

## **KIN 855 – PSYCHOSOCIAL BASES OF COACHING**

Michigan State University, Department of Kinesiology

Sections 730 & 734 (combined on Desire2Learn)

Fall 2017: Aug 30 – Dec 11 (Grades due: December 19)

### **Instructor Information**

Andy Driska, Ph.D.

Email: [driska@msu.edu](mailto:driska@msu.edu)

Office Phone: 517-432-8399 (Voice messages are forwarded to my e-mail)

Mobile Phone: 517-881-8071 (please use only when urgent, I will generally not be able to reply on most week-ends)

To schedule a meeting: [calendly.com/andrew-driska](https://calendly.com/andrew-driska)

Zoom Videoconference Link:

PC, Mac, iOS or Android: <https://msu.zoom.us/j/2466740023>

Phone: +1 408 638 0968 or +1 646 558 8656 US Toll (Meeting ID: 246 674 0023)

International numbers available:

[https://msu.zoom.us/join?m=hkj7tIsYmpGXIZ\\_Qa5orriJTeOMOzIR\\_](https://msu.zoom.us/join?m=hkj7tIsYmpGXIZ_Qa5orriJTeOMOzIR_)

### **Course Materials**

Relevant readings and materials will be provided through the digital course management system.

## **SECTION 1: COURSE DESCRIPTION & OBJECTIVES**

### **Welcome**

I want to welcome you to this course. Being a coach or sport leader is a difficult task, one that often does not get the respect it deserves for the amount of work that you put into it. The “mental game” of coaching can also be one of the most frustrating and hard-to-understand parts of coaching. A lack of understanding often creates stress and burnout in coaches, causing many good and capable coaches to quit before their time.

I believe that education is the most effective tool when faced with the challenges of a difficult job. Specifically, the education in this course is built around the mental side of sports, but also introduces concepts related to learning and ethical decision-making. As a scholar in sport and exercise psychology, I am partial to this area’s importance in coaching, but I also think that understanding the mental side of sport can be the biggest difference-maker in your work as a coach or sport leader.

I view teaching as an idiosyncratic process – meaning that everyone has a different journey they are taking, started from a different point, and has a different end-point in mind. My job as the teacher is to help you along on your journey through providing content knowledge and expertise, but also through guiding you along your own unique pathway. That being said, a critical feature of

my job is getting to know you, your interests, and your needs, and to help you in the way that works best for you. The best way for that process to start is through dialogue.

### **My Philosophy on Teaching Coaches**

The effective development of coaching knowledge is a constant process where you compare what you have learned experientially – from experience as athletes, as coaches, through life avocations – to knowledge gained from empirical sources – like scientific research articles and book chapters.

I am a big believer in reflective practice, and we will spend some time on the principles of reflective practice. Evidence also supports the fact that effective coaches are reflective learners, but it also shows that reflective practice can be taught, learned, and practiced. The best coaches are constantly learning from their environments, and this is done through structured and unstructured reflection. On the other hand, coaches that don't reflect (and don't learn) try to apply the same methods to every athlete and every situation, and that simply does not work.

Students will approach courses in a masters degree program with varying levels of previous experience, although I have found that nearly everyone shares the common background of playing competitive, organized sport at some level. I challenge you to constantly refer what you learn in this course and this program back to your own experience.

### **Brief Course Description**

KIN 855 surveys and applies the philosophical, ethical, and psychosocial principles of coaching competitive sports for athletes of different ages and abilities.

