Auburn University

Course Number: KINE 3840   
Course Title: Coaching the Mental Side of Sports

Distance Course  
Credit Hours: 3 semester hours  
Prerequisites: None  
Co-requisites: None  
   
Term: Spring 2025  
Day/Time: Distance Education Course  
Instructor: Mr. Anthony W. Fava  
Office Address: rm 035 KINE BLDG (lower level), Contact me by email  
Contact Information: [awf0016@auburn.edu](mailto:awf0016@auburn.edu)

Office Hours: Distance course; available by email, Zoom and/or in-person appointments by request. I will respond to emails ASAP (Monday-Friday).

### **Course Description**

This course is designed to help you understand athletes' psychology and how to provide them with mental skills to enhance their performance in athletics, academics, and life.

### **Student Learning Outcomes (SLOs) and Course Objectives**

* Course Objectives:

Upon completion of the course, you should be able to:

* **Objective #1:**Students will develop a better understanding of how athletes act, think, and feel when they practice and compete.
* **Objective #2:**The course will enable students to better assist athletes in developing mental skills for performance enhancement in practice and competition.
* **Objective #3:**Students will become proficient at providing and utilizing sport psychology theories in real-world examples.
* Department Outcomes (For Majors and/or Non-majors)
* **Outcome 1**: Students will understand athletes' psychology and how to provide them with mental skills to enhance their performance in athletics, academics, and life.
* University SLOS/SLOs for Majors:
* **SLO 2**: Students will be able to **effectively locate, evaluate, and summarize published information** about coaching philosophy.  They will be able to identify appropriate sources for specific information needs and use appropriate search tools and search strategies to access needed information.
* **SLO 4**: Students will be able to communicate effectively to the appropriate audience in the written genres common to biological sciences (e.g., research articles). Components of successful **written communication**include the effective organization of scientific content, appropriate use of language, and correct use of scientific citations.
* **SLO 6**: Students will develop their metacognitive skills. Metacognition is defined as the process by which **students reflect on and communicate about their role in learning**. Reflection and communication may include: 1. Awareness of choices made in response to opportunities (i.e. homework, office hours, review sessions) and constraints on learning (i.e. challenging problems, short time frames), and/or; 2. Evaluation of the success of such choices, particularly across tasks and contexts. Ultimately, these activities should help students develop and articulate their coaching philosophy knowledge and its value to their professional and lifelong learning goals.

### **Materials and Resources**

#### **TEXTBOOK:**

Burton, Damon, and Thomas D. Raedeke. Sport Psychology for Coaches. Champaign, IL: Human Kinetics, 2008. (**REQUIRED).**

* ISBNs – 9781492574354, 9780736039864

Afremow, Jim. The champion's mind: how great athletes think, train, and thrive. Rodale, 2015. (**REQUIRED**)

* ISBNs: 9781623365622, 9781623361495

This course participates in the [ALL ACCESS PROGRAM](https://www.aubookstore.com/t-textbook_allaccess.aspx) (Links to external site) which includes access to the eBOOKs beginning on the first day of class.

All Access is automatically provided for the class and is billed to your Auburn eBill.

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, KINE 3840, you’re getting access for the semester to two books: Sport Psychology for Coaches by Burton and The Champion’s Mind by Afremow. Both are required content for the course.

**How do I find them?**

Totally easy to find…. look on the left-hand side of the course page in Canvas and you’ll find the content under the RedShelf link.  If you have any trouble, check out this link: <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>  (Links to an external site).

**What does it cost?**

For the first two weeks of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is ~$34 for Burton and ~$16 for Afremow. The print price used to be $80 for both.

If you want to **opt out** and not be charged, all you have to do is follow the instructions see: <https://www.aubookstore.com/t-txt_allaccessoptout1.aspx> (Links to an external site). ***You’ll lose access at the end of the second week of class,*** unless you’ve purchased it on your own.

You can opt out of one or both books if needed.

**How do I pay?**

If you’re still opted in on the 15th day of class, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email MNH0016@auburn.edu and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you or have them for pickup in the store. Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at http://solve.redshelf.com (Links to an external site.)
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

**Russell Weldon books@auburn.edu or 844-1352**

* Also, <http://aub.ie/allaccess> (Links to an external site) has more info as well.

#### **ADDITIONAL READINGS:**

Articles pertinent to each week’s topics will be posted for students on Canvas.

### **Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

* Logging On

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log onto the course website regularly to work through course materials and participate in course discussions.

* Posting Responses

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone’s schedules beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responses to online discussions.

