

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
Kinesiology 4000: Psychology of Sport
Fall, 2020
UNT Canvas

Co-Instructor Information

Scott Martin, Ph.D., ACSM Fellow, AASP Fellow
Professor of Sport and Exercise Psychology
Department of KHPR
Office Phone: 940.565.3418
Office: PEB 210F
Scott.Martin@unt.edu

Taylor Casey, M.Ed., ABD
Doctoral Student
Department of KHPR
Office Phone: 940.369.5187
Office: MGM 107
Taylor.Casey@unt.edu

Office Hours: by appointments

Canvas ancillaries - slides, outlines, videos, learning labs, and self-tests

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* (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

Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th 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 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 being referred 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



[Syllabus](#)



[Modules for Chapters, Projects, and Exams](#)

Canvas

Follow these instructions to setup Canvas to receive notifications and emails:

- Log into Canvas
- Select “Account” on the left under your profile
- Select “Notifications”
- Select and personalize what you want to be notified of, via email (e.g., selecting “Announcements” will send you an email with the announcement).
- For easy access to Canvas materials, download the Canvas Student app for your phone.

Zoom

Zoom is integrated into Canvas (see navigation menu on the left toward the bottom). Use the following steps to prepare for Zoom sessions on your computer:

- Go to unt.zoom.us
- Log-in with UNT credentials
- Select the “Resources” at top right of page and select “Download Zoom Client”
- Select the first download available to download the zoom app onto your computer
- Once the app is downloaded, a camcorder icon in a blue box will appear
- Select log-in and at the sign in screen select to "sign in as SSO" (SSO is “unt”)
- A zoom webpage will pop-up and then populate back in your UNT zoom app.

LockDown Browser

LockDown Browser, in Canvas, will be used for Exams and Project Quizzes. Webcam use will be required while using LockDown Browser. Prior to Project 1 Quiz download the required LockDown Browser using one of the following steps:

- Weblink: <https://download.respondus.com/lockdown/download.php?id=165715487>
- In Canvas, for example, select Project 1 Quiz, and a pop-up message will appear letting you know the LockDown Browser is required and provide you with download link

Once you have downloaded Respondus LockDown Browser, you have to open the program. A pop-up for “Choose Server” will appear that says, “More than one e-learning system is used at your institution.” Please select the appropriate system from the list, “UNT Denton Canvas.” After opening LockDown Browser, you must then navigate to the correct Canvas KINE 4000 Course to begin the Project Quiz or Exam. If you do not have access to a computer with a webcam and a stable internet connection, please schedule a time to complete Project Quizzes and Exams at the Sage Hall Testing Center (i.e., make a reservation well in advance to take an exam there at <http://it.unt.edu/test>).

Grade Criteria Overview

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

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 20% of your final grade. No late papers will be accepted. Online quizzes (i.e., syllabus, knowledge assessment, 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, Zoom sessions, and activities (e.g., surveys and reflections) make up the other 20% of your grade. Reading the chapters, completing Canvas chapter self-tests and responding to questions at the end of each chapter, and actively viewing Canvas ancillaries (e.g., chapter outlines, slides, videos, and learning labs) 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 order to master course content and complete assignments at a grade of C or better, it is expected that students spend approximately 6-9 hours per week preparing for classes by studying the text, assigned readings, and completing any assigned homework. Completing and participating in additional resources (e.g., learning labs, survey reflections) will also assist you in developing a deeper knowledge of course materials and meeting course objectives. Assignments should be completed on time; late work ***will not be accepted*** unless arrangements have been previously made with the instructors. 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

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

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 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.

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 information and/or chapter(s) that were to have been viewed and read. (*Note*. Not completing a quiz results in a zero for that quiz.) Quizzes (i.e., Syllabus, Knowledge Assessment, Research Terms, and 17 Chapter) should be completed on the designated dates in Canvas and are worth 20% or 100 points of your grade. Quizzes will open at midnight on Monday, the beginning of the week they are due, and must be complete by 11:59 PM on the designated dates.

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 50 question exams may include true/false and multiple-choice questions worth 2 points each. Exams are completed on the designated dates using lockdown browser and are worth 40% or 200 points of your grade. The exams will open at midnight and close at 11:59 PM on the designated dates.