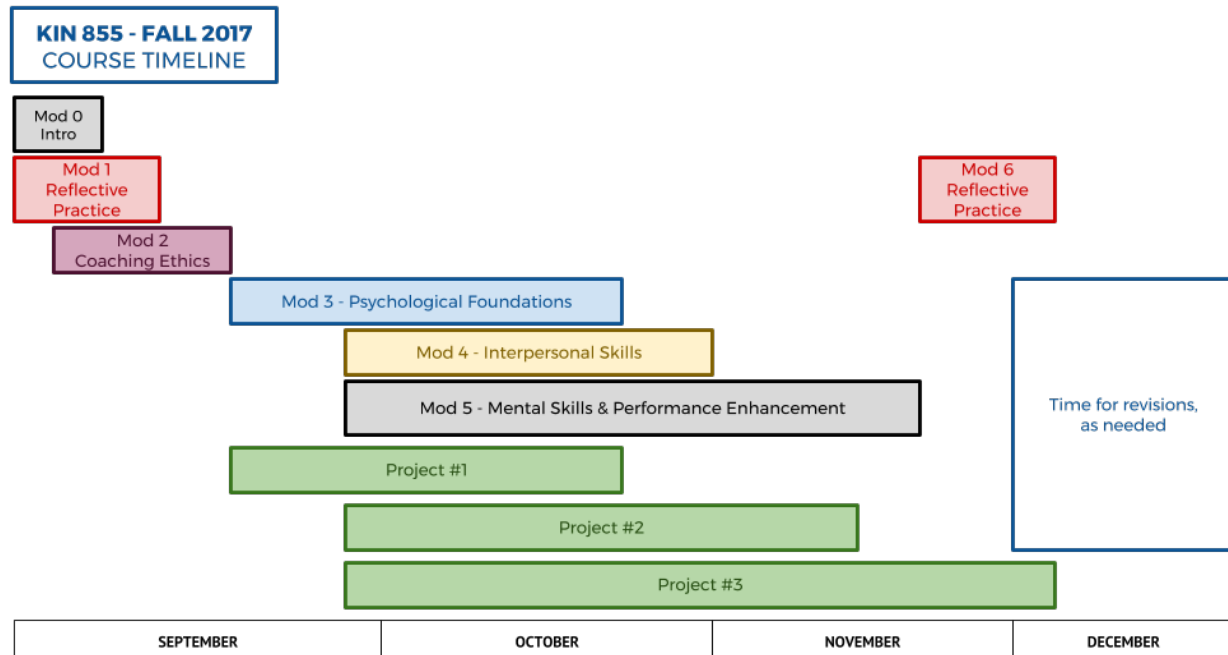
### **Big Picture Objectives**

1. Demonstrate and apply knowledge of the ethical and psychosocial foundations and mental skills that govern athlete development and sport performance.
2. Learn and develop skills related to ethical decision-making, interpersonal communication and group development, and mental skills to improve sport performance and athlete well-being.
3. Develop a value for scientific and best-practice knowledge and understand how to use it to shape coaching behaviors.

### **Course Outline**

I have designed this course to allow for greater flexibility in completing the necessary assessments for this course. The course is broken into six modules, which are outlined in the diagram below. These modules will include a range of learning activities (e.g., watching video lectures, readings, discussion forums) as well as assessments (e.g., online quizzes, comprehension papers). Modules are much like the classroom activities you would complete in a traditional face-to-face class.

### **Figure 1. Course Timeline**



You can see from Figure 1 that a significant portion of the modules in the course overlap with each other. During the first four weeks of class, we will be working together on the same material, but afterwards, the course is very self-paced in order to allow you to meet the course requirements at an appropriate pace for you.

In addition to the modules for this course, there will be three projects designed to help you develop three critical skills related to the psychosocial aspects of coaching and leadership. These projects will need to be completed on their own timeline. Please read [Section 3: Assessment & Grading](#) for a detailed description of expectations related to these projects, as requirements will vary based on the grade you seek.

## SECTION 2: COURSE ORGANIZATION & DELIVERY

### Communication

Communication is something we take for granted in face-to-face classes, but is something we need to make explicit and discuss for an online class. We are often on different work schedules, in different time zones, and in some cases on different continents! Please read this section carefully to get a sense of the ebb-and-flow of communication for this course.

### Using Email

Email is the primary mode of communicating in this course. I expect that you will have set-up your MSU e-mail for course-related and other correspondence. You will also want to make a habit of checking your MSU email regularly throughout the week – at least once a day Monday-Friday. My assumption is that you will do this already.

The primary and preferred method of communicating with Dr. Driska is through e-mail. I will generally be responsive to email Monday-Thursday throughout the day, and Fridays before 2pm. I generally do not respond to e-mails over the week-ends. I have many responsibilities in my job,

and so to be efficient in all domains of my job, I generally try to respond to e-mails at one time of the day, usually around 2pm in the afternoon. That would be good to consider when sending emails to me.

I prefer that you send your email directly from your MSU email account as opposed to sending it through the Desire 2 Learn e-mail function, because it will make it easier for me to read your email on my phone (meaning a quicker response). It would also be a good idea to provide a phone number in your e-mail where I can reach you, as sometimes the issues are resolved more easily through a phone call.

With that in mind, I have also provided you with my mobile phone number, which I ask that you use with discretion. In this case, if I have not responded to an email in 24-48 hours during the work-week, or if your matter is urgent (in your estimation), then please contact me on my mobile phone. Leave a short message if I am unable to answer.

Finally, I am trying Calendly this year. It is automated appointment scheduling software/app, in place of office hours. You can see when I have open times for phone calls on my page - [calendly.com/andrew-driska](http://calendly.com/andrew-driska) – and you can select an option from there. If those time options don't work for you, contact me another way and we'll find a time.

### **Course Announcements**

I will send email to your MSU account to alert you to relevant course announcements, and I will generally create a news item on the Desire2Learn homepage that will include a duplicate version of this announcement. Typical announcements might include the opening of a new module, an update to an assignment, or other course matter that requires your attention. I prefer to send longer emails less frequently (one email every 1-2 weeks), as I find that instructions are more likely to be understood that way.

