KINE/PSYC 6125: Advanced Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Fall Semester – 2019
Wednesday 6:30-9:20 PM
PEB Room 219

Instructor Information
Scott Martin, Ph.D., ACSM Fellow, AASP Fellow
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Department of Kinesiology, Health Promotion, and Recreation
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Teaching Assistant
Taylor Casey, M.Ed.
Teaching Assistant, Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
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Office Phone: 940.369.5187
Email: Taylor.Casey@unt.edu

Graduate Textbooks

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

Course Description
3 Credit Hours: This course provides doctoral level students with an in-depth study of primary theories and tenants of sport and exercise psychology. Emphasis is placed on developing written and oral presentation skills to explain sport and exercise psychology concepts to individuals not as familiar with sport and exercise psychology terminology, such as applied practitioners in the fields of education and coaching.
**Purpose**
The purpose of this course is to provide doctoral level students with an opportunity to acquire in-depth understanding of theoretical and applied aspects of sport and exercise psychology through developing course and intervention ancillaries and facilitating group interactions and discussions associated with social and psychological aspects in physical activity environments.

**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.
7. To develop course and intervention ancillaries and materials associated with sport and exercise psychology.
8. To learn effective methods for communicating and discussing sport and exercise psychology materials.
Titles of Books and Manuals for an Enhanced Learning


**Attendance Standards**
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 project presentation days (i.e., cannot miss a project presentation). Following the ONE (1) absence/tardy, 10 points will be deducted from the final point total for each additional absence, tardy, or early departure. 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 a project is due, please contact the instructor to schedule a make-up session.

**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 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 Canvas 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 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/PSYC 6125: Project 1 Question), a greeting (e.g., Hello Drs. Martin and Olson), 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/PSYC 6125” in your subject title.

Please be punctual when we have a scheduled meeting or you would like to meet during office hours. 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
The projects and grading criteria below are subject to change based on the needs and interests of the students involved.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERCENT (%)</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project 1</strong></td>
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<td></td>
</tr>
<tr>
<td>Exam Question Preparation and Review for</td>
<td>20</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Chapters 1, 4-5, 9-15</td>
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<tr>
<td><strong>Project 2</strong></td>
<td></td>
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<tr>
<td>KINE 5125 Student Paper and Presentation</td>
<td>20</td>
<td>50</td>
<td></td>
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<tr>
<td>Evaluations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Project 3</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lead Discussant</td>
<td>20</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>Project 4</strong></td>
<td></td>
<td></td>
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<tr>
<td>Interactive Chapter Presentation and</td>
<td>20</td>
<td>50</td>
<td></td>
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<tr>
<td>Intervention</td>
<td></td>
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<tr>
<td><strong>Project 5</strong></td>
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<td></td>
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<tr>
<td>Sport and Exercise Psychology Intervention</td>
<td>20</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>100</td>
<td>250</td>
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Projects
Five projects will be assigned and represent 100% of your final grade. Actively involving yourself in class discussions and activities can help improve your understanding of the topics covered and your grade. It is **YOUR RESPONSIBILITY** to see the instructor well in advance of due dates should you have any questions regarding course requirements. Projects 3 (Lead Discussant), 4 (Interactive Chapter Presentation), and 5 (Sport and Exercise Psychology Intervention) will be scheduled based on presenter availability. **Note.** Projects 3, 4, and 5 can be associated with one another or be on separate topics.
Project 1: KINE 5125 Exam 1 and 2 Question Preparation and Review
Each KINE/PSYC 6125 student will develop 10 multiple choice questions for each chapter and facilitate the exam 1 review. Exam 1 multiple choice questions for chapters 1, 4-5, and 9-15 will be due one week prior to exam review, October 2nd. Exam 2 multiple choice questions for chapters 3, 6, 16-17, and 19-24 will be due one week prior to exam review, November 27th. The multiple-choice questions will be used by the doctoral students to lead review sessions prior to each exam (e.g., Jeopardy game activity).

