



Coach Education
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NFHS Fundamentals of Coaching

The NFHS' *Fundamentals of Coaching Course* consists of five units and may be delivered online or in a traditional face-to-face class room format. Course registration and testing are offered exclusively online. Successful completion of each unit is required before a candidate can begin another. The NFHS' *Fundamentals of Coaching* course has been designed to meet Level III NCACE requirements and has been development with and for the interscholastic coach.

Unit 1 - Educational Athletics and the Role of the Teacher/Coach

The initial unit of the NFHS course emphasizes the mission and purpose of educational athletics in our nation's schools. The role of the teacher/coach in interscholastic athletics is to establish an environment that will facilitate the success for all participants. This theme is articulated as a constant theme throughout the course along with the positive outcomes that should occur as a function of the teacher/coach's actions as they impact on the experience of students.

1. Welcome and Introduction to the NFHS Coaches Education Program
2. History, mission and purpose of interscholastic athletics
 - 2.1. Historical perspective
 - 2.2. Educational athletics
3. The Role of the Teacher/coach
 - 3.1. Influence
 - 3.2. Leader
 - 3.3. Model
4. Student-Centered Coaching Philosophy
 - 4.1. Your motivation to coach
 - 4.2. NFHS Coaches Code of Ethics
 - 4.3. Student-centered coaching philosophy
 - 4.4. The place of winning in interscholastic athletics
 - 4.5. Self-awareness
 - 4.6. Communicating your coaching philosophy
5. Expected Outcomes of Interscholastic Athletics
 - 5.1. Promotion of learning
 - 5.2. Citizenship
 - 5.3. Sportsmanship
 - 5.4. Healthy lifestyle
 - 5.5. Life Skills
6. Ongoing Professional Development
 - 6.1. A continuing obligation for high school coaches

Unit 2 - The Coach as Manager

This unit focuses on the administrative and managerial aspects of coaching. The module highlights the coach's responsibility in ensuring a safe and healthy environment for all participants and stresses the importance of conducting an efficient program.

1. Organization
 - 1.1. Managerial responsibilities
 - 1.1.1. Off-season
 - 1.1.2. Pre-season
 - 1.1.3. In-season
2. Administration
 - 2.1. Chain of authority
 - 2.2. Facilities
 - 2.3. Transportation
 - 2.4. Scheduling
 - 2.5. Eligibility
 - 2.6. Budget
 - 2.7. Insurance
3. Health and well-being of students
 - 3.1. Pre-participation physicals
 - 3.2. Good Samaritan Law
 - 3.3. Minimizing Risks
 - 3.4. Implementing a sport safety program
4. Management of stakeholders
 - 4.1. Students
 - 4.2. Parents/Guardians
 - 4.3. Fellow Coaches
 - 4.4. School Faculty and Staff
5. Legal/Liability Concerns
 - 5.1. Constitutional and Federal Law Foundations
 - 5.2. State Law Foundations
6. Fourteen Duties of the Interscholastic Teacher/Coach

Unit 3- The Coach and Interpersonal Skills

This unit focuses on research-based psychological principles and applications that can enhance the health, development, performance and welfare of the students. Particular emphasis is placed on the role of the coach in creating an optimal environment that emphasizes learning and maximal fulfillment of each student's potential.

1. Creating the optimal coaching environment
 - 1.1. Perceptions of Success
 - 1.2. Basic Psychological Needs
 - 1.3. Developmentally appropriate

- 1.4. Inclusive
- 1.5. Ethical
- 2. Communication
 - 2.1. Verbal and non-verbal
 - 2.2. Receiving a message
- 3. Feedback
 - 3.1. Intrinsic
 - 3.2. Extrinsic
 - 3.3. Reinforcement and punishment
 - 3.4. Information
- 4. Mental skills
 - 4.1. Goal setting
 - 4.2. Confidence
 - 4.3. Concentration
 - 4.4. Ideal Performance State

Unit 4 – The Coach and Physical Conditioning

This unit focuses on research-based physiological principles and applications that can enhance the health, development, performance and welfare of the students. Emphasis is placed on designing a year round training program that emphasizes the concepts of periodization, specificity, and individualization.

- 1. Developing your training plan
 - 1.1. Sport specific physiological demands
 - 1.2. Periodization
 - 1.3. Rest and recovery
 - 1.4. Illness
 - 1.5. Overtraining
 - 1.6. Body Type and Body composition
 - 1.7. Specificity
- 2. Designing an Individual Practice
 - 2.1. Warm-up
 - 2.2. Body of practice
 - 2.3. Cool-down
- 3. Growth and development
 - 3.1. Gender differences
 - 3.2. Dark side of growth and development
- 4. Nutrition
 - 4.1. Requirements and strategies for a growing student
 - 4.2. Pre, during and post practice and competition strategies
- 5. Hydration
 - 5.1. Requirement and strategies for a growing student
 - 5.2. Pre, during and post practice and competition strategies
- 6. Drugs in sport
 - 6.1. Performance enhancing drugs

6.2. Recreational drugs

Unit 5 - The Coach as Teacher

This unit emphasizes the teaching or pedagogical aspects of coaching. Emphasis is placed on the technical and tactical development of individual athletes and the team through the use of proven instructional strategies.

1. Learning defined
2. Technical Skill development and analysis
 - 2.1. Stages of learning
 - 2.2. Open and Closed Skills
 - 2.3. Progressions
 - 2.4. Practice Variables
 - 2.4.1. Role of competition
 - 2.4.2. Length and distribution
 - 2.4.3. Constant versus Variable
 - 2.4.4. Whole versus Part
3. Tactical skill development and analysis
 - 3.1. Performance Analysis
 - 3.2. Observation
 - 3.3. Tactical Interviewing
 - 3.4. Context Modification
4. Effective Practice Sessions
 - 4.1. Practice Plans
5. Coaching during competition
6. Pre-competition
7. During competition
 - 7.1. Feedback
 - 7.2. Self-regulation and Modeling
8. Post-competition
9. Evaluation
 - 9.1. Skill
 - 9.2. Performance Feedback
 - 9.3. Coach
 - 9.4. Program

Course Evaluation

State Test

1. Introduction
2. Study Guide
3. State Test