

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
KINE/PSYC 5181: Applied Sport Psychology
Spring Semester, 2009
M 6:30 – 9:20 pm
Room PEB 219

Instructor: Scott Martin, Ph.D.

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Office Hours: M 5:00-6:00 PM (or by appointment)

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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 graduate students interested in Applied Sport Psychology and Performance Enhancement with an in-depth overview of the theories and principles explaining factors influencing human behavior in sport, exercise, and physical activity settings. The focus of the course will be on applied sport psychology and performance enhancement research and service delivery, with the intent to bridge research with professional practice. (Prerequisite: KINE/PSYC5121: Exercise and Sport Psychology or equivalent).

Learner Objectives

1. To develop an understanding of psychological factors that influence human behavior in sport, exercise, and physical education settings.
2. To acquire an understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.
3. To read, synthesize, and critique existing scientific literature and anecdotal reports; and to discuss the status and ramifications for future practice and research.
4. To develop an understanding of different sport psychology consulting and counseling approaches.
5. To become acquainted with contemporary theory, research design, methodology, and analytical techniques appropriate to applied sport psychology research.
6. To demonstrate the ability to incorporate sport and exercise psychology theory into practice.
7. To improve communication and counseling/consulting skills.
8. To acquire life development skills and knowledge from sport and exercise psychology literature for performance enhancement.
9. To develop a better understanding of various groups and subcultures in athletics.
10. To demonstrate sport psychology knowledge and skills in various pressure situations.

Prerequisite to this Course is KINE/PSYC5121

Williams, J. (2007). *Applied sport psychology: Personal growth to peak performance*. (5th ed.). Mountain View, CA: Mayfield.

Jean Williams' text (2006 or an earlier version) should have been read prior to enrolling in the course (Prerequisite: KINE/PSYC5121).

Required Textbooks

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

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

Dosil, J. (Ed.). (2006). *The sport psychologist's handbook: A guide for sport-specific performance enhancement*. Indianapolis, IN: Wiley Publishing, Inc.

Additional Resources

In addition to the above required texts, the following texts will help you develop a greater knowledge of professional practice issues and techniques in applied sport and exercise psychology. These texts were designed to help students and practitioners interested in sport psychology prepare for the many issues that arise in applied consulting.

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

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.

Bull, S. J., Albinson, J. G., & Shambrook, C. J. (1996). *The mental game plan: Getting psyched for sport*. East Sussex, UK: Sports Dynamics.

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.

Murphy, S. (Ed.). (2005). *The sport psych handbook: A complete guide to today's best mental training techniques*. 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.

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology*. Hoboken, NJ: Wiley Publishing, Inc.

Thompson, M. A., Vernacchia, R. A., & Moore, W. E. (1998). *Case studies in applied sport psychology: An educational approach*. Dubuque, IA: Kendall/Hunt.

United States Olympic Committee (2004). *Sport psychology mental training manual*. Colorado Springs, CO: USOC.

United States Olympic Committee (2006). *Coaches' guide: Sport psychology mental training manual*. Colorado Springs, CO: USOC.

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. (2007). *Foundations of sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics.

Course Evaluation

Activities	Points	Percentage	Your Pts.
Project 1: Effective Communication Role-play	50	10%	
Project 2: Team Goal Setting	50	10%	
Project 3: Relaxation Script and Tape/CD	50	10%	
Project 4: Imagery Sport Action Script and Tape/CD	50	10%	
Project 5: Conduct and Transcribe Interview with an Athlete	50	10%	
Project 6: Develop a Mental Skills Training Workshop	50	10%	
Project 7: Personal Evaluation	50	10%	
Class Attendance and Participation	50	10%	
Final	<u>100</u>	<u>20%</u>	—
Totals	500	100%	

Grade Criteria

The applied sport psychology course is composed of seven projects or competencies which, when successfully completed, should help you be better prepared to deliver sport psychology services. Information about the course projects and activities will be available at the course website. The seven projects contribute to 70% of your final grade. You are required to complete all seven projects to earn a grade in the course. Projects are due as indicated and will be evaluated by the students and instructor. Class participation and attendance will contribute to 10% of your final grade. It is your responsibility to read the materials prior to attending class.

Reading the appropriate material prior to class and actively involving yourself in class discussions will help improve your understanding of the topics covered and your grade. The final exam will contribute to 20% of your grade for the course. 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. Naturally, I hope that the course will have much more value to you than the credits and grades. I will be happy to discuss any of the above with you.

Attendance and Late Arrivals

Attendance is defined as being in class the complete class period. Class attendance and participation are required. Students must be alert, attentive, energetic, and willing to listen to various points of view to enhance the learning process. Students who exhibit disruptive behavior or show disrespect to others in the classroom are subject to severe disciplinary sanctions. Showing up late, eating during role plays, leaving early, or stepping out of class to use your cellular phone is distracting to the instructor and other students. Because attendance is defined as such, being late and leaving early will be counted as not being in attendance (i.e., being absence) and will result in points deducted from your final point total.

In the event that you are scheduled to take part in an official University function on the date of an exam or project, please contact me at once in order to make special arrangements. 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.

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 or turn off and iPods, computers, and other electronic devices should be placed in your backpack or under your desk. During 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 (presentations, activities, test, etc.) of the day.

