

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
KINE/PSYC 5121: Sport and Exercise Psychology
Fall Semester, 2008
TR 5:00 – 6:20 PM
Room PEB 220

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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 with an in-depth view of the theoretical and applied aspects of the psychology of sport. This course will consider the many facets of sport psychology in review fashion. However; selected topics, owing to their significance and/or empirical basis, are covered in greater depth. The course has been designed for the advanced undergraduate and beginning graduate student in exercise and sport science (e.g., biomechanics, exercise physiology, physical education, cardiac rehabilitation) as well as students from other fields such as psychology, psychiatry, and preventive medicine.

This course considers both historical and contemporary developments in sport psychology throughout the world and examines the psychological foundations of physical activity and sport.

Learner Objectives

1. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research.
2. To develop sophisticated insight into significant contemporary issues in the social psychological and psychological explanations of sport.
3. To become acquainted with procedures, designs, methods, and analytical techniques appropriate to the sport and exercise psychology field.
4. To be able to take sport and exercise psychology theory into practice as a researcher, consultant, coach, and/or teacher in the field.

Required Textbook

Williams, J. M. (2006). *Applied sport psychology: Personal growth to peak performance*. (5th ed.). Mountain View, CA: Mayfield.

Suggested Reading

American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: American Psychological Association.

Andersen, M. B. (2000). *Doing sport psychology*. Champaign, IL: Human Kinetics.

Andersen, M. B. (Ed.). (2005). *Sport psychology in practice*. Champaign, IL: Human Kinetics.

Biddle, S. J. H., & Mutrie, N. (2001). *Psychology of physical activity: Determinants, well-being and interventions*. New York: Routledge.

- Blumenstein, B., Bar-Eli, M., & Tenenbaum, G. (Eds.) (2002). *Brain and body in sport and exercise: Biofeedback applications in performance enhancement*. Indianapolis, IN: Wiley Publishing, Inc.
- Buckworth, J. & Dishman, R. K. (2002). *Exercise psychology*. Champaign, IL: Human Kinetics.
- Carron, A., & Hausenblas, H. A. (1998). *Group dynamics in sport*. (2nd. ed.). Morgantown, WV: Fitness Information Technology.
- Carron, A., Hausenblas, H. A., & Estabrooks, P.A. (2003). *The psychology of physical activity*. New York: McGraw-Hill.
- Dosil, J. (Ed.). (2006). *The sport psychologist's handbook: A guide for sport-specific performance enhancement* Indianapolis, IN: Wiley Publishing, Inc.
- Gardner, F. L., & Moore, Z. E. (2006). *Clinical sport psychology*. Champaign, IL: Human Kinetics.
- Kellmann, M. (Ed.). (2002). *Enhancing recovery: Preventing underperformance in athletes*. Champaign, IL: Human Kinetics.
- Morris, T. (Ed.). (2005). *Imagery in sport*. Champaign, IL: Human Kinetics.
- Orlick, T. (1998). *Feeling great: Teaching children to excel at living*. (3rd ed.). Ontario, Canada: Creative Bound.
- Orlick, T. (2000). *In pursuit of excellence: How to win in sport and life through mental training*. (3rd ed.). Champaign, IL: Human Kinetics.
- Rotella, B., Boyce, B. A., Allyson, B., & Savis, J. C. (1998). *Case studies in sport psychology*. London: Jones and Bartlett.
- Singer, R. N., Hausenblas, H. A., & Janelle, C. (2000). *Handbook of sport psychology*. (2nd ed.). New York: John Wiley & Sons.
- Taylor, J. (Ed.). (2005). *Applying sport psychology - four perspectives*. Champaign, IL: Human Kinetics.
- Thompson, M. A., Vernacchia, R. A., & Moore, W. E. (1998). *Case studies in applied sport psychology: An educational approach*. Dubuque, IA: Kendall/Hunt.
- Van Raalte, J. L., & Brewer, B. W. (2002). *Exploring sport and exercise psychology* (2nd ed.). Hyattsville, MD: American Psychological Association.
- Vernacchia, R. A. (2003). *Inner strength: The mental dynamics of athletic performance*. Palo Alto, CA: Warde Publishers.
- Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology* (3rd ed.). Champaign, IL: Human Kinetics.

