

## Course Outcomes Guide

**Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!**

**Course/Program Title: PED 226 – Sport Psychology**

**Date: 2/4/13**

Sports Psychology for Coaches provides information that coaches need to help athletes build mental toughness and achieve excellence – in sport and in life. You will see how assisting your athletes in developing mental skills such as motivation, energy management, focus, stress management and self-confidence lead to increased enjoyment, improved life skills, and enhanced performance. Special emphasis will be placed on sportsmanship and building positive relationships with athletes, parents, officials, spectators, media and other coaches.

**Course/Program Team: Robert Myers, Thomas Burge, Shannon Cameron**

**Expected Learning Outcomes: Student will be able to:**

- Develop a positive coaching philosophy that develops the student athlete both mentally and physically.
- Examine the mental side of how athletes act, think and feel when they practice good sportsmanship within various settings.
- Construct a mental skills training program that will allow your athletes to attain and maintain a mind-set that fosters peak performance.
- Create an organized practice schedule and training plan for a specific sport.
- Present a formal Case Study analyzing a coach and reflecting upon their methods.

**Assessment (How do or will students demonstrate achievement of each outcome?)**

- Students will defend a position regarding a coach they feel displays a positive coaching philosophy through an oral presentation to their peers.
- Students will attain 70 percent proficiency on a written exam and reaction essay covering the foundations for conducting mental training.
- Students will create a plan and present the plan regarding mental skills training in sport.
- Students will use mathematical computations and data analysis to create an organized and efficient practice schedule for the sport of their choice, which will not only bring about peak performance in the athletes, but allow for most sufficient mental clarity.
- Students will reflect upon and present a 1000-word essay using MLA format regarding a current or past coach and their methods of leadership.

**Validation (What methods have you used or will you use to validate your assessment?)**

- Collect data as to the percentage of students who are successful in meeting those standards at a 70 percent proficiency.
- Evaluate and use scoring rubric for oral and visual presentations and its accuracy at the conclusion of each semester

- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.
- Collaborate with a member of the STEM Division to share our data as to students' readiness to compute the various formulas used in the HPELS Division.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both skill and writing proficiency.
- Data collection will begin at the conclusion of the spring 2013 semester and be ongoing.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

**Budget Justification** (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors