

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
Kinesiology 4000: Psychology of Sport
Fall Semester, 2009
TR 11:00 AM – 12:20 PM
Room PEB 216

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(or by appointments for other times)

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American with Disabilities Compliance

The Department of Kinesiology, Health Promotion, and Recreation is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651.

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.

Academic Dishonesty

Cheating will not be tolerated in the class. You are not to receive information from another student or give information to another student during a test or quiz. You are to use only your memory during examinations. Students caught cheating during an examination or quiz 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.

Purpose

The purpose of this course is to provide students interested in sport and exercise psychology with an overview of the theories and principles that explain factors which influence human behavior in sport and physical activity. The American Psychological Association (Division 47) defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity.

Sport and exercise psychology practitioner focus primarily on:

- 1) Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.
- 2) Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

Required Text

Weinberg, R. S., & Gould, D. (2007). *Foundations of sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics.

The Weinberg and Gould (2007) text was written specifically for undergraduate students interested in sport and exercise psychology. Sport and physical activity related examples and visual aids are provided. The concept and application sections highlight and redirect the reader's attention to important principles immediately following their discussion.

Topical Contents

- Part I Introduction to Sport and Exercise Psychology
- Part II Understanding Participants
- Part III Understanding Sport and Exercise Environments
- Part IV Understanding Group Processes
- Part V Enhancing Performance
- Part VI Enhancing Health and Well-Being
- Part VII Facilitating Psychological Growth and Development

Learner Objectives

1. To develop an understanding of sociological and psychological factors related to human movement and behavior in sport and physical activity.
2. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research related to sport and physical activity.

3. To become acquainted with contemporary theory, research design, methodology and analytical techniques appropriate to sport and exercise psychology research.
4. To demonstrate an ability to incorporate sport and exercise psychology theory covered in class by completing a research project in the field.
5. To demonstrate effective interventions and strategies for improving human performance and effectiveness in sport and physical activity.

Evaluation

Activities	Points	Percentage	Your Pts.
Exam 1: Chapter 1-4 and Class Presentations	50	20%	
Exam 2: Chapter 5-10 and Class Presentations	50	20%	
Exam 3: Chapter 11-16 and Class Presentations	50	20%	
Project 1: Library Research Assignment & Quiz	25	10%	
Project 2: Social Reinforcement Field Observation & Quiz	25	10%	
Chapter Pop Quizzes	25	10%	
Class Participation (20 pts) and Research Activity (5 pts)	<u>25</u>	<u>10%</u>	
Totals	250	100%	

Attendance

Attendance is defined as being in the classroom the complete class period (11:00 AM to 12:20 PM). If you are in attendance you can listen and participate in the class activities and discussions. Showing up late, leaving early, or stepping out of class (e.g., to use a cellular phone) is distracting to the other students. Because attendance is defined as such, being late and/or leaving early will be counted as not being in attendance and may result in points deducted from your final point total. During most scheduled class meetings an attendance form will be circulated for you to sign or an activity will be used to document attendance. You will be allowed FOUR (4) absences during the semester for any reason. These **DO NOT** include exam or project quiz days. Following the FOUR (4) absences ("freebies"), 2 points will be deducted from the final point total for each additional absence. In the event that you are scheduled to take part in an official University function on the date of an exam, please contact me at once in order to schedule a make-up test session. If you need to speak with me and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both.

Grade Criteria

There are 3 exams that contribute to 60% of your final grade. You are required to take all three exams. A **green scantron** (form # 882-ES) will be used for **exams and quizzes**. There will also be two projects. Project 1 involves a research article critique and quiz and Project 2 involves a social reinforcement field observation and quiz. The projects represent 20% of your final grade. Typically, no late project papers will be accepted. In-class pop quizzes and class participation/research will make up 20% of your final grade. Scantrons will be provided for quizzes and exams. It is your responsibility to read the chapters and notes prior to attending the class pertaining to that chapter. Actively involving yourself in class discussions and activities can help improve your understanding of the topics covered and your grade.

Should you have any questions regarding project assignments, grading, exam results, etc., it is ***YOUR RESPONSIBILITY*** to see me well in advance of due dates. I will be happy to discuss any of the above with you.