### **Course Management System: Desire 2 Learn**

We use Desire 2 Learn, often referred to by its initials D2L (<http://d2l.msu.edu>). This is a program that manages all of the learning activities that we will engage in for this course. It also serves as a hub for all materials that we will use for the course, and a starting point for all modules and projects.

You must log-in to use D2L, using your MSU NetID and password (the same you use for MSU e-mail). Once logged in, you will see a list of your current and past courses. Clicking on a course takes you to the home page for each course. The appearance of course homepages can differ from one course to the next, but there are some elements that will always be present. The best way to navigate through a course is by using the menu items in the green menu near the top of the page. The CONTENT menu will generally get you to learning content such as videos and readings that I have arranged. The ASSESSMENTS menu will get you to drop-boxes and quizzes, and the COMMUNICATION menu will get you to discussion forums.

Desire 2 Learn is not a great system, but it generally allows us to do what we need to do in this class. If you are stuck, I highly recommend that you call the helpline (see details below); it is one of the rare instances where the helpline is usually quick and often provides solutions that cannot be found by google-searching your problem.

### **Instructional Technology Requirements**

In addition to the course management system D2L, there are several technologies that we may use for this course. Here are some important details.

### ***Streaming Video***

Lectures will be delivered by streaming videos that are embedded into web pages within the Desire2Learn course page. You need to have an active internet connection when you watch these videos. Download of videos is available, but I do not recommend it because it will consume much space on your computer and the videos may also lose the ability for closed-captioning. For more help with streaming video, you can visit <http://mediaspace.msu.edu>.

### ***Google Apps***

We will use google apps (e.g., Google Drive, Slides, Docs, Sheets) and a shared Google Drive folder for some work in this class. These are cloud-based documents and the advantage is that they allow for multiple users to work on them simultaneously. MSU has its own version of Google apps that have a higher degree of privacy protection; they can be accessed at <http://googleapps.msu.edu>. Logging in is quite simple if you do not already have a separate google account (gmail, google calendar) that you are logged into – just use your MSU NetID and password. If you want to stay logged-in to an existing gmail account, you will need to set-up multiple log-ins through google – you are generally prompted on how to do that from the Google Apps start page.

### ***Video Conferencing Software: Zoom***

Occasionally, we will need to do a face-to-face chat, and we will use a program called Zoom for that. All MSU faculty, staff, and students have access to Zoom, which allows more than one person to be present for the meeting. To get your account established, visit the Zoom website at <http://msu.zoom.us>.

### ***Getting Help***

These technologies are generally well-supported with few issues. Should you experience a problem, call 1-800-500-1554 or (517) 355-2345. The tech support is generally quite helpful, fast at most times of the semester, and more effective than a google search for an answer to a problem.

## **SECTION 3: ASSESSMENT & GRADING**

### **Course Components**

I have broken the learning activities in the course into two categories: modules and projects. A tentative outline of the modules and projects that will be featured in this course is provided in the final section of this syllabus. Your performance on each module and each project will be used to determine your final grade for this course. Your performance on each module will be assessed at one of four levels, from highest to lowest: proficient, adequate, insufficient, or incomplete. Read more about these different levels later in this section.

### ***Modules***

Modules are self-contained units that contain multiple learning activities and assessments. Learning activities might include reading an article or watching a video lecture, and an assessment might include a quiz, discussing an article or video, or writing a comprehension paper. The goals of the

modules are to deliver the content of this course, and to provide opportunities for formative learning experiences that will help you to learn this content.

### **Projects**

These are learning exercises that have a focus on integrating, applying, and reflecting on the knowledge from the course, as well as reflecting on knowledge and experiences you have developed outside of the course. These are semester-long activities and the product will be a multiple page paper.

### **Specifications-Based Grading**

For each module and each project, I will spell out specifically what tasks you will need to complete and at what level in order to score a proficient or adequate. In other words, I will provide detailed specifications for achieving each grade. This will be done on the corresponding page for the module or project in Desire 2 Learn. You will be able to see exactly what you need to do in order to achieve an overall mark of proficient or adequate for that module or project before you begin.

*Although you determine the level of proficiency that you work to, it is my job as the instructor to assess whether or not your work has met those specifications.*

### **Four levels of proficiency**

Proficient – the assessment exceeds expectations for graduate-level work, thorough attention has been given to details of the assessment, and the work shows a high level of attention and engagement

Adequate – the assessment meets expectations for graduate-level work, and demonstrates that you have a basic competence with the subject matter or skill

Insufficient – portions of the assessment are present but DO NOT meet the level of expectation for graduate-level work, or do not demonstrate that you have competence with this subject matter or skill

Incomplete – substantial portions of the assessment are missing or have been seriously neglected

### **Specifying to which level of proficiency you are writing**

It is your job as the student to determine what level of proficiency you will seek to meet on each assessment, and then clearly indicate that level to me as the instructor. This will signal me appropriately as to which standards I should employ when assessing your work.

Typically, you will need to do this on comprehension papers and projects that you submit. Indicate the level of proficiency on the title page of your paper, below the *Michigan State University* line.

