



COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Health, Human
Performance & Recreation

Course No. PE 235

Course Title: The Psychology of Coaching
and Human Performance

Revision: Fall 2010



“The Teacher as Professional Educator”

COURSE SYLLABUS

Department Approved August 18, 2010
College Council Approved September 15, 2010

I. Catalog Description and Credit Hours of Course:

Development of a coaching philosophy, instructional techniques, and strategies for dealing with teaching, practice and game situations. (3)

II. Prerequisite: None

III. Course Objectives:

Upon completion of this course the teacher candidate will be able to:

- A. Describe and apply bioscience (anatomical, physiological, and biomechanical) and psychological concepts to skillful movement, physical activity, and fitness. (1.4) [1.2.1.1]
- B. Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills. (2.2) [Q 1.2.1.3; 1.2.2.1]
- C. Use appropriate services and resources to meet diverse learning needs. (3.2) [Q 1.2.3.3]
- D. Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school. (4.3) [Q 1.2.6.3]
- E. Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences). (5.3) [Q 1.2.7.2]
- F. Develop long and short-term plans that are linked to both program and instructional goals, and student needs. (6.2) [Q 1.2.4.3]
- G. Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction. (6.4) [Q 1.2.4.1]

H. Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance. (6.9) [Q 1.2.5.1]

I. Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes). (7.2) [Q 1.2.8.1]

J. Interpret and use learning and performance data to make informed curricular and/or instructional decisions. (7.3) [Q 1.2.8.2]

[Q refers to MoSTEP Quality Indicators]

IV. Course Outline/Learning Experiences:

Hours

- A. Philosophical Foundations of Teaching/Coaching: Lecture, discussion, example, video, course readings, personal interviews conducted with physical educators/coaches, and panel discussion composed of 4-5 physical educators/coaches. 5
1. Roles to be played by the teacher/coach and resulting conflicts
 2. Issues and problems, and how to handle them
 3. Games, sport, play, and athletics in the human experience
 4. The pursuit of excellence
 5. What winning really is
- B. The Teacher/Coach: Lecture, discussion, small group problem solving sessions where groups of 3-5 students are presented with hypothetical teaching/coaching problems and are asked to prepare solutions and examples. Additionally, students will have to develop a “scouting report” following a personal visit to either an athlete practice or a physical education class.
1. Leadership
 - a. Authoritarian
 - b. Democratic
 - c. The laissez faire to autocratic continuum
 2. Leadership styles
 - a. Hard driver
 - b. Thoughtful persuader
 - c. Friendly helper
 3. Task oriented versus athlete oriented leaders
 - a. The need for flexibility
 - b. Situationally specific
 4. Components of effective communication
 - a. Trust
 - b. Awareness
 - c. Listening skillsDeveloping perceptual alternatives
 5. Increasing the coach’s influence and leadership skills
 6. Developing teacher/coach-performer compatibility
- Examination I: Objective and subjective questions, approximately 50 points.

- C. The Performer: Influences and Pressures: Lecture, discussion, small group discussion, and example 2
1. The family
 2. Peers
 3. The community
 4. The school environment
- D. Aggression in Human performance: Lecture, discussion, example, and writing assignments and role-playing
1. Theories of aggression
 - a. The instinct theory
 - b. The elicited drive theory
 - c. The social learning theory
 2. Teaching, instigating, and controlling aggression
 - a. Through direct experience
 - b. Through indirect experience or observation
 - c. Modeling
 - d. Instructional control
 - e. Reinforcement
 3. Situational factors in a performance setting
 - a. Perception of opponents intent
 - b. Fear of retaliation
 - c. Structure of the game
 - d. Performance-aggression relationship
- E. Dealing with fear: Lecture, discussion, small group problem solving sessions (see V-B above), example, video, writing assignments, and a laboratory session on progressive relaxation and visualization
1. Recognizing it
 - a. Physically
 - b. Emotionally
 - c. Mentally
 2. Recognizing the mental components of fear
 3. Understanding the mental components of fear
 4. Neutralizing the mental components of fear
 - a. Approaching it
 - b. Breaking it up
 - c. Reframing it
 - d. Challenging its logic
- F. Competitive Stress: Lecture, discussion, small group problem solving sessions (see V-B above), example, video, writing assignments, and a laboratory session on progressive relaxation and visualization
1. Anxiety versus arousal
 2. State and trait anxiety
 3. How situational factors interact with facets of A-trait to produce A-state
 4. Drive theory versus inverted U theory of arousal
 5. Optimal level of arousal
 6. Attention styles
 - a. Broad-internal
 - b. Broad-external

- c. Narrow-internal
- d. Narrow-external
- 7. The effect of anxiety on attention and attentional flexibility
 - a. Reverting to dominant style
 - b. Easterbrooks Cue-Utilization Theory
- 8. The effect of anxiety on learning and performance
- 9. Goal setting and anxiety development
- 10. Monitoring and regulating anxiety through intervention and strategies
 - a. Relaxation procedures
 - b. Cognitive strategies: imagery and goal setting
 - c. Thought stopping and centering procedures

Examination II: Objective and subjective questions, approximately 60 points.

