

UNIVERSITY OF WISCONSIN-STEVENS POINT
School of Education
COACHING 372 – Psychology of Sport & Activity
FALL TERM - 2018

Course Information

COA 372
TR 9:30-10:45AM
CCC 114
3 Credits
Office Hours: M-R 3:00-5:00

Instructor Information

Justin Stoffel
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715-346-2598
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Required Texts

Vealey, R.S. (2005). *Coaching for the Inner Edge (1st Ed)*. Morgantown, WV: Fitness Information Technology.

Course Description

COA 372 is a three-credit, upper-level course within the coaching minor that is designed to examine and analyze both psychological as well as social factors that influence coaching effectiveness. While motivation is a key variable in determining effectiveness, it will be one of many that will be analyzed throughout the course. Other factors include, but are not limited to leadership, confidence, team cohesion, self talk & cognitive control, preparatory and focal mechanisms, and management of arousal/anxiety. In addition, we will discuss the variables that compose effective coaching behavior and feedback, and it will be your charge to complete an extensive group project whereby you systematically code, analyze, & disseminate the practice organization and communications of a selected high school or college coach.

Instructional Methods

Communication and dissemination of course information will be presented via lecture, video, PowerPoint, written schematics, and practical demonstration by both the instructor as well as by students. Each student will be expected to fully participate and engage in the course – if you have a desire to be a coach of any kind, you must be comfortable in articulating knowledge in a public forum. You must also develop an awareness of your own motor skill development, oral communicative patterns, and expressive tendencies. Effective coaching comprises both science and art – the course will utilize key theories and contemporary research to educate each student on the best methods of exacting influence and of ways to implement functional and sustainable changes in behavior, attitude, and performance among athletes.

Desire 2 Learn

All course materials, including handouts, study guides and PowerPoint presentations, will be posted on the D2L site for the course. Please check the site regularly, as it will allow you receive updated news postings in addition to providing access to PowerPoint slides and other handouts prior to class.

Student Evaluation

Chapter responses (10)-----	20%
Assignments (2) -----	15%
Midterm Exam -----	15%
Class Presentation-----	10%
Class Project -----	20%
Final Exam -----	15%
Att/Part-----	5%
	100%

Grading Scale

	A = 94-98%
A- = 91-93	B+ = 89-90
	B = 84-88
B- = 81-83	C+ = 79-80
	C = 74-78
C- = 71-73	D+ = 69-70
	D = 66-68
	F = below 66%

Course Objectives

Upon completion of COA 372, the student should...

1. Be capable of articulating the theory and research behind the noted psychosocial factors that have been shown to have the greatest influence on coaching effectiveness.
2. Develop a strong awareness of one's own coaching philosophies and core beliefs as they relate to human behavior, attitudes, and communication. Demonstration of competence will be examined through both the class presentation as well as the main project for the class.
3. Enhance his/her self-awareness with regard to one's verbal and non-verbal communication, as well as entrenched stereotypes, beliefs, and knowledge systems that could stifle the progression of not only his/her development as a coach, but also the development of those with whom one works.
4. Develop a historical base of knowledge relative to the initiation, growth, and expansion of the coaching domain in modern sport. It is vital that all knowledge acquisition includes historical underpinnings so that students may progressively improve the science of coaching effectiveness.
5. Possess a complex comprehension of the following variables as they relate to coaching athletics: communication, goal setting, energy management, leadership, group dynamics, and motivation.
6. Delineate and navigate among and between the various psychosocial factors that are necessary to implement and effect significant, lasting, and positive changes in behavior, cognition, attitude and hopefully performance among athletes, regardless of age, ability, gender, or institution.
7. Learn to incorporate proper assessment and evaluative tools within one's sport program, and become aware of how such tools can affect personnel selection, retention, and turnover.
8. Develop professional competencies within the realm of philosophical and structural development, oral communication, and advanced composition. It is the goal of this class to ensure that all students are appropriately challenged to move forward as future professionals in their chosen field.
9. Fully understand the degree to which group dynamics, individual and demographic differences, and social/situational factors influence our day-to-day and moment-to-moment preparations and communication. These factors, when taken in combination, make coaching one of the most challenging but potentially one of the most rewarding of all the human services professions.

