Advanced Sport Psychology

  

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

**Email:** mwm0024@auburn.edu

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

**Office Location**:Kinesiology, Room 164

**Course Number:** KINE 7750-001

**Class Meeting:** Monday – Friday, 10:00 – 11:30 AM, Student Activities Center, Room 247

**Credit Hours:** 3.000

**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 sport performance.

**Learning Outcomes:** Students will become familiar with the current state of theories related to sport psychology, and students will be able to critically evaluate these theories.

**Course Content (SUBJECT TO CHANGE)**

* 01/06 – 10 (No class 01/07)
  + Topics
    - Introduction and Research Methods
  + Reading
    - Textbook
      * Chapter 1
    - Canvas
      * None
  + Assessments
    - None
* 01/13 – 17
  + Topics
    - Research Methods
    - Personality
  + Reading
    - Textbook
      * Chapter 2
    - Canvas
      * Aschwanden (2015)—[link to article](https://fivethirtyeight.com/features/science-isnt-broken/#part1)
  + Assessments
    - Quiz 1 (01/14)
* 01/20 – 24
  + Topics
    - Personality
    - Attribution and Cognition
  + Reading
    - Textbook
      * Chapter 3
    - Canvas
      * Fawcett, Ewans, Lawrence, & Radford (2019)
  + Assessments
    - Quiz 2 (01/21)
* 01/27 – 31
  + Topics
    - Attribution and Cognition
    - Motivation
  + Reading
    - Textbook
      * Chapter 4
    - Canvas
      * Solomonov, Avugos, & Bar-Eli (2015)
  + Assessments
    - Quiz 3 (01/28)
* 02/03 – 07
  + Topics
    - Motivation
    - Goal Setting
  + Reading
    - Textbook
      * Chapter 5
    - Canvas
      * White II & Sheldon (2014)
  + Assessments
    - Quiz 4 (02/04)
* 02/10 – 14
  + Topics
    - Goal Setting
    - Arousal an Anxiety
  + Reading
    - Textbook
      * Chapter 6
    - Canvas
      * Healy, Ntoumanis, van Zanten, & Paine (2014)
  + Assessments
    - Quiz 5 (02/11)
* 02/17 – 21 (No Class)
  + Topics
    - Arousal an Anxiety
    - Psychological Skills Training
  + Reading
    - Textbook
      * Chapter 7
    - Canvas
      * DeCaro, Thomas, Albert, & Beilock (2011)
  + Assessments
    - Quiz 6 (02/18) on Canvas
* 02/24 – 28
  + Topics
    - Psychological Skills Training
    - Introduction to Final Project
  + Reading
    - Textbook
      * None
    - Canvas
      * Beckmann, Gröpel, Ehrlenspiel (2013)
  + Assessments
    - Quiz 7 (02/25)
    - Exam 1 on Canvas
* 03/02 – 06
  + Topics
    - Aggression
  + Reading
    - Textbook
      * Chapter 8
    - Canvas
      * Larrick, Timmerman, Carton, & Abrevaya (2011)
  + Assessments
    - Quiz 8 (03/05)
* 03/09 – 13 (**No Class**)
  + Topics
    - None
  + Reading
    - Textbook
      * None
    - Canvas
      * None
  + Assessments
    - None
* 03/16 – 20
  + Topics
    - Stereotypes, Prejudice, and Discrimination
  + Reading
    - Textbook
      * Chapter 9
    - Canvas
      * Hively & El-Alayli (2014)
  + Assessments
    - Quiz 9 (03/19)
* 03/23 – 27
  + Topics
    - Team Cohesion
  + Reading
    - Textbook
      * Chapter 10
    - Canvas
      * Kraus, Huang, & Keltner (2010)
  + Assessments
    - Quiz 10 (03/26)
* 03/30 – 04/03
  + Topics
    - Leadership
  + Reading
    - Textbook
      * Chapter 11
    - Canvas
      * Manley, Greenless, Smith, Batten, & Birch (2014)
  + Assessments
    - Quiz 11 (04/02)
* 04/06 – 10
  + Topics
    - Common Issues: Injury and Burnout
  + Reading
    - Textbook
      * Chapter 12
    - Canvas
      * Brewer & Cornelius (2010)
  + Assessments
    - Quiz 12 (04/09)
* 04/13 – 17
  + Topics
    - Unhealthy Behaviors: Drug Abuse and Disordered Eating
  + Reading
    - Textbook
      * Chapter 13
    - Canvas
      * Shanmugam & Davies (2015)
  + Assessments
    - Quiz 13 (04/16)
* 04/20 – 24
  + Topics
    - Group Presentations (Attendance is Graded This Week)
  + Reading
    - None
  + Assessment
    - Group Presentations
    - 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. Each quiz will be taken prior to the lecture about the non-textbook reading. 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.

Extra Credit

You can earn up to 5 extra credit points by participating in research studies. You should receive an email from the College of Education’s SONA system, which coordinates human subjects research. The email will contain a temporary password, which you can use to log on to SONA: [https://auburn-education.sona-systems.com/Default.aspx?ReturnUrl=%2f (Links to an external site.)Links to an external site.](https://auburn-education.sona-systems.com/Default.aspx?ReturnUrl=%2f) . If you cannot locate this email, please visit the SONA website (see link above) and request a new password. If you are continuing to have difficulty logging on to SONA, please contact the SONA administrator at [sona@auburn.edu](mailto:sona@auburn.edu) .Once logged on to SONA, you can sign up for studies worth varying amounts of credit. There are also studies that are being conducted that are not posted on SONA. You may complete these studies. If you complete one of these studies, please have the experimenter indicate your participation by emailing me. Each half-hour of participation is equal to 1 credit. If a study is posted on SONA, you must register for it through SONA. You cannot use research participation for more than one course. That is, you cannot participate in research and apply the extra credit to this course and another course. Make certain you choose to assign the SONA credits to this course (KINE 7750). Again, you may earn a maximum of 5 extra credit points. These points will be added to your point total in order to, for example, bring you from 150 total points to 155 total points; these points do not refer to percentage increases in your final grade (i.e., they do not mean your grade will increase from 88% to 93%).

**Grading:**

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