George Mason University
College of Education and Human Development
Sports Management

SPMT 320-DL2 – Psychology of Sport
3 Credits, Fall, 2020

Faculty

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Office Hours: By Appointment via Blackboard Collaborate Ultra

Office Location: N/A

Prerequisites/Corequisites: None

University Catalog Course Description

Psychological theories of personality, motivation, and anxiety explored in sport environment. Examines social-psychological research on audience effects, team cohesion, leadership, and fan behavior.

Course Overview

The course will be presented in three components. The first section will introduce major social/psychological theories that explain sport behaviors. Motivation, learning principles as they affect coaching, self-efficacy and communication are examples of constructs that will be explored. The second section of the course will discuss intervention strategies and techniques. This will emphasize the practical applications of sport psychology such as mental training, goal setting and imagery. In the final section of the course issues such as injury, staleness and burnout, and findings from exercise psychology. Throughout all of this theoretical information, experiential exercises will be woven into each class, to teach and demonstrate the power of using the mental skills to control the body.

Course Delivery Method

This course will be delivered online (100%) using a **synchronous** and an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. The **synchronous** portion of the class will be delivered on Tuesdays at 10:30 am. During that time, we will review some part of the material for the week. We will also discuss issues and questions you have about the material. We will also practice a few of the exercises that are embedded in the course material. You are required to be present during this time. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. *The course site will be available on August 27, 2020.*

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday. Each weekly learning module will be posted by 9AM on Monday. Work must be submitted by Sunday at 11:59pm unless otherwise specified (e.g. discussion board posts).
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least one time per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that

you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Objectives

This course is designed to enable students to do the following:

1. Identify and explain major theoretical frameworks used in sport psychology research.

2. Evaluate research in sport psychology (basic understanding).

3. Differentiate between intervention techniques to improve sport performance in order to apply knowledge.

4. Apply techniques to improve performance to self and others through practice and application to increase awareness and attention.

5. Conduct an applied research project utilizing a theoretical framework and a quasi-experimental design, or conduct a research paper on a topic within the course using peer reviewed journal articles.

Required Texts

1. Williams, J.M. & Krane, V. (2015). Applied Sport Psychology: Personal Growth to Peak Performance (7th ed.). Mountain View, CA: Mayfield Publishing Co.

2. Schumann, M. (2018). Game-Changing Coach: Mindful Strategies for Peak Performance. Bloomington, IN: iUniverse Publishing.

3. Selk, J. (2009). 10-Minute Toughness. New York: McGraw-Hill. (**Optional**)

4. Online postings on blackboard. There will be a few additional readings as well as videos.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard online submission). Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. All written work must be typed and follow APA guidelines. It is recommended that students save copies of all submitted work.

Requirements:

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

Assignments and/or Examinations

Papers: (total of 10 points)
1. A journal article review paper will consist of a 2 to 3 page, typed paper related to the current topics being discussed. The paper should include a brief summary of the article and a discussion of

a theoretical construct discussed in the readings or in class and your personal experience or reaction to this idea. Journals should be current.   (worth 5 points)

2. There is also a paper in which you apply a technique to yourself from *Game-Changing Coach* or the book *10-Minute Toughness.* (worth 5 points)

Discussion Board posts (total of 20 points)**:**
These should be about 250 words as a guideline.
There will be several online discussions about each module on Blackboard discussion forums. You are expected to actively participate in these discussions. Discussions will run from Monday to Sunday. Submit your initial post no later than Tuesday before midnight EST. Read your classmates' posts and reply to two of them over the discussion period. These should be between 250 and 400 words as a guideline. Do not wait till the end of the course week to post your replies to others as you retard the development of the discussion conversation. Late post will not count for a grade. Check the Course Documents for the discussion board grading rubric.

Mindfulness Reflection Journal Posts (total of 10 points):
This part of the class involves experiential exercises that are part of the weekly modules. Most of them involve listening to and practicing a mindfulness exercise. A few of the exercises may involve trying an experiential exercise with someone in your life. These journals are available under the Journals tab on the left hand bar on the blackboard home page. Click on Journals and you will see the listing of weeks. Click on the appropriate week and create a journal entry. Postings are due by midnight EST Sunday evenings after the weekly module. The weekly journal will be unavailable after that time. You cannot go back later and enter these journals.

Exams (total of 40 points)**:**
Two exams will be administered, a midterm and a final and will be administered online. The format of the exams will be multiple choice, and/or short answer and essay response.   Each exam is worth 20 points.

Final Project: (worth 20 points)
The student may choose among several options for the final project. They are a) applied sports psychology intervention with an individual; or b) a sport psychology training program (ONLY available to those students who are CURRENTLY coaching a team); or c) a research proposal in sport psychology. There is a detailed description listed the APPENDIX at the end of the syllabus for each option.

