

**San José State University.
College of Applied Arts and Sciences.
KIN 168.80, Psychology of Coaching, Fall 2024.**

Instructor:	Mr. Daniel Murphy, MA.
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Email:	daniel.murphy@sjsu.edu.
Office Hours:	M/W 1:30pm – 2:30pm & M/T 3:00pm - 4:00pm PT, by appt., Zoom.
Class Days/Time:	Online - Canvas M/W (synchronous-hybrid with live sessions; Live Sessions – M&W, 10:30am – 11:45am PT).
Prerequisites:	KIN 70 or lower division social science GE distributive area. NOTE: Students must have Canvas accounts to access course materials.

Required Textbooks:

1. Williams, J. M. & Krane, V. (2015). *Applied sport psychology: Personal growth to peak performance (7th Ed.)*. McGraw-Hill: New York, NY.
2. Additional *required* readings will be posted on Canvas, as will online discussions.

Course Description: Social, clinical, child, measuring, industrial, personality, and organizational psychology and the practical application of the material to coaching.

Kinesiology Undergraduate Major Program Learning Objectives (PLOs). (*Key principles: critical understanding and application of research and scholarship in the field of kinesiology; communication skills; movement competence; sustainability; diversity and social justice*).

At the end of a Bachelor of Science degree program in the Department of Kinesiology students should be able:

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To recognize and apply sustainable approaches as they relate to kinesiology.
4. To identify social justice and equity issues related to kinesiology for various populations.

B. Course Learning Objectives (CLOs).

Goals of the course:

1. To enhance the student's knowledge about the coach's role and the importance of a sound and consistent coaching philosophy.
2. To learn methods of identifying, evaluating, and developing talent in across domains.
3. To obtain a better understanding of the psychological aspects of coaching across different situations and populations.
4. To learn and understand the various psychological techniques aimed at improving performance.

5. To evaluate coaching performance using information from the course.
6. To understand and be better able to work with diverse groups of athletes.
7. To understand the relationship between culture, identity, and coaching.
8. To understand and be able to implement strategies designed to build positive character and citizenship-oriented qualities in athletes.

C. Evaluation: (540 points total).

1. Article critique.	20%.	100pts.	CLOs 2, 3, 4; PLO 1, 2.
2. Coaching Interview/Reflection.	20%.	100pts.	CLOs 5, 8; PLO 1, 2.
3. Final exam.	20%.	75 pts.	CLOs 1-6, 8.
4. Midterm exam.	20%.	65 pts.	CLOs 1-8; PLO 4.
5. Online Discussion Postings.	10%.	100pts.	CLOs 1-8.
6. Weekly Quizzes.	10%.	100 pts.	CLOs 1-8; PLO 3.

Grading scale: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (93-96=A. 90-92=A-, 87-89=B+, 83-86=B).

* NOTE: Graduate students enrolled in the course will have some different questions on the exams, and will be held to appropriate standards on all other work.

1. **Article critique:** (CLOs 2, 3, 4; PLO 1, 2). Each student will review, briefly summarize, and critique one **scientific** article on coaching science. Coaching science articles may be identified through searches conducted in online databases such as SportDiscus or PsychInfo. The article must be original research published between 2010 and 2024. Potential sources of coaching science articles include journals such as *The Sport Psychologist*, *Journal of Sport & Exercise Psychology*, *Research Quarterly for Exercise and Sport*, *Applied Research in Coaching and Athletics Annual*, *Journal of Sport Behavior*, & *International Journal of Sports Science and Coaching*. Articles MUST deal explicitly with the psychology of coaching, AND be primary research, including a methods section. In other words, no literature reviews, theoretical pieces, or anything else. Find an actual study. Critiques should include a brief, concise summary of the article, and an overview and engaged critique of the following sections: 1) Introduction 2) Literature Review, 3) Methodology, 4) Results, and 5) Discussion/Conclusion. Critiques should be no more than 2-4 double-spaced pages, 12-point font. Include: Title page, Abstract of the article, article citation (APA format) on the top of the first page of the introduction, the sections above summarized, and a reference page. More details on Canvas. (20% of overall grade, 100 points).

2. **Coaching Interview/Reflection Paper:** (CLOs 5, 8; PLO 1, 2). Each student will interview an experienced coach. The student will conduct a 30-45 min. interview via Zoom. Audio must be recorded the audio and upload to Canvas with Reflection paper. Other relevant information from the course should also be applied, including a critique of the coach using various theories and concepts, as well as the incorporation of at least *five (5) primary journal articles*. For this assignment, students may work either individually. Papers should range from approximately 4-6 pages, and will be evaluated on the following criteria: 1) overall quality of analysis, 2) *integration* of relevant course material, 3) use of primary references, & 4) writing and organization. * *More details on Canvas.* (20% of overall grade; 100 points).