### **An analogy to understand the different levels**

Think of a race involving hurdles. To score a proficient, the race will be longer, there will be more hurdles, and the hurdles will be higher than the race you need to complete in order to score an adequate. An insufficient would mean that you knocked over too many hurdles and need to improve, and an incomplete would mean that you didn't finish the race.

An important thing to note (keeping with the analogy) is that you choose which race to run – either the harder race for a proficient, or the easier race for the adequate. There are circumstances where you may choose to go for a proficient, but your work does not meet the level of proficient, and it may be marked as adequate. In some cases, you may have the option to revise an assessment

one time to attempt the proficient level, or accept the mark of adequate. Opportunities to revise work vary by assessment, so always be sure to read the instructions.

### ***My rationale for specifications grading***

I have been using this grading system for the past 2 years. The most important reason I continue to use it is that it helps achieve a baseline of competence for all students that is higher than under my previous system of averaging points. It also challenges each student at the level they want to be challenged, without going below that baseline of competence. Since implementing specifications grading in the Fall of 2015, I have been largely satisfied with the results. I have improved and clarified my expectations, and quality of student work has improved. One student recently wrote me to say that they had been extremely busy during the semester, and the grading system had enabled them to plan accordingly and earn the grade they needed to achieve.

The system is not perfect. Be aware that you will often need to revise papers that you submit. I provide detailed comments when this is my expectation, so be sure to read those comments promptly and thoroughly. Also, please read my guide to graduate-level writing and watch the tutorial videos on using the APA style. This will save you time in the long run, and will hopefully help develop your writing.

### **Final Grade Determination**

To determine your final course grade, I check to see that the following specifications have been met and at what level. You should examine this table carefully, examine your learning goals for this course and this program, and also examine competing distractions you will face during the summer. Then decide which grade you will aim to achieve.

### ***Specifications for Final Grades***

<b>GRADE</b>	<b>MODULES</b>	<b>PROJECTS</b>
<b>4.0</b>	Module 0 <i>adequate</i> Modules 1-2 <i>adequate</i> Modules 3-5 <i>proficient</i> Module 6 <i>adequate</i>	Projects 1, 2, and 3 <i>proficient</i>
<b>3.5</b>	Module 0 <i>adequate</i> Modules 1-2 <i>adequate</i> Modules 3-5 (2 <i>proficient</i> , 1 <i>adequate</i> you choose which 2 will meet <i>proficient</i> ) Module 6 <i>adequate</i>	Project 1 <i>adequate</i> Project 2 <i>proficient</i> Do not complete project 3
<b>3.0</b>	Module 0 <i>adequate</i> Modules 1-6 <i>adequate</i>	<b>Project 1 and 2 <i>adequate</i> (changed Sept 19)</b> Do not complete project 3
<b>0.0**</b>	2 or more incomplete modules	2 or more incomplete projects OR project specifications for 3.0 are not met

*\*\*Please note that I do not give grades below a 3.0. It is my view, and my discretion as the instructor, that graduate-level work should be at the 3.0 level or it must be repeated. Please take that into consideration!*

## **SECTION 4: EXPECTATIONS & POLICIES**

### **Student and Instructor Expectations**

*I will expect you, as the student, to:*

- thoroughly read and comprehend this syllabus and the course schedule (and ask questions if you don't).
- complete course assignments in a timely fashion, allowing time to watch video lectures, read articles, and complete assignments for each module as appropriate.
- notify me promptly if you experience problems with the course, especially with course technology issues that impair your ability to learn.
- find a personal purpose for the content of this class, that is, to find ways in which it applies to your personal and career interests.
- demonstrate etiquette, which means being respectful, understanding, tolerant and open-minded with respect to the content, your instructor, and your peers in this course.

*You can expect me, as the instructor, to:*

- provide you with latest information as relates to the ethics and psychology of coaching.
- be fair and consistent in my grading and in working with you and other students.
- be challenging of your abilities and expectations with regards to academic performance.
- respond promptly to your e-mails (as per my e-mail policy) and available for meetings by appointment.
- return the same level of etiquette to which I hold you accountable.

### **Time Commitment**

The requirements of this course are designed to implement University policy regarding out-of-class time spent on the material. That is, for every credit received, the student should spend at least 3 hours outside of lecture working on course-related readings, completing projects, studying material, etc. Therefore, for this 3-credit class, the student should spend at least 9 hours per week, excluding in-class meeting time. For an online course, in-class meeting time can be thought of as watching video lectures. I generally try to put a time-stamp on them so you can estimate your time.

Please review your schedule, other commitments, and your GPA goal for this class... then align your efforts with your goals for this course!

### **Assignment Lateness**

I ask you to please ensure that assignments are turned in on time. This is especially critical with the specifications grading system, as insufficient work may need to be revised. At the same time, I realize you are all busy, working professionals. So, I ask for your professional courtesy - if you believe you will be in danger of missing a deadline, please alert me well in advance of the deadline (not 30 minutes before) so that we can discuss the matter.