Grading Criteria	Points	Percentage
Midterm - Exam 1 (Chapters 1, 4, 5, 11-19)	50	20%
Final - Exam 2 (Chapters 3,6, 20-27)	50	20%
Quizzes (5 quizzes X 10 questions = 50 points)	50	20%
Project 1: Research Critique - Comparison/Contrast Paper	50	20%
Project 2: Research Project – Develop and Use a Rating Form	<u>50</u>	<u>20%</u>
Total	250	100%

Attendance is defined as being in attendance the complete class period. Therefore, if you show up late or leave early you will be considered absence on that day. You will be allowed TWO (2) absences during the semester for any reason. These do not include exam days. Following the TWO (2) absences ("freebies"), 5 percentage points will be deducted from the final grade for each additional absence. In addition, turn off your cell phone or turn them to vibrate. These disruptions and others (e.g., speaking while someone is presenting) during class can be very distracting. If the distraction occurs more than once, 5 percentage points will be deducted from the final grade. Please respect others who attend the class. In the event that you are scheduled to take part in an official University function on the date of the 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.

In preparation for class each day you will need to *read the assigned chapter(s)*. The material presented in the required text will be the primary basis for our class discussions. However, other material related to the information in the required text will be presented during class lectures. There are 2 exams contributing to 40% of your final grade that pertain to the required text and class lectures. You are required to take the two exams. Quizzes related to the readings will contribute to 20% of your final grade. Scantrons will be provided for in-class quizzes and exams. Also, the research critique and research project and paper will contribute to 40% of your final grade. Points will be deducted from Project 1 papers if they are not submitted on or before class on the due date. No late Project 2 papers will be accepted. It is your responsibility to read the chapters and notes prior to attending class. Actively involving yourself in class discussions 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 during office hours or by appointment.

Grading Scale

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

Come prepared to offer something to the class!
Let's have some fun with exercise and sport psychology.

Welcome to KINE/PSYC5121 on Blackboard



Blackboard will be used to supplement the KINE/PSYC5121: Sport and Exercise Psychology course which is primarily taught in a regular classroom environment. 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 KINE/PSYC5121 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, study the materials on the KINE/PSYC5121 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](#)



[5121 Projects](#)



[Achievement Motivation](#)



[Introduction, History, & Science](#)



[Arousal, Stress, & Anxiety Terms & Theories](#)



[Goal Setting](#)

Exams

You will need to bring *two pencils* for each exam. *No other material* (e.g., book, backpacks, and/or notes) *is necessary on exam days*. Failure to bring pencils will result in a 2-point deduction on your exam. Exams will cover material in class and presented in the required text (Williams, 2006). The exams may include true/false, multiple choice questions, short answer, and essay.

Sample Multiple Choice and True/False Questions

1. Having a goal to "win the race," is an example of a(n) _____ goal, whereas having a goal to "improve my best time," is an example of a(n) _____ goal.
 - a. Outcome, process
 - b. Process, outcome
 - c. Outcome, performance
 - d. Subjective, objective

2. Which of the following is not a use of imagery?
 - a. Building confidence
 - b. Improving concentration
 - c. Reduce the amount of physical practice time
 - d. Control emotional responses
 - e. Cope with pain and injury

3. Self-motivation has been shown to be the best predictor of adherence. True or False

4. Training loads that are too intense and prolonged for athletes to adapt is known as periodized training. True or False

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 structured similar to the exams (i.e., multiple choice and true/false questions). Each quiz will have 10 questions 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. Of the six quizzes, the five highest quiz scores will be use for your quiz total and the lowest quiz score will be used as extra credit, up to the 50 points maximum. You can arrange to take a quiz early. No make-up quizzes will be offered.

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 (Williams, 2006) into multiple choice questions similar to those provided above, (e) think about how the information can apply to you, and (f) get involved in discussions concerning the topics covered (i.e., Make it fun!).

Criteria Weight	Points	Your Points
Quiz 1: Chapter 1, 11, & 12	10	
Quiz 2: Chapter 4, 5, & 13	10	
Quiz 3: Chapter 14 & 15	10	
Quiz 4: Chapter 16, & 17	10	
Quiz 5: Chapter 18 & 19	<u>10</u>	
Quiz 6: Review (Extra Credit)		
Total Possible Points	50	

Project 1: Compare and Contrast Two Research Articles (Critique & Contrast)

Project 1 ensures that you are able to read and correctly interpret exercise/sport psychology research.

