

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: 14-05c  
UWUCC Action-Date: AP-9/16/14 Senate Action Date: App 10/7/14

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit Health and Physical Education	Phone 7 6248

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: HPED 333 Psychology of Coaching

Proposed course prefix, number and full title, if changing:

**2. Liberal Studies Course Designations, as appropriate**

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Intensive (include W cover sheet)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change                       New Track  
 New Degree Program                       New Minor Program     Liberal Studies Requirement Changes                       Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		3/27/2014
Department Chairperson(s)		3/28/2014
College Curriculum Committee Chair		6/24/2014
College Dean		9.4.14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		9/16/14

Received  
SEP 17 2014

Received  
SEP 9 2014

Liberal Studies      Liberal Studies

## Part II. Description of the Curriculum Change

### 1. New Syllabus of Record

#### SYLLABUS OF RECORD

##### I. Catalog Description

HPED 333 Psychology of Coaching 2 class hours  
0 lab hours  
2 credits

Prerequisite: None 2c-01-2cr

Emphasizes the interaction between sport psychology and coaching strategies. Includes history of sports psychology, motivating athletes, coaching various personality types, and controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examines aggression in sport as well as gender differences and cultural diversity issues.

##### II. Course Outcomes

Upon completion of this course the student will be able to:

1. Identify how personality types influence sport performance
2. Develop guidelines for effective goal setting in sport to promote self-confidence
3. Create strategies to use imagery theory in training athletes
4. Analyze the influence of reinforcement, punishment, and shaping on the motivation of athletes
5. Devise a strategy for promoting task and social team cohesion
6. Analyze the effect of anxiety on peak performance
7. Construct strategies to manage stress, control “choking” and promote effective cognitive interventions
8. Construct a plan of character development to control aggressive behavior in sport
9. Compare the difference between exercise adherence and exercise addiction

##### III. Course Outline

A. History of sport and exercise psychology 2 hours

1. Early roots and Griffith’s sport psychology theories
2. Emergence of sport psychology as a sub-discipline
3. Sport psychology today

B. Personality attention and cognitive skills 4 hours

1. Personality measures
2. Personality characteristics in sport
3. Imagery models and attention
4. Cognitive control strategies
5. Goal setting in sport

C. Motivation	4 hours
1. Motivation in sport	
2. Cognitive approaches to motivation	
3. Attributions and sport	
4. Participation motivation	
5. Exercise dependence	
D. Exam	1 hour
E. Emotions, stress and coping	3 hours
1. Positive and negative emotions	
2. Competitive anxiety and performance	
3. Emotional control and stress management techniques	
4. Relaxation exercises	
F. Social Influence	4 hours
1. Social reinforcement and performance	
2. Group dynamics	
3. Cohesion in sport and exercise groups	
4. Social cohesion and task cohesion	
G. Exam	1 hour
H. Aggression in sport and character development	4 hours
1. Theories of sport aggression	
2. Theories of sport fan aggression	
3. Interventions for character development	
4. Strategies to control aggression in sport	
I. Gender differences and cultural diversity	4 hours
1. Multi-cultural framework	
2. Gender differences in sport	
3. Gender differences in exercise psychology	
4. Race and ethnicity in sport	
5. Social class and sport participation	
J. Exam	1 hours
O. Culminating Activity	2 hours

#### **IV. Evaluation Methods**

Evaluation of the students will consist of:

30% Examinations: Three exams will be given throughout the semester.

30% Article Critiques: Articles will be critiqued and summarized on topics related to the course content. Articles will be chosen from professional journals.

20% Research Paper: Students will research a topic of sport psychology of their choosing.

20% Case Study Analysis: Case studies will be evaluated with proposed plans of action by the student as they assume the role of coach.

**V. Grading Scale**

≥90% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; < 60% = F

**VI. Attendance Policy**

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

**VII. Required Textbook**

Weinberg, R. & Gould, D. (2011). *Foundations of Sport and Exercise Psychology* 5<sup>th</sup> Edition. Human Kinetics. Champaign IL.

**VIII. Special Resource Requirements**

None

**IX. Bibliography**

Burton, D. & Raedeke, T. (2008). *Sport Psychology for Coaches*. Human Kinetics. Champaign IL.

Cox, R. (2007). *Sport Psychology* 6<sup>th</sup> ed. McGraw Hill. New York.

Dorfman, H. (2005). *Coaching the Mental Game*. Taylor Trade Publishing.

