Advanced Sport Psychology

  

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

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**Office Hours:** Tuesday 2:00 – 4:00 PM and by appointment

**Office Location**:Kinesiology, Room 164

**Course Number:** KINE 7750-001

**Class Meeting:** Tuesday and Thursday, 12:30 – 1:45 PM, 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 (SUBJECT TO CHANGE)**

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| Week | Topic | Readings/Assessments |
| 01/07 – 11  No Class 01/08 | Introduction and Research Methods | Readings  Textbook Chapter 1 |
| 01/14 – 18 | Introduction and Research Methods  Personality | Readings  Aschwanden (2015)—[link to article](https://fivethirtyeight.com/features/science-isnt-broken/#part1)  Assessments  01/15: Quiz 1  Readings  Textbook Chapter 2 |
| 01/21 – 25 | Personality  Attribution and Cognition | Readings  Williams, Park, & Wieling (2010)  Assessments  01/22: Quiz 2  Readings  Textbook Chapter 3 |
| 01/28 – 02/01 | Attribution and Cognition  Motivation | Solomonov, Avugos, & Bar-Eli (2015)  Assessments  01/29: Quiz 3  Readings  Textbook Chapter 4 |
| 02/04 – 08 | Motivation  Goal Setting | Readings  White II & Sheldon (2014)  Assessments  02/05: Quiz 4  Readings  Textbook Chapter 5 |
| 02/11 – 15 | Goal Setting  Arousal and Anxiety | Readings  Healy, Ntoumanis, van Zanten, & Paine (2014)  Assessments  02/12: Quiz 5  Readings  Textbook Chapter 6 |
| 02/18 – 22 | Arousal and Anxiety  Psychological Skills Training | Readings  DeCaro, Thomas, Albert, & Beilock (2011)  Assessments  02/19: Quiz 6  Readings  Textbook Chapter 7 |
| 02/25 – 03/01 | Psychological Skills Training  Introduction to Final Project | Readings  Beckmann, Gröpel, Ehrlenspiel (2013)  Assessments  02/26: Quiz 7  Exam 1 on Canvas |
| 03/04 – 08 | Aggression | Readings  Textbook Chapter 8  Larrick, Timmerman, Carton, & Abrevaya (2011)  Assessments  03/07: Quiz 8 |
| 03/11 – 15  No Class |  |  |
| 03/18 – 22 | Stereotypes, Prejudice, and Discrimination | Readings  Textbook Chapter 9  Hively & El-Alayli (2014)  Assessments  03/21: Quiz 9 |
| 03/25 – 29 | Team Cohesion | Readings  Textbook Chapter 10  Kraus, Huang, & Keltner (2010)  Assessments  03/28: Quiz 10 |
| 04/01 – 05 | Leadership | Readings  Textbook Chapter 11  Manley, Greenlees, Smith, Batten, & Birch (2014)  Assessments  04/04: Quiz 11 |
| 04/08 – 12  No Class | Common Issues: Injury and Burnout | Readings  Textbook Chapter 12  Lonsdale, Hodge, & Rose (2009)  Brewer & Cornelius (2010)  Adie, Duda, & Ntoumanis (2012)  Assessments  Quiz 12 on Canvas |
| 04/15 – 19 | Unhealthy Behaviors: Drug Abuse and Disordered Eating | Readings  Textbook Chapter 13  Shanmugam & Davies (2015)  Assessments  04/18: Quiz 13 |
| 04/22 – 26 | Group Presentations  Review for Exam 2 | Assessments  12/04 & 06: Group Presentations (attendance graded)  Exam 2 on Canvas |

**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.

**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