1. Select an applied sport psychology skill (motivation, self-confidence, goal setting, imagery, concentration, etc.) that you are interested in investigating.
2. Go to the library and select two sport/exercise psychology research based articles on a topic related to that skill (e.g., the influence imagery has on self-efficacy) from a journal such as: *The Sport Psychologist*, *Journal of Sport & Exercise Psychology*, *Journal of Applied Sport Psychology*, *Research Quarterly for Exercise & Sport*, *International Journal of Sport Psychology*, *Psychology of Sport and Exercise*, *Pediatric Exercise Science*, *Medicine & Science in Sports & Exercise*, *Quest*, or *Journal of Sport Behavior*. The articles should be recent publications (i.e., the last 5 years).
3. Read the journal articles carefully. It may take several readings to fully understand them. For both articles note the rationale for the study, purpose, the basic method used, results, and the discussion of the results. 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. You may want to use the *Article Evaluation Form* (provided in the syllabus), while you read each journal article. The *Article Evaluation Form* may help you constructively evaluation the article. You do not need to turn in this form.
4. For each research article, answer the following questions on a *Journal Abstract Data Sheet* (form provided in the syllabus or generate a similar form using a word processor [e.g., Microsoft Word]).
 - a. What was the purpose of the study?
 - b. How was the study conducted? (Who were the subjects? What did the subjects do?)
 - c. What was found in the study? Did the results and discussion seem consistent? Explain.
 - d. What are the limitations of the study? Did the author(s) acknowledge the limitations of the study?
 - e. What implications do the study's findings have for us?
 - f. 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?
5. Remember the following about doing a critique of a study:
 - a. Provide your opinion of the relevance/importance of the paper to the field of exercise and sport psychology...with a rationale for your interpretation.
 - b. Don't spend as much time summarizing as you do critiquing the article.
 - c. In your critique, don't just focus on the negative aspects of the study; rather, try to present a balanced view of the study's strengths and limitations.
6. Compare and contrast the two research articles using the *Summary Page* (form provided in the syllabus or generate a similar form using a word processor). That is to say, in addition to the two *Journal Abstract Data Sheets* (1 to 2 pages each), you should write a 1-page comparison/contrast summary using the *Summary Page*. Thus, your paper should not be longer than 5 pages.

Evaluation Criteria

The final paper should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association*. That is, your final product should be (a) typed using Times Roman 12-point font, (b) formatted with 1-inch margins, and (c) absent of jargon or meaningless phrases. Likewise, each source should be cited correctly using *APA 5th Edition* format. Each article evaluation should be between 1 and 2 pages in length and the summary comparison/contrast page should be 1 page in length. Therefore, three pages is the minimum length and five pages is the maximum length. This project is worth 20% of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
Accuracy of interpretation-discussion	10	
Scope—all questions answered in sufficient detail (following instructions)	10	
Your views and opinion	10	
Clarity and quality of writing	10	
Grammar/spelling/format	<u>10</u>	
Total	50	

**Recall that 2.5 points will be deducted for each class day an assignment is late!*

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 1: Journal Abstract Data Sheet

APA Reference Citation (Authors, year, title, journal, volume, and pages). _____ _____
Purpose _____ _____ _____
Method _____ _____ _____ _____ _____
Results _____ _____ _____ _____ _____
Discussion and Conclusions _____ _____ _____ _____ _____
Personal Evaluation (Based on past experience and the Article Evaluation Form) _____ _____ _____ _____

Project 2: Research Project - Develop and Use an Observation Rating Form

Select a complex sport related psychological or social psychological phenomena (coach communication, effectiveness of a performance routine, etc.) that you want to observe and for which you would need to make a subjective evaluation. Describe the nature of the task to be observed, and the reason for the evaluation. Indicate each of the following:

1. The nature of the person (athlete, coach, etc) – Who will be evaluated? (age, sex, experience level, etc.)
2. Objectives – What is the purpose of the evaluation? And what are you looking for?
3. What are the circumstances surrounding the evaluation? (amount of time available, # of persons/teams to be evaluated, facilities/equipment/materials available or needed, etc.)
4. Standards – What level of expectation do you have?

Perform a task analysis of the sport related phenomena.

1. Identify and define the constructs to be observed.
2. Identify and define any subcomponents of the phenomena.
3. Indicate interrelationships of
 - a. people with similar objectives (cooperation),
 - b. people with different objectives (competition), and
 - c. people and objects (are they moving or stationary).

Prepare a Rating Form to be used to evaluate the person during the sport event. Include:

1. Reference to each construct and/or subcomponent.
2. Place for the name of each person, date of observation, and any other descriptive remarks identifying the sport event.
3. A key for making qualitative identification of each observed event (e.g., -, poor; /, average; +, great).
4. Space for notes on observed phenomena, qualitatively and quantitatively.
5. Place for final evaluation of categories, components, weighing, and summative evaluation/grade/remarks.
6. A description of how you would use this with relation to the rating scale.

Complete the Human Participant Protections Education for Research Teams

(see <http://phrp.nihtraining.com/users/login.php>). Print off and turn in a copy of the certificate of completion.

