

**University of North Texas**  
**Department of Kinesiology, Health Promotion, and Recreation**  
**Kinesiology 4000.002: Psychology of Sport**  
**Fall 2025**  
TuTh 11:00 AM – 12:20 PM  
GATE 132

***Instructor Information***

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***Teaching Assistants***

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***Purpose***

The purpose of this course is to provide an overview of the theories and principles that 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 practitioners 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. (2024). *Foundations of sport and exercise psychology* (8th ed.). Champaign, IL: Human Kinetics.

***Topical Contents***

Part I	Beginning Your Journey: Introduction to Sport and Exercise Psychology
Part II	Learning about Participants
Part III	Understanding Sport and Exercise Environments
Part IV	Focusing on Group Processes
Part V	Improving 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.

***Classroom Etiquette***

This course involves lectures and activities in and out of class. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable, disruptive, and will not be tolerated in any instructional forum at UNT. Students are expected to be respectful to the instructor and other students. Please plan to:

- Be in class and ready to start on time.
- Turn cell phones off or to vibrate (no text messaging, picture taking, etc.).
- Turn off iPods, computers, and other electronic devices prior to entering class and stored in your backpack or under your desk. Using a laptop to take notes is *discouraged* because there is evidence it may hinder learning and can be distracting to others (Sana, Weston, Cepeda, 2013). If a computer is required, then speak with me beforehand and sit in *the back row*.
  - Only topics related to the course content should be discussed during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others in the class.

Failure to follow these guidelines will result in you:

- Being asked to leave the classroom,
- Receiving a “zero” on the activity (quiz, test, etc.) of the day, and
- Possibly referring you to the Center for Student Rights and Responsibilities to consider whether your conduct violated the Code of Student Conduct, which can be found online.

***Course Email Requirements and Etiquette***

Information about this class and updates to the assignments will be posted as announcements on Canvas and sent via email to your EagleConnect account. If you do not use your EagleConnect account on a regular basis, then please forward your UNT e-mail messages to an account that you check on a regular basis.

Please send emails to my [Scott.Martin@unt.edu](mailto:Scott.Martin@unt.edu) address and *NOT* Canvas. Students are expected to write professional emails carefully and thoughtfully. For example, please use a meaningful subject line (e.g., KINE 4000: Project 1 Question), a greeting (e.g., Hello Dr. Martin), and a signature with your name at the end. Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower case, or all upper-case lettering, and please proofread emails before sending them. Due to the large number of emails that I receive each day, please include “KINE 4000” in your subject title if you want me to receive the email sooner.

***Academic Integrity and Dishonesty***

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. 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. Students should be familiar with the academic dishonesty policy at UNT. Please review the student rights and responsibilities information online.

***American with Disabilities Compliance***

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

***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 you being identified by other students or faculty members.

***Canvas Course Requirement***

All students are required to become familiar with their UNT Canvas account. Information about this course and updates to assignments will be uploaded via Canvas. Students must check the Canvas site regularly to keep up with course requirements. Canvas will be used to supplement the course. Specifically, students will be able to find the following resources: lecture notes, chapter self-tests, project information, exam review materials, and chapter videos.

Welcome to KINE4000 on Canvas



Syllabus



KINE4000 Projects and Activities



Chapter 1: Welcome to Sport and Exercise Psychology



Chapter 2: Science and Professional Practice of Sport and Exercise Psychology



Chapter 3: Personality and Sport



Chapter 4: Motivation

***Tip 1: How should I use all these resources to succeed in this class? 1.) Attend class; 2.) Read the textbook; 3.) Utilize the lecture materials; and 4.) Take the chapter self-tests and view the other on-line ancillaries on Canvas to gain an extensive understanding of sport and exercise psychology. Chapter self-tests and online materials will be removed at midnight the night before an exam.***

**Grade Criteria Overview**

Activities	Points	Percentage	Your Pts.
Exam 1: Chapters 1 – 9	100	20%	
Exam 2: Chapters 10 – 17	100	20%	
Project 1: Research Terms and Article Quiz	50	10%	
Project 2: Social Reinforcement Field Observation and Quiz	50	10%	
Quizzes (Syllabus and Chapters)	100	20%	
Participation (Discussions, Surveys, and Activity Reflections)	<u>100</u>	<u>20%</u>	
<b>Totals</b>	<b>500</b>	<b>100%</b>	

**Grade Criteria**

There are *two exams* that contribute to 40% of your final grade. You are required to take both exams. A green scantron will be provided to you for exams and quizzes. There are also *two projects*. *Project 1* involves a research article critique and quiz, and *Project 2* involves a social reinforcement field observation and quiz. Projects represent 20% of your final grade. Typically, no late project papers will be accepted. The in-class *quizzes* and the *class participation and the research activity* will make up 20% of your final grade. 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 contact me well in advance of due dates. I will be happy to discuss any of the above with you.

