

San José State University.
College of Applied Arts and Sciences
Kinesiology 168 –Psychology of Coaching, Spring 2013

Instructor:	Dr. Ted M. Butryn
Office Location:	SSC 512
Telephone:	(408) 924-3068
Email:	Theodore.Butryn@sjsu.edu
Office Hours:	8:00-9:00 T/R, TBA
Class Days/Time:	T/R: 10:30-11:45
Prerequisites:	KIN 70 or lower division social science GE distributive area. NOTE: Students must have D2L accounts to access course materials

Twitter: <https://twitter.com/DrTedsportcult>

Required Textbooks:

1. Williams, J. (2009). *Applied sport psychology: Personal growth to peak performance (6th Ed.)*. Mt. View, CA: McGraw-Hill.
2. Additional readings will be posted on D2L throughout the semester

A. Description: Social, clinical, child, measuring, industrial, personality, and organizational psychology and the practical application of the material to coaching.

Kinesiology Undergraduate Major Program Learning Objectives (*Key principles: critical understanding and application of research and scholarship in the field of kinesiology; communication skills; movement competence; sustainability; diversity and social justice*)

At the end of a Bachelor of Science degree program in the Department of Kinesiology students should be able:

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. To recognize and apply sustainable approaches as they relate to kinesiology.
5. To identify social justice and equity issues related to kinesiology for various populations.

B. Goals of the course:

1. To enhance the student's knowledge about the coach's role and the importance of a sound and consistent coaching philosophy
2. To learn methods of identifying, evaluating, and developing talent in across domains
3. To obtain a better understanding of the psychological aspects of coaching across different situations and populations
4. To learn and understand the various psychological techniques aimed at improving performance
5. To evaluate coaching performance using information from the course
6. To understand and be better able to work with diverse groups of athletes
7. To understand the relationship between culture, identity, and coaching

8. To understand and be able to implement strategies designed to build positive character and citizenship-oriented qualities in athletes

C. Means of Evaluation:

- | | |
|--------------------------------------|---|
| a. Article critiques | 15% |
| b. Coaching observation | 22.5% |
| c. In-class activities/participation | 10% (* <i>In-class activities may not be made up for credit</i>) |
| d. Midterm exam | 25% |
| e. Final exam..... | 27.5% |

Grading scale: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (93=A, 92=A-, 88=B+)

* NOTE: Graduate students enrolled in the course will also have different questions on the exams, and will be held to appropriate standards on all other work.

1. Article review/critique: Each student will review, briefly summarize, and critique one scientific article on coaching science. Coaching science articles may be identified through searches conducted in online databases such as SportDiscus or PsychInfo. The articles must be approved by the instructor prior to completing the review. The article must be original research published between 2003 and 2013. Potential sources of coaching science articles include journals such as *The Sport Psychologist*, *Journal of Sport & Exercise Psychology*, *Research Quarterly for Exercise and Sport*, *Applied Research in Coaching and Athletics Annual*, *Journal of Sport Behavior*, & *International Journal of Sports Science and Coaching*. Critiques should include a brief, concise summary of the article, and an overview and engaged critique of the following sections: 1) Literature Review, 2) Methodology, 3) Results, and 4) Discussion/Conclusion. Critiques should be no more than 3 double-spaced pages. Attach a cover page, and include the article citation (APA format) on the top of the first page of the abstract itself. *Assignment is due on day of the midterm. * More details to follow!*

2. Coaching observation: Each student will observe at least two (2) athletic practices/competitions featuring the same team, and watch and record the behavior of the coach using a method to be discussed in class. Other relevant information from the course should also be applied, including a critique of the coach using various theories and concepts, as well as the incorporation of at least *three primary journal articles*. The results of the observation sessions will be discussed in class. For this assignment, students may work either individually or in pairs. A coaching observation/behavior grid will be handed out to facilitate the observation and coding (of behavior) process. Papers should range from approximately 5-7 pages, and will be evaluated on the following criteria: 1) overall quality of analysis, 2) *integration* of relevant course material, 3) use of primary references, & 4) writing and organization. Students may work in groups of up to 4. ** More details to follow!*

3. In-class activities & Homework: Aside from the standard participation information (see below), students are required to take part in several in-class assignments, and to turn in several homework assignments. Students must be in class to get credit for in-class assignments, and there are no exceptions to this rule. Due dates for the homework assignments are indicated in bold on the greensheet.

