

KINE 5125: Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Fall Semester – 2017
Wednesday 6:30-9:20 PM
PEB Room 219

Instructor Information

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Graduate Textbook

Williams, J. M., & Krane, V. (Eds.). (2015). *Applied sport psychology: Personal growth to peak performance*. (7th ed.). Mountain View, CA: Mayfield.

Note. Additional readings will be handed out in class and/or posted on Blackboard throughout the semester.

Course Description

3 Credit Hours: This course introduces students to the science of psychology in sport and exercise settings. Topics include motivation, mental preparation strategies, the arousal-performance relationship, exercise adherence, exercise and mental health.

Purpose

The purpose of this course is to provide students with an in-depth view of the theoretical and applied aspects of the psychology of sport and exercise. This course will consider the many facets of sport and exercise psychology in review fashion. However, selected topics, owing to their significance and/or empirical basis, are covered in greater depth. The course has been designed for beginning graduate students in exercise and sport science (e.g., biomechanics, exercise physiology, physical education, and cardiac

rehabilitation) as well as students from other fields such as psychology, psychiatry, and preventive medicine. This course considers both historical and contemporary developments in sport and exercise psychology throughout the world and examines the psychological foundations of physical activity and sport. 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.

Course Delivery

Both in-class and online (Blackboard) platforms will be used to enhance the delivery of this course. Blackboard will provide a description of each class, in-class and out-of-class assignments, reading materials, and additional documents. Lecture notes, chapter self-tests, project information, exam review materials, and chapter materials will also be found on the Blackboard site. Information about this course and updates to assignments will be uploaded via Blackboard. Students must check the Blackboard site regularly to keep up with course requirements.

Course Objectives

1. To acquire an understanding of the major issues and concepts pertaining to the psychology of sport and exercise.
2. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research.
3. To develop sophisticated insight into significant contemporary issues in the social psychological and psychological explanations of human performance.
4. To become acquainted with procedures, designs, methods, and analytical techniques appropriate to the sport and exercise psychology field.
5. To be able to take sport and exercise psychology theory into practice as a researcher, consultant, coach, and/or teacher in the field.
6. To develop an ability to communicate through discussion and writing, the terminology, concepts, and the connection between research and phenomena.

***Suggested Readings for an Enhanced Understanding of
Sport and Exercise Psychology***

- Acevedo, E. O. (Ed.). (2012). *The Oxford handbook of exercise psychology*. New York: Oxford University Press.
- Acevedo, E. O., & Ekkekakis, P. (2006). *Psychobiology of physical activity*. Champaign, IL: Human Kinetics.
- American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: American Psychological Association.
- Andersen, M. B. (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.
- Beauchamp, M. B., & Eys, M. A. (2014). *Group dynamics in exercise and sport psychology*. (2nd ed.). New York: Routledge.
- Biddle, S. J. H., & Mutrie, N. (2001). *Psychology of physical activity: Determinants, well-being and interventions*. New York: Routledge.
- Blumenstein, B., Bar-Eli, M., & Tenenbaum, G. (Eds.) (2002). *Brain and body in sport and exercise: Biofeedback applications in performance enhancement*. Indianapolis, IN: Wiley Publishing, Inc.
- Brewer, B., & Redmond, C. (2016). *Psychology of sport injury*. Champaign, IL: Human Kinetics.
- Buckworth, J., Dishman, R. K., O'Connor, P. J., & Tomporowski, P. D. (2013). *Exercise psychology*. (2nd ed.). 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.
- Burton, D., & Raedeke, T. D. (2008). *Sport psychology for coaches*. Champaign, IL: Human Kinetics.
- Carron, A., & Hausenblas, H. A. (1998). *Group dynamics in sport*. (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Carron, A., Hausenblas, H. A., & Estabrooks, P.A. (2003). *The psychology of physical activity*. New York: McGraw-Hill.
- Cotterill, S., Weston, N., & Breslin, G. (Eds.). (2016). *Sport and exercise psychology: Practitioner case studies*. Somerset, NJ: Wiley-Blackwell.

