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Purpose of the Course
The purpose of this course is to provide graduate students with an in-depth analysis of the tools and methods used in sport and exercise psychology. The course will focus on measurement constructs and tools available in sport and exercise psychology and will introduce students to controversies associated with each topic area. Students will be given an opportunity to expand the field by gaining critical knowledge for the development of new methods of measurement and evaluation. The American Psychological Association (Division 47) defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. Sport and exercise psychology 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 Prerequisite
The prerequisite for this course is KINE5125: Sport and Exercise Psychology. In addition to the prerequisite course, it would be preferable that students enrolling in KINE6191: Measurement in Sport and Exercise Psychology have a strong understanding of sport and exercise psychology theories and research. Preferably students should have read texts such as Williams and Krane (2015) prior to enrolling in this course.
KINE 6191

**Required Textbooks**


**Learner Objectives**

1. To read, synthesize, and critique existing scientific literature and to discuss the status and ramifications for future practice and research.
2. To develop an understanding of the different sport and exercise psychology measurement tools available and determine the strengths and weaknesses associated with them.
3. Become acquainted with procedures, designs, methods, and analytical techniques appropriate to the sport and exercise psychology field.
4. To demonstrate the ability to incorporate sport and exercise psychology theory into research and professional practice.
5. To acquire skills and knowledge about sport and exercise psychology measurement tools and techniques for improved performance.

**Course Criteria**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>Percentage</th>
<th>Your Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Lead Discussant (2 Chapter discussions)</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Chapter Exam Questions (5 multiple choice questions per chapter)</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project 1: Research Article and Measurement Tool Critique - Comparison/Contrast (Paper and presentation)</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Project 2: Development of Measurement Instruments (Develop and pilot test a self-report instrument)</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Project 3: Presentation of Measurement Instrument (Present results and discuss the strengths, limitations, and implications)</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Exam 1: Introduction to the Basics (Chapters 1-8) Measurement Methods (Chapters 9-16)</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Exam 2: Cognitive, Perception, &amp; Motivation (Chapters 17-27) Emotion, Affect, &amp; Coping (Chapters 28-34) Social &amp; Behavioral (Chapters 35-39)</td>
<td>50</td>
<td>10%</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Class Attendance and Participation**

*Attendance* is 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.
You will be allowed **ONE (1)** absence during the semester for any reason. This **DOES NOT** include exam or project days. Following **ONE (1)** absence, 25 points will be deducted from the final point total for each additional absence. If you are scheduled to take part in an official University function on the date of a project or exam, please contact the instructors at once in order to schedule a make-up session or exam. If you need to speak but have a conflict with office hours, the instructors will be happy to make an appointment at a time that is convenient for everyone.

**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 instructors and other students.

Please plan to:

- Be in class and ready to start on time.
- Turn cell phones off or to vibrate (no text messaging, picture taking, etc.).
- Turn off iPods, 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** because there is evidence they hinder learning and can be distracting to others (Sana, Weston, & Cepeda, 2013). If a computer is required, then speak with the instructors beforehand and sit in the **back row**.
  - Only topics related to the course content should be discussed during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others in the class.

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 your conduct violated the Code of Student Conduct, which can be found online.

**Course Email Requirements and Etiquette**

Information about this class and updates to the assignments will be posted on Blackboard 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/or Ryan.Olson@unt.edu. Students are expected to carefully and thoughtfully write professional emails. For example, please use a meaningful subject line (e.g., KINE 6191: 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 case, or all upper-case lettering; and please proofread emails before sending them. Due to the large number of emails that we receive each day, please include “KINE 6191” in your subject title if you want the instructors to receive the email sooner.

**Grade Criteria**

The sport and exercise psychology measurement course is composed of two exams and three projects which, when successfully completed, should help you be better prepared to design future research tools. Class attendance, participation, and being a lead discussant will contribute to 40% of your final grade. In addition, the three projects contribute to 30% of your final grade. Developing chapter exam questions and completing exams will contribute to the remaining 30% of your final grade for the course. You are required to complete both exams and all three projects to earn a grade in the course. Class assignments and projects are due as indicated and will be evaluated by the instructors (and
in some cases, other students). It is your responsibility to view and carefully read the materials (assigned chapters, chapter outlines, and chapter slides) prior to attending class. Reading the appropriate material prior to class, completing weekly chapter assignments, and actively involving yourself in class discussions will help improve your understanding of the topics covered and will likely result in better scores on projects and exams. Information about weekly activities and projects will be available on Blackboard. Should you have any questions regarding assignments, grading, exam results, etc., it is YOUR RESPONSIBILITY to see the instructors well in advance of due dates. Naturally, we hope that the course will have much more value to you than the credits and grades.

