

CURRICULUM PROPOSAL FORM #3

COURSE NUMBER: 448 / 705 / NEW COURSE
 CROSSLISTED NUMBER: _____ / _____ / _____

COURSE TITLE: Principles of Psychology Applied to Coaching

Melanie Jones Proposal Sponsor 2-3-99 Date of Submission

L. B. de C. Jr. Chair of Sponsoring Department HPRC Department 3-15-99 Approval Date

Laurence M. Roney Chair, College Curriculum Committee 4-14-99 Approval Date

Laurence M. Roney Assoc. Dean of College Education College 4-14-99 Approval Date

FOR UNDERGRADUATE ACTIONS:

IF COURSE IS TO BE CONSIDERED AS A DIVERSITY/ G.S. OPTION:

NA Chair, Div. Comm./ Gen. Ed. Review Comm. Recommended Not Recommended _____ Date

NA Chair, University Curriculum Committee Approved Not Approved _____ Date

NA Chair, Faculty Senate Approved Not Approved _____ Date

FOR GRADUATE ACTIONS:

X D.C. Lee Chair, Graduate Council Approved Not Approved 5-6-99 Date

DL Provost & Vice Chancellor 17 May 99 Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED

ACADEMIC UNIT	SIGNATURE	DATE	*ACTION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

* Indicate Approve, No Contest, or Disapprove, for graduate programs only)

CURRICULUM PROPOSAL FORM #3
UNIVERSITY OF WISCONSIN-WHITEWATER

NEW COURSE

Course Number: 448 - 705 / _____

Effective Term: Spring 2000

Cross Listed No.: _____ - _____ / _____

Course Title: Principles of Psychology Applied to Coaching

15 Character Abbreviation P R I N P S Y A P P C O A C H

25 Character Abbreviation P R I N P S Y C H A P P L I E D C O A C H I N G

Sponsor(s): Dianne Jones

Department(s): Health, Physical Education, Recreation and Coaching

College(s): Education

Other Programs Affected: _____

Check if the course is to meet any of the following requirements: <input type="checkbox"/> Writing requirement <input type="checkbox"/> Diversity requirement <input type="checkbox"/> General Education, area: _____ <input type="checkbox"/> Computer requirement <input type="checkbox"/> Elective	Contact hours/credits: Total lecture hours <u>48</u> Total lab hours _____ Total contact hours <u>48</u> Number of credits <u>3</u>
Check if the course required in a: <input type="checkbox"/> Major/Emphasis _____ <input type="checkbox"/> Minor/Emphasis _____ <input type="checkbox"/> Other _____	Is the course repeatable? Yes _____ No <u>X</u> If yes: No. of times in Major _____ and total no. of credits _____ No. of times in Degree _____ and total no. of credits _____

Attach the following:

- I. Course Justification
- II. Relationship to program assessment objectives
- III. Budgetary impact
 - * Staffing in the academic unit (teaching and support staff)
 - * Academic unit library and service & supply budget
 - * Campus instructional resource units (likely impacts on staff, materials, and resources in Technology and the Information Resource Center)
 - * Laboratory/studio facilities
 - * Classroom space
- IV. Course description
- V. Requisites
- VI. If dual listed, graduate level requirements (see "Graduate Level Requirements in Dual-Listed Courses" in "Other" section of Handbook)
- VII. Tentative course syllabus
 - * Student learning objectives
 - * A topic outline including amount of time spent on each topic (a week-by-week description is preferred)
 - * Methods for evaluating students (number and types of evaluations)
 - * Proposed texts
 - * For dual-listed courses, include an explanation of differences between undergraduate and graduate requirements (see guidelines).
- VIII. Bibliography
 - * Include key or essential references only. Normally the bibliography should be no more than one

PRINCIPLES OF PSYCHOLOGY APPLIED TO COACHING

448-705

I. COURSE JUSTIFICATION

The Department of Health, Physical Education, Recreation and Coaching currently has no 700 level courses in coaching for graduate students. This course has been requested by graduate students because of the direct application to successful performance in athletics.

II. RELATIONSHIP TO PROGRAM ASSESSMENT OBJECTIVES

The course relates to the broad preparation of coaching professionals as defined by the National Association of Sport and Physical Education (NASPE). The proposed course meets one of the eight national standards developed for coaching, Social/Psychological Aspects of Coaching. The course will also allow graduate students to pursue more specialization and in-depth study in the coaching area.

III. BUDGETARY IMPACT

No additional financial resources or staff members will be necessary to accommodate this proposal. The department will be adjusting internally to teach the course. In addition, the library holdings have been increased over the last year and are now adequate.

IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS

None

V. COURSE DESCRIPTION

The course will include an in-depth examination of the psychological factors that impact individuals and their performance in the athletic setting. Theoretical and applied parameters will be extensively studied from a coaching perspective. The coach will develop intervention strategies, techniques and skills to enhance their psychological effectiveness in the athletic domain.

VI. REQUISITES

Three credits in psychology as an undergraduate student and at least one-year of coaching experience or consent of the instructor.

