**Instructor**: Kirk F. Grand, M.A.

**Email:** kfg0005@auburn.edu

**Office Hours:** Wednesday from 1:00-2:30pm and by appointment

**Office Location:** Kinesiology, Room 140

**Course Number:** KINE 3843

**Meeting Times:** Online Course

**Credit Hours:** 3.000

**Texts/Resources:** Burton, Damon, and Thomas D. Raedeke. *Sport Psychology for Coaches*. Champaign, IL: Human Kinetics, 2008. (**REQUIRED).**

ISBN-13: 978-0-7360-3986-4

Lear, Chris. *Running with the Buffaloes: A Season inside with Mark Wetmore, Adam Goucher, and the University of Colorado Men's Cross Country Team*. Guilford, CT: Lyons, 2011. (**REQUIRED)**

ISBN-13: 978-0-7627-7398-5

**Course Description:** Understand athletes' psychology and how to provide them with mental skills to enhance their performance in athletics, academics, and life.

**Learning Outcomes**: Students will develop a better understand of how athletes act, think, and feel when they practice and compete. The course hopes to enable the student to better assist athletes in developing mental skills to enhance performance and to construct comprehensive mental training programs to guide the athlete in doing so. Students will become proficient with providing and utilizing sport psychology theories in real world examples.

**Course Requirements:** The class will be made up of online discussion boards, quizzes, exams, readings (supplemental and *Running with the Buffaloes*), a discussion paper. If a computer problem occurs with the Canvas system you must notify the instructor immediately. Discussion boards and quizzes will cover material that has been presented in the lectures and/or readings, thus it is vital to keep up with the information throughout the semester. There will be no make-ups unless an excused absence is pre-arranged. Lectures will likely follow the book, and as such, students are responsible for any assigned reading material, even if not directly referenced in a lecture or discussion board.

Discussion Board topics will follow the lecture and reading material. Specific participation requirements will be posted with the discussion board topic. Students are expected to fully participate with their classmates while completing their assignment within the designated time period. Furthermore, students are expected to refrain from derogatory or iniquitous comments.

All quizzes or exams are expected to be completed with no outside assistance including, but not limited to notes, lecture material, or other students (enrolled or not enrolled in the class), unless otherwise noted by the instructor. The due date and time for all quizzes and assignments will be clearly listed on Canvas. It is the students responsibility to adhere to these requirements!

**GRADING SCALE:**

A = 90 – 100% Assignments/ Discussion Boards: 35%

B = 80 – 89% Quizzes: 35%

C = 70 – 79% Paper: 15%

D = 60 – 69% Final: 15%

F = Under 59% Total: 100%

**Honesty Code:** The University Academic Honesty Code and Regulations pertaining to Cheating will apply to this class. 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. For detailed information please refer to the University Policies site for Auburn University.

**Distance Learning Statement:** This course uses a combination of in class teaching, active participation as well as supplemental online course content. All course assignments and expectations are included in the syllabus as well as online. If clarification is needed for any assignment students can discuss with the instructor in class, by email, or schedule office hour meetings for further instruction.

**Attendance/ Absences:** It is **YOUR** responsibility to listen to and understand each online lecture. If a quiz/exam is missed, a make-up quiz/exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook (www.auburn.edu/studentpolicies). Arrangements to take the make-up exam must be made in advance and the exam taken within 5 days of the missed exam. Students who miss an exam because of illness should inform the instructor prior to the missed class if possible. A doctor’s statement for verification of sickness is required and should clear the absence with the instructor the day the return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance**. No late assignments or quizzes will be accepted outside of extreme circumstances noted by the professor**. Please carefully adhere to established assignment deadlines. In such a case the professor will have the discretion of lowering the assignment a percentage of the overall grade for each day that it is late.

**Questions/ Help:** Students are encouraged to ask questions and seek extra help on a regular basis. Please do not wait until the day before an exam or laboratory is due.

**Students Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

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| **Week** | **Lecture Topic** | **Readings** | **Assigments** |
| 8/21-8/23 | Introduction and Syllabus | Chapter 1 Burton & Raedeke | Introduction. List 3 Discussion points |
| 8/26-8/30 | Coaching Phiolosophy (Ch. 1) | Chapter 2 Burton & Raedeke | Watch Video Link. 5 Discussion points. |
| 9/2-9/6 | Communication (Ch. 2) | Chapter 10 Burton & Raedeke | Pg. 33 Critical Thinking # 2 & 4 |
| 9/9-9/13 | Attention (Ch.10) | Chapter 4 & 8 Burton & Raedeke | Pg. 168 Practical activity # 3 |
| 9/16-9/20 | Motivation (Ch. 8) & Goal Setting (Ch. 4) | Chapter 12 Burton & Raedeke | See Modules |
| 9/23-9/27 | Self Confidence (Ch. 12) | Chapters 5 Burton & Raedeke | See Modules |
| 9/30-10/4 | Imagery (Ch.5) | Chapters 7 Burton & Raedeke | See Modules |
| 10/7-10/11 | Self Talk (Ch. 7) | Chapter 9 Burton & Raedeke | See Modules |
| 10/21-10/25 | Energy Management (Ch. 9) | Chapter 11 Burton & Raedeke | See Modules |
| 10/28-11/1 | Stress Management (Ch. 11) | *Running with the Buffaleos* pg. 1-60 | See Modules |
| 11/4-11/8 | Relaxation and Energization (Ch. 6) | *Running with the Buffaleos* pg. 61-120 | See Modules |
| 11/11-11/15 | TBD | *Running with the Buffaleos* pg. 120-192 | See Modules |
| 11/18-11/22 | TBD | *Running with the Buffaleos* pg. 193-End | See Modules |
| 11/25-11/29 (T-Giving NO CLASS) | Turkey! | Chapter 13 & 14 Burton & Raedeke | See Modules |
| 12/2-12/6 | Mental Plans & Mental skills training programs (Ch. 13-14) | Review | See Modules |
| 12/9-12/13 | Review/Chat with Questions | NONE! | Final Exam. Time TBA |

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

* + - Behave and communicate professionally on-line and in any postings. Unprofessional postings will result in the removal of this privilage and the inability to gain points. Additionally, you may be removed from this course for unprofessional conduct.
    - Remember that postings may be misinterpreted, and not to post responses when you are angry. **\*This goes for e-mail correspondence with classmates and the instructor.**
    - Remember all of your discussions are public; it’s easy to forget this in chat rooms or on the discussion board.
    - **If you find a posting that you find offensive or inappropriate please notify the instructor immediately.**
    - Please include a salutation and sign all e-mails, just as you would a letter.
    - Do not use texting abbreviations in postings or e-mails.
    - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

**The above content, schedule and procedures in this course are subject to amendments at the discretion of the instructor.**