Cellular Phones and Other Electronic Devices

As previously mentioned, cellular phones and other electronic devices (laptop computers, iPods, calculators, etc.) are distracting if used during class. During regularly scheduled classes turn cell phones to vibrate and completely turn off iPods, computers, and other electronic devices. Due to the activities we will do on most days, these devices should be placed in your backpack or under your desk. During quizzes, test, or other examination activities cell phones and other electronic devices must be turned off and stored in your backpack, under your desk, or in the front of the classroom. Failure to follow these instructions will result in you: (a) being asked to leave the classroom and/or (b) receiving a “zero” on the activity (quiz, test, etc.) of the day.

Typical Grading Scale

- A (90% to 100%)
- B (80% to 89%)
- C (70% to 79%)
- D (60% to 69%)
- F (< 59%)

Welcome to KINE4000 on Blackboard



Blackboard will be used to supplement the KINE4000: Psychology of Sport course which is primarily taught in a regular classroom environment (PEB216 on TTh at 11:00 AM to 12:20 PM). Students will be able to complete practice quizzes in Blackboard prior to taking quizzes and exams in class. Although many of the materials currently available on the KINE4000 website (chapter slides, project information, etc.) will be available on Blackboard, some of the materials will not. Thus, students will want to attend class, read the assigned book, view the on-line ancillaries that come with the assigned book, study the materials on the KINE4000 website, and utilize the self-test quizzes on Blackboard to gain an extensive understanding of sport and exercise psychology and experience success in the course.



[Syllabus](#)



[Projects](#)



[Chapter 1: Introduction, History, & Science](#)



[Chapter 2: Personality](#)



[Chapter 3: Motivation](#)



[Chapter 4: Arousal, Stress, & Anxiety](#)



[UNT Libraries Resources for Distributed Learning](#)



[Student Orientation to WebCT Vista](#)

In-class Quizzes

This course is about **learning life skills, taking responsibility for oneself, and developing more effective strategies and habits to improve performance**. Therefore, it is your responsibility to read the material (i.e., syllabus, chapters, notes, and assignments) and prepare for each class day. Quizzes will be given to determine if you are in attendance and adequately preparing for class and the course exams. The quizzes will be structured similar to the exams (i.e., multiple choice and true/false questions). Each quiz will have 10 questions (each question is worth 1/2 point) that cover the section(s) and/or chapter(s) that were to have been read for class or material presented in a prior class. Scantrons will be provided for in-class quizzes. (*Important Note:* Missing a quiz results in a zero for that quiz. Hence, show up on time prepared for the class.)

Tip for preparing for quizzes and exams: (a) read the material, (b) outline the material using the notes provided, (c) define the terms and answer the review questions at the end of each chapter, (d) make the review questions into multiple choice questions similar to those provided above, (e) take the self-test quizzes on Blackboard, (f) think about how you can apply the information to yourself, and (g) get involved in class or outside of class discussions regarding the topics covered (i.e., Make it fun!).

Exams

A green form (form # 882-ES) will be provided on quiz and exam days. You will need to bring *two pencils* for each exam. Failure to bring pencils will result in a **2-point deduction**. **No other material** (e.g., books, backpacks, cellular phones, calculators, and/or notes) **is necessary on exam days**. If you do bring a cellular phone, remember to turn it off during class. You are **RESPONSIBLE** for your own materials and behavior. Exams will cover material presented in the required text (Weinberg & Gould, 2007) and class. Specifically, the first exam will cover Chapters 1-4 and material discussed in class. The second exam will cover Chapters 5-10 and materials discussed in class. The final exam will cover Chapters 11-16 and material discussed in class. The exams may include true/false and multiple-choice questions.

Sample Test Questions

1. In the early stages of learning, intermittent and immediate reinforcement is effective. T or F
2. Research by Weinberg and Gould investigating sources of stress of successful and unsuccessful elite wrestlers is a good example of a cognitive-behavioral orientation. T or F
3. The research investigating the personality profiles of athletes and nonathletes has found
 - a. No specific personality profile that distinguishes athletes from nonathletes.
 - b. Athletes have higher levels of anxiety than nonathletes.
 - c. Athletes are more introverted than nonathletes.
 - d. Athletes have higher levels of self-esteem than nonathletes.
4. Vivid imagined events produce an innervation in muscles similar to that produced by physically movements. This is an illustration of the _____.
 - a. Symbolic learning theory
 - b. Psychoneuromuscular theory
 - c. Muscular contraction theory
 - d. Innervation theory

Tip for answering multiple-choice questions: When answering a multiple choice question, eliminate the choices that are incorrect first and then choose the best response.

Project 1: Library Assignment - Research Article Critique

Project 1 ensures that you are able to read and correctly interpret sport and exercise psychology research. It involves two parts and is worth 25 points: (a) Journal Abstract Data Sheet and Journal Article Evaluation Form worth 15 points (see Instruction 3), and (b) quiz worth 10 points (see Instruction 4).

