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SPMG 570-91 Psycho-Social Aspects of Sport

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SPMG 570-91   Psycho-Social Aspects of Sport
3 Credits – Graduate

May 12 – June 12, 2014

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This is an elective, online course within the Sport Administration program. This course is 5 weeks and as such is very intensive and requires strict attention to deadlines and organization.

Course Description:
An introduction to the historical, sociological, and psychological aspects of sport in society and how it relates to individuals, groups and organizations.

This course also aligns with the following accreditation standards and benchmarks for the profession:

A. COSMA Standards (formerly SMPRC): This course satisfies the Common Professional Component (CPC) topical area that includes: A. Social, psychological and international foundations of sport.

B. NASPE National Coaching Standards
Domain 1 — Philosophy and Ethics
Standard 1: Develop and implement an athlete-centered coaching philosophy. A well-developed coaching philosophy provides expectations for behaviors that reflect priorities and values of the coach. An appropriate coaching perspective focuses on maximizing the positive benefits of sport participation for each athlete.

Benchmarks:
- Identify and communicate reasons for entering the coaching profession.
- Develop an athlete-centered coaching philosophy that aligns with the organizational mission and goals.
• Communicate the athlete-centered coaching philosophy in verbal and written form to athletes, parents/guardians, and program staff.
• Welcome all eligible athletes and implement strategies that encourage the participation of disadvantaged and disabled athletes.
• Manage athlete behavior consistent with an athlete-centered coaching philosophy.

**Domain 4 — Growth and Development**

**Standard 18:** Provide athletes with responsibility and leadership opportunities as they mature.

Sport provides an atmosphere for trial and error through practice and competition. Sport also allows opportunity for athletes to be challenged by additional responsibility. Through these opportunities, athletes learn how to deal with conflict, engage in problem solving, and seek positive resolutions. The coach should engage athletes in opportunities that nurture leadership and teamwork that can be learned on the field and exhibited in life.

**Benchmarks:**

• Teach and encourage athletes to take responsibility for their actions in adhering to team rules.
• Design practices to allow for athlete input and self-evaluation.
• Communicate to athletes their responsibility in maintaining physical and mental readiness for athletic participation and preparation for competition.
• Encourage athletes to practice leadership skills and engage in problem solving.
• Provide athletes with different tools to manage conflict.
• Provide specific opportunities for athletes to mentor others.

**Domain 5 — Teaching and Communication**

**Standard 24:** Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

Mental skill training assists the athlete in improving athletic performance. The variety of tools available allow the athlete to manage stress and direct their focus on their performance.

**Benchmarks:**

• Demonstrate appropriate use of intrinsic and extrinsic rewards to enhance motivation and learning.
• Share with athletes effective stress management coping strategies.
• Utilize sound mental skills to build athlete self-confidence.
• Help athletes to develop a mental game plan that includes pre-game preparation, a contingency plan for errors during competition, and how to avoid competitive stress.
• Help athletes improve concentration by learning attention control strategies.
**Required Text:**

**Recommended Text (not required):**

**Instructional Format:**
This course is 100% online

**Introduction:**
We all receive our information about sport today in virtual real time. The local news or ESPN’s Sports Center operate at a snail’s pace compared to new media deliveries like Facebook updates, Twitter, YouTube, and smart phone capabilities (Schoenstedt & Reau, 2010). Through these mediums it becomes obvious that there are an abundance of social and cultural issues related to youth and adult participation, athlete development, motivation, diversity and research that are forefront and center almost everyday. It may sometimes appear that sport issues are limited to professional and college sports but this is far from the truth. Serious issues extend to the interscholastic level and to youth sports. A few examples include but are not limited to: recruiting violations, illegal benefits, violence, hazing, performance enhancing drugs, gender and racial inequity; mistreatment due to homophobia, bullying, the improper behavior or language of coaches, athletics administrators, parents, and fans, misunderstanding and subsequent bias against hidden disabilities, and/or out-of-control boosters. While ethical leadership and decision-making in sport will be covered in depth in other classes, it is a ubiquitous issue that deserves discussion throughout the sport studies curriculum.

The causes of the above examples are speculative, but perhaps we could borrow from Crone (1999) who proposed the development of a theory of sport around three independent variables: a) the degree of emphasis on winning, b) the degree of emphasis on extrinsic rewards (e.g., money, power, and prestige), and c) the amount of bureaucratization. The pressure on athletes and coaches to win is intense and even in interscholastic sports where no scholarships exist and acquiring an education is proclaimed as the primary objective, the culture of sports often dictates a win at all costs attitude and the job security of coaches depends on it. In addition, the spiraling cost of a college education, and the lure of professional sports salaries, encourages parents to push their children into
athletics like never before. Yet, almost 70% of athletes quit organized sport by the
time they are 13 years old and the top two reasons are the behavior of coaches
and parents (Martens, 2008; National Coaching Report, 2009).

