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.

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.

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.

COURSE TOPICS
a) Extrinsic & Intrinsic Motivation
b) Arousal & Anxiety
c) Mental Skill Training
d) Feedback & Reinforcement
e) Group & Team Dynamics
f) Group Cohesion
g) Communication in Sport
h) Arousal Regulation
i) Self Confidence
j) Concentration
k) Exercise & Psychological Well Being
l) Exercise Behavior & Adherence
m) Burnout & Overtraining

INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction include:
A. Experiences include online lectures and videos.

EVALUATION AND GRADE ASSIGNMENT
The method of evaluation and the criteria for grade assignments are:
A. Requirements and point values. The total number of quizzes and class participation point opportunities are tentative. Therefore, the point values listed may vary.
B. Class point opportunities include:
a. Quizzes, 3-4 @ 10-30 points each = ~50 Points*
b. Activities, ~8 @ 10 points each = ~80 Points*
c. Informal Evaluations, 3 @ 5 points each = 15 Points
d. Tests, 4 @ 100 points each = 400 Points*
e. Total Points = 545 Points

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

GRADING SCALE

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

The Final test (Test #4) is not cumulative. It assesses the content covered after Test 3

Please note that the grade of “incomplete” for any course may ONLY be given for circumstances you have encountered during your time as part of this class. The grade of “incomplete” may not be given because you fell behind on your coursework due to things like taking other classes, working too much, or simple negligence. If you have questions or concerns about your ability to complete this class, PLEASE contact me as soon as possible. I am more than happy to assist you when I can.

NOTE REGARDING GRADES: At the end of this course, I will not even consider rounding up your grade or passing you on a close grade unless you have done the following: a) contact me for help on a regular basis, b) complete all point opportunities, and c) all test grades must average at least a 75%. Please note that this is NOT required of any instructor for any reason. As such, I rarely round grades.

NOTE REGARDING THE QUALITY OF YOUR WORK: If any work done on behalf of this class is not performed at the standard expected of a college student, 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.

MAJOR COURSE REQUIREMENTS

Quizzes
Students will complete quizzes at random times during the semester. Please ensure that you are prepared for all courses. Quizzes will not be announced. Please be in class, on time, and prepared to take a quiz.

Activities
Reading for the day’s class will be done prior to coming to class. Please make sure you read PRIOR to class so you are prepared to participate in the in-class activity. Additionally, students may be asked to watch digital lectures to prepare for the in-class component of learning. Students will participate in activities during class time. Assignments can be anything to help students understand the topic, examples of assignments include; case studies, role playing, reflections, debates, or essays. Note that what is appropriate for one chapter may not be appropriate for every chapter. Students are expected to participate, be engaged and complete assignments by the end of the class unless an extension is granted by the instructor for the entire class.
Informal Evaluations
Students will engage in informal course evaluations at multiple points during the semester. The purpose of these evaluations will be to improve and adjust the course to the benefit of the students. Please be critical, honest, and constructive in your feedback. The goal of these evaluations is to provide a positive environment for each student to learn in during the semester.

Tests
Exams will be administered on Blackboard and will be taken outside of class time. Exams are individual assessments and should not be taken as a group. Students can use their notes, internet or other resources (if it is not another person) to take the exams. Exams will be timed and will automatically submit when time is expired.

REQUIRED OR RECOMMENDED READINGS

Textbook:

Recommended or Supplemental Reading:
Additional readings and videos will be available on Blackboard.

Website:
The Website that accompanies and is coordinated with this course is found on Blackboard.

List of Supplies:
- Computer with internet capabilities
- Internet access (high-speed recommended).

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 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 5th Ed.)

Texas A&M University- Corpus Christi - Athletic Training Program

BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)

**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

**DOMAIN I: Injury/illness prevention and wellness protection**

G. Promote healthy lifestyle behaviors using appropriate education and communication strategies to enhance wellness and minimize the risk of injury and illness.

Knowledge of:

4. Predisposing factors for nutritional and stress-related disorders (PHP 32, PHP 45, PS 13)

5. Professional resources for addictions (e.g., tobacco, alcohol and narcotics) (PS 13)

6. Professional resources for stress management and behavior modification (e.g., anger management, HIV/STD prevention and operational stress control) (CE 22, PS 11)

7. Related nutritional disorders, inactivity-related diseases, overtraining issues and stress-related disorders (PHP 24, PHP 32, PHP 33, PHP 35, PHP 45, PS 12)

Skill in:

10. Communicating with appropriate professionals regarding referral and treatment for individuals (PHP 43, PHP 47, PS 11, PS 14, PD 10)

12. Recognizing signs and symptoms of nutritional, addiction and stress-related disorders (PHP 43, PHP 46, PS 14)
DOMAIN II: Clinical Evaluation and Diagnosis

A. Obtain an individual’s history through observation, interview and/or review of relevant records to assess injury, illness or health-related condition.

