

14-406

App-8/26/14  
Senate Info-9/9/11

**Undergraduate Distance Education Review Form**

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HPED 335 Athletic Coaching

Instructor(s) of Record: Dr. Bob Kostelnik

Phone: 724-357-7645

Email: bkostel@iup.edu

**Step Two: Departmental/Dean Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 03/27/2014  
Signature of Department Designee Date

Endorsed: [Signature] 4.21.14  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail Sechrist 8/26/14  
Signature of Committee Co-Chair Date

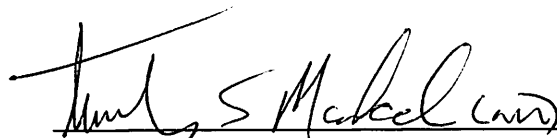


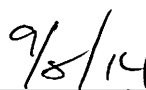
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

APR 23 2014

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**Step Four: Provost Approval** Approved as distance education course Rejected as distance education course

  
Signature of Provost

  
Date

Forward form and supporting materials to Associate Provost.

## Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Robert Kostelnik has 25 years of coaching experience and 12 years of experience teaching HPED 335 Athletic Coaching at IUP. I coached multiple youth sports teams in 5 different sports for children ages 5 – 18 years old. I have also coached college athletes in two different sports and served as a college athletic administrator for 18 years. I have 35 years of collegiate teaching experience. I have developed and taught online course in 3 different formats: Blackboard, WebCT, and Moodle. I have begun to migrate online instruction to D2L format. I began to teach in an online format at another college in 1995. The online courses that I have taught and developed at IUP include HPED 143, HPED 292, and HPED 460. I have taught these courses in an online format multiple times.

2. How will each objective in the course be met using distance education technologies?

Objective #A - Describe the value of a coaching philosophy and style of coaching

How Objective #A will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need a strong understanding of this topic since it is the foundation for athletic coaches. In addition, students will have to demonstrate this knowledge through an online case study response, article review, and exam questions.

Objective #B - Explain the importance of sportsmanship in the character development of athletes to control aggressive behavior by athletes and coaches

How Objective #B will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need a strong understanding of this topic since it is the foundation for athletic coaches. In addition, students will have to demonstrate this knowledge through an online case study response, article review, and exam questions.

Objective #C - Identify how maturational, cognitive, cultural, and gender differences effect a coaches approach to their athletes

How Objective #C will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for successful coaching. In addition, students will have to demonstrate this knowledge through an online case study response, article review, and exam questions.

Objective #D - Create strategies for effective motivation, communication, and discipline of athletes

How Objective #D will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for successful coaching. In addition, students will have to demonstrate this knowledge through an online case study response, article review, and exam questions.

Objective #E - Construct a plan to teach technical and tactical skills to various age groups

How Objective #E will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles to instruct athletes in the proper execution of skills. In addition, students will have to demonstrate this knowledge through an online case study response, article review, and exam questions..

Objective #F - Analyze the influence of reinforcement, punishment, and shaping on athletes

How Objective #F will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for successful coaching. In addition, students will have to demonstrate this knowledge through an online case study response, article review, and exam questions.

Objective #G - Create a strategy for game management and an effective practice plan

How Objective #G will be met - The textbook readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for successful coaching. In addition, students will have to demonstrate this knowledge through a written practice plan and exam questions.

Objective #H - Construct a plan to proper condition athletes through nutritional balance and exercise techniques

How Objective #H will be met - The textbook readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for successful coaching. In addition, students will have to demonstrate this knowledge through a written conditioning plan and exam questions.

Objective #I - Develop strategies to prevent drug and alcohol use and abuse by team members

How Objective #I will be met - The textbook readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for successful coaching. In addition, students will have to demonstrate this knowledge through a written alcohol and drug prevention plan and exam questions.

Objective #J - Explain the management of assistant coaches, referees, and parents; budgets and equipment; and the risks of liability

How Objective #J will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply these principles for a safe and well managed program. In addition, students will have to demonstrate this knowledge through a written practice plan and exam questions.

Objective #K - Analyze the relationships between sport psychology theory and practice

How Objective #K will be met - The textbook and article readings cover these concepts and the online presentation will further review the material. A video presentation will assist with the translation of the concepts to the students. Students will need the ability to apply sport psychology theory to coaching an athlete. In addition, students will have to demonstrate this knowledge through a written practice plan and exam questions.