VII. COURSE SYLLABUS

Course Learning Objectives:

The course is designed to achieve the following objectives:

- A. To allow students to engage in an in-depth study of the psychological factors that impact athletic performance from a theoretical and applied perspective.
- B. To develop in-depth psychological intervention strategies, techniques and skills that a coach can use in the athletic domain.
- C. To gain a comprehensive understanding of the individuals in the athletic environment from a psychological perspective.

D. To allow students to apply the course content in an intensive project that will give them hands-on experience.

Tentative Course Syllabus:

A. Psychology of sport and coaching as an academic discipline

1. Application of theory
2. Nature of competition
3. Methodological issues and considerations

B. Motivational factors in coaching

1. Psychological aspects included in motivation
2. Establishing a motivational climate
3. Strategies, approaches and techniques for the coach
4. Building individual and team motivation
5. Impact of motivation on performance

Week 1 & 2

C. Achievement in athletics

1. Theory and assessment
2. Goal orientations
 - a. Task
 - b. Ego
3. Personality traits
 - a. Motive to avoid failure
 - b. Motive to be successful
 - c. Fear of success
 - d. Sex-role orientation
4. Intervening situational variables
5. Achievement training in athletics
 - a. Predicting persistence
 - b. Developing persistence

Week 3

D. Goal setting

1. Theory and research in coaching
2. Systematic guidelines for coaches
 - a. Performance impact
3. Common problems and issues for coaches

Week 4

E. Personality and the impact on coaching

1. Psychometric problems unique to sport
2. Approaches used
3. Evaluation and self-perception
4. Dealing with interaction problems between the coach and athlete

Week 5

F. Cognitive styles and athlete development

1. Building confidence and enhancing performance
2. Techniques
3. Misconceptions
4. Attribution links

Week 6

G. Group dynamics in competitive sport

1. Cohesion
 - a. Importance
 - b. Intervening variables
 - c. Assessment
 - d. Impact on performance
2. Enhancing group dynamics
 - a. Team and individual level
 - b. Dealing with conflicts

Week 7

H. Attention and sport

1. Information processing
2. Attention narrowing
3. Assessment
4. Attentional styles and sport
 - a. Performance impact
 - b. Needs awareness
5. Intervention strategies for coaches

Week 8

I. Attribution and sport

1. Assessment in competitive sport
2. Attributional traits
 - a. Individual attributions
 - b. Team attributions
 - c. Gender differences
3. Using listening behaviors
4. Developing and changing attributions
5. Impact on performance

Week 9

J. Anxiety

1. Theory and measurement in sport
2. Factors influencing anxiety
3. Impact on performance
4. Recommendations for coaches
 - a. Pre-competitive
 - b. Post-competitive
5. Anxiety management
 - a. Recommendations for coaches
 - b. Dealing with slumps
 - c. Burnout in coaches and athletes
 - i. Predisposition
 - ii. Manifestations
 - d. Coaching strategies

Week 10

- K. Coaches as leaders
 - 1. Traits of successful coaches
 - a. Styles used
 - b. Impact on performance
 - c. Skills needed
 - i. Listening
 - ii. Communicating
 - iii. Delegating
 - iv. Problem solving
- Week 11**
- L. Social facilitation in the athletic domain
 - 1. Audience or spectator effect
 - 2. Coaction
 - 3. Impact of evaluation

Week 12

- M. Psychological impact of youth sports
 - 1. Advantages and disadvantages
 - 2. Solutions

Week 13

- N. Self-Efficacy
 - 1. Definition, misconceptions, and impact
 - 2. Performance and efficacy cognition
 - 3. Links:
 - a. Vicarious experiences
 - b. Attribution
 - c. Persuasion
 - d. Environment
 - 4. Constructing affirmation statements for the coach

Week 14

- O. Self-fulfilling Prophecy
 - 1. Premise
 - 2. Steps in fulfillment
 - 3. Intervening variables
 - 4. Using behavior modification
- P. Psychological rehabilitation of athletes
 - 1. Factors that predispose athletes to injury
 - 2. Athletes' and coaches' reaction to injuries
 - 3. Psychological strategies

Week 15

- Q. Peak Performance
 - 1. Aspects of peak performance
 - 2. Psychological characteristics
 - 3. Developing awareness
- R. Counseling Athletes
 - 1. Coach in the role of counselor
 - a. Skills needed
 - b. Techniques
 - c. Referral
 - d. Legal issues

Week 16

2. Problematic issues

Course Evaluation:

1. Two written exams
2. One intensive applied project that is individually selected by the student to meet their coaching needs.

Proposed Text:

Williams J.M. (ED) (1998). *Applied sport psychology: Personal growth to peak performance*. Mountain View, California: Mayfield Publishing Company.