- Cremades, J. G., & Tashman, L. S. (Eds.). (2014). *Becoming a sport, exercise, and performance psychology professional: A global perspective*. New York: Psychology Press.
- Dosil, J. (Ed.). (2006). *The sport psychologist's handbook: A guide for sport-specific performance enhancement*. Indianapolis, IN: Wiley Publishing, Inc.
- 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.
- 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.
- Hausenblas, H., & Rhodes, R. E. (2017). *Exercise psychology: Physical activity and sedentary behavior*. Burlington, MA: Jones & Barlett Learning, LLC.
- Jackson, S. A., & Csikszentmihalyi, M. (1999). *Flow in sports: The keys to optimal experiences and performances*. Champaign, IL: Human Kinetics.
- Karageorghis, C. I., & Terry, P. (2011). *Inside sport psychology*. Champaign, IL: Human Kinetics.
- Kellmann, M. (Ed.). (2002). *Enhancing recovery: Preventing underperformance in athletes*. Champaign, IL: Human Kinetics.
- Leong, F.T.L., Austin, J.T., & Marsella, A.J. (Eds.) (1996). *The psychology research handbook: A guide for graduate students and research assistants*. Thousand Oaks, CA: Sage.
- Martens, R. (2012). *Successful coaching*. (4th ed.). Champaign, IL: Human Kinetics.
- Mellalieu, S. D., & Hanton, S. (Eds.). (2009). *Advances in applied sport psychology: A review*. New York: Routledge.
- Meltzoff, J. (1998). *Critical thinking about research: Psychology and related fields*. Washington, DC: American Psychological Association.
- Morris, T. (Ed.). (2005). *Imagery in sport*. Champaign, IL: Human Kinetics.
- Murphy, S. (Ed.). (2005). *The sport psych handbook: A complete guide to today's best mental training techniques*. Champaign, IL: Human Kinetics.
- 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. (2000). *In pursuit of excellence: How to win in sport and life through mental training*. (3rd 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.
- Schinke, R., & Hanrahan, S. (Eds.). (2009). *Cultural sport psychology*. Champaign, IL: Human Kinetics.
- Singer, R. N., Hausenblas, H. A., & Janelle, C. (2000). *Handbook of sport psychology*. (2nd ed.). New York: John Wiley & Sons.
- Taylor, J. (Ed.). (2005). *Applying sport psychology - four perspectives*. Champaign, IL: Human Kinetics.
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology*. Hoboken, NJ: Wiley Publishing, Inc.
- Tenenbaum, G., Eklund, R. C., & Kamata, A. (Eds.). (2012). *Measurement in sport and exercise psychology*. Champaign, IL: Human Kinetics.
- 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.
- United States Olympic Committee (2004). *Sport psychology mental training manual*. Colorado Springs, CO: USOC.
- United States Olympic Committee (2006). *Coaches' guide: Sport psychology mental training manual*. Colorado Springs, CO: USOC.
- Vernacchia, R. A. (2003). *Inner strength: The mental dynamics of athletic performance*. Palo Alto, CA: Warde Publishers.
- Weinberg, R. S., & Gould, D. (2015). *Foundations of sport and exercise psychology* (6th ed.). Champaign, IL: Human Kinetics.

Attendance Standards

It is vital that students attend class to improve understanding of course content and stay up to date with course requirements, as the course calendar is subject to change. In the event of illness, students are responsible for notifying the instructor in advance and for making up any missed work. All university excused absences must be accompanied by appropriate documentation. If a class is missed, it is advisable to contact a classmate or the instructor to review class notes, lecture materials, and/or assignments. In the event that you are scheduled to take part in an official University function on the date of a quiz or an exam, please contact the instructor to schedule a make-up test session. *Note.* A detailed description of attendance standards is provided within the instructor evaluation section below (pg. 9).

Classroom Etiquette

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

Please plan to:

- Come to class prepared and ready to start on time.
- Turn cell phones off or to vibrate. If your phone rings during class please quickly and quietly silence the call.
- Turn off/sleep computers and other electronic devices prior to entering class and store them in your backpack or under your desk. Using a laptop to take notes is discouraged. Among others, Sana, Weston, & Cepeda (2013) suggest they hinder learning and can be distracting to others. If a computer is required, please speak with me before class and sit in the back row.
- Only discuss topics related to course content during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others.

Failure to follow these guidelines will result in you:

- Being asked to leave the classroom,
- Receiving a "zero" on the activity (quiz, test, etc.) of the day, and
- Possibly referring you to the Center for Student Rights and Responsibilities to consider whether conduct violated the Code of Student Conduct (**Policy 18.1.11**).

