

George Mason University
School of Sport, Recreation and Tourism Management
Fall 2022
SPMT 320 - Psychology of Sport

Day/ Time: Online
Professor: Robert E. Baker
Phone Number: 703-993-3727
Office hours: By Arrangement

Location: Online
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Prerequisites: None

Course Description

This course will review the major social / psychological theories utilized in current sport psychology research. The practical applications of these theoretical constructs will be emphasized through discussion of techniques used to maximize participation and healthy behavior in sport.

Course Overview

The course 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 course will also discuss intervention strategies and techniques. This will emphasize the practical applications of sport psychology such as mental training, goal setting and imagery.

Course Delivery Method

This course will be delivered 100% online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

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 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/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- **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 several times 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 entirely** 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. Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in *prior* to the due date, but must be turned by the due date. **NO LATE WORK will be accepted!**
- 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 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.

Course Objectives

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

1. Identify and explain major theoretical frameworks used in sport psychology research, specifically the application of mindfulness to the improvement of human performance.
2. Critically evaluate current research.
3. Learn intervention strategies for sport performance enhancement.
4. Employ a number of methods using mindfulness to increase awareness and attention.
5. Conduct an applied research project utilizing a theoretical framework and a quasi-experimental design.

Required Readings

1. Weinberg, R., & Gould, D. (2019). *Foundations of Sport and Exercise Psychology (7th Ed)*. Champaign, IL: Human Kinetics.
2. Online postings on blackboard.

Evaluation:

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 discussion, and fulfill assignments. Assignments must be turned via Blackboard on the specified due date or **no credit will be given**. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Requirements:

1. Participation grades will be based on active, thoughtful participation in discussions and exercises, in class and online.
2. There are 2 journal article review papers that will consist of a 2 to 3 page, typed paper related to course topics. APA format is to be utilized. The paper should include a brief summary of the article and a discussion of the constructs. The academic research journal should be current (within ~5 years). Citations are required.
3. A reference project will consist of the selection and review of ten sources for an annotated bibliography.
4. One exam will be administered. The format of the exam will be multiple choice. It will be based on the text and text-related Powerpoints provided by the instructor on Blackboard.

Requirements

Points

Grading Scale

Participation	20	A+ = 98 -100, A = 94 -97, A- = 90 - 93
Journal Reviews (2)	10	B + = 88 - 89, B = 84 - 87, B- = 80 - 83
Movie Review	10	C + = 78 - 79, C = 74 - 77, C- = 70 -73
Reference Project (15) & Posts (5)	20	D = 60 - 69
Exam	40	F = 0 - 59

Participation

Online, participation is essential. This includes involvement in class discussion boards and threads, as well as participation in assignments/activities. APA style is a requirement in your written work.

Journal Article Review Paper:

Choose a topic of interest that relates to subjects covered in the class. Choose an article from a psychology or sport psychology journal 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. Include an APA reference. 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?

Movie Analysis Paper

The purpose of this exercise is to have you apply what you have learned in this class as it relates to the psychology of sport as found in the movie you choose. The paper should be two to three pages in length. The movie must be one that deals with sports. You need to see the entire movie, while noting the various psychological aspects as seen in the movie (motivation, leadership, etc.). The following list of movies, while not nearly complete, would be acceptable. If you would like to review a different film, just ask me.

Rocky	Blue Chips	Field of Dreams
Million Dollar Baby	A League of Their Own	The Blind Side
Remember the Titans	Chariots of Fire	Any Given Sunday
The Natural	Bull Durham	Raging Bull
Rudy	The Rookie	Ali
Hoosiers	Bend it Like Beckham	Miracle
Coach Carter	42	Invictus

What your analysis should include:

- A. Introduction to the movie
- B. Why you picked it
- C. The movie's plot
- D. The psychological skills addressed—connect it to class material
- E. Conclusion

EXAM

The purpose of this exam is to check on your knowledge of Sport Psychology content as presented in the course textbook by Weinberg & Gould.

