

San José State University
College of Health and Human Sciences
KIN 168, Psychology of Coaching, Spring 2021

Instructors:	Dr. Ted M. Butryn / Dr. Karin Jeffery
Office Location:	Virtual Zoom World
Telephone:	N/A
Email:	Theodore.Butryn@sjsu.edu / Karin.Jeffery@sjsu.edu
Office Hours:	TB: M/W: 9:00-10:00 KJ: Tue 9:30-11:30 or by appointment
Class Days/Time:	M/W: 1:30-2:45 (<i>Most of our work will be asynchronous, i.e. independent. All live synchronous zoom dates will be announced in advance.</i>)
Prerequisites:	KIN 70 or lower division social science GE distributive area. NOTE: Students must have Canvas accounts to access course materials.

Required Textbooks:

1. Williams, J. M. & Krane, V. (2021). *Applied sport psychology: Personal growth to peak performance (8th Ed.)*. McGraw-Hill: New York, NY.
2. Additional *required* readings will be posted on Canvas, as will online discussions.

A. Course 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 to:

1. Explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.

- Identify and analyze social justice and equity issues related to kinesiology for diverse populations.

B. Course objectives:

- To enhance the student’s knowledge about the coach’s role and the importance of a sound and consistent coaching philosophy (PLO 1)
- To learn methods of identifying, evaluating, and developing talent in across domains (PLO 1)
- To obtain a better understanding of the psychological aspects of coaching across different situations and populations (PLO 1, 4)
- To learn and understand the various psychological techniques aimed at improving performance (PLO 1, 2, 3)
- To evaluate coaching performance using information from the course (PLO 2, 4)
- To understand the sociocultural context of coaching, and be better able to work with diverse groups of athletes (PLO 5)
- To understand the relationship between culture, identity, and coaching (PLO 1, 5)
- To understand and be able to implement strategies designed to build positive character and citizenship-oriented qualities in athletes (PLO 1, 4, 5)

C. Means of evaluation:

- | | |
|-----------------------------------|-----------|
| a. Course Navigation Quiz | 5% |
| b. Article Critique | 15% |
| c. Coaching Evaluation Assignment | 25% |
| d. Brief Written Assignments | 10% total |
| e. Midterm Exam | 20% |
| f. Final Exam | 25% |

Final grading scale:

Grade	Percentage
A plus	96 to 100%
A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
NC	72% or less

*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.

Assignment descriptions:

1. Article critique: Students will review, briefly summarize, and critique one scientific article on the psychology of coaching. Articles may be identified through searches conducted in online databases such as SportDiscus or Google Scholar. The article must be original research published between 2010 and 2021. Potential sources of coaching 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, Journal of Sport Psychology in Action, & International Journal of Sports Science and Coaching.

Articles MUST deal explicitly with the psychology of coaching, AND be primary research, including a methods section (In other words, no literature reviews, theoretical pieces, or anything else). Find an actual study.

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 4/7.*

**More details to follow on Canvas!*

2. **Coaching Evaluation Assignment:** Students will choose *one* of the following assignments to complete.

A: Coaching Film Analysis (see full description on Canvas)

B: Coach Interview (see full description on Canvas)

For this assignment, students may work either solo or in groups of 2 or 3. Papers 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.

**More details to follow!*

3. **Brief Written Assignments:** Students will complete five brief assignments during the semester. These assignments will involve reflections on coach TED talks or presentations by our various guest speakers.

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 questions, and they will be given via Lockdown Browser on Canvas during class time.*

D. Class structure and participation:

Class will be almost exclusively asynchronous, with a few selected optional live zoom sessions which will be indicated on Canvas. Students are expected to complete the reading assignments prior to the class time assigned, and recorded lectures will be uploaded to Canvas by class time. *In other words, read the assigned readings first, and then watch and engage with the recorded lectures.*

Each lecture will have comments enabled on Canvas, so you can ask questions as you watch them. We also have a Slack channel for you to chat with us and each other. You can join here:

https://join.slack.com/t/kin168psychof-hws5135/shared_invite/zt-ldqcm6ht-PdBHAVswDZjnGXBSa0j2BQ

Please try to keep up with the readings and recorded material. Some of the book chapters are quite dense, and some of the major concepts are quite difficult, so we invite you to visit our virtual office hours if you need any explanation or clarification of anything we cover.

Most importantly, remember that we understand that this is a stressful time for many people, and we will do our best to support you during the semester.

E. Other important notes:

- All materials submitted for this course must be original works of the student and typed with citations and references in APA format.

- Assignments are due at 11:59pm 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 class in this course, that student will receive no credit for the assignment, and may 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.

F. University, college, and department policy information:

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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 syllabus, 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 syllabus.