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### **\*Course Structure\***

The course will follow this general pattern:

* **At the start of each module**, students will see an overview of what topics will be covered in that module. Each section of the module is meant to be covered sequentially, and each module must be completed in order.
* **To supplement the textbook**, students will read through the information on the Canvas page at their own pace, watch and take notes on videos that are included, and interact with images, diagrams, and animations on each page to facilitate learning and retention of material.
* **At the end of each module**, students will find a summary that may include sample questions to help test their knowledge. In several modules there will also be a graded quiz on the covered material to test your knowledge.
* **Throughout the course**, students should be continually reviewing and answering their reflection journal.

**The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email.**

#### **OUTLINE OF COURSE**

This course will be broken up into nine modules. The following outline presents the topics to be covered in each module.

### **Module 1: Coaching Philosophy**

**Learning Objective(s)**:

1) Understand the importance of a coaching philosophy

2) Begin to develop coaching philosophy

### **Module 2: Communication and Intro to Mental Skills Training**

**Learning Objective(s):**

1) Learn how to convey an effective message

2) Understand why communication is important for coaching

3) Evaluate your own communication skills

4) Understand the benefits of mental training techniques

### **Module 3: Goal-setting**

**Learning Objective(s):**

1) Understand process, performance, and outcome goals

2) Understand long-term vs. short term and SMART goals

### **Module 4: Imagery**

**Learning Objective(s):**

1) Understand different types of imagery (focus on PETTLEP)

2) Understand the benefits of imagery

3) Learn how to read a research article

### **Module 5: Self-talk**

**Learning Objective(s):**

1) Learn about different types of positive and negative thought patterns

2) Understand how coaches can influence their athlete's self-talk

3) Understand growth mindset and how it is related to self-talk

### **Module 6: Motivation**

**Learning Objective(s)**

1) Understand the motivation continuum

2) Know the 3 basic needs according to the Self-Determination Theory (SDT)

3) Understand how coaches can help meet those needs and create an environment to foster intrinsic motivation

4) Understand mastery vs. outcome orientation and how to foster a mastery-oriented environment (TARGET)

### **Module 7: Self Confidence**

**Learning Objective(s):**

1) Understand how to help athletes increase their self-confidence

2) Understand how self-confidence can influence performance

### **Module 8: Energy and Stress Management**

**Learning Objective(s):**

1) Understand the inverted U relationship between arousal and performance

2) Learn strategies to improve athlete’s focus/overcome concentration roadblocks

3) Learn strategies to help athletes manage their stress and energy levels

### **Module 9: Attention**

**Learning Objective(s):**

1) How focus changes from novice to expert athletes

2) Understand internal vs external focus

3) Learn techniques to train selective attention

### **Module 10: Mental Plans and Mental Skills Training Programs**

**Learning Objective(s):**

1) Understand the three major types of mental plans and why they are important

2) Develop a mental preparation plan

3) Develop a mental performance plan

### **Module 11: Mental Plans and Mental Toughness**

**Learning Objective(s):**

1) Develop a mental recovery plan

2) Be able to discuss mental toughness

3) Apply techniques learned throughout the course to improve different areas of mental toughness

### **Module 12: Mastering Mental Skills**

**Learning Objective(s):**

1) Review and add to the mental techniques we have discussed in the course

2) Learn about how the techniques we have discussed throughout the course have been used by the top coaches and athletes in various sports

### **Module 13: Being in the Zone and Nutrition**

**Learning Objective(s):**

1) Review and add to the mental techniques we have discussed in the course

2) Learn about how the techniques we have discussed throughout the course have been used by the top coaches and athletes in various sports

### **Module 14: Maintaining Mental Toughness**

**Learning Objective(s):**

1) Review and add to the mental techniques we have discussed in the course

2) Learn about how the techniques we have discussed throughout the course have been used by the top coaches and athletes in various sports

### **Assignments and Projects**

* Class Discussions

The discussion posts are designed to give students the opportunity to evaluate, critique, and discuss the readings, talks, and articles with other students. Students are expected to provide thoughtful comments and feedback in response to other students.

* Graded Assignments

**Textbook/Reading Assignments:**This portion of the class will consist of reading assignments from the Burton and Raedeke text as well as supplementary assignments of articles and talks.

**Champion’s Mind Assignments:**These assignments are designed to exhibit the student’s understanding of the material read in the Champion’s Mind text.

* Quizzes and Scenarios

Quizzes will be administered throughout the semester. The quizzes will cover material from the readings, lectures, talks, and articles.