In summary, learning management systems technologies for distance education will be applied to meet the above objectives. The design of this course will focus on students' learning, motivation and satisfaction. The instructor will implement use of module that will include a textbook reading, article reading, case study analysis, and a video presentation followed by written evaluations and exams.. This approach is being used to foster learning efficiency for each individual student and encourage self-motivation.

3. How will instructor-student and student-student, if applicable, interaction take place?  
The online software affords opportunities for students to be involved in the class with the instructor and other students via an active online bulletin board, chat room, e-mail, assignments drop box, and discussion board. Assignments will prompt students to complete a self-test of their understanding of the text content and discuss results with the instructor.
4. How will student achievement be evaluated?  
The course is divided into 4 instructional units, with each a total of 9 modules. After each unit, tests will be administered using learning management systems technologies for a total of 4 exams for the course.. To facilitate students' critical thinking students will be assigned article critiques and case study analysis. Some case studies will be posted for classmates to comment on a discussion board. Further, there will be 3 written plans: Conditioning Plan, Alcohol and Drug Prevention Plan, and Practice Plan.
5. How will academic honesty for tests and assignments be addressed?  
A wide variety of evaluation methods will be used including examinations, critiques, case studies, and papers so that students are evaluated on a wide scope to identify academic dishonesty. All evaluation techniques will use all the safe guards available. The learning management systems technologies software provides several functions for the instructor to prevent academic dishonesty. The instructor has full control of the exam time. Learning management systems technologies also have a function that allows the computer to randomly

select test questions from a question bank in order to make sure students get different questions. All of the above examples are methods for the instructor to prevent academic dishonesty.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

**Syllabus of Record**

## SYLLABUS OF RECORD

### I. Catalog Description

HPED 335 Athletic Coaching

3 class hours

0 lab hours

3 credits

Prerequisite: None

3c-0l-3cr

Emphasizes coaching strategies and techniques for all sports. Topics include coaching philosophy and style, motivating athletes and managing their behavior, teaching technical and tactical skills, and planning an approach to games and practices. Focuses on conditioning techniques, proper nutrition, drugs and alcohol prevention in athletes. The administration of the team, parents, referees, and liability risks will be stressed. Examination of aggression in sport, gender differences, cultural diversity issues, and the use of sport psychology strategies will be covered.

### II. Course Outcomes

Upon completion of this course the student will be able to:

1. Describe the value of a coaching philosophy and style of coaching
2. Explain the importance of sportsmanship in the character development of athletes to control aggressive behavior by athletes and coaches
3. Identify how maturational, cognitive, cultural, and gender differences effect a coaches approach to their athletes
4. Create strategies for effective motivation, communication, and discipline of athletes
5. Construct a plan to teach technical and tactical skills to various age groups
6. Analyze the influence of reinforcement, punishment, and shaping on athletes
7. Create a strategy for game management and an effective practice plan
8. Construct a plan to proper condition athletes through nutritional balance and exercise techniques
9. Develop strategies to prevent drug and alcohol use and abuse by team members
10. Explain the management of assistant coaches, referees, and parents; budgets and equipment; and the risks of liability
11. Analyze the relationships between sport psychology theory and practice

### III. Course Outline

A. Developing a Coaching Philosophy

3 hours

1. Importance of a coaching philosophy to match program
2. Emergence of your coaching style
3. Effect of coaches on athletes
4. Choosing a team

B. Principles of Behavior

3 hours

1. Communicating with athletes
2. Motivating athletes
3. Motivational strategies for coaching different age groups and genders
4. Discipline and team rules and policies