**Attendance and Class Participation**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. *Attendance* is defined as ***being in the classroom for the complete class period***. Being late and/or leaving early will be counted as not being in attendance and may result in points being deducted from your final point total. During most scheduled class meetings assigned seating will be required and an attendance form will be circulated for you to sign, or an activity will be used to document attendance. If you sign-in for another student who is absent, then both students will be considered absent, and points will be deducted.

**Illness and Absences**

Please communicate with the professor and instructional team prior to being absent, so we can discuss and mitigate the impact of the absence on your attainment of course learning goals. Also, inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any negative health symptoms, please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. 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.

## Quizzes

This course is about *learning life skills, taking responsibility for oneself, and developing more effective strategies and habits to improve performance*. It is your responsibility to read the material (i.e., syllabus, chapters, lecture notes, and assignments) and prepare PRIOR to 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 point) that cover the material from the most recent chapter. Scantrons will be provided for in-class quizzes. (**Important Note:** Missing a quiz results in a zero for that quiz and no make-ups are allowed. Hence, show up on time prepared for class. Quizzes will typically be given the first ten to fifteen minutes of class or the last ten to fifteen minutes of class. Arriving to class late or leaving early may result in not being able to take the chapter quiz due to time constraints and offering the course in a consistent manner.)

## Exams

A green scantron will be provided for the exams, but you are responsible for bringing a pencil. *Other materials* (e.g., books, backpacks, cell phones, and/or notes) *are NOT needed on exam days*. If you do bring a cell phone, turn it off before class. The first exam will cover Chapters 1–9 from the textbook (Weinberg & Gould, 2024) and materials discussed in class. The second exam will cover Chapters 10–17 and materials discussed in class. ***Chapter self-tests and online materials will be removed at midnight the night before an exam.*** 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 2: How should I prepare for quizzes and exams?** 1.) Attend class; 2.) Read the textbook; 3.) Utilize the lecture materials; 4.) Take the chapter self-tests; 5.) Outline the material using online notes; 6.) Define terms and answer review questions at the end of each chapter; 7.) Make the review questions into multiple choice questions; 8.) Use education apps (e.g., Quizlet); 9.) Think about how you can apply the information to yourself; and 10.) Get involved in class and/or study groups.

### Project 1: Research Terms and Article Quiz

Project 1 ensures that you are aware of important research terms for reading and correctly interpreting sport and exercise psychology research. The Research Terms and Article Quiz is worth 50 points (see Instruction below). Bonus points can be received for completing the: (a) Journal Article Evaluation Form and Journal Abstract Data Sheet - worth 10 points (see Instruction). Project 1 Research Terms and Article **quiz** should be completed on the designated class due date. **Project 1 paper and data sheet for bonus points** should also be submitted by the designated class due date as a pdf file via Canvas.

#### *Instructions*

1. Go to the KINE 4000 Canvas site and open the Project module containing the research terms and research article (see the citation below).

Smith, R. E., Smoll, F. L., & Curtis, B. (1979). Coach effectiveness training: A cognitive-behavioral approach to enhancing relationship skills in youth sport coaches. *Journal of Sport Psychology, 1*, 59-75.

2. Read Chapter 2 on science and professional practice. Then, review the research terms provided in the Project 1 module. Finally, read the journal article carefully. *You may have to read it several times to fully understand the information.* Pay special attention to the introductory information, the rationale for the study, its purpose, the basic method used, results, the discussion of the results, and the implications. Unless you have had advanced statistical courses, the "Results" section may be difficult to understand – refer back to Chapter 2 and the Research Terms may be required. Try to understand as much as you can prior to attempting to complete the associated quiz. Also, remember that the abstract and discussion section often emphasize the major findings. While reading the article, you will want to consider the following:
  - The purpose of the study.
  - How the study was conducted (see method section, e.g., who the participants were and what they did).
  - The results of the study (i.e., what was found).
  - Implications of the study (i.e., how practitioners, coaches, researchers, etc. can use the results).
  - The conclusions of the study (i.e., what the results mean).
  - The limitations of the study (e.g., whether the limitations are acknowledged).
  - Possible future research directions.

Responding to these points will **most likely** help you complete the Research Term and Article Quiz. In addition, considering these points can help you, if so desired, complete the Journal Article Examination Form and the Journal Abstract Data Sheet for bonus points.

