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 (APA 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

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 the course 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.

Course Etiquette
This course involves chapter lectures and activities completed via Canvas and Zoom. Student behavior that interferes with an instructor’s ability to conduct discussions 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 ready to complete daily activities as scheduled (Canvas and Zoom).
- Doing multiple activities or viewing several devices at the same time can hinder learning, may distract you and others from content being presented (Sana, Weston, Cepeda, 2013).
- Only topics related to the course content should be discussed during course discussions.

Failure to follow these guidelines will result in you:
- Being asked to leave the course discussion group,
- 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 course 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 address. Students are expected to carefully and thoughtfully write professional emails. 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 Dishonesty

Cheating or plagiarism will not be tolerated. Students caught cheating during an examination or quiz or plagiarizing a written assignment 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. 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 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 an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 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 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. The designated liaison for the Department of Kinesiology, Health Promotion and Recreation is Ms. Doryce Judd (Doryce.Judd@unt.edu). 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. Specifically, students will be able to find the following resources: chapter presentations, chapter videos, lecture outlines and notes, chapter self-tests, project information, exam review materials, and grades and general feedback.
Welcome to KINE4000 on Canvas

Canvas
Canvas will be a very important tool for our course. There are some Canvas settings you can set-up so that you receive emails with any activity on Canvas. See instructions below for setting up your Canvas notifications:

- Log into Canvas
- Select “Account” on the left under your profile
- Select “Notifications”
- From here you can select and personalize what you want to be notified of, via email, when there is activity on Canvas (e.g., selecting the check mark for “Announcements” will send you an email with the announcement when they occur).
- You can also download the Canvas Student app for your phone for easy access to materials.

Zoom
Zoom will also be a very important tool for our course. Zoom is integrated into Canvas (see module on the left toward to bottom of your primary options). Computer access is suggested for taking quizzes and engaging in a meeting that will last for more than 30 minutes (such as our class). Please use the steps below to assist in preparing for Zoom class on your computer:

- Go to unt.zoom.us
- Log in with UNT credentials
- Select the “Resources” dropdown at top right of page
- Select “Download Zoom Client”
- Select the first download available to download the zoom app onto your computer
- Once you download the app, and start the loading process, a camcorder icon in a blue box will appear
- It will automatically prompt the app to open
- Select log in
- At the sign in screen select to ”sign in as SSO”
- SSO is “unt”

The app will send out to a zoom webpage then populate back in your UNT zoom app.

Tip 1: How should I use all of these resources to succeed in this course? 1.) Read the textbook; 2.) Utilize the Canvas lecture materials; and 3.) Take the chapter self-tests and view the other online 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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1: Chapters 1 – 9</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2: Chapters 10 – 17</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Project 1: Research Article Critique and Quiz</td>
<td>25</td>
<td>10%</td>
</tr>
<tr>
<td>Project 2: Social Reinforcement Field Observation and Quiz</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (Syllabus, Research Terms, and Chapters)</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Course Participation (Canvas and Zoom Discussions)</td>
<td>25</td>
<td>10%</td>
</tr>
<tr>
<td>Totals</td>
<td>250</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Criteria

There are 2 exams that contribute to 40% of your final grade. You are required to take both exams. There will also be a journal abstract evaluation and quiz (Project 1) and social reinforcement field observation (Project 2) that will contribute to 30% of your final grade. No late papers will be accepted. Online quizzes (i.e., syllabus, research terms, and chapter quizzes) will make up 20% of your final grade. It is your responsibility to read the chapters and notes prior to due dates. Participation in Canvas discussions and Zoom sessions make up the other 10% of your grade. Reading the chapters, completing online self-tests and responding to questions at the end of each chapter, and actively engaging in online 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 contact me well in advance of completion dates. I will be happy to discuss any of the above with you.

Course Participation

During scheduled course meetings, students will be required to connect online and complete the assigned activities (discussion, chapter quiz), to document course participation. 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, then email me to make an appointment at a time that is convenient for us both.

Reference

**Quizzes and Exams**

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). Chapter 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 viewed and read. *(Note. Not completing a quiz results in a zero for that quiz.)* Chapter quizzes will be offered on Canvas during class time.

Exams will cover materials presented in the required text *(Weinberg & Gould, 2019)* and in Canvas. Specifically, the first exam will cover Chapters 1-9 and associated materials available in Canvas. The second exam will cover Chapters 10-17 and the associated material available in Canvas. 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. Participate in course discussions;
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 study groups.
**Project 1: Journal Abstract Evaluation and Data Sheet**

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 Article Evaluation Form and Journal Abstract Data Sheet - worth 15 points (see Instruction 3), and (b) quiz - worth 10 points (see Instruction 4). Project 1 should be submitted as a pdf file via Canvas by 12:29 PM May 14th and Project 1 Quiz will be completed at the beginning of class via Zoom on May 14th.

**Instructions**

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


2. Choose one of the two articles to read and make a copy of the complete article. Read the journal article carefully. You will need 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'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 abstract and the discussion section often emphasize the major findings (e.g., read the text and review the tables and figures). While reading the article, you will want to address the following in your paper:
   - Explain the purpose of the study.
   - Indicate how the study was conducted (see methods; e.g., explain who the participants were and what they did).
   - Discuss the results of the study (i.e., explain what was found).
   - Discuss the implications of the study (i.e., explain how practitioners, coaches, researchers, etc. can use the results).
   - Discuss the conclusions of the study (i.e., explain what the results mean).
   - Indicate the limitations of the study (e.g., indicate whether the author(s) acknowledge the limitations of the study).
   - Provide information on possible future research directions (i.e., if you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study?).

