

George Mason University
College of Education and Human Development
Sport and Recreation Studies

SPMT 618.DL1 – Psychology of Coaching
3 Credits, Spring 2018
Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Presents a psychological foundation for sport coaching. Basic tenets of the psychology of individual and group behavior will include motivation, stress, communication, group cohesion/dynamics, leadership, reinforcement, and feedback as they relate to the context of sport coaching. Offered by Recreation, Health & Tourism. May not be repeated for credit.

Course Overview

The learning experiences in this course are afforded through a lecture, seminar, hybrid, or online instructional approach. This will ensure opportunities to meet the course objectives through instructor-led discussions and assignments, with ample opportunities for student participation. Course content may include, but is not limited to personality, motivation, anxiety, aggression, attention, causality, reinforcement, communication, self-efficacy, leadership theory and applications. The course will build from a) elicited student-provided examples, to b) the examination and synthesis of the theoretical underpinnings of psychology in sport, and finally c) engaging students in the analysis of coaching applications.

Course Delivery Method

This course will be delivered online (76% or more) using an online format via Blackboard Learning Management system (LMS) housed in the MyMason portal. Individual face to face, phone, and Skype meetings are available. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 19, 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. Lectures will be conducted live via “collaborate” on Mondays at 7:30 EST.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Demonstrate an understanding of theoretical concepts in sport psychology.
2. Demonstrate an understanding of the effective application of psychology by sport coaches.
3. Identify prominent social psychological underpinnings of coaching.
4. Demonstrate an understanding of such psychological constructs as personality, attention, motivation, anxiety, aggression, self-efficacy, causality, and reinforcement
5. Recognize the fundamentals of communication in sport leadership settings.
6. Examine principles of motivation theory and leadership
7. Examine underpinnings of group dynamics and cohesion

Professional Standards

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see: Commission of Sport Management Accreditation. (2010, June). Accreditation principles and self study preparation . Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

Required Texts

Weinberg, R., & Gould, D. (2014). *Foundations of sport and exercise psychology* (5th ed.). Champaign, IL: Human Kinetics.

<http://www.athleteassessments.com/> CoachDISC (you will receive information on this).

Vealey, R. (2005). *Coaching for the inner edge*. Morgantown, WV: Fitness Information Technology.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

- **Assignments**

Assessment	Points (% total)
Engagement: participation, contributions (Discussion Boards; Matrix)	60 (30%)
Assignments: Ice Breaker; CoachDISC	50 (25%)
Movie Review	20 (10%)
Article Reviews	20 (10%)
Synthesis Paper	50 (25%)
TOTAL	200 (100%)

Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in *prior* to the due date, but must be turned by the due date. NO LATE WORK will be accepted!

- **Evaluation**

You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments. Assignments must be turned in on the specified due date or no credit will be given. Only students with emergencies, documented medical excuses, or University sponsored functions (approved by the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written assignments must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

- **Requirements**

1. Participation grades will be based on active, thoughtful participation in online discussions and exercises.
2. There are TWO research article review papers that will consist of a 2 to 3 page, typed paper related to course topics. The paper should include a brief summary of the article and a discussion of the constructs. The academic research journal should be current (within 5 years). Due to the nature of the course, ONE article can be focused on the application of psychological concepts.

- **Grading**

This course will be graded on a point system, with a total of 200 possible points.

Cumulative Points	Percentage	Letter Grade
187-200	94% - 100%	A
179-186	90% - 93%	A-
175-178	88% - 89%	B+
167-174	84% - 87%	B
159-166	80% - 83%	B-
139-158	70% - 79%	C
0-138	00% - 69%	F

Grading Scale:

A	= 94 – 100	B+	= 88 – 89	C	= 70 – 79
A-	= 90 – 93	B	= 84 – 87	F	= 0 – 69
		B-	= 80 – 83		

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Week	Content	Discussion Board	Assessments	Reading For Class
	Welcome Announcement <ul style="list-style-type: none"> • Email • Link to MYI 			
1 1/22	Meet Your Instructor <ul style="list-style-type: none"> • Link to Syllabus Syllabus <ul style="list-style-type: none"> • Overview • Expectations/Parameters • In-Person/Phone/Skype Intro & Personality			W&G – Ch 1, 2 Vealey Ch. 1,2
2 1/29	Motivation		DUE: Ice Breaker- What's Important?	W&G – Ch. 3 Vealey Ch. 3
3 2/5	Anxiety/Arousal	DUE: Discussion		W & G – Ch. 4, 12

		Board #1		
4 2/12	Competition & Cooperation	DUE DB #1 Reactions		W & G – Ch. 5
5 2/19	Behavior Modification		DUE: CoachDISC Assessment	W & G – Ch 6 Vealey – Ch. 6
6 2/26	Team Dynamics Cohesion	DUE: CoachDISC reactions	DUE: Article Review #1	W & G – Ch. 7, 8 Vealey – Ch. 6
7 3/5	Leadership		DUE: Article Review #2	W & G – Ch. 9 Vealey – Ch. 5
	SPRING BREAK			
8 3/19	Communication	DUE: DB #2 ("The Perfectionist")		W & G – 10 Vealey – Ch. 4
9 3/26	Imagery	DUE: DB #2 Reactions		W & G – 13 Vealey Ch. 9
10 4/2	Imagery & Self Confidence		DUE: Movie Review	W & G – 14 Vealey – Ch. 9
11 4/9	Goal Setting			W & G – 15 Vealey – Ch. 8
12 4/16	Attention & Concentration		DUE: SYNTHESIS PAPER	W & G – Ch. 16 Vealey – Ch. 12
13 4/23	Deviance & Unhealthy Behaviors		DUE: Complete Matrix & Post Reaction	W & G – Ch. 20
14 4/30	Burnout, Overtraining, Aggression	DUE: DB#3 – An Application		W & G – Ch. 21, 23
15 5/7	Character Development & Sportsmanship	DUE: DB #3 Reactions		W & G – Ch. 24

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

