Instructor Information
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Office: PEB 210F
Office Hours: MW 1:00-1:50 PM (or by appointments)
Lecture notes, self-tests, and project information are available on Blackboard Learn
e-mail: Scott.Martin@unt.edu website: http://faculty.coe.unt.edu/scott-martin

Course Description
3 Credit Hours: This course provides doctoral level students with an in-depth study of the primary theories and tenants of sport and exercise psychology. An emphasis is placed on developing the 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. Prerequisite: KINE/PSYC5125 or equivalent

Purpose
The purpose of this course is to provide doctoral level students with an opportunity to acquire an in-depth understanding of the 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.

Learner 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 implement 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.
Required Textbook


Additional readings will be handed out in class and/or posted on blackboard throughout the semester. You will be expected to read these materials for discussions and projects. The projects and grading criteria below are subject to change based on the needs and interests of the students involved. The projects and grading criteria will be discussed during the first class session and will be finalized by the second class session.

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<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Project 1: Develop quiz and test items that cover Chapters 1, 4, 5, 9-16</td>
<td>50</td>
<td>20%</td>
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<tr>
<td>Project 2: Develop quiz and test items that cover Chapters 3, 6, 17-18, 20-25</td>
<td>50</td>
<td>20%</td>
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<tr>
<td>Project 3: Write a review paper that critiques previous research</td>
<td>50</td>
<td>20%</td>
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<tr>
<td>Project 4: Create an interactive presentation of one of the chapters listed</td>
<td>50</td>
<td>20%</td>
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<tr>
<td>Project 5: Develop and present a sport and exercise psychology intervention</td>
<td>50</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>250</td>
<td>100%</td>
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Grade Criteria
There are five projects that represent 100% of your final grade. Typically, no late project projects will be accepted. Actively involving yourself in class discussions and activities can help improve your understanding of the topics covered and your grade. Should you have any questions regarding project assignments, grading, etc., it is YOUR RESPONSIBILITY to see me well in advance of due dates. I will be happy to discuss any of the above with you.

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: (a) be in class and ready to start on time; (b) turn cell phones off or to vibrate (no text messaging, picture taking, etc.); and (c) turn off iPods, computers, and other electronic devices prior to entering class and stored 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 me 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: (a) being asked to leave the classroom; (b) receiving a “zero” on the activity (quiz, test, etc.) of the day; and (c) 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 as announcements 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 my Scott.Martin@unt.edu address and NOT Blackboard. Students are expected to carefully and thoughtfully write professional emails. For example, please use a meaningful subject line (e.g., KINE/PSYC 6125: Chapter 1 Question), a greeting (e.g., Hello Dr. Martin), and a signature with your name at the end. Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower case, or all upper case lettering, and please proofread emails before sending them. Due to the large number of emails that I receive each day, please include “KINE 4000” in your subject title if you want me to receive the email sooner.

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 via Blackboard. Students must check the Blackboard site 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, and chapter videos.

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 accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. The designated liaison for the Department of Kinesiology, Health Promotion and Recreation is Ms. Doryce Judd (Doryce.Judd@unt.edu). For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Family Educational Rights and Privacy Act (FERPA) Information

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be
necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in you being identified by other students or faculty members.

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


Come prepared to offer something positive to the class!
Let's have some fun with sport and exercise psychology.
<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topic Covered</th>
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</thead>
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| August    | 31  | Course Introduction  
CHAP. 1: Sport Psychology: Past, Present, and Future (Williams & Krane) |
|           |     | **September**  
7  | CHAPTER 9: Psychological Characteristics of Peak Performance (Krane & Williams) |
|           |     | CHAPTER 10: Increasing Awareness for Sport Performance (Ravizza)               |
|           | 14  | CHAPTER 4: The Motivation Climate, Athlete Motivation, and Implications for the |
|           |     | Quality of Sport Engagement (Duda & Treasure)  
CHAPTER 5: The Self-fulfilling Prophecy Theory: When Coaches Expectations Become |
|           |     | Reality (Horn, Lox, & Labrador)  
CHAPTER 11: Goal Setting for Peak Performance (Gould) |
|           | 21  | CHAPTER 12: Understanding and Managing Stress in Sport (Hanton, Mellalieu, & |
|           |     | Williams)  
CHAPTER 13: Seeing is Believing: Understanding and Using Imagery in Sport (Vealey & Forlenza) |
|           | 28  | CHAPTER 14: Cognitive Techniques for Building Confidence and Enhancing |
|           |     | Performance (Williams, Zinsser, & Bunker)  
CHAPTER 15: Concentration and Strategies for Controlling It (Williams, Nideffer, Wilson, & Sagal)  
KINE/PSYC 6125 Project 1: Create and Submit Exam 1 Questions Due  
KINE/PSYC 6125 Project 3: Review of Literature Draft Due  
(send paper via email as pdf) |
| October   | 5   | KINE/PSYC 6125 Individual Meetings                                           |
|           | 12  | Facilitate Chapter Review for Exam 1  
KINE/PSYC 6125 Project 3 Final Review of Literature Due  
(send paper via email as pdf) |
|           | 19  | KINE/PSYC 6125 Project 4: Interactive Chapter Presentation Draft Due  
KINE/PSYC 6125 Project 5: Sport and Exercise Psychology Intervention Due |
|           | 26  | KINE/PSYC 6125 Individual Meetings                                           |
| November  | 2   | CHAPTER 16: Integrating and Implementing a Psychological Skills Training Program (Weinberg & Williams) |
|           | 9   | CHAPTER 3: A Positive Approach to Coaching Effectiveness and Performance |
|           |     | Enhancement (Smith)  
CHAPTER 6: Leadership in Sport: The Critical Importance of Coach and Athlete  
Leadership (Sterrett & Janssen)  
CHAPTER 17: Conducting Psychologically Oriented Coach-Training Programs: A Social-Cognitive Approach (Smoll & Smith) |
|           | 16  | CHAPTER 19: When to Refer Athletes for Counseling or Psychotherapy (Tod & Andersen)  
CHAPTER 20: Drug Abuse in Sport: Causes and Cures (Anshel) |
|           | 23  | CHAPTER 21: Athlete Burnout: An Individual and Organizational Phenomenon  
(DeFreese, Raedeke, & Smith) |
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<th>Topic Covered</th>
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<tr>
<td>30</td>
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<td>CHAPTER 22: Injury Risk and Rehabilitation: Psychological Considerations (Williams &amp; Scherzer) CHAPTER 23: Career Transition among Athletes: Is there Life after Sports (Lavallee, Park, &amp; Taylor)</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>CHAPTER 24: Exercise Psychology (Dishman &amp; Chambliss) KINE 6125 Project 2: Create and Submit Exam 2 Questions Facilitate Chapter Review for Exam</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>KINE/PSYC 6125 Individual Meetings</td>
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*Project 4 and 5: Presentation and Intervention will be scheduled based on presenters’ schedules*