3. Complete the Research Terms and Article quiz by the designated due date. To successfully answer the questions on the quiz (worth 2 points each), you will need to have read Chapter 2 on science and professional practice, the Research Terms, and the research article (Smith, Smoll, & Curtis, 1979).
4. If interested in bonus points, complete the Journal Article Examination Form, AND type your Journal Abstract Data Sheet (see the following pages) for the research article. No hand-written papers will be accepted. The purpose of this is to help you learn how to efficiently summarize research articles. *Your final paper should be virtually free of grammatical and spelling errors. The Journal Article Examination Form should be the last page of your Journal Abstract Data Sheet.*

### ***Evaluation Criteria***

This project is worth 10% or 50 points of your grade and will be evaluated according to the following criteria:

<b>Research Terms and Article Quiz - Criteria Weight</b>	<b>Points</b>	<b>Your Points</b>
Two points for each correct response on the 25-item multiple choice quiz	50	
<b>Total</b>	<b>50</b>	

Up to 10 bonus points can be earned for completing the Journal Article Examination Form AND Journal Abstract Data Sheet, which will be evaluated according to the following criteria:

<b>Bonus Activity - Criteria Weight</b>	<b>Points</b>	<b>Your Points</b>
Data Sheet-Journal Abstract and Paper Content (e.g., use of American Psychological Association reference format [APA 7th Edition], purpose, methods, results, implications, and conclusion)	5	
Organization, clarity and quality of writing, and format (typed using 12-point Times Roman font, single-sided page, double-spaced lines, 1 inch by 1-inch margins, and ≤ 500 words)	2.5	
Your evaluation based on experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Examination Form	<u>2.5</u>	
<b>Total</b>	<b>10</b>	

**Note.** No late *Bonus Activity* journal papers or data sheets are accepted.

### **Reference**

American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington: American Psychological Association.



**Project 1: Journal 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)

### Example of Project 1 Format with Instructions

PROJECT 1	PROJECT 1
<p data-bbox="396 432 591 443">Project 1: Journal Abstract Data Sheet</p> <p data-bbox="469 487 518 499">John Doe</p> <p data-bbox="396 512 591 522">KINE 4000, University of North Texas</p>	<p data-bbox="1003 291 1198 304">Project 1: Journal Abstract Data Sheet</p> <p data-bbox="1039 321 1161 331">APA Reference Citation</p> <p data-bbox="870 348 1282 388">Provide the reference of the article reviewed in this space. Use format provided in the Publication Manual of the American Psychological Association (7<sup>th</sup> Ed. p. 197).</p> <p data-bbox="943 403 1209 415">Annotation (e.g., Purpose, Method, Results, and Conclusions)</p> <p data-bbox="906 432 1318 443">In your own words, provide a summary of the article selected for Project 1 in this space.</p> <p data-bbox="870 459 1331 527">Explain the purpose of the study. Indicate the methods that were used (e.g., what the participants did in the study). Discuss the results, conclusions, and implications made by the authors. Also, provide the potential limitations associated with findings.</p> <p data-bbox="870 543 1331 638">Content, organization, clarity, quality of writing, and format are also very important in delivering information to the reader. Use 12 point Times Roman font, single sided pages, double spaced lines, and 1 inch margins. The entire Journal Abstract Data Sheet should not be longer than 500 words. Read the instructions and criteria provided in the syllabus.</p> <p data-bbox="1052 655 1149 665">Personal Evaluation</p> <p data-bbox="870 682 1331 779">In this space, provide your personal evaluation of the article based on your past (a) sport and exercise experience or (b) experience reading and reviewing research journal articles. Describe your past experiences and then indicate your thoughts about the article. Make sure to explain your reasons for your thoughts about the article.</p>

**Tip 3. What can help me to do well on Project 1 Quiz?** 1.) Read Chapter 2, review the research terms article, and read the article; 2.) Read the article again; and 3.) Prepare for the quiz.

**Bonus Activity.** If you choose to do the **bonus activity**, then: 1.) Use APA format for the article reference; 2.) Address all the bullet points on page 8 in your Journal Abstract Data Sheet (e.g., include implications); 3.) Follow formatting guidelines on pages 8, 9, and 11 (e.g., font, double-spaced, margins, etc.); and 4.) Proofread your paper and have another person review your paper (e.g., friend, significant other, or UNT writing lab tutor can help you eliminate awkward sentences).

## Project 2: Social Reinforcement Field Observation

Project 2 is an extension of Project 1. For Project 2, you will: (a) observe instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977); (b) describe and evaluate the instructor's behavior; and (c) integrate and apply your knowledge of sport and exercise psychology to a practical setting. This project consists of an observation/coding session, a typed evaluation paper, and quiz. **Project 2 paper** should be submitted in class by the designated due date. **Project 2 quiz** should also be completed in class by the designated due date.

