



Advanced Sport Psychology



- Instructor:** Matthew W. Miller, Ph. D.
- Email:** mwm0024@auburn.edu
- Office Hours:** Thursday 11:00 AM – 1:00 PM and by appointment
- Office Location:** Haley Center Room 1467
- Course Number:** KINS 7750
- Class Meeting:** Tuesday 11:00 AM – 1:30 PM, Memorial Coliseum 2092
- Credit Hours:** 3.000
- Prerequisites:** Undergraduate level HLHP 4620 (minimum grade of D) or Undergraduate level KINE 4620 (minimum grade of D)
- Texts/Resources:** Cox, R. H. (2012). *Sport Psychology: Concepts and Applications* (7th ed.). New York, NY: McGraw-Hill.
- Other resources (e.g., journal articles) will be made available via Canvas
- Course Description:** Examination of psychological factors that influence motor performance and influences of physical activity on psychological functioning



Learning Outcomes: Students will be able to dissect and disseminate literature relevant to sport and exercise psychology as well as design studies that could contribute to the literature and apply concepts from the literature in professional settings. Additionally, students will enhance critical thinking skills essential for the aforementioned outcomes.

Course Content

Date	Topic	Textbook	Other Readings (Found on Canvas) Readings in BOLD font may be used for “Journal Club”
08/21	Introduction	Chapter 1	None
08/28	Sport Psychology Research Methods	None	-Stern, Ray, & Quigley (2000) -Devlin (2012) -Sanders (2009)
09/04	Motivation and Goal Orientation	Chapters 3 & 4	-Gillet, Vallerand, Amoura, & Baldes (2010) -Seijts, Latham, Tasa, & Latham (2004) -Schmidt, Leberton, Cléry-Melin, Daunizeau, & Pessiglione (2012)
09/11	Neural Underpinnings of Superior Performance	None	-Hatfield, Landers, & Ray (1984) -Deeny, Hillman, Janelle, & Hatfield (2003)
09/18	Attention and Emotion	Chapters 6 – 8	-Mishra, Zinni, Bavelier, & Hillyard (2011) -Eysenck, Derakshan, Santos, Calvo (2007)
09/25	Attention and Emotion	Chapters 6 – 8	-DeCaro, Thomas, Albert, & Beilock (2011) -Arnsten (2009)
10/02	Interventions	Chapters 9, 11 & 12	-Zinnser, Buckner, & Williams (1993) -Ochsner & Gross (2007) -Jha, Stanley, Kiyonaga, Wong, & Gelfand (2010) -Ramirez & Beilock (2011)
10/09	Social Environments	Chapters 14 – 16	-Carron, Colman, Wheeler, & Stevens (2002) -Miller (dissertation) Chapter 4 -Lee, Senior, & Butler (2012) -Balthazard, Waldman, Thatcher, & Hannah (2012)
10/16	No Class (Society for Neuroscience Meeting)		
10/23	Exercise Psychology	Chapter 17	-Hopkins, Davis, Vantieghe, Whalen, & Bucci (2012) -Tian & Smith (2011) -Hillman, Erickson, & Kramer (2008) -Iso-Ahola & St. Clair (2000)



10/30	Final Project Presentations		
11/06	Final Project Presentations		
11/13	Final Project Presentations		
11/20	No Class (Thanksgiving)		
11/27	Final Project Presentations and Class Recap		
12/04	Class Reflection Due by 5 PM		

Assignments:

Journal Club

The second portion of most class meetings will involve several students each presenting papers related to the topic of the class meeting. The paper must be a peer-reviewed article describing an original research study. The paper may be one of the papers in **BOLD** font in the Other Readings column of the Course Content Table or may be found independently by the student.

The student will summarize any necessary background information regarding the study (e.g., existing literature discussed in the paper's introduction) and then state the purpose of the study. The student will then present and critique the study's methods as well as state the results. Next, the student will present and critique the author's interpretations and proposed implications regarding the study's results (i.e., the paper's discussion section). Finally, the student will offer his/her own conclusions about the study. Specifically, the student should focus on what future studies could/should be conducted based on the results of the present study and if/how the conclusions of the study can be employed to inform sport and exercise psychology practitioners. Presentations should be 5 – 10 min in duration. Discussion of the paper among class members will follow the presentation.

Final Project

Students will select a topic in sport and exercise psychology (topics can include those not covered in class) and conduct a review of the literature regarding this topic. Next, students will either (a) propose an experiment that would make a contribution to the literature they have reviewed [students should include expected results (hypotheses)] or (b) from the literature they have reviewed, apply one or more concepts to a real world situation involving one or more fictional psychomotor performers (these performers can be based on real individuals).



Based on this work, students will give a presentation (10 min in duration) during one of the weeks designated for Final Project Presentations.

Through the Journal Club and Final Project, students will gain expertise in dissecting and disseminating literature relevant to sport and exercise psychology. Students will also gain proficiency in thinking about the design of future studies that could contribute to the literature and the application of concepts from the literature in professional settings. In so doing, students will enhance critical thinking skills. In other words, the Journal Club and Final Project will help the class members achieve the Learning Outcomes😊.

Class Reflection

The class reflection assignment will be given on November 27 and must be turned in by 5 PM on December 4. This assignment requires the response to a few overarching questions about the class. This assignment does not require research or studying; it only requires reflection. In other words, do not stress about this assignment; just complete it in a thoughtful manner.

Participation

Students' participation will be assessed based on their involvement in class discussions. Such participation will reveal the depth of students' thinking about course content.

Grading:

Assignments contribute as follows to final class grade:

Journal Club- 35%

Final Project- 50%

Class Reflection- 10%

Participation- 5%

Class Policies:

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.



Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact Dr. Miller in advance of the absence to request permission. Dr. Miller will weigh the merits of the request and render a decision. When feasible, the student must notify Dr. Miller prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Make-Up Policy: Students are only guaranteed the opportunity to make up assignments due to excused absences (i.e., students are not guaranteed the opportunity to make up assignments due to unexcused absences). Arrangement to make up assignments due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up assignment will take place within two weeks of the date that the student initiates arrangements for it.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to KINS 7750. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with Dr. Miller during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course.



Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality