

Angelo State University
KIN 4361-010 – Psychological Aspects of Sport and Exercise

Instructor: Jordan Daniel, PhD
Meeting: CHP 203 MWF 9-9:50
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Note: My office hours are as posted but I may not be in my office when you come by as I serve of University committees or may be in a different building. I encourage students to make an appointment to meet so that I can make sure I am in my office.

Required Text:

Weinberg, R.S., and Gould, D. (2011) Foundations of Sport and Exercise Psychology 5th ed. Champaign, IL: Human Kinetics.

Course Description:

The purpose of this course is to introduce the student to the field of sport and exercise psychology. An emphasis will be placed on the application of psychological theories and training techniques specifically for improved sports performance and coaching effectiveness. In doing so the student will gain a holistic understanding of the psychological aspects of sport and exercise.

Student Learning Objectives:

- Understand how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
- Understand how participation in sport and exercise influences the psychological makeup of the individuals involved.
- Acquire skills and knowledge about sport and exercise psychology that can be applied as an exercise professional.
- Take theoretical knowledge and attempt to engage community members/agencies in the attempt to draw linkages between the two.

IV. EVALUATION:

Assignment	Points
Exams (3 tests @ 200 points a piece)	600
Class Participation* (instructor discretion)	100
Final Paper	200
<u>Video Presentation</u>	<u>100</u>
Total Points	1000

Grades will be based on the following distribution:

A	1000-900
B	899-800
C	799-700
D	699-600
F	599 or below

Exams

Exams are worth 60% of your grade. If it is in the slides, articles, book and/or lectures you can expect to be on the test. The more we discuss and idea is positively correlated with the probability that it will be on the test. On review days do not ask what is going to be on the test.

YouTube Presentation

10% of your grade. Your group will research a particular facet of course content and create a YouTube video that teaches the principles you focus on. You will conduct your research with/on member or agencies of the community while trying to address problems that are local. Each group must have their project approved by the instructor. Video must be between 3-5 minutes with a 5 minute debrief session.

You will also turn in a reflection paper. I will provide the questions you will answer.

Final Paper

20% of your grade. Each student will link content (no double dipping from the presentation) from class to a facet of a movie that must be approved by the instructor. This is not a movie summary or a movie review. 3 pages of text minimum. 5 peer reviewed sources minimum. Format: APA 6th. If there is something you do not understand please ask. "Not knowing" will not be accepted as an excuse.

You will write a paper proposal that will identify the content area you wish to examine as well as the movie.

V. ATTENDANCE & Participation:

Students are expected to attend and participate in all scheduled class meetings. Chronic failure to attend and participate in class discussion will affect your final grade in this class.

You are expected to attend each class and to be on time for the beginning of class.

Students are responsible for anything that happens in class during their absence. *Notify the instructor at least one week in advance* if you have a scheduling conflict that will cause you to miss class. You are responsible for asking the instructor about your attendance record so that you do not go over the allowed 4 absences and tardies. (2 tardies = 1 absence).

4 absences= minus a letter grade.

5 absences= minus another letter grade.

6 absences= minus another letter grade.

7 absences will result in failing the course.

- ✓ Officially sanctioned college activities (athletics and competing academic duties) may be considered permissible absences if the student shows official documentation to the instructor *a class period in advance of the absence.*

- ✓ Observance of a religious holy day may be considered permissible absences pending verification.

What you put into this class is what you get out of it. If you decide to put in the minimal effort you will get the minimal benefits. Coming to every class does not warrant participation. Things that will assist you in participation: speaking when asked a question; lively discussion in group discussions; and an overall willingness to go above and beyond. The participation grade is under the sole discretion of the instructor.

VI. STUDENT RESPONSIBILITIES:

- A. All assignments are due at the beginning of the class on the due date. Students not turning in an assignment will be recorded as a grade of zero (0)
- B. Prior arrangements must be made with the instructor if an absence from an exam is unavoidable and is university excused.
- C. **The student is responsible for all work and is encouraged to have a contact within the class.** Students are encouraged to set up an appointment to meet with the instructor for additional information as needed. IF YOU WISH TO CONTEST A GRADE ON A TEST OR ASSIGNMENT: THERE IS A 24 HOUR WAITING PERIOD BEFORE I WILL DISCUSS THE ISSUE. THE PROTOCOL IS: YOU WILL SEND A PROFESSIONAL EMAIL THAT REQUESTS A MEETING TO DISCUSS THE ISSUE; WE WILL SET UP A MEETING; THE ISSUE WILL BE DISCUSSED; A RESOLUTION WILL BE MADE.
- D. Upon entering class room turn all cell phones and other handheld electronic devices off to prevent distractions affecting other student's learning opportunities. If you need to take notes with a laptop, be expected to show the notes you have taken.
- E. Students with Disabilities:
Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Students with disabilities who request reasonable accommodations must meet with the Course Coordinator within the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Student Life as long as course requirements are not compromised. Faculty will provide no accommodations without authorization from the Office of Student Life. It is the student's responsibility to be a self-advocate when requesting accommodations.
- F. The Angelo State University Honor Code:
"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."