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate information provided in the exam questions</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Scope of chapters addressed in sufficient detail</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Clarity and quality of questions developed</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam review questions and presentation to students</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam review presentation feedback form</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>50</strong></td>
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Note. Send Exam 1 questions and review materials (e.g., slides, etc.) to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project1_MM-DD-YY.pdf”). Two and a half points will be deducted for each class day this assignment is late!
**Project 2: KINE 5125 Project Evaluations**
Each KINE/PSYC 6125 student will evaluate KINE 5125 student project papers and presentations. Presentation evaluations will be completed during class on the night of the KINE 5125 student presentations: October 2\(^{nd}\), October 23\(^{rd}\), and 30\(^{th}\). KINE 5125 project paper evaluations will be due one week following the KINE 5125 project paper due dates: October 9\(^{th}\), October 23\(^{rd}\), and December 4\(^{th}\).

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of feedback provided on KINE 5125 Project 1 presentations</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Clarity and quality of feedback provide on KINE 5125 Project 1 papers</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Scope of feedback provided on KINE 5125 Project 2 presentations</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Clarity and quality of feedback provide on KINE 5125 Project 3 papers</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>50</td>
<td></td>
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</tbody>
</table>

*Note.* Send paper evaluations to instructors via email. Remember to name the file correctly (e.g., “Last-Name_Project2_MM-DD-YY.pdf”). Two and a half points will be deducted for each class day these evaluations are late!
**Project 3: Lead Discussant**

During the first half of the semester (prior to KINE 5125 Exam 1 October 16\(^{th}\)), each student will serve as the lead discussant for one chapter of their choice. The lead discussant is responsible for providing an overview of their selected topic and is due prior to week 3 class meeting, September 11\(^{th}\). A number of possible points to be covered by the lead discussant are as follows:

- Plan the chapter discussion (PowerPoint presentation, questions, etc.)
- Coordinate and lead sessions to facilitate discussion of the chapter
- Summarize the most important points of the chapter
- Identify the contribution of the chapter to the literature
- Indicate problems or flaws of past research
- Describe future research directions
- Compile 3 to 5 bulleted highlights from the discussion.

The main objective of having a lead discussant is to bring everybody in class up to speed and identify the most discussion-worthy parts of the chapter. The responsibility of the class discussant is an important one. Depending on the effectiveness and effort of the day’s discussant, the 45 minutes devoted to the chapter discussion can either be enlightening or agonizingly slow. Below are some tips to help ensure that the discussions you lead do not fall into the latter category.

1. **Comment on the chapter.** This is an essential responsibility of the discussant. The discussion should therefore revolve around the chapter, although it need not concentrate solely on the chapter.

2. **Avoid summarizing the chapter outlines.** The chapter outlines and MS PowerPoint slides are designed to describe the chapter; there is no need to duplicate this task.

3. **Have a plan.** Know what you plan to say in advance, and organize your comments into coherent parts so that they are easy to follow.

4. **Compare.** Note the linkages between past and current research issues. Did the insights from the chapter help you understand a current research article?

5. **Evaluate.** What puzzles are identified by the authors of the chapter, and are they important? Did the authors overlook an important issue that you think should have been addressed?

6. **Critique.** What problems did you have with the authors’ approach to the topic, or with their chapter conclusions? How could the chapter have been improved?

7. **Recommend.** What directions does the chapter suggest for future research? Where would you like to see the research go next? What do you wish the authors had told you more (or less) about?

8. **Ask questions.** This is perhaps the most important element of the discussant’s job. You need to ask questions to get the discussion started. Don’t just ask “what
do you think?” Instead, be more specific. Identify puzzles in the chapter or articles that you have read and ask other students to offer their own explanations. Make an argument and challenge the class to evaluate it. Or, locate issues that you don’t understand or know very little about and ask others to help you grasp them.