### ***Submitting Assignments & Originality Checking***

For assignments where you will need to write a paper (reflection, comprehension, scientific, or other paper), these files will need to be submitted in the Microsoft Word format (Word and Word-compatible files end with the file extension .docx or .doc). When you submit your work to an electronic dropbox on Desire 2 Learn, it will be passed through an originality checker called Turn It In. This software generates a report for me to see the degree of originality in your work. I take the originality report under advisement (but have had to use it punitively on a few occasions). You are typically able to see the level of originality in your work as well – generally, you will be able to see what I see. My advice is to use this tool to learn more about originality and plagiarism – use it educationally. Please be prepared to discuss any concerns you have about using Turn It In during our first meeting.

Finally, I ask that you save your file with a specific syntax that will enable me to keep track of your work easily. Please name it with the following structure, changing the assignment name and your last name appropriately: Kin855 – Assignment Name - YourLastName.docx

### **MSU Academic Integrity Policy**

Please read the Michigan State University academic integrity policy - <https://www.msu.edu/unit/ombud/academic-integrity/>

I would like to point out #2 of the policy: “If an instructor alleges a student has committed an act of academic misconduct, the instructor is responsible for taking appropriate action. Depending on the instructor’s judgment of a specific instance, the instructor may give the student a penalty grade. A penalty grade may be a reduced score or grade for the assignment or a reduced grade for the course. [For a definition of “penalty grade”, see Academic Freedom Report (AFR) Article 11 and Graduate Students Rights and Responsibilities (GSRR) 8.1.17.]”

### **MSU Plagiarism Policy**

In addition, please read the MSU plagiarism policy (available from the same page as Academic Integrity Policy). I would like to point out the following section of this policy: Plagiarism is defined by the White House Office of Science and Technology Policy on Misconduct in Research as “...the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.” At MSU, General Student Regulation 1.00 states in part that “no student shall claim or submit the academic work of another as one’s own.” (For the complete regulation, see Protection of Scholarship and Grades.) Plagiarism may be accidental or blatant and there is even self-plagiarism. However, students are held to the same standards whether or not they knew they were plagiarizing or whether or not they were plagiarizing themselves or someone else.

#### ***Accidental or Unintentional Plagiarism***

One may not even know that they are plagiarizing. It is the student's responsibility to make certain that they understand the difference between quoting and paraphrasing, as well as the proper way to cite material.

#### ***Blatant Plagiarism***

Here, students are well aware that they are plagiarizing. Purposefully using someone else's ideas or work without proper acknowledgment is plagiarism. This includes turning in borrowed or bought research papers as one's own.

#### ***Self-Plagiarism***

Turning in the same term paper (or substantially the same paper) for two courses without getting permission from one's instructor is plagiarism.

### **Harassment, Violence, and Mandatory Reporting**

Although this is an online class, and it would seem that these matters would not need to be addressed, in fact the stark reality is that a great deal of harassment occurs through digital communications. Sexual harassment can take two forms: the first is *quid pro quo* propositions (proposing something of a sexual nature in return for some other form of favor, professional or otherwise). The second form is the creation of a hostile climate, where members of a community or workplace contribute to creating a climate where one or more members feels threatened or unsafe. Such climates can exist in digital environments, especially in forums or other social media groups, and it can be very clear who is and who is not welcome.

The values of a secular university in 2017 are tolerance and egalitarianism. I aim to uphold these values because I believe it is the type of space where we can allow the greatest amount of freedom for ideas to flourish, for ideas to be challenged, and for scholars to develop.

These values – in my opinion – are also critical for sports teams - which many of you will lead someday (or might lead already). These topics are also very much in the news at the moment, and it is imperative that we discuss them and that we develop our knowledge in these areas if we are to be competent professionals who serve the public.

Although I will do what is reasonable in my power to uphold these values, there is always potential for something to occur which needs to be reported to a proper authority. In that case, here is the relevant contact information:

Office of Institutional Equity (web: [oie.msu.edu](http://oie.msu.edu)) 4 Olds Hall East Lansing MI 48824 Phone: (517) 353-3922

e-mail: [oie@msu.edu](mailto:oie@msu.edu)

### **Mandatory Reporting**

Essays, journals, and other materials submitted for this class are generally considered confidential, pursuant to the University's student record policies. However, students should be aware that University employees are required to report suspected harassment to the appropriate authorities when they become aware of matters in the course of their employment (including, but not limited to, child neglect/abuse and sexual assault).

I encourage you to seek help or to report, and if this is the case for you, the MSU Office of Institutional Equity website (web: [oie.msu.edu](http://oie.msu.edu)) is the first stop you need to make to start the process of reporting.