Rules that Guide Class Discussion: To create an environment that fosters open examination of ideas, we must be well-prepared for class, express ourselves effectively, respect and listen to everyone's ideas, challenge each other to think critically, and correct mistakes or

misunderstandings in a positive and encouraging manner. With that in mind, here are some guidelines for class discussion:

1. *No question or opinion is “stupid.”* We must start where we are at, and undoubtedly each person in this room is “at” a different point in their understandings and experience.
2. *We will listen to each other with respect.* The proper response to comments you do not understand or agree with is to ask the speaker to explain and to probe for deeper understanding.
3. *We not only accept, we encourage diverse viewpoints and opinions.* Critical thinking comes from examining many different dimensions of any topic. Students are encouraged to raise points and examine positions that they do not agree with, in attempt to foster a tradition of critical thinking.
4. *There is no room for anger when discussing academic ideas and issues.* When you feel an emotional response to an issue, step back and examine the values or beliefs inside you that were validated or threatened by someone else’s comment. Use those points of emotion as a window to better understand the cultural factors that are embedded deep within yourself.

**This syllabus is not intended to be all inclusive and may be changed as circumstances dictate.

*TENTATIVE COURSE OUTLINE

WEEK	DATE	TOPIC	READING
1	Jan 19th	No Class	Holiday
	21st	Introduction, Syllabus	Schwartz (2008). The importance of stupidity in scientific research. <i>Journal of Cell Science</i> . 121.
	23rd	Form Teams; Discuss Project; Personality and Sport	Syllabus quiz; Chapter 2
2	26th	Motivation	Chapter 3
	28th	Self Determination Theory	Ryan, Richard M.; Deci, Edward L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55(1), 68-78.
	30th	Arousal, Stress and Anxiety	Chapter 4
3	Feb 2nd	Motivation, Stress, Anxiety, & Competition Intertwined	Stevenson, C. (1997). Christian Athletes and the Culture of Elite sports: Dilemmas and Solutions. <i>Sociology of Sport Journal</i> . 14, 241-262.
	4th	Feedback, Reinforcement	Chapter 6;
	6th	Experiential Learning	
4	9th	Review	
	11th	Exam 1	
	13th	Group and Team Dynamics	Chapter 7;
5	16th	Group Cohesion	Chapter 8
	18th	Team Building Day	
	20th	Class Discussion	Gary Alan Fine (1979). Small Groups and Culture Creation: The Idioculture of Little League Baseball Teams <i>American Sociological Review</i> , Vol. 44, No. 5, pp. 733-745
6	23rd	Class Discussion	Light-Shields et al. (1997) The relationship between leadership behaviors and group cohesion in team sports.
	25th	Group vs Group Day	
	27th	TBA	
7	March 2nd	Review for Exam 2	

	4th	Exam 2	
	6th	Athletic Injury and Psychology	Chapter 19 Leddy, Lambert & Ogles (1994) Psychological Consequences of Athletic Injury among High-Level Competitors. Research Quarterly for Exercise and Sport. 65, Issue 4, 1994.
8 Spring Break March 16 th - 20th	9th	Addictive and Unhealthy Behavior	Greg Valentino Documentary
	11th	Role Exit for Athletes	Drahota, Eitzen (1998) The Role Exit of Professional Athletes. Sociology of Sport Journal. 15(263-278).
	13th	Lab Assignment	
9	23th	What is Leadership?	Chapter 9
	25nd	Leadership Scale for Sports	Chelladurai, Saleh (1980) Dimensions of Leader Behavior in Sports: Development of a Leadership Scale. 2, 34-45.
	27th	Class Discussion	Turman, P. (2001) Situational Coaching Styles. Small Group Research. 32(576-594).
10	30th	Burnout and Overtraining	Chapter 21
	April 1st	Paper Discussion	PROPOSAL DUE
	3rd	No class- University Holiday	
11	6th	Class Discussion	Budgett (1998) Fatigue and underperformance in athletes: The overtraining syndrome. Br J Sports Med. 32(107-110).
	8th	Aggression in Sport	Chapter 23
	10th	Group vs Group	Is aggression good?
12	13th	Aggression Article	Bloom & Smith (1996). Hockey Violence: A test of Cultural Spillover Theory. Sociology of Sport Journal. 13, 65-77.
	15th	Game day Prep	Event Announcement
	17th	Feats of Strength	TBA
13	20th	Feats of Mind	TBA
	22nd	Crowning of the Victors	TBA
	24th	Review	
14	27th	Exam 3	
	29th	Review of Exam 3	
	May 1st	Group Work Day for Videos	
15	4th	Video Presentations	

	6th	Dead Week- No Class	Final Papers Due in my office box by 9am- No exceptions-no email submissions
	8th	Dead Week- No Class	
16	11th	Finals Week-No Class	
	13th	Finals Week- No Class	

*****Due to the nature of this class we will not always be able to cover the subject materiel in the time allotted. The instructor reserves the right to change the schedule.*****

I do not give grades. Students earn them. Do not complain to me about your grade because you earned it. A bad grade does not mean you are a bad person. A good grade does not mean you are a good person. Some people have ample free time to study while others may have to work or have other obligations. This means that not everyone will make the same grade. You get out of the class what you put into it.