

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
KINE/PSYC 5121: Sport and Exercise Psychology
Fall Semester, 2010
W 6:30 – 9:20 PM
Room PEB 216

Instructor

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American with Disabilities Compliance

The Department of Kinesiology, Health Promotion, and Recreation is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651.

Family Educational Rights and Privacy Act (FERPA) Information

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

Academic Dishonesty

Cheating will not be tolerated in the class. You are not to receive information from another student or give information to another student during a test or quiz. You are to use only your memory during examinations. Students caught cheating during an examination or quiz will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the academic dishonesty policy at UNT. Please review the student rights and responsibilities information at the following address:

<http://www.unt.edu/csrr/development/dishonesty.html>

Purpose

The purpose of this course is to provide students with an in-depth view of the theoretical and applied aspects of the psychology of sport and exercise. This course will consider the many facets of sport and exercise psychology in review fashion. However; selected topics, owing to their significance and/or empirical basis, are covered in greater depth. The course has been designed for the advanced undergraduate and beginning graduate student in exercise and sport science (e.g., biomechanics, exercise physiology, physical education, cardiac rehabilitation) as well as students from other fields such as psychology, psychiatry, and preventive medicine. This course considers both historical and contemporary developments in sport and exercise psychology throughout the world and examines the psychological foundations of physical activity and sport. The American Psychological Association (Division 47) defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity.

Sport and exercise psychology practitioner focus primarily on:

1. Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.
2. Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

Learner Objectives

1. To acquire an understanding of the major issues and concepts pertaining to the psychology of sport and exercise.
2. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research.
3. To develop sophisticated insight into significant contemporary issues in the social psychological and psychological explanations of human performance.
4. To become acquainted with procedures, designs, methods, and analytical techniques appropriate to the sport and exercise psychology field.
5. To be able to take sport and exercise psychology theory into practice as a researcher, consultant, coach, and/or teacher in the field.
6. To develop an ability to communicate through discussion and writing, the terminology, concepts, and the connection between research and phenomena.

Required Textbook

Williams, J. M. (Ed.) (2010). *Applied sport psychology: Personal growth to peak performance*. (6th ed.). Mountain View, CA: Mayfield.

Additional readings will be handed out in class and/or posted on blackboard throughout the semester. You will be expected to read these materials for discussions and quizzes.

Grading Criteria	Points	Percentage
Midterm - Exam 1 (Chapters 1, 4, 5, 9-16)	50	20%
Final - Exam 2 (Chapters 3, 6, 17-18, 20-25)	50	20%
Quizzes (5 quizzes X 10 questions = 50 points)	50	20%
Project 1: Research Critique - Comparison/Contrast Paper	25	10%
Project 2: Applied Sport or Exercise Psychology Presentation	25	10%
Project 3: Research Paper	<u>50</u>	<u>20%</u>
Total	250	100%

Attendance

Attendance is defined as being in the *classroom* the complete class period. If you are in attendance you can listen and participate in the class activities and discussions. Showing up late, leaving early, or stepping out of class (e.g., to use a cellular phone) is distracting to other students. Because attendance is defined as such, being late and/or leaving early will be counted as not being in attendance and may result in points deducted from your final point total. You will be allowed ONE (1) absence during the semester for any reason. This absence **DOES NOT** include exam or project presentation days. Following the ONE (1) absence ("freebie"), 10 points will be deducted from the final point total for each additional absence or tardy. In the event that you are scheduled to take part in an official University function on the date of an exam, please contact me at once in order to schedule a make-up test session. If you need to speak with me and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both.

Grade Criteria

There are two exams that contribute to 40% of your final grade. You are required to take both exams. A **green scantron** (form # 882-ES) will be used for **exams and quizzes**. There are also three projects that represent 40% of your final grade. Typically, no late project papers will be accepted. In-class quizzes and class participation/ research will make up 20% of your final grade. Scantrons will be provided for quizzes and exams. It is your responsibility to read the chapters and notes prior to attending the class pertaining to that chapter. Actively involving yourself in class discussions and activities can help improve your understanding of the topics covered and your grade. Should you have any questions regarding project assignments, grading, exam results, etc., it is **YOUR RESPONSIBILITY** to see me well in advance of due dates. I will be happy to discuss any of the above with you.