### **Students with Disabilities**

If you have a diagnosed disability or believe that you have a disability that might require reasonable accommodation, please call The Resource Center for Persons with Disabilities (RCPD) and speak to me during the first week of class. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. It is imperative that you inform me of any accommodation needed before assignments are due or submitted, or exams are to be taken. There will be no redoing of assignments after they have been graded.

**Contact information for the RCPD**

The Resource Center for Persons with Disabilities (RCPD)

120 Bessey Hall

(517) 353-9642

rcpd@msu.edu

**English as a Second Language**

If English is your second language, and you believe this may hinder your ability to participate in class or learn the material, please speak to me during the first week of class.

**Medical Conditions**

If you have any medical conditions that may affect your participation in the class, please let me know within the first week of class.

**Student Agreement**

You must read and acknowledge that you understand the policies laid out in this syllabus by sending an e-mail to Dr. Driska by the end of the first week of the class.

## **SECTION 5: COURSE OUTLINE**

In the interest of space and updates, I have created an outline of the course in a separate Course Outline document, which contains an overview of the modules and projects that will be conducted as part of this course. Detailed descriptions and expectations for each module and project will be provided through the appropriate page in Desire2Learn, and will become available as that module or project opens.

### **Module 0: Getting on the Same Page**

In an online course, we do not meet in-person on a regular basis, so it is important for us to establish a rapport through a videoconference. It gives you a chance to express concerns or ask questions about the course, and gives me a chance to hear your interests and how they might mesh with the goals and objectives of this course.

#### ***Anticipated module window***

August 30 – September 8

#### ***Specific objectives***

1. To establish a rapport between teacher and student.
2. To help me understand your personal and professional goals.
3. To provide a formal opportunity for your questions about the course.
4. To orient yourself to important resources and tutorials that will help you perform in this course.

#### ***Assessments***

The following assessments must be passed in order to receive an adequate grade for this module

- QUIZ - Indicate your understanding of the course expectations by completing the student agreement (please note, your score will appear as a “fail” until I can manually check your electronic signature)
- Participate in a kick-off videoconference

### **Module 1: Coaching Philosophy & Reflective Practice**

Great coaches have a coaching philosophy that helps them to integrate their personal beliefs and values with their day-to-day coaching practice. Reflective practice is a specific means of lifelong learning that is essential to learn and practice in order to become a self-directed learner. This module will help you identify and clarify your beliefs and values, and identify strategies for being a reflective practitioner.

#### ***Anticipated module window***

August 30 – September 11

#### ***Specific objectives***

1. Reflect and identify specific life events that have shaped your ideology (your understanding of the world that guides your behavior)
2. Identify and map your specific understanding of all the factors involved in coaching

3. Demonstrate understanding of what reflective practice means, and how you will engage in reflective practice

### **Assessments**

The following must be completed for a score of Adequate:

Write a comprehension paper (6 pages) that contains the following sections:

- Personal and professional introduction (1 page) – explain who you are, how you have come to the profession of coaching/sport leadership, and anything else relevant to your life or your pursuits in coaching
- Coaching philosophy & coaching concept map (3 pages) – explain your coaching philosophy, including a diagram if that helps. Your concept map should be a stand-alone page with a caption to explain the important parts.
- Reflective practice comprehension (2 pages) – explain the four principles of reflective practice outlined by Donald Schön (as explained in the lecture video), but be sure you explain what they mean to you in your own words and understanding as well. Concrete examples of what these principles look like in action will make a strong paper.
- The paper should be written using APA format, although for a document this short, the abstract and table of contents are not required. Please watch the tutorial videos on APA formatting – this provides a common writing style that enables me to assess papers efficiently.

### **Module 2: Coaching Ethics**

The majority of problems that plague sport can be traced back to coaches and sport leaders who lack the skills to make ethical decisions related to sport performance (e.g., doping, cheating, player selection). Ethical problems do not typically arise because immoral people have been placed in positions of great influence; instead, these problems are typically created by moral persons who lack the skills to make ethical decisions in high-pressure situations. This module addresses skills and processes for making ethical decisions as a sport leader or coach.

#### ***Anticipated module window***

August 31 - September 18

#### ***Specific objectives***

1. Demonstrate understanding of the moral obligations of a coach.
2. Demonstrate understanding of the ethical decision-making process and develop skills to follow this process.

### **Assessments**

Specifications must be met for a grade of adequate:

- Discussion participation – make 4 substantive posts over the week, with a minimum of 1 post in each discussion period (following the previous instructions)
- Coaching ethics reflection paper (3 pages MAX) – be sure to read instructions carefully in the following section, and also read the assessment rubric (you can find the rubric by clicking on the link to the assessment dropbox)

### **Module 3: Psychological Foundations of Athlete Behavior**

Human motivation and self-confidence are psychological processes that underlie almost every human activity, but are especially critical in sports. As critical as these processes are, they are often difficult to directly teach, shape, and influence, and they often change very slowly, requiring much patience on your part. If you learn something from this module, you will no longer simply tell your players to “get motivated,” “be confident,” or “just get along with each other.” Instead, you will learn to shape the environment and create the conditions where your players become motivated, display confidence, and work effectively with each other to achieve team goals.