- G. Motivation: Lecture, discussion, small group problem solving sessions (see V-B above), example, video, homework assignment, and writing assignments
 - 1. Atkinson's theory on the structure of motivation as a personality component
 - 2. Personality and situational interaction in motivation
 - 3. Motivation and performance:
 - a. For the individual
 - b. For the group
 - 4. Developing the need to achieve
 - 5. Developing intrinsic motivation
 - 6. Correct and incorrect use of extrinsic motivation

Examination III: Objective and subjective questions, approximately 70 points.

- H. Goal Setting: Lecture, discussion, small group discussion, example, and writing assignments
 - 1. The impact of self-image on goal setting
 - 2. Cybernetics and goal setting
 - 3. Preparing the set goals
 - 4. What to teach performers about goal setting
 - 5. Why goal setting is important
 - a. The benefits of goal setting
 - b. How goal setting leads to the motivational tool of time orientation

- I. Group Cohesion: Lecture, discussion, small group discussion, and example

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- 1. Determinants of group cohesion
 - a. Cooperation and competition
 - b. Homogeneity of the group
 - c. Group size
 - d. Outside threats
- 2. Consequences of group cohesion
 - a. Group performance
 - b. Group satisfaction
- 3. Importance of cohesion on interacting and co-acting groups/teams
- 4. Developing group cohesion
 - a. Delineating roles
 - b. Giving credit where due

Examination IV: Objective and subjective questions, approximately 60 points.

- J. Planning for Human Performance: Lecture, discussion, small group problem solving sessions, and example
1. Developing the season overview
 2. Pre-season preparation
 3. Contest preparation
 4. Post contest evaluation
 5. Post season evaluation
- K. Practice: Lecture, discussion, small group problem solving sessions, example, and writing assignments 5
1. Creating a safe environment
 2. time management
 3. massed versus distributed practice
 4. Material presentation
 5. Cues, prompts, and skill
 6. Feedback

Examination V: Objective and subjective questions, approximately 50 points.

V. Textbook and Other Required Materials:

Cox, Richard H. (2001) Sport Psychology: Concepts and Applications. Dubuque: Wm. C. Brown Publishers.

Goldberg, Alan s. (1997). Sport Slump Busting, Ten Steps to Mental Toughness and Peak Performance Amherst, MA: Human Kinetics

Loehr, James E. (1995). The New Toughness Training for Sports, New York: Plume

Pate, McClanaghan, Rotella (1986). Scientific Foundations of Coaching. Philadelphia: Saunders

Vernacchia, R., McGuire, R., and Cook, D. (1996) Coaching Mental Excellence: It Does Matter Whether You Win or Lose. Dubuque: Wm. C. Brown and Benchmark.

Additional reading s may be assigned. Other texts may be examined using the Dewey system range of 796.01 through 796.08

VI. Basic for Student Evaluation:

- A. Philosophy paper: students are required to complete a 4-5 page philosophy paper dealing with their own philosophy of teaching/coaching students in grades K-12. Particular attention should be paid to such topics as leadership style, effective communication, motivation, handling anxiety and stress in the learning process and competition, and goal setting. In composing the philosophy, students should consider class lectures, class discussion, reading assignments, and required personal interviews. Personal interviews are to be done with three different active or required coaches from at least two different levels of coaching (junior high, high school, college, youth league, etc.)

- B. Students are required to complete a 6-8 page investigative paper pertaining to topics discussed in class (e.g., goal setting, attention and performance, motivation, stress and anxiety etc.) The paper must contain a minimum of five sources in addition to the text.
- C. Article summaries: students are required to locate journal or research articles on topics identified by the instructor. They are required to do a two page article summary and reaction.
- D. Scouting report: This report, prepared in Unit B in the Course Outline requires the student report a personal visit to an athlete practice or physical education classroom to identify the leadership style of the teacher or coach, document evidence of leadership flexibility, provide, explanations of why these conclusions were drawn, and document evidence of the components of effective communication or lack thereof.

Students will be evaluated on the basis of their performance on the following assignments.

		<u>Approximate Points</u>
A.	Written Examinations	
	Examination 1	40
	Examination 2	50
	Examination 3	80
	Examination 4	70
	Examination 5	<u>70</u>
	Total	310
B.	Writing Assignments	
	Philosophy Paper	30
	Investigative paper	40
	Scouting Report	25
	Journal or Research Article Summary 1	10
	Journal or Research Article Summary 2	<u>10</u>
	Total	115
	Grand Total	<u>425</u>
C.	Grading Scale	
	90%+ = A	
	80%+ = B	
	70%+ = C	
	60%+ = D	
	<60% = F	