

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
KINE 5185 and KINE/PSYC 6185: Applied Sport Psychology
Spring Semester, 2021
UNT Canvas

Co-Instructor Information

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

Purpose of the Course

The purpose of this course is to provide graduate students interested in applied performance psychology with an in-depth overview of professional practice issues influencing effective mental training and performance enhancement. The focus of the course will be on applied performance psychology techniques and strategies to enhance client functioning, with the intent to bridge performance psychology related research with professional practice.

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 practitioner 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.

This course primarily focuses on applied performance psychology professional practice techniques, strategies, and issues in various athletic and performing artist groups.

Course Prerequisite

The prerequisite for this course is KINE 5125 and KINE/PSYC 6125: Sport and Exercise Psychology. In addition to the prerequisite course, it would be preferable that any student enrolling in the course has a strong understanding of sport and exercise psychology theories and research. Preferably students should have read a text such as Williams and Krane (2021) or Weinberg and Gould (2019) prior to enrolling in this course.

Required Textbooks

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

Hanrahan, S. J., & Andersen, M. B. (Eds.). (2010). *Routledge Handbook of Applied Sport psychology: A comprehensive guide for students and practitioners*. New York: Routledge Taylor & Francis Group.

Van Raalte, J. L., & Brewer, B. W. (2014). *Exploring sport and exercise psychology* (3rd ed.). Hyattsville, MD: American Psychological Association.

Learner Objectives

1. To read, synthesize, and critique existing scientific literature and anecdotal reports; and to discuss the status and ramifications for future practice and research.
2. To develop an understanding of different applied performance psychology consulting and counseling approaches.
3. To become acquainted with techniques and strategies appropriate to applied performance psychology practice.
4. To demonstrate the ability to incorporate applied performance psychology theory into practice.
5. To improve communication and counseling/consulting skills.
6. To acquire life skills and knowledge from applied performance psychology literature for improved functioning.
7. To develop a better understanding of various groups and subcultures in athletics.
8. To demonstrate applied sport performance knowledge and skills in various situations.

Grade Criteria

The applied performance psychology course is composed of eight projects or competencies which, when successfully completed, should help you be better prepared to deliver sport psychology services. Information about the course projects and activities will be available at the course website. The eight projects contribute to 80% of your final grade. You are required to complete all eight projects to earn a grade in the course. Projects are due as indicated and will be evaluated by the instructor (and in some cases, by other graduate students). 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, 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 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 (project, 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.

Course Participation

During scheduled course meetings, students will be required to connect online and complete the assigned activities, 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., 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 a project or activity due date, 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.

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, review materials, and grades and general feedback.

Course Group Contract

A group code of conduct will be provided, and a group contract will be signed. It is hoped that activities and discussions will provide a meaningful experience. The following rules (and possibly others) will govern our interactions and help to make group experiences and activities meaningful. As a member, you will take responsibility for being on time and attending all class meetings, keeping our discussions confidential, speaking directly to others rather than about them, and speaking only for yourself and allowing others to speak for themselves. If at any time during the activities and discussions you feel that you cannot continue, then please share your feelings with the facilitator. You share the responsibility for

Guest Lecturers

Invited speakers and guests may attend some meetings. Please respect and appreciate differences in opinions, ethnicity, gender, nationality, physical ability, sexual orientation, religion, and other categories that are and have used to define and separate us. Our discussions and sometimes our guest speakers and lecturers will challenge status quo thinking. Therefore, please be thoughtful, accepting of diverse views other than your own, and embrace equality for all.

Course Criteria

Activities	Points	Percentage	Your Pts.
Project 1: Performance Psychology Practitioner Reflection and Development of a Theory-based Case Study	50	10%	
Project 2: Effective Communication Role-play	50	10%	
Project 3: Relaxation Script and Audio/Video	50	10%	
Project 4: Imagery Performance Script and Audio/Video	50	10%	
Project 5: Conduct and Transcribe Interview with an Athlete	50	10%	
Project 6: Develop a Mental Skills Training Workshop Manual	50	10%	
Project 7: Present a Mental Skills Training Workshop	50	10%	
Project 8: Philosophy Statement	50	10%	
Course Participation	100	20%	
Totals	500	100%	

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.

Academic Dishonesty

Cheating or plagiarism will not be tolerated. Students caught cheating during an examination 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.