#### ***Anticipated module window***

September 18 – October 23

#### ***Specific objectives***

1. Demonstrate understanding of motivation (i.e., major concepts of self-determination theory, achievement goal theory, flow theory), debunk major myths of motivation, and analyze how a coach shapes motivation.
2. Demonstrate understanding of self-confidence and self-efficacy and means by which coaches can develop these mindsets in their athletes.

#### ***Lesson 1 - Motivation***

#### ***Lesson 2 – Confidence and self-efficacy***

#### ***Assessments***

The following specifications must be met for a mark of adequate:

- Attempt all quizzes and (only one can be failed)
- Write a comprehension paper (3-4 pages) regarding 1 of the theories of motivation discussed in this module, and how you would apply this to your work as a coach or sport leader. Cite at least 1 video lecture and 2 readings from this module.

The following specifications must be met for a mark of proficient:

- Attempt and pass all quizzes
- Participate in the discussion forum about sport motivation
- Write a critique of our current understanding of motivational theories as they relate to sport. This paper should follow the general outline of a comprehension paper, and should be 5-6 pages long. You will need to discuss two different motivational theories, cite at least 3 video lectures and 4 readings from this module. In addition, you must search for a journal article related to your motivational theory (or theories) and relate it to your discussion of motivation in your paper. Finally, the paper should reflect your discussion of motivation from the discussion forum participation.

### **Module 4: Social Psychology of Coaching**

Psychology is not just “in the head” of the athlete – it lies between the different actors on a sports team, or the different members of an athletic department. This module first aims to explore the underlying truths of group behavior and group dynamics. Then, we’ll discuss how the coach can actively shape this environment through proper communication strategies and through developing “layers of leadership” amongst the athletes of the team. This module informs the skills you will

build through Project 1 (coach observation) and Project 2 (communication analysis), and most former students tell me that these two projects have been the most valuable and eye-opening into the work of coaching.

### ***Anticipated module window***

September 25 – October 30

### ***Specific objectives***

1. Comprehend broad principles of group dynamics and team cohesion.
2. Develop/improve strategic communication (coordination) skills.
3. Develop/improve listening and questioning skills to improve communication with athletes (and other sport stakeholders).
4. Develop strategies to improve the leadership capacity in all members of your team.

### ***Lesson 1 – Group Dynamics & Team Cohesion***

### ***Lesson 2 – Communication***

### ***Lesson 3 – Leadership***

### ***Assessments***

The following specifications must be met for a mark of adequate:

- Pass all quizzes
- Videos and readings must be cited in Project #1 and Project #2 (as appropriate to each project)

The following specifications must be met for a mark of proficient:

- Pass all quizzes
- Videos and readings must be cited in Project #1 and Project #2 (as appropriate to each project)
- Write a comprehension paper (5 pages) that reviews and applies one of the following topics:
  - A specific issue that you face in coaching that was informed by the group dynamics & team cohesion lesson. Be specific to what principles of cohesion or dynamics made an impression. You will need to find, read, and cite 2 additional journal articles (not included in the lesson) for a total of 6 sources. Then write about how you foresee contextualizing and applying this knowledge for your program.
  - A specific issue that you face in coaching that was informed by the athlete leadership lesson. Be specific to what principles of developing athlete leadership made an impression. You will need to find, read, and cite 2 additional journal articles (not included in the lesson) for a total of 6 sources. Then write about how you foresee contextualizing and applying this knowledge for your program.

## **Module 5: Mental Skills Training for Coaches**

The specific mental skills that athletes employ to stay consistent and focused under pressure can be learned and developed. This module introduces six specific mental skills, explains why they matter, how they can be used by athletes, and provides some introductory methods for teaching these skills to athletes. We also discuss how you can use a sport psychology consultant to help you teach and develop these mental skills for your athletes.

### ***Anticipated module window***

September 25 – November 20

### ***Specific objectives***

1. Demonstrate understanding of the value of working with a sport (psychology) consultant.
2. Develop competency and skill in building athlete awareness to improve mental performance (and overall sport performance).
3. Develop competency in the principles and the teaching of mental skills most related to your sport of interest, including: goal setting/benchmarking; imagery; self-talk; anxiety/energy management; attention management.