Recognizing the sociological, psychological, and cultural underpinnings of sport is
an important step in understanding and disseminating crucial information in the
sport industry at all levels.

More recently, the growth in diversity education has revolved around the ethical
issues of justice and fairness when working with multiple kinds of athletes of all
ages. Diversity has many faces but this course will particularly look at race,
gender, sexual orientation, and hidden disabilities.

Finally, this course will discuss several social and cultural aspects of sport from
historical and current perspectives.

**Student Learning Objectives:**
The student should be able to:

1. identify the historical relationships between sport, society, culture and
   physical activity as evidenced by discussion and readings.
2. discuss critically how social theories contribute to the study of sport.
3. explore how individuals and special populations (especially hidden
disabilities and diverse groups) are socialized into sport through case
   study evaluation.
4. relate how sport deviance and violence affects the sport environment.
5. research and explain an historical or contemporary event or concept in
   sport with a socio-cultural lens through an educational presentation
   Power Point.
6. evaluate research and journal articles on various aspects of sport and
   society.
7. create a personal philosophy of sport and its importance in society and
   culture through a written self-assessment.

**Topics for discussion:**
1. The paradoxes of Sport.
2. Sport Sociology and Diversity in Sport
3. Sport Psychology and Motivation in Physical Activity & Sport
4. Gender, race and social class in sport.
5. Sport, politics, and religion.
6. Contemporary Issues in Sport
Learning Modules:
1. Introduction, History of Sport, Social Theories
2. Selected Issues in Sociology and Diversity of Sport
3. Selected Issues in Psychology of Sport

Supplemental Materials:
Readings:
Articles and readings for each module will include sections from the textbook, related readings and exercises listed in each module and articles from the library in Sport Discus or Web of Knowledge as well as APA formatting. Please refer to the links on Canvas.

Websites:
External websites will provide opportunities for further investigation of the module topics.

- Free online subscriptions:
  lists@momentummedia.com
  athleticbusiness@athleticbusiness.com

Multimedia:
YouTube videos, scenarios, voiceovers, podcasts etc. can be found as links in the modules.

Assignments:
- Discussion Boards
- Reflection Journals
- Scenario Creation
- Article Reviews (2 total)
  Required: Kaufman and Wolff, *Playing and protesting: Sport as a vehicle for social change*

- Educational Power Point Project on a topic related to or that has influenced the history, socio-cultural and/or psychology of sport. Examples include: Munich Olympics, Steroid Era, Hitler’s Berlin Olympics, Psychological Motivation in Sport, Gamesmanship v. Sportsmanship Behaviors, Gender Equity in Sport, Racial Equity in Sport, Sports and
Media, Sport and Politics, Sport and Religion etc. See Power Point rubric provided on Bb.

- Sport Philosophy Paper

**Participation & Expectations:**
- All students are expected to participate in online discussions on Canvas. Statistical tracking data will be enabled which logs the dates, times, and numbers of your posts.
- All assignments are to be submitted electronically by the due date specified. Once the discussion for a particular discussion board reaches the end date, it will not be possible to make late posts.

**Discussion Boards**

The discussion board is used for engaging in discussions about the course content. Whether in groups, or part of an overall class discussion, students are expected to actively participate in each required discussion throughout the term. Detailed discussion board participation requirements are provided in the syllabus. The faculty role is as an observer and facilitator. The instructor will be reading all messages and may participate in the discussion as appropriate.

- **Group Discussions:** You will be assigned to a specific group for your assigned discussion board activities within each learning module. The group discussion area can be accessed from the Discussion link on the main menu in the Canvas course.
- **Student Lounge:** This area contains forums for students to interact in common discussion areas. Use this area to network with students from across the program. You can introduce yourself, post messages to a lounge area, and ask questions about the program and other general topics. *The Student Lounge is not a graded activity.*

**Discussion Board Evaluation Criteria**

Discussion Boards for all three Modules are related to the text and readings. Posts will be evaluated on quality and quantity (a minimum of 4 posts per each discussion board and 8 minimum posts per module), as well as the degree to which they promote appropriate discussion with classmates. **PLEASE READ CAREFULLY!**

1. **Message Board 1 Participation (Eitzen textbook):** Message board threads or questions will be posted to mirror the text readings for each of the 3
Modules. You are required to post a total of AT LEAST four (4) times within EACH of the three modules as a response to the question(s) posed and/or comments made by your classmates and instructor. The instructor of the course will monitor posts. It is EXPECTED that posts occur at the beginning when discussion boards open so that discussion can be lively and timely. Please post in a timely manner. DO NOT wait until the last day to post.

2. **Message Board 2 Participation (Current Topics):** Message board threads or questions will be posted to mirror the readings and course materials as you apply the content in your own lives and careers for each of the Modules. You are required to post a total of AT LEAST four (4) times within EACH of the three modules as a response to the question(s) posed and/or comments made by your classmates and instructor. The instructor of the course will monitor posts. (Four posts at 5 pts. per post for 20 points per discussion board). It is EXPECTED that posts occur at the beginning of the Module so that discussion can be lively and timely. **You will note that there are due dates for the first post.** Please post in a timely manner for the remainder of the posts. DO NOT wait until the last day to post.

3. **Please note that a minimum of 4 posts for each of the two discussion boards within each module equals a requirement of a least EIGHT (8) posts per module except in Module 2 where there is only one.** Please refer to the rubric below for what constitutes appropriate responses.

4. **NOTE: There is only one discussion board in Module 2 so only four total posts are required.**

5. An acceptable response is one that that combines personal analysis, external research, and reaction to posts by other participants, and some synthesis (combining all elements into one comprehensive statement on the issue). See the rubric below.

6. Please be advised that the instructor has enabled statistics tracking.

7. You will NOT be able to go back and add posts once the deadline for posting has passed and we have moved on to the next Module.
Discussion Board Evaluation:

- Posts will be evaluated on quality and quantity, as well as the degree to which they promote appropriate discussion with classmates. Individual posts will be evaluated using the scale below:
  - Level 1: Is a response based solely on past experience and opinion.
  - Level 2: Is a response based upon research from both class resources and external sources (articles, books, websites, etc.).
  - Level 3: Is a response that combines personal analysis, external research, reactions to posts by other participants, and some synthesis (combining all elements into one comprehensive statement on the issue). See the Rubric describing Level, 3, 2, and 1 posts below.

Your final grade for each discussion forum will be based on the following rubric:

<table>
<thead>
<tr>
<th>Very Good/Excellent (18-20 points)</th>
<th>Good (16-17 points)</th>
<th>Satisfactory (14-15 points)</th>
<th>Unsatisfactory (13 or fewer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more posts at Level 3. Very good use of evidence to support points. Shows research beyond the required reading. Responses show consideration of other arguments and support/refute those arguments with additional evidence where appropriate.</td>
<td>One or more posts at Level 2. Good use of evidence to support points, but maybe missing important details from the assigned readings, or may not show research beyond the minimum requirements. Meaningful responses to other arguments; may accept those arguments at face value without challenging or verifying those arguments.</td>
<td>May have one post at Level 2, but others are lacking in detail. Some use of evidence to support points, but most of the argument is based on personal opinion or experience. May show little awareness of key information, demonstrating that the student has not read assigned material. Minimal responses to other posts.</td>
<td>May be missing one or more posts, or posts are at Level 1 and only based on personal opinion and shows no evidence of understanding of the assigned readings or additional research. Minimal or no responses to other posts. Points will be deducted for missed or late posts based on thoroughness of existing ones. For example, two very thorough posts at Level 2 and 3 might be worth 8/10, while two very brief ones would be only 6/10 points.</td>
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Reflective Journal

Another requirement of the course is the Reflective Journal. You are required to make a least two entries into your journal for each module of the course for a minimum total of 6 posts throughout the course. The required and graded reflection should be at least 200 words or half page long. Additional posts may be any length.
This journal should include your experiences, lessons learned, and reflections of all courses activities and discussions. This may include personal observations of ethical situations and diversity issues and/or how you are applying course content to your own life and coaching situations.

Use this personal journaling area to document your thought process, critical thinking, and understanding of the role ethics and diversity plays in sport depending on your situation and/or career. You may find this helpful when pulling together your information to write your sport philosophy and at times to use to contribute to group discussions. By its very nature, a philosophy is a living, ever-changing document that will likely evolve and change with time and experience. However, you are encouraged to use the journaling space more frequently throughout the term.

