

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
EFHP 618: Exercise and Sport Psychology (3)
Spring 2013

DAY/TIME	M 4:30 – 7:10 p.m.	LOCATION	Bull Run Hall rm 249
PROFESSOR	Dr. Joanne Hunter	EMAIL ADDRESS	dr.joanne_hunter@yahoo.com
OFFICE HOURS	M following class and by appointment		

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, by the specified deadline. ***A grade of 0 will be given for an assignment submitted late without prior approval.***

NATURE OF COURSE DELIVERY

Face-to-Face

REQUIRED READINGS

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

RECOMMENDED RESOURCES

1. Style guide or handbook for APA 6th ed., such as *Publication Manual of the American Psychological Association*, 6th ed. (2009).
2. Great activities to conduct for yourself or clients
<http://www.mindtools.com/page11.html>
3. Association for Applied Sport Psychology (AASP):
<http://www.appliedsportpsych.org/>
4. Division 47 of the American Psychology Association (APA-D47):
<http://www.apadivisions.org/division-47/index.aspx>
5. Sport Psychology on Wikipedia: http://en.wikipedia.org/wiki/Sport_psychology
If you want a general overview of sport psychology, you can view its Wikipedia entry.
6. SportPsy listserv: <https://listserv.temple.edu/cgi-bin/wa?A0=SPORTPSY>
An email discussion group focused on sport and exercise psychology. Archives are readable online, and there is information on how to join or leave.
7. Sport Psychology Book List:
http://www.goodreads.com/list/show/14589.Sport_Psychology_#
8. Sports Psychology: Creative Mental Toughness Activities
http://www.usta.com/Improve-Your-Game/Sport-Science/117728_Sports_Psychology_Creative_Mental_Toughness_Activities/
Young athletes often have difficulties paying attention for long periods of time when material is presented in a lecture format. The following four activities are designed to involve players in the process of learning sport psychology skills.
9. The International Society of Sport Psychology (ISSP)
<http://www.issponline.org/>
10. The European Federation of Sport Psychology (FEPSAC)
<http://www.fepsac.com/>
11. The North American Society for the Psychology of Sport and Physical Activity
<http://www.naspspa.org/>
12. International Society for Sports Psychiatry (ISSP)
<http://www.theissp.com/>
13. Directory of Graduate Programs in Applied Sport Psychology
<http://www.amazon.com/exec/obidos/ASIN/1885693109/atheltinsightheo>
14. Excellent activities to conduct with clients/students
<http://www.getpsychedsports.org/program/longcurriculum.php>

EVALUATION

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

1. **Article Critique:** You will critique 1 research article in their selected area of interest.
2. **Research Paper:** You will conduct a mini-study of a qualitative nature. You will interview three current or former athletes about the concept of flow (i.e. “Being in the zone”) and their experiences with flow. Questions/probes will be given to you to ask the interviewees. A paper will be written based on the interview and include the following sections: introduction, methods, results, discussion, and references. Interviewees must sign “Participant Agreement Form” (given to you).

3. **Sport Psychology Movie Critique:** Movies can be used to teach psychological topics to all ages. You will learn how to effectively use movie clips as a supplementary tool for your own practice to help exemplify sport psychology concepts. You will then view an approved movie based on your selected area of interest and write a paper given specific criteria.
4. **Coaching Behavior Assessment System (Social-Reinforcement Field Observation):** This assignment provides experience in these areas: (a) observing instruction of a group's physical activity and then coding an instructor's behavior using the Coaching Behavior Assessment System (CBAS); (b) describing and evaluating the instructor's behavior; and (c) integrating and applying your knowledge of sport and exercise psychology to a practical setting. Specifically, this project consists of an observation-coding session and a written paper.
5. **Research Skill Project (The final research project):** You need to be personally familiar with the mental training methods you suggest others should use. In this assignment, you will be given specific directions to devise a 4-week mental training program. You will keep track of your progress; noting any changes you make to your initial plan (and why); comment on how easy, difficult, frustrating, useful (etc), you find the methods to be; and evaluate the effectiveness of your program. The paper will include a title page, abstract, introduction, methods, result, conclusion, references, and appendix.
6. **Final Exam:** Cumulative exam on all chapters in the book.

ADDITIONAL REQUIREMENTS

1. **Participation:** Grades will be based on active, thoughtful participation in class discussions, through online activities, and in-class exercises.
2. **Attendance:** Students are expected to be on time, attend all class meetings, and be prepared for in-class assignments, projects, discussions, and readings.
3. **Online study guide:** Each chapter contains learning activities that enable you to practice and apply what you are learning, and a quiz allows you to assess what you have learned. This will help you prepare for the final exam.
4. **Labs and observations:** For each class, some exercises, observations, and take-home assignments will be assigned from the online study guide. You will need to download these and turn them in (via email and/or bring to class as directed).

EVALUATION

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

Requirements Points

Article Critique	10
Research Paper	20
Sport Psychology Movie Critique	15
Coaching Behavior Assessment System (Social-Reinforcement Field Observation)	10
Research Skill Project	30
Final Exam	15
Total possible points	100

GRADING SCALE

The student's final letter grade will be earned based on the following scale:

<u>Grade</u>	<u>Percentage</u>	<u>Quality Points</u>	<u>Grade</u>	<u>Percentage</u>	<u>Quality Points</u>
A+	94%	4.00	B	83%	3.00
A	93%	4.00	B-	80%	2.67*
A-	90%	3.67	C	73%	2.00
B+	87%	3.33	F	<73%	0.00

Note: * Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

TENTATIVE COURSE SCHEDULE (Subject to change)

Date	Topic	Assignment Due
1/28	Intro, Chapter 1,2 (what is sport psych; personality & sport)	
2/4	Chapter 3, 4 (Motivation; Arousal/stress/anxiety)	
2/11	Chapter 5, 6 (Competition/cooperation; feedback/reinforcement/intrinsic motivation)	Article Critique
2/18	Chapter 7, 8 (group/team dynamics; Group cohesion)	
2/25	*No Class	
3/4	Chapter 9, 10 (leadership; communication)	Research Paper
3/11	Spring Break No Class	(start the skill project if you haven't done so already)
3/18	Chapter 11, 12 (psych skills training; arousal regulation)	
3/25	Chapter 13, 14 (imagery; self-confidence)	Movie Critique
4/8	Chapter 15, 16 (goal setting; concentration)	
4/15	Chapter 17, 18 (exercise & psychological well being; exercise behavior & adherence)	
4/22	Chapter 19, 20 (athletic injuries & psychology; addictive & unhealthy behaviors)	Coaching Behavior Assessment System
4/29	Chapter 21, 22 (burnout & overtraining; children & sport psych)	
5/6	Chapter 23, 24 (aggression in sport; character development & good sporting behavior)	
5/13	Final Exam 4:30-7:15	Skill Project

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.

