



**HHPS 210
Sport Psychology**

Summer 2014 – Independent Study

COURSE INFORMATION

Instructor: Scott Waltemyer, Ph.D.
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Office Hours: By Appointment
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COURSE DESCRIPTION

An overview of the principles of psychology as applied to sport, exercise, and recreational activity for enhanced interactions and performance. This course will examine elements of sport psychology such as anxiety, self-confidence, motivation and goal setting, leadership, and group dynamics with sport and recreational activities.

COURSE MATERIALS

Textbook (Required)

Gill, D. L., & Williams, L. (2008). *Psychological dynamics of sport and exercise* (3rd ed.). Champaign, IL: Human Kinetics. ISBN# 978-0-7360-6264-0

COURSE OBJECTIVES

After completion of this course, the student should be able to:

1. Understand the field and history of sport psychology
2. Discuss the theoretical foundations of the psychological processes that operate in a variety of sport settings.
3. Understand the processes of learning, anxiety, and performance enhancement.
4. Understand how participation in sport influences the psychological makeup of the individual involved.
5. Apply motivational principles to “real world” settings.
6. Understand the psychological processes for both individual and group processes.

COURSE POLICIES AND EXPECTATIONS

1. Attendance is required. Students are expected to attend class, be prepared, and actively participate in class discussions. Arriving late and/or leaving early can be disruptive to class. If you are going to be late or need to leave early alert me ahead of time. Points will be deducted from class participation for any unexcused absences, tardiness, or other disrespectful disruption of class.
2. **NO late assignments or work will be accepted, unless there has been a prior arrangement made between the student and instructor or a university excused absence.**
3. All assignments should look professional. Typed, with your name! Stapled.
4. All assignments will be submitted through eCollege, and should be completed/typed as a *Microsoft Word* document. Instructor will review submission instructions.
5. No assignments will be accepted by email, unless there has been approval by the instructor.
6. Any in-class work missed due to an absence may NOT be made up, unless there is a prior arrangement OR the absence is a university “excused absence”. An excused absence is defined as a documented university approved activity or event.
(See Student Handbook).
Please notify me ahead of time if you know you will be absent. To be considered an excused university absence, you must present written documentation on the day of your return to class.
7. Exams will consist of objective, as well as subjective, items. Students are expected to take each exam at the scheduled time.
NO make-up exams will be given unless there has been a prior arrangement made or because of a university excused absence. Proper documentation provided.
8. Students are expected to exhibit professionalism during all class meetings, class discussions, presentations, and activities. Critical thinking and debate are encouraged, but students should be respectful of their fellow classmates. All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student Handbook) Also, please turn off all cell phones, mp3 players, Ipods, etc.
9. Students are expected to exhibit professionalism in all communication with the instructor, this includes in-person and email. All emails should include three parts: Salutation, Body, Identification. If asking an advising question, be sure to include your student ID number.
If missing any of these elements, I may not respond.
10. Students should adhere to the university policies regarding academic misconduct (i.e. plagiarism, cheating, and other dishonest representations of academic work). Students in violation of these policies will be subject to the university’s academic misconduct procedures.
11. Please do not hesitate to contact me if you have any questions or concerns. I am more than willing to provide any additional assistance if I can help. Remember, students earn grades; I do not give them.

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students requesting accommodations for disabilities must contact the Director of Disability Resources and Services, Gee Library, room 132 (903-886-5835).

GRADING SCALE

| | |
|------------|---|
| 90% - 100% | A |
| 80% - 89% | B |
| 70% - 79% | C |
| 60% - 69% | D |
| 0% - 59% | F |

EVALUATION

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|----------------------------|----------|
| Case Studies (4 x 25 pts.) | 100 pts. |
| Reflection Paper | 50 pts. |
| Exam #1 (Midterm) | 100 pts. |
| Exam #2 (Final) | 100 pts. |
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| TOTAL | 350 pts. |

CASE STUDIES

Each student will complete a reaction paper corresponding to four case study readings (Rotella et al., 1998). There will be different case study readings for each assignment, and students are responsible for writing a reaction paper to one of the assigned readings. *Cases will be provided by email.*

The paper should consist of a brief summary of the situation (no more than half of your paper), and then your own personal reaction and thoughts about the case study, relating back to material from class. *You will be graded on your ability to comprehend and summarize the case in your own words, ability to answer the questions and discuss your own personal reaction and thoughts about the case, and ability to relate the case to concepts and material from textbook readings.* You should write your paper in Question-Answer format. Reaction papers should be approximately 2 pages, typed with a 12 pt. font.

Submit by email.

REFLECTION PAPER

Each student will watch a sport film (instructor approval), and write a reflection paper on the film. Each student will critically examine the film, and discuss it from a psychological perspective.

You should briefly summarize the film in about a one paragraph introduction. Then, the focus of your paper should be a reflection of film from a psychological perspective. You should include a discussion of at least five (5) different psychological concepts, accompanied by examples from the film which illustrate each particular concept. In your discussion, be as clear and descriptive as possible. Your description of each example/scene should be a approximately 3-4 sentences, with your discussion on how the scene relates to a particular psychological concept being a minimum of 3-4 sentences, as well. Each example/concept illustration discussion should be at least one paragraph, with each different

example/concept being discussed in a new, separate paragraph. It should be clear in your discussion how each example relates to, and illustrates, the psychological concept.

Reflection papers are NOT summaries of the films. Papers should be typed in approximately 12-pt. font, and each psychological concept and example should be clearly distinguishable. Your grade will be based on how well you are able to relate, and discuss, each of the different psychological concepts to examples from the film, which will demonstrate your awareness and understanding of the concepts. Grammar and spelling will be taken into account in grading.

Submit Reflection Paper by email.

COURSE SCHEDULE (This Schedule is Tentative)

Section 1

- What is Sport Psychology? History. (ch. 1-2)
- Understanding and Using Psychology in Sport (ch. 3)
- Personality (ch.4)
- Attention and Cognitive Skills (ch. 5)
- Goal Setting (ch. 5)
- Self-Perceptions (ch. 6)

Exam #1 (Taken on or before Monday, June 16)

Case Study 1 & 2 (Due on or before Monday, June 16)

Section 2

- Behavior and Motivation (ch. 7-9)
- Emotions and Sport: Anxiety and Stress (ch. 11)
- Coping and Stress Management (ch. 12)
- Social and Cultural Influence (ch. 13, 16)
- Group Dynamics and Sport (ch. 15)

Exam #2 (Taken on or before Monday, June 30)

Case Study 3 & 4 (Due on or before Monday, June 30)

Film Reflection Paper (Due on or before Monday, June 30)

Exams – Exams will be based on any and all information and materials from course readings (see chapters above). They may include true/false, multiple-choice, matching, short answer, and essay. *Exams will be taken in-person, and appointment must be made at least one week prior to taking exam.*