I. COURSE DESCRIPTION

(KINE 3337.01, Psychology of Sport) 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.

Prerequisites: There are no prerequisites for this course.

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 ADPOTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

A. 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.

B. 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.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. 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 & 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.

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, videos and/or field experiences, the student will be able to;

A. Demonstrate competency of basic theories, ideas, concepts, and terminology associated with sport and exercise psychology.

B. Understand how psychological factors influence involvement and performance in sport, exercise, and education settings.

C. Recollect how participation in sport, exercise and physical education influences the psychological makeup of the individuals involved.

D. Develop skills and knowledge about sport and exercise psychology that can be applied as a coach, teacher, or exercise leader.

E. Develop introductory level psychological skills that may be used to better prepare for performance situations.

VI. COURSE TOPICS

The major topics to be considered are:

A. Concepts and theories surrounding personality and sport

B. Determinants of motivation, theories of motivation, methods of motivation
C. Concepts of arousal, stress, and anxiety as related to performance
D. Concepts of feedback, reinforcement, and intrinsic motivation as they apply to sport and activity performance
E. Sport and activity related group and team dynamic
F. Concept of group cohesion; methods of improving and limitations of group cohesion
G. Leadership and communication in the sporting environment
H. Introduction to psychological skills training
I. Ways to limit and control arousal to achieve better performance
J. Concept of imagery and its application to exercise and sport
K. Self confidence and concentration in sport
L. Concepts relating to exercise adherence and well being
M. Psychology of exercise adherence

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional lecture via power point, classroom discussion, independent learning, and online instruction/readings.
B. Classroom participation activities

VIII. EVALUATION AND GRADE ASSIGNMENT

The method of evaluation and the criteria for grade assignment are:

A. Requirements and point values. The total number of quizzes and in-class point opportunities are tentative. Therefore, the point values listed may vary.

<table>
<thead>
<tr>
<th>In/Out of class point opportunities</th>
<th>variable points</th>
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<tbody>
<tr>
<td>Quizzes, 3-4 at 10-30 pts each*</td>
<td>~50 points</td>
</tr>
<tr>
<td>Tests, 4 at 90-100 pts each*</td>
<td>400 points</td>
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<td></td>
<td>450 points</td>
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</tbody>
</table>

*Points, test values, and any extra assignments may be altered to best reflect the needs of the class

B. Grading Scale:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D
C. The final test is not cumulative and assesses the content covered after Test 3

**NOTE REGARDING YOUR GRADES:** At the end of the semester, I will not even consider rounding up your grade or passing you on a close grade unless you have done the following: a) seen me (in person) for help on a regular basis, b) completed all point opportunities, and c) bothered to ask questions regularly in class. All test grades are averaged to 75% as needed. Please note this is not required of instructors. This is also a reason I rarely round grades.

**NOTE REGARDING QUALITY OF YOUR WORK:** If any work done on behalf of this class is not performed at a standard expected of a junior or senior in college, it either will not be graded or it will be severely penalized. I will not give partial credit for a partially completed assignment, a sloppy assignment, an assignment that was obviously completed in a big hurry to beat a deadline, or because you didn’t read the instructions. You will simply receive a zero. These assignments will not be allowed to be made up once the grade is assigned. You can avoid this problem by simply doing a quality job the first time. For class quizzes, which will be done at the beginning of class, your writing must be legible. If I can't read something, it is wrong.

**IX. COURSE SCHEDULE AND POLICIES**

Note: The course schedule may be altered as needed to best fit the semester schedule.

A. If you forgotten the following by this point in this ridiculously long syllabus, the professors name, office, phone, class meeting place and office hours are located at the beginning of the syllabus and on the entry points of the Blackboard account.

**SEE THE "UNITS" AND "COURE CALENDER" ICONS AT LEFT ON YOUR BLACKBOARD FOR MORE INFORMATION AND DATE DETAILS ON CLASS PROGRESSION!**

Please note that the first day of class will be conducted online. I will not be present. You must see Blackboard as advised above for full instructions!