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments and Grading Policy

Table of Assignments and Relative Grade Value (Points)

Activity	*Points*
Discussion Board Engagement	20 points
Papers	10 points

Mindfulness Reflection Journals	10 points
Final Project	20 points
Mid-term Exam	20 points
Final Exam	20 points
TOTAL	**100 points**

Table of Points Converted to Letter Grade

Points	*Percent*	*Grade*
93-100	93-100%	A
90-92	90-92%	A-
87-89	87-89%	B+
83-86	83-86%	B
80-82	80-82%	B-
77-79	77-79%	C+
73-76	73-76%	C
70-72	70-72%	C-
60-69	60-69%	D
Below 60	0-59	F

Class Schedule

Date	Topics	Readings	Assignments	Activities
Week 1	History of Sport Psychology	W & K Ch. 1	Meet during the synchronous time (10:30 am Tuesday) to review syllabus and introduce yourself to the class	Intro to mindfulness
Week 2	Motor Skill Learning	W & K Ch 2	Experiential learning: Choose one and post responses on Discussion Board.	5-minute mindful breathing exercise

	Positive Approach to Coaching	W & K Ch 3 Game-Changing Coach (GCC) Ch 2		
Week 3	Motivation	W & K Ch 4 GCC Ch 3		Energy meditation
	Self-fulfilling Prophecy	W & K Ch. 5	Paper 1 Due	Expectancy
Week 4	Leadership	W & K Ch 6		Mindfulness exercise
	Group Cohesion	W & K Ch7 GCC Ch 6		
Week 5	Communication	W & K Ch 8 GCC Ch 1	Brief write up on final project proposal due	Communication exercise
	Mindset, Attribution & Perception	GCC Ch 10 Attribution Readings on Blackboard	Discussion assignment	
Week 6	Self-efficacy & final project planning Midterm Exam	Ch 5 Game-Changing Coach	Final project approval to students Watch TED talk on self-confidence	Writing prompt on self-efficacy; post in Mindfulness journals
Week 7	Goal Setting & Arousal Management	W & K Ch 11 & 12 GCC Ch 7	Discussion assignment	Arousal & HR
Week 8	Imagery & Visualization Cognitive Techniques	W & K CH 13 & Ch 14	Paper 2 Due	Self-talk & mindfulness exercise entries
Week 9	Concentration Choking	W & K Ch 15 GCC Ch 8	Discussion assignment	Concentration grid exercise Brief centering exercise
Week 10	Athletic Injury & Burnout	W & K Ch 22 & 21	Post responses to case on Discussion Board	Mindfulness for pain Case study on burnout using groups
Week 11	When to Refer and Athlete Exercise Psychology	W & K Ch 19 W & K 24	TED talk write up; post on	Mindfulness: Leaves on a Stream

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			Discussion Board	
Week 12	Final Project Video Presentations		Watch instructional video on how to post video presentations; see instructions on who to review	Post your video presentation to media gallery; post reviews on Discussion Board
Week 13	Final Project Presentations Thanksgiving week		Peer video reviews	Post reviews on Discussion Board
Week 14	Final Project Presentations		Peer video reviews	Post reviews on Discussion Board
Week 15	Collaborate meeting for exam review		See announcement for details	
Week 16	EXAM # 2	ONLINE	Complete course evaluation (online)	Mindfulness exercise Pre exam

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Academic Integrity

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Policies

Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Last revised July 2017

APPENDIX: Details About Assignments:

Paper 1: Journal Article Review Paper: *Choose a topic of interest that relates to subjects covered in the class. Choose an article from one of the following journals and write a brief summary of the findings of the study/article, discuss how it relates to class topics and why you are interested in this topic. Be critical of the research or findings…..do the conclusions drawn make sense? Was it a good study and why? How could it be better?*

Sport Specific Journals:

- ACSM's Health and Fitness Journal - http://www.acsm-healthfitness.org/
- Adapted Physical Activity Quarterly - http://www.humankinetics.com/products/journals/journal.cfm?id=APAQ
- American Board of Sport Psychology Journal - http://www.americanboardofsportpsychology.org/default.asp?pSec=10&pTyp=Cover&pID=1045
- Athletic Insight – http://www.athleticinsight.com/
- British Journal of Sports Medicine - http://bjsm.bmjjournals.com/
- Coaching Science Abstracts - http://www-rohan.sdsu.edu/dept/coachsci/search.htm
- Human Movement Science - http://www.elsevier.com/inca/publications/store/5/0/5/5/8/4/
- International Journal of Sports Psychology - http://www.swets.nl/backsets/catalogue_result_0047-0767.htm
- Journal of Applied Sport Psychology - http://www.tandf.co.uk/journals/tf/10413200.html

Paper 2: Choose a technique and apply it to yourself

Choose a **technique chapter** that you find particularly interesting or helpful in the Game-Changing Coach or the 10 Minute Toughness book. I would like you to apply the techniques in the chapter to yourself in some area of performance over a period of a week or two (does not have to be sport, but can be). Write a 2-3 page summary of what you learned in terms of its usefulness, how it relates to class material from the textbook, and whether you would use the technique in the future.

