

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

KIN 420
Coaching Competitive Sports
7:00 P.M. – 9:50 P.M. Tuesday
Spring 2008
3 Semester Hours

INSTRUCTOR: Dr. Larry Miller
OFFICE PHONE: (818) 677-3462
OFFICE HOURS: 5:30 P.M.– 6:45 P.M (Tuesday) Redwood Hall # 255
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Prerequisite

KIN 306. Previous coaching experience, athletic experience at University level or concurrent enrollment in KIN 498.

Catalogue Description

The psychological, sociological and philosophical perspectives of coaching as they relate to motivation, discipline and interpersonal relations in competitive sport programs. Also, various fundamental theories and interpersonal dynamics of sport-specific coaching and sport management.

Course Objectives

At the conclusion of the course, the student will be able to:

1. Identify the values and nature of sport as a source of meaning and significance.
2. Discuss various legal ethical situations, practices and conduct in coaching competitive sports.
3. Identify psychological factors as they affect competitive performance.
4. Discuss how growth and development affects athletic performance as well as its implications toward injuries; both physiologically and psychologically.
5. Discuss and relate the teaching aspects of practice, learning and training to the coaching situation.
6. Recognize the various aspects of communication and interpersonal relations as they apply to the coach-athlete interaction.
7. Discuss social and psychological elements involved in organizing and administering competitive programs.
8. To develop a program and management skills with regard to preparation For competition in a particular sport.
9. Discuss the importance of team cohesion and the various types of motivational processes involved in coaching.
9. Identify theories and techniques of interpersonal dynamics of coaching specific sports.

Course Outline

1. Welcome to Sport and Exercise Psychology
 - A. What is Sport and Exercise Psychology?
 - B. What Sport and Exercise Psychology Specialists Do
 - C. Sport Psychology Specialties
 - D. The History of Sport and Exercise Psychology
 - E. Sport and Exercise Psychology Around the World
 - F. Bridging Science and Practice
 - G. Sport and Exercise Psychology Orientations
 - H. The Present and Future of Sport and Exercise Psychology

2. Personality and Sport
 - A. What is personality?
 - B. Why Study Personality Structure?
 - C. Approaches to Personality
 - D. Measuring Personality
 - E. Using Psychological Measures
 - F. Personality Research in Sport and Exercise
 - G. Cognitive Strategies and Success
 - H. Your Role in Understanding Personality

3. Motivation
 - A. What is Motivation?
 - B. Views of Motivation
 - C. Five Guidelines for Building Motivation
 - D. Developing a Realistic View of Motivation
 - E. Achievement Motivation and Competitiveness
 - F. Theories of Achievement Motivation
 - G. Developing Achievement Motivation and Competitiveness
 - H. Using Achievement Motivation in Professional Practice

4. Arousal, Stress and Anxiety
 - A. Defining Arousal, Stress and Anxiety
 - B. Arousal
 - C. Anxiety
 - D. Measuring Arousal and Anxiety
 - E. Relationship Between Trait and state Anxiety
 - F. Stress and the Stress Process
 - G. Sources of Stress and Anxiety
 - H. How Arousal and Anxiety Affect Performance
 - I. Implications for Practice

5. Competition and Cooperation
 - A. Defining Competition and Cooperation
 - B. Competition is a process
 - C. Psychological Studies of Competition and cooperation
 - D. Is Competition Good or Bad?
 - E. Enhancing Cooperation

6. Feedback, Reinforcement and Intrinsic Motivation
 - A. Principles of Reinforcement
 - B. Approaches to Influencing Behavior
 - C. Positive Reinforcement
 - D. Punishment
 - E. Modifying Behavior in Sport
 - F. Intrinsic Motivation and Extrinsic Rewards
 - G. Cognitive Evaluation Theory
 - H. How Extrinsic Rewards Affect Intrinsic Motivation in Sport
 - I. Increasing Intrinsic Motivation
 - J. Flow-A Special Case of Intrinsic Motivation