Research Project Grade

The Research Project is 20% (50 points) of your total grade and involves three parts. Part 1 involves developing the rating form and receiving feedback about its usefulness. Part 2 entails using the rating form in an applied sport situation. Part 3 involves completing the Human Participant Protections Education for Research Teams certificate process (see website above) Finally, Part 4 involves writing a five-page summary of the development and use of the rating form. That is to say, the paper should include an introduction to the constructs/components and sporting event observed, the final rating form, information describing the effectiveness of the rater and the rating form during an actual sport event.

Evaluation Criteria

Your final product should include appropriate reference support for statements or claims made. Also, it should be (a) typed using Times Roman 12-point font, (b) doubled spaced, (c) formatted with 1-inch margins, and (d) absent of jargon or meaningless phrases. This project is worth 20% of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
Description of the nature of the task to be evaluated	10	
Task analysis (identification and definition of the constructs and components, etc.)	10	
Rating form (format, etc.)	10	
Summary of effectiveness of the rater and the rating form during an actual sport event	10	
Complete Human Participant Protections Education for Research Teams and turn in a copy of the certificate of completion.	5	
Clarity and quality of writing	<u>5</u>	
Total	50	

** No late papers accepted!*

KINE/PSYC 5121: Sport and Exercise Psychology
"Tentative" Schedule of Events
 Fall Semester 2008

Month	Day	Topic Covered
August	26	Course Introduction
	28	CHAPTER 1: Sport Psychology: Past, Present, and Future (Williams & Straub)
September	2	CHAPTER 11: Psychological Characteristics of Peak Performance (Krane & Williams) CHAPTER 12: Increasing Awareness for Sport Performance (Ravizza) Quiz 1: Chapter 1, 11, & 12
	4	CHAPTER 4: Motivation Processes and the Facilitation of Performance, Persistence, and Well-being in Sport (Duda & Treasure) CHAPTER 5: The Self-fulfilling Prophecy Theory (Horn, Lox, & Labrador)
	9	CHAPTER 13: Goal Setting for Peak Performance (Gould) Quiz 2: Chapter 4, 5, & 13
	11	Project 1 Due Project 1 Presentation and Discussion
	16	CHAPTER 14: Arousal-Performance Relationship (Landers & Arent)
	18	CHAPTER 15: Relaxation and Energizing Techniques for Regulation of Arousal (Williams & Harris) Quiz 3: Chapter 14 & 15
	23	Discuss Project 2 Observation and Rating Form
	27	Project 2: Complete Human Participant Protections Education for Research Teams (see http://phrp.nihtraining.com/users/login.php)
	30	Project 2 NIH Training Certificate Due CHAPTER 16: Seeing is Believing: Understanding and Using Imagery in Sport (Vealey & Greenleaf)
October	2	CHAPTER 17: Cognitive Techniques for Building Confidence and Enhancing Performance (Zinsser, Bunker, & Williams) Quiz 4: Chapter 16, & 17
	7	CHAPTER 18: Concentration and Attention Control (Nideffer & Sagal)
	9	CHAPTER 19: Strategies for Training Concentration (Wilson, Peper, & Schmid) Quiz 5: Chapter 18 & 19
	14	Quiz 6: Two questions from each section above Review Chapters for Midterm (Exam 1)
	16	Midterm - Exam 1 (Chapters 1, 4, 5, 11-19)
	21	Project 2 Rating Form Due Return Exam 1
	23	CHAPTER 20: Integrating and Implementing a Psychological Skills Training Program (Weinberg & Williams)

Month	Day	Topic Covered
	28	CHAPTER 3: Positive Reinforcement, Performance Feedback, and Performance Enhancement (Smith)
	30	Project 2 Paper Due Project 2 Presentation and Discussion
November	4	CHAPTER 6: Leadership Effectiveness (Murray & Mann)
	6	CHAPTER 21: Conducting Sport Psychology Training Programs for Coaches (Smoll & Smith)
	11	CHAPTER 22: When to Refer Athletes for Counseling or Psychotherapy (Andersen & Tod)
	13	CHAPTER 23: Drug Abuse in Sport (Anshel)
	18	CHAPTER 24: Burnout in Sport (Goodger, Lavalley, Gorely, & Harwood)
	20	CHAPTER 25: Injury Risk and Rehabilitation (Williams & Scherzer)
	25	CHAPTER 26: Career Transition Among Athletes (Taylor & Ogilvie, & Lavalley)
	27	Thanksgiving
December	2	CHAPTER 27: Exercise Psychology (Dishman & Buchworth)
	4	Review for Final Exam (Chapters 3, 6, 20-27) Teacher and Course Evaluation
	9	Final, Exam 2 (Chapters 3, 6, 20-27), on Tuesday from 5:00 – 6:20 PM