Out of Classroom Etiquette (emails and office hours)

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

Please send emails to Scott.Martin@unt.edu and/or Ryan.Olson@unt.edu and NOT Blackboard. Students are expected to carefully and thoughtfully write professional

emails. For example, please use a meaningful and specific subject line (e.g., KINE 5125: Project 1 Question), a greeting (e.g., Hello Drs. Martin and Olson), and a signature with your name at the end.

Note. Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower/upper case lettering, and please proofread emails before sending them. Due to the large number of emails that are received each day, please include “KINE 5125” in your subject title.

Please be punctual when we have a scheduled meeting or you would like to meet during office hours. For example, showing up 20 minutes after a scheduled meeting/office hour may result in the instructor’s door being closed with no response after knocking. Additionally, come focused and ready to talk about your ideas and concerns.

Ethical Standards and Academic Dishonesty (Policy 18.1.16)

UNT policy will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, etc.). Students caught cheating during an exam/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 Student Standards of Academic Integrity. Please review the student rights and responsibilities information online (<https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16>).

American with Disabilities Compliance (Policy 6.8.1.2)

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. 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 (Policy 18.1.9)

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. Instructors, under the reasonable assumption guidelines, assume 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.

Course Evaluation

ACTIVITY	PERCENT (%)	POINTS	YOUR POINTS
Exam 1 Chapters 1, 4-5, 9-15	20	50	
Exam 2 Chapters 3, 6, 16-17, 19-24	20	50	
Instructor Evaluation Attendance, Preparedness, Participation	10	25	
Project 1 Compare and Contrast Two Research Articles	10	25	
Project 2 Applied Sport or Exercise Psychology Presentation	20	50	
Project 3 Applied Sport or Exercise Psychology Paper	20	50	
TOTALS	100	250	

Exams

Two exams (a midterm and a final) will be administered to assess your ability to synthesize the information dealt with in this course. Collectively, these exams will constitute 40% of your final grade. The exams will *primarily* consist of objective-type questions (i.e., multiple choice and matching) but may also contain short answer and/or essay questions. Exam 1 will cover chapters 1, 4-5, & 9-15 from the textbook and materials discussed in class while Exam 2 will cover chapters 3, 6, 16-17, & 19-24 from the textbook and materials discussed in class. All chapter self-tests and online materials will be removed at 11:59 PM the night before an exam.

Tip for preparing for exams: (a) read the material, (b) outline the material using the notes provided, (c) define the terms and answer the review questions at the end of each chapter, (d) make review questions (Williams & Krane, 2015) into multiple choice questions, (e) think about how the information can apply to you, and (f) get involved in discussions concerning the topics covered (i.e., Make it fun!).

Instructor Evaluation

Attendance, class participation, and homework activities will count for 10% of your final grade.

Attendance. During all scheduled class meetings, an attendance form will be circulated for you to sign or an activity (e.g., group discussion, quiz, etc.) will be used to document attendance. If you sign in for another student who is absent, then both students will be considered absent and points will be deducted. Due to the limited number of class meetings, you will only be allowed ONE (1) absence/tardy during the semester for any reason. This absence DOES NOT include exam or project presentation days (i.e., cannot miss exam or project presentation). Following the ONE (1) absence/tardy, 5 points will be deducted from the final point total for each additional absence, tardy, or early departure.

Preparedness. Students are expected to read the assigned chapters and articles, formulate discussion points and questions, share perspectives, and provide professional constructive feedback to fellow students and instructors. The benefits derived from this course correspond directly to the degree of student preparation for class meetings. Therefore, part of a student's final grade is tied to regular and meaningful contribution to group discussions. In order to master course content and complete assignments at a grade of C or better, it is expected that students will spend approximately 6-9 hours per week preparing for classes by studying the text and assigned readings and completing any assigned homework. Assignments should be completed on time; late work will not be accepted unless arrangements have been previously made with the instructor.

Participation. Actively involving yourself in class discussions and activities can help develop your understanding of the topics covered and improve your course grade. Everyone's final grade will undoubtedly be influenced positively through thoughtful and active class participation.

Projects

Three projects will be assigned and represent 50% of your final grade.

