**General Objective**
To acquire additional knowledge, methods, skill application that will improve coaching effectiveness.

**Specific Objectives**
Participants will be able to:

1. Demonstrate proficiency in understanding Tort Liabilities in athletics
   A. Knowledge of adequate care
   B. Understanding of proper supervision
2. Understanding the constitutional rights of student athletes
   A. Identify ethnic or other discriminations
   B. Identify appropriate disciplinary techniques
   C. Decision-making strategies in eliminating athlete(s) from the team
3. Identify minimum necessary athletic insurance coverage(s).
4. Recognize and adhere to appropriate state and local policy and procedure regulations.
5. Understand contractual law as applied to athletic coaching.
6. Be cognizant of appropriate coach / athlete interpersonal relations.
7. Be aware of legal precedents and actions in athletic coaching
   A. Sexual misconduct
   B. Sexual harassment
   C. Assault / Battery
8. Maintain courtesy in field.
9. Demonstrate an understanding of the characteristics of student athletes.
   A. Normative differences in chronological age
   B. Maturational differences
   C. Readiness:
      • To learn
      • To train
      • To compete
10. Distinguish the experiences appropriate for student athletes at various stages of growth and development.
11. Determine individualized, age appropriate, non-injurious training methods for student athletes.
12. Maintain currency in field.
13. Understand the psychological aspects of athletic coaching.
   A. Identify instructional and humanistic coaching skills that assist student athletes to develop appropriate self-perceptions.
   B. Identify instructional and humanistic coaching skills that enhance appropriate and constructive peer interactions.
   C. Demonstrate ability to recognize and take appropriate actions relative to problems among student athletes:
      I. Deficit academic performance
      II. Inappropriate behavior / appropriate corrective measures
      III. Inability to get along with others
      IV. Inappropriate behaviors occurring outside the athletic context
      V. Substance abuse
      VI. Depression
      VII. Burnout
      VIII. Child abuse
      IX. Suicidal tendencies

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14. Demonstrate proficiency in the use of appropriate motivational techniques for the athletes.
   A. Awareness of performance enhancement techniques
      I. Visualization
      II. Stress reduction / relaxation
      III. Attentional focus
   B. Identify appropriate techniques for use in monitoring personal emotional self-control in all athletic coaching situations
   C. Determine personal physical / emotional status of well-being being as athletic coach.
   D. Understand skills in effective interpersonal communication with athletes, parents, other coaches, administrators, other members of the school community, the media and the student body at large.
   E. Identify available / suitable professional resources for athletic counseling.

15. Demonstrate current knowledge of normal human anatomical feature and abnormal deviations.

16. Identify knowledge of biomechanical principles appropriate to athletic coaching:
   A. Demonstrate understanding of physics principles, which form the basis of skills acquisition.
   B. Demonstrate knowledge of biomechanical concepts as applied in athletic coaching.

17. Demonstrate knowledge of exercise physiology as it relates to athletic coaching.
   A. Understand training program(s) for a sport and demonstrate the ability to implement appropriate program(s).
   B. Knowledge of appropriate environmental conditions and their effects on training and learning (e.g., temperature, humidity and lightning).

18. Demonstrate understanding of body composition factors related to athletic performance potential
   A. Body weight as it affects performance.
   B. Body fat percentage related to conditioning.

19. Maintain currency in the above subjects.

20. Understand theoretical principals and strategies for successful athletic coaching

21. Understanding managerial skills in use of equipment, facilities and employment of personnel.

22. Demonstrate knowledge of evaluation techniques
   A. Personnel
   B. Program

23. Demonstrate ethical behaviors and decisions making about personal relations with others.

24. Demonstrate knowledge of sound instructional strategies in athletic coaching
   A. Philosophy of program (Goals and Objectives).
   B. Initial pre-assessment.
   C. Instructional approaches include:
      I. Plan content.
      II. Develop procedures.
      III. Identify and use of instructional resources.
   D. Coach the activities.
   E. Evaluation of students and program effectiveness.
   F. Feedback
   G. Re-design of program as appropriate.

Activities
Activities will include but are not limited to the following:

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1. Strategies of play
2. Skill acquisition
3. Sport Assessment
4. Sport improvement
5. Sport organization and management
6. Safety procedures
7. Sportsmanship / Social Values
8. Conference / seminars

**Delivery Procedures:**
Participants will attend laboratory activities consisting of methods, techniques, and recommended operational procedures by qualified professionals. Participate in lectures, demonstrations and individual/group applications. The activities will include, but not be limited to the following:
1. Legal aspects of athletics
2. Human growth and development
3. Psychological Development
4. Bio-physiological foundation
5. Sport management
6. Instruction

**Follow-Up**
Participants will:
1. Use information and knowledge gained by attending laboratory sessions, clinics, and/or workshops to improve their coaching skills and development of student athletes.
2. Provide written/oral reflections
3. Share ideas, lessons, best practices
4. Model/demonstrate best practices

**Participant Evaluation**
Participant will pre and post-tests designed by the instructors will be administered to each participant in the various contents to evaluate attainment of specific objectives. Each participant must obtain a minimum of 80% mastery level of objectives to successfully complete the component. The component evaluation will consist of instructors and participant assessment of how well component activities help participant to master the objectives.

**Workshop/Component Evaluation**
Participants and instructors will assess the degree to which the activities addressed the specific objectives and will make recommendations for revision through the Florida Council of Independent Schools Evaluation Form.

**Person Responsible For Evaluation**
Supervisor of Athletics Department or Designee

**Contact Person**
Program Coordinator

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