

KINE 5125: Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Fall Semester – 2022

Wednesday 6:30-9:20 PM
PEB 216

Instructor Information

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Graduate Textbook

Williams, J. M., & Krane, V. (Eds.). (2021). *Applied sport psychology: Personal growth to peak performance*. (8th ed.). Mountain View, CA: Mayfield.

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

Note. Additional readings are available in Canvas (Introduction module and research articles are provided in each chapter module).

Course Description

This course (3 hours of credit) introduces students to the science of psychology in sport and exercise settings. Topics include motivation, mental preparation, the arousal-performance relationship, exercise adherence, and 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. We 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) 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 (Canvas) platforms will be used to enhance the delivery of this course. Canvas 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 Canvas site. 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.

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.

Attendance Standards

It is vital that students attend all classes since each class is important to the course content and because the course calendar is subject to change. In the event of illness, students are responsible to notify the instructor in advance and for making up any missed work. Students are allowed ONE (1) absence (see Instructor Evaluation section). All university excused absences must be accompanied by appropriate documentation.

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, and 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.

Course Email Etiquette and Office Hours

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 Scott.Martin@unt.edu and NOT Canvas. 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 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/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 (e.g., class or during office hours). Additionally, come focused and ready to talk about your ideas and concerns.

Ethical Standards and Academic Dishonesty

Cheating will not be tolerated in the class. You are to take exams/quizzes on your own, whether in-class or online. You are not to take photos of any of the questions, share answers with a class member or post any of the questions/answers online in any form. You are to use only your memory. Students caught cheating or who are reported to be cheating during an examination or quiz will be charged under UNT's Academic Integrity policy. Students found to be cheating on any exam or quiz will receive an automatic zero for that exam or quiz. Students who plagiarize (in any of the assignments) will also receive a zero for that assignment. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on individual assignments and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. **If you have questions about cheating or plagiarism, please see me.**

American with Disabilities Compliance

UNT 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.* 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](tel: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, due to 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 your being identified by other students or faculty members.

Course Evaluation and Possible Points

Activity	Percent (%)	Possible Points	Earned Points
Participation (Canvas Discussions, Surveys, and Reflections)	20	100	
Exam 1: Chapters 1, 4-5, and 9-16	20	100	
Exam 2: Chapters 3, 6, 17-18, and 20-25	20	100	
Project 1: Research Article Comparison	20	100	
Project 2 Part 1: Applied Performance Psychology Presentation	10	50	
Project 2 Part 2: Applied Performance Psychology Research Presentation	10	50	
Totals	100	500	

Note. Keep track of your points throughout the semester (document in the “Earned Points” column).

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.

Instructor Evaluation

Attendance, class participation, and homework activities (labs, surveys, reflections, quizzes, etc.) will count for 20% of your final grade. It is your responsibility to read the material (i.e., syllabus, chapters, lecture notes, and assignments) and prepare prior to each class day.

Attendance

Defined as being in the classroom for the complete class period. Being late and/or leaving early will be counted as not being in attendance and may result in points being deducted from your final point total. During most scheduled class meetings, an attendance form will be circulated for you to sign, or an activity will be used to document attendance. If you sign in for another student who is absent, then both students will be considered absent, and points will be deducted.

Due to the limited number of class meetings, you will only be allowed ONE (1) absence 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, late attendance, etc., 10 points will be deducted from the final point total for each additional absence, tardy, or early departure. If you are scheduled to take part in an official University function on the date of an exam, please contact the instructors to schedule a make-up test session. If you need to speak but have a conflict with office hours, we will be happy to make an appointment.

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 instructors.

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.

Exams

Two exams 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, & 9-16 from the textbook and materials discussed in class while Exam 2 will cover chapters 3, 6, 17-18, & 20-25 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 include: (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, 2021) 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!).