Project 1: Compare and Contrast Two Research Articles (Critique & Presentation)

Project 1 ensures that you are able to read and correctly interpret exercise and sport psychology research. Professionals find that reading and summarizing research articles can be helpful for continuing their education and staying aware of the important issues in their field (see “The Digest” in the *Journal of Sport & Exercise Psychology* [located at the end of each regular issue]).

Instructions

1. Select an applied sport psychology skill (motivation, self-confidence, goal setting, imagery, concentration, etc.) that you are interested in investigating.
2. Select two sport and/or exercise psychology research based articles on a topic related to the selected skill (e.g., the influence imagery has on concentration) from a journal such as: *The Sport Psychologist*; *Journal of Sport & Exercise Psychology*; *Journal of Applied Sport Psychology*; *Sport, Exercise, and Performance Psychology*; *Research Quarterly for Exercise & Sport*; *International Journal of Sport Psychology*; *Psychology of Sport and Exercise*; *Pediatric Exercise Science*; *Medicine & Science in Sports & Exercise*; *Journal of Sport Behavior*, etc. The articles should be recent publications (i.e., within the last 10 years).
3. Read the journal articles carefully. It may take several readings to fully understand them. For both articles note the rationale for the study, purpose, methods used, results, and implications of the results (for coaches, athletes, exercisers, parents, etc.). Unless you have had advanced statistical courses, the results section may be difficult to understand, but try to comprehend as much as you can. Also, remember that the abstract and discussion section often emphasize the major findings. You may want to use the *Journal Article Evaluation Form* (provided in the syllabus) to help you constructively evaluate the article (you do not turn in this form).
4. For each research article, respond to the following using the *Journal Abstract Data Sheet* (sample form provided in the syllabus). That is, generate a similar form using a word processor (e.g., Microsoft Word).
 - Explain the purpose of the study.
 - Indicate how the study was conducted (see methods; e.g., Who were the participants? What did the participants do?).
 - Discuss the findings (result) of the study.
 - Indicate the limitations of the study (Did the author(s) acknowledge the limitations of the study?).
 - Highlight the implications and conclusions 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?).

5. Remember the following when doing a study critique or an annotated bibliography:
 - Provide your opinion of the relevance/importance of the paper to the field of exercise and sport psychology. Include a rationale for your interpretation.
 - Do not spend as much time summarizing as you do critiquing the article.
 - In your critique, do not just focus on the negative aspects of the study; rather, try to present a balanced view of the study's strengths and limitations.
6. Compare and contrast the two research articles using the *Summary Page* (form provided in the syllabus or generate a similar form using a word processor). Based on past experience and the *Journal Article Evaluation Form*, include a short personal evaluation stating your views about the paper. In addition to the two *Journal Abstract Data Sheets* (1 to 2 pages each, or ≤ 500 words double-spaced each), you should write a one-page (≤ 250 words double-spaced) comparison/contrast summary (see *Summary Page*). Thus, your paper should not be longer than five pages (≤ 1250 total words double-spaced).
7. Create a PowerPoint slide presentation critiquing one of the two articles. The slides should cover the six points listed under item 4 above (i.e., purpose, methods, main findings, implications, limitations, and conclusions). The presentation should be brief yet concise, lasting between 5 to 7 minutes, with no more than 10 slides. The text provided on each slide should be limited with space between each point. Relevant pictures, figures, and/or tables can be used to enhance the presentation.

Evaluation Criteria

The final paper critique should be (a) typed using Times Roman 12-point font, (b) double-spaced (no additional line spacing before or after section headings, between paragraphs, etc.), (c) formatted with 1-inch margins, and (d) absent of jargon or meaningless phrases. As with any **annotated bibliography**, the reference of the article is provided first. Each reference should be cited correctly using the *Publication Manual of the American Psychological Association 6th Edition* format (APA, 2010). Each article evaluation should be between one to two pages in length (≤ 500 words double-spaced) and the summary comparison/contrast page should be one page in length (≤ 250 words double-spaced). Therefore, three pages is the minimum length (≥ 750 words) and five pages is the maximum length (≤ 1250 words).

The PowerPoint slide presentation should critique one of the research articles. Standard slides used when presenting are: (a) reference, (b) purpose, (c) methods, (d) results, (e) implications, (f) limitations, and (g) conclusions.