C. Principles of Teaching Athletes	4 hours
1. Methods of teaching technical skills	
2. Methods of teaching tactical skills	
3. Practice plans	
4. Game day plans	
D. Exam	1 hour
E. Principles of Physical Training	5 hours
1. Strength development	
2. Aerobic conditioning	
3. Flexibility development	
4. Plyometrics and explosive training	
5. Nutritional planning	
F. Reinforcement, shaping, and discipline	4 hours
1. Reinforcement and performance	
2. Creating a disciplined team environment	
3. Team rules and policies	
G. Exam	1 hour
H. Alcohol and Drugs	4 hours
1. Strategies for preventing alcohol use	
2. Strategies for preventing drug use	
3. Performance enhancement substances	
I. Managing the Team	5 hours
1. Managing assistant coaches	
2. Working with parents	
3. Approaches to referees, umpires, and officials	
4. Budgets and equipment	
5. Controlling liability risk	
J. Exam	1 hour
K. Aggression in sport and character development	3 hours
1. Theories of sport aggression	
2. Theories of sport fan aggression	
3. Interventions for character development	
4. Strategies to control aggression in sport	
L. Gender differences and cultural diversity	3 hours
1. Multi-cultural framework	
2. Gender differences in sport	
3. Race and ethnicity in sport	



- M. Sport Psychology Theories and Practice 4 hours  
 1. Using sport psychology principles to coach  
 2. Having an impact of the mental aspect of performance  
 3. Preparation for the ASEP National Coaching Examination
- N. Exam 1 hours
- O. Culminating Activity 2 hours

#### IV. Evaluation Methods

Evaluation of the students will consist of:

30% Examinations: Four exams will be given throughout the semester.

35% Article Critiques: Articles will be critiqued and summarized on topics related the practical application of sport psychology theory and relationships with sport referees. Articles will be chosen from professional journals.

5% Written Conditioning Plan

5% Written Alcohol and Drug Prevention Plan

5% Written 1 Week Practice Plan

20% Case Study Analysis: Case studies will be evaluated with proposed plans of action by the student as they assume the role of coach

#### V. Grading Scale

> 90 = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; < 60% = F

#### VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

#### VII. Required Textbook

Martens, Rainer (2012). *Successful Coaching*. (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

*Referee: The Magazine of Sport Officiating*. Referee Enterprises. Racine, WI.

#### VIII. Special Resource Requirements

None

#### IX. Bibliography

Baghurst, T. and Parish, A. (2010). *Case Studies in Coaching*. Scottsdale: Holcomb Hathaway.

Burton, D. & Raedeke, T. (2008). *Sport Psychology for Coaches*. Champaign: Human Kinetics.

Dorfman, H. (2005). *Coaching the Mental Game*. Taylor Trade Publishing.

Gambetta, Vern. (2007). *Athletic Development: The Art and Science of Functional Sports Conditioning*. Champaign: Human Kinetics.

- Gill, D. & Williams, L. (2008). *Psychological Dynamic of Sport and Exercise*. (3<sup>rd</sup> ed.). Champaign: Human Kinetics.
- Horine, L. and Stotlar, D. (2013). *Administration of Physical Education and Sports Programs*. (5<sup>th</sup> ed.). Long Grove: Waveland Press.
- Horn, T. (2008). *Advances in Sport Psychology*. 3<sup>rd</sup> Edition. Champaign: Human Kinetics.
- Martens, Rainer (2012). *Successful Coaching*. (4<sup>th</sup> ed.). Champaign: Human Kinetics.
- Murphy, S. (2005). *The Sport Psych Handbook*. Champaign: Human Kinetics.
- Nichols, A. & Jones, L. (2013). *Psychology in Sports Coaching*. New York: Routledge.
- Referee: The Magazine of Sport Officiating*. Racine: Referee Enterprises.
- Smith, R. & Smoll, F. (2012). *Sport Psychology for Youth Coaches: Developing Champions in Sports and Life*. Rowman & Littlefield Publishers.
- Smoll, F. & Smith, R. (1996). *Children and Youth in Sport: A Biophysosocial Perspective*. New York: McGraw Hill.
- The Sport Psychologist*. Champaign: Human Kinetics.
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**HPED 335 Athletic Coaching Credits: 3.00**

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**Lecture:** 3.00

**College:** College of Health and Hum Service

**Department:** Health and Physical Education

**Restrictions:**

Must be enrolled in one of the following Levels:

Undergraduate

Must be enrolled in one of the following Campuses:

Indiana

## **Online Syllabus**

Welcome to HPED 335 Athletic Coaching.

I would like to take this opportunity to welcome you to the online version of HPED 335 Athletic Coaching. I look forward to communicating with you as you assume the role of an online student. I hope that this online experience will be helpful and enjoyable.