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 Canvas 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 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 50 points: (a) Journal Article Evaluation Form and Journal Abstract Data Sheet - worth 40 points (see Instruction 3), and (b) quiz - worth 10 points (see Instruction 4). Project 1 paper should be submitted as a pdf file via Canvas and the associated Project 1 Quiz should be completed by the designated due date using lockdown browser.

Instructions

1. Go to the KINE 4000 Canvas site and open the Project folder containing two articles (see the citations below).

McEwan, D., & Beauchamp, M. R. (2020). Teamwork training in sport: A pilot intervention study. *Journal of Applied Sport Psychology, 32*, 220-226.
doi/full/10.1080/10413200.2018.1518277

Schutte, N. M., Nederend, I., Bartels, M., & de Gues, E. J. C. (2019). A twin study on the correlates of voluntary exercise behavior in adolescence. *Psychology of Sport & Exercise, 40*, 99-109. doi: 10.1016/j.psychsport.2018.10.002

2. Choose one of the two articles to read and make a copy of the complete article. Read the journal article carefully. *You will 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 – additional reading may be required. Try to understand as much as you can prior to attempting to complete the project. Also, remember that the abstract and 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 by the designated due date. 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 50 points of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
<i>Part 1.</i> Data Sheet-Journal Abstract		
Content (e.g., use of American Psychological Association reference format [APA 7th Edition], purpose, methods, results, implications, and conclusion)	15	
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)	15	
Your evaluation based on past experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Examination Form	10	
<i>Part 2.</i> Quiz (i.e., 1 point for each correct response on the 10-item multiple choice quiz)	<u>10</u>	
Total	50	

Note. No late papers are accepted.

Reference

American Psychological Association (2019). *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

<p style="text-align: center;">PROJECT 1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">Project 1: Journal Abstract Data Sheet</p> <p style="text-align: center;">John Doe KINE 4000, University of North Texas</p>	<p style="text-align: center;">PROJECT 1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">Project 1: Journal Abstract Data Sheet</p> <p style="text-align: center;">APA Reference Citation</p> <p>Provide the reference of the article reviewed in this space. Use format provided in the Publication Manual of the American Psychological Association (7th Ed. p. 198).</p> <p style="text-align: center;">Annotation (e.g., Purpose, Method, Results, and Conclusions)</p> <p>In your own words, provide a summary of the article selected for Project 1 in this space. 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>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 style="text-align: center;">Personal Evaluation</p> <p>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? 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 the designated due date and Project 2 Quiz should be completed by the designated due date using lockdown browser.

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). 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 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 also in the *Publication Manual of the APA 7th Edition*, 2019).

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:

Project 2 Criteria Weight	Points	Your Points
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 ≥ 500 words but ≤ 1000 words) Use of specific numbers, percentages, and examples	20	
Quiz on terms and concepts related to reinforcement and punishment	<u>10</u>	
Total	50	

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., & Hunt, E. B. (1977). A system for the behavioral assessment of coaches. *Research Quarterly*, 48, 401-407.
- Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th 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
<i>Reactive Behaviors</i>			
Reinforcement			
Non-reinforcement			
Mistake-contingent encouragement			
Mistake-contingent technical instr.			
Punishment			
Punitive technical instruction			
Ignoring mistakes			
Keeping control			
<i>Spontaneous Behaviors</i>			
General technical instruction			
General encouragement			
Organization			
General communication			
Total			

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.).

Participation in Activities, Surveys, and Reflections

Weekly participation involves participating in Canvas discussions, Qualtrics surveys, and activity self-reflections, which are worth 20% or 100 points of your grade. Evaluation is based on completion and depth of reflection (e.g., associated terms and theories). Additional instructions and Qualtrics survey links will be provided in Canvas modules. Reflections are submitted using a 1-page fillable form by 11:59 PM on designated dates.

Background Information and Assessment of Self (BIAS) Survey (5 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.

Peer Introduction and Evaluation (PIE) Activity (5 points)

Through a discussion post on Canvas, provide information about yourself and what interests you about the course content and your major. Upon completing the PIE survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience and your willingness and personal openness to interact with others in-person or using internet discussion posts. Save fillable form as a PDF file (LASTNAME_PIE_DATE) and submit through Canvas.

Quiet Eye Training (QET) Activity, Pre-Survey, and Post-Survey (30 points)

At the beginning and end of the semester, you will provide information about your knowledge, experience, thoughts, and actions regarding the QET. During the semester, you will view QET videos and participate in weekly training to perform a specific task. You will self-report progress and performance outcomes on a weekly basis, by Sunday at 11:59 PM. Save fillable form as a PDF file (LASTNAME_QETWEEKLYPROGRESS_DATE) and submit through Canvas.