**Evaluation Criteria**

This course activity, act as a lead discussant for one chapter, is worth 20% or 100 points of your grade and will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates strong understanding of the discussion material</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicates how the perspective differs from or is similar to other perspectives discussed</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicates whether the material is based on applications or theoretical constructs</td>
<td>5</td>
<td></td>
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<tr>
<td>Provides insights gained from reading the material</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Provides appropriate examples and samples of material from the chapter during the discussion</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Slides (main points covered, organization, spelling, etc.)</td>
<td>10</td>
<td></td>
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<tr>
<td>Discussion and timing is appropriate</td>
<td>5</td>
<td></td>
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<tr>
<td>Includes a self-evaluation of the assignment.</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>50</strong></td>
<td></td>
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</tbody>
</table>

*Note.* Send lead discussant presentation slides to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project3_MM-DD-YY.pdf”). Two and a half points will be deducted for each class day this assignment is late!
**Project 4: Interactive Chapter Presentation**

With Instructor’s approval, students will create an interactive presentation of one of the chapters covered in the second half of the course (after KINE 5125 Exam 1, October 16th, but prior to KINE 5125 Exam 2, December 11th).

1. Students will present the information to KINE 5125 students. If equipment (computer software, golf balls and putter, etc.) is needed for the presentation, it should be requested a class period prior to the presentation.

2. In addition to the actual in-class presentation, a stand-alone presentation using Articulate Storyline, MS PowerPoint with voice-over, etc. is required.

3. The stand-alone presentation portion of this project is due (to the instructor as an Articulate Storyline, MS PowerPoint, etc. document) prior to week 10 class meeting, October 30th.

**Evaluation Criteria**

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

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive nature of presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Articulation of the material (presentation style, mannerisms, etc.)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Appropriateness of material (text, slides, video, etc.)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Attire, organization, and time management</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stand-alone MS PowerPoint presentation, outline, and references</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>50</strong></td>
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</table>

*Note.* Send slides and accompanying to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project4_MM-DD-YY.pdf”). Two and a half points will be deducted for each class day this assignment is late!
Project 5: Sport and Exercise Psychology Intervention
Each student will select a problem, situation or psychological training skill related to a chapter OR something observed in a physical activity setting that can be prevented or improved upon by using the principles you have learned in sport and exercise psychology. For example, students may consider situations that may be encountered by as a sport psychology consultant, coach, physical educator, athletic trainer, physical therapist fitness professional, etc.

1. Students will design a program/intervention to prevent or improve the situation. The performance issue/personal concern (e.g., arousal control, burnout, concentration, emotional management, exercise adherence, injury prevention, etc.) and situation should be clearly defined and discussed.

2. Be specific! In the event that someone encounters this type of situation in the real world, (s)he should be able to use the materials developed for this project "as is" (i.e., stand-alone presentation using Articulate Storyline, MS PowerPoint with voice-over, etc.).

3. DO NOT regurgitate the assigned textbook or information from the lecture slides or outline notes. Presentations that include "tell me," "show me," and "let me try it out" activities tend to be the best.

4. Students are responsible for being familiar with the material relevant to the course content when designing the program/intervention. If equipment (computer software, golf ball and putter, etc.) is needed for the presentation, it should be requested a class period prior to the presentation. All materials are prior to week 11 class meeting, November 6th.

