

**KINE 5171: Social Psychology of Sport
Fall 2008**

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Office Hours: 11-12pm
6.30-9.20pm
Thursday
PEB 219

Required Text:

Weiss, M.R. (2004). *Developmental sport and exercise psychology: A lifespan perspective*. Morgantown, WV: Fitness Information technologies Inc.

Resource Books and Journals:

- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: American Psychological Association.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Carron, A.V., & Hausenblaus, H.A. (1998). *Group dynamics in sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Driver, S. (2005). Social support and people with brain injuries. *Brain Injury*, 19 (13), 1067-1075.
- Driver, S. (2006). Applying physical activity motivation theories to people with brain injuries. *Adapted Physical Activity Quarterly*, 23, 148-162.
- Harter, S. (1978). Effectance motivation reconsidered. *Human Development*, 21, 34-64.
- Janssen, J. (2002). *Championship team building*. Cary, NC: Winning the Mental Game.
- McAuley, E., & Blissimer, B. (2000). Self-efficacy determinants and consequences of physical activity. *Exercise and Sport Sciences Reviews*, 28 (2), 85-88.
- McAuley, E., & Blissimer, B. (2002). Self-efficacy and attributional processes in physical activity. In Horn, T. (Ed.), *Advances in sport psychology* (pp. 185-205). Champaign, IL: Human Kinetics.
- Sears, S.R., & Stanton, A.L. (2001). Expectancy value constructs and expectancy violation as predictors of exercise adherence in previously sedentary women. *Health Psychology*, 20, 326-333.

Purpose and Objectives:

1. Understand different theoretical frameworks of motivation and how they apply to a sport and exercise environment. Theories include:
 - a. Harter's model of self-worth
 - b. Self-efficacy theory
 - c. Eccles Expectancy Value Model

2. Understand the different group dynamics involved in exercise and sport participation including:
 - a. Attitudes
 - b. Attributions
 - c. Social support
 - d. Aggression
 - e. Group cohesion
 - f. Teams goals
 - g. Team efficacy

3. Demonstrate competencies for using word processing software, library search engines, and journal articles to complete class assignments and the Web CT Vista system to access class materials.

4. Students will be able to read and evaluate current research articles and reference using the American Psychological Association format for citing.

Course Requirements:

Follow the instructions on the syllabus

Students are expected to follow the instructions outlined on the syllabus for each assignment. Detailed outlines for each course assignment are provided below and are available on Web CT Vista. Students who fail to follow the guidelines on the syllabus will be deducted points.

Referencing

Each assignment **MUST** follow the American Psychological Association (APA) guidelines for citing sources (e.g., books, web-pages, journals). These guidelines are available on Web CT Vista in the 'Handouts' Organizer box. A worksheet and photocopy of the APA guidelines are available and should be followed by every student for each assignment. Failure to do so will result in point deductions for the particular assignment. The challenge of each written assignment is to put the terminology in the journal/book etc into your own words. Thus, correct citing is imperative. See 'Academic Dishonesty' section of the syllabus for more detail.

Research Article Reviews (10pts each = 20pts total)

Students will have to find and review two (2) current research articles relating to the different topics of discussion covered in class. The research article **MUST** be data based and related to the topics discussed in class. Students must then write a two-page review (double spaced) summarizing the key components of the article in their own words. The review must include the following points (1) rationale (what they did, theoretical framework), (2) hypothesis (what they thought would happen), (3) method (how they did it), (4) results (what they found), (5) discussion (what the results mean), and (6) implications (how results impact you as a coach, teacher etc). Students must cite the journal article reviewed and attach a copy of the article to the review. Reviews that are not related to physical activity, do not consist of human participants, do not use APA referencing, or are longer than two pages will be deducted points.

Searching for Articles:

Students will be expected to search for articles using one of the library search engines such as EBSCOhost. Access EBSCOhost at <http://irservices.library.unt.edu/> by clicking on the E at the top of the page. Then click on the EBSCOhost link and it will open up the directory for the different search engines. You can then check the different search engines you want to access (e.g., MEDLINE, SPORTDiscuss, PsycInfo, ERIC). Click on the Continue button and begin your search. Type in key words such as ‘exercise’, ‘physical activity’, ‘group cohesion’, or ‘aggression’ to help you find appropriate articles.

Observing Team Dynamics (10pts each – 20pts total)

Students will observe two live (e.g., not on TV) different sporting/exercise events. During the observation students will observe the interaction between the coach and players, team mates, players and opposition, players and fans etc. Discussion should focus on the topics covered in class (e.g., attitudes, attributions, aggression, group cohesion, team goals, team efficacy). Written responses should be two (2) pages long (typed double spaced). Students **MUST** link responses to research studies or chapters discussed in class. All sources should be referenced appropriately using the APA format. A worksheet is available on Web CT Vista in the ‘Handout’ organizer box for guidance.

Teaching Experience (20pts each – 40pts total)

Students will each have the opportunity to teach two (2) classes on an assigned topic. Students will be graded on the content, group interaction, and teaching skills demonstrated. An evaluation rubric is available on Web CT Vista in the ‘Handout’ organizer box. Classes will be created in PowerPoint and the presentation will last for the entire class period. Readings must be assigned for the presentation one (1) week prior.

Mid-term and Final exam (20pts each – 40pts total)

The midterm will consist of four questions based on notes from the first half of the class (e.g., social support, theoretical frameworks). The questions will be based on the movie ‘Billy Elliott’. The final will consist of four (4) questions based on notes from the second half of the class (e.g., body image, leadership, burnout, injury, etc). Both the mid-term and final will be completed under ‘timed take-home’ conditions.

