Advanced Sport Psychology

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

**Email:** mwm0024@auburn.edu

**Office Hours:** By appointment

**Course Number:** KINE 7750-001

**Class Meeting:** Monday – Friday, 10:00 – 11:30 AM

**Credit Hours:** 3.000

**Texts/Resources:** Required Textbook: Sanderson, Catherine A. (2017). *Sport Psychology*. New York: Oxford University Press. ISBN-10: 0199917442/ISBN-13: 978-0199917440.

Non-Textbook Readings: The textbook will be supplemented with mandatory readings posted on Canvas.

**Course Description:** The examination of the interplay between psychological factors, sport performance, and psychological well-being.

**Learning Outcomes:** Students will be able to apply sport psychology's body of knowledge and critically analyze scientific articles that contribute to that knowledge.

**Course Content (SUBJECT TO CHANGE)**

\*Ungraded

Refer to Canvas for Exact Due Dates of Assignments

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| M | T | W | T | F |
| June 29**Lecture:** Class Intro**Read:**-Ch. 1-Aschwanden **Assignments:**Ch. 1 & Aschwanden Quiz\* | June 30**Lecture:**Intro and Research Methods**Assignments:**Prepare for Ch. 1 Discussion | July 1**Lecture:**Ch. 1 Discussion **Read:**Ch. 2**Assignments:**Ch. 2 Quiz | July 2**Lecture:**Personality**Assignments:**Prepare for Ch. 2 Discussion | July 3No Class |
| July 6**Lecture:**Ch. 2 Discussion **Read:**-Ch. 3-Ch. 9**Assignments:**Ch. 3 & 9 Quiz | July 7**Lecture:**Attribution & Cognition and Stereotypes, Prejudice, & Discrimination**Assignments:**Prepare for Ch. 3 & 9 Discussion | July 8**Lecture:**Ch. 3 & 9 Discussion**Read:**-Ch. 4-White II & Sheldon (2014)**Assignments:**Ch. 4 and White II & Sheldon Quiz | July 9**Lecture:**Motivation**Assignments:**Prepare for Ch. 4 Discussion | July 10**Lecture:**Ch. 4 Discussion**Read:**Ch. 5**Assignments:**Ch. 5 Quiz |
| July 13**Lecture:**Goal Setting**Assignments:**Prepare for Ch. 5 Discussion | July 14**Lecture:**Ch. 5 Discussion**Read:**Ch. 6**Assignments:**Ch. 6 Quiz | July 15**Lecture:** Arousal & Anxiety**Assignments:**Prepare for Ch. 6 Discussion | July 16**Lecture:** Ch. 6 Discussion**Read:** -Ch. 7-Beckmann, Gröpel, & Ehrlenspiel (2012)**Assignments:**Ch. 7 and Beckmann et al. Quiz | July 17**Lecture:**Psychological Skills Training**Assignments:**Prepare for Ch. 7 Discussion |
| July 20**Lecture:**Ch. 7 Discussion**Read:** Ch. 8**Assignments:**Ch. 8 Quiz | July 21**Lecture:**Aggression**Assignments:**Prepare for Ch. 8 Discussion | July 22**Lecture:**Ch. 8 Discussion**Read:**Ch. 10**Assignments:**Ch. 10 Quiz | July 23**Lecture:**Team Cohesion**Assignments:**Prepare for Ch. 10 Discussion | July 24**Lecture:**Ch. 10 Discussion**Read:**-Ch. 11-Manley, Greenless, Smith, Batten, & Birch (2014)**Assignments:**Ch. 11 and Manley et al. Quiz  |
| July 27**Lecture:**Leadership**Assignments:**Prepare for Ch. 11 Discussion | July 28**Lecture:**Ch. 11 Discussion**Read:**-Ch. 12-Ch. 13-Brewer & Cornelius (2010)**Assignments:**-Ch. 12 Quiz and Brewer & Cornelius Quiz-Ch. 13 Quiz | July 29**Lecture:**Injury & Burnout and Drug Abuse & Disordered Eating**Assignments:**Prepare for Ch. 12 & 13 Discussion | July 30**Lecture:**Ch. 12 & 13 Discussion | July 31**Make-Up Day** |

**Assignments:**

Quizzes (50% grade)

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 textbook and non-textbook reading (if there is a non-textbook reading) associated with a topic. Each quiz will be taken prior to the lecture about the topic. 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.

Discussion (50% of grade)

In the class meeting after I give a lecture on a topic, you and your classmates will be asked to verbally answer discussion questions. Each class member will be asked to respond to one of several discussion questions that are presently listed on Canvas in the Discussion Questions Folder under Files. Discussion questions will be randomly assigned at the start of the class meeting, so you must prepare to answer each discussion question. Your preparation will may include jotting down some notes about your thoughts related to each question, but you could also write out complete responses to read in class, or you could just take mental notes about your thoughts related to each question. Your response will be worth 10 points, and your grade will be determined by the degree to which you make logical, fact-based responses.

**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