**Written Assignments**

- **Research Article Reviews** – A critical thinking process about current research in sport. Note: one required article and one of your choice for a total of two reviews. You may find articles in the library from the JSTOR database.
- **Scenario Creation** – An opportunity to use your own experiences and knowledge to construct a scenario about an example of gender discrimination that you create.
- **Educational Presentation** – You are challenged to educate your stakeholders on a social and/or cultural sport topic to include diversity components through a Power Point presentation.
- **Sport Philosophy Paper** – A seminal paper on your sport philosophy (beliefs, attitudes, perceptions, values) using content from the class and including elements of current socio-cultural issues in sport, ethical decision-making, inclusion of diversity, and athlete-centered mission.

Details for all assignments are available in each Module area of the Canvas course.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>275-300</td>
</tr>
<tr>
<td>B</td>
<td>250-274</td>
</tr>
<tr>
<td>C</td>
<td>225-249</td>
</tr>
<tr>
<td>D</td>
<td>200-224</td>
</tr>
</tbody>
</table>
**Course Policies**

**Communication**
Communication with your instructor during this course will generally be conducted by email, cell phone, and Canvas. Any general questions regarding course assignments, course content, and technical issues should be posted to other students or the instructor. (If you have a general question, it is likely that others do as well.) Your instructor will ordinarily respond to any questions within one business day. This means that any questions about assignments should be posted at least one day before the due date. Personal questions, such as those concerning grades or individual issues on assignments, can be directed to your instructor’s email or mobile. As with the general questions, your instructor will ordinarily respond to these within one business day.

**Participation**
Active and engaged class participation is an important component to online education, and it is an expectation of this course. Students are expected to offer comments, questions, and replies to all required discussion questions that are posed by the instructor (as well as advancing discussion initiated by other students) throughout the course. Posts should be made as soon as possible in the respective Module in order to give others in your group an opportunity to interact with you.

**Late Policy**
Assignments are due on the date indicated by the course schedule. An assignment is late beginning at 12:01am ET the day after the due date. In general, late assignments are subject to a 5% grade reduction for each 24-hour period after the due date. With adequate notification, family and personal emergencies may be exempt from this policy. Computer and other technical problems are not a legitimate reason for late assignments.

**Academic Honesty/Plagiarism**
In accordance with the Student Code of Conduct, instances of cheating, plagiarism, and all other forms of academic misconduct are prohibited. At a minimum, any of these offenses will result in a grade of F for the assignment. The maximum sanction imposed may include failure in the course and/or formal disciplinary action, including suspension or expulsion, being taken against you.

All assignments completed for this class must be the original work of the student and must be completed solely for this class. Please be aware that using ANY portion of work completed for another course or another purpose and submitting it in this class constitutes cheating. When in doubt, ask your instructor.
Netiquette
Netiquette is the set of rules and expectations governing online behavior and social interaction. Online discussion etiquette is an important part of this course. Discussion groups and email communication are an integral part of learning online. However, students must be aware of some of the Do’s and Don’ts of communication online. Please remember that you are in a classroom environment when participating in discussion boards, emailing the professor, and communicating with fellow students. If you wouldn’t say it or do it in a classroom, please don’t write it or do it in this online course.

Do’s
1. Grammar matters.
2. Spelling matters.
3. Review, Review, and then send/post!
4. Respect the privacy, beliefs, and opinions of your classmates.
5. You may challenge each other’s ideas, but not each other personally.
6. Read first… write later. Please read all posts and comments before responding, especially if the posts and comments elicit a strong reaction.
7. Remember, “Treat others as you would want to be treated”
8. Stick to the discussion topic at hand for each thread.
9. Do engage in other types of discussion (class-related or personal) in the “Student Lounge” provided on the group pages.

Don’ts
1. Don’t type in ALL CAPS. This is regarded as shouting.
2. Don’t engage in “Flaming.” In other words, no flying off the handle, no ranting, and no having a tantrum. This is totally an unacceptable behavior. If you wouldn’t do it in a classroom, don’t do it online.
3. Don’t make inappropriate comments. No objectionable, sexist, or racist language will be tolerated.
4. Don’t forget to use humor and sarcasm sparingly. Students cannot see your facial expressions or hear any voice inflections.

Disability Services/Policy
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately during the first week of class. All discussions will remain confidential. If you are not yet registered as a student with a documented disability, please contact the Office of Disability Services at 513.745.3280
Or visit the website at: http://www.xavier.edu/lac/
References:


Dieffenbach, K. (2009, November). Our profession is a powerful tool: A qualitative exploration of coaches’ thoughts on ethics in sport. Presentation at the International Conference on Coaching Education in Vancouver, Canada.


http://www.educ.uidaho.edu/center_for_ethics/research_fact_sheet.htm


