
SAM HOUSTON STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF KINESIOLOGY

COURSE SYLLABUS
KINE 4335 | SPORT AND EXERCISE
PSYCHOLOGY

Course

Kine 4335 Section 01
TTh 11:00-12:20

Instructor

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Office Hours

T/TH 9-11 AM
Or by Appointment

Credit Hours

3 Credits

Course Description

This course deals with understanding of the psychological make-up of the athlete. It explores traditional myths, syndromes and stumbling blocks facing the modern day athlete and how these may be overcome. The course will focus on the dynamics of the coach/athlete relationship.

Course Overview

There are both mental and physical dimensions in sport activities. Athletes, coaches, teachers, and sport-related professionals must understand these dimensions to be successful. Physical aspects are most often addressed, while the mental are often neglected in the discussion. This course focuses on understanding studies and analyses of mental processes and human behavior as they relate to sport and exercise performance and provides sport professionals with essential information to apply this knowledge.

Course Outcomes

The general goal of this course is to provide students an understanding of how mental conditions are exhibited in the sport and exercise environment.

Student Learning Outcomes

- Given a number of psychological theories, students will be able to find relevant research to support or refute the theory as it applies to the sport and/or exercise setting.
- Given a description of a psychological skill, students will be able to describe how that factor influences sport and exercise performance/adherence.
- Provided with a summary of the sport environment, students will be able to explain how sport experiences influence one's cognitive processing.
- Provided a description of how social and cultural factors mediate successful implementation of sport psychology services, students will be able to select and implement multiple performance enhancement techniques.
- Given knowledge related to the study of psychology in sport and exercise, students will be able to apply concepts to teaching and coaching.
- Given a particular mental health issue (e.g. depression, anxiety, etc) students will be able to explain the connection between physical activity as both a treatment and preventative approach.

Instructional Strategies

- This class is conducted using the **team-based learning** format. Class sessions may involve any combination of the following: quizzes, lectures, guest speakers, videos, and group discussions/activities. Additionally, there will be group application projects, and in-class discussions. Assignments may be added or deleted throughout the semester.
- Class attendance is imperative for successful completion of this course. It will be necessary to complete assigned readings on time, and come to class prepared to be quizzed on the material and discuss the particular topics being addressed to achieve a desirable grade. You are encouraged to ask questions during class. If you miss a class, it is your responsibility to inform your group members PRIOR to missing class and to meet with your group members to obtain any assignments/work you may have missed.

Course Communication

- I encourage all teams to share email addresses and phone numbers with one another for effective communication. You should also determine at the beginning of the semester what your communication plan is for your group.
- If you need to contact your instructor, email is the best format. I typically respond to email within 24 hours (except weekends).

Required Text(s) and Readings

Weinberg, R.S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Champaign, IL: Human Kinetics.

**YOU NEED TO HAVE THIS TEXT TO BE SUCCESSFUL IN THIS COURSE! AND BRING IT TO CLASS!*

Technology Requirements

- Students will need at least one computer per group that has Microsoft Word capabilities and internet access.
- All assignments will be submitted through Blackboard course shell for this course.
- Students will need access to Microsoft Word for writing assignments.

Class Procedures and Requirements

- As noted previously, this course will be taught using the **team-based learning** (TBL) instructional strategy. The TBL format is a highly-structured strategy that involves the same process for every major unit of material in the course. The process is as follows: 1) student engages in out of class assigned reading, 2) student takes short readiness assurance test (RAT), 3) team takes same RAT, 4) appeals are conducted for incorrect answers on team RATs, 5) decision-based questions takes place for the unit, 6) team projects are completed for the unit.
- Teams will be assigned at the beginning of the semester and will remain intact for the duration.
- Teams will conduct evaluations of members that will impact final grades (see evaluation criteria below).
- All group work is conducted during class time.

Attendance Policy

Attendance in this course is imperative for success. Because all group work is conducted in class, you must be present to effectively contribute. Further, you can only contribute if you come to class prepared. Group members will evaluate your performance as a group member at the end of the class. More than 3 unexcused absences will result in one letter grade drop.

See full guidelines here: <http://www.shsu.edu/dotAsset/b719129b-9593-424f-9d5a-920e2eda6890.pdf>

Evaluation Criteria

*Individual RAT X 6 (30 pts each)	180
Team RAT X 6 (60 pts each)	360**
*Case Study 1	50
*Case Study 2	50
*Behavior Change	60
Group Projects X 6 (50 pts each)	300**
*FINAL EXAM	100
**Group Evaluations	
TOTAL	2,000

Grading Scale:

A= 90%
B= 80%
C= 70%
D= 0%
F = Below 0%

*A minimum grade of 70% is required on individual components for you to earn ANY of the group points.

**Group evaluations are given by your teammates and reflect your group contribution to RATs, projects, and group discussion. The impact of these evaluations is determined on Day 2 of class.

Late Assignments/Projects

Make-up exams are at the discretion of the instructor and will be administered only in the case of a university or medical excuse. Excuses MUST be approved PRIOR to the exam.

Assignments are due promptly at the time of the assigned deadline. Assignments must be submitted via Blackboard which will provide a timestamp of the submission. Late projects will be accepted with a 5-point deduction for every day it is late. Assignments seven or more days late will be recorded as a zero.

Major Assignments

Individual Assignment 1: Students can choose between a team development case study or a motivational exercise interview paper.

