

PSYC 3360-115 Sport Psychology

Fall 1 2023

Texas A&M University-Central Texas

August 28 – October 20

This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Berry

Office: Virtual

Phone: 806-281-8463

Email: k30@tamuct.edu

Office Hours: available via email or text

Student-instructor interaction

In the event that I need to be contacted, email is best as I will be checking emails regularly throughout the week. During the weekend, there may be a slight delay in email reply; however, please email first before phone call/text. If there is a serious emergency, you may call/text me.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: 3 Hours. This course will provide students with an overview of the theories and research related to sport and exercise behavior. Topics to be covered include the history of sport psychology, behavioral principles, anxiety, motivation, leadership, group dynamics, gender, and personality. The course will also be designed to relate these principles to exercise and sport performance. Prerequisite(s): PSYC 2301 or approval of Department Chair.

Course Objective or Goal

Student Learning Outcomes

1. *Demonstrate factual knowledge (terminology, classifications, methods, trends).*

Students will read, write, discuss, and respond to factual information regarding sport psychology from the textbook and supplemental material. Assessments in which students will demonstrate this objective are reading assessments, discussion boards, application activities, individual presentation and two exams.

2. *Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.* Students will read, write, discuss, and respond to theoretical information regarding sport psychology from the textbook and supplemental material.
3. *Apply course material (to improve thinking, problem solving, and decisions).* Students will self-select topics from the textbook to complete discussions and an individual presentation. Assessments in which students will demonstrate this objective are module application discussion posts and replies (public) and presentation. Students will apply and extend their depth of knowledge from the course text and supplemental material by reading and summarizing first-hand empirical research in an area of sport psychology. Assessments in which students will demonstrate this objective are application activities (article summaries).
4. *Develop a clearer understanding of, and commitment to, personal values.* Every week, students will submit discussion board postings. Written expression will be evaluated and discussed with students as needed. Assessments in which students will demonstrate this objective are module application discussions and replies.

Required Reading and Textbook(s)

We will be using scholarly articles and additional resources

Recommended Reading and Textbook(s)

Cox, R.H. (2012). *Sport Psychology: Concepts and Applications* (7th Ed.). Boston, MA: McGraw-Hill. (ISBN: 978-0078022470)

COURSE REQUIREMENTS

Course Requirements:

- *All discussion board postings and assignments should follow APA formatting guidelines.*

Discussion Boards. (20pts each) Weekly discussions allow students to select and integrate course content in ways that are meaningful to them. Students are required to submit one original discussion each week (250 word minimum), two peer replies (100 word minimum) and one reply to a peers reply on their initial discussion post (50 word minimum) on concepts (i.e., theories, topics, constructs). Original discussion posts are to be submitted on the **Friday** within the module and the peer replies are to be submitted by **Sunday**, both by 11:59pm. **No credit will be awarded for plagiarized content. ALL content should be written in the student's own words.** If gathering information from a source, make sure to cite the source within the discussion. The specific content in each submission will vary

weekly. Each initial discussion post plus replies will be worth a total of 20 points.
Original post due on Fridays. Replies due on Sundays.

Discussion points breakdown: up to 10 points for initial post; up to 5 points for peer reply; up to 5 points for replying to a peer's reply. Missing replies will result in minus 5 points. Peer replies should be thoughtful and add to the original poster's discussion. Peer replies should NOT be, "I agree with what you said." Or "You covered the topic well." And will result in no points given.

Public Service Announcement. (100 points) This is an individual project which you will be allowed to use your creativity. The PSA topic will cover either Athlete Burnout or Athlete Psychological Stress. After topic selection has occurred, you are to research the topic, understand and determine who your target audience is, and how you will capture your audience. Then you can write yourself a script and determine your message.

The PSA should be between 25 and 35 seconds in length.

The PSA should be short and precise. It needs to convey a single message.

The goal is to change the audience's behavior or attitude.

This assignment allows you to use your creativity, have fun, and expand your knowledge. Bring your personality into the PSA. You are allowed to use visuals, technology, and whatever is needed to improve your PSA. You should not just sit there and read from a piece of paper. Have fun with this assignment.

Reflection Paper. (100 pts). Watch one of the following TED talks, and write a reflection that summarizes the TED talk, reflects on your thoughts about the TED talk, and compares the TED talk to experiences in your life. Here are some questions to consider when you are writing your reflection: Did it change how you think about sport? How? What concepts did it make you think of from our readings? Did it challenge you or inspire you?

- TED talk summary.
- Any personal experiences you can relate to the TED talk.
- Personal reflection
 - Changes to your own thoughts or perspectives?
 - Introduced to new concepts?
- Conclusion

The reflection paper should be roughly 1-2 pages, not including cover page, in length and written in APA format (abstract is **NOT** needed). If students have content that is identical to another work, students will not be credited for the assignment and the student's plagiarism will be reported.

TED Talks choose one of the following:

1. David Epstein: *Are athletes really getting faster, better, stronger?*
2. Billie Jean King: *This tennis icon paved the way for women in sports.*
3. John Wooden: *The difference between winning and succeeding.*
4. Matthew Williams: *Special Olympics let me be myself – a champion.*
5. John Brenkus: *Why girls and boys should play sports together.*

6. You may also find a TED talk on your own that addresses a specific topic within sport psychology.

Athlete Interview: (100 pts) For this assignment, you are to interview an athlete that plays either at the Varsity High School level or higher. This could also be an athlete who no longer plays but played a sport consistently for at least 5 years. The athlete can reflect back to their previous season and recall any of these techniques that they might have used.