Instructions

1. Go to the KINE4000 Blackboard site and open the Project folder containing two articles (see the citations below).

Hoyt, A. L., Rhodes, R. E., Hausenblas H. A., & Giacobbi, P. R., Jr. (2009). Integrating five-factor model facet-level traits with the theory of planned behavior and exercise. *Psychology of Sport and Exercise, 10*, 565–572.

Ross-Stewart, L., & Short, S. E. (2009). The frequency and perceived effectiveness of images used to build, maintain, and regain confidence. *Journal of Applied Sport Psychology, 21*(Suppl. 1), S34-S47.

2. Choose one of the two articles to read and make a copy of the complete article. Read the journal article carefully. Several readings of the article may be required to fully understand the information discussed. Note the rationale for the study, its purpose, the basic method used, results, the discussion of the results, and the implications. Unless you've had advanced statistical courses, the "Results" section may be difficult to understand, but try to understand as much as you can. Also, remember that the article's abstract and the discussion section often emphasize the major findings (e.g., read the text and look over the tables and figures). While reading over the article of choice you *may* want to address the following questions:

- a. What was the purpose of the study?
- b. How was the study conducted (methods)? (Who were the participants? What did the participants do?)
- c. What was found (result) in the study?
- d. What are the limitations of the study?
- e. Did the author(s) acknowledge the limitations of the study?
- f. Did the results and discussion seem consistent? Explain.
- g. What implications (conclusions) do the study's findings have for us?
- h. If you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study? That is, where do we go from here?

Answering these questions will *most likely* help you complete the Data Sheet-Journal Abstract and Journal Article Examination Form (see Instruction 3-the next instruction). In addition, answering these questions will help you prepare for the quiz.

3. Complete the Journal Abstract Data Sheet and Journal Article Examination Form (see the following pages). Either type your responses on the forms provided or use a similar computer-generated format (i.e., no hand written responses accepted).

4. Complete an in-class quiz pertaining to the article you read. To successfully answer the 10 questions on the in-class quiz you will need to have read and understood the article of choice.

Evaluation Criteria

Part 1. Complete the Journal Abstract Data Sheet and Journal Article Examination Form (see Instruction 3 above) of one of the research articles available in the Reserve section (under KINE4000) in Willis Library. The purpose of this is to help you learn how to efficiently summarize research articles. Part 1 is worth 15 points. Again, either type your responses on the forms provided or generate a typed document to address the three section headings (i.e., *no hand written responses will be accepted*).

Part 2. You will be tested over the article in class (see Instruction 4 above). Part 2 is worth 10 points (i.e., the quiz will have 10 multiple choice questions worth 1 point each).

This project is worth 10% or 25 points of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
Part 1. Data Sheet-Journal Abstract Content (e.g., APA reference, purpose, methods, results, implications and conclusion)	5	
Organization, Typed using 12 point Times Roman font and 1 inch by 1 inch margins, Clarity and quality of writing	5	
Your evaluation based on past experience (as an athlete, coach, fitness leader, spectator, etc) and the Journal Article Examination Form	5	
Part 2. Quiz (i.e., 1 point for each correct response on the 10 item multiple choice quiz)	<u>10</u>	
Total	25	

* Due at the beginning of the class. No late papers are accepted.

Project 1: Article Evaluation Form

1=Completely Incompetent, 2= Poor, 3=Mediocre, 4=Good, 5=Excellent

Characteristics	1	2	3	4	5
1. Problem is clearly stated					
2. Hypotheses are clearly stated					
3. Problem is significant					
4. Assumptions are clearly stated					
5. Limitations of the study are stated					
6. Important terms are defined					
7. Relationship of the problem to previous research is made clear					
8. Research design is described fully					
9. Research design is appropriate for the solution of the problem					
10. Research design is free of specific weaknesses					
11. Population and sample are described					
12. Method of sampling is appropriate					
13. Data-gathering methods or procedures are described					
14. Methods or procedures are appropriate to the solution of the problem					
15. Data-gathering methods or procedures are utilized correctly					
16. Validity and reliability of the evidence gathered are established					
17. Appropriate methods are selected to analyze the data					
18. Methods used in analyzing the data are applied correctly					
19. Results of the analysis are presented clearly					
20. Conclusions are clearly stated					
21. Conclusions are substantiated by the evidence presented					
22. Generalizations are confined to the population from which the sample was drawn					
23. Article is clearly written					
24. Article is logically organized					
25. Tone of the article displays an unbiased, impartial scientific attitude					

Adapted from the *Handbook in Research and Evaluation*, Isaac and Michael (1983)

Project 2: Social Reinforcement Field Observation

Project 2 gives you experience in these areas: (a) observing instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977); (b) describing and evaluating the instructor's behavior; and (c) integrating and applying your knowledge of sport and exercise psychology to a practical setting. Specifically, this project consists of an observation/coding session, a typed evaluation paper, and quiz.