Additional Resources

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

- Acevedo, E. O. (Ed.). (2019). *The Oxford encyclopedia of sport, exercise, and performance psychology*. New York: Oxford University Press.
- Andersen, M. B. (Ed.). (2000). *Doing sport psychology*. Champaign, IL: Human Kinetics.
- Andersen, M. B. (Ed.). (2005). *Sport psychology in practice*. Champaign, IL: Human Kinetics.
- Ansel, M. H. (2016). *In praise of failure: The value of overcoming mistakes in sports and life*. Lanhan, MD: Rowman & Littlefield.
- Aoyagi, M. W., & Poczwadowski, A. (Eds.). (2012). *Expert approaches to sport psychology: Applied theories of performance excellence*. Morgantown, WV: Fitness Information Technology.
- Brewer, B., & Redmond, C. (2016). *Psychology of sport injury*. Champaign, IL: Human Kinetics.
- Bull, S. J., Albinson, J. G., & Shambrook, C. J. (1996). *The mental game plan: Getting psyched for sport*. East Sussex, UK: Sports Dynamics.
- Cremades, J. G., & Tashman, L. S. (2014). *Becoming a sport, exercise, and performance psychology professional: A global perspective*. New York, NY: Taylor & Francis.
- Dosil, J. (Ed.). (2006). *The sport psychologist's handbook: A guide for sport-specific performance enhancement*. Indianapolis, IN: Wiley Publishing, Inc.
- Etzel, E. F. (2009). *Counseling and psychological services for college student-athletes*. Morgantown, WV: Fitness Information Technology.
- Etzel, E. F., & Watson, Jack C. (Eds.). (2014). *Ethical issues in sport, exercise, and performance psychology*. Morgantown, WV: Fitness Information Technology.
- Ganquist, M., Hamson-Utley, J., Kenow, L. J., & Stiller-Ostrowski, J. (2015). *Psychosocial strategies for athletic training*. Philadelphia: F.A. Davis Company.
- Gardner, F. L., & Moore, Z. E. (2006). *Clinical sport psychology*. Champaign, IL: Human Kinetics.
- Gilbourne, D., & Andersen, M. B. (Eds.). (2011). *Critical essays in applied sport psychology*. Champaign, IL: Human Kinetics.

- Hackfort, D., & Schinke, R. J. (Ed.). (2020). *The Routledge international encyclopedia of sport and exercise psychology* (Volumes 1 & 2). New York: Routledge Taylor & Francis Group.
- Kellmann, M. (Ed.). (2002). *Enhancing recovery: Preventing underperformance in athletes*. Champaign, IL: Human Kinetics.
- Murphy, S. M. (Ed.). (2012). *The Oxford handbook of sport and performance psychology*. New York: Oxford University Press.
- Orlick, T. (1998). *Feeling great: Teaching children to excel at living*. (3rd ed.). Ontario, Canada: Creative Bound.
- Orlick, T. (2008). *In pursuit of excellence: How to win in sport and life through mental training*. (4th ed.). Champaign, IL: Human Kinetics.
- Pyke, F. (Ed.) (2013). *Coaching excellence*. Champaign, IL: Human Kinetics.
- Rotella, B., Boyce, B. A., Allyson, B., & Savis, J. C. (1998). *Case studies in sport psychology*. London: Jones and Bartlett.
- Schinkle, R. J., & Hanrahan, S. J. (Eds.). (2009). *Cultural sport psychology*. Champaign, IL: Human Kinetics.
- Taylor, J. (Ed.). (2005). *Applying sport psychology - four perspectives*. Champaign, IL: Human Kinetics.
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology*. Hoboken, NJ: Wiley Publishing, Inc.
- Tennenbaum, G., Eklund, R., & Kamata, A. (Eds.). (2012). *Measurement in sport and exercise psychology*. Champaign, IL: Human Kinetics Publishing.
- Thompson, M. A., Vernacchia, R. A., & Moore, W. E. (1998). *Case studies in applied sport psychology: An educational approach*. Dubuque, IA: Kendall/Hunt.
- Tod, D., Thatcher, J., & Rahman, R. (2010). *Sport psychology*. New York, Palgrave Macmillan.
- Vernacchia, R. A. (2003). *Inner strength: The mental dynamics of athletic performance*. Palo Alto, CA: Warde Publishers.
- Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.
- Williams, J., & Krane, V. (Eds.). (2015). *Applied sport psychology: Personal growth to peak performance*. (7th ed.). Mountain View, CA: Mayfield.

