

**KIN 855**  
**Psychosocial Bases of Coaching**  
**Fall, 2011**

**INSTRUCTOR INFORMATION**

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**COURSE DESCRIPTION**

Sociological, philosophical, psychological, growth and development, and teaching/motor learning principles of coaching competitive sports for athletes of different ages and abilities.

**COURSE OBJECTIVES**

To provide the prospective coach with an opportunity to gain knowledge and understanding of operating principles in the areas of human growth and development, motor skill acquisition, philosophy of coaching, and the psychology and sociology of sport.

Specific Sub-Objectives:

1. To develop a coaching philosophy and a basic understanding of athletic team administration.
2. To obtain an understanding of the scientific findings in the areas of growth and development, motor learning, and the psychology and social psychology of sport and to acquire the skills and knowledge to apply these findings to coaching situations.

**COURSE REQUIREMENTS**

1. Readings:
  - A. Textbooks: Schmidt, R.A., & Wrisberg, C. A. (2008). *Motor learning and performance: A situation-based learning approach* (4<sup>th</sup> Ed.). Champaign, IL: Human Kinetics Publishers.  
  
Vealey, R. S. (2005). *Coaching for the inner edge*. Morgantown, WVA: Fitness Information Technology.
  - B. Course Packet (Available through the following URL:  
<http://isite3.alleganet.com/saline>

C. One of the following books for your book review:

DeBoer, K. (2003). *Gender and competition: Men and women approach work and play differently*. Monterrey, CA: Coaches Choice. (order from [www.coacheschoice.com](http://www.coacheschoice.com))

Thompson, J. (1998). *Shooting in the Dark*. Portola Valley, CA: Warde Publishers.

2. Attendance: Unless there are extenuating circumstances (a legal excuse), you are expected to meet the deadlines for reading and completing assigned tasks. Participation in group assignments and contributions to message boards will be used to determine borderline grades.
3. Class Procedures: Content areas will open on assigned dates. You are expected to be flexible enough to accommodate group projects and participate in message board discussions. Coaching is best learned through conversation about one's own experiences and observations of others in order to understand what works and what does not and why. Therefore, class interaction is critical to learning.
4. Examinations: Two examinations will be scheduled during the semester and a third exam will be administered during final exam week. Each exam will be comprised of short essay type questions, plus multiple choice.
5. Assignments: Four outside assignments will be assigned throughout the semester. All written assignments should be written in Microsoft Word using 12 pt. type, Times font, and double spaced. I expect the paper to be free from grammar, punctuation, and typographical errors. **Please submit assignment to the appropriate, designated DROP BOX.**
  - A. **Philosophy Paper:** This assignment is described in a handout located in the Resources tab of Angel.
  - B. **Social Reinforcement Field Observation:** Each student will be required to attend a physical education and/or athletic team practice as an observer. You will not be a "passive" observer. With the coach's or instructor's permission, you will record information about the coach's reinforcement techniques. After analyzing what you have observed in the field, you will discuss the results in a typed paper in light of what was learned about feedback and reinforcement from research covered in class. Your paper should include the following 4 sections (use headings to indicate the sections in your paper): Introduction, Method, Results, Discussion. The specific procedures for conducting and writing-up this field observation will be covered in a separate handout that is available under the Resource Tab. **Submit written report to the appropriate DROP BOX.**

- C. **Book Review:** Read and write a review of one of the two books listed above (either DeBoer or Thompson). Book reviews should include (1) an overview of the book, (2) strengths of the book, (3) weaknesses of the book, (4) target audience and how the audience should use the book, and (5) recommendation for readers of the book. Use information from class to help you evaluate the book's content. You should be objective in your presentation of 1 through 3. With 4 and 5 you can include more of your personal opinion and impressions. The review should be 3 to 5 pages in length. **(Submit review to the appropriate DROP BOX).**
- D. **Interview Paper:** Select two head coaches in a sport you are interested in coaching and arrange an interview with them. The purpose of the interview is to learn about the issues they face as coaches in terms of the social context in which they work and issues they face in terms of their psychological concerns with performance. Additionally, you should learn strategies that these coaches have found to be both effective and ineffective. A detailed outline of questions will be given to you at the appropriate time on line. Your paper should be between 5 and 10 pages typed and **submitted to the appropriate DROP BOX.**

### COURSE GRADING

Grading Criteria	Points
Exam I	65
Exam II	65
Exam III	65
Philosophy Paper	20
Observation Paper	10
Book Review	10
Interview Paper	<u>10</u>
Total	245
 Participation/Attendance	 Determine borderline grades