**Academic Dishonesty**

Cheating or plagiarism will not be tolerated. Students caught cheating during an examination or quiz or plagiarizing a written assignment will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the academic dishonesty policy at UNT. Please review the student rights and responsibilities information online.

**American with Disabilities Compliance**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking 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. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**Family Educational Rights and Privacy Act (FERPA) Information**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructors 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 instructors or it may be necessary for the instructors to call your name and then return your completed assignment to you by passing it across the room. The instructors, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in you being identified by other students or faculty members.

**Blackboard Course Requirement**

All students are required to become familiar with their UNT Blackboard account. Information about this course and updates to assignments will be uploaded to your Blackboard course site. Students must check Blackboard regularly to keep up with course requirements. Blackboard Learn will be used to supplement the course. Specifically, students will be able to find the following resources: lecture notes, chapter self-tests, project information, exam review materials, additional readings, and chapter videos.
List of Chapters
Chapter 1. Measurement in Sport and Exercise Psychology: Introduction and Thoughts about Scale Construction
Chapter 2. Measurement Practice in Sport and Exercise Psychology: A Historical, Comparative, and Psychometric View
Chapter 3. Reliability
Chapter 4. Conceptualizing Validity
Chapter 5. Validating Scores from New Assessments: A Comparison of Classical Test Theory
Chapter 6. Factorial Invariance: Tools and Concepts for Strengthening Research
Chapter 7. Modeling Change Over Time
Chapter 8. Rasch Modeling in Sport
Chapter 9. Idiosyncratic Measures in Sport
Chapter 10. Dynamic Assessment in Sport
Chapter 11. Verbal Reports of Cognitive Processes
Chapter 12. Making Sense of Words and Stories in Qualitative Research: Some Strategies for
Chapter 13. Developmentally Informed Measurement in Sport and Exercise Psychology
Chapter 14. Cultural Sport Psychology: Special Measurement Considerations
Chapter 15. Synthesizing Measurement Outcomes through Meta-Analysis
Chapter 16. Ethics: Assessment and Measurement in Sport and Exercise Psychology
Chapter 17. Cognitive Measures Related to Exercise and Physical Activity
Chapter 18. Anticipation and Decision Making: Skills, Methods, and Measures
Chapter 19. A Method for Measuring Mental Representations
Chapter 20. Physical Self-Concept
Chapter 21. Exercise and Self-Perception Constructs
Chapter 22. Exercise-Related Self-Efficacy
Chapter 23. Self-Efficacy and Collective-Efficacy
Chapter 24. Effort Perception
Chapter 25. A Review and Critique of Measures of Intrinsic and Extrinsic Motivation in Sport and Exercise
Chapter 26. Exercise Motivation
Chapter 27. Achievement Motivation Processes
Chapter 28. Affect, Mood, and Emotion
Chapter 29. Emotional Reactivity
Chapter 30. Flow
Chapter 31. Burnout
Chapter 32. Bayesian Approach of Measuring Competitive Crisis
Chapter 33. Psychological Skills
Chapter 34. Coping in Sport and Exercise
Chapter 35. Cohesion: Its Nature and Measurement
Chapter 36. A Sequential Analysis of team Communications and Effects on Team Performance
Chapter 37. Models and Measurement of Leadership in Sport
Chapter 38. Prosocial and Antisocial Behaviors
Chapter 39. Behavioral Measurement of Physical Activity
Lead Discussant Guidelines

For each chapter assignment, a lead discussant is expected to give an overview of the topic. Each student is responsible for two chapters (one chapter from the first exam and another from the second). A number of possible points to be covered by the lead discussant are as follows:

- Plan the chapter discussion (MS PowerPoint presentation of information, 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. These will be emailed to the instructors and posted on Blackboard