3&4. **Exams:** (CLOs 1-8; PLO 4). There will be a midterm exam covering the first half of the course and a final exam (given during finals) covering mainly the second half of the course, although students will be expected to incorporate knowledge learned previously. Exams will consist of multiple choice and T/F questions. (20% for each exam; 40% total of overall grade). Exams are schedule to be taken on 1-specific day with a window open from 12:01am – 11:59pm. More details on Canvas.

5. **On-line Discussion Participation:** (CLOs 1-8). Students will respond and engage others in instructor-promoted topics via Canvas. (10% of overall grade). Discussion are done online, are Related to readings and topics. There are 10 discussion post worth 10 points each (100 points). Posts are done weekly and are due by 11:59pm., the day before the start of the week. More details on Canvas.

6. Weekly Quizzes: (CLOs 1-8; PLO 3). There will be 10 weekly quizzes, worth 10 points each (100 points), based on the chapter readings for that week. Students have 25 mins to complete these open book quizzes, online quizzes. Locked browser on. (10% of overall grade). Quizzes are due by 11:59pm – the day before the start of the new week. More details on Canvas.

D. Online Class structure and participation: Class will be part lecture format and part seminar/discussion format online. This means that students should always keep up with the reading assignments, and make an effort to contribute to class whenever appropriate. You all have valuable knowledge and experiences, and the class will benefit from your diverse perspectives. When it is appropriate to do so, we will also begin class with informal discussions (using course materials) on current events related to coaching. To facilitate online class discussion, there will be postings each week related to content.

E. Other important notes:

- All materials submitted for this course must be original works of the student and typed with text and references in APA format.
- Assignments are due at the beginning of class on the assigned date. Late papers will be penalized one letter grade per day, *without exception*. Papers are to be used *for this class only*. If it is determined that a student used a paper from another course in this course, that student will receive no credit for the assignment, and be reported to student affairs.
- Only under extreme circumstances will an “incomplete” grade be assessed.
- Please inform the professor if you need course adaptations because of a disability, or if you need special arrangements in case the building needs to be evacuated.
- Students will turn their cell phones off or put them on vibrate mode while in class (or during live lectures). They will not answer their phones in online classes, nor will they text. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University. Multiple infractions will result in removal from class and referral to the JAO. Students who disrupt the class in any other way, including talking when the instructor is talking, will also result in referral of the student to the JAO. Disruptions, in short, will not be tolerated for the sake of the quality of the learning environment.
- See online course etiquette policies on Canvas.

F. University, College, or Department Policy Information:

a) SJSU Academic Integrity Policy: The following information on academic integrity has been excerpted from the San José State University Academic Integrity Policy (policy S04-12). The complete policy is available at <http://www2.sjsu.edu/senate/S04-12.pdf>.

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university's Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university's degrees are compromised. Further, instructors are now required to report infractions directly to the university.

b) Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

A Note on AI: Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education SJSU – CHHS - KIN 168.80 FA24 Syllabus - D. Murphy

and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is specifically a space for learning how to improve our writing. AI simply cannot do that learning for us.

c) Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center (924-6000), located in Adm 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” Also, make an appointment to meet with the instructor of this course as soon as possible during one of the office hours provided on the syllabus.

NOTE: A more thorough discussion of information pertaining to university programs and policies designed to facilitate student success can be found here:

<http://www.sjsu.edu/gup/syllabusinfo/> .

Proposed Fall 2024 COURSE OUTLINE*. (*Modified with prior notice). Next page.

KIN 168.80 M/W FA24 - Psychology of Coaching

TENTATIVE COURSE OUTLINE* (*can be modified with notice).