This assignment is your interview to conduct and follow through with. You are responsible for contacting an athlete, scheduling an interview, and conducting the interview. If your athlete is a high school student, you may need to have the athlete and their parent/guardian complete a waiver. The interview does NOT need to be recorded unless you want to record for the purposes of this assignment. The interview can be conducted face-to-face, over the phone, Zoom, Skype, Facebook call...whatever method works for you and the athlete. You may want to have a transcript or notes from the interview for the purposes of writing your paper. Be prepared for any unplanned follow-up questions for the athlete if you need to dig deeper. **The requirements and questions for the interview are as follows:**

- You are to ask open-ended questions pertaining to mental imagery use during practice and during performance.
 - In what ways do you implement imagery into your practice as a way to improve your skills?
 - During a game, what type of imagery do you use to help with your performance execution?
- You are to ask 1 open-ended question regarding aggression within their sport.
 - In your sport, how might athlete's use aggression to their advantage or to help them win the game?
- You are to ask open-ended questions regarding burnout. Before asking the question, make sure the athlete has a general understanding of what burnout means. You may read this definition so there is clarity: "athlete burnout reflects an extreme form of sport disillusionment and is comprised of three symptoms that mirror those in the work domain: a reduced sense of athletic accomplishment, devaluation or cynicism directed at sport, and physical and emotional exhaustion" (Raedeke & Smith, 2001).
 - Have you experienced sport burnout?
 - If so, what did that look like and how did you work through it?
 - If not, what do you attribute that to?
- You are to ask open-ended questions pertaining to the anxiety or stress that they undergo in order to be a successful athlete.
 - As an athlete, do you experience any type of anxiety or stress during the season?
 - If so, what does the anxiety or stress look like?
 - How do you perform through the anxiety or stress?

Once you have completed the interview, you will then complete a paper that *discusses* the interview. Your paper is not the transcript. The paper is your opportunity to cover the questions asked and how your athlete responded. Share the responses. Discuss the responses. Nowhere in your paper should you type

verbatim the athlete's answers. The following sections must be covered in your paper submission:

- Athlete's age, sport played and number of years playing the sport
- Each question and answer should be its own paragraph
- A summary of the athlete's answers for each question (avoid quoting the athlete)
- Your personal reflection on the athlete's answers and how they have incorporated aspects of sport psychology into their sport

If there are any references used in your paper, make sure to include a reference section. The paper needs to be written in APA formatting: 12pt font, Times New Roman, double spaced, cover page. You do NOT need to include an abstract. If you have questions regarding APA formatting, please visit the TAMUCT Writing Center or https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Grading Criteria Rubric and Conversion

| Graded Assignments | # Due | Points Each | Points Total |
|-----------------------------|-------|-------------|--------------|
| Public Service Announcement | 1 | 100 | 100 |
| Discussions | 6 | 20 | 120 |
| Athlete Interview | 1 | 100 | 100 |
| Reflection Paper | 1 | 100 | <u>100</u> |
| | | | 420 |

Posting of Grades:

- ***For this course, all grades will be posted to Canvas within 1-2 weeks of submission. However, there may be some weeks when grading takes a little longer.***

| Grade | University Definition | Percentage |
|-------|-----------------------|-------------|
| A | Excellent | 90-100 |
| B | Good | 80-89 |
| C | Fair | 70-79 |
| D | Passing | 60-69 |
| F | Failing | 59 or below |

Grading Policies

You are encouraged to submit all work by the due date to receive full credit. Work (application activities) that is submitted past the due date will receive the following point deductions:

- 1 day late = 5pts
- 2 days late = 7pts
- 3 days late = 10pts
- 4 days late = 15pts
- 5 days late = 20pts
- 6 or more days late = 35pts

Deductions for discussion posts:

- Missing 1 reply = 5pts
- Missing original post but has reply = 10pts
- 1 day late = 2pts
- 2 days late = 4pts
- 3 days late = 6pts
- 4 days late = 10pts
- 5 days late = 13pts

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

| <u>Week</u> | <u>Module</u> | <u>Instructional Activities</u> | <u>Assignments Due</u> |
|-----------------------|--|--|--|
| | Getting Started | Check computer compatibility on Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet | All assignments are due by <i>Sunday at 11:59pm</i> |
| <i>Aug 28-Sept 3</i> | Module 1: Intro to Sport Psychology | Review Material Write Introduction Discussion | Discussion Post |
| <i>Sept 4 - 10</i> | Module 2: Self-Efficacy; Athlete Flow (In the Zone) | Review Material Write Discussion | Discussion Post |
| <i>Sept 11-17</i> | Module 3: Mental Imagery; Psychological Skills | Review Material Write Discussion | Discussion Post |
| <i>Sept 18-24</i> | Module 4: Athlete Anxiety and Stress | Review Material Write Discussion | Reflection Paper |
| <i>Sept 25- Oct 1</i> | Module 5: Athlete Burnout | Review Material Write Discussion | Discussion Post |
| <i>Oct 2-8</i> | Module 6: Aggression & Violence in Sport | Review Material Write Discussion PSA Assignment | Discussion Post Public Service Announcement |
| <i>Oct 9-15</i> | Module 7: Athletic Injuries | Review Material Write Discussion | Discussion Post |

| | | | |
|-----------|---------------------------------------|-------------------|-------------------|
| Oct 16-20 | Module 8: Athlete Interview | Athlete Interview | Athlete Interview |
|-----------|---------------------------------------|-------------------|-------------------|

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>]

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#),

[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all

ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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