Sample Test Questions

1. Having a goal to "win the race," is an example of a(n) _____ goal, whereas having a goal to "improve my best time," is an example of a(n) _____ goal.
 - a. Outcome, process
 - b. Process, outcome
 - c. *Outcome, performance*
 - d. Subjective, objective
2. Which of the following is not a use of imagery?
 - a. Building confidence
 - b. Improving concentration
 - c. *Reduce the amount of physical practice time*
 - d. Control emotional responses
 - e. Cope with pain and injury
3. The lowest level of moral reasoning is characterized by internal control. True or False (circle one)
4. The general aggression model proposes that the probability of aggression increases because of an interaction of situations and personal beliefs. True or False (circle one)

Tip: How should I prepare for self-tests and exams? 1.) Participate in course discussions; 2.) Read the textbook; 3.) Utilize the Canvas materials; 4.) Take the Canvas 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.) Apply the information to yourself; and 10.) Get involved in study groups.

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

Project 1 ensures that you can 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 method section, 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.
 - Spend more time critiquing than summarizing.
 - 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). 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 slide presentation with voice-over, 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 3 to 5 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 Arial 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 should be provided first. Each reference should be cited correctly using the *Publication Manual of the American Psychological Association 7th Edition* format (APA, 2020). 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 slide presentation with voice-over should critique one of the research articles. Standard slides used when presenting include: (a) reference, (b) purpose, (c) methods, (d) results, (e) implications, (f) limitations, and (g) conclusions. Should last 3 to 5 minutes.

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

Criteria Weight	Possible Points	Earned Points
Accuracy of interpretation-discussion	10	
Scope – all questions answered in sufficient detail (following instructions)	10	
Your views and opinion	10	
Clarity and quality of writing	10	
Grammar, spelling, and format using the above guidelines	10	
Verbal presentation (voice-over, sound, tone/inflections, etc.)	20	
Presentation slides (points covered, organization, spelling, etc.)	30	
Total Points	100	

Note. Upload paper and slides to instructors via Canvas as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project1_MM-DD-YY.pdf”).

Tip: What can help me to do well on Project 1? 1.) Read the articles; 2.) Read the articles again; 3.) Use APA format for the article reference; 4.) Follow formatting guidelines (e.g., font, double-spaced, margins, etc.); 5.) 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 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 Evaluations (e.g., based on experience, Journal Article Evaluation Form)

Project 1: Summary Page

Compare/Contrast

Personal Evaluation

Project 2 Part 1: Applied Performance Psychology Presentation

Project 2 Part 1 gives you experience applying your knowledge of sport and exercise psychology to practical situations. Sport and exercise psychology professionals promote successful performance and healthy lifestyles. This project helps students learn more about developing 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 success.
- Helping clients recover 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 encountered as a coach, physical educator, athletic trainer, physical therapist, fitness professional, etc. Design a program/intervention to prevent or improve a selected situation. Be specific! You should be able to use the materials developed for this project in a real-world setting.

Applying Sport and Exercise Psychology Presentation (15 minutes)

1. Prior to the presentation, complete the NIH Protecting Human Research Participants online certification (see <https://research.unt.edu/resources-researchers> and <https://www.citiprogram.org>).
2. During the slide presentation with voice-over, 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 10% of your overall grade and will be evaluated according to the following criteria:

Criteria Weight	Possible Points	Earned Points
Ethical Considerations for Practitioners - NIH Protecting Human Research Participants Online Certification	10	
Articulation of the information and material (e.g., voice-over)	20	
Appropriateness of materials (e.g., figures, tables, links, video)	10	
Organization and format of MS PowerPoint presentation slides	10	
Total Points	50	

Note. Check with instructors prior to deciding on a topic. Upload paper and slides via Canvas to instructors as a pdf. Remember to name the file correctly (e.g., "Last-Name_Project2.1_MM-DD-YY.pdf").

Project 2 Part 2: Applied Performance Psychology Research Paper

For project 2 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:

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

The following is needed in the methods section:

- Describe the nature of the people involved in the study (e.g., age, sex/gender, and experience level).
- 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.).
- Discuss the design and analysis that will be used.

