KINE 4620 Exercise and Sport Psychology

3 Credit Hours | Tuesday/Thursday | 8:00-9:15am | KINE 126

Fall 2025 Course Syllabus for Section 001

**Instructor:** Dr. C.J. Brush

**Email:** [cjbrush@auburn.edu](mailto:cjbrush@auburn.edu) (I will try to respond to your e-mails within 24 hours.)

**Office Location:** KINE 168

**Office Hours:** 9:30-10:30am Tuesday & Thursday or by appointment via Zoom

# Required Course Materials

* No required textbook
* Access to the internet, Canvas, and TigerMail via a laptop or desktop computer and mobile devices is needed to complete assignments
* Notetaking materials

# Optional Course Materials

The following resources are optional and thus not required, but may be useful:

* American Psychological Association. (2020). *Publication manual of the American Psychological Association.* (7th ed.). Author.
* Weinberg, R. S., & Gould, D. (2024). *Foundations of sport and exercise psychology* (8th ed.). Human Kinetics.
* Zenko, Z., & Jones, L. (2021). *Essentials of exercise and sport psychology: An open access textbook.* Society for Transparency, Openness, and Replication in Kinesiology.
* [Purdue OWL APA Style (7th ed.) Online Reference](https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html)

*Note*. Supplemental readings and other course materials will be provided by Dr. Brush and will be posted on Canvas throughout the semester. More details regarding additional materials will be announced during course meetings and on Canvas.

*Dr. Brush understands that acquiring access to course materials can sometimes be challenging for several reasons (e.g., due to financial concerns); therefore, Dr. Brush will try his best to provide access to all materials on Canvas throughout the semester. Please come speak to or contact Dr. Brush as soon as possible if you need assistance or support.*

# Exercise and Sport Psychology Overview

The American Psychological Association Division 47 (Society for Sport, Exercise and Performance Psychology) defines exercise and sport psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity.

Sport and exercise psychology practitioners focus primarily on:

1. helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.
2. understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

# Course Bulletin Description

This course aims to help students understand the role of psychological factors in sport, exercise, and physical activity.

# Objectives and Student-Learning Outcomes

In KINE 4620, student-learners will accomplish the following course objectives through demonstration of the following outcomes.

| **Course Objective** | **Student-Learning Outcome** |
| --- | --- |
| Students will develop knowledge of and the ability to apply core concepts of exercise and sport psychology. | Students will be able to identify and critically evaluate strengths and weaknesses of foundational theories and practices in exercise and sport psychology, including key concepts and their applications in exercise and sport contexts. |
| Students will develop an understanding of biological and psychosocial factors related to human movement and behavior in exercise and sport. | Students will be able to describe biological and psychosocial factors that influence human movement and behavior in exercise and sport contexts and synthesize these factors to explain their interaction and impact. |
| Students will learn how to read and analyze scientific research related to exercise and sport psychology. | Students will be able to summarize and critically appraise research findings from research articles in exercise and sport psychology and extrapolate their relevance to the broader field and society. |
| Students will demonstrate the ability to translate exercise and sport psychology content (e.g., psychological skills training techniques) to real-world contexts. | Students will be able to identify problems, evaluate solutions, and justify the best course of action through case studies and a field-based project. |
| Students will cultivate teamwork and communication skills by collaborating to devise evidence-based solutions to problems in exercise and sport psychology. | Students will work in teams to integrate scientific evidence to propose a solution to a problem in exercise and sport psychology and effectively communicate their findings to the class. |

# Syllabus

Except for changes that substantially affect implementation of the evaluation or grading, this syllabus is a guide for the course and is subject to change with advanced notice. As soon as any revisions are made, changes will be announced and posted.