Classroom Etiquette

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

This course involves lectures and activities in and out of class. Plan to show up to class on time. Turn cell phones off or to vibrate (no text messaging will be allowed, etc.). Likewise, turn off iPods, computers, and other electronic devices prior to entering class. Cell phones and other electronic devices

(laptop computers, iPods, calculators, etc.) can be distracting when used during class. These devices should be placed in your backpack or under your desk. During quizzes, test, or other examination activities cell phones and other electronic devices must be completely turned off and stored in your backpack, under your desk, or in the front of the classroom. Only topics related to the course content should be discussed during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others in the class. Failure to follow these guidelines will result in you: (a) being asked to leave the classroom, (b) receiving a “zero” on the activity (quiz, test, etc.) of the day, and (c) possibly referring you to the Center for Student Rights and Responsibilities (see above information and web address). Therefore, be respectful of the instructor and other students around you.

Course Email Requirement and Etiquette

All students are required to activate their UNT e-mail accounts. Information about this class, and updates to the assignments will be sent via e-mail. If students do not want to use their UNT accounts on a regular basis, they are highly encouraged to have their UNT e-mail messages forwarded to an account that they do check on a regular basis. When communicating with me through email use my “scott.martin@unt.edu” email address. Students are expected to carefully and thoughtfully write the communication. This should be done by using a meaningful subject line (course name, reference question), a greeting (e.g., Hello Dr. Martin) and a signature with a UNT student identification number. Using abbreviations, all lower case, or all upper case lettering is discouraged. Proof read emails before sending them. This will allow me to address your question or concern thoroughly and promptly.

Blackboard Course Requirement

All students are required to become familiar with their UNT Blackboard account. Information about this course and updates to assignments will be uploaded via Blackboard. Students must check their Blackboard class site regularly to keep up with course requirements.

Come prepared to offer something to the class!
Let's have some fun with exercise and sport psychology.

Suggested Readings for an Enhanced Understanding of Sport and Exercise Psychology

- American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: American Psychological Association.
- Andersen, M. B. (2000). *Doing sport psychology*. Champaign, IL: Human Kinetics.
- Andersen, M. B. (Ed.). (2005). *Sport psychology in practice*. Champaign, IL: Human Kinetics.
- Biddle, S. J. H., & Mutrie, N. (2001). *Psychology of physical activity: Determinants, well-being and interventions*. New York: Routledge.
- Blumenstein, B., Bar-Eli, M., & Tenenbaum, G. (Eds.) (2002). *Brain and body in sport and exercise: Biofeedback applications in performance enhancement*. Indianapolis, IN: Wiley Publishing, Inc.
- Buckworth, J. & Dishman, R. K. (2002). *Exercise psychology*. Champaign, IL: Human Kinetics.
- Bull, S. J., Albinson, J. G., & Shambrook, C. J. (1996). *The mental game plan: Getting psyched for sport*. East Sussex, UK: Sports Dynamics.
- Carron, A., & Hausenblas, H. A. (1998). *Group dynamics in sport*. (2nd. ed.). Morgantown, WV: Fitness Information Technology.
- Carron, A., Hausenblas, H. A., & Estabrooks, P.A. (2003). *The psychology of physical activity*. New York: McGraw-Hill.
- Dosil, J. (Ed.). (2006). *The sport psychologist's handbook: A guide for sport-specific performance enhancement* Indianapolis, IN: Wiley Publishing, Inc.
- Gardner, F. L., & Moore, Z. E. (2006). *Clinical sport psychology*. Champaign, IL: Human Kinetics.
- Kellmann, M. (Ed.). (2002). *Enhancing recovery: Preventing underperformance in athletes*. Champaign, IL: Human Kinetics.
- Morris, T. (Ed.). (2005). *Imagery in sport*. Champaign, IL: Human Kinetics.
- Murphy, S. (Ed.). (2005). *The sport psych handbook: A complete guide to today's best mental training techniques*. Champaign, IL: Human Kinetics.
- Orlick, T. (1998). *Feeling great: Teaching children to excel at living*. (3rd ed.). Ontario, Canada: Creative Bound.
- Orlick, T. (2000). *In pursuit of excellence: How to win in sport and life through mental training*. (3rd ed.). Champaign, IL: Human Kinetics.
- Rotella, B., Boyce, B. A., Allyson, B., & Savis, J. C. (1998). *Case studies in sport psychology*. London: Jones and Bartlett.
- Singer, R. N., Hausenblas, H. A., & Janelle, C. (2000). *Handbook of sport psychology*. (2nd ed.). New York: John Wiley & Sons.
- Taylor, J. (Ed.). (2005). *Applying sport psychology - four perspectives*. Champaign, IL: Human Kinetics.
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology*. Hoboken, NJ: Wiley Publishing, Inc.
- Thompson, M. A., Vernacchia, R. A., & Moore, W. E. (1998). *Case studies in applied sport psychology: An educational approach*. Dubuque, IA: Kendall/Hunt.
- United States Olympic Committee (2004). *Sport psychology mental training manual*. Colorado Springs, CO: USOC.
- United States Olympic Committee (2006). *Coaches' guide: Sport psychology mental training manual*. Colorado Springs, CO: USOC.
- Van Raalte, J. L., & Brewer, B. W. (2002). *Exploring sport and exercise psychology* (2nd ed.). Hyattsville, MD: American Psychological Association.
- Vernacchia, R. A. (2003). *Inner strength: The mental dynamics of athletic performance*. Palo Alto, CA: Warde Publishers.
- Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology* (3rd ed.). Champaign, IL: Human Kinetics.

