

Independent Study Online Course Syllabus

Course Number: ATH 930**Course Title: Applied Sport Psychology for Coaches**

X Online

☐ Distance Learning**Instructor:** Dennis Janzen, Ph.D.**Phone number:** 559-287-8389**Email:** djanzen@fresno.edu**Contact Website** (FPU-Professional Development):<http://ce.fresno.edu/cpd/>**Contact Address:** 5478 Night Heron Drive, Blaine, WA 98230**Units: 3****Grade Level: 7-12**

Course Description

What really allows people to attempt to master difficult, challenging tasks when the perceived and real risks of failure are strong? What keeps people persisting at something after they have experienced failure? How can a coach provide an environment in which the drive to succeed is greater than the fear of failure? For everyone, including athletes, these are very common challenges. Understanding the important behaviors and attitudes (mindsets) which are necessary for success is the first step to actually helping someone acquire persistence, mental toughness, and other behaviors associated with peak performance. This course is designed to present several varied, yet practical, real-life experiences and applied activities to the coach or teacher that will help them to gain an understanding of the role our mindset plays in performance psychology – particularly in sport. Learning how to develop psychological skills necessary for highly successful performance is also part of the course experience. Hopefully this course can inspire and motivate coaches and their students or athletes toward achievement levels that they may not have felt possible.

Required Textbook (Purchased separately by the student): Foundations for Sport and Exercise Psychology, by Weinberg and Gould, 6th Edition (e-book), or 5th Edition (e-book), Human Kinetics Publishers. ISBN-13: 9781492501718. It is strongly suggested that the student order the e-book rather than the hardbound text – much cheaper. The student will order the e-book through Human Kinetics directly at the following url:

<http://www.humankinetics.com/products/all-products/Foundations-of-Sport-and-Exercise-Psychology-6th-Edition-eBook-With-Web-Study-Guide>

This textbook is the best and most used applied sport psychology text in the U.S. The student is encouraged to continue use of the textbook as a resource for future reference.

Additional Resources: All other course materials and reading selections are included in the course website within each respective module. These resources include web-based articles, pdf articles, PowerPoint notes, and YouTube resources.

Other Online Resources – The student is encouraged to utilize *Athletic Insight*, one of the most current online sport psychology journals in existence today. Portions are free and easily accessible at <http://www.athleticinsight.com/>. Also, Google word searches in topics from the course provide additional, applied resources and ideas for the serious coach.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this course Student will be able to:	Standards Addressed *	CE program SLOs
1. The athletics coach or teacher will analyze and apply correct principles of performance psychology within the competitive sport context.	SHAPE-NSSC D1-S1; D4-S14; D5-S24;D8-S40	CE1, CE2, CE3, CE4, CE6
2. The athletics coach or teacher will identify and analyze crucial factors involving a goal-perspective approach to the study of achievement motivation in sport.	SHAPE-NSSC D5-S24	CE1, CE2, CE3, CE4, CE6
3. The athletics coach or teacher will identify and analyze the effects of competitive stress and anxiety as these factors relate to motivation and subsequent success for the participant.	SHAPE-NSSC D5-S24	CE1, CE2, CE3, CE4, CE5, CE6
4. The athletics coach or teacher will identify and analyze the effects of the areas of situation-based perceived competence and self-confidence factors as they influence athletics performance and persistence.	SHAPE-NSSC D1-S1; D4-S14; D5-S24	CE1, CE2, CE3, CE4, CE6
5. The athletics coach or teacher will analyze and apply sound psychological principles as useful vehicles not only for the purpose of improving athletic performances but also general human performance enhancement.	SHAPE-NSSC D1-S1; D4-S14; D5-S24;D8-S40	CE1, CE2, CE3, CE4, CE5, CE6
6. The athletics coach or teacher will identify and interpret the dynamics of athletics competition as they effect the development of character,	SHAPE-NSSC D1-S1; D4-S14; D5-S24;D8-S40	CE1, CE2, CE3, CE4, CE5, CE6

moral reasoning, and morally driven behavior.		
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(* Please refer to the section on **Standards Addressed in This Course**)

National Content Standards Addressed in This Course:

This course is designed to meet the National Standards for Sport Coaches (NSSC) as a part of the overarching Society of Health and Physical Educators (SHAPE). National and state standards along with the SHAPE Position Statements can be found at the following website:

<http://www.shapeamerica.org/standards/pe/>
<http://www.shapeamerica.org/standards/coaching/index.cfm>

Topics, Assignments and Activities

Note: For greater detail, review the “Course Assignment Calendar” document found in course website. A separate Course Assignment Calendar can also be found at the beginning of the course website.

General Descriptions of Assignment Types – What is an:

Analysis-Reaction Paper – (Also called an A-R Paper) – is the principle mechanism by which each student accomplishes the following:

- Provides a written overview of each specific reading assignment.
- Interacts/reacts with the reading assignment by responding via a written reaction to each presented topic.
- Via the reaction portion of the A-R paper, the student is encouraged to elaborate or expand upon a particular idea which may be especially interesting to the student.
- Verifies and demonstrates through the completion of the A-R paper that the student has indeed adequately completed the reading assignment.

