George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

SPMT 618 (DL1) –Psychology of Coaching
3 Credits, Fall 2021
Distance Learning: Blackboard

Faculty
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Prerequisites/Corequisites
Graduate student or permission of instructor.

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 School of Sport/Rec/Tour Mgmt. May not be repeated for credit.

Required Texts

Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology (7th edition).* Champaign, IL: Human Kinetics.

**Research articles will also be assigned to supplement each topic area of the course.

Reference: American Psychological Association. (2020). *Publication Manual of the American Psychological Association, Seventh Edition.* American Psychological Association, Washington, DC.

Course Delivery Method
This course will be delivered online using a hybrid (synchronous/asynchronous) format via the Blackboard Learning Management system (LMS) housed in the MyMason portal, as well as the Zoom platform. 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 Thursday, August 26. When we have Zoom sessions, I will send you the link beforehand.
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, 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 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: Each week, I will post course materials on **Thursday**. As the course is a hybrid of synchronous and asynchronous models, students should be prepared to meet via Zoom at the official class time (7:20 pm ET on Thursday) for the following class sessions:
  - August 26
  - September 9
  - September 30
  - October 21
  - November 11
  - December 2 (presentations)
  - December 9 (presentations)

  Having a live online session every few weeks will allow us to check in, do some interactive activities, and discuss student questions.
- 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 **3** 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.
- 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 telephone or video conference to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, and the instructor will work with them to schedule a mutually acceptable time.

- 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
Students will be able to:
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. *Accreditation principles and self-study preparation.* Retrieved May 12, 2016 from http://www.cosmaweb.org/accreditation-manuals.html

Course Performance Evaluation
Students are expected to submit all assignments on time via Blackboard, be present online for the in-person weeks listed, and participate in group discussions via posts on the Discussion Board.

Assignments and/or Examinations
This course will be graded on a percentage point system, with a total of 100 possible percentage points.

Assignment	*Points Possible*
Written Responses	10 points
Discussion Board Posts	20 points
Article Critiques	20 points
Sports Film Paper	15 points
PowerPoint Presentation	10 points
Final Research Proposal	25 points

- **Written Responses:** Each week, students will be asked to respond to thought questions from that week's reading. These questions will be posted on Blackboard, and students will submit responses to the instructor. **[10 points total]**

- **Weekly Discussion Questions:** each week, students will participate in group discussions about the week's reading (text chapters *and* journal articles provided by the instructor) via discussion threads on Blackboard. All students are expected to contribute to the discussion at least twice: by **Monday at 11:59 p.m.** and again by **Wednesday by 11:59 p.m.** Remember that these discussions are a major part of the asynchronous side of the course and are in lieu of us having in-person discussions every week: it is vital that all students participate! **[20 points total]**
- **Article Critiques:** Twice during the semester, students will read, summarize and critique an article from an academic journal about sports psychology and coaching. *******Parameters and expectations for the critiques will be provided via a detailed assignment sheet and explanation from the instructor.* **[10 points each = 20 points total]**
- **Sports Film Paper:** students will choose from a list of movies with a significant focus on coaching and use the movie as the foundation of a paper focused on a key psychological issue in coaching (motivation, group dynamics, etc.). The paper will use examples from the film to discuss and elucidate the psychological concept. *******Specific parameters and expectations for the paper will be provided by the instructor.* **[15 points]**
- **PowerPoint Presentation:** On the last two nights of class, students will present their ideas and research plans to their classmates in online conference-style presentations. These sessions will allow students to consider questions and feedback from their peers and make necessary changes to their final research proposals. *******The requirements for these presentations will be covered in detail prior to these events.* **[10 points]**
- **Final Research Proposal:** Throughout the semester, students will be developing a formal, APA-style research proposal related to sport psychology and coaching. After various check-ins and feedback from the instructor (as well as the PowerPoint presentations), students will turn in a final research proposal that demonstrates the depth of their learning over the course of the semester. **[25 points]**

Other Requirements

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence…as de facto evidence of non-participation."
*Accordingly, in this course, failure to post discussion on Blackboard is considered de facto evidence of non-participation.

Assignments: **All written assignments are due by 11:59PM on Thursday of the assigned week. No late work will be accepted without prior approval by the instructor.** Written work is to be typed, spell checked, and proofread to avoid point deduction. APA format must be used. **No class participation make-ups** (e.g., late posts in discussions) will be available.

Grading

A = 94-100	B+ = 88-89	C = 70-79
A- = 90-93	B = 84-87	F = 78 and below
	B- = 80-83	

Professional Dispositions

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

Class Schedule

Date[1]	Topic	Reading/Assignment Due[2]
August 26	Course Introduction	
September 2	Science and Professional Practice	Chapters 1 & 2
September 9	Personality & Stress/Anxiety	Chapters 3 & 5
September 16	Motivation	Chapters 4 & 7
September 23	Psychological Skills & Arousal Regulation	Chapters 12 & 13 *Article Critique #1 Due*
September 30	Imagery & Self-Confidence	Chapters 14 & 15
October 7	Goal-Setting & Concentration	Chapters 16 & 17
October 14	Competition, Cooperation & Aggression	Chapters 6 & 24 *Article Critique #2 Due*
October 21	Inclusion, Team Dynamics & Cohesion	Chapters 8 & 9
October 28	Leadership & Communication	Chapters 10 & 11
November 4	Injuries, Burnout & Addictive Behaviors	Chapters 20, 21 & 22 *Sports Film Paper Due*
November 11	Exercise, Well-Being, & Adherence	Chapters 18 & 19
November 18	Children in Sports & Sporting Behavior	Chapters 23 & 25
November 25	NO CLASS-THANKSGIVING RECESS	
December 2	PowerPoint Presentations	
December 9	PowerPoint Presentations	
Tuesday, December 14		*Final research proposals due to Blackboard*

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

Students must be fully familiar with the document "Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses," which is posted as an addendum under the "Syllabus" tab of the course Blackboard site.

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[1] Dates in **BOLD** are live online meeting weeks.
[2] Most weeks' reading will also include an academic journal article related to the topics covered in the text. These will be posted on Blackboard by the instructor.

Last revised October, 2019

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 https://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 https://ds.gmu.edu/).

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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