Project 2 Instructions: Field Observation/Coding Session

1. Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to observe in a group setting (the instructor should be working with four or more individuals during your observation period). Explain to the instructor that you need to observe a group or a team for a university class you're taking. Arrange with him or her a date and time to observe an entire activity session. During this session you'll code his or her behavior for at least 25 minutes.
2. Become very familiar with the CBAS before attending your observation session. At the session, review the categories before you attempt to code behavior. Try to get a feel for the behaviors before you begin your coding. Position yourself so you can both see and hear the instructor.
3. Use the CBAS coding sheet that is provided to record the instructor's behavior toward the individuals with whom she or he is working. For each behavior, place a mark next to the appropriate category.
4. After you have completed your observation session, tally the totals in each of the categories. Record each category total and also the grand total. Use these totals to determine the percentages for each behavioral category. Turn in your recording sheet with your paper.

Instructions: Writing the Summary Evaluation Paper

The final paper should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association* (APA). That is, your final product should be typed using Times Roman 12-point font, double-spaced, with 1-inch margins. Each source should be cited within the text according to the APA format guidelines. For example, the following statement could be made within the paper. Coaches should primarily use a positive approach to motivation to avoid the potential drawbacks of regularly using punishment (Weinberg & Gould, 2007). Likewise, each source should be referenced at the end of the paper according to the APA guidelines (see Reference list at the end of this section)

The final paper should include the CBAS data sheet and 1-2 typed pages summarizing your observations (e.g., ratios, percentages, total numbers, and specific comments or feedback made). Based on your observation and what you have learned about reinforcement principles, include the following four sections in your paper:

1. An introductory paragraph describing the situation, activity, age group, skill or ability level, and any other circumstances pertinent to the instructional environment you observed.

2. A discussion of the types (reinforcement, etc.) and frequencies of responses (i.e., ratios, percentages, and total number) given by the instructor/coach regarding the participants' behaviors or actions. Use your discretion in organizing this portion of the discussion, but it should be clear and based on the data obtained (i.e., I should know what the instructor/coach was like without looking at the coding sheet). In your discussion of the results, consider these questions:

What were the most frequent behaviors? Why?

What were the least frequent behaviors? Why?

Based on the activity level index (i.e., CBAS), was this instructor effective?

What was the number of positive to negative reinforcements?

What was the number of specific to general reinforcements?

3. Recommendations regarding the instructor's reinforcement behaviors. Given your sport and exercise psychology knowledge and professional experience, what would you tell this instructor about his or her feedback style?

4. A summary paragraph that ties the whole paper together.

5. Correctly reference any statements made throughout the paper using APA format guidelines (see examples provided above and APA, 2001).

Explanation of the Behavioral Categories used on the CBAS

Make sure to become familiar with each category prior to initiating your observation. Thus, be able to recognize the behavior and immediately code it correctly. If you deliberate too long, you may lose track of other behaviors.

The twelve categories are broken up into two classes: (a) reactive behaviors (items 1 to 8) and (b) spontaneous behaviors (items 9 to 12). A reactive behavior is a response to a specific behavior. There are eight reactive behaviors:

1. Reinforcement – A rewarding reaction (verbal or nonverbal) to a good play or high-quality effort such as saying “good job” or “way to go”.

2. Non-reinforcement – Failure to respond to a good performance.

3. Mistake-contingent encouragement – Encouragement given to an athlete following a mistake.

4. Mistake-contingent technical instruction – Instruction or demonstration to an athlete on how to correct a mistake he/she has made.

5. Punishment – A negative reaction (verbal or nonverbal) following a mistake such as saying “what the ... was that?”

6. Punitive technical instruction – Technical instruction following a mistake given in a punitive or hostile manner.

7. Ignoring mistakes – Failure to respond to an athlete's mistake. Not responding to an athlete's mistake can be just as harmful as punishment.

8. Keeping control – Reactions intended to restore or maintain order among team members. Coaches should be able to keep control in a positive manner.