Week.	Topic/Discussion/Quiz/Assignment.	Chapter Reading / Reader Articles / Videos.
Wk 1. 8/21.	<p>Introduction(s) and overview of course.</p> <p>Discussion Post # 1 - Student Introductions Due 8/25.</p> <p>Practice Quiz. Due 8/25.</p>	<p>W18.</p> <p>Intro to Sport Psychology Playlist</p> <p>Sport Psychology: Overview & Introduction - Physical Education</p>
Wk 2. 8/26 – 8/28.	<p>Sport Psychology: Past, Present, & Future.</p> <p>Discussion Post #1: Coaching Intro Due 9/1.</p> <p>Week 2 Quiz - Ch. 1 - Sport Psychology History - Requires Respondus LockDown Browser Due 9/1.</p>	<p>W1.</p> <p>Reader Article: Coaching and Technology.</p> <p>Reading Article: Beyond Shrinks.</p> <p>Reader Article: Coaching and Sport Psychology.</p> <p>Video: Pat Summitt: Life of a Legend.</p> <p>Video: Coach: The Life and Legacy of John R. Wooden</p> <p>Sport Psychology History Playlist</p> <p>An International History of Sport Psychology</p>
Wk 3. 9/2 – 9/4. No Live Session (9/2)	<p>Philosophy of Coaching Education.</p> <p>Discussion Post #2: Coaching Philosophy Due 9/8.</p> <p>Week 3 Quiz Ch. 1 - Sport Psychology History pt. 2- Requires Respondus LockDown Browser Due 9/8.</p>	<p>Reader Article: Coaching Philosophy and HS coaches.</p> <p>Video: USC Women's Advocacy.</p> <p>Video: Sarina Wiegman: Making a Manager.</p> <p>Video: Belichick & Saban: Art of Coaching (optional)</p> <p>Coaching Playlist</p> <p>https://www.youtube.com/watch?v=t-10uXupsgusU&list=PLPbeLAH02nqBRzcqSXAfpb-OqmYZ7rx03</p>

<p>Wk 4. 9/9 – 9/11.</p>	<p>Positive Approach to Coaching.</p> <p>Discussion Post #3: Positive Approach to Coaching – Feedback <i>Due 9/15.</i></p> <p>Week 4 Quiz - Ch. 3 - Positive Approach to Coaching- Requires Respondus LockDown Browser <i>Due 9/15.</i></p>	<p>W3.</p> <p>Reader Article: Coaching Behaviors Becker.</p> <p>Video: C. Vivian Stringer: Road to 1000 Wins.</p> <p>Video: Bobby Robson: More than a Manager. (optional).</p> <p>Video: Larry Brown: The Learning Master.</p> <p>Positive Coaching Playlist: https://www.youtube.com/watch?v=vcSYsFpsTs&list=PLPbeLAH02ngBzdnThFF5ATkYVPjJCQsBw&index=1</p>
<p>Wk 5. 9/16– 9/18.</p>	<p>Motor Skill Learning.</p> <p>Week 5 Quiz - Ch. 2 - Motor Learning- Requires Respondus LockDown Browser <i>Due 9/22.</i></p> <p><i>Weekly Quiz #4. Due 9/22.</i></p>	<p>W2.</p> <p>Motor Learning Playlist https://www.youtube.com/watch?v=n7UcobScnck&list=PLPbeLAH02ngCf3F3gHTt7jPdQx_ANfokc</p>
<p>Wk 6. 9/23 – 9/25.</p>	<p>Motivation.</p> <p>Discussion Post #4: Motivation & Climate. <i>Due 9/29.</i></p> <p>Week 6 Quiz - Ch. 4 - Motivation- Requires Respondus LockDown Browser <i>Due 9/29.</i></p> <p><i>Discussion Post #11: Article Critique topic. Due 9/29.</i></p>	<p>W4.</p> <p>Reader Article: Coachability & Developing Toughness.</p> <p>Video: Miss Val: Coaching Legend.</p> <p>Video: Klopp's Journey to the Kop (optional)</p> <p>Motivation Playlist https://www.youtube.com/watch?v=pZT-FZqfxZA&list=PLPbeLAH02ngA55wMPThtlvztQW0cEKSjX</p>
<p>Wk 7. 9/30 – 10/2.</p>	<p>Self-fulfilling Prophecies.</p> <p>Discussion Post: Post #5: Coach Expectations & Performance <i>Due 10/6.</i></p> <p>Week 7 Quiz - Ch. 5 - Self-Fulfilling Prophecy - Requires Respondus LockDown Browser <i>Due 10/6.</i></p>	<p>W5.</p> <p>Self-fulfilling Prophecies Playlist https://www.youtube.com/watch?v=uK3M7RGqJFQ&list=PLPbeLAH02ngAMltn-i7GZxvdRFAS2R1lk</p>