- The exam will be *accessible through Blackboard beginning **November 28.***
- You *must complete the 40 item exam in one sitting.*
- Once you log into the exam and begin, you will have *two hours* to complete it.
- You cannot pause the exam, so be prepared to complete the entire exam before you begin.
- The exam ***closes at 5pm on December 12- NO EXCEPTIONS!***

REFERENCE LIST PROJECT

You will identify a minimum of ten (10) substantive resources related to a sport psychology topic. They must include at least four (4) refereed research journal articles. The remainder of substantive resources may vary, and could include high quality websites, instructional videos, popular and applied press articles, and other resources.

- You will select a specific topic in sport psychology, for example:
 - Arousal/Anxiety
 - Personality
 - Motivation
 - Goal Setting
 - Aggression
 - Concentration
 - Imagery
 - Self-Talk
 - Motivation
 - Reinforcement/Behavior Modification
 - Causal Attributions/Locus of Control
 - Group Cohesion/Dynamics
 - Self-Efficacy
 - Self-Confidence
 - Exercise Adherence/Burnout
 - Injury
 - Deviance/Addiction
 - Other topics are possible with instructor's permission
- Your Reference List will include:
 - An APA style reference of each selected resource.
 - An 100-150 word description of each referenced resource, which includes a summary of the resource and a reaction that addresses its relevance, usefulness, and rationale for its importance, It can also include applications, implications, and limitations of the resource cited, as well as recommendations
- You must ***POST, in a separate thread, your completed Reference List on Blackboard by October 10.***
- You must also ***RESPOND to at least three (3) other Reference List Threads prior to October 24.***

Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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 <http://ods.gmu.edu/>).

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 <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

Tentative Course Outline

Due to the online nature of the course, some activities will be self-paced. However, Discussion Boards, and graded assignments are time-restricted. Assignments can be turned in prior to the Due Date, but must be turned by the Due Date. Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date (M-F)	Topic	Assignments DUE:
Aug 22	Introduction of Course Content; Familiarize Yourself with the Text; Introduce Yourself to Classmates	Begin viewing the two lists of videos in the Content section. You may find some intriguing information. You can always refer to these to enhance the powerpoint and text information.
Aug 29	Personality: Powerpoint 2	DUE: Powerpoint 1- Welcome to Sport Psychology Journal Article Review #1 ICE BREAKER Discussion Board Post
Sept 12	Motivation & Reinforcement: Powerpoint 3, 6	DUE: AAASP Discussion Board Participation (response to instructor threads)
Sept 19	Arousal & Anxiety: Powerpoint 4, 5 (competition) Anxiety Arousal ppt	DUE: Discussion Board Posts
Sept 26	Team Dynamics & Cohesion: Powerpoint 7, 8 Team Climate Cohesion ppt	DUE: Journal Article Review #2 Discussion Board Posts
Oct 10	Leadership: Powerpoint 9 Leader Theory doc Goals Motivation Leadership ppt	DUE: Reference Project
Oct 17	Communication: Powerpoint 10	DUE: Discussion Board Posts
Oct 24	Psych Skills: Powerpoint 11, 12, 13	DUE: Discussion Board Posts- React to Reference Projects
Oct 31	Self Confidence, Goal Setting: Powerpoint 14, 15	DUE: Discussion Board Posts
Nov 7	Concentration: Powerpoint 16	DUE: Discussion Board Posts
Nov 14	Choose a Chapter/Powerpoint 17 Exercise & Well Being 18 Exercise Adherence 19 Injuries & Psychology	DUE: Discussion Board Posts
Nov 21	Choose a Chapter/Powerpoint: 20 Addictive Behaviors 21 Burnout 22 Children & Sport 23 Aggression 24 Character Development	DUE: Discussion Board Post
Nov 28	Choose a chapter you have yet to read or comment on.	DUE: Movie Review EXAM Opens
Dec 5	Choose a chapter you have yet to read or comment on.	DUE: Participation in Discussion Board Regarding Movies
Dec 12	EXAM based upon text and posted materials	DUE: EXAM closes at 5pm Final GRADES submitted

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/>.