Knowledge of:

2. Communication techniques in order to elicit information (PS 17)

7. Relationships between injuries, illnesses and health-related conditions and outside factors (e.g., predisposing, nutritional, ergogenic aids, infectious agents and medications) (CE 20, CE 21, PS 14)

8. Signs and symptoms of injuries, illnesses and health-related conditions (CE 13, CE 20, CE 21, PS 12)

Skill in:

11. Obtaining and recording information related to injuries, illnesses and health-related conditions (CE 13, CE 20, CE 21, PS 12)

B. Utilize appropriate visual and palpation techniques to determine the type and extent of the injury, illness or health-related condition.

Knowledge of:

6. Signs of injuries, illnesses and health-related conditions (CE 20, PS 12)

Skill in:

10. Identifying bony surface landmarks and soft tissue abnormalities of specific injuries, illnesses and health-related conditions (CE 1, CE 20, PS 12)

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action.

Knowledge of:

7. Psychosocial dysfunction and implications associated with injuries, illnesses and health-related conditions (PS 7, PS 9)

E. Educate the appropriate individual(s) about the clinical evaluation by communicating information about the injury, illness or health-related condition to encourage compliance with recommended care.

Knowledge of:

1. Commonly accepted practices regarding the care and treatment of injuries, illnesses and health-related conditions (PS 4, PS 6)

2. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PS 4, PS 6)

5. Role and scope of practice of various health care professionals (AC 2, PS 10, PD 1, PD 2, PD 8, PD 9)

Skill in:
7. Communicating with appropriate professionals regarding referral and treatment for individuals (PS 11, PS 14)

9. Interpreting standard medical terminology and nomenclature and describing the nature of injuries, illnesses and health-related conditions in basic terms (CE 1)

10. Utilizing appropriate counseling techniques (CIP 7)

**DOMAIN III: Immediate and Emergency Care**

A. Coordinate care of individual(s) through appropriate communication (e.g., verbal, written, demonstrative) of assessment findings to pertinent individual(s).

   Knowledge of:
   
   2. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PS 4)

C. Implement appropriate referral strategies, while stabilizing and/or preventing exacerbation of the condition(s), to facilitate the timely transfer of care for health-related conditions beyond the scope of practice of the Athletic Trainer.

   Knowledge of:
   
   3. Health-related conditions beyond the scope of the Athletic Trainer (PS 11)
   
   4. Indications for referral to other health care providers (PS 11, PS 14, PS 15)

   Skill in:
   
   7. Directing a referral to the appropriate professionals (PS 11)

D. Demonstrate how to implement and direct immediate care strategies (e.g., first aid, emergency action plan) using established communication and administrative practices to provide effective care.

   Knowledge of:
   
   1. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PS 4)

**DOMAIN IV: Treatment and Rehabilitation**

A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function.

   Knowledge of:
   
   14. Psychology related to treatment, rehabilitation and reconditioning (PS 7, PS 8, PS 9, PS 10)

   Skill in:
   
   18. Evaluating criteria for return to activity (CE 19, CE 20, CE 22, TI 11, PS 3)

D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s).

   Knowledge of:
   
   5. Psychological reaction to injuries, illnesses and health-related conditions (TI 8, PS 1, PS 2)
Skill in:

9. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 10, TI 31, PS 6)

10. Directing a referral to the appropriate professionals (CE 22, PS 11)

11. Indications for referral (CE 22, PS 14)

E. Reassess the status of injuries, illnesses and/or health-related conditions using appropriate techniques and documentation strategies to determine appropriate treatment, rehabilitation and/or reconditioning and to evaluate readiness to return to a desired level of activity.

Knowledge of:

12. Psychology effects related to rehabilitation, recovery and performance (PS 7)

F. Provide guidance and/or referral to specialist for individual(s) and groups through appropriate communication strategies (e.g., oral and education materials) to restore an individual(s) optimal functioning.

Knowledge of:

1. Applicable methods and materials for education (PS 4, PS 5)

3. Available support systems (e.g., psychosocial, community, family and health care) related to rehabilitation, recovery and performance (PS 11, HA 30)

4. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PS 4, PS 5)

5. Learning process across the lifespan (PD 7, PS 5)

6. Psychology effects related to rehabilitation, recovery and performance (PS 3, PS 7, PS 8, PS 9)

Skill in:

9. Directing a referral to the appropriate professionals (CE 22, PS 11, PD 10)

12. Providing guidance/counseling for the individual during the treatment, rehabilitation and reconditioning process (PS 4, PS 7, PS 8, PS 10)

**DOMAIN V: Organizational and Professional Health and Well-being**

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans.