<p>Wk8. 10/7 – 10/9.</p>	<p>Leadership.</p> <p><i>Discussion Post: Post #6: Leadership Due 10/13.</i></p> <p>Week 8 Quiz -Ch. 6 - Leadership- Requires Respondus LockDown Browser <i>Due 10/13.</i></p>	<p>W6.</p> <p>Video: Dawn Staley: Life Coach, Coach for Life.</p> <p>Video: Women Coaches NCAA.</p> <p>Video: Sir Alex Ferguson: Secrets of Success</p> <p>Leadership Playlist</p> <p>https://www.youtube.com/watch?v=ddt_I_GMMOrI&list=PLPbeLAH02nqC-ZuIBMyARQiu5fP0a5TNK&index=1</p>
<p>Wk9. 10/14 – 10/16.</p>	<p>Cohesion.</p> <p><i>Discussion Post: Post #7 - Cohesion Due 10/20.</i></p> <p><i>Week 9 Quiz - Ch. 7 – Cohesion Due 10/20</i></p> <p><i>Assignment: Article critique Due 10/20.</i></p>	<p>W7.</p> <p>Cohesion Playlist: developing team cohesion</p>
<p>W10. 10/21.</p>	<p>Peak Performance</p> <p><i>Discussion Post: Post #8 - Peak Performance Due 10/27.</i></p>	<p>W9 & 10.</p> <p>Peak Performance Playlist</p> <p>Flow 101: 5 of the World's Best Athletes Reveal the Secrets of the Zone</p>
<p>Wk10. 10/23. No live session on 10/23.</p>	<p>Midterm Examination.</p> <p>1 attempt, 135 mins. closed book, locked browser. No video capture.</p> <p>12:01am – 11:59pm PT.</p> <p>Start no later than 9:30pm PT.</p> <p>KIN 168 Midterm - Requires Respondus LockDown Browser</p>	<p>Complete the Review Guide (do not turn in).</p>
<p>Wk11. 10/28 – 10/30.</p>	<p>Interventions.</p> <p>Muscle-to-mind Techniques.</p> <p>No quiz.</p> <p>Discussion Post #12. Assignment: Coaching. Interview/Reflection Topic. <i>Due 11/3.</i></p>	<p>W12.</p> <p>Video: Success: The Phil Jackson Story</p> <p>Muscle to Mind Techniques Playlist</p> <p>How NBA Coach Phil Jackson Taught His Teams Mindfulness SuperSoul Sunday Oprah Winfrey Network</p>

<p>W12.</p> <p>11/4 –</p> <p>11/6.</p>	<p>Mind-to-muscle Techniques.</p> <p>No quiz.</p> <p>No discussion.</p>	<p>W13.</p> <p>Doc: Acceptance & The Willingness to Feel.</p> <p>Mind to Muscle Techniques</p> <p>Introduction to Cognitive Reframing of Pain</p>
<p>W13.</p> <p>11/11 –</p> <p>11/13.</p> <p>No Live Session 11/11.</p>	<p>Imagery.</p> <p>No quiz.</p> <p>No discussion.</p>	<p>W14.</p> <p>Video: Free Solo (optional).</p> <p>Doc: Imagery.</p> <p>Imagery Playlist</p> <p>Mental Imagery - Introduction to a Sport Psychological Technique</p>
<p>Wk14.</p> <p>11/18 –</p> <p>11/20.</p>	<p>Sexual Harassment and Coaching.</p> <p>Discussion Post: Post #9: Sexual Harassment <i>Due 11/24.</i></p> <p><i>Week 15 Quiz – Sexual Harassment - Requires Respondus LockDown Browser Due 11/24.</i></p> <p><i>Study aide: https://quizlet.com/494076635/usag-safesport-flash-cards/</i></p>	<p>W18.</p> <p>Reader Article: Harassment in Coaching.</p> <p>Video: Consent</p> <p>Sexual Harassment Playlist</p> <p>Sexual assault is a problem in college athletics. What can the NCAA do? [Insights]</p>
<p>Wk15.</p> <p>11/25 –</p> <p>11/27.</p>	<p>Burnout.</p> <p>Discussion Post. - Post #10: Burnout Due 12/1.</p> <p><i>Week 15 Quiz- Burnout - Requires Respondus LockDown Browser. Due 12/1.</i></p> <p>Coaching Interview/Reflection Due 12/1.</p>	<p>W 21.</p> <p>Video: Esports: Inside the Relentless Training.</p> <p>Burnout Playlist</p> <p>Burnout - Avoiding & Treating Burnout in Sports</p>
<p>Wk16.</p> <p>12/2 –</p> <p>12/4.</p>	<p>Psychology of Injury.</p> <p>No Quiz.</p> <p>No Post.</p>	<p>W 22.</p> <p>Video: League of Denial (optional).</p> <p>Psychology of Injury Playlist</p> <p>Three Phases of Injury - Stephen Graef MedBridge</p>

<p>Wk17. 12/9.</p>	<p>Last Day of Instruction. Discussion Post Summary <i>Due 12/9.</i></p>	<p>Catch up on reading/Study for final exam.</p>
<p>Wk18. 12/16.</p>	<p>Week 18 - Modules - Final Exam. Final Examination: Dec 16, 2024. 135 mins., timed, closed book, locked browser. 1 attempt at exam. Closed Book. No make ups on missed exams. No video capture. Not graded on a curve. Not comprehensive. 12:01am - 11:59pm (24-hour window).</p>	<p>Week 18 - Modules – Final Exam Review Guide.</p>