

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

EFHP 618: Exercise and Sport Psychology (3)
Spring 2212

DAY/TIME:	M 4:30 – 7:10 p.m.	LOCATION:	Krug 3
PROFESSOR:	Dr. Audrey Kremer	EMAIL ADDRESS:	akremer@gmu.edu
OFFICE HOURS	M following class and by appointment	PHONE NUMBER:	703-375-9515

PREREQUISITES

Graduate Standing or permission of the instructor

COURSE DESCRIPTION

This course covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics.

COURSE OBJECTIVES

At the completion of this course the students should be able to:

1. Identify and explain major theoretical frameworks used in sport and exercise psychology research.
2. Understand the major antecedents and consequences of sport and exercise participation.
3. Critically evaluate current research in sport and exercise psychology.
4. Identify appropriate intervention strategies for performance enhancement.
5. Conduct an applied sport and exercise psychology research project utilizing a theoretical framework and a quasi-experimental design.

COURSE OVERVIEW

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be submitted electronically as MS Word documents or wikis as determined by the assignment, by the specified deadline. Assignments must use correct spelling, grammar and punctuation, and correct APA formatting and may be returned to the student if not up to graduate student quality. ***Points may be deducted for an assignment submitted late without prior approval. Any subsequent assignment(s) submitted late without prior approval, will not be accepted.***

COURSE ASSIGNMENTS OVERVIEW

This is an overview of the course assignments. Additional details and criteria and grading rubrics will be posted on Blackboard:

1. Participation grades will be based on active, thoughtful participation in class discussions, through online activities, and in-class exercises.
2. Weekly readings from the text and research articles will be assigned. It is expected that students will critically read, and be prepared to discuss, all assigned readings. Students will critically reflect on the readings in an electronic (MS Word or a WIKI) reading journal which will be evaluated 3 times during the semester. Reading questions and prompts may be provided to help focus the assigned readings.

3. Students will compare and contrast 2 research articles in their selected area of interest and write a review of the article (theoretical framework, hypothesis, methods, results, conclusions) based on the assigned template. Students will also provide a 5 minute overview to the class.
4. Pairs of students will be responsible for leading one week's discussion on the assigned topic including identifying 1-3 articles to supplement the text.
5. Students will critique a *popular* sport psychology book in their area of interest using peer-reviewed journal articles to backup their analysis. Students post their review to a WIKI and students will read 2-3 classmates' critiques in areas that interest them.
6. The final project will consist of an administration and presentation (written and oral) of an experimental study that explores some social psychological aspect of sport or exercise behavior. Students will act in teams as peer reviewers for each other at the *proposal*, *data analysis*, and *final report* stages. Additional details and interim milestones will be provided.
7. Students give a presentation outlining their research project, results, and lessons-learned.

NATURE OF COURSE DELIVERY

Most or all of the class meetings will be held in person at GMU. Classes may take place virtually using Blackboard at the discretion of the professor. Students are expected to be active participants and contributors in all class activities. All course assignments will be submitted electronically as MS Word documents or wikis as determined by the assignment.

REQUIRED READINGS

1. Cox, R.H. (2011). Sports Psychology: Concepts and Applications(7th ed.). Boston, MA: WCB/McGraw-Hill.
2. Research articles will also be assigned to supplement each topic area of the course.

RECOMMENDED RESOURCE

1. Style guide or handbook for APA 6th ed., such as *Publication Manual of the American Psychological Association*,6th ed. (2009).

EVALUATION

This course will be graded on a point system with a total of 100 possible points.

Requirements	Points
Class and Online Participation	10
Weekly Reading Journal	10
Article Critique & Presentation	10
Lead Class Discussion	15
Book critique	20
Research Paper	25
Research Project Presentation	10
Total possible points	100

Grading Scale

A = 94 – 100	B- = 80 – 83
A- = 90 – 93	C = 73 - 79
B+ = 88 – 89	F = < 73
B = 84 – 87	

TENTATIVE COURSE SCHEDULE

Additional weekly readings will be added based on students' areas of interest.

DATE	TOPIC	READINGS	ASSIGNMENT DUE
January 23	Introduction/ Foundations of Sport Psychology	Cox Part 1	
January 30	Motivation	Cox Part 2	
February 6	Motivation		Online Human Subjects Training
February 13	Attention, Emotion, and Mood	Cox Part 3	Reading Journal, part 1
February 20	Article Presentations		Article critique posted
February 27	Project Meetings		10 abstracts for Literature Review
March 5	Cognitive and Behavioral Interventions	Cox Part 4	
March 19	Cognitive and Behavioral Interventions		Reading Journal, part 2
March 26	Social Psychology	Cox Part 5	
April 2	Social Psychology		Book critique
April 9	Exercise Psychology	Cox Part 6	Reading Journal, part 3
April 16	Project Meetings		
April 23	Research Presentations		
April 30	Research Presentations		
May 7	No class		Final Papers Due

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