### ***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). During this session you'll code his or her behavior for at least 25 minutes. If you are unable to view an instructor or coach in-person, then observing a practice video can be arranged (see project module or speak with me).
2. Become very familiar with the CBAS before attending your observation session (*i.e., use the textbook, syllabus, and online module to prepare*). You may need to review Project 1, rereading the Smith, Smoll, and Curtis (1979) article on coaching effectiveness. 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 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 the grand total. Use these totals to determine the percentages for each behavioral category. *Include 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, 2020). 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, 2024)". 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 as an example).

*The final paper should include the CBAS data sheet and 2-3 typed pages summarizing your observations (e.g., numbers for each behavior, total numbers, percentages, ratios, and specific comments or feedback made). Based on your observation and what you have learned about reinforcement principles, include the following 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. Your second paragraph should introduce what the CBAS is (include citation) and its components.
2. Several paragraphs discussing 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. You should also include 1-2 quotes of what the coach said. 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 viewing the coding sheet; therefore, include the number of times each behavior was observed, percentage, and example in addition to ratios). In your discussion of the results, you should also consider these questions:
  - What were the most frequent behaviors? Why?
  - What were the least frequent behaviors? Why?
  - Based on the CBAS, was this instructor effective?
3. Provide your thoughts about the overall effectiveness of the instruction based on past experiences and on past research. Discuss 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 cite any statements made throughout the paper using APA format (see examples provided below and in the *Publication Manual of the APA* 7<sup>th</sup> Edition, 2020).

### ***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 20% or 50 points of your grade using the following criteria:

<b>Project 2 Criteria Weight</b>	<b>Points</b>	<b>Your Points</b>
Social Reinforcement Field Observation Data Sheet (see page 14; provide number of behaviors for each category, total number of behaviors, percentages, and ratios)	20	
Observation Summary (2-3 typed pages [i.e., 3-4 with Data Sheet]) Organization, clarity and quality of writing, and format (typed using 12-point Times Roman font, single-sided, double-spaced, 1 inch by 1-inch margins, and length should be $\geq 500$ words but $\leq 1000$ words) Use of specific numbers, percentages, and examples	20	
Quiz on terms and concepts related to reinforcement and punishment	<u>10</u>	
<b>Total</b>	<b>50</b>	

**Note.** No late papers are accepted.

### **References**

- American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.). Washington: American Psychological Association.
- Smith, R. E., Smoll, F. L., & Curtis, B. (1979). Coach effectiveness training: A cognitive-behavioral approach to enhancing relationship skills in youth sport coaches. *Journal of Sport Psychology*, 1, 59-75.
- Smith, R. E., Smoll, F. L., & Hunt, E. B. (1977). A system for the behavioral assessment of coaches. *Research Quarterly*, 48, 401-407.
- Weinberg, R. S., & Gould, D. (2024). *Foundations of sport and exercise psychology* (8th ed.). Champaign, IL: Human Kinetics.

**Social Reinforcement Field Observation Data 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
<b><i>Reactive Behaviors</i></b>			
Reinforcement			
Non-reinforcement			
Mistake-contingent encouragement			
Mistake-contingent technical instr.			
Punishment			
Punitive technical instruction			
Ignoring mistakes			
Keeping control			
<b><i>Spontaneous Behaviors</i></b>			
General technical instruction			
General encouragement			
Organization			
General communication			
<b>Total</b>			

*Note.* Complete this sheet and turn it in with your summary. Percentage of each behavior is (row total/column total) x 100

Determine the following ratios (Reduce to whole numbers, not decimals or fractions):

- Total number of behaviors : total number of minutes observed =
- Number of reinforcements : number of non-reinforcements =
- Number of reinforcements : number of punishments =
- Number of reinforcements : number of punitive technical instructions =
- Number of reactive behaviors : number of spontaneous behaviors =

**Tip 4: What can help me to do well on Project 2?** 1.) Use the textbook, syllabus, and CBAS module on Canvas to practice coding behaviors; 2.) Accurately record the number of behaviors, percentages, and ratios; 3.) Address the four sections and bullet points on pages 11 through 13; 4.) Follow the formatting guidelines on page 13; and 5.) Proofread your paper and have someone else review your paper (e.g., friend, significant other, UNT writing lab, etc.).