#### Grading Scale

<u>GPA</u>	<u>Percent Material Correct</u>
4.0	220 - 245
3.5	208 - 219
3.0	196 - 207
2.5	184 - 195
2.0	172 - 183
1.5	159 - 171
1.0	147 - 158
0.0	146 or less

**NOTE: IMPORTANT!!! No student will be given a grade for KIN 855 until all examinations and all assignments are completed. Failure to complete these requirements will result in a "failing" grade.**

## **COURSE OUTLINE**

### **PART 1: DEVELOPING A COACHING PHILOSOPHY**

#### **A. DEVELOPING A PHILOSOPHY OF ATHLETICS**

1. Why a philosophy of physical education and athletics
2. Functions of sport in society
3. Functions of interscholastic athletics
4. Functions of children's sports
5. Different functions for different levels
6. Educational functions of athletics: Two polar views
7. Youth sports participation: pro or con?
8. Sandlot vs. organized children's sports - what are the values?
9. Eliminating kids
10. Female participation in athletics
11. Philosophy versus practice: Idealistic realism

#### **B. DEVELOPING A PHILOSOPHY OF COACHING**

1. Is coaching really for me?
2. The many roles of a coach
3. The qualities of a "good" coach
4. Developing a coaching philosophy
5. What role philosophy plays in selecting a coaching job
6. Putting philosophy into action
7. Multiple functions/multiple philosophies
8. The bill of rights of young athletes

#### **C. DEVELOPING A PHILOSOPHY OF COACHING KNOWLEDGE**

1. Types of ways of knowing
2. What is scientific knowledge?
3. Why a scientific approach to coaching?
4. Bridging the gap between research and practice
5. Active versus passive coaches
6. Realistic expectations of sport science research findings

PART II: MOTOR LEARNING – UNDERSTANDING SPORT SKILL ACQUISITION

A. UNDERSTANDING SPORT SKILL ACQUISITION

1. What is learning?
2. Phases of skill acquisition
3. Coaching during each phase of skill acquisition

B. FACTORS AFFECTING SPORT SKILL ACQUISITION

1. Giving effective demonstrations
2. Feedback and rewards
3. Memory and retention of sport skills
4. Transfer of training
5. Conditions of practice

C. ORGANIZING THE SEASON

1. The importance of planning
2. Developing seasonal plans

PART III: HUMAN GROWTH AND DEVELOPMENT

A. THE NATURE OF HUMAN GROWTH

1. Principles of human growth
2. Changes in shape and bodily proportions
3. Developmental ages and the human growth curve
4. Sex differences in rate of growth
5. Body composition

B. BIOLOGICAL AGE AS AN INDICATOR OF MATURITY

1. Various ages of human beings
2. Biological age versus chronological age
3. Skeletal age
4. Primary and secondary sex characteristics
5. Somatotype

C. PROCEDURES FOR ASSESSING GROWTH AND MATURATION

1. Methods of measuring growth
2. Plotting and predicting height and weight
3. Charts, profiles and longitudinal records

E. CLASSIFYING YOUNG ATHLETES FOR COMPETITION

1. Common problems of equating young athletes for competition
2. Height, weight and maturity as classification criteria
3. Predictability of motor prowess over time
4. Male-female differences in performance levels

PART IV: SPORT PSYCHOLOGY - SOCIOLOGICAL IMPLICATIONS FOR COACHING

A. UNDERSTANDING MOTIVATION

1. The motivation process
  - a. Do I really know my athletes?
  - b. The motivation model: athlete by situation interaction
  - c. How can a coach knowingly or unknowingly influence athletic motivation?
2. The arousal-performance relationship
  - a. Do I really want my athletes to psych-up?
  - b. Determining what factors influence optimal arousal levels
  - c. Determining when athletes are psyched up and psyched out
  - d. What causes athletes to become uptight?
  - e. Controlling arousal
3. Extrinsic rewards: How much and how often
  - a. Undermining intrinsic motivation through the use of extrinsic rewards
  - b. Methods of enhancing intrinsic motivation
4. The role of goal setting in motivation
  - a. Why should I set goals?
  - b. What kinds of goals should be set?
  - c. In what areas should goals be set?
  - d. What is the most effective method of setting goals?
  - e. When, where and how often should goals be evaluated?
  - f. Should goals be redefined?
5. Effective Communication
  - a. Verbal and nonverbal communication
  - b. Communicating expectations: The self-fulfilling prophesy
  - c. How coaches can better communicate with parents

B. SOCIALIZATION INTO AND THROUGH SPORTS PARTICIPATION

1. Socialization into and out of youth sports
  - a. Defining socialization
  - b. Socialization into and out of sports
  - c. Gender differences
  - d. Ethnic differences
  
