

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
SPMT 618 DL1 – Psychology of Coaching (3)
Spring 2016

DAY/TIME:	Online	LOCATION:	Online
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PREREQUISITES/COREQUISITES

None

COURSE DESCRIPTION:

This course addresses the theoretical foundations and psychology applications of coaching in the sport and exercise context. Basic tenets of the psychology of individual and group behavior will include personality, motivation, anxiety, attention, self-efficacy, communication, aggression, group cohesion/dynamics, leadership, causality, reinforcement, and other psychological constructs as they relate to sport and coaching.

COURSE 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 ASSOCIATION PRINCIPLES

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>

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.

MATERIALS

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.

NATURE OF COURSE DELIVERY

The course is delivered online. Individual face to face, phone, and Skype meetings are available.

EVALUATION

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-
155-158	78% - 79%	C+
139-154	70% - 77%	C
0-138	00% - 69%	F

ASSIGNMENTS and EXPECTATIONS:

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%)

Grading Scale:

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79
A-	= 90 – 93	B	= 84 – 87	C	= 70 – 77
		B-	= 80 – 83	F	= 0 – 69

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.

Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. 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 for Responsible Use of Computing [See <http://www.gmu.edu/academics/catalog/0203/policies/computing.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.



TENTATIVE COURSE SCHEDULE

ASSIGNMENT DUE		TOPIC	READINGS/ASSIGNMENT DUE
1		Overview; Personality in Sport	Vealey, C-1,2 ; W&G, C1,2,24
2	Ice Breaker	Anxiety & Arousal	W& G, C4,12
3	Discussion Board #1	Attention & Concentration	Vealey, C-12; W&G, C 16
4	Matrix; Post Reactions	Causality	
5	CoachDISC	Self-Efficacy; Self-Confidence	Vealey C-12; W& G, C14
6	Article Review #1	Behavior Modification and Reinforcement	W& G, C6
7	Article Review #2	Motivation & Goal Setting	Vealey, C-3,8; W&G, C 3-15
8	Discussion Board #2	Leadership	
9	Movie Review	Leadership & Communication	Vealey, C-4, 5; W&G, C9,10
10		Group Dynamics and Cohesion	Vealey, C-6; W&G, C7,8
11		Organizations; Symbolism	
12	Synthesis Paper	Aggression, Burnout, Disengagement	W& G, C20,21,23
13		Deviance: Over/Under-conformity; Doping	
14	Discussion Board #3	Mental Skills: Imagery, Self-Talk	Vealey, C-7,9,11,15,16
15		Coaching Applications	

Note: Instructor reserves the right to alter the schedule as necessary.