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, to be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.

FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.