# Classroom Policies

## Communication

Students may contact the Dr. Brush via [TigerMail](https://login.microsoftonline.com/common/oauth2/authorize?client_id=00000002-0000-0ff1-ce00-000000000000&redirect_uri=https%3a%2f%2foutlook.office365.com%2fowa%2f&resource=00000002-0000-0ff1-ce00-000000000000&response_mode=form_post&response_type=code+id_token&scope=openid&msafed=1&msaredir=1&client-request-id=599f4c3b-eb39-da16-70e8-415e9aebc575&protectedtoken=true&claims=%7b%22id_token%22%3a%7b%22xms_cc%22%3a%7b%22values%22%3a%5b%22CP1%22%5d%7d%7d%7d&domain_hint=auburn.edu&nonce=638587392856094483.e5b6a7d9-4537-4178-9451-40061be727c1&state=DYu7DoAgDABBv8PVDQVpaRmM3wLC5iMxQX_fDnfL5bRSqhc6QVuRouAZmXxcGIONAOynijkkKtEAejLgiE0EdAasDS5XWmh3Wt5hvr80b09Nx7mmlttzTbW08S2rhB8) with any questions/concerns. Please refrain from using a personal email address, as these often go to “junk.” Using a TigerMail account ensures the message is received in Dr. Brush’s inbox.

## Canvas

Students will access all necessary course materials on [Canvas](https://auburn.instructure.com/login/ldap). It is the student’s responsibility to familiarize themselves with the Canvas course and ask for clarification/assistance at least 24 business hours before an assignment is due. Technical issues with Canvas should be directed to [OIT](https://www.auburn.edu/oit/sg/).

Students have control over Canvas notification settings for each course. It is highly recommended for students to set up course notifications to be alerted when:

* an announcement is posted
* an assignment is due
* a grade is released
* a comment is made on an assignment

## Class Attendance

Students are expected to attend class and be respectful to Dr. Brush and other students in the class. Students will receive credit for attending class on time and should plan to keep up with the class content, engage with course material, and complete activities by due dates. To be successful in the course, it is important to attend all the class meetings that you can. Of course, there are some unpredictable instances that come up in life where it may not be possible to attend. As such, students may miss three courses without documented excusal.

If students plan to arrive late or leave early, please speak to Dr. Brush. If a student has an excused absence, it is the student’s responsibility to communicate with Dr. Brush in advance. *Appropriate documentation is required for excused absence requests.*

## Excused Absences

Students are granted excused absences from class for the following reasons:

* Illness/injury of student preventing them from attending class
* Serious illness of immediate family
* Death of the student’s immediate family
* Trips for university-sponsored clubs, courses, athletics
* Subpoena for a court appearance
* Religious holidays
* Military orders

Students who wish to have an excused absence from class for any other reason not listed above must contact Dr. Brush in advance of the absence to request permission. Dr. Brush will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absence. Students have up to 48 hours from their missed class to contact or discuss the absence with Dr. Brush.

# **Grading:**

This course will assign earned letter grades as indicated below.

| **Earned Letter Grade** | **Interpretation** | **Earned Points** |
| --- | --- | --- |
| A | Superior | 89.5% to 100% |
| B | Good | 79.5 to <89.5% |
| C | Acceptable | 69.5 to <79.5% |
| D | Passing | 59.5 to <69.5% |
| F | Failure | <59.5% |
| FA | Failure for Excessive Absences | \*See note |
| IN | Incomplete | \*\*See note |

\*A failure for excessive absence is earned when students attend less than 20 in-person meetings, including exam days.

\*\*An incomplete grade must be requested by the student due to documented unforeseen circumstances (e.g., mental/physical illness or injury, death of family member, etc.)

# Evaluation Criteria

The evaluation criteria have been developed to assist you in staying up to date with the material and assessing your demonstrated competence. If you participate in some campus activity that requires frequent travel or anticipating being absent, please work with Dr. Brush to submit your assignment in advance.

| **Assignment** | **Distribution** |
| --- | --- |
| ***Assessments*** |  |
| Exams | 30% |
| Quizzes | 15% |
| ***Evidence-Based and Field- and Practical-Based Application*** |  |
| Midterm Project | 15% |
| SONA Research Project Participation | +++ |
| Final Project | 15% |
| Case Studies and Reflections | 10% |
| Team Evidence-Based Project and Presentation | 10% |
| ***Course Engagement*** |  |
| Course Attendance and Participation | 5% |

## Assignments

Throughout the semester, students will complete various assignments to aid in achieving the course objectives and outcomes listed above.