Course Policies

1. **Attendance-** Students are expected to attend every class on time, with a willingness to be both respectful and influential in the day-to-day discourse and learning environment of the class.
 - a. If you know you are going to be absent for an excusable reason (illness, family issue, conference/workshop), you must contact me ahead of time by **EMAIL**.
 - b. Absences will not be excused if notification is not received or if it is received less than 2 hours prior to class time – unexcused absences result in a 5% drop in your A/P grade.
2. **Punctuality & Professional Courtesy-** Please be prompt in getting to class by 9:00AM. Tardiness to class or a lack of courtesy shown while in class (ex: sleeping) will result in a 3% drop in your A/P grade.
 - a. Any cell phone use – including texting and use of Twitter or Facebook – is prohibited during class and will result in a 3% drop in your attendance/participation grade for each offense.
 - b. NOTE – the impact of 3-5% is SIGNIFICANT – it can turn an A into a B+ – or a C into a D
3. **Flexibility Clause-** I reserve the right to make adjustments to dates for exams, quizzes, and assignments – never to be moved up, but at times moved back based on the pace of our coverage.

4. **Plagiarism**- This should go without saying, but it is imperative that all assignments be composed of your own ideas and words. While use of quotes and referenced paraphrasing will be necessary for your course project, you must properly acknowledge the sources of your information or risk a failing grade and possible academic suspension for taking ownership of words that are not your own. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action. See Students Handbook
5. **Accommodations of Candidates with Disabilities** - UWSP is committed to providing equal educational opportunities for candidates with documented disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. *If modifications are required due to a disability, please inform the instructor and contact Dr. Susan Rood in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: (715)346-3365*
6. **Examination Policy** - All candidates are required to take exams on site on the assigned dates and times. In the event of professional development conflict accommodations will be considered. Should you require testing accommodations see Accommodations of Candidates with Disabilities section.
7. **Late work**-All work is due by the D2L posting date or the BEGINNING of the class period it is assigned. If it is not received, it is considered late, and will result in a 50% grade reduction for up to 24 hours after the due date. After 24 hours, all work submitted will receive a grade of "0".
8. **Risk Awareness** - Candidates should be aware that physical activity may be required as partial fulfillment of the requirements of this class. This includes participation in practice lessons taught by the instructor and/or peers. Candidates should make the instructor aware of any physical limitations that will limit participation in the class.
9. **From the office of Risk Management**-*"In the event of a medical emergency, call 911 or use red emergency phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner. Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."*

Guideline for the Semester

September 4, 2018- “Aloha” & Syllabus

September 6, 2018- MAJOR PROJECT/GROUPS INTRO

September 11, 2018- Understanding Sport Psychology- Chapter 1

September 13, 2018- “FLOW” & other important points of sports and leadership/OPEN COMM

September 18, 2018- Developing and Living a Practical Coaching Philosophy- Chapter 2/ Assignment 1 will be assigned.

September 20, 2018- NO CLASS-TIME TO WORK ON ASSIGNMENT #1-DUE October

September 25, 2018- Motivation and Athletes- Chapter 3

September 27, 2018- Motivation and Athletes- Chapter 3 continued...

October 02, 2018- Communication within Teams- Chapter 4, Study Guide will be handed out on September 27 in class for Midterm.

October 04, 2018- Communication- Chapter 4

October 09, 2018- Open Communication Class

October 11, 2018- Midterm Exam

October 16, 2018- GUEST SPEAKER-Ryan Konitzer (UWSP Softball)

October 18, 2018- Leadership- Chapter 5

October 23, 2018- Leadership- Chapter 5

October 25, 2018- GUEST SPEAKER-RICK WITT (UWSP T&F, CC)

October 30, 2018- TEAM COHESION-Chapter 6

November 01, 2018- Chapter 8-GOAL MAPPING

November 06, 2018- Chapter 9-GOAL MAPPING

November 08, 2018- Texas Men’s Assistant Swimming Coach, Kris Kubik will audio conference 9:30AM

November 13, 2018- Chapter 9 IMAGERY

November 15, 2018- Chapter 13-ENERGY MANAGEMENT/Chapter 14-SELF CONFIDENCE

November 20, 2018- No Class-submit chapter 14 responses & time to work on Assignment #2

November 22, 2018- No Class- Thanksgiving Break

November 27, November 29, December 4 and December 6, 2018- Final Group Presentation/ Study Guide will be handed out on November 29 in class for the Final.

December 14, 2018- Final Exam in class

**** Please note that this is a guideline. The guideline is subject to change. Additional readings will be either handed out in class or posted on D2L.**