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

CRITERIA WEIGHT	POINTS	YOUR POINTS
Accuracy of interpretation-discussion	2.5	
Scope – all questions answered in sufficient detail (following instructions)	2.5	
Your views and opinion	2.5	
Clarity and quality of writing	5	
Grammar, spelling, and format using the above guidelines	2.5	
Verbal presentation (attire, mannerisms, time management, etc.)	5	
Slides (points covered, organization, spelling, etc.)	5	
TOTALS	25	

Note. Send paper to instructors via email as a pdf (remember to name the file correctly, e.g., “Last-Name_Project1_MM-DD-YY.pdf”) and deliver a hardcopy to instructors. Two and a half points will be deducted for each class day this assignment is late! An additional 2.5 points can be received for developing a 3 to 5-minute PowerPoint voice-over video describing the purpose, methods, main finding(s), and implication(s) of one of the studies reviewed.

Project 1: Journal Article Evaluation Form

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

CHARACTERISTIC	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 Evaluation*, Isaac and Michael (1983)

Project 1: Journal Abstract Data Sheet

APA Reference Citations (Authors, year, article title, journal title, volume, pages)

Purpose

Method

Results

Discussion and Conclusions

Personal Evaluation

Project 1: Summary Page

Compare/Contrast

Project 2: Applied Sport or Exercise Psychology Presentation

Project 2 gives you experience applying your knowledge of sport and exercise psychology to practical situations and to become a working member of a group (two or three students). Sport and exercise psychology professionals regularly work with other individuals to promote successful performance and healthy lifestyles. This project helps students learn more about working with others to develop a specific intervention for a targeted group.

Choosing Your Problem/Situation

Select a problem/situation you have observed in a sport/physical activity setting that is feasible to prevent or improve upon using the principles you have learned in sport and exercise psychology. For example, your selection of problems/situations could be from the following areas:

- Helping athletes stay motivated when losing.
- Using imagery training to improve a soccer goalies' penalty point performance.
- Helping clients recover more quickly post-injury using relaxation and goal setting.
- Helping motivate overweight individuals to begin an exercise program.
- Using self-talk to change a tennis players' behavior prior to executing serves.

You may consider situations you could encounter as a coach, physical educator, athletic trainer, physical therapist, fitness professional, etc. Design a program/intervention to prevent or improve your selected situation. Be specific! In the event that you encounter this situation in the real world, you should be able to use the materials that you have developed for this project "as is."

Applying Sport and Exercise Psychology Presentation (15 minutes)

1. Prior to the presentation, complete the NIH Protecting Human Research Participants online certification.
2. During the presentation, provide an introduction describing the situation, individuals involved (age group, skill or ability level, etc.), and circumstances pertinent to the program or intervention.
3. Explain how the program or intervention works (e.g., explain the stages, how long each stage lasts, etc.). Explain how you will know if the program or intervention has been effective. Provide an activity or exercise that will help explain the stages, intervention, and/or program.

Evaluation Criteria

This project is worth 20% of your overall grade and will be evaluated according to the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
Ethical Considerations for Practitioners - NIH Protecting Human Research Participants Online Certification (send to instructor on or before due date)	10	
Articulation of the material (e.g., presentation style, mannerisms)	10	
Appropriateness of materials (e.g., handout, slides, video)	10	
Attire, organization, and time management	10	
PowerPoint presentation slides, outline, and reference list (send one week prior to first week of student presentations)	10	
TOTALS	50	

Note. Check with instructors prior to deciding on a topic. Send paper and slides via email to instructors as a pdf (remember to name the file correctly, e.g., "Last-Name_Project2_MM-DD-YY.pdf") and deliver a hardcopy to instructors. Provide students with slides on the day of the presentation. An additional 5 points can be received for making a YouTube video of your presentation.

Project 3: Applied Sport or Exercise Psychology Research Paper

For project 3 you will select a sport or exercise related psychological or social psychological phenomena (e.g., coach communication, athlete burnout, effectiveness of a performance routine, etc.) that you want to assess. You will also develop a journal research article based on past research. The research paper will include a title page, introduction, methods section, and references. Because you will not actually complete the study, the results and discussion/conclusion sections are not required.