NOTE: A more thorough discussion of information pertaining to university programs and policies designed to facilitate student success can be found here:

<http://www.sjsu.edu/gup/syllabusinfo/>

Spring 2021 ONLINE PROTOCOLS AND INFORMATION

Exam protocols

Exams will be proctored in this course through Respondus Monitor and LockDown Browser. Please note it is the instructor's discretion to determine the method of proctoring. If cheating is suspected the proctored videos may be used for further inspection and may become part of the student's disciplinary record. Note that the proctoring software does not determine whether academic misconduct occurred, but does determine whether something irregular occurred that may require further investigation. Students are encouraged to contact the instructor if unexpected interruptions (from a parent or roommate, for example) occur during an exam.

Recording Zoom classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Zoom classroom etiquette

- Mute your microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise and distractions: Find a quiet place to "attend" class, as much as possible.
- Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position your camera properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit your distractions/avoid multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- Use appropriate virtual backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Online Exams Testing Environment:

Setup:

- No earbuds, headphones, or headsets visible.
- The environment is free of other people besides the student taking the test.
- If students need scratch paper for the test, they should present the front and back of a blank scratch paper to the camera before the test.
- No other browser or windows besides Canvas opened.
- A workplace that is clear of clutter (i.e., reference materials, notes, textbooks, cellphone, tablets, smart watches, monitors, keyboards, gaming consoles, etc.)
- Well-lit environment. Students' eyes and whole face visible. Avoid having backlight from a window or other light source opposite the camera.

Testing Environment:

Scan: Before students can access the test questions, they are expected to conduct a scan around their testing environment to verify that there are no materials that would give the student an unfair advantage during the test. The scan will include:

- the desk/workspace
- a complete view of the computer including USB ports and power cord connections
- a 360-degree view of the complete room

Students must:

- Remain in the testing environment throughout the duration of the test.
- Keep full face, hands, workspace including desk, keyboard, monitor, and scratch paper, in full view of the webcam

Technical difficulties

Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas:

Technical Support for Canvas

Email: ecampus@sjsu.edu

Phone: (408) 924-2337

Website: <https://www.sjsu.edu/ecampus/support/>

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Academic Dishonesty

Students who are suspected of cheating during an exam will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course.

Course Schedule (Tentative):

Symbols used in the schedule below:

Green: Instruction by TB

Blue: Instruction by KJ

W # Number of required chapter reading in Williams & Krane textbook (e.g., W 2 = read Ch. 2)

This schedule is tentative and subject to change depending on availability of guest speakers, etc.

Any changes will be announced in a timely fashion and posted on Canvas.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings/Videos/Guests/Deadlines
1/27	Intro and course overview	KJ and TB live on zoom!
2/1	History of applied sport psychology; coaching & diversity	W 1, 18
2/3	Role of sport psych in coaching profession; outlining the "coaching process"	Reading on Canvas (Beyond Shrinks & Coaching and Sport psychology)
2/8	Philosophical concerns in coaching	
2/10	Success & credibility as a coach Coach-training programs	W 17
2/15	Coaching & feedback	
2/17	Coaching & feedback, continued	W 3; Reading on Canvas (Coaching Behaviors Becker)
2/22	Leadership & Self-fulfilling prophecies	
2/24	Continued...	W 6, 5
3/1	Cohesion	
3/3	Motivation	W 7
3/8	Guest talk video: Coach Lauren Hanson	W 4
3/10	Arousal	
3/15	"Tennessee coaching clinic"	Pat Summitt & Lady Vols video (watch on own; link will be sent)
3/17	Catch-up day!/Midterm review	
3/22	Midterm Examination	W 12
3/24	Peak Performance	W 9 - Guest speaker TBA
3/29	Spring Break	
3/31	Spring Break	
4/5	Coping	Guest speaker TBA
4/7	Interventions	Article critique due
4/12	Interventions-I Resonance & mindfulness, and muscle-to-mind intervention techniques	W 16
4/14	Interventions-II Cognitive restructuring & Confidence	W 14, 15
4/19	Imagery	W 13
4/21	Unsafe environments in coaching: microaggressions and identity	Readings/guest speaker TBA
4/26	Microaggressions continued: SJSU's own history	Readings/guest speaker TBA
4/28	Staleness and burnout	W 22
5/3	Athlete mental health and wellbeing	W 20
5/5	Coaching in a global context	W19/Guest speaker TBA
5/10	Psych of injury and coaching	W 2X
5/12	Guest talk video: Dr./Coach Amanda Schweinbenz	Coaching Evaluation Assignment due
5/17	Coaching in the late 1970's	TWS (link TBA)

Final Examination: Wednesday, May 19th, 12:15-2:30