Grades:

A	90-100%	108-120pts	D	60-69%	72-83pts
B	80-89%	96-107pts	F	<59%	<71pts
C	70-79%	84-95pts			

Student Evaluation:

1. Abstracts for two topics	10pts each	(20pts total)
2. Teaching Presentation	20pts each	(40pts total)
3. Observing Team Dynamics	10pts each	(20pts total)
4. Mid-term and Final Exam	20pts each	(40pts total)

Total 120 points

Due Dates:

Assignments MUST be completed and brought to class on the assigned day – no late work will be accepted, unless prior arrangements have been made with the instructor. For any agreed upon late work, a point deduction will be taken (per day) from point total for that assignment. All work MUST be typed using a word processor and handed in to the instructor on the assigned day. Electronic copies will not be accepted unless prior arrangements have been made with the instructor.

Instructor Expectations:

Students are expected to actively participate in class discussions by asking questions, taking notes, and paying attention (e.g., no cellphones, magazines). Students must respect other people when they are talking by listening attentively and not engaging in their own conversations. Students are encouraged to keep in contact with the instructor throughout the semester via email or Web CT Vista. Students will be expected to use the Web CT Vista system to access class materials and check emails. It is the student's responsibility to regularly check Web CT Vista as the instructor will regularly post messages and instructions. The log in for Web Vista can be found at <https://webctvista.unt.edu>.

Attendance Policy:

Students are expected to arrive at class on time. Students who arrive more than 10 minutes late without the permission of the instructor will be given a 'tardy'. Two 'tardies' will equal an absence. Students are expected to attend each class. If students have to miss a class they should let the instructor know of the absence ahead of time. Students who miss more than two classes will automatically lose a letter grade. There are no excused absences. Students who miss four or more classes will receive a F for the class.

Eagle Mail Information:

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>

Academic Dishonesty:

Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments that are not meant to be group work, and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Students caught cheating during an exam will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Refer to the link http://www.unt.edu/csrr/cat_of_misconduct.htm for further information. It is your responsibility as a student and adult to read and understand these policies of the University and apply each code of conduct to your assignments. Students who are caught plagiarizing will automatically receive an F for the assignment. If a student is caught a second time they will receive an F for the class. The instructor uses www.turnitin.com to check assignments for plagiarism.

American with Disabilities Act Compliance:

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651. Copies of the Department of Kinesiology, Health Promotion and Recreation ADA Compliance Document are available in the Chair's Office, Physical Education Building, Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disabling conditions that will require modifications to avoid discrimination.

Family Educational Rights and Privacy Act (FERPA) Information

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

Tentative Outline for Class Topics, Readings, and Assignments

Class	Topics Readings	Assignment Due
Week 1 8/28	Syllabus – Objectives, assignments, expectations Introduction to Social Psychology of Sport	
Week 2 9/4	No class – outside assignment <i>Required – Chapter 1 Carron & Hausenblas</i>	
Week 3 9/11	Defining Social Support <i>Required - Chapter 11 Brustad & Babkes</i> <i>Supplemental - Driver (2005) p-1067-1075</i>	
Week 4 9/18	Harter’s Model of Self-Worth <i>Required – Chapter 8 Weiss & Williams</i> <i>Supplemental - Driver (2006) p-148-162</i>	
Week 5 9/25	Bandura’s Self-Efficacy Theory <i>Required – Chapter 13 Standage & Duda p.357-364</i> <i>Supplemental - McAuley & Blissimer (2000) 85-88</i>	Review Article 1
Week 6 10/2	Eccles Expectancy Value Model <i>Required – Chapter 5 Fredericks & Eccles</i> <i>Supplemental - Sears & Stanton (2001) 326-333</i>	
Week 7 10/9	Movie “ <i>Billy Elliott</i> ” Review for exam	Team Dynamics 1
Week 8 10/16	Mid-term Exam	
Week 9 10/23	Group 1 Body Image	
Week 10 10/30	Group 2 Gender	
Week 11 11/6	Group 3 Athletic Injury and Sport Behavior	Review Article 2
Week 12 11/13	Group 1 Working with Elite Athletes	
Week 13 11/20	Group 2 Drug Abuse in Sport and Exercise	
Week 14 11/27	No Class – Thanksgiving Holiday	
Week 15 12/4	Group 3 – Transitions Faced by Athletes	Team Dynamics 2

Possible Class Discussion Topics

I have chapters available for each of these topics. Plus, this list is NOT comprehensive so please feel free to add others

1. Transitions faced by athletes (Greendorfer, 2002; Wylleman & Lavallee, 2003)
2. Developmental Sports Injury Psychology (Wiese-Bjornstal, 2003)
3. Athletic injury and sport behavior (Udry & Anderen, 2002, Cox 2003)
4. Gender and Cultural Diversity (Gill, 2002, 2003)
5. Moral Development in Sport and Physical Activity (Weiss & Smith, 2002)
6. Coaching effectiveness in Sport (Horn, 2002)
7. Social Support and physical activity participation (Lox et al., 2003)
8. Interventions for enhancing physical activity participation for individuals and within a community (Biddle & Mutrie, 2001)
9. Working with college student-athletes (Andersen, 1998)
10. Working with elite athletes (Baillie & Ogilvie, 1998)
11. Diversity in sport (Cogan & Petrie, 1998)
12. Ethics in sport and exercise psychology (Whelan, Meyers, & Elkin, 1998)
13. Health related quality of life (Lox et al., 2003)
14. Body image/Health issues in sport and exercise (Lox et al., 2003)
15. Aggression and violence in sport (Cox, 2003)
16. Audience and crowd effects in sport (Cox, 2003)
17. Drug abuse in sport and exercise (Cox, 2003)
18. Burnout in athletes (Cox, 2003)
19. Coach/Parent/Athlete Relationships