In the introduction provide the following information:

1. Identify and define the constructs and variables to be observed or examined.
2. Discuss the theory or theories that explain past findings.
3. Indicate interrelationships of the variables that will be examined.
4. Explain the purpose, hypotheses, and significance of the study.

The following is needed in the methods section:

1. Describe the nature of the people involved in the study (e.g., age, sex/gender, and experience level).
2. Explain the circumstances surrounding the study (# of persons, groups, or teams to be evaluated; procedures or protocol used; amount of time required; facilities, equipment, and materials needed; etc.).
3. Discuss the design and analysis that will be used.

Evaluation Criteria

Your final research paper should be (a) typed using Times Roman 12-point font, (b) approximately 10 pages double-spaced in length (≥ 1500 and ≤ 2500 words), (c) formatted with 1-inch margins, and (d) absent of jargon or meaningless phrases. The title page, reference section, and tables/figures will not be included in the page count. Appropriate reference and citations for statements or claims made should be provided throughout the paper. A reference section should be provided at the end of the text.

This project is worth 20% of your grade and will be evaluated according to the following criteria:

CRITERIA WEIGHT	POINTS	YOUR POINTS
Introduction (review of relevant literature, terms defined, etc.)	10	
Purpose and significance of the study	10	
Methodology, research design, and analysis	10	
Title page, text, reference list, etc. using APA (6th ed.) guidelines	10	
Clarity and quality of writing	10	
TOTALS	50	

Note. Send paper to instructors via email as a pdf (remember to name the file correctly, e.g., "Last-Name_Project3_MM-DD-YY.pdf") and deliver a hardcopy to instructors. No late papers will be accepted!

Tentative Course Schedule

DATE	TOPIC
28-Aug	Overview of the Course & Syllabus Discuss Project 1 CHAPTER 1: Sport Psychology: Past, Present, and Future
6-Sep	CHAPTER 9: Psychological Characteristics of Peak Performance CHAPTER 10: Increasing Awareness for Sport Performance
13-Sep	CHAPTER 4: The Motivation Climate, Athlete Motivation, and Implications for the Quality of Sport Engagement CHAPTER 5: The Self-fulfilling Prophecy Theory: When Coaches Expectations Become Reality CHAPTER 11: Goal Setting for Peak Performance
20-Sep	CHAPTER 12: Understanding and Managing Stress in Sport CHAPTER 13: Seeing is Believing: Understanding and Using Imagery in Sport
27-Sep	Project 1: Comparison/Contrast Paper and Presentations Due CHAPTER 14: Cognitive Techniques for Building Confidence and Enhancing Performance CHAPTER 15: Concentration and Strategies for Controlling It
4-Oct	Discuss Project 2 Complete Project 2 NIH Training (http://phrp.nihtraining.com/users/login.php)
11-Oct	Review for Exam 1
18-Oct	Exam 1 (Chapters 1, 4-5, 9-15) Groups Finalize Project 2 Presentation Project 2 Presentations Due (send via email as pdf)
25-Oct	Return Exam 1 Project 2: Applied Sport or Exercise Psychology Presentations
1-Nov	Project 2: Applied Sport or Exercise Psychology Presentations CHAPTER 16: Integrating and Implementing a Psychological Skills Training Program
8-Nov	Discuss Project 3 CHAPTER 3: A Positive Approach to Coaching Effectiveness and Performance Enhancement CHAPTER 6: Leadership in Sport: The Critical Importance of Coach and Athlete Leadership CHAPTER 17: Conducting Psychologically Oriented Coach-Training Programs: A Social-Cognitive Approach
15-Nov	CHAPTER 19: When to Refer Athletes for Counseling or Psychotherapy CHAPTER 20: Drug Abuse in Sport: Causes and Cures
22-Nov	CHAPTER 21: Athlete Burnout: An Individual and Organizational Phenomenon
29-Nov	Project 3: Sport and Exercise Psychology Research Paper Due CHAPTER 22: Injury Risk and Rehabilitation: Psychological Considerations CHAPTER 23: Career Transition among Athletes: Is there Life after Sports
6-Dec	CHAPTER 23: Career Transition among Athletes: Is there Life after Sports CHAPTER 24: Exercise Psychology Review for Exam 2
13-Dec	Exam 2 (Chapters 3, 6, 16-17, 19-24)