The last four categories are spontaneous behaviors. A spontaneous behavior is initiated by the coach and is not a response to a discernible preceding event.

9. General technical instruction - Spontaneous instruction in the techniques and strategies of the sport (not following a mistake).

10. General encouragement – Spontaneous encouragement that does not follow a mistake.

11. Organization – Administrative behavior that sets the stage for play by assigning duties or responsibilities.

12. General communication – Interactions with athletes unrelated to the game.

Evaluation Criteria

This project is worth 10% or 25 points of your grade and will be evaluated according to the following criteria:

Project 2 Criteria Weight	Points	Your Points
Social Reinforcement Field Observation Data Sheet	5	
Summary of the Observation (1 -2 typed pages) Organization, clarity and quality of writing Use of specific numbers, percentages, and examples	10	
Quiz on terms and concepts related to reinforcement and punishment	<u>10</u>	
Total	25	

Note. Due at the beginning of the class, no late papers are accepted.

References

- American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: American Psychological Association.
- Smith, R. E., Smoll, F. L., & Hunt, E. B. (1977). A system for the behavioral assessment of coaches. *Research Quarterly*, 48, 40-407.
- Weinberg, R. S., & Gould, D. (2007). *Foundations of sport and exercise psychology (4th ed.)*. Champaign, IL: Human Kinetics.

Social Reinforcement Field Observation Data Sheet

(Note: Turn in this sheet.)

Observer's name _____ Date of observation _____

Time began _____ Time ended _____ Activity observed _____

Program type (high school, recreational, etc.) _____

Behavioral category	Mark each occurrence	Total	Percentage
<i>Reactive Behaviors</i>			
Reinforcement			
Non-reinforcement			
Mistake-contingent encouragement			
Mistake-contingent technical instr.			
Punishment			
Punitive technical instruction			
Ignoring mistakes			
Keeping control			
<i>Spontaneous Behaviors</i>			
General technical instruction			
General encouragement			
Organization			
General communication			
Total			

Determine the following ratios:

a. Total number of behaviors : total number of minutes observed =

b. Number of reinforcements : number of non-reinforcements =

c. Number of reinforcements : number of punishments =

d. Number of reinforcements : number of punitive technical instructions =

e. Number of reactive behaviors : number of spontaneous behaviors =

Kinesiology 4000: PSYCHOLOGY OF SPORT
Fall Semester, 2009
"Tentative" Schedule of Events
TR 11:00 AM to 12:20 PM

Month	Day	Assignment and Activity
August	27	Course Introduction (Syllabus, Lecture, Website, Blackboard, etc.)
September	1	CHAPTER 1: Welcome to Sport & Exercise Psychology
	3-8	CHAPTER 2: Personality and Sport
	10-15	CHAPTER 3: Understanding Motivation
	15	Due at the Beginning of Class: Project 1 Research Article Critique Project 1 In-class Quiz on Research Article
	17	Review Matching Activity
	22	CHAPTER 4: Arousal, Stress, & Anxiety In-class Review
	24	Exam 1 (Chapters 1-4)
	29	Return Exam 1 and Project 1 Discuss Project 2 Social Reinforcement Field Observation
October	1	CHAPTER 5: Understanding Competition & Cooperation
	6	CHAPTER 6: Feedback, Reinforcement, & Intrinsic Motivation
	8	CHAPTER 7: Group & Team Dynamics CHAPTER 8: Group Cohesion
	13	CHAPTER 9: Leadership
	15	Due at the Beginning of Class: Project 2 Field Observation Data Sheet and Paper Project 2 In-class Quiz
	20	CHAPTER 10: Communication
	22	Review Exam 2 Matching Activity
	27	Exam 2 (Chapters 5-10)
	29	Return Exam 2 and Project 2
November	3	CHAPTER 11: Introduction to Psychological Skills Training
	5-10	CHAPTER 12: Arousal Regulation
	12	CHAPTER 13: Imagery
	17	CHAPTER 14: Self-Confidence
	19-24	CHAPTER 15: Goal Setting
	24	Research Activity Handout
	26	Thanksgiving – No Scheduled Class Meeting

Month	Day	Assignment and Activity
December	1	Due at the Beginning of Class: Research Assignment Discussion Research Activity
	3-8	CHAPTER 16: Concentration
	8	Teacher Evaluation
	10	Review Exam 3 Matching Activity Individual Meetings
	15	Final - Exam 3 (Chp. 11-16) on Tuesday from 10:30 AM - 12:30 PM