Gill, D. & Williams, L. (2008). *Psychological Dynamic of Sport and Exercise*. (3<sup>rd</sup> ed.). Human Kinetics. Champaign, IL.

Horn, T. (2008). *Advances in Sport Psychology*. 3<sup>rd</sup> Edition. Human Kinetics. Champaign IL.

*Journal of Clinical Sport Psychology*. Human Kinetics. Champaign IL.

*Journal of Sport & Exercise Psychology*. Human Kinetics. Champaign IL.

LeUnes, A. (2008). *Sport Psychology*. Psychology Press.

Murphy, S. (2005). *The Sport Psych Handbook*. Human Kinetics. Champaign IL.

Nichols, A. & Jones, L. (2013). *Psychology in Sports Coaching*. Routledge. New York.

Smith, R. & Smoll, F. (2012). *Sport Psychology for Youth Coaches: Developing Champions in Sports and Life*. Rowman & Littlefield Publishers.

*The Sport Psychologist*. Human Kinetics. Champaign IL.

Williams, J. (2009). *Applied Sport Psychology*. McGraw-Hill.

*New Catalog Description*

HPED 333 Psychology of Coaching

2c-01-2cr

Prerequisite: None

Emphasizes the interaction between sport psychology and coaching strategies. Includes history of sports psychology, motivating athletes, coaching various personality types, and controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examines aggression in sport as well as gender differences and cultural diversity issues.

## **2. Summary of proposed revisions**

HPED 333 Psychology of Coaching is being revised to reflect current theory and practice in the psychology of sport. Students who enroll in this course will have an interest in athletic coaching as a profession.

- Course description will match the evolution of psychology of sport
- Course objectives will match current trends in philosophy of sport
- Course syllabus will address all topics pertinent to psychology of sport

## **3. Rationale for Revision**

HPED 333 Psychology of Coaching has not undergone a course revision since 1980. Practices, strategies and theories of psychology in sport have evolved into more prominent status in the world of competitive sport. For current students to understand appropriate use of sport psychology theories with their athletes, an updated course is necessary. Research in this sub-discipline has expanded in the past two decades.

#### 4. Old Syllabus of Record

##### EP 333 Psychology of Coaching

Monday/Wednesday - 11:45-12:45

Zink, Room 105

TEXT - EFFECTIVE COACHING - A PSYCHOLOGICAL APPROACH by Fuoss and Troppmann

##### OBJECTIVE

The objective of the course is to provide for the student an opportunity to inquire into the coaching/teaching experience. This will be done through (a) the identification of the various roles of the coach and the sport psychologist, (b) the identification of the various characteristics of the environment in which the sports activity occurs, (c) the establishment of the individual needs and performance goals of the athlete, and (d) recognition and use of the tools/methods that are available to influence motor behavior/skill.

##### CLASS ACTIVITIES

Lecture	Speakers
Discussion	Audio-visuals
Reports	Tests
Examinations	Major paper

##### EVALUATION

Class participation	Major paper
Test performance	Test construction
Readings	Observations
Reports	

##### STUDY GUIDE

January 25 - Orientation  
January 30 through February 15 - Part I, Chapters 1, 2, 3  
February 20 through March 5 - Part II, Chapters 4, 5  
March 7 through April 10 - Part III, Chapters 6, 8, 9, 10  
April 25 through May 9 - Part IV, Chapters 11, 12  
April 14 - Final Examination

##### TEST SCHEDULE

##### Construction Due Date

1	Part I	- February 15	February 8
2	Part II	- March 5	February 27
3	Part III (6 & 7)	- March 15	March 7
4	Part III (8 & 9)	- April 9	April 2
5	Part III (10)	- April 18	April 11
6	Part IV	- May 9	May 2

### TEST FORMAT

10 True or False  
10 Multiple Choice  
10 Matching  
10 Completion  
5 Bonus Question

Written in such form as to use  
computer answer sheets.

### READINGS - 4" x 6" index card - one per chapter

Your name, resource entry (author, title, source, date) summarize,  
respond  
Due in class, for discussion, on the second day of discussion of the  
chapter.

### REPORTS

Oral presentation to the class. At least five minutes in length.  
Taken from one of the selected readings at the end of the chapter with a  
visual aid or handout prepared to illustrate the presentation. Typed  
copy of the selected topic presentation.

**OLD SYLLABUS OF RECORD**