Blackboard

[syllabus](#)



[5121 Projects](#)

Blackboard will be used to supplement the course which is primarily taught in a regular classroom environment (PEB216 on W at 6:30 to 9:20 PM). Students will be able to complete practice quizzes in Blackboard prior to taking quizzes and exams in class. Although many of the materials are available on Blackboard (chapter slides, project information, etc.), some of the materials will not. Thus, students will want to attend class, read the assigned book, and utilize the self-test quizzes on Blackboard to gain an extensive understanding of sport and exercise psychology and experience success in the course.

Quizzes and Exams

Quizzes

This course is about learning life skills, taking responsibility for oneself, and developing more effective strategies and habits to improve performance. Therefore, it is your responsibility to read the material (i.e., syllabus, chapters, notes, and assignments) and prepare for each class day. Quizzes will be structured similar to the exams (i.e., multiple choice and true/false questions). Each quiz will have 10 questions that cover the section(s) and/or chapter(s) that were to have been read for class or material presented in a prior lecture. Scantrons will be provided for in-class quizzes. Of the six quizzes, the five highest quiz scores will be use for your quiz total and the lowest quiz score will be used as extra credit, up to the 50 points maximum. You can arrange to take a quiz early. No make-up quizzes will be offered.

Tip for preparing for quizzes and exams: (a) read the material, (b) outline the material using the notes provided, (c) define the terms and answer the review questions at the end of each chapter, (d) make the review questions (Williams, 2010) into multiple choice questions, (e) think about how the information can apply to you, and (f) get involved in discussions concerning the topics covered (i.e., Make it fun!).

Exams

You will need to bring *two pencils and a green scantron* (form # 882-ES) for each exam. *No other material* (e.g., book, backpacks, and/or notes) *is necessary on exam days*. Failure to bring pencils or a green scantron will result in a 2-point deduction on your exam. Exams will cover material in class and presented in the required text (Williams, 2010). The exams may include true/false, multiple choice questions, short answer, and essay.

Sample Multiple Choice and True/False Questions

1. Having a goal to "win the race," is an example of a(n) _____ goal, whereas having a goal to "improve my best time," is an example of a(n) _____ goal.
 - a. Outcome, process
 - b. Process, outcome
 - c. Outcome, performance
 - d. Subjective, objective
2. Which of the following is not a use of imagery?
 - a. Building confidence
 - b. Improving concentration
 - c. Reduce the amount of physical practice time
 - d. Control emotional responses
 - e. Cope with pain and injury
3. Self-motivation has been shown to be the best predictor of adherence. True or False
4. Training loads that are too intense and prolonged for athletes to adapt is known as periodized training.
 - a. True
 - b. False

Project 1: Compare and Contrast Two Research Articles (Critique & Presentation)

Project 1 ensures that you are able to read and correctly interpret exercise and sport psychology research.

1. Select an applied sport psychology skill (motivation, self-confidence, goal setting, imagery, concentration, etc.) that you are interested in investigating.
2. Select two sport and/or exercise psychology research based articles on a topic related to that skill (e.g., the influence imagery has on self-efficacy) from a journal such as: *The Sport Psychologist*, *Journal of Exercise & Sport Psychology*, *Journal of Applied Sport Psychology*, *