I. Course Description:

A study of the theory and application of psychology as it applies to human behavior in sport and physical activity.

* There is no prerequisite for this class, but this class will build past beginning-level information.

II. Rationale:

The course is designed to give insight to the mental and emotional aspects of sports and exercise.

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. Student Learner Outcomes (SLO): n/a

V. TExES Competencies: n/a

VI. Course Objectives and Outcomes:

Upon completion of the course the student should be able to:

· Demonstrate understanding of theories and research addressing psychosocial and contextual factors in relation to sport and exercise behavior.

· Demonstrate the ability to apply knowledge gained in class to practical situations in sport and exercise.

· Demonstrate the ability to critically review contemporary research in sport and exercise psychology.

· Demonstrate the ability to investigate a course topic from multiple perspectives, and to critique empirical research.

VII. Course Topics:

The major topics to be considered are:

Participation Motivation, Intrinsic and Extrinsic Motivation,

Theories of Motivation, Self Perceptions and Sport Behavior

Self Efficacy and Physical Education Intensity, Arousal, Anxiety,

Performance Coaching Effectiveness in the Sports Domain,

Models of Leadership, Expectancy Process Modeling,

Feedback and Reinforcement, Psychological Skills Training
VIII. **Instructional Methods and Activities:**

This course is designed to expose students to the contemporary literature on a variety of topics in Sport and Exercise Psychology. This course will primarily be an online course. The majority of time will be spent reading, viewing powerpoint presentations, and reviewing topical and research articles from the current literature.

An emphasis will be placed on understanding the theoretical foundations and application of principles to sport and exercise contexts, and on critically reviewing the literature.

Methods and activities for instruction include:

1. lecture
2. research reviews
3. online activities

IX. **Evaluation and Grade Assignment:**

Final grades in this class will be determined by your accumulated percentage of the total points in the class. Points are also subject to change.

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

**Anticipated Points (subject to change):**

- Weekly article reviews and critiques: (5 of each at 10 points each, 100 points)
- Weekly Reading Q and A Participation (10 points)
- Powerpoint Article Presentation (10pts.)
- 2 Exams (Non-Cumulative) (100 pts. each, 200 pts. total)

X. **Course Policies and Schedule:**

**Class Policies:**

1. Lack of attendance, for any reason, will 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. Simple enough, some things we do in class cannot be made up.
2. There is no extra credit for this graduate course.

3. Tests/quizzes 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. Quizzes and in-class projects may not be made up (it’s a once chance deal). Please see me if you have a problem.

4. No rounding on grades, no exceptions. If you miss an exam, or fail to turn in a paper or report or any other requested item, your grade for that item will be recorded as a zero. Assignments will be due on the assigned date. There is no grace period.

5. Academic dishonesty in any form (electronic, written or any other way not listed here) will not be tolerated. No notes or “other resources, especially phones” are allowed on any class evaluations. A zero will automatically be assigned to the test, quiz, or project in question for violations of this policy. See your student handbook for other possible actions regarding academic dishonesty. Trust me, I don’t hold back on this at all, I guarantee I will bust you to the fullest extent possible. Count on it.

7. PLEASE TURN YOUR CELL PHONES OR PAGERS OFF OR PUT THEM ON SILENT unless you have a pending emergency. Please tell me if this is the case. IF YOU TEXT MESSAGE IN MY CLASS I WILL ASK YOU TO LEAVE. IF YOU DO IT AGAIN, I WILL HAVE YOU REMOVED.

8. Finally, if you have questions or need help you must ask. It is my job to help you and get you through this, but I will not come to find you. Call me, e-mail me, see me in person after class or in my office, but do not sacrifice your grade because you do not understand or are unwilling to ask!

Course Progression (subject to change):

Introduction: Foundations of Sport Psychology

Unit 1:

Chapter 2: Psychology of the Athlete

Chapter 4: Causal Attribution in Sport

Chapter 5: Self-Confidence and Intrinsic Motivation

Chapter 6: Goal Perspective Theory (some parts)

Chapter 7: Neurophysiology of Arousal and Attention

Test #1
Unit II:

Chapter 8: Anxiety, Arousal, and Stress Relationships
Chapter 9: Coping and Intervention Strategies in Sport
Chapter 12: Psychological Skills Training
Chapter 11: Imagery and Hypnosis in Sport
Chapter 16: Exercise Psychology

Test #2 During Finals Week

XI. **Text**: I highly recommend this text.


**NOTE REGARDING TEXT**: There are many fine text available for a class like this. You may choose to use one of them other than the recommended course text. I chose the above listed text because of its depth of information, graphics, and scope of topics. I feel it will lend you excellent background as well as progression of various topics.

**NOTE REGARDING YOUR EXAMS**: YOUR EXAMS MOSTLY ESSAY. THE CONTENT IS A GOOD MIX OF NOTES, BOOK, CLASS, AND SCIENTIFIC ARTICLES I PROVIDE! PLEASE TAKE NOTES WISELY. Self motivated learning is a MAJOR portion of this class, which is what mature students do anyway.

The American Disabilities Act (ADA): 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 disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or come by and visit us in Driftwood 101.

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.

**Journals In the Area of Sport Psychology:**
Journal Resources in Sport and Exercise Psychology

Journal of Sport & Exercise Psychology

Journal of Applied Sport Psychology

The Sport Psychologist

International Journal of Sport Psychology

Research Quarterly for Exercise and Sport Journal of Sport Behavior

Psychology of Sport and Exercise

Journal of Aging and Physical Activity

**Links In Sport Psychology:**

Association for the Advancement of Applied Sport Psychology (AAASP)
http://www.aaasponline.org/

American Psychological Association

www.apa47.org/

American College of Sports Medicine

www.acsm.org/index.asp

**XII. Bibliography:**