* All assignment instructions will be posted on Canvas.
* Students will submit all assignments by the due date on Canvas, unless otherwise noted in the instructions.
* Students will have the opportunity to receive feedback on the midterm and final projects from Dr. Brush. More details to follow later in the semester.
* Students wishing to review a graded assignment should schedule a meeting with the instructor no more than one week after the assignment has been graded.
* Because life happens to us all, late work will be accepted within 24 hours past the due date with a 10% deduction off the total points for that assignment. After 24 hours, late work will not be accepted unless a student discusses a previously approved extension with Dr. Brush.
* Students who need to request an extension on an assignment due date must email the instructor at least 24 hours prior to the due date to avoid a late penalty. The instructor reserves the right to deny students an extension. Failure to meet to extend deadline will result in the late penalty following the guidelines above.

Course Attendance and Participation (5%+++ of overall grade)

Please see the sections on Class Attendance and Excused Absences. Students are highly encouraged to attend each class to obtain lecture materials, learn from/with their peers, ask questions, and participate in class activities. Class attendance and engagement will also provide opportunities for formative assessment through periodic polling, which will allow students to assess their knowledge and provide feedback throughout the course.

Exams (30% of overall grade)

Three exams will be administered to assess your ability to synthesize the information covered in the course. Collectively, these exams comprise 30% of the final grade. The exams will consist of objective-type questions (e.g., multiple-choice, true/false) and some short essay questions. The exams will cover content covered throughout the course. Each exam will only cover course material since the last exam.

Quizzes (15% of overall grade)

Multiple quizzes will be administered throughout the semester to assess your understanding of course material. These quizzes will account for 15% of the final grade. As with exams, they will consist of objective-type and short essay questions.

Midterm Project (15% of overall grade)

For this project, you will observe instruction of group physical activity and code instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith et al., 1977). This project consists of three parts and is worth 15% of your overall grade:

1. Completed CBAS form based on your observation and coding session
2. Detailed description and evaluation of instructor’s behaviors
3. Quiz

Additional details regarding the project will be posted on Canvas and discussed in class.

SONA Research Project Participation (Extra Credit; +++ of overall grade)

The College of Education Research Participation System, referred to as SONA, will be used as a voluntary, extra credit opportunity. Students can access the SONA research participation system by visiting: auburn-education.sona-systems.com. Students enrolled in the class should have received log-in information via e-mail. Students can participate in research studies and gain valuable firsthand experiences with the scientific research process by participating as subjects related to the broader discipline of kinesiology. Extra credit will be applied in the following manner:

| **SONA Participation**  **Credit Completed** | **Extra Credit Applied**  **To Overall Grade** |
| --- | --- |
| ½ Credit | 0.5% |
| 1 Credit | 1% |
| 1.5 Credits | 1.5% |
| 2 Credits | 2% |
| >2 Credits | 2.5% |

Final Project (15% of overall grade)

This project involves evaluating a peer-reviewed journal article to ensure that you can read, interpret, and draw valid conclusions from research in exercise and sport psychology. You will select **one** peer-reviewed journal article and read it carefully. Using a provided journal article evaluation form, you will assess and determine the quality of the research. You will also write a brief summary and evaluation of the article that includes a personal reflection based on past experience (as an athlete, coach, fitness leader, spectator, research article reviewer, etc.). More details regarding the project will be posted on Canvas and discussed in class.

Case Studies and Reflections (10% of overall grade)

Case studies will be completed to assess your ability to apply your knowledge about information covered in the course to real-life and example problems faced by exercise and sport psychologists. These case studies will occur mostly in class, but some may occur outside of class. Following completion of each case study, a class-based discussion and/or individual reflection will be completed. Additional instructions will be provided by Dr. Brush.

Team Evidence-Based Project and Presentation (10% of overall grade)

One group activity and presentation will be completed toward the end of the semester. The purpose of this activity is for students to collaboratively work to identify a real-world problem relevant to exercise and sport psychology and provide a solution based on content learned over the course of the semester. This assignment will be completed in class. Additional instructions will be provided by Dr. Brush.