2. Socialization through sports participation
  - a. Sportsmanship
  - b. Aggression

## COURSE SCHEDULE

Date	Topic	Reading Assignment
August 29 – 31	Introduction to On-line Courses	
Aug./Sept. 31 - 4	Course Introduction/Roles of the Coach	1 – 2
September 5 – 11	Philosophy (Part 1)* <b>(See supplemental Readings to assist in development of your philosophy paper)</b>	3 - 4
September 12- 18	Philosophy of Coaching/Developing a philosophy (Philosophy, Parts 2 and 3)	5 - 6
19 - 25	Motor Learning – Skill Acquisition (Motor Learning, Parts A1, 2, and 3) <b>(Philosophy paper due by midnight September 26)</b>	7 - 8
Sept./Oct. 26 - 2	Preparing Effective Demonstrations/Feedback (Motor Learning, Parts B1 and 2)	9 – 12
<b>October 3</b>	<b>EXAM 1 (Limit – 2 hours)</b>	<b>1 - 12</b>
4 - 9	Transfer of training/Practice conditions (Motor Learning, Parts B3 and 4)	13 - 14
10- 16	Organizing Practices/Developing a plan (Motor Learning, Part B5, C1 and 2) <b>(Observation Paper due by midnight October 18)</b>	15 – 16
17 - 23	Nature of Human Growth	17 - 18
October 24 - 30	Gender Differences/Assessing Growth and Development	19 - 20
Oct./Nov. 31 - 6	Psychological Development	21 - 22
<b>November 7</b>	<b>Exam 2 (Limit 2 hours)</b>	<b>13 - 22</b>
8 - 13	Understanding motivation/Extrinsic Motivation/Arousal Performance Relationship <b>(Book Review Due by midnight November 15)</b>	23 - 25
14 - 20	Self-confidence/Coping with Stress	26 - 29
21 – 27	Goal Setting/Communication	30 - 31



Nov./Dec.	28 - 4	Socialization into and out of sports	32 - 33
December	5 - 11	Sportsmanship/Aggression <b>(Interview paper due by December 6)</b>	34 - 35
<b>December</b>	<b>12</b>	<b>Final Exam (Limit – 2 hours)</b>	<b>23 - 35</b>

## READING LIST

1. Sabock, M. D. & Sabock, R. J. (2011). *Coaching: A realistic perspective* (10<sup>th</sup> Ed.) San Diego, CA: Collegiate Press. Chapter 5, The Roles of a Head Coach, pp. 109 – 127 **(Course Packet)**
2. Sabock, M. D. & Sabock, R. J. (2011). *Coaching: A realistic perspective* (10<sup>th</sup> Ed.) San Diego, CA: Collegiate Press. Chapter 4, Desirable Qualities of a Coach, pp. 75 – 107 **(Course Packet)**
3. Sabock, M. D. & Sabock, R. J. (2011). *Coaching: A realistic perspective* (10<sup>th</sup> Ed.). San Diego, CA: Collegiate Press. Chapter 1, Ethical Considerations for Coaches and Athletes, pp. 1 – 21 **(Course packet)**
4. Vealey Textbook: Chapter 1, Understanding sport psychology, pp. 3 – 12.
5. Vealey Textbook: Chapter 2, Developing and living a practical coaching philosophy, pp. 13 – 22.
6. Wooden, J. (2004). *They call me coach*. New York, NY: McGraw-Hill. **(Course Packet)**

## **PART II: UNDERSTANDING SPORT SKILL ACQUISITION**

7. Schmidt, R. A. & Wrisberg, C. A. Textbook: Chapter 1, Getting started, pp. 3 - 23.
8. Schmidt, R.A. & Wrisberg, C. A. Textbook: Chapter 7, Preparing the learning experience, pp. 195 (The Learner) – 215.
9. Schmidt, R. A. & Wrisberg, C.A. Textbook: Chapter 8, Supplementing the learning experience, pp. 229 - 238. (Demonstrations)
10. Schmidt, R. A. & Wrisberg, C.A. Textbook: Chapter 2, Processing information and making decisions, pp. 26 – 39, 54 – 57.
11. Schmidt, R. A. & Wrisberg, C.A. Textbook: Chapter 10, Providing feedback during the learning experience, pp. 284 – 319.
12. Horn, T. S. (1987). The influence of teacher-coach behavior on the psychological development of children. In D. Gould & M. R. Weiss (Eds.), *Advances in pediatric sport sciences, Vol. 2: Behavioral issues*. Champaign, IL: Human Kinetics, pp. 121 - 142. **(Course packet)**
13. Schmidt, R.A. & Wrisberg, C.A. Textbook: Chapter 8, Supplementing the learning experience, pp. 220 - 228.