Case Study: applying theoretical perspectives of team development to a sports movie and identifying the critical components of the theory within the movie. Additionally, students will apply a theory of team development to one of their own sporting experiences. Students will need to think critically in order to accurately apply a theory (and its components) to the movie and their own experience. Typical case studies are two to three pages in length. Writing proficiency is expected to be at the junior/senior level.

Scoring: Movie Analysis – 20 pts, Personal Analysis – 20 pts, Writing – 10 pts. [Critical Thinking, Writing]

Interview Paper: This paper will involve interviewing and assessing several individuals on their exercise behaviors. Students will then apply goal setting theory. Students will need to think critically in order to accurately apply a theory (and its components) to individual cases. The paper will be written in APA format and be a minimum of two pages. Writing proficiency is expected to be at the junior/senior level.

Scoring: Interview summary – 20 pts, Personal Analysis – 20 pts, Writing – 10 pts. [Critical Thinking, Writing]

Individual Assignment 2: A case study where students define a personal moral/ethical position with regard to sport or exercise. Students should find an article in the popular press, briefly summarize the article, define their stance as a hypothetical coach/practitioner, and offer values they could teach by replacing issues with positive strategies. **Scoring:** Content - 15 pts, Explanation of Position – 25 pts, Writing – 10 pts. [Critical Thinking, Writing]

Behavior Change Project: This project will allow students a chance to apply behavior change interventions to one of their own unhealthy behaviors for at least one month. The project will consist of a one-page proposal, semiweekly log entries, and a final summary of how the project went. **Scoring:** Proposal – 10 pts, Log Entries – 30 pts, Summary – 10 pts, Creativity – 10 pts.

Group Assignment 1: Students will be given a hypothetical situation involving motivation. Using theories of motivation, groups will create a motivational plan for the individual to include a description of symptoms, strategies, and outcomes. The final submission will be a word document. **Scoring:** Symptoms – 8 pts, Strategies – 32 pts, Outcomes – 8 pts, Creativity – 2 pts [Critical Thinking, Writing]

Group Assignment 2: Group members will be asked to share with one another their experiences with peak performance. The group will then compromise a list of characteristics of peak performance. Then, groups will describe barriers to peak performance and the role of the practitioner in facilitating a sport environment that lends itself to peak performance. **Scoring** – Characteristics: 20 pts., Barriers: 10 pts., Solutions: 20 pts. [Critical Thinking, Writing]

Group Assignment 3: Students will be provided with a hypothetical situation of coaching a team with a high percentage of new team members. As a result of this integration, the team has communication problems during competition. Groups will be charged with creating an effective team-building exercise to improve communication based upon the sport of their choosing. Exercises should aim to provide the athletes with personal realizations about why communication is important, rather than trying to stress

its importance overtly. The students' finalized activity will be informally presented to the class – which will be given opportunity to ask questions. **Scoring:** Materials – 5 pts, Creating an activity – 5 pts, A clear and specific description and presentation of the procedures – 25 pts, A list of useful follow up questions to give to the athletes – 5 pts, Creativity – 5 pts. [Critical Thinking, Speaking, Writing]

Group Assignment 4: The group will be asked to select 3 sports and describe a sport event for each sport that fits into each of the four concentration tasks (assess, analyze, perform, rehearse). Groups will also be asked to explain one drill to enhance concentration for each of the concentration tasks. **Scoring:** Sports – 3 pts, Sport events – 27 pts, Concentration drills – 18 pts, Grammar/writing – 2 pts [Critical Thinking, Writing]

Group Assignment 5: A group project for students to create a character building program for youth. Students will choose a theoretical perspective as a basis for their program as well as describe the program's objectives, activities, and projected effects. Creativity is encouraged. Final programs will be informally presented to the class. **Scoring:** Description – 5 pts, Summary of Theoretical Approach – 6 pts, Objectives – 6 pts, Topics & Description – 24 pts, Projected Effects – 5 pts, Grammar/Writing – 4 pts. [Critical Thinking, Writing, Speaking]

Group Assignment 6: Students will find a recent article related to the field of sport or exercise psychology, summarize it, and attach the summary to a printed copy of the article. As a group, students will present their article to the class, explaining why the article is important and pose two thoughtful, relevant questions to the class to lead a brief discussion. **Scoring:** Article – 5 pts, Summaries – 15 pts, Oral Presentation – 30 pts. [Research, Writing, Speaking, Teaching]

Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

See full guidelines here: [Academic Honesty Policy Statement](#)

Plagiarism

This includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please refer to the University's Code of Student Conduct for actions that may result from student academic misconduct. The consequences for any infraction will include no credit for the assignment and being reported to academic affairs. If you have any questions about what constitutes plagiarism, please see me.

Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Health and Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.

ADA Policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities.

For a complete listing of the university policy, see: [Students with Disabilities Policy](#)

Telephone Policy

Students are prohibited from cell phone use during classroom time unless otherwise instructed by the professor. If cell phones are seen used during testing time this will result in an automatic fail of said test (see academic honesty policy)

See full guidelines here: [Use of Telephones in Classrooms](#)

Additional Policies:

[Academic Grievance Procedures for Students](#)
[Student Absences on Religious Holy Days](#)

Athletic Training Competencies

For students whom are Athletic Training majors the following AT competencies will be taught in KINE 4335:

- PS-1 Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
- PS-2 Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
- PS-3 Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).
- PS-4 Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.
- PS-7 Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
- PS-8 Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
- PS-11 Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.