Physical Activity and Fitness (PAF) Survey and Reflection (10 points)

Complete the PAF survey regarding health-related fitness and physical activity guidelines. Upon completing the PAF survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience and content covered in the book. Save fillable form as a PDF file (LASTNAME_PAF_DATE) and submit through Canvas.

Self-Identity and Regulation (SIR) Survey and Reflection (10 points)

Complete the SIR survey about self-identity and personal control. Upon completing the SIR survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience and content covered in the book. Save fillable form as a PDF file (LASTNAME_SIR_DATE) and submit through Canvas.

Group Assessment Sociogram (GAS) Survey and Reflection (10 points)

Complete the GAS survey about group exercise/sport environment. Upon completing the GAS survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience and content covered in the book. Save fillable form as a PDF file (LASTNAME_GAS_DATE) and submit through Canvas.

Depression, Anxiety, and Stress (DAS) Survey and Reflection (10 points)

Complete the DAS survey regarding emotional states of depression, anxiety and stress. Upon completing the DAS survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience and content covered in the book. Save fillable form as a PDF file (LASTNAME_DAS_DATE) and submit through Canvas.

Resiliency, Adaptability, and Toughness (RAT) Survey and Reflection (10 points)

Complete the RAT survey about grit and resiliency. Upon completing the RAT survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience content covered in the book. Save fillable form as a PDF file named "LASTNAME_RAT_DATE and submit through Canvas.

Family Leisure and Exercise Activity (FLEA) Survey and Reflection (10 points)

Have a relative complete the FLEA survey using your unique identifier. Upon completing the FLEA survey, you will write a 1-page reflection (< 300 words, use fillable reflection form). Self-reflection should incorporate personal experience and content covered in the book. Save fillable form as a PDF file (LASTNAME_FLEA_DATE) and submit through Canvas.

KINE 4000: PSYCHOLOGY OF SPORT
“Tentative” Schedule of Events
TR 11:00 AM – 12:20 PM

Month	Day	Assignment and Activity
August	25	Course Introduction (Syllabus, Canvas, etc.) SAC Knowledge Quiz
	27	Syllabus Quiz * Background Information and Assessment of Self (BIAS) Survey * Peer Introduction and Evaluation (PIE) Activity
September	1	CHAPTER 1: Welcome to Sport and Exercise Psychology
	3	CHAPTER 2: Science and Professional Practice * Quiet Eye Training (QET) Pre-Survey
	8	CHAPTER 3: Personality and Sport
	10	CHAPTER 4: Understanding Motivation * Physical Activity and Fitness (PAF) Survey and Reflection
	15	CHAPTER 5: Arousal, Stress, and Anxiety
	22	Research Term Quiz
	24	Project 1 Quiz
	29	Project 1 Journal Abstract Evaluation and Data Sheet
October	1	CHAPTER 6: Competition and Cooperation * Self-Identity and Regulation Survey and Reflection
	6	CHAPTER 7: Feedback, Reinforcement, and Intrinsic Motivation
	8	CHAPTER 8: Diversity and Inclusion Group Cohesion
	13	CHAPTER 9: Group and Team Dynamics * Group Assessment Sociogram (GAS) Survey and Reflection Exam 1 Review
	15	Exam 1 (Chapters 1-9)
	20	CHAPTER 10: Leadership
	22	CHAPTER 11: Communication
	27	Project 2 Quiz
	29	Project 2 Field Observation Data Sheet and Paper
	November	3
5		CHAPTER 13: Arousal Regulation * Depression, Anxiety, and Stress (DAS) Survey and Reflection
10		CHAPTER 14: Imagery
12		CHAPTER 15: Self-Confidence * Resiliency, Adaptability, and Toughness (RAT) Survey and Reflection
17		CHAPTER 16: Goal Setting
19		CHAPTER 17: Concentration * QET Post-Survey
24		Exam 2 Review
26		Thanksgiving Break
December	1	* Family Leisure and Exercise Activity (FLEA) Survey and Reflection SAC Knowledge Quiz
	3	Exam 2 (Chapters 10-17)

Note. Complete and submit exams, quizzes, projects, and surveys on designated dates listed.