### **Participation in Activities, Surveys, and Reflections**

Class participation involves participating in class discussions and Canvas Qualtrics surveys with reflections, which are worth 20% or 100 points of your grade. Evaluation is based on completion of surveys and depth of discussions and reflection (e.g., associated terms and theories) by 11:59 PM on designated dates. Weekly learning labs will be available. Although participating in discussions and surveys are required, weekly learning labs are not required to be completed or submitted but may aid in chapter quiz and exam preparation.

**Background Information and Assessment of Self (BIAS) Survey** (10 points). Complete the BIAS survey that includes questions about your background experiences. During this survey you will be asked to create a unique identifier (e.g., initials, age) that will be used to earn points and link this survey with the others that follow.

**Self-Identity and Regulation (SIR) Survey** (10 points). Complete the SIR survey about self-identity and personal control.

**Reflection over BIAS and SIR Surveys** (10 points). Write a 300-word reflection on the BIAS and SIR Surveys related to your personal experiences with the content.

**Group Assessment Sociogram (GAS) Survey** (10 points). Complete the GAS survey about group exercise/sport environment.

**Resiliency, Adaptability, and Toughness (RAT) Survey** (10 points). Complete the RAT survey about grit and resiliency.

**Reflection over GAS and RAT Surveys** (10 points). Write a 300-word reflection on the GAS and RAT Surveys related to your personal experiences with the content.

**Depression, Anxiety, and Stress (DAS) Survey** (10 points). Complete the DAS survey regarding emotional states of depression, anxiety, and stress.

**Physical Activity and Fitness (PAF) Survey** (10 points). Complete the PAF survey regarding health-related fitness and physical activity guidelines.

**Reflection over DAS and PAF Surveys** (10 points). Write a 300-word reflection over the DAS and PAF Surveys related to your personal experiences with the content.

**Prosocial and Antisocial Scale Survey (PASS)** (10 points). Complete the PASS survey about factors related to prosocial and antisocial behavior.

**Kinesiology 4000: PSYCHOLOGY OF SPORT**  
**“Tentative” Schedule of Events**  
**TuTh 11:00 AM – 12:20 PM**

Month	Day	Assignment and Activity
August	19	Course Introduction (Syllabus, Canvas, etc.)
	21	Syllabus Quiz <b>*Background Information and Assessment of Self (BIAS) Survey due @ 11:59 PM</b>
	26	CHAPTER 1: Welcome to Sport and Exercise Psychology
	28	CHAPTER 2: Science and Professional Practice of Sport and Exercise <b>*Self-Identity and Regulation (SIR) Survey due @ 11:59 PM</b>
September	2-4	CHAPTER 3: Personality and Sport <b>*Reflection over BIAS and SIR surveys due @ 11:59 PM</b>
	9-11	CHAPTER 4: Motivation
	16-18	CHAPTER 5: Arousal, Stress, and Anxiety
	23	<b>Project 1 Article and Research Term Quiz</b> <b>Project 1 Journal Abstract Evaluation and Data Sheet</b>
	25	CHAPTER 6: Competition and Cooperation
	30	CHAPTER 7: Feedback, Reinforcement, and Intrinsic Motivation
October	2	CHAPTER 8: Diversity and Inclusion Group Cohesion <b>*Group Assessment Sociogram (GAS) Survey due @ 11:59 PM</b>
	7	CHAPTER 9: Team Dynamics and Cohesion <b>*Resiliency, Adaptability, and Toughness (RAT) Survey due @ 11:59 PM</b>
	9	<b>Exam 1 (Chapters 1-9)</b>
	14	CHAPTER 10: Leadership
	16	CHAPTER 11: Communication
	21	<b>Project 2 Quiz, Project 2 Field Observation Paper and Data Sheet due</b>
	23	<b>No class meeting, AASP Conference</b>
	28	<b>*Reflection over GAS and RAT Surveys due @ 11:59 PM</b>
	30	CHAPTER 12: Introduction to Psychological Skills Training <b>*Depression, Anxiety, and Stress (DAS) Survey due @ 11:59 PM</b>
November	4-6	CHAPTER 13: Arousal Regulation
	11	CHAPTER 14: Imagery
	13	CHAPTER 15: Self-Confidence
	18	CHAPTER 16: Goal Setting
	20	CHAPTER 17: Concentration <b>*Physical Activity and Fitness (PAF) Survey due @ 11:59 PM</b>
	25-27	<b>Thanksgiving Break</b>
December	2	<b>Exam 2 (Chapters 10-17)</b>
	4	<b>*Reflection over DAS and PAF surveys due @ 11:59 PM</b>
	9	<b>*Prosocial and Antisocial Scale Survey (PASS) due @ 11:59 PM</b>

**Note.** \*Complete surveys and reflections on designated dates listed. Schedule is tentative and may change.