I. COURSE DESCRIPTION

This course provides general knowledge of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity with emphasis on motivational techniques, personality dynamics and mental health serving as focal points.

II. RATIONALE

The primary goal of this class is to acquaint students with a basic working knowledge, understanding, and value of the study of sports psychology.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES AND CAATE COMPETENCIES & PROFICIENCIES

a. TExES COMPETENCIES

(Competency 002) - Physical education teacher applies principles and concepts of fitness and fitness development/maintenance to evaluate, select, and adapt activities that help learners achieve and maintain appropriate fitness levels.

(Competency 003) - The teacher appreciates human diversity, recognizes how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Physical Education (09) - All level, (10) - Secondary
(Competency 004) - Fitness-related health, nutrition, and safety. The physical education teacher knows health, nutrition, and safety principles and practices related to fitness/performance and encourages learners to apply these principles and practices.
(Competency 011) - Legal, ethical, medical, and safety issues. The physical education teacher understands legal, ethical, medical, and safety issues relating to physical education programs and applies this understanding in a variety of contexts.

b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

Diagnosis Competencies Taught & Evaluated:
- **DI-C3**: Describe the physiological and psychological effects of physical activity and their impact on performance.

Psychosocial Competencies Taught & Evaluated:
- **PS-C2**: Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.
- **PS-C3**: Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning.
- **PS-C4**: Describe the basic principles of mental preparation, relaxation, visualization, and desensitization techniques.
- **PS-C5**: Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environment interactions.
- **PS-C6**: Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient.
- **PS-C9**: Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates.
- **PS-C12**: Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies.

Nutrition Competencies Taught & Evaluated:
- **NU-C14**: Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).

V. COURSE OBJECTIVES/LEARNING OUTCOMES

Given lectures, discussions, homework and in-class assignments, students will be able to:
1. To increase understanding of how psychological factors influence involvement and performance in sport, exercise, and education settings.
2. Understand the basic theories, ideas, concepts and terminology surrounding sport and exercise psychology.
3. To increase understanding of how participation in sport, exercise and physical education influences the psychological makeup of the individuals involved.
4. Assist in skill and knowledge acquisition about sport and exercise psychology that you can apply as a coach, teacher, or exercise leader.
VI. COURSE TOPICS

a. Personality and Sport  
b. Extrinsic and Intrinsic Motivation  
c. Arousal and Anxiety  
d. Mental Skill Training  
e. Feedback and Reinforcement  
f. Group and Team Dynamics  
g. Group Cohesion  
h. Leadership in Sport  
i. Communication in Sport  
j. Arousal Regulation  
k. Imagery  
l. Self Confidence  
m. Concentration  
n. Exercise and Psychological Well Being  
o. Exercise Behavior and Adherence  
p. Burnout and Overtraining  

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

1. Four Exams (each approximately 80-100 points).  
2. Regular quizzes precede each test to familiarize you with the questions and my test style. Also, regular quizzes should be expected. Like tests, quizzes will also occur first thing at the beginning of class and not directly after completing material for that quiz.  
3. Additional quizzes may come unannounced at the instructor’s discretion.  
4. There will be additional point opportunities to aid in your point accumulation including group work and homework activities.  
5. Final grades will be based on the total accumulation of points.  
6. Point totals may change as the course progresses.  

Exams (4) = ~300 points  
Quizzes (12) = ~120 points  
Homework and In-Class Activities (8) = ~80 points  
Total possible = ~500 points  

Grading Scale: Total Points - 100-90% A, 89 - 80% B, 79 - 70% C, 69 - 60% D, 59 - 0.0% F  

Final Exam: The last exam will be held on the scheduled final exam day. This exam will not be cumulative.  

VIII. COURSE SCHEDULE AND POLICIES

A. Policies  

Attendance, Schedule and Exams  
The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to printed test date. Information presented in class may come from a source other than the textbooks. If you miss a class you need to obtain that material from a classmate or myself. It is to your benefit to attend class every day. **No make-up tests will be given except under extreme circumstances.** A physician’s note is necessary if you are ill. Those who know they will be missing an exam are required to speak with instructor in advance so that arrangements can be made to take the exam early. Attendance is STRONGLY encouraged. Class participation is STONGLY encouraged, and points will be given based on participation in group assignments and activities.
Technology - Blackboard
Syllabi, schedule, e-mail and discussion are available for this course on the campus Blackboard. Grades will be updated and posted via Blackboard. Any questions about course materials and/or content should be directed towards this on-line tool first. Announcements and e-mail will be sent by the instructor should there be any changes to the schedule (please check this often).

Mutual Respect
It is expected that everyone is respectful of the learning environment. Thus, any activity or behavior that is a distraction (i.e. cell phone use, internet surfing, sleeping, talking in individual groups) will be addressed immediately, and may result in the instructor asking that individual to leave the room. If you are expecting an important phone call, please excuse yourself from the classroom.

Quizzes
Quizzes may be unannounced. Make-up quizzes will not be given unless the student is excused from class by the university (athletes, research etc.) or by a physician. Quizzes will be brief and may include multiple choice and/or short answer questions.

Homework Assignments
Assignments may include reading, worksheet activities, or sharing articles or information pertaining to psychology of sport. Late assignments will not be accepted for points.

Readings
Because a lecture format will be used for a large portion of the class, it is absolutely necessary that class readings be read-and on time.

B. Course Schedule: The instructor reserves the right to change the schedule to cover all subjects thoroughly and make adjustments for the size and need of the class members. Any changes to exam dates will be announced prior to the exam.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<td>Introduction and Overview (Ch 1) &amp; Personality (Ch 2)</td>
<td>Personality Worksheet Due</td>
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<td>9-July</td>
<td>Personality (Ch 2)</td>
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<td>10-July</td>
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<td>11-July</td>
<td>Motivation (Ch 3)</td>
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<td>15-July</td>
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<tr>
<td>16-July</td>
<td>Arousal, Stress and Anxiety (Ch 4)</td>
<td>Attribution Worksheet Due</td>
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<td>17-July</td>
<td>Feedback, Reinforcement &amp; Intrinsic Motivation (Ch 6)</td>
<td>Article Review Due</td>
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<td>18-July</td>
<td>Feedback, Reinforcement &amp; Intrinsic Motivation (Ch 6)</td>
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<td>22-July</td>
<td>Exam I</td>
<td>Reinforcement and Punishment Worksheet Due</td>
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<tr>
<td>24-July</td>
<td>Group Cohesion (Ch 7 &amp; 8)</td>
<td>Cohesion Plans Due</td>
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<td>25-July</td>
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<td>30-July</td>
<td>Exam II</td>
<td>Communication and Listening Assessments Due</td>
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<td>31-July</td>
<td>Introduction to Psychological Skills Training (Ch 11)</td>
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<td>1-Aug</td>
<td>Arousal Regulation (Ch 12)</td>
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<td>5-Aug</td>
<td>Imagery (Ch 13)</td>
<td>In Class Activity – Imagery &amp; Relaxation Techniques</td>
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<td>Goal Setting (Ch 13)</td>
<td>Goal Setting Assignment Due</td>
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<td>7-Aug</td>
<td>Concentration and Focus (Ch 16)</td>
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<td>8-Aug</td>
<td>Psychology of Athletic Injuries (Ch 19)</td>
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<td>9-Aug</td>
<td>Exam III</td>
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XI. TEXTBOOK(S)


XI. BIBLIOGRAPHY


XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).
XIII. DISABILITIES ACCOMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.