7. Group and Team Dynamics
 - A. Why Study Groups?
 - B. What Is the Difference Between a Group and a Team?
 - C. Theories of a Group Development
 - D. Structure of a group
 - E. Creating an effective Team Climate
 - F. Individual and team Performance in Sport

8. Group Cohesion
 - A. Defining Cohesion
 - B. A Conceptual Model of Cohesion
 - C. Measuring Cohesion
 - D. The Relationship Between Cohesion and Performance
 - E. Other Factors Associated With Cohesion
 - F. Enhancing Cohesion
 - G. Guidelines for Building Team Cohesion

9. Leadership
 - A. What is Leadership?
 - B. Trait Approach
 - C. Behavioral Approach
 - D. Interactional Approach
 - E. Multidimensional Model of Sport Leadership
 - F. Research on the Multidimensional Model of Sport Leadership
 - G. Four Components of Effective Leadership

10. Communication

- A. The Communication Process
- B. Sending Messages Effectively
- C. Receiving Messages Effectively
- D. Breakdowns in Communication
- E. Improving Communication
- F. Confrontation
- G. Constructive Criticism

11. Introduction to Psychological Skills Training

- A. What is Psychological Skills Training?
- B. Why PST Is Important
- C. Why Sport and Exercise Participants Neglect PST
- D. Myths About PST
- E. The PST Knowledge Base
- F. PST Effectiveness
- G. Three Phases of PST Programs
- H. Self-Regulation: The Ultimate Goal of PST
- I. Who Should Conduct PST Programs?
- J. When to Implement a PST Program
- K. Designing and Implementing a PST Program
- L. Common Problems in Implementing PST Programs

12. Arousal Regulation

- A. Self-Awareness of Arousal
- B. Anxiety Reduction Techniques
- C. Matching Hypothesis
- D. Coping With Adversity
- E. On-Site Relaxation Tips
- F. Arousal-Inducing Techniques
- G. Team Energizing Strategies

13. Imagery

- A. What is Imagery?
- B. Does Imagery Work?
- C. Imagery in Sport: Where, What, When and Why
- D. Factors Affecting the Effectiveness of Imagery
- E. How Imagery Works
- F. Uses of Imagery
- G. Keys to Effective Imagery
- H. Developing an Imagery Training Program
- I. When to Use Imagery

14. Self-Confidence
 - A. Defining Self-Confidence
 - B. How Expectations Influence Performance
 - C. Self-Efficacy Theory
 - D. Assessing Self-Confidence
 - E. Building Self-Confidence

15. Goal Setting
 - A. Defining Goals
 - B. Is Goal Setting Effective?
 - C. Principles of Goal Setting
 - D. Group Goals
 - E. Designing a Goal-Setting System
 - F. Common Problems in Goal Setting

16. Concentration
 - A. What is Concentration?
 - B. Theories or Models of Attentional Focus
 - C. Concentration and Optimal Performance
 - D. Types of Attentional Focus
 - E. Attentional Problems
 - F. Self-Talk
 - G. Assessing Attentional Skills
 - H. Tips for Improving Concentration

17. Exercise and Psychological Well-Being
 - A. Exercise in the Reduction of Anxiety and depression
 - B. Exercise and Mood changes
 - C. How Exercise Enhances Psychological Well-Being
 - D. Exercise and changes in Personality and cognitive Functioning
 - E. Exercise and Quality of Life
 - F. Runner's High: A Special Case of Exercise and Psychological Well-Being
 - G. Exercise as an Adjunct to Therapy

18. Exercise Behavior and Adherence
 - A. Reasons to Exercise
 - B. Reasons for not Exercising
 - C. Problem of Exercise Adherence
 - D. Theories and Models of Exercise Behavior
 - E. Determinants of Exercise Adherence
 - F. Settings for Exercise Interventions
 - G. Strategies for Enhancing Adherence to Exercise

19. Athletic Injuries and Psychology
 - A. Psychological Factors in Athletic Injuries
 - B. How Injuries Happen
 - C. Explaining the Stress-Injury Relationship
 - D. Psychological Reactions to Exercise and Athletic Injuries
 - E. Role of Sport Psychology in Injury Rehabilitation

