



Advanced Sport Psychology



Instructor: Matthew W. Miller, Ph. D.

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Office Hours: Thursday 9:00 AM – 12:00 PM and by appointment

Office Location: Kinesiology, Room 164

Course Number: KINE 7750-001

Class Meeting: Monday, Wednesday, Friday 12:00 – 12:50 PM, Memorial Coliseum 2043

Credit Hours: 3.000

Prerequisites: Undergraduate level HLHP 4620 (minimum grade of D) or
Undergraduate level KINE 4620 (minimum grade of D)

Texts/Resources: Resources (e.g., journal articles) will be made available via
Canvas. *Reading of these resources is mandatory.*

The following is a *recommended* text: Cox, R. H. (2012). *Sport Psychology: Concepts and Applications* (7th ed.). New York, NY: McGraw-Hill.



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/or apply concepts from the literature in professional settings. Additionally, students will enhance critical thinking skills essential for the aforementioned outcomes.

Course Content (SUBJECT TO CHANGE)

Week	Topic	Readings (Found on Canvas)
08/21 - 23 08/21 is 1st Day of Class	Introduction History of Sport Psychology	
08/26 - 30	Sport Psychology Research Methods	-Stern, Ray, & Quigley (2000) -Devlin (2012) -Sanders (2009)
09/02 – 06 No Class 09/02	Motivation and Goal Orientation	-Gillet, Vallerand, Amoura, & Baldes (2010) -Seijts, Latham, Tasa, & Latham (2004) -Schmidt, Leberton, Cléry-Melin, Daunizeau, & Pessiglione (2012)
09/09 – 13 No Class 09/13	Psychophysiology of Superior Performance *Extra Credit Opportunity	-Hatfield, Landers, & Ray (1984) -Deeny, Hillman, Janelle, & Hatfield (2003) -Tremayne & Barry (2001)
09/16 – 20 No Class 09/20	Attention	-Mishra, Zinni, Bavelier, & Hillyard (2011) -Sinnott & Kingstone (2010) -Beilock, Carr, MacMahon, & Starkes (2002)
09/23 - 27	Emotion	-Williams, Vickers, & Rodrigues (2002) -Baumeister (1984) -Beilock & Carr (2005)
09/30 – 10/04 No Class 10/02 - 04	Interventions	-Beckmann, Gröpel, & Ehrlenspiel (2012) -Jha, Stanley, Kiyonaga, Wong, & Gelfand (2010) -Ramirez & Beilock (2011)
10/07 – 11 No Class 10/07	Interventions	



10/21 - 25	Social Environments	-Miller et al. (2013) -Balthazard, Waldman, Thatcher, & Hannah (2012) -De Neve, Mikhaylov, Dawes, Christakis, & Fowler (2013)
10/28 – 11/01	Exercise Psychology	-Tian & Smith (2011) -Boeker et al. (2008) -Kramer et al. (1999)
11/04 – 08 No Class 11/08	Student Presentations	
11/11 – 15 No Class 11/11 – 13	Student Presentations	
11/18 - 22	Student Presentations	
11/25 – 29 No Class 11/25 - 29		
12/02-06	Student Presentations Class Recap	
12/09 – 13 No Class 12/09 - 13	Class Reflection Due by 5 PM CST 12/09	

*Extra Credit Opportunity: For an opportunity to obtain 20 extra points added on to one of your quizzes for the week of September 9 – 13, you may (a) attend the guest scholar lecture delivered by Dr. Brad Hatfield and/or (b) read Hatfield & Kerick (2007). On September 16, you will take a quiz with questions derived from Dr. Hatfield's lecture or the Hatfield & Kerick reading. Please note that you may only take one of the two quizzes.

Assignments:

Quizzes

Unannounced “pop” quizzes will be given *at least* once-a-week. Each quiz is worth 100 points. The quizzes will occur during the first 15 min of class, so if you are late to class on the day of a quiz or are absent from class the day on which a quiz is occurring for ‘unexcused reasons,’ then you may not have the opportunity to complete the quiz and, thus, could receive a grade of zero. If you have an



excused lateness or absence, then you will be able to take a make-up quiz. The quizzes will ask to students to answer questions regarding (a) the Readings (posted on Canvas) and/or (b) class lectures/discussions, or (c) student presentations/class discussions during 'Student Presentation' weeks (please note that this means you must attend your fellow students' presentations). Questions derived from the Readings will typically concern Readings assigned for the week in which the quiz is being given but that have not yet been discussed in class. Therefore, students are expected to have completed the Readings for a given week prior to the start of that week. Questions derived from lectures/discussions or student presentations/discussions will typically concern material discussed in prior class meetings dating back no more than two meetings previous to the class in which the quiz is being taken. The lowest quiz grade will be 'dropped.'

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 (approximately 15 min in duration) during the week designated for Final Project Presentations.

Through the Quizzes and the work on the 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 Quizzes and Final Project will help the class members achieve the Learning Outcomes☺.

Class Reflection

The class reflection assignment will be given at the December 4 class meeting and must be turned in by 5 PM CST on December 9. 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.



Grading:

Assignments contribute as follows to final class grade:

Quizzes- 40%

Final Project- 50%

Class Reflection- 10%

Percentages will be associated with the following letter grades:

A: 90.0% ≤

B: 80.0% ≤

C: 70.0% ≤

D: 60.0% ≤

F: 60.0% >

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