



SAIIE

"Your Life Experience; Your Education"



Psychology of Coaching Competitive Athletics

Course Code: ESS 349

Prerequisites: Must have Junior standing

Language of Instruction: ENGLISH

Subject: ESS

Contact Hours: 30

Credits: 2

Professor: José Carlos Jaenes Sánchez, Ph. D.

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A. COURSE DESCRIPTION

The purpose of this course is to provide an overview of the psychological, philosophical, and educational theories and principles of sport coaching. This course will introduce both the key concepts in the field of Sport Psychology as well as the practical applications of these concepts to current practices in exercise, sports, competition, health, wellness, and the individuals who draw upon these canons. Effective coaching practice for young athlete is important in this class, as well as promoting values: integrity, equality and non-discrimination in sports.

Beyond a model merely based on psychological theories of coaching, this course delves into how sports psychology contributes to be an excellent coach for individual athletes and teams through motivation, concentration / attention, dedication, mindfulness, decision-making, and other behavioral factors. Emphasis will be on the methods of improving the performance of athletes through a better understanding of the factors affecting teaching and learning in athletics.

Students will gain a solid understanding of coaching guides, essential component to training for peak performance. Experiential learning exercises will take students inside and outside the classroom.

This course will provide a multi-faceted understanding of the theoretical and practical ways Sport Psychology can be applied for those in the fields of physical education, coaching, recreation, health, etc.

In this course students will establish a strong educational base of coaching knowledge, learn principles of successful coaches, understand coach development based on Sport Psychology field and evidences. After taking this course, students will be prepared to be competitive in coaching individuals and teams under the sport psychology perspective.

B. COURSE GOALS AND METHODOLOGY

Learning Course readings, exercises and class preparation are very important. Sometimes, the professor might only have enough time in class to go over the major conceptual and empirical issues, so it is extremely important for students to develop a full understanding of a motivational topic and to utilize it. You must supplement in-class discussion with knowledge gained from the assigned readings. This strong emphasis on course projects reflects not only a desire to educate you about the psychological aspects of sport and exercise for coaches, but also a commitment to help you apply your knowledge in meaningful and practical ways, whether you are a physical educator, trainer, coach, recreation specialist, or athlete, or aspiring sport psychologist.

C. OBJECTIVES

Upon successful completion of this course, you will:

- Gain practical experience in coaching excellence.
- Identify and clarify the principles of Sport Psychology that contribute to performance and exercise in coaching and trainers.
- Evaluate how psychological variables influence participation and performance while participating in physical activity, sports competition, and more.
- Understand why and how participation and motivation in sports contribute to the psychological characteristics of an individual or team.

D. USEFUL TEXTS

Textbook (Reference): Dieffenbach, K., & Thompson, M. (2020). *Coach Education Essentials: Your Guide to Developing Sport Coaches* Human Kinetics Press: Champaign, IL. ISBN: 9781492521075

E. BIBLIOGRAFY

Gould, D. & Mallett, C. (2021). *Sport Coache's Handbook Paperback*. International Council for coaching Excellence (ICCE). Human Kinetics

Hanin, Y. & Stambulova, N. (2004). Sport Psychology. The Psychology of Athletic Excellence. Research Gate. PDF Available on https://www.researchgate.net/publication/235966567_Sport_Psychology_The_Psychology_of_Athletic_Excellence?

Weinberg, R.S. & Gould, D. (2019). *Foundations of Sport Exercise Psychology*. Fifth Ed. Human Kinetics.

Jaenes, J.C., Alarcón, D., Trujillo, M., Méndez-Sánchez, M.P., Guereño, P.L. & Wilczyńska, D. (2022). A moderated mediation model of well-being and competitive anxiety in male marathon runners. *Frontier in Psychology*, 13:800024. doi: 10.3389/fpsyg.2022.800024

Jaenes, J.C., Wilczyńska, D., Alarcón, D., Peñaloza, R., Casado, A. & Trujillo, M. (2021). The Effectiveness of the Psychological Intervention in Amateur Male Marathon Runners. *Frontier in Psychology*. 12:605130. doi: 10.3389/fpsyg.2021.605130

F. COURSE GRADING

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
Below 60 = F			

Your final grade will be calculated as follows:

- Quizzes: 40 % Multiple choice (4 options)
- Case Study* (3):10% *Quiz evaluation
- Homework: 10%
- Final Paper: 10%
- Midterm: 15%
- Final: 15%

G. GENERAL COURSE POLICIES

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking THEIR email frequently (monitor your email at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Attendance and Punctuality

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to

retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- Your 7th absence, will result in failing the course

Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

Academic Honesty

Academic integrity is a guiding principle for all academic activities. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Cell Phones

Please, keep your cell phones turned off during class. Use of cell phones during class, is impolite, inappropriate, and prohibited. All students are expected to show common courtesy to others, in order to create a positive learning environment, and eliminate distractions for everyone. Cell phones, tablets, watches, and other electronic devices, are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class.

Laptops

Your professor will determine whether laptops will be allowed in class. The use of a laptop, may be limited to specific purposes, including note taking as allowed by special needs/academic accommodations, and/or at the discretion of the professor. The use of a laptop, is prohibited during all tests and quizzes, unless otherwise specified by your professor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your professor onsite. Checking your Facebook, Instagram, etc. is really impolite.