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.
**Lead Discussant Evaluation Criteria**

This course activity, act as a lead discussant for two chapters, 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>
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</thead>
<tbody>
<tr>
<td>Demonstrates strong understanding of the discussion material</td>
<td>5</td>
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<tr>
<td>Indicates how the perspective differs from or is similar to other perspectives discussed</td>
<td>5</td>
<td></td>
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<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>
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<tr>
<td>Provides appropriate examples and samples of material from the chapter during the discussion</td>
<td>5</td>
<td></td>
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<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>
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<tr>
<td>Includes a self-evaluation of the assignment.</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
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</table>

*Note.* Send lead discussant presentation slides to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project1_09-25-17.pdf”). Two and a half points will be deducted for each class day this assignment is late!
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]).

1. Select a sport and exercise psychology topic (motivation, cognitive processing, concentration, etc.) that you are interested in investigating.

2. Select two sport and/or exercise psychology research based articles related to measurement issues from journals such as: The Sport Psychologist, Journal of Sport & Exercise Psychology, Journal of Applied Sport 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, method used, results, and implications of the results (for coaches, athletes, exercisers, parents, etc.). Also, remember that the abstract and discussion section often emphasize the major findings. You may want to use the Article Evaluation Form (provided in the syllabus) while you read, which may help you constructively evaluate each article (do not turn in form).

4. For each research article, respond to the following using the Journal Abstract Data Sheet (sample form provided in the syllabus - 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 about completing a critique of a study or an annotated bibliography:
   - Provide your opinion of the relevance/importance of the paper to the field of exercise and sport psychology. Be sure to 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). That is to say, 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 double-spaced (≤ 1250 total words double-spaced).

7. Create a MS PowerPoint slide presentation critiquing one of the two articles. The slides should cover the six points listed under item 4 above (i.e., purpose, method, main findings, implications, limitations, and conclusions). The presentation should be brief yet concise, no more than 10 slides are needed and the presentation should be 10 to 15 minutes long. The text provided on each slide should be limited with space between each point. Relevant pictures, figures, and/or tables may enhance the presentation.

**Project 1 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, the final project should be between three (≥ 750 words) and five (≤ 1250 words) pages total.

The MS PowerPoint presentation should be ≤ 10 slides and critique one of the research articles, with slides covering the six points listed under item 4. The presentation should be brief yet concise, lasting from 10 to 15 minutes. 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 it will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria Weight</th>
<th>Points</th>
<th>Your Points</th>
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<tbody>
<tr>
<td>Accuracy of interpretation-discussion</td>
<td>5</td>
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<td>Scope – all questions answered in sufficient detail (following instructions)</td>
<td>5</td>
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<td>Clarity and quality of writing</td>
<td>5</td>
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<tr>
<td>Grammar, spelling, and format using the above guidelines</td>
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<tr>
<td>Verbal presentation (attire, mannerisms, time management, etc.)</td>
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<tr>
<td>Slides (points covered, organization, spelling, etc.)</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
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*Note.* Send paper and slides to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project1_10-04-17.pdf”). Two and a half points will be deducted for each class day this assignment is late!
# Project 1: Article Evaluation Form

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. Problem is clearly stated</td>
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<td>2. Hypotheses are clearly stated</td>
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<td>3. Problem is significant</td>
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<td>4. Assumptions are clearly stated</td>
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<td>5. Limitations of the study are stated</td>
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<td>6. Important terms are defined</td>
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<td>7. Relationship of the problem to previous research is made clear</td>
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<td>8. Research design is described fully</td>
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<td>9. Research design is appropriate for the solution of the problem</td>
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<td>10. Research design is free of specific weaknesses</td>
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<td>11. Population and sample are described</td>
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<td>12. Method of sampling is appropriate</td>
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<td>13. Data-gathering methods or procedures are described</td>
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<td>14. Methods or procedures are appropriate to the solution of the problem</td>
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<td>15. Data-gathering methods or procedures are utilized correctly</td>
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<td>16. Validity and reliability of the evidence gathered are established</td>
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<td>17. Appropriate methods are selected to analyze the data</td>
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<td>18. Methods used in analyzing the data are applied correctly</td>
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<td>19. Results of the analysis are presented clearly</td>
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<td>20. Conclusions are clearly stated</td>
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<td>21. Conclusions are substantiated by the evidence presented</td>
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<td>22. Generalizations are confined to the population from which the sample was drawn</td>
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<td>23. Article is clearly written</td>
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<td>24. Article is logically organized</td>
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<td>25. Tone of the article displays an unbiased, impartial scientific attitude</td>
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Adapted from the *Handbook in Research and Evaluation*, Isaac and Michael (1983)
Project 1: Journal Abstract Data Sheet