14. Schmidt, R.A., & Wrisberg, C.A. Textbook: Chapter 7, Preparing for the learning experience, pp. 193 – 195 (transfer of training).
15. Schmidt, R. A., & Wrisberg, C.A. Textbook: Chapter 9, Structuring the learning experience, pp. 255 – 280.
16. Sabock, M. D. & Sabock, R. J. (2011). *Coaching: A realistic perspective* (10<sup>th</sup> Ed.). San Diego, CA: Collegiate Press. Chapter 10, Final preparation for the season, pp. 242 – 247 (**Course packet**)

### **PART III: HUMAN GROWTH AND DEVELOPMENT**

17. Haubenstricker, J. Chapter 6, Physical and Cognitive Growth of Children and Youth, pp. 29 – 41. (**Course Packet**)
18. Aldridge, J. (1993). Skeletal growth and development. In M. Lee (Ed.), *Coaching children in sport: Principles and practice*. London: E. & FN Spon, pp. 51 – 63. (**Course packet**)
19. Millingan, B. & Pritchard, M. The relationship between gender, type of sport, body dissatisfaction, self-esteem, and disordered eating behaviors in Division I athletes. *Athletic Insight* (<http://www.athleticinsight.com/Vol8Iss1/DisorderedEating.htm>)
20. Parks, P. S. M. & Read, M. H. Adolescent male athletes: body image, diet, and exercise. *Adolescence* (<http://www.highbeam.com/doc/1G1-20413252.html>)
21. BODYSENSE - Promoting Positive Body Image in Sport. ([http://www.bodysense.ca/coaches/what\\_can\\_coaches\\_and\\_officials\\_e.html](http://www.bodysense.ca/coaches/what_can_coaches_and_officials_e.html))
22. Kibler, W. B., & Chandler, J. (1993). Musculoskeletal adaptations and injuries associated with intense participation in youth sports. In B. R. Cahill & A. J. Pearl (Eds.), *Intensive participation in children's sports*. Champaign, IL: Human Kinetics, pp. 203 – 216. (**Course packet**)

### **PART IV: SPORT PSYCHOLOGY AND SOCIOLOGICAL IMPLICATIONS FOR COACHING**

23. Vealey Textbook: Chapter 3, Motivation, pp. 23 – 48.
24. Veakey Textbook: Chapter 13, Managing energy, pp. 267 – 298.
25. Vealey Textbook: Chapter 12, Attentional focus, pp. 239 – 266.

26. Vealey Textbook: Chapter 14, Self-confidence, pp. 299 – 318.
27. Vealey Textbook: Chapter 11, Physical relaxation, pp. 225 – 236.
28. Vealey Textbook: Chapter 10, P<sup>3</sup> thinking, pp. 201 – 224.
29. Vealey Textbook: Chapter 9, Imagery, pp. 177 – 200.
30. Vealey Textbook: Chapter 8, Goal mapping, pp. 149 – 175.
31. Vealey Textbook: Chapter 4, Communication, pp. 49 - 74.
32. Coakley, J. J. (2009). *Sports in society; Issues & controversies* (10<sup>th</sup> Ed.) New York: McGraw-Hill. Chapter 4, Children and the sport socialization process, pp. 90 - 121 **(Course packet)**
33. Weinberg, R. & Gould, D. (2011). Children and sport psychology. *Foundations of sport and exercise psychology*, 5<sup>th</sup> Ed. Champaign, IL: Human Kinetics. pp. 515 – 534. **(Course packet)**
34. Weinberg, R. & Gould, D. (2011). Character development and good sporting behavior, *Foundations of sport and exercise psychology*, 5<sup>th</sup> Ed. Champaign, IL: Human Kinetics. pp. 553 – 574. **(Course packet)**
35. Weinberg, R. & Gould, D. (2011). Aggression in sport, *Foundations of sport and exercise psychology*, 5<sup>th</sup> Ed. Champaign, IL: Human Kinetics. pp. 537 – 551. **(Course packet)**

**\*Supplemental Readings for Developing your Philosophy:**

- Coakley, J. J. (2009). *Sport in society: Issues and Controversies*, 10<sup>th</sup> Ed. New York: McGraw-Hill. Chapter 8, Gender and sports: Does equity require ideological changes? pp. 230 – 273. **(Course packet)**
- Coakley, J. J. (2009). *Sport in society: Issues and Controversies*, 10<sup>th</sup> Ed. New York: McGraw-Hill. Chapter 14, Sports in high school and college: Do varsity sport programs contribute to education?, pp. 470 – 513. **(Course packet)**