About using Artificial Intelligence (AI)

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

H.COURSE CONTENTS

- 1. Coaching first:** Beginning your journey. Welcome to the class. Defining Coach roles. The roles of Sport Psychologists. Working together: a practical approach to coaching excellence. Ethical standards for coaches.

HOMEWORK 1: With your own words: Write a 350-word composition: Describe how the knowledge and the practice sport psychology can affect you if you were a coach, or a certified athletic training, Time New Roman, 12 cpi, simple. (One class after completing lesson 1.

- 2. Evaluating and observing Coaches:** Evaluation in Sport Psychology: Behavioral, Cognitive and Psycho-Physiological approaches. Evaluating coaches: Coaching Behavior Assessment System (C.B.A.S.) as an observation and communication model. Coaching styles: Pros and Cons. Your coaching philosophy
Class discussion: Your fever coach & your worst coach.

Video: <https://www.youtube.com/watch?v=nWZsQj49dO8> Introduction to I coach kids' program

CLASS ACTIVITIES:

- Compose a slide describing a sport situation illustrated with an appropriate picture and the correct CBAS instruction. You will present the situation in class.
- Desirable and undesirable behaviors: Coach code. One student will introduce him/herself as the coach and will explain his/her philosophy

- 3. Emotions and Sport:** Basic concepts: Stress, Anxiety Trait, State. The Relationship between Trait and State. Fear, Arousal. The relationship between emotions and motor behavior and performance. Theories about emotions and performance. ZOP Theory and others. How emotions affect coaches.
Class Discussion: Understanding Emotional States: Case Study 1: A case study: A case of volleyball player: a conflict between a player and her coach. Reading: Amanda Case. PDF Available.

HOMEWORK: With your own words: Write a 300 words composition: Given what you have learned, what coach Hanish can do to manage the situation. Time New Roman, 12 cpi, simple.

- 4. Psychology for Coaches:** Communication skills: Direct and indirect intervention. Coaching Styles. Coaching Leadership: definition, Different approaches to studying leadership. Four components of effective sport leadership.
Class discussion: Modeling: Describe your fever coach

HOMEWORK: With your own words: Write a 300 words composition. Coaching styles: Choose one coaching style: advantages and disadvantages under the interactional perspective.

- 5. Motivation:** Defining motives and motivation. How motivate your team. Self-determination theory and its implications in coaching. Building motivation with five guidelines. Developing Achievement motivation and competitiveness.
Theories: Self-Determination Theory (Deci & Ryan). More popular in Sport Psychology.

HOMEWORK: Design a short program to increase motivation in performers. Indicate how you will foster an appropriate motivational climate. Feel free to choose and describe the sport, performer age, situation, etc. 300 words.

- 6. Psychological Skill Training for Coaches:** Psychological Skills Training (PST): General characteristics. Three phases of PST programs. Implementing a PST program for individual and team sports. Common problems in implementing PST programs.

CLASS DISCUSSION: Reading: Jaenes, J.C. et al., (2021). The effectiveness of the psychological intervention in amateur male marathon runners. *Frontier in Psychology*. Volume 12 <https://doi.org/10.3389/fpsyg.2021.605130>

HOMEWORK: Choose one PST technique: Goal setting, self-talk, mental imagery and mental rehearsal, or relaxation. Explain why and how is effective. Describing an example could help you to be more realistic. 250-300 words.

- 7. Workshop for coaches:** Dimensions of Athlete-Coach Relationship and Sport Anxiety. Working on seven principles: inspiration, explanation, expectation, support, reward, appreciation, growth, and winning.

CLASS DISCUSSION: Wilczynska, D.; Walczak-Kozłowska, T.; Alarcón, D.; Zakrzewska, D. & Jaenes, J.C. (2022). Dimensions of Athlete-Coach Relationship and Sport Anxiety as Predictors of the Changes in Psychomotor and Psychological Workshops for Coaches.

- 8. Being a healthy coach:** Addictive and Unhealthy Behaviors: Eating Disorders (EAT): Anorexia, Bulimia, and Athletic Anorexia. Addiction: Positive and Negative directions. Preventing EAT. Coach Role: Positive and negative influences. Stage of Change model (Motivation Theory).

Practice: The case of John: Examine this case in light of the Stage of Change Model (Motivation Theory). Class discussion.

HOMEWORK: Write a 300 words composition: Given what you have learned, what can John do to manage his situation and perform better. How could you help him? Time New Roman, 12 cpi, simple.

- 9. Being a healthy coach 2:** Coach Role and responsibility on Burnout: Different models. Symptoms. Treatment and Prevention. Overtraining. Staleness. Causes of overtraining. Symptoms. Treatment and prevention. Coaches' Burnout. Drugs, Doping, WADA organization and ADAM System. Individual differences in athlete burnout causes overtraining.

Reading : Wilczyńska, D.; Qi, W.; Jaenes, J.C.; Alarcón, D.; Arenilla, M.J.; Lipowski, M. Burnout and Mental Interventions among Youth Athletes: A Systematic Review and Meta-Analysis of the Studies. *Int. J. Environ. Res. Public Health* 2022, 19, 10662. <https://doi.org/10.3390/ijerph191710662>

- 10. Values and Sports: Coaching equality perspective: PSYTOOL Project:** Racism and violence in Sports. Different types of discrimination: gender, sexual orientation. Promoting values in sports: European Erasmus+ Projects.

Reading: Jaenes et. al. (2017). Racism and discrimination in Sports. PSYTOOL project.

CLASS DISCUSSION: Larry Nassar case