### ***Lesson 1 – Use of mental skills by elite athletes***

### ***Lesson 2 – Introduction to performance enhancement***

### ***Lesson 3 – Working with a sport psychology consultant***

### ***Lesson 4 – Goal-setting and benchmarking***

### ***Lesson 5 – Imagery***

### ***Lesson 6 – Self-talk***

### ***Lesson 7 – Management of stress and anxiety***

### ***Lesson 8 – Attention management***

### ***Assessments***

The following specifications must be met for a score of adequate:

- Pass 6 out of 8 quizzes
- Write a comprehension paper (5 pages) that reviews and applies one of the following mental skills: goal-setting/benchmarking; self-talk; managing stress and anxiety; attention management. You should choose a mental skill that informs a specific issue that you face in. Be specific to why this mental skill might be important for helping or resolving the problem that you are facing (in other words, why did this mental skill lecture make an impression on you). You will need to find, read, and cite 2 additional journal articles (not included in the lesson) for a total of 6 sources. Then write about how you foresee contextualizing and applying this knowledge for your program.

The following additional specifications must be met for a score of proficient:

- Create a short video (3 min.) that helps to set-up an athlete for managing their pre-game or in-game routine and attention strategies. Ideally, this is a video that mixes several mental skill strategies as appropriate to the athlete's needs. Please note that this will take some time to prepare and allow time accordingly!



## **Module 6: Coaching Philosophy & Reflective Practice – Revisited**

By circling back to our opening module, our final module will help you to enact reflective practice skills as part of this course. I will ask you to examine the greatest areas of growth and change in your coaching knowledge and skills that you attribute to the course, and I will also ask you to assess what areas of the course left you wanting for more information. Cognitive science research shows us that by engaging in reflection like this, we are much more likely to remember and use information that we have gained through the experience. It will also help you to identify areas for your own professional growth. Getting into the habit of reflecting after all learning experiences (like going to a coaching clinic) will benefit you throughout your career. It helps you separate the knowledge that is useful from the knowledge that wasn't so useful, and it also helps you to separate the knowledge you need to act on from the knowledge that is just good to know. Finally, this module is essential to helping me be a better reflective practitioner as a teacher, and helps us understand what our courses and programs provide for students.

### ***Anticipated module window***

November 20 – December 4

### ***Specific objectives***

1. Examine and reflect upon knowledge gained; synthesize and summarize current knowledge through revision of coaching concept map.
2. Set goals and strategies for your future professional development.

### ***Assessment***

*This module is only marked as either adequate or insufficient.*

The following specifications must be met to attain a mark of adequate:

- Write a final reflection document. This document must answer the questions specified in the option that you choose, with appropriate organization, grammar, and references as needed, and meets page number requirements.

## **Project 1: Coach Observation Analysis**

The work of a coach comes down to a series of behaviors that are used to reinforce athlete behaviors. This assignment will take a scientific approach to quantifying your own coaching behaviors (or the behaviors of a peer coach). By breaking down behaviors into discrete categories, it allows to us to see that coaching is the sum of many small actions, and to see which actions are the most effective at getting the outcomes you want from players.

### ***Anticipated due date***

September 18 - October 23

### ***Specific objectives***

- Observe the behaviors of a coach and analyze those behaviors against a standardized coaching behavior instrument (you can videotape yourself or observe another coach)
- Reflect upon how specific coaching behaviors generate different outcomes for athletes' performance and well-being

## **Project 2: Communication Analysis**

Communication between coach and athlete is the channel through which rapport and trust are built. Without communication, coaches cannot know in detail about athlete goals, expectations, and challenges. This project is designed to help you refine your listening and questioning skills, which are the most effective means of communicating with athletes.

***Anticipated window***

September 25 - November 13

***Specific objectives***

- Develop and practice your communication skills, especially with regards to active listening and questioning strategies
- Analyze and reflect upon your communication skills and strategies and how they generate ideal (or less than ideal) responses in athlete behavior

***Special notes***

Project 2 will require you to complete module 4 (social psychology for coaches), especially the portion of the module devoted to communication, so I recommend that you complete this portion of the module as soon as it opens. In the meantime, it would be best to find an athlete who you can interview for this project, and to establish a time & place when you can meet. If you're seeking a proficient on this project, you will need to conduct a follow-up meeting, so be certain that you will be able to conduct two meetings with this athlete. If you are not actively coaching, this project can be completed with a colleague who is working on achieving a goal.

**Project 3: Teaching Imagery**

*Only required for students seeking a 4.0*

Teaching imagery to your athletes is an essential way of improving the "mental game" for players. Learning how to develop effective imagery sessions, as well as integrating imagery training into physical training, is a hallmark of effectively using sport psychology as a coach.

***Anticipated window***

September 25 - December 4

***Specific objectives***

- Develop increased knowledge about a mental skill essential for sport performance, applying and extending your knowledge from the course
- Develop skill in the planning and execution of teaching a mental skill to athletes and integrating it into practice

***Special notes***

Project 3 will require at least two synchronous meetings (videoconferences) with peers and the instructor, and you will also need to be working in a context where an athlete can work with you on at least two occasions. As such, it will require a larger than normal commitment on your part in order to complete, and therefore is only required for students who are seeking a grade of 4.0 (please see specifications for final grades in section 3 of the syllabus).