20. Addictive and Unhealthy Behaviors
 - A. Eating Disorders
 - B. Substance Abuse
 - C. Addiction to Exercise
 - D. Compulsive Gambling: An Odds-On Favorite for Trouble

21. Burnout and Overtraining
 - A. Defining Overtraining, Staleness and Burnout
 - B. Frequency of Overtraining, Staleness and Burnout
 - C. Models of Burnout
 - D. Factors Leading to Athletic Burnout
 - E. Symptoms of Overtraining and Burnout
 - F. Measuring Burnout
 - G. Burnout in Sports Professionals
 - H. Treating and Preventing Burnout

22. Children's Psychological Development Through Sport
 - A. Why a Psychology of the Young Athlete.?
 - B. Why Children Participate in Sport?
 - C. Why Children Discontinue Participation in Sport?
 - D. Role of Friends in Youth Sport
 - E. Stress and Burnout in Children's Competitive Sport
 - F. Effective Coaching Practices for Young Athletes
 - G. Role of Parents

23. Aggression in Sport
 - A. What is Aggression?
 - B. Causes of Aggression
 - C. Aggression in Sport: Special Considerations
 - D. Implications for Practice

24. Character Development and Sportspersonship
 - A. Defining Character and Sportspersonship
 - B. Approaches to Developing Character and Sportspersonship
 - C. Moral Development Research
 - D. Moral Reasoning and Moral Behavior
 - E. Do Sport and Physical Education Enhance Character Development?
 - F. Guiding Practice in Character Development

Specific Course Content

KIN 420

Page 7

| <u>Class:</u> | <u>Content</u> |
|---------------|-------------------------------|
| January 22 | Introduction and Organization |
| 29 | Chapter Presentations 1,2 |
| February 5 | Chapter Presentations 3,4 |
| 12 | Chapter Presentations 5,6 |
| 19 | Chapter Presentations 7,8 |
| 26 | Chapter Presentations 9,10 |
| March 4 | Chapter Presentations 11,12 |
| 11 | Mid-Term Examination |
| 18 | No Class- Spring Break |
| 25 | Chapter Presentations 13,14 |
| April 1 | Chapter Presentations 15,16 |
| 8 | Chapter Presentations 17,18 |
| 15 | Chapter Presentations 19,20 |
| 22 | Chapter Presentations 21, 22 |
| 29 | Chapter Presentations 23,24 |
| 6 | Last Day of Instruction |
| 13 | Final Examination 7-9:50 P.M. |

Personal Code of Ethics Due

Professional Code of Ethics Due

Coaching Philosophy Due

Critiques Due

Publication Article Due

Grade Composition

| | |
|-----------------------------|-------|
| Class Chapter Presentations | 10% |
| Personal Code of Ethics | 10% |
| Professional Code of Ethics | 10% |
| Coaching Philosophy | 10% |
| Critiques | 15% |
| Publication Articles | 15% |
| Mid-Term | 15% |
| Final Examination | 15% |
| | ----- |
| | 100% |

Attendance

Attendance is expected of all students. Missing more than 25% of all scheduled classes will result in a grade of an F. Students are responsible for material covered in classes missed.

Coaching Philosophy
Professional Code of Ethics (1-2) Typed pages
Personal Code of Ethics

The critiques of articles on coaching competitive sports will be from professional journals. (1 -2 typed pages)

Format

Full APA Reference
Statement of the Purpose
Summary of the Methodology (If Applicable)
Summary of the Finding(s) and Conclusion(s)
Applicability to Coaching Competitive Sports
Your evaluation of the Article

Publication Article

Develop an article for publication on the following topic: Effective Coaching in Competitive Sports for the year 2006 and beyond. (2500 words)

Required Textbook

Weinberg, Robert S. and Gould, Daniel (2003). Foundations of Sport and Exercise Psychology (3rd edition) Champaign, Ill. Human Kinetics Publisher