**UNIT 1**
- Introduction, Ch. 2 Personality
- Ch. 3 Motivation
- Quiz #1
- Ch. 4. Arousal Anxiety
- Ch 6. Feedback Reinforcement
- Test #1

**UNIT 2**
- Ch. 7 Group/Team Dynamics
- Ch. 8 Group Cohesion
- Quiz #2
- Ch. 9 Leadership
- Ch. 10 Communication
- Test #2

**UNIT 3**
B. Class Policies

1. Lack of attendance, for any reason (legit or not), can hurt your grade. There is no credit for coming to class. If you must be absent or do have a conflict, take responsibility for yourself for all missed materials by obtaining notes and making arrangements as needed.

2. The highest level of professional decorum is expected in the classroom. Please conduct yourself accordingly. If you are tired and feel like sleeping, please stand and take your notes to the side of the class or excuse yourself if you must.

3. Please turn off your cell phones in class. Should you have a pending emergency, please tell me if you must leave it on. If you text message or send emails in class (computer, phone, or otherwise) I will ask you to leave. If you don't or do it again, I will have you removed from the class.

4. You may not use a computer in class for anything other than taking notes. If you are not using the computers in the classroom for note-taking, please push them down into the desk. Use of computers for any other function during class will be considered disruptive. If you are one of those people who like taking notes on the computer during class and surfing elsewhere between notes, please cease this practice.

5. While most people know smoking is not allowed in class, too many haven’t figured out that smokeless tobacco is not allowed either, as per university policies. No smokeless tobacco in class. While not currently addressed by university policy, I do not allow the use of mechanical cigarettes in class, even if they only emit water vapor.

Tests and Quizzes

A. In order to get you to class and to keep you sharp, quizzes will be given at the beginning of class. Yes, this is how I keep you coming to class and consistently preparing. If you miss class or are late on a regular basis you will soon find yourself in grade trouble. I don't allow make ups on these quizzes unless the University has issued an excused absence for you.
B. Tests will be taken on the designated or arranged test dates and times only, no last-minute reschedules. Late tests will not be allowed unless prior arrangements are made. Tests taken with testing services should be arranged well in advance of exams.

C. Cell phones, notes, internet, or any other form of outside aid not mentioned here (including another person) that may help you with a test will not be used on any tests or quizzes. It’s just you and the test. I may allow a scratch sheet of paper and a writing utensil. During your tests, your bags will be placed along the wall at the back of the classroom. Your cell phones will either be in your bag or on the instructor’s desk. If you are found to be in possession of a cell phone during a test, you will forfeit your test grade and receive a zero, no questions asked.

X. TEXTBOOK


I have provided you with a link to the publisher’s text web site (below).


E-Book (1/2 the cost of regular text)


You may also choose the previous (4th edition) text for this class if it saves you some money. I will submit though that some newer items may not be covered in this text. Choose wisely.

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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure...
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:

A. Written reprimand;
B. Requirement to re-do work in question;
C. Requirement to submit additional work;
D. Lowering of grade on work in question;
E. Assigning grade of “F” to work in question;
F. Assigning grade of “F” for course;
G. 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).

What is also considered dishonest with reference to this class?

A. using an assignment from a previous semester, no matter where it came from, to produce your own (my electronic checker will catch this)
B. file swapping with a partner to produce your work, loaning your work to another person to "model" as the borrower may take more than you think putting you both in trouble

C. failure to properly cite resources in your lab report or assignments

D. using any form of outside help other than your mind on any test or quiz, calculators without Internet or note-taking capabilities might be allowed at the professor’s discretion.

E. unethically obtaining copies of exams etc.

F. photographing or copying ANY quiz or test materials for any purpose with ANY device

G. anything else that falls under the umbrella of dishonest conduct that common sense would dictate as unethical

XIII. DISABILITIES AND ACCOMMODATIONS

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 CCH 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.