Welcome to KINE 5185 and KINE/PSYC 6185 on Canvas

Canvas will be used to supplement the KINE 5185 and KINE/PSYC 6185: Applied Sport Psychology which is primarily taught in a regular classroom environment. Lecture notes and project information will be available on Canvas. Students will want to attend class, read the assigned book, and utilize the lecture materials on Canvas to gain an extensive understanding of applied performance psychology and experience success in the course.

**Syllabus*****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.

University of North Texas
KINE 5185 and KINE/PSYC 6185: Applied Sport Psychology
“Tentative” Schedule of Events
Spring Semester 2021

Month	Day	Week	Activity
January	11	1	<p>Course and Personal Introduction</p> <p><i>Activity</i> – Individual and Group Discovery 3 Approaches to Sport Psychology Consulting Initial Development of a Case Study</p>
	18	2	<p>Providing Sport Psychology Services and Interventions</p> <p><i>Activity</i> – Individual and Group Discovery</p> <p><i>Project 1 Performance Psychology Practitioner Reflection and Development of a Theory-based Case Study Due</i></p> <p>Read <i>Chapter 1</i> Therapeutic relationships <i>Chapter 2</i> Attending and listening <i>Chapter 3</i> Training and professional development</p>
	25	3	<p>Developing Rapport and Gaining Entry</p> <p><i>Activity</i> – Communication, Counseling Skills, and Assessment</p> <p><i>Project 2 (Part 1- Role-play): Effective Communication Role-play Due</i></p> <p>Read <i>Chapter 4</i> Challenging and confronting clients with compassion <i>Chapter 5</i> Working with reluctant and resistant clients <i>Chapter 33</i> Constructive communication</p>
February	1	4	<p>Ethical Issues and Decision Making in Applied Performance Psychology</p> <p><i>Activity</i> – Ethical Dilemmas</p> <p><i>Project 2 (Part 2- Review): Effective Communication Role-play Due</i></p> <p>Read <i>Chapter 6</i> Records: Purposes, characteristics, and contents for protecting clients and ourselves <i>Chapter 7</i> Ethical practice in sport psychology: Challenges in the real world</p>

Month	Day	Week	Activity
			<i>Chapter 8 Endings: More than saying goodbye</i> <i>Chapter 22 Referring clients to other professionals</i>
	8	5	Applied Performance Psychology Assessment <i>Activity – Group Assessment and Relaxation Exercise</i> Read <i>Chapter 9</i> The applied sport psychology intake <i>Chapter 10</i> Individual and group observations: Purposes and processes <i>Chapter 11</i> Psychological assessment: Projective techniques <i>Chapter 12</i> Psychological assessment: Objectives/self-report measures
	15	6	Applied Performance Psychology Paradigms and Approaches <i>Project 3 (Part 1) Relaxation Script and Audio/Video Due</i> Read <i>Chapter 13</i> Humanistic/person-centered theoretical model <i>Chapter 14</i> Cognitive-behavioral therapies <i>Chapter 15</i> Positive psychology <i>Chapter 16</i> Existential psychology
	22	7	Relaxation Techniques (Centering, Progressive Relaxation, etc.) <i>Activity – Relaxation Exercise</i> <i>Project 3 (Part 2) Relaxation Script and Audio/Video Evaluation Due</i> Read <i>Chapter 49</i> Activation/arousal control <i>Chapter 50</i> Imagery
March	1	8	Motivation and Goal Setting <i>Activity – Develop Individual and Team Goal Setting</i> <i>Project 4 (Part 1) Imagery Performance Script and Audio/Video Due</i> Read <i>Chapter 51</i> Motivation and goal setting <i>Chapter 55</i> Time management

Month	Day	Week	Activity
	8	9	Confidence and Self-talk <i>Project 4 (Part 2) Imagery Performance Script and Audio/Video Evaluation Due</i> <i>Read Chapter 53 Self-talk</i> <i>Chapter 54 Confidence</i>
	15	10	Concentration, Routines, and Flow <i>Project 5 (Part 1) Conduct and Transcribe Interview with an Athlete Performance Interview Transcription Due</i> <i>Read Chapter 52 Concentration/attention</i> <i>Chapter 56 Pre-performance routines</i>
	22	11	Examining Performance Psychology Sessions and Interviews <i>Project 5 (Part 2) Conduct and Transcribe Interview with an Athlete Performance Interview Themes Due</i> <i>Read Chapter 57 Mental toughness</i>
	29	12	<i>Project 6 Develop a Mental Skills Training Workshop Manual</i>
April	5	13	
	12	14	<i>Project 7 Present a Mental Skills Training Workshop</i>
	19	15	
	26	16	<i>Project 8 Philosophy Statement Due</i>