APA Reference Citation (Authors, year, title, journal, volume, and pages)

Purpose

Method

Results

Discussion and Conclusions
Compare/Contrast

Personal Evaluation of Project
Development of an instrument is worth 10% or 50 points of your grade. You will be responsible for developing a questionnaire, self-report survey, or semi-structured interview guide. You will then follow appropriate procedures for constructing an assessment, collecting data from a sample of individuals, and critically analyzing the instrument created to determine the assessment’s properties, strengths and weaknesses (see information below and in the textbook). The purpose of this project is to focus and integrate the concepts covered in class. The result of this project will be a paper that describes the research question and development of the instrument.

1. Select a sport and exercise psychology topic (motivation, cognitive processing, concentration, etc.) that you are interested in investigating.

2. Determine the purpose of the research and decide whether a questionnaire, self-report survey, or semi-structured interview guide would be best to address the research question. For example, questionnaires are often used to measure the difference in status before and after an intervention and determine whether changes can be attributed to the treatment.

3. Decide what you are measuring based on the purpose and objectives of the research. Determine whether the focus is on attitudes, knowledge, skills, goals, intentions, aspirations, behaviors, practices, or perceptions. Of course, it is possible to measure more than one.

4. Consider the audience age, educational level, maturity level, familiarity with instruments and questionnaires, and their cultural bias or language ability. Thus, you will need to field test or pilot test the instrument a few times to detect simple errors and reduce measurement error.

5. Choose the appropriate data collection method (personal interview, paper-pencil, web-based survey, etc.) and procedure (anonymous or confidential).

6. Select measurement scale and scoring that provide the information needed and are appropriate for respondents. Determine whether the items or questions are fixed-response (yes-no, true-false, multiple choice, Likert-type, rank order, etc.) or open-ended (narrative response).

7. Develop a title for the instrument and the instructions for completing the instrument.

8. Create the items or questions that will be used. Be brief, direct, and include definitions to be clear. Minimize bias in items or questions and avoid jargon and acronyms. Make sure the item or question is representative of the construct or concept being measured and only addresses one idea at a time (i.e., avoid conjunctions such as “and”, “or”, and “but”).

9. Arrange items or questions in a logical order and provide respondents space to respond. Make sure the instrument and associated paper looks professional and is easy to read.

10. Follow appropriate procedures for collecting data from a sample of individuals. Critically analyze the created instrument to determine the assessment’s appropriateness, properties, and strengths and weaknesses.
Project 2 Evaluation Criteria

The grade for this project will reflect the comprehensiveness of the degree to which you followed test construction principles, analyzed sample data, reviewed existing literature in the domain, applied/integrated information from your background, and clarity of the presentation. The final paper 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. Each reference should be cited correctly using Publication Manual of the American Psychological Association 6th Edition format (APA, 2010). The introduction and planned pilot testing procedures should be a maximum length of 1500 words. The final instruments will be provided in an appendix. This project is worth 10% of your overall grade and it will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria Weight</th>
<th>Points</th>
<th>Your Points</th>
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<tbody>
<tr>
<td>Introduction to the problem or research question</td>
<td>15</td>
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<tr>
<td>Development of the instrument(s)</td>
<td>15</td>
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<tr>
<td>Clarity and quality of writing</td>
<td>10</td>
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<tr>
<td>Grammar, spelling, and format using the above guidelines</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>50</strong></td>
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Note: Send paper to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project1_11-15-17.pdf”). Two and a half points will be deducted for each class day this assignment is late!
Presentation of a measurement instrument is worth 10% or 50 points of your grade. You will be responsible for presenting your self-report survey or semi-structured interview guide (see Project 2). You will present information about the procedures used for constructing the assessment, data collection, and critically analyzing the instrument assessment properties. The purpose of this project is to focus and integrate the concepts covered in class. The result of this project will be a presentation that describes the research question, development of the instrument, results, strengths and weaknesses of the instrument, and implications for future use.