4. Exams: There will be a midterm exam covering the first half of the course and a final exam (given during finals) covering mainly the second half of the course, although students will be expected to incorporate knowledge learned previously. Exams will consist of multiple choice and essay questions.

D. Class structure and participation: Class will be part lecture format and part seminar/discussion format. This means that students should ALWAYS keep up with the reading assignments, and make an effort to contribute to class whenever appropriate. You all have valuable knowledge and experiences, and the class will benefit from your diverse perspectives. When it is appropriate to do so, we will also begin class with informal discussions (using course materials) on current events related to coaching. To facilitate class discussion, there will be numerous small group activities throughout the semester. These activities are designed to allow more class interaction through application of the course materials to “real world” situations. Regarding attendance, although I am not grading on participation, per se, your presence in the class is crucial because of the amount of material that is *not* covered in the text. Papers will be turned in via D2L, as well as in class (hard copy version)

E. Other important notes:

- All materials submitted for this course must be original works of the student and typed with text and references in APA format.
- Assignments are due at the beginning of class on the assigned date. Late papers will be penalized one letter grade per day, *without exception*. Papers are to be used *for this class only*. If it is determined that a student used a paper from another course in this course, that student will receive no credit for the assignment, and be reported to student affairs.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Please inform the professor if you need course adaptations because of a disability, or if you need special arrangements in case the building needs to be evacuated.
- Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class, nor will they text. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University. Multiple infractions will result in removal from class and referral to the JAO. Students who disrupt the class in any other way, including talking when the instructor is talking, will also result in referral of the student to the JAO. Disruptions, in short, will not be tolerated for the sake of the quality of the learning environment.
- In the classroom, faculty allow students to use computers/I-Pads/smart phones only for class-related activities. Students who use their electronic devices for other activities will be asked to leave the class and will lose participation points, and be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors any use of electronic devices that they regard as inappropriate (i.e., used for activities that are not class related).

F. University, College, or Department Policy Information:

a) SJSU Academic Integrity Policy: The following information on academic integrity has been excerpted from the San José State University Academic Integrity Policy (policy S04-12). The complete policy is available at <http://www2.sjsu.edu/senate/S04-12.pdf>.

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university’s Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised. Further, instructors are now required to report infractions directly to the university.

b) Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

c) Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center (924-6000), located in Adm 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” Also, make an appointment to meet with the instructor of this course as soon as possible during one of the office hours provided on the greensheet.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

TENTATIVE COURSE OUTLINE

1/24	Introduction(s) and overview of course	
1/29	History of applied sport psychology/coaching	W 1
1/31	Role of sport psych in coaching profession; Outlining the “coaching process”	Reading on D2L
2/5	Philosophical concerns in coaching	
2/7	Success & credibility as a coach Coach-training programs	W 18
2/12	<i>Catch-up day!</i>	
2/14	Coachability and mental toughness: Nature or nurture?	Readings on D2L
2/19	Motor skill learning & feedback	W 2 & 3
2/21	Leadership, decision making, & Self-fulfilling prophesies	W 5-7 (<i>Read 5 last</i>)
2/26	Continued...	
2/28	<i>Flex Day</i>	W 8
3/5	Cohesion	W 7
3/7	Motivation	W 4
3/12	Midterm Examination	
3/14	<i>Catch-up Day!</i>	
3/19	Arousal	Article critique Due
3/21	“Tennessee coaching clinic”	Pat Summitt & Lady Vols video; Reading on D2L
3/26	<i>Spring Recess</i>	
3/28	<i>Spring Recess</i>	
4/2	Finish arousal and begin interventions	
4/4	Resonance and muscle-to-mind intervention techniques	W 13 & 15
4/9	Mind-to-muscle techniques (e.g., cognitive restructuring)	W 15
4/11	Imagery	W 14
4/16	<i>Catch-up Day!</i>	
4/18	Multiculturalism & coaching	W 19; Reading to be assigned on D2L
4/23	Sexual Harassment and the coach	Reading to be assigned on D2L
4/25	<i>Flex Day</i>	
4/30	Staleness and burnout	W 22
5/2	Coaching athletes during the injury process	W 23
5/7	<i>Catch up day/Discussion of observations</i>	Coaching observations due
5/9	Coaching in the late 1970’s	

Final Examination: Tuesday, May 21, 0945-1200