Discussion post on TED talk:

TED talks:
Choose one of the following TED talks related to sport:
1. Diana Nyad Extreme swimming with the world's most dangerous jellyfish
2. David Epstein Are athletes really getting faster, better, stronger?

3. Billie Jean King This tennis icon paved the way for women in sports

4. Gonzalo Vilariño How Argentina's blind soccer team became champions

5. John Wooden The difference between winning and succeeding

6. Aimee Mullins Changing my legs - and my mindset

7. Matthew Williams Special Olympics let me be myself — a champion

Watch the TED talk, and do a short write up discussing what you thought. Reflect on the talk. 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?

FINAL PROJECTS DETAILS:

OPTION 1:   Final Project: MENTAL TRAINING program

Get a taste of what it might be like to be a Sport Psychologist. The text discusses many psychological training methods that are typically used to improve performance. Pick a chapter in our text's *Part Two Mental Training for Performance Enhancement* or a chapter in *Part Three: Implementing Training Programs* and create a unique training program. Use the training program on another person (client). Your program should be focused on at least two psychological skills (e.g., Arousal Regulation, Imagery, et cetera). Your program must conform to the following requirements:

 You may only work with someone that you know. If you are working with a minor (under the age of 18), you need to get written permission signed by their parent or guardian. A sample of this type of agreement will be on the Course Documents page on blackboard.

- You must submit your program proposal to me <u>at least two weeks</u> before you intend to start working with the person or team. You may not begin the program until I have approved your techniques.
- Your program must be based on the techniques discussed in our text OR learning in class (mindfulness exercises for example)
- Your program should span 6 to 8 weeks and should include at least one meeting with you and your client each week. During these meetings you should work on the psychological skills, but also seek feedback on the effectiveness of your program from your client. You should include some measure of how well the program works (can be a crude measure or rating scale).
- Your presentation slides/report must include:
    - An introduction that includes background information (e.g., a short bio of your person, your reason for selecting the particular psychological skills that you did, your reason for selecting this particular person, what you hoped to achieve by doing the program with this person, et cetera),
    - A body in which you give a detailed account of your procedures and techniques
    - A conclusion in which you reflect on the program, telling what you learned, an exit interview with your client in which they give their reaction to your program, and lastly you should give an objective evaluation of your client (e.g., What do they do well? Poorly?).
- You will present your findings from your project to the class at the end of the semester.
- Presentation Slides/Report = 10 points ; Presentation 10 points

OPTION 2: Mental Skills Training Plan

The overall purpose of Option 2 is to develop a sequential plan for mental skills teaching/consulting for those ***who are currently coaching a team***. This option will go into explicit detail for three educational lessons to teach a group or team about 3 mental skills. Taking the time to plan and prepare your lessons is an important part of being a sport psychological consultant. You will choose the mental skills

based on the content in the W&K text and course discussions. Further, you will introduce the skills by tailoring the lesson/teaching the participants, the theory it is based on, and then you will go into importance of the mental s kill/ what the mental skill is.

Your presentation slides/report should include a description of the plan; your team sample (who, what, why and when you will do the plan); details about how you plan to implement the psychological skills training, what your measures of outcome are/were, and how often you measured the results, a reflection

on how the program went, what you would do differently next time, and any feedback you obtained from your team.

Presentation Slides/Report detailing Training Plans = 10 pts   Presentation = 10 pts.

OPTION 3: Sport Psychology Research Proposal

The overall purpose of Option 3 is to give you a taste of what it might be like to be a Sport Psychology Researcher. Here, you will design a research proposal/paper that could be conducted for participants in the area of sport and exercise psychology. Expanding on the sport psychology theories that most interest you, you will devise a research study that could help show evidence toward the advancement of knowledge in the field. This proposal can be basic or applied in nature, can use quantitative or qualitative methods/designs, can be on athletes, coaches, or any other participant in the sport world, and can be in the area of any theory as presented in the first half of the semester or in the W&K text. The aim of this section is to give you an opportunity to think like a researcher. You will need several sources from peer reviewed journals/articles or books as sources and these should be cited in a bibliography. The paper will be submitted at the same time as the due date for the presentation/slides for the other projects.

Paper= 10 pts

Presentation = 10 pts