VIII. BIBLIOGRAPHY

Books

- Anshel, M.H. (1997). *Sport psychology: From theory to practice*. Scottsdale, Arizona: Gorsuch Scarisbrick Publishers. *
- Bird, A.M. (1986). *Psychology and sport behavior*. St. Louis: Mosby.
- Coakley, J. (1997). *Sport in society: Issues and controversies*. Boston: Mosby.*
- Cox, R. (1994). *Sport psychology: Concepts and applications*. Dubuque, Iowa: Wm. C. Brown. *
- Gill, D. (1986). *Psychological dynamics of sport*. Champaign, Illinois: Human Kinetics.*
- Horn, T.S. (ED) (1992). *Advances in sport psychology*. Champaign, Illinois: Human Kinetics.*
- Kremer, J. & Deirdre, S. (1994). *Psychology and sport*. London: Bristol, Pennsylvania: Taylor and Francis.*
- Martens, R. (1987). *Coaches guide to sport psychology*. Champaign, Illinois: Human Kinetics. *
- Pargman, D. (1998). *Understanding sport behavior*. Upper Saddle River, New Jersey: Prentice-Hall. *
- Murphy, S. (1995). *Sport psychology interventions*. Champaign, Illinois: Human Kinetics.*
- Nakamura, R. (1996). *The power of positive coaching*. Boston: Jones and Barlett.*
- Radte, J. & Brewer, B. (1996). *Exploring sport and exercise psychology*. Washington DC: American Psychological Association.*
- Roberts, G.C. (ED.) (1992). *Motivation in sport and exercise*. Champaign, Illinois: Human Kinetics.*
- Singer, R.N., Murphey M., & Tennant, L.K. (ED) (1993). *Handbook of research on sport psychology*. New York: Maxwell Macmillan.
- Silva, J. & Weinberg, R.(ED) (1984). *Psychological foundations of sport*. Champaign, Illinois: Human Kinetics.*
- Vernacchis, R., McGuire, R., & Cook, D. (1996). *Mental excellence: It does matter whether you win or lose*. Portola Valley, California: Warde.*
- Wann, D.L. (1997). *Sport psychology*. Upper Saddle River, New Jersey: Prentice-Hall. *

Journals

- Boone, K.S. (1997). The effects of win/loss record on cohesion. *Journal of Sport Behavior*, 20(2), 125-134.
- Carroll, T. (1994). High school coaches' perception of student participation patterns. *Research Quarterly for Exercise & Sport*, 65 (1), 85.
- Carron, A.V., Widmeyer, W.N. & Brawley, L.R. (1993). Team building in an exercise setting. *The Sport Psychologist*, 4, 123-138.
- Curry, L. A. (1997). The role of hope in academic and sport achievement. *Journal of Personality and Social Psychology*, 73(6), 1257-1268.
- Eisler, L. (1998). Effects of scoring configuration and task cohesion on the perception of psychological momentum. *Journal of Sport & Exercise Psychology*, 20 (3), 311-321.
- Frederick, C.M. (1993). Differences in motivation for sport and exercise and their relations with participation. *Journal of Sport Behavior*, 16(3), 124-147.
- Gould, D., & Udry, E. (1994). Psychological skills for enhancing performances: Arousal regulation strategies. *Medicine and Science in Sports and Exercise*, 26,478-485.
- Grove, J.R. (1997). Women, team cohesion, and sport outcomes. *Journal of Sport & Exercise Psychology*, 20 (3), 332.
- Hausenblas, H.A. (1996). Group cohesion and self-handicapping in female and male athletes. *Journal of Sport & Exercise Psychology*, 18(2), 132-144.
- Kyllo, L.B., & Landers, D.M. (1995). Goal setting in sport and exercise: A research synthesis to resolve the controversy. *Journal of Sport & Exercise Psychology*, 17(2), 117-137.
- Prapavessis, H. (1996). The effects of group cohesion on competitive state anxiety. *Journal of Sport & Exercise Psychology*, 18(1), 64-75.
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- Williams, L. (1995). The role of perceived competence in the motivation of physical activity. *Journal of Sport & Exercise Psychology*, 17(4), 363-379.

Web Sites

- http://westrek.hypermart.net/mngmnt_artcls/motivate_02.htm
- <http://www.mindtools.com/smpage.html>
- <http://www.mindtools.com/smburnt.html>
- <http://www.avca.org/sportmed/smpcarticles/smpcpsychomotivation.html>
- <http://nimbus.ocis.templ.edu/~msachs/>
- <http://www.sportdoc.com/articles/jul97.htm>
- <http://www.mcmaricopa.edu/users/estabrook/html/burnout.htm>
- <http://www.mcmaricopa.edu/users/estabrook/html/selftalk.htm>
- <http://www.mcmaricopa.edu/users/estabrook/html/relax.htm>
- <http://www.brianmac.demon.co.uk/commun.htm>
- <http://www.brianmac.demon.co.uk/stress.htm>
- <http://www.brianmac.demon.co.uk/psych.htm>
- <http://www.brianmac.demon.co.uk/coaching.htm>
- <http://www.queendom.com>

http://www.caaws.ca/Action/winter98/leadlink_win98.htm
<http://www.enhanced-performance.com/nideffer/hrd.html>
<http://demon.co.uk/mindtool/page11.html>
<http://www.cybertowers.com/selfhelp/articles/sport/coaches.html>
<http://www.psywww.com/sports/cohesion.htm>
<http://www.psywww.com/sports/peak.htm>
<http://www.psywww.com/sports/breathin.htm>
<http://www.awss.com/sport02.htm>

*References are found in the UW-Whitewater library