The scenarios will test the student’s knowledge of the past and current modules.

* Reflection Journal

The reflection assignments are designed to provide an opportunity for students to look back on each module and **think about how it might influence their coaching philosophy throughout the semester. These will be the basis for the final coaching philosophy project.**

* Final Project

The assignment is a **comprehensive poster** designed to integrate the topics and ideas presented throughout the semester. The end result of this project will be a **comprehensive coaching philosophy that students may use for future coaching positions**.

### **Grading and Evaluation**

Achievement in this course will be assessed through completion of the following activities:

|  |  |
| --- | --- |
| Assignment Type | Grade % |
| Discussions | 10% |
| Learning Assignments | 20% |
| Champion's Mind assignments | 10% |
| Quizzes *(& any assigned scenarios)* | 25% |
| Reflection Journal | 10% |
| Final Project | 25% |
| **Total** | **100%** |

#### **GRADING SCALE**

Grades are determined on straight percentages as follows:

|  |  |
| --- | --- |
| Letter | Range |
| A | 90%+ |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% or less |

**\*Grades will be rounded up (if >.5) at semester end.**

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a 2.0 average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

For more detailed information about university grading standards, please refer to information on the following link: Auburn University Undergraduate Academic Policies on Grades

#### **POSTING/APPEALING EXAM AND ASSIGNMENT GRADES**

All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

### **Course Policies**

### **Late Assignment Policy**

It is very important that students submit work on time or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm CT on the date noted on the class calendar. Any assignment that is submitted after the due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

### **Make-Up Policy**

If a quiz/exam is missed, a make-up quiz/exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

* Arrangements to take the make-up exam must be made in advance and the exam taken within 5 days of the missed exam.
* Students who miss an exam because of illness should inform the instructor prior to the missed class if possible.
* A doctor’s statement for verification of sickness is required and should clear the absence with the instructor the day the return to class.
* Other unavoidable absences from campus must be documented and cleared with the instructor in advance**.**

**No late assignments or quizzes will be accepted outside of extreme circumstances noted by the professor**.

Please carefully adhere to established assignment deadlines. In such a case the instructor will have the discretion of lowering the assignment a percentage of the overall grade for each day that it is late.

### **Distance Learning Policy**

This course uses a combination of online course content and active participation. All course assignments and expectations are included in the syllabus as well as online. If clarification is needed for any assignment students can discuss with the instructor by email or schedule office hour meetings for further instruction. Email is the best way to contact the instructor [awf0016@auburn.edu](mailto:awf0016@auburn.edu)

### **Faculty Communication and Feedback**

At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the instructor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps in the video linked here to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact Auburn University's OIT Help Desk for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

Students are to contact their instructor via email. If a student has any questions regarding class material and assignments, they are to first review lectures, syllabus, and assignment instructions. If the question is not addressed in these materials, then the student should email the instructor for additional assistance. All emails to the instructor **MUST** include the following:

* Your course and section number
* A salutation (including your instructor’s name)
* A well formatted, grammatically correct email
* A professional closing
* Your name

**INSTRUCTORS SHOULD NOT BE EXPECTED TO ANSWER EMAILS THAT DO NOT INCLUDE ALL OF THE ABOVE COMPONENTS. DISRESPECTFUL EMAILS WILL NOT BE TOLERATED.**

**This course will be supported by Auburn University’s Canvas platform.** The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

### **Instructor Assistance with Course Performance**

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

### **Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Behave and communicate professionally on-line and in any postings. Unprofessional postings will result in the removal of this privilege and the inability to gain points. Additionally, you may be removed from this course for unprofessional conduct.
* Remember that postings may be misinterpreted, and not to post responses when you are angry. **\*This goes for e-mail correspondence with classmates and the instructor.**
* Remember all of your discussions are public; it’s easy to forget this in chat rooms or on the discussion board.
* **If you find a posting that you find offensive or inappropriate please notify the instructor immediately.**
* Please include a salutation and sign all e-mails, just as you would a letter.
* Do not use texting abbreviations in postings or e-mails.
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

### **Program Policies**

### **Academic Integrity**

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the KINE 3840 course pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: Auburn University Student Academic Honesty Code

### **Accessibility**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are immediately needed. If you need accommodations but have not established them, make an appointment with the Office of Accessibility, 1228 Haley Center, 334-844-2096.

### **COVID Related Policies**

*While this is an online course, you should be aware that these are the on-campus policies if you are wishing to utilize the testing center.*

### **Statement on COVID-19 physical distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

### **Face covering policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.