# Other University Dates, Policies, and Procedures

## Important Dates

To view university-established dates regarding add-drop, course withdrawal, and breaks, please see the [2025-2026 Academic Calendar](https://auburn.edu/about/academic-calendar/).

## Participation and Classroom Behavior

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

## Accessibility

Students who need accommodation should submit their approved accommodation through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodation is not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is in Haley Center 1228.

## Academic Honesty

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) 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.

## Generative Artificial Intelligence Tools

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

## Emergency Contingency

If normal class is disrupted due to illness, emergency, or crisis, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Mental Health

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or <auburn.edu/auburncares>. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at <auburn.edu/scps>.

## Basic Needs

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or <auburn.edu/auburncares> for resources and support.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KINE 4620 Course Schedule Overview** | | | | |
| **Week** | **Day** | **Date** | **Module** | **Activity** |
| 1 | Tuesday | 8/19 | Module 0: Course Overview & Introduction; Module 1: Introduction to Exercise & Sport Psychology | Syllabus Overview |
| Thursday | 8/21 | Module 1: Introduction to Exercise & Sport Psychology |  |
| 2 | Tuesday | 8/26 | Module 2: Science/Professional Practice of Exercise & Sport Psychology | Discuss Team-Based Activity |
| Thursday | 8/28 | Module 3: Personality | Quiz #1 (Canvas) |
| 3 | Tuesday | 9/2 | Module 3: Personality |  |
| Thursday | 9/4 | Module 4: Motivation | Discuss Midterm project |
| 4 | Tuesday | 9/9 | Module 4: Motivation | Quiz #2 (Canvas) |
| Thursday | 9/11 | ***Case Study and Reflection #1 (in-class)*** | |
| 5 | Tuesday | 9/16 | Module 5: Arousal, Stress, and Anxiety |  |
| Thursday | 9/18 | Module 5: Arousal, Stress, and Anxiety |  |
| 6 | Tuesday | 9/23 | **Exam #1: Modules 1-5 (in-class)** | |
| Thursday | 9/25 | Module 6: Feedback, Reinforcement, and Intrinsic Motivation | Discuss Final Project |
| 7 | Tuesday | 9/30 | Module 7: Leadership and Team Dynamics | Quiz #3 (Canvas) |
| Thursday | 10/2 | Module 8: Psychological Skills Training | Midterm Project Draft Due (Optional) |
| 8 | Tuesday | 10/7 | ***Case Study and Reflection #2 (in-class)*** | |
| Thursday | 10/9 | **Fall Break - No Class** | |
| 9 | Tuesday | 10/14 | Module 9: Arousal Regulation |  |
| Thursday | 10/16 | **Midterm Project Due - No Class** | |
| 10 | Tuesday | 10/21 | ***Case Study and Reflection #3 (in-class)*** | |
| Thursday | 10/23 | **Exam #2: Modules 6-9 (in-class)** | |
| 11 | Tuesday | 10/28 | Module 10: Goal Setting, Imagery, and Self-Confidence | Check-in Team-Based Activity |
| Thursday | 10/30 | Module 10: Goal Setting, Imagery, and Self-Confidence | Quiz #4 (Canvas) |
| 12 | Tuesday | 11/4 | Module 11: Stress, Injuries, and Burnout |  |
| Thursday | 11/6 | Module 12: Exercise and Mental Health |  |
| 13 | Tuesday | 11/11 | Module 13: Exercise Behavior and Adherence | Quiz #5 (Canvas) |
| Thursday | 11/13 | Module 14: Youth Sport and Exercise | Final Project Draft Due (Optional) |
| 14 | Tuesday | 11/18 | **Exam #3: Modules 10-14 (in-class)** | |
| Thursday | 11/20 | ***Case Study and Reflection #4 (in-class)*** | |
| 15 | Tuesday | 11/25 | **Thanksgiving Break - No Classes** | |
| Thursday | 11/27 |
| 16 | Tuesday | 12/2 | ***Team-Based Activity/Presentation Preparation (in-class)*** | |
| Thursday | 12/4 | ***Team-Based Activity/Presentation Delivery (in-class)*** | |
| Finals | Wednesday | 12/10 | **Final Project (due on Canvas by 12:00am on 12/10)** | |