**Instructor**: Robyn Feiss

**Email:** rsf0012@auburn.edu

**Office Hours:** By appointment only

**Office Location:** TBD

**Course Number:** KINE 3843-002

**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

Afremow, Jim. *The champion's mind: how great athletes think, train, and thrive*. Rodale, 2015. (**REQUIRED**)

ISBN: 978-1-62336-562-2

**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 understanding of how athletes act, think, and feel when they practice and compete. The course will enable the student to better assist athletes in developing mental skills for performance enhancement in practice and competition. 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, assignments, quizzes, exams, readings (text and supplemental), final paper. If a computer problem occurs with the Canvas system you must notify the instructor immediately. Assignments 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 with instructor. Students are responsible for any assigned reading material, even if not directly referenced in a lecture or discussion board.

All assignments, quizzes, and exams are open note and open book, but most be completed independently. STUDENTS ARE NOT PERMITTED TO WORK IN GROUPS FOR QUIZZES OR EXAMS. **The due date and time for all quizzes and assignments will be clearly listed on Canvas. It is the student’s responsibility to adhere to these requirements!**

***NO MAKE UP QUIZZES!! NO EXCEPTIONS!*** There will be an extra credit opportunity during the semester if you miss a quiz or an assignment.

**GRADING SCALE:**

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Under 59%

**Graded Assignments:**

|  |  |
| --- | --- |
| Introduction | **5%** |
| Assignments | **25%** |
| Quizzes and Scenarios | **25%** |
| Champion’s Mind Assignments | **20%** |
| Final Paper | **25%** |
| Total | **100%** |

**Assignments:** This portion of the class will consist of reading assignments from the Burton and Raedeke text, as well as, supplementary assignments of articles and talks.

**Quizzes and Scenarios:** Quizzes will be administered throughout the semester. The quizzes will cover material from the readings, PowerPoints, talks, and articles. The scenarios will test the student’s knowledge of the past and current modules.

**Champion’s Mind Assignments:** These assignments are designed to exhibit the student’s understanding of the material read in the Champion’s Mind text.

**Final Paper:** The assignment is a comprehensive paper designed to integrate the topics and ideas presented throughout the semester.

**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 by email or schedule office hour meetings for further instruction. Email is the best way to contact the instructor (rsf0012@auburn.edu)

**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 assignment 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).

**Course Communication:** Students are to contact their instructor via email. If a student has any questions regarding class material and assignments, they are to first review lectures, syllabus, and assignment instructions. If the question is not addressed in these materials, then the student should email the instructor for additional assistance. All emails to the instructor **MUST** include the following:

* Your course and section number
* A salutation (including your instructor’s name)
* A well formatted, grammatically correct email
* A professional closing
* Your name

**INSTRUCTORS SHOULD NOT BE EXPECTED TO ANSWER EMAILS THAT DO NOT INCLUDE ALL OF THE ABOVE COMPONENTS. DISRESPECTFUL EMAILS WILL NOT BE TOLERATED.**

**Canvas:** Students are expected to check the course space on a regular basis. Additionally, course materials (assignment guidelines, rubrics, lecture outlines, and additional resources) are posted on Canvas. All communication from the instructor will be through the KINE 3843 Canvas course.

**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 privilege 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

Schedule Fall 2019

Week 1: Introduction and Syllabus Quiz

Week 2: Coaching Philosophy

 *Readings: Chapter 1 Burton & Raedeke*

 *Videos: John Wooden TEDTalk*

Week 3: Communication and Intro to Mental Skills Training

 *Readings: Chapter 2 & 3 Burton & Raedeke*

 *Videos: Celeste Headlee Talk*

Week 4: Goal-setting

 *Readings*: *Chapter 4 Burton & Raedeke*

 *Videos: Bob Bowman Talk*

Week 5: Imagery

 *Readings*: *Chapter 5 Burton & Raedeke; Wright & Smith, 2011 (PETTLEP imagery)*

Week 6: Self-talk

*Readings*: *Chapter 7 Burton & Raedeke*

*Videos: Belief TEDTalk*

Week 7: Motivation

 *Readings*: *Chapter 8 Burton & Raedeke; Lebron James Self-Determination Article*

Week 8: Self Confidence

*Readings*: *Chapter 12 Burton & Raedeke*

*Videos: Self Confidence TEDTalk*

Week 9: Energy and Stress Management

 *Readings: Chapters 9-11 Burton & Raedeke*

*Videos: Andy Puddicombe’s TEDTalk*

Week 10: Attention

 *Readings*: *Review Chapter 10 Burton & Raedeke*

 *Videos: Limits to Superior Performance*

Week 11: Mental Plans; Mental Skills Training Programs: Mental Toughness

 *Readings*: *Chapter 13&14 Burton & Raedeke*

Week 12: Champion’s Mind

 *Readings: Champion’s Mind Intro – Chapter 4*

Week 13: Champion’s Mind

 *Readings: Chapter 5 – Chapter 7*

Week 14: Champion’s Mind

 *Readings: Chapter 8 – Chapter 10*

Week 15: Final Paper

 *Readings: None*

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