Evaluation Criteria

Your final research paper should be (a) typed using Arial 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 10% of your grade and will be evaluated according to the following criteria:

Criteria Weight	Possible Points	Earned 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 (7th ed.) guidelines	10	
Clarity and quality of writing	10	
Total Points	50	

Note. Upload paper to instructors via Canvas as a pdf (remember to name the file correctly, e.g., "Last-Name_Project2.2_MM-DD-YY.pdf"). No late papers will be accepted!

Participation in Activities, Surveys, and Reflections

Weekly participation involves participating in class 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) by 11:59 PM on designated dates. Although learning labs will be available, they are not required to be completed or submitted but may help increase knowledge. Follow these instructions to setup Canvas to receive email notifications:

- 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, download the Canvas Student app for your phone.

Background Information and Assessment of Self (BIAS) Survey (10 points).

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

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

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

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

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

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

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

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

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

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

KINE 5125: Sport and Exercise Psychology
 Fall Semester – 2022
 “Tentative” Schedule

Date	Week	Topic
31-Aug	1	Overview of the Course & Syllabus Discuss Project 1 Chapter 1: Sport Psychology: Past, Present, and Future
7-Sep	2	Chapter 9: Psychological Characteristics of Peak Performance Chapter 10: Increasing Awareness for Sport Performance *BIAS Survey due @ 11:59 PM
14-Sep	3	Chapter 4: Motivational Climate, Motivation, and Implications for Empowering Athletes ... Chapter 5: Self-fulfilling Prophecy Theory: When Coaches Expectations Become Reality Chapter 11: Goal Setting for Peak Performance *SIR Survey due @ 11:59 PM
21-Sep	4	Chapter 12: Understanding and Managing Stress in Sport Chapter 13: Using Imagery as a Mental Training Tool in Sport *Reflection over BIAS and SIR Surveys due @ 11:59 PM
28-Sep	5	Chapter 14: Cognitive Techniques for Building Confidence and Enhancing Performance Chapter 15: Concentration and Strategies for Controlling It Chapter 16: Mindfulness in Sport
5-Oct	6	Project 1: Comparison/Contrast Paper and Presentations Discuss Project 2
12-Oct	7	Exam 1 Review Project 2 NIH Training (https://www.citiprogram.org)
19-Oct	8	Exam 1 (Chapters 1, 4-5, 9-16) Groups Finalize Project 2 Presentation Project 2 Presentation Slides Due (send via email as pdf)
26-Oct	9	Return Exam 1 Chapter 17: Integrating and Implementing a Psychological Skills Training Program *GAS Survey due @ 11:59 PM ** AASP Conference **
2-Nov	10	Chapter 3: Positive Approach to Coaching Effectiveness and Performance ... Chapter 6: Leadership in Sport: The Critical Importance of Coach and Athlete Leadership *RAT Survey due @ 11:59 PM
9-Nov	11	Project 2.1: Applied Sport or Exercise Psychology Presentations Chapter 18: Social Cognitive Approach to Evidence Based Coach-Training Programs *Reflection over GAS and RAT Surveys due @ 11:59 PM
16-Nov	12	Chapter 20: When to Refer Athletes to Other Helping Professionals Chapter 21: Doping in Sport: Causes and Cures *DAS Survey due @ 11:59 PM
23-Nov	13	Chapter 22: Athlete Burnout: An Individual and Organizational Phenomenon Chapter 23: Injury Risk and Rehabilitation: Psychological Considerations *PAF Survey due @ 11:59 PM ** No class – Thanksgiving Break **
30-Nov	14	Project 2.2: Sport and Exercise Psychology Research Paper Chapter 24: Athletes' Careers and Transitions *DAS and PAF Reflection due @ 11:59 PM
7-Dec	15	Chapter 25: Exercise and Physical Activity Participation: An Identity-Centered Approach *PASS Survey due @ 11:59 PM Exam 2 Review
14-Dec	16	Exam 2 (Chapters 3, 6, 17-18, 20-25)

Note. Schedule is tentative and may change. It is your responsibility to adhere to any changes.