KINE/PSYC5181: Applied Sport Psychology
“Tentative” Schedule of Events
Spring 2009

Month	Day	Activity
January	26	<p>Course and Personal Introduction</p> <p><i>In-class Activity</i> View <i>Three Approaches to Sport Psychology Consulting</i></p> <p>Chapters to Read <i>Chapter 1</i> (Andersen, 2005) <i>Chapter 1</i> (Dosil, 2006)</p> <p>Research Articles to Read Anderson, Miles, Robinson, & Mohoney (2004) Zakrajsek & Zizzi (2008)</p>
February	2	<p>Introduction to Applied Sport Psychology Paradigms and Approaches</p> <p><i>In-class Activity</i> Individual and group discovery</p> <p>Chapters to Read <i>Chapter 9</i> (Andersen, 2005) <i>Chapters 4 – 5</i> (Dosil, 2006)</p> <p>Research Article to Read Crace & Hardy (1997)</p>
	9	<p>Providing Sport Psychology Services and Interventions</p> <p><i>In-class Activity</i> Communication, Counseling Skills, and Assessment</p> <p><i>Out of Class Assignment</i> <i>Project 1 (Part 1)</i> Using Effective Communication During a Role-play</p> <p>Chapters to Read <i>Chapters 3</i> (Andersen, 2005) <i>Chapters 3</i> (Dosil, 2006) <i>Chapter 13</i> (Vealey, 2007)</p>

Month	Day	Activity
February	16	<p>Sport Psychology Counseling/Consulting Techniques with Diverse Individuals and Groups</p> <p><i>Project 1 (Part 1) Due</i></p> <p><i>Out of Class Assignment</i> <i>Project 1 (Part 2) – Evaluate Effective Communication During a Role-play</i></p> <p>Chapters to Read <i>Chapters 11 (Andersen, 2005)</i> <i>Chapters 8 & 13 (Dosil, 2006)</i></p>
	23	<p>ABCs of Setting Goals with Individuals and Teams (Attitudes, Beliefs, Concerns, Disagreements, Expectations ...)</p> <p>Chapters to Read <i>Chapters 2 & 8 (Bull et al., 1996)</i> <i>Chapter 1 (USOC, 2004)</i></p> <p><i>Project 1 (Part 2) Due</i></p> <p><i>In-class Assignment</i> <i>Project 2 (Part 1) – Develop Team Goal Setting Activity (In-class)</i> <i>Project 2 (Part 2) – Evaluate Team Goal Setting Activity (In-class)</i></p>
March	2	<p>Emotions (Anger, Cognitive Anxiety, Fear, etc.)</p> <p>Chapters to Read <i>Chapter 4 & 8 (USOC, 2004)</i></p> <p>Research Article to Read Martin, Polster, Jackson, Greenleaf, & Jones (2008)</p> <p><i>Out of Class Assignment</i> <i>Project 3 (Part 1) – Make a Relaxation Script and CD for an Athlete</i></p>

Month	Day	Activity
March	9	<p>Relaxation Techniques (Centering, Progressive Relaxation, etc.)</p> <p>Chapter to Read <i>Chapter 6 (Bull et al., 1996)</i></p> <p>Project 3 (Part 1) Relaxation Script and CD Due</p> <p>Out of Class Assignment <i>Project 3 (Part 2) – Evaluate a Relaxation Script & CD</i></p>
	23	<p>Imagery Skills</p> <p>Chapter to Read <i>Chapter 2 (USOC, 2004)</i></p> <p>Project 3 (Part 2) Relaxation Script and CD Evaluation Due</p> <p>Out of Class Assignment <i>Project 4 (Part 1) – Make a Imagery Sport Action Script & CD</i></p>
	30	<p>Highlight Videos and Frame-by-Frame Analysis</p> <p>Chapters to Read <i>Chapter 4 (Bull et al., 1996)</i> <i>Chapter 10 (USOC, 2004)</i></p> <p>Project 4 (Part 1) Imagery Script and CD Due</p> <p>Out of Class Assignment <i>Project 4 (Part 2) – Evaluate an Imagery Sport Action Script and CD</i></p>
April	6	<p>Confidence and Self-talk</p> <p>Read <i>Chapter 3 (Bull et al., 1996)</i> <i>Chapter 3 & 6 (USOC, 2004)</i></p> <p>Project 4 (Part 2) Imagery Script and Tape Evaluation Due</p> <p>Out of Class Assignment <i>Project 5 (Part 1) – Conduct and transcribe an interview with an athlete about success and failures</i></p>

Month	Day	Activity
April	13	<p>Concentration, Routines, and Flow</p> <p>Chapters to Read <i>Chapter 5</i> (Bull et al., 1996) <i>Chapter 5</i> (USOC, 2004)</p> <p><i>Project 5 (Part 1) Transcribed Interview Due</i></p> <p><i>Out of Class Assignment</i> <i>Project 5 (Part 2)</i> – Examine Transcribed Interviews to Determine Themes</p>
	20	<p>Examining Sport Psychology Sessions and Interviews</p> <p><i>Project 5 (Part 2) Themes Due</i></p> <p><i>In-class Activity</i> Class Evaluation of the Transcribed Interviews</p>
	27	<p>Putting it all Together</p> <p>Chapters to Read <i>Chapters 9 – 10</i> (Bull et al., 1996) <i>Chapter 7 & 9</i> (USOC, 2004)</p> <p><i>Project 6 Workshop Presentations Papers Due</i></p> <p><i>Out of Class Assignment</i> <i>Project 6</i> – Develop a Mental Skills Training Workshop Presentation for a Specific Sport Team or Group</p>
May	4	<p>Team/Group Workshops</p> <p><i>Project 6 Workshop Presentations</i></p> <p><i>Out of Class Assignment</i> <i>Project 7</i> – Personal Evaluation</p>
	11	<p>Personal Evaluation and Course Review</p> <p><i>Project 7 Personal Evaluation Due</i></p> <p><i>Final: Monday 6:30 to 9:20 PM</i></p>