Applied Activity – An Applied Activity is intended to provide an opportunity for the student to be introduced to practical experiences that are important and useful for a coach to strengthen/enhance the performance psychology of athletes. Each Applied Activity assignment is unique in terms of what the specific activity involves. Applied Activities include experiences such as listening and responding to selected video presentations on a topic, administering, then evaluating and reflecting from the results of a survey, or reflecting on typical psychological performance scenarios...”What would/should I do?”.

Forum Discussions - an important part of this course. These discussions provide opportunities to dialogue and share with other professionals about a specific discussion statement/question presented in a particular Module. You will be dialoging with others who are also taking the course. Your Forum Discussion posts will be a minimum of 100 words; maximum 300 words (unless the forum assignment calls for more.).

Web Search PowerPoint Project (WSPP) - Module Seven – Personality and Excellence is an optional Module. An assignment from this module is the Web Search PowerPoint Project in which you will extensively research via the web a topic of your choice related to personality, learning styles, or multiple intelligences as any of these topics might relate to athletics performance. You are encouraged to include/integrate any other subject matter presented in this course in other modules. In short, this is a project which allows you to take a deeper look into anything you find interesting related to the course. Your topic must be approved by the instructor via the Web Search PPT Proposed Topic Forum (due end of Module Three) prior to any work beginning. You are to conduct a focused web search (minimum 15 sources – 12 must be from peer-reviewed/refereed research sources) on a specific topic that takes you much deeper than we are able to cover during this course. You are to then present your findings visually via PowerPoint by posting/attaching your presentation to the Web Search PowerPoint Project Forum located in Module Seven.

Course Assignment Schedule

Note: This is a fully online, independent study course designed to give both a thorough applied practical review of sport (performance) psychology. There will be several opportunities to connect the course work to real-world situations typically encountered by the athletics coach. The student will complete six modules total with the first five modules being required. The student will then select and complete either one of the two remaining modules. All assignments are to be turned in within the Moodle course site and are to follow APA formatting. Instructions for turning in student work are available with each assignment. The following is my e-mail address. Please feel free to connect at any time for anything.

djanzen@fresno.edu

General Course Module Schedule

Required Modules:

- Module 1 What is Applied Sport Psychology?
- Module 2 Motivation for the Coach and Athlete
- Module 3 Peak Performance for the Coach and Athlete
- Module 4 Basic Psychological Skills Training for the Coach and Athlete
- Module 5 Coaching at Crunch Times: Winning in Pressure Situations

Modules – Select either one of the following two modules:

- Module 6 Basic Psychological Gender Differences in Athletics
- Module 7 Personality and Excellence

Module 1 – What is Applied Sport Psychology	Module 1 – Assignment 1.1 Get Acquainted Assignment 1.2 A-R paper Assignment 1.3 Forum
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Course Number and Title: ATH 930 Applied Sport Psychology for Coaches:

Instructor: Dennis Janzen, PhD

Date of Revision June 30, 2015

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Module 2 – Enhancing Motivation for Achievement and Excellence	Module 2 – Assignment 2.1 A-R paper Assignment 2.2 Applied Activity Assignment 2.3 Applied Activity Assignment 2.4 Forum
Module 3 – Understanding Peak Performance	Module 3 – Assignment 3.1 Applied Activity Assignment 3.2 A-R paper Assignment 3.3 A-R paper Assignment 3.4 Forum
Module 4 – Basic Psychological Skills Training for Elite Performance	Module 4 – Assignment 4.1 A-R paper Assignment 4.2 Applied Activity Assignment 4.3 Applied Activity Assignment 4.4 Forum
Module 5 – Coaching at Crunch Times: Winning in Pressure Situations	Module 5 – Assignment 5.1 Applied Activity Assignment 5.2 Forum
Module 6 – Psychological Gender Differences in Achievement Behavior	Module 6 – Assignment 6.1 Applied Activity
Module 7 – Personality and Excellence	Module 7 – Assignment 7.1 A-R paper Assignment 7.2 WSPP Presentation

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Grading Policies and Rubrics for Assignments

Assignments include Analysis-Reaction papers based on textbook or other sourced reading assignments,, viewing YouTube videos and Power Points, Forum discussions, Applied Activities that include personal reflections and evaluating real-life coaching responses in terms of impact on the psychology of the situation, and a possible Web Search PowerPoint P:roject..

- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
 - All writing assignments must follow APA formatting.
- 4 point Assessing Rubric for each assignment – For the complete detailed rubrics, refer to the Course Documents section on the course website.

Writing Requirements included in rubrics

- **Exceeds Criterion:** Writing is clear, succinct, and reflects graduate level expectations.
- **Meets Criterion:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Approaching Criterion:** Writing contains noticeable mistakes in grammar and spelling.
- **Does Not Meet Criterion:** Writing is unacceptable for graduate-level work; contains noticeable mistakes in grammar and spelling.

- **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Instructor/Student Contact Information:

Contact will be provided with communication through Forum discussions included in each Module except Modules Six and Seven in Moodle. Initial contact will be made through the Get Acquainted exercise in Module One. The student is encouraged to contact the instructor on a regular basis for purposes of discussion on topics found of particular interest by the student.

Continuing Education Program Student Learning Outcomes:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.