# Advanced Sport Psychology

Instructor:Matthew W. Miller, Ph. D.

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## Virtual Office Hours (when I will be in my Zoom Office Hours Meeting):

Wednesday 1 – 3 PM and by appointment (Meeting ID: 895 8936 0199, Passcode: summer22)

Office Location:Kinesiology, Room 164

Course Number: KINE 7750-001

Class Meeting:Monday – Friday, 11:30 AM – 1:00 PM, Student Activities Center, Room 241

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. (2017). *Sport Psychology*. New York: Oxford University Press. ISBN-10: 0199917442/ISBN-13: 978-0199917440. **There should be an all-access option for this textbook.**

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)

Refer to Canvas for Exact Due Dates of Assignments

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| Week | Lectures/Discussions |
| 06/27 – 07/01No Class 06/27 | Introduction to ClassIntroduction & Research Methods* Read Ch. 1 & Aschwanden (2015)
* Ch. 1 & Aschwanden Quiz

Introduction & Research Methods Discussion* Prepare for Discussion

Personality and Personality Discussion* Read Ch. 2
* Ch. 2 Quiz
* Prepare for Discussion
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| 07/04 – 08No Class 07/04All Other Class Meetings on Zoom (Meeting ID: 892 3586 0769, Passcode: kine7750) | Attribution & Cognition and Attribution & Cognition Discussion* Read Ch. 3
* Ch. 3 Quiz
* Prepare for Discussion

Motivation* Read Ch. 4 and White II & Sheldon (2014)
* Ch. 4 and White II & Sheldon Quiz

Motivation Discussion* Prepare for Discussion

Goal Setting* Read Ch. 5
* Ch. 5 Quiz
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| 07/11 – 15 | Goal Setting Discussion* Prepare for Discussion

Arousal & Anxiety* Read Ch. 6
* Ch. 6 Quiz

Arousal & Anxiety Discussion* Prepare for Discussion

Psychological Skills Training* Read Ch. 7 and Beckmann, Gröpel, & Ehrlenspiel (2012)
* Ch. 7 and Beckmann et al. Quiz

Psychological Skills Training Discussion* Prepare for Discussion
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| 07/18 – 22  | Aggression and Aggression Discussion* Read Ch. 8
* Ch. 8 Quiz
* Prepare for Discussion

Stereotypes, Prejudice, & Discrimination* Read Ch. 9
* Ch. 9 Quiz

Stereotypes, Prejudice, & Discrimination Discussion* Prepare for Discussion

Team Cohesion* Read Ch. 10
* Ch. 10 Quiz

Team Cohesion Discussion* Prepare for Discussion
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| 07/25 – 29 | Leadership* Read Ch. 11 and Manley, Greenless, Smith, Batten, & Birch (2014)
* Ch. 11 and Manley et al. Quiz

Leadership Discussion* Prepare for Discussion

Common Issues: Injury & Burnout* Read Ch. 12 and Brewer & Cornelius (2010)
* Ch. 12 and Brewer & Cornelius Quiz

Common Issues: Injury & Burnout Discussion* Prepare for Discussion

Unhealthy Behaviors: Drug Abuse & Disordered Eating and Unhealthy Behaviors: Drug Abuse & Disordered Eating Discussion* Read Ch. 13
* Ch. 13 Quiz
* Prepare for Discussion
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| 08/01 – 05No Class  |  |

## Assignments:

### Quizzes (90% grade)

There will be 13 quizzes. All quizzes will be completed through Canvas and are open source with the exception that students cannot consult with another person. The purpose of the quizzes is to ensure that students are completing and understanding their reading assignments before the class meeting about each reading. Therefore, the quizzes are due at 11:59 PM the night before the class meeting related to the reading. The value of each quiz will be the number of questions on the quiz. The length of time for each quiz will be 45 seconds per question. If you do not complete a quiz by the due date for ‘unexcused reasons,’ then you may not have the opportunity to complete the quiz and, thus, could receive a grade of zero.

### Discussion (10% 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 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% >

## COVID-Related Policies:

**Please note that this class may require face coverings even if Auburn University does not have a requirement.**

## 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