1. Know the purpose of the presentation. For example, give the audience a sense of what you are interested in examining, make them want to read more about the topic, and get feedback.

2. Know your audience before making the presentation. Anticipate their level of interest and the questions that they might ask.

3. Be familiar with the related research and acknowledge the efforts of others.

4. Prepare the MS PowerPoint slides well in advance of the due date, show the slides to a friend, seek feedback from them or a mentor, practice the presentation (in front of others), and know the technology in the presentation venue.

5. Provide enough information to illustrate the point and leave the rest out. Less is often more. For example, provide a narrative – not additional words on a slide, be animated but use slide animation sparingly, use color to emphasize some points but limit to 2 or 3, and be consistent with color font and size/type.

6. Remove clutter in the presentation area (e.g., erase information from white boards that does not pertain to the presentation).

7. Motivate the audience by acting enthusiastic, make eye contact with the audience and address them by name, avoid reading from the screen, point at the screen not at the computer, monitor presentation time, watch for questions.

8. Know the limitations and strengths of your instrument.

9. Prepare and handle questions or feedback accordingly (e.g., need clarification, suggest something helpful, engage in research discussion, and acknowledge that others may know more about the topic).

10. Leave them with an understanding of the problem, the significance of the issue being address, and a possible solution.

**Project 3 Evaluation Criteria**

The grade for this project will reflect the comprehensiveness of the degree to which you followed test construction principles, analyzed sample data, reviewed existing literature in the domain, applied/integrated information from your background, and clarity of the presentation. The MS PowerPoint slide presentation should be brief yet concise, lasting from 25 to 30 minutes. No more than 20 slides should be used. Standard slides used when presenting are: (a) introduction, (b) purpose, (c)
methods, (d) results, (e) implications, (f) limitations, and (g) conclusions. This project is worth 10% of your overall grade and it will be evaluated according to the following criteria:

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<tr>
<th>Criteria Weight</th>
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<tr>
<td>Time management and attire</td>
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<td>Accuracy of information presented</td>
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<td>Activity and/or illustrations used to captivate the audience</td>
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<td>Verbal presentation (mannerisms, tone, etc.)</td>
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<td>Slides (points covered, organization, spelling, etc.)</td>
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<td><strong>Total</strong></td>
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*Note.* Send slides to instructors via email as a pdf. Remember to name the file correctly (e.g., “Last-Name_Project1_11-25-14.pdf”). Two and a half points will be deducted for each class day this assignment is late!
Students will be responsible for creating five multiple-choice exam questions for each chapter. The questions are due one day prior to the class discussion of the chapter. Send prepared questions directly to the instructors. These questions will be used for review and the exams. Item analysis and item difficulty will be examined. Item analysis is used to determine which items are suitable and which need to be rewritten or discarded. Item difficulty is determined by dividing the number of persons who correctly answered the item by the total number of people who responded.

**Exams**

A green scantron will be provided for the exams, but you are responsible for bringing a pencil. *Other materials (e.g., books, backpacks, cell phones, and/or notes) are NOT needed on exam days.* If you do bring a cell phone, turn it off before class. The first exam will cover Chapters 1–16 from the textbook and materials discussed in class. The second exam will cover Chapters 17–39 and materials discussed in class. The exams include multiple-choice questions derived from questions created by students and faculty.