To be successful as an online student, you must be an independent learner who can work well on your own. You need to be self-directed and motivated with good time management skills. If you need the traditional classroom experience with face-to-face interaction between students and instructor to be a successful learner, then an online course probably is not suitable for you.

Because this is an online course and we will not be meeting in person, please feel free to contact me via email (bkostel@iup.edu) at any time with any questions or comments.

Best wishes for a successful semester,

Dr. Bob Kostelnik  
Associate Professor

General Information:

Course Title: Athletic Coaching  
 Course Number: HPED 335  
 Prerequisite: None  
 Credit: 3  
 Instructor: Dr. Robert Kostelnik  
 Mailbox Location: 116 Zink Hall  
 Online Office Hours: Via e-mail  
 Semester: Summer 2014  
 Day and Time: Online  
 E-mail: bkostel@iup.edu  
 Office Phone: 724-357-7645

**I. Catalog Description**

HPED 335 Athletic Coaching	3 class hours 0 lab hours 3 credits
Prerequisite: None	3c-0l-3cr

Emphasizes coaching strategies and techniques for all sports. Topics include coaching philosophy and style, motivating athletes and managing their behavior, teaching technical and tactical skills, and planning an approach to games and practices. Focuses on conditioning techniques, proper nutrition, drugs and alcohol prevention in athletes. The administration of the team, parents, referees, and liability risks will be stressed. Examination of aggression in sport, gender differences, cultural diversity issues, and the use of sport psychology strategies will be covered.

**II. Course Outcomes**

Upon completion of this course the student will be able to:

1. Describe the value of a coaching philosophy and style of coaching.
2. Explain the importance of sportsmanship in the character development of athletes to control aggressive behavior by athletes and coaches.
3. Identify how maturational, cognitive, cultural, and gender differences effect a coaches approach to their athletes.
4. Create strategies for effective motivation, communication, and discipline of athletes.
5. Construct a plan to teach technical and tactical skills to various age groups.
6. Analyze the influence of reinforcement, punishment, and shaping on athletes.
7. Create a strategy for game management and an effective practice plan.
8. Construct a plan to proper condition athletes through nutritional balance and exercise techniques.
9. Develop strategies to prevent drug and alcohol use and abuse by team members.
10. Explain the management of assistant coaches, referees, and parents; budgets and equipment; and the risks of liability.
11. Analyze the relationships between sport psychology theory and practice.

### **III. Course Outline**

- A. Module 1 Coaching Philosophy, objectives, and Style
  - 1. Chapter 1: Developing Your Coaching Philosophy
  - 2. Chapter 2: Determining Your Coaching Objectives
  - 3. Chapter 3: Selecting Your Coaching Style
  - 4. Video Clips, Article Critique, Case Study Analysis
  - 5. Objective Evaluation in Exam 1
  
- B. Module 2 Coaching for Character and Diversity
  - 1. Chapter 4: Coaching for Character
  - 2. Chapter 5: Coaching Diverse Athletes
  - 3. Video Clips, Article Critique, Case Study Analysis
  - 4. Objective Evaluation in Exam 1
  
- C. Exam 1
  
- D. Module 3 Communicating and Motivating Athletes
  - 1. Chapter 6: Communicating With Your Athletes
  - 2. Chapter 7: Motivating Your Athletes
  - 3. Video Clips, Article Critique, Case Study Analysis
  - 4. Objective Evaluation in Exam 2
  
- E. Module 4 Managing Behavior
  - 1. Chapter 8: Managing Your Athlete's Behavior
  - 2. Video Clips, Article Critique, Case Study Analysis
  - 3. Objective Evaluation in Exam 2
  
- F. Module 5 Teaching Technical Skills
  - 1. Chapter 9: The Games Approach
  - 2. Chapter 10: Teaching Technical Skills
  - 3. Video Clips, Article Critique
  - 4. One Week Written Practice Plan
  - 5. Objective Evaluation in Exam 2
  
- G. Exam 2
  
- H. Module 6 Teaching Tactical Skills
  - 1. Chapter 11: Teaching Tactical Skills
  - 2. Chapter 12: Planning for Teaching
  - 3. Video Clips, Article Critique, Case Study Analysis
  - 4. Objective Evaluation in Exam 3
  
