Advanced Sport Psychology

**Instructor:** Matthew W. Miller, Ph. D.

**Email:** mwm0024@auburn.edu

**Office Hours:** Tuesday 9:00 AM – 11:00 AM and by appointment

**Office Location**:Kinesiology, Room 164

**Course Number:** KINE 7750-001

**Class Meeting:** Monday, Wednesday, and Friday, 10:00 – 10:50 AM, Student Activities Center, Room 247

**Credit Hours:** 3.000

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

**Texts/Resources:** Required Textbook: Sanderson, Catherine A. (2016). *Sport Psychology*. New York: Oxford University Press. ISBN-10: 0199917442/ISBN-13: 978-0199917440.

Other Readings: The textbook will be supplemented with mandatory journal article readings posted on Canvas.

**Course Description:** Examination of psychological factors that influence motor

performance and exercise behavior, as well as the 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 (*DATES ARE SUBJECT TO CHANGE*)**

* 08/21 – 25
  + Topics
    - Introduction and Research Methods
  + Reading
    - Textbook
      * Chapter 1
    - Canvas
      * Ioannidis (2005)
      * Open Science Collaboration (2015)
      * Aschwanden (2015) —[link to article](https://fivethirtyeight.com/features/science-isnt-broken/#part1)
  + Assessments
    - None
* 08/28 – 09/01
  + Topics
    - Personality
  + Reading
    - Textbook
      * Chapter 2
    - Canvas
      * Williams, Park, & Wieling (2010)
  + Assessments
    - 08/28: Quiz 1
    - 09/01: Quiz 2
* 09/04 – 08 (no class 09/04)
  + Topics
    - Attribution and Cognition
  + Reading
    - Textbook
      * Chapter 3
    - Canvas
      * Solomonov, Avugos, & Bar-Eli (2015)
  + Assessments
    - 09/08: Quiz 3
* 09/11 – 15
  + Topics
    - Motivation
  + Reading
    - Textbook
      * Chapter 5
    - Canvas
      * White II & Sheldon (2014)
  + Assessments
    - 09/22: Quiz 4
* 09/18 – 22 (09/18: Meet in RBD Library)
  + Topics
    - Goal Setting
  + Reading
    - Textbook
      * Chapter 5
    - Canvas
      * Healy, Ntoumanis, van Zanten, & Paine (2014)
  + Assessments
    - 09/22: Quiz 5
* 09/25 – 29
  + Topics
    - Arousal and Anxiety
  + Readings
    - Textbook
      * Chapter 6
    - Canvas
      * DeCaro, Thomas, Albert, & Beilock (2011)
  + Assessments
    - 09/29: Quiz 6
* 10/02 – 06
  + Topics
    - Psychological Skills Training
  + Readings
    - Textbook
      * Chapter 7
    - Canvas
      * Beckmann, Gröpel, Ehrlenspiel (2013)
    - Assessments
      * 10/06: Quiz 7
* 10/09 – 13 (no class 10/13)
  + Topics
    - Introduction to Final Project
    - Exam 1 Review
  + Readings
    - None
  + Assessments
    - 10/11: Exam 1
* 10/16 – 20
  + Topics
    - Aggression
  + Readings
    - Textbook
      * Chapter 8
    - Canvas
      * Krenn (2005)
      * Larrick, Timmerman, Carton, & Abrevaya (2011)
      * van der Meij et al. (2015)
  + Assessments
    - 10/16: Quiz 8
* 10/23 – 27
  + Topics
    - Stereotypes, Prejudice, and Discrimination
  + Readings
    - Textbook
      * Chapter 9
    - Canvas
      * Hively & El-Alayli (2014)
  + Assessments
    - 10/27: Quiz 9
* 10/30 – 11/03
  + Topics
    - Team Cohesion
  + Readings
    - Textbook
      * Chapter 10
    - Canvas
      * Kraus, Huang, & Keltner (2010)
  + Assessments
    - 11/03: Quiz 10
* 11/06 – 10 (no class 11/10)
  + Topics
    - Leadership
  + Readings
    - Textbook
      * Chapter 11
    - Canvas
      * Goodall, Kahn, & Oswald (2011)
      * Smith, Arthur, Hardy, Callow, & Williams (2013)
      * Manley, Greenlees, Smith, Batten, & Birch (2014)
  + Assessments
    - 11/06: Quiz 11
* 11/13 – 17
  + Topics
    - Common Issues: Injury and Burnout
  + Readings
    - Textbook
      * Chapter 12
    - Canvas
      * Brewer & Cornelius (2010)
  + Assessments
    - 11/17: Quiz 12
* 11/20 – 24 (no class)
* 11/27 – 12/01
  + Topics
    - Unhealthy Behaviors: Drug Abuse and Disordered Eating
  + Readings
    - Textbook
      * Chapter 13
    - Canvas
      * Shanmugam & Davies (2015)
  + Assessments
    - 12/01: Quiz 13
* 12/04 – 08
  + Topics
    - Group Presentations
    - Exam 2 Review
  + Readings
    - None
  + Assessments
    - 12/04 & 06: Group Presentations (attendance graded)
    - Extra Credit due by 10 AM 12/08

**Assignments:**

Exams

There will be two exams. The value of each exam will reflect the number of questions on the exam. For example, if Exam 1 has 50 questions and Exam 2 has 55 questions, then Exam 1 will be worth 50 points and Exam 2 will be worth 55 points. If you are late to class on the day of an exam or are absent from class the day on which an exam is occurring for ‘unexcused reasons,’ then you may not have the opportunity to complete the exam 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 exam. The exams will ask to students to answer questions regarding the textbook readings and class lectures/discussions, including discussions stemming from non-textbook readings.

Quizzes

There will be 13 quizzes. The value of each quiz will reflect the number of questions on the quiz. For example, if Quiz 1 has 10 questions and Quiz 2 has 5 questions, then Quiz 1 will be worth 10 points and Quiz 2 will be worth 5 points. The quizzes will be about the non-textbook reading(s) associated with a unit. 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.

Group Presentations

In groups of three to five individuals, 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 12 min in duration) during the week designated for group presentations. Details about the grading of the group presentation will be provided in class.

Through the quizzes, exams, and group presentation, 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, exams, and group presentation will help the class members achieve the learning outcomes.

Extra Credit

You can earn up to 5 pts of extra credit to be applied to your group project by participating as a participant in a research study. Many studies are listed on SONA: <https://auburn-education.sona-systems.com/Default.aspx?ReturnUrl=%2f>. As an alternative, you may complete the following assignment for up to 5 pts to be applied to your Final Project (the number of pts you earn will be based on how well you complete the assignment):

Write a brief research paper that describes the research methods of a primary research article published in a peer-reviewed, scientific journal (ask me if you are unsure about whether an article is ‘primary’ and/or whether a journal is ‘peer-reviewed’ and ‘scientific’). In your paper, you must clearly explain the following: (1) What was the goal of the research? (2) Who were the participants and how were they selected? (3) What were the experimental methods (make sure that you focus on the participants’ experience with the methods (e.g., How long were participants in the lab? Were any of the procedures invasive? Did any of the procedures place the participants at risk?) (4) Do you believe the benefits of the study (the information gained from the study) outweighed the costs to the participants (the time and effort put forth by participants as well as the risk they took by participating); (5) Would you have participated in this study? Why or why not?

**Grading:**

Assignments contribute as follows to final class grade:

Quizzes- 30%

Exams- 35%

Final Project- 35%

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 KINE 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