



**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

COACHING STUDENT ATHLETES SERIES

Proper Nutrition and Athletic Performance

EDUO 9728 One Semester Credit/Unit

Instructors Dick Bach & Ernie Shaffer

Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor

Course Description

We are what we eat. If this a true statement, how big a role does nutrition play in the performances of athletes? This class will expose coaches/teachers to some of the facts and myths of how nutrition helps or hinders how athletes perform. Information concerning nutrition will be presented that can help the student/athlete perform at their natural ability. Participants will be required to develop a performance based eating program for their specific sport.

Required Text: *Successful Coaching*-4th Edition by Rainer Martens, Human Kinetics; (February 17, 2012)

Course Objectives

By the end of this course, participants will have had the opportunity to examine a style of teaching/coaching that will:

- enable them to share with their student/athletes what a young, growing person should eat.
- allow them to intelligently discuss eating disorders.
- give them knowledge on how to keep athletes hydrated and avoid heat illnesses.
- provide them with the role nutritional supplements play in the student/ athlete's diet.
- Help them understand how carbohydrates, fat and proteins nourish the body.
- provide the information for how much a young person should eat for maintaining, losing and gaining weight.

- provide a guide to eating before, during and after participation in a strenuous activity

Grading Rubric

Exemplary A-A-	Acceptable B+- B-	Unacceptable
All text book assignments are complete and accurate.	All text book assignments are complete and accurate.	Textbook assignments are incomplete and/or contain inaccurate or inappropriate responses.
All application assignments are reflective, thoughtful, clearly identifiable and relevant.	All application assignments are complete, identifiable and relevant.	Application assignments are incomplete and/or irrelevant.
Overall appearance is very well organized and free of spelling and grammatical errors	Overall appearance is generally organized with limited spelling and grammatical errors.	Overall appearance shows little organization and has spelling and grammatical errors.

Assignments

1. Nutrients

Read and study **pages 304-329** and review the six basic nutrients on **page 312-317**. Describe the role each plays in a healthy body.

2. Nutritional Supplements

Review the nutritional supplements on **pages (312-317)** and list the (6) guidelines to using nutritional supplements for a healthy life.

3. Hydration

Respond to the statement “Athletes know when they need to hydrate by how thirsty they feel.” **pgs 317-322**

4. Eating Disorders

4a. **Factors**– List the five factors known to increase the risk of eating disorders among young people. **pgs. 326-328.**

4b. **Anorexia**- List the symptoms of the eating disorder Anorexia **pgs.326-328.**

4c. **Bulimia**- List the symptoms of the eating disorder Bulimia **pgs.326-328.**

4d. **Steps**- What steps can you take once you suspect one of your student/athletes has developed an eating disorder?

5. What to Eat

Develop a handout for your student/athletes about what to eat before, during and after strenuous activity.

6. Caffeine

React to the following statement in writing: "Caffeine may help an athlete's performance".

7. Weight

List the safe guidelines to: **pg 323-326.**

7a. **Weight Loss**

7b. **Weight Gain**

8. Improve Yourself

Review the "Seven Rules for Eating Right" **pg 307.** Develop a plan for improving **your own nutritional well being.**

9. Improving Your Students

Read & study pages 304-311 in the text and the following web resource <http://www.health.harvard.edu/plate/healthy-eating-plate>

9a. Review the food guides in the text and the web resource and respond with a statement on how it correlates to what you actually see your student / athletes eating on a regular basis.

9b. How are you going to make a difference in the life, both in the present and in the future, of your student/athlete by reversing the problem (if there is one) stated in **9a?**

Instructions for coursework submission:

When you have completed your assignments, post all coursework at one time in the Completed Coursework DropBox at the bottom of the course page. You are allowed 9 months to complete the course. If you have questions about the course, you can reach your graders by email or phone.

Dick Bach dbach@dominicancaonline.com; 916-962-3329

Ernie Shaffer eshaffer@dominicancaonline.com; 916-387-1311

COACHING STUDENT ATHLETES SERIES

<u>EDUO 2720</u>	Dealing with the Problem of Athletic Drug use
<u>EDUO 9721</u>	Developing a Code of Conduct Handbook
<u>EDUO 9722</u>	Developing Successful Life Skills through Athletics

<u>EDUO 9723</u>	Discovering your Coaching Style
<u>EDUO 9724</u>	Effective Communications
<u>EDUO 9725</u>	Good Teams and Character go Hand in Hand
<u>EDUO 9726</u>	Keeping it in Perspective - Make Every Kid Count
<u>EDUO 9727</u>	Managing your Athletic Program
<u>EDUO 9728</u>	Proper Nutrition & Athletic Performance
<u>EDUO 9729</u>	Team Bonding
<u>EDUO 9730</u>	The Legal Liabilities of Teaching/Coaching
<u>EDUO 9731</u>	Training to Acquire Specific Skills
<u>EDUO 9732</u>	Welcoming Diversity into Your Program