**Sample Test Questions**

1. A ______________ measure allows the researcher to confidently determine the degree of difference between one person and another on a measure.
   a. Reliable
   b. Valid
   c. Sufficient
   d. Introspective

2. According to the text, the two sources of error when assessing a measure’s validity are:
   a. Valid acceptance and valid rejection
   b. Valid acceptance and invalid rejection
   c. Invalid acceptance and valid rejection
   d. Invalid acceptance and invalid rejection

3. With this, test and inventory construction becomes simple and effective since items targeted to a specific group of test takers can be preselected.
   a. Generalizability theory
   b. Computerized adaptive testing
   c. Differential item functioning
   d. Equating and item banking

4. ______________ is a method that can be used to indicate whether a test item is biased to a population subgroup.
   a. Factor analysis
   b. Computerized adaptive testing
   c. Differential item functioning
   d. Item response theory

**Tip. How should I prepare for quizzes and exams?**
1.) Attend class; 2.) Read the textbook; 3.) Utilize the lecture materials; 4.) Develop chapter questions; 5.) Outline the material using online notes; 6.) Use education apps (e.g., Quizlet); and 7.) Get involved in study groups.
<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topic Covered</th>
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</table>
| August   | 28  | **Course Introduction**  
Chapter 1. Measurement in Sport and Exercise Psychology: Introduction and Thoughts about Scale Construction |
| September| 6   | **Review Project 1**  
Chapter 2. Measurement Practice in Sport and Exercise Psychology: A Historical, Comparative, and Psychometric View  
Chapter 3. Reliability  
Chapter 4. Conceptualizing Validity |
|          | 13  | Chapter 5. Validating Scores from New Assessments: A Comparison of Classical Test Theory  
Chapter 6. Factorial Invariance: Tools and Concepts for Strengthening Research  
Chapter 7. Modeling Change Over Time |
|          | 20  | Chapter 8. Rasch Modeling in Sport  
Chapter 9. Idiosyncratic Measures in Sport  
Chapter 10. Dynamic Assessment in Sport |
|          | 27  | Chapter 11. Verbal Reports of Cognitive Processes  
Chapter 12. Making Sense of Words and Stories in Qualitative Research: Some Strategies for  
Chapter 13. Developmentally Informed Measurement in Sport and Exercise Psychology |
| October  | 4   | **Project 1 Critiques – Papers and Presentations Due**  
Chapter 14. Cultural Sport Psychology: Special Measurement Considerations  
Chapter 15. Synthesizing Measurement Outcomes through Meta-Analysis  
Chapter 16. Ethics: Assessment and Measurement in Sport and Exercise Psychology |
|          | 11  | **Project 1 Presentations**  
Review Chapters for Exam 1 (Chapters 1-16) |
|          | 18  | **Exam 1 (Chapters 1-16)**  
Review Project 2 |
|          | 25  | **Return Exam 1**  
Chapter 17. Cognitive Measures Related to Exercise and Physical Activity  
Chapter 18. Anticipation and Decision Making: Skills, Methods, and Measures  
Chapter 19. A Method for Measuring Mental Representations  
Chapter 24. Effort Perception |
| November | 1   | Chapter 20. Physical Self-Concept  
Chapter 21. Exercise and Self-Perception Constructs  
Chapter 22. Exercise-Related Self-Efficacy  
Chapter 23. Self-Efficacy and Collective-Efficacy |
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<tr>
<td>8</td>
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<td>Chapter 25. A Review and Critique of Measures of Intrinsic and Extrinsic</td>
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<td>Motivation in Sport and Exercise</td>
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<td>Chapter 26. Exercise Motivation</td>
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<td>Chapter 27. Achievement Motivation Processes</td>
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<td>Chapter 28. Affect, Mood, and Emotion</td>
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<td>Chapter 30. Flow</td>
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<td>Chapter 31. Burnout</td>
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<td>Chapter 32. Bayesian Approach of Measuring Competitive Crisis</td>
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<td>Chapter 33. Psychological Skills</td>
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<td>Chapter 34. Coping in Sport and Exercise</td>
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<td>29</td>
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<td><strong>Project 3 Due</strong></td>
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<td>Chapter 35. Cohesion: Its Nature and Measurement</td>
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<td>Chapter 36. A Sequential Analysis of team Communications and Effects on Team</td>
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<td>Chapter 37. Models and Measurement of Leadership in Sport</td>
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<td>December</td>
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<td>Chapter 38. Prosocial and Antisocial Behaviors</td>
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<td>Chapter 39. Behavioral Measurement of Physical Activity</td>
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<td><strong>Project 3 Presentations</strong></td>
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<td></td>
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<td>Review for Exam 2 (Chapters 17-39)</td>
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<td>13</td>
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<td><strong>Exam 2 (Chapters 17-39)</strong></td>
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