- I. Module 7 Physical Conditioning
  - 1. Chapter 13: Training Basics
  - 2. Chapter 14: Training for Energy Fitness
  - 3. Chapter 15: Training for Muscular Strength
  - 4. Video Clips, Article Critiques
  - 5. Written Conditioning Plan
  - 6. Objective Evaluation in Exam 3

J. Exam 3

K. Module 8 Nutrition and Alcohol/Drug Prevention

1. Chapter 16: Fueling Your Athlete
2. Chapter 17: Battling Drugs
3. Video Clips, Article Critiques
4. Written Alcohol/Drug Prevention Plan
5. Objective Evaluation in Exam 4

L. Module 9 Administrative Duties and Managing Liability

1. Chapter 18: Managing Your Team
2. Chapter 19: Managing Relationships
3. Chapter 20: Managing Risk
4. Video Clips, Article Critiques, Case Study Analysis
5. Objective Evaluation in Exam 4

M. Exam 4

N. Culminating Activity (completing the ASEP National Coaching Exam)

#### IV. Evaluation Methods

Evaluation of the students will consist of:

30% Examinations: Four exams will be given throughout the semester.

35% Article Critiques: Articles will be critiqued and summarized on topics related the practical application of sport psychology theory and relationships with sport referees. Articles will be chosen from professional journals.

5% Written Conditioning Plan

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*The Sport Psychologist*. Champaign: Human Kinetics.

Williams, J. (2009). *Applied Sport Psychology*. New York: McGraw-Hill.



## MODULE 3

### COMMUNICATING and MOTIVATING ATHLETES

#### OBJECTIVES:

1. Identify eight communication problems common in coaching
2. Understand the strategies need to improve communication
3. Know how social media can be used to communicate with athletes, parents, and media
4. Know practical methods to motivate athletes at all levels
5. Understand the theories behind proper motivation techniques

#### ASSIGNMENTS

1. Read Chapter 6 Communicating With Your Athletes in the *Successful Coaching* textbook
2. Read Chapter 7 Motivating Your Athletes in the *Successful Coaching* textbook
3. Use the PowerPoint slides to assist with the readings
4. View the assigned video clip “Segment 7” linked in the course website.
5. Article Critique 10 points possible. Read the article “Leadership and Motivation in Sports” from the spring 2005 *Olympic Coaching Journal*. The article is linked in the course website. Write a critique of the article and submit your response in the Module 3 Article Critique assignment box.
6. Case Study Analysis #3 10 points possible. Read the Case Study “Communicating with the unsupportive parent”. The case study is linked in the course website. Create a response strategy and submit your response in the Module 3 Case Study Analysis assignment box.
7. Post a concluding statement from your Case Study Analysis on the Module 3 Discussion Board.
8. Questions from the topics in this module will be included in Exam 2.
9. All Module 3 assignments are due by 11:55 pm on Thursday \_\_\_\_\_.

#### EXAM 2

1. Facial expressions are an example of \_\_\_\_\_ communication.
 

a. emotion	b. nonverbal
c. content	d. receptive
  
2. Coaches typically are more skilled in communicating by all of the following EXCEPT:
 

a. sending messages	b. expressing verbal messages
c. controlling the content	d. listening well
  
3. Communication can be ineffective because of all of the following EXCEPT:
 

a. the athlete lacks adequate listening skill
b. the athlete isn't paying attention
c. the coach is afraid to speak to their athletes
d. the athlete misinterprets the meaning of the message