Knowledge of:

4. Institutional drug testing and substance abuse policies (PHP 49, PS 14, PS 15)
F. Develop a support/referral process for interventions to address unhealthy lifestyle behaviors.

Knowledge of:
5. Effective communication techniques (e.g., multimedia videos, pamphlets, posters, models, handouts and oral communication) (PS 4)

Skill in:
12. Directing a referral to the appropriate professionals (PD 10, CIP 8)

17. Networking and recruiting qualified medical team members (PS 11)

18. Nurturing professional relationships (PS 11)

19. Providing guidance/counseling for the individual during the treatment, rehabilitation and reconditioning process (CIP 7)

20. Respecting diversity of opinions and positions (PS 5)

OTHER NOT SPECIFIED BY DOMAIN
Formulate a referral for an individual with a suspected mental health or substance abuse problem (PS}
POLICIES

Attendance/Tardiness
Attendance and participation is expected and will be rewarded by enhanced learning, deepened content mastery, and the potential for more beneficial relationships with peers and faculty. This course is designed for active learners, motivated, willing, and capable of meeting their responsibilities for learning. Missing classes is incongruent with successfully meeting class objectives. In the event the student is absent for official school business, the student will receive no penalty for the absence. On the other hand, students who miss classes that are not sanctioned will have points deducted from their cumulative point score. Your participation in class discussion, activities, individual and group projects, and other assignments will be critical in your understanding and performance of the outcomes of this course, and subsequently your grade in this course.

Late Work and Make-up Exams
When missing a class (excused or unexcused), be responsible and courteous to call my office and leave a detailed message. You may also email me. I will offer you the same courtesy if I am unable to attend class.

In the event of an emergency, serious illness, death in the family, etc., all work must be completed within one week of the absence. In order to be eligible for this, the student must inform and arrange this absence with the instructor as soon as possible.

For absences due to a school-sponsored function (such as travel with an approved sports team), all work must be completed PRIOR TO the missed class.

Work from an unexcused absence or a tarty may be submitted late but will be subjected to a 50% reduction in the score. Work submitted past 24 hours after the original due date will not be accepted and will receive a score of a zero “0” unless proper documentation can be provided by the student.

Extra Credit
No extra credit will be offered in this course.

Cell Phone/Electronic Device Usage
The use of cell phones, or other electronic devices, is strictly prohibited during class. All phones will be turned off so as to not disturb other students in the class or the instructor. If phones go off or if students are caught text messaging during class, the student will be asked to leave class, and he/she will receive an unexcused absence for that day.

Students are encouraged to bring laptops and/or tablets to class to engage in activities. Students may also choose to follow along with the power point on their electronic devices. Please ONLY use your electronic devices for class activities. Please be respectful to your classmates regarding your use of your electronic devices. Your classmates will be presenting to you, so please be engaged during their presentation. Surfing the web and/or engaging in social media is not appropriate during class presentations.

Academic Integrity/Plagiarism
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, falsification, forgery, complicity 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, such as dismissal from the program or from the University.

See the University Catalog for more information.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 10, 2020** is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

[http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

**Grade Appeals**

As stated in University Procedure 13.02.99.C0.03, 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 Procedure 13.02.99.C0.03, Student Grade Appeals. These documents are accessible through the University Rules Web site at [http://academicaffairs.tamucc.edu/rules_procedures/index.html](http://academicaffairs.tamucc.edu/rules_procedures/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
The Americans with Disabilities Act (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 disabilities. 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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A& University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

TENTATIVE COURSE SCHEDULE
The instructor reserves the right to change the schedule to cover all subjects thoroughly and adjust for the size and need of the class members. Any changes to the schedule will be announced and placed in the calendar.

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<th>Week</th>
<th>Day</th>
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<th>Topic</th>
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<tr>
<td>1</td>
<td>Wed</td>
<td>3/18</td>
<td>Course Overview and Course Introduction, Ch. 2 Personality and Sport</td>
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<td>2</td>
<td>Mon</td>
<td>3/23</td>
<td>Ch. 3 Motivation</td>
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<td>4/2-4/5</td>
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<td>Mon</td>
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<td>Ch. 8 Group Cohesion</td>
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<td>Ch. 17 Exercise and Psychological Well-Being</td>
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<td>5/8-5/14</td>
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