Responding to these points will most likely help you complete the Journal Article Examination Form and the Journal Abstract Data Sheet. This will also help you prepare for the Project 1 quiz.
3. Complete the Journal Article Examination Form AND type your Journal Abstract Data Sheet (see the following pages) for ONE of the research articles available on Canvas. 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.

4. Complete the quiz pertaining to the article you read in class May 14th. To successfully answer the 10 questions on the quiz (worth 1 point each), you will need to have read (several times) and understood the article of choice.

**Evaluation Criteria**

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

<table>
<thead>
<tr>
<th>Criteria Weight</th>
<th>Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1. Data Sheet-Journal Abstract</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content (e.g., use of American Psychological Association reference format [APA 7th Edition], purpose, methods, results, implications, and conclusion)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Your evaluation based on past experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Examination Form</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2. Quiz</strong> (i.e., 1 point for each correct response on the 10-item multiple choice quiz)</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* No late papers are accepted.

**Reference**

# Project 1: Journal Article Evaluation Form

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

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

Adapted from the *Handbook in Research and Evaluation*, Isaac and Michael (1983)
Example of Project 1 Format with Instructions

**Tip 3: What can help me to do well on Project 1?**

1.) Read the article; 2.) Read the article again; 3.) Prepare for the quiz; 4.) Use APA format for the article reference; 5.) Address all of the bullet points on page 7 in your Journal Abstract Data Sheet (e.g., include implications); 6.) Follow formatting guidelines on pages 7 and 8 (e.g., font, double-spaced, margins, etc.); and 7.) 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

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 should be submitted as a pdf file via Canvas by 12:29 PM May 20th and Project 2 Quiz will be completed at the beginning of class via Zoom on May 20th.

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 (e.g., due to the stay-at-home COVID-19 mandate), 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). 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 also 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, 2019). 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, 2019)”. 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 looking at the coding sheet). 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.


**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 a 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:

<table>
<thead>
<tr>
<th>Project 2 Criteria Weight</th>
<th>Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Reinforcement Field Observation Data Sheet (see page 14; provide number of behaviors for each category, total number of behaviors, percentages, and ratios)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Observation Summary (2-3 typed pages [i.e.,3-4 with Data Sheet])</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>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 ≥ 500 words but ≤ 1000 words)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Use of specific numbers, percentages, and examples</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Quiz on terms and concepts related to reinforcement and punishment</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**References**


Social Reinforcement Field Observation Data Sheet

Observer's name_______________________________  Date of observation______________________

Time began _______  Time ended _______  Activity observed____________________________________

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

<table>
<thead>
<tr>
<th>Behavioral category</th>
<th>Mark each occurrence</th>
<th>Total</th>
<th>Percentage</th>
</tr>
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<td><strong>Reactive Behaviors</strong></td>
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<td>Reinforcement</td>
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<td>Non-reinforcement</td>
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<td>Mistake-contingent</td>
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<td>encouragement</td>
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<td>Mistake-contingent technical</td>
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<td>Punishment</td>
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<td>Punitive technical instruction</td>
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<td>Ignoring mistakes</td>
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<td>Keeping control</td>
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<td><strong>Spontaneous Behaviors</strong></td>
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<td>General technical instruction</td>
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<td>General encouragement</td>
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<td>Organization</td>
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<td>General communication</td>
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<td><strong>Total</strong></td>
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*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):

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 =

**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.).
### Tentative Schedule of Events

12:30-4:20 pm MTWR Canvas  
Maymester 2020

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Activity</th>
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</table>
| **May** | 11 | **Course Introduction** (Internet, Canvas, Zoom, etc.)  
CHAPTER 1: Welcome to Sport and Exercise Psychology |
|       | 12 | CHAPTER 2: Science and Professional Practice  
CHAPTER 3: Personality and Sport |
|       | 13 | CHAPTER 4: Understanding Motivation  
CHAPTER 5: Arousal, Stress, and Anxiety |
|       | 14 | **Project 1 Journal Abstract Evaluation & Data Sheet**  
**Project 1 Quiz**  
CHAPTER 6: Competition and Cooperation  
CHAPTER 7: Feedback, Reinforcement, and Intrinsic Motivation |
|       | 18 | CHAPTER 8: Diversity and Inclusion Group Cohesion  
CHAPTER 9: Group and Team Dynamics  
**Exam 1 (Chapters 1 – 9)** |
|       | 19 | CHAPTER 10: Leadership  
CHAPTER 11: Communication |
|       | 20 | **Project 2 Field Observation Data Sheet & Paper**  
**Project 2 Quiz** |
|       | 21 | **Research Activity**  
CHAPTER 12: Introduction to Psychological Skills Training  
CHAPTER 13: Arousal/Emotional Management and Relaxation |
|       | 25 | Memorial Day |
|       | 26 | CHAPTER 14: Imagery  
CHAPTER 15: Self-Confidence |
|       | 27 | CHAPTER 16: Goal Setting  
CHAPTER 17: Concentration |
|       | 28 | **Exam 2 (Chapters 10 – 17)** |

*Note.* Dates in **bold** are days we meet at the beginning of class via Zoom.