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

<table>
<thead>
<tr>
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<th>WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
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</thead>
<tbody>
<tr>
<td>Interactive nature of presentation</td>
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<td>10</td>
<td></td>
</tr>
<tr>
<td>Articulation of the material (presentation style, mannerisms, etc.)</td>
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<td></td>
</tr>
<tr>
<td>Appropriateness of material (text, slides, video, etc.)</td>
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<td>10</td>
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<tr>
<td>Attire, organization, and time management</td>
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<td>10</td>
<td></td>
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<tr>
<td>Stand-alone MS PowerPoint presentation, outline, and references</td>
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<tr>
<td>TOTALS</td>
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Note. Send slides and accompanying materials to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project5_MM-DD-YY.pdf”). Two and a half points will be deducted for each class day this assignment is late!
# KINE/PSYC 6125: Advanced Sport and Exercise Psychology

**Fall Semester – 2019**

"Tentative" Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
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</table>
| 28-Aug     | 1    | Overview of the Course & Syllabus Discuss Projects  
CHAPTER 1: Sport Psychology: Past, Present, and Future  
CHAPTER 10: Increasing Awareness for Sport Performance |
| 4-Sep      | 2    | CHAPTER 9: Psychological Characteristics of Peak Performance  
CHAPTER 10: Increasing Awareness for Sport Performance |
| 11-Sep     | 3    | **KINE/PSYC 6125 Project 3: Lead Discussant Materials Due**  
CHAPTER 4: Motivation Climate, Athlete Motivation, and Sport Engagement  
CHAPTER 5: Self-fulfilling Prophecy Theory: When Coaches Expectations Become Reality  
CHAPTER 11: Goal Setting for Peak Performance |
| 18-Sep     | 4    | CHAPTER 12: Understanding and Managing Stress in Sport  
CHAPTER 13: Seeing is Believing: Understanding and Using Imagery in Sport |
| 25-Sep     | 5    | CHAPTER 14: Cognitive Techniques for Building Confidence and Enhancing Performance  
CHAPTER 15: Concentration and Strategies for Controlling It |
| 2-Oct      | 6    | KINE 5125 Project 1: Comparison/Contrast Paper and Presentations (Evaluation)  
**KINE/PSYC 6125 Project 1: Exam 1 Question Preparation and Review Due**  
KINE 5125 Discuss Project 2 |
| 9-Oct      | 7    | **KINE/PSYC 6125 Project 1: Facilitate Exam 1 Review**  
Project 2 NIH Training ([https://www.citiprogram.org](https://www.citiprogram.org)) |
| 16-Oct     | 8    | KINE 5125 Exam 1 (Chapters 1, 4-5, 9-15)  
KINE 5125 Groups Finalize Project 2 Presentation  
KINE 5125 Project 2 Presentation Slides Due (send via email as pdf) |
| 23-Oct     | 9    | KINE 5125 Return Exam 1  
KINE 5125 Project 2: Applied Sport or Exercise Psychology Presentations (Evaluation) |
| 30-Oct     | 10   | **KINE/PSYC 6125 Projects 4 Presentation Slides Due**  
KINE 5125 Project 2: Applied Sport or Exercise Psychology Presentations (Evaluation)  
CHAPTER 16: Integrating and Implementing a Psychological Skills Training Program |
| 6-Nov      | 11   | **KINE/PSYC 6125 Projects 5 Presentation Slides Due**  
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 |
| 13-Nov     | 12   | CHAPTER 19: When to Refer Athletes for Counseling or Psychotherapy  
CHAPTER 20: Drug Abuse in Sport: Causes and Cures |
| 20-Nov     | 13   | CHAPTER 21: Athlete Burnout: An Individual and Organizational Phenomenon |
| 27-Nov     | 14   | **KINE/PSYC 6125 Project 1: Exam 2 Question Preparation and Review Due**  
KINE 5125 Project 3: Sport and Exercise Psychology Research Paper Due (Evaluation)  
CHAPTER 22: Injury Risk and Rehabilitation: Psychological Considerations  
CHAPTER 23: Career Transition among Athletes: Is there Life after Sports |
| 4-Dec      | 15   | CHAPTER 23: Career Transition among Athletes: Is there Life after Sports  
KINE/PSYC 6125 Project 1: Facilitate Exam 2 Review  
KINE 5125 Exam 2 Review |
| 11-Dec     | 16   | KINE 5125 Exam 2 (Chapters 3, 6, 16-17, 19-24) |

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