4. The type of communication style of a coach that continually evaluates their players instead of instructing them is called \_\_\_\_\_.
  - a. coach incredible
  - b. coach judge
  - c. coach stone
  - d. coach fickle
5. The best communication style for coaches to be most effective is \_\_\_\_\_ style communication.
  - a. cooperative
  - b. command
  - c. winning
  - d. submissive
6. Unrealistic expectations of the players abilities will lead to a lot of \_\_\_\_\_ comments from the coach.
  - a. positive
  - b. cooperative
  - c. encouraging
  - d. negative
7. A coach who is sitting on the bench with their arms folded and not speaking to their players after the opponent has a big lead is probably communicating \_\_\_\_\_.
  - a. I am disgusted with this team
  - b. I am sad that we are losing
  - c. I am making up a practice plan
  - d. I wonder what time American Idol is on
8. When an athlete is faced with a high challenge level and low abilities, they experience \_\_\_\_\_.
  - a. the flow zone
  - b. boredom
  - c. optimal arousal
  - d. anxiety
9. Athletes learn to fear failure from all of the following EXCEPT:
  - a. unrealistic goals
  - b. high emphasis on performance
  - c. being taught a new skill
  - d. emphasis on winning a trophy
10. If some motivation is good, why isn't more motivation better to produce top performances?
  - a. more is better
  - b. makes an athlete anxious
  - c. creates focus
  - d. decreases anxiety
11. Which athlete will benefit from more arousal and isn't so concerned with focus?
  - a. golfer
  - b. lacrosse goalie
  - c. defensive linemen
  - d. catcher
12. When a player violates team rules, they should be suspended from the team \_\_\_\_\_.
  - a. immediately
  - b. after the first warning
  - c. after the second offense
  - d. end of season activities only
13. Players will know what to expect in certain situations when a coach strives to \_\_\_\_\_.
  - a. creates routines
  - b. yell a lot
  - c. embarrass violators of rules
  - d. gives negative feedback
14. Awarding an athlete a uniform decal as a reward is a \_\_\_\_\_ reward.
  - a. people
  - b. activity
  - c. tangible
  - d. corrective

15. A coach who pats an athlete on the back following a good effort is giving a \_\_\_\_ reward.
- a. people
  - b. activity
  - c. tangible
  - d. corrective
15. When an athlete lacks the ability to position themselves for effective defense, they lack \_\_\_\_\_ skills.
- a. tactical
  - b. technical
  - c. direct
  - d. indirect
16. Which sport requires a higher level of technical skill?
- a. cross country
  - b. golf
  - c. racquetball
  - d. sprinter
17. The traditional approach to instructing a practice session is preferred when:
- a. teaching balance
  - b. teaching sportsmanship
  - c. there is limited time to prepare
  - d. developing team character
18. When an athlete performs skills without over analyzing what they are doing, they are in the \_\_\_\_\_ stage of the Three Stages of Learning.
- a. automatic
  - b. mental
  - c. technical
  - d. practice
19. In the games approach to practice, when a coach freezes players at certain points in the practice session for explanation they would be attempting to use \_\_\_\_\_ play.
- a. shaping
  - b. focusing
  - c. enhancing
  - d. technical
20. Teaching athletes to see cues such as an opponent's body position and a batter moving their hands to bunt is called:
- a. acquiring knowledge
  - b. making decisions
  - c. physical skills
  - d. reading the situation
21. The game plan for a particular game is an example of using \_\_\_\_\_ to teach tactical skills.
- a. acquiring knowledge
  - b. making decisions
  - c. physical skills
  - d. reading the situation
22. Creating multiple mental blueprints of many situations in an athletes mind is the most effective way to prepare athletes for game participation.
- a. true
  - b. false
23. It is best to save feedback until the end of practice so as not to disrupt practice time.
- a. true
  - b. false
24. Which sport skill would need to use the whole method of practice instead of breaking it into smaller parts for practice?
- a. heading a soccer ball
  - b. dance steps
  - c. golf swing
  - d. hitting a softball

25. \_\_\_\_\_ would be an example of gaining tactical knowledge about playing conditions.  
a. opponents weaknesses      b. rules  
c. opponents strengths      d. weather conditions

26. Watching game films after a game can show athletes how well they use \_\_\_\_\_ skills.  
a. technical, rules, and conditioning  
b. tactical, rules, and mental focus  
c. technical, tactical, and decision making  
d. rules, technical, and tactical

27. Shooting a three point shot with a high percentage of efficiency is a technical skill for:  
a. all basketball players      b. core skill for basketball forwards  
c. advanced skill for forwards      d. advance skill for basketball guards

28. Which one of the following components of a practice plan would occur at the beginning of practice?  
a. cool down      b. evaluation of the practice  
c. teach new skills      d. review previously taught skills

29. Which practice plan title would occur in February for a football team or fall soccer team?  
a. defensive emphasis for a coming opponent  
b. aerobic conditioning and strength development  
c. 30 minute endurance lifting session  
d. special teams or special situation strategies

30 – 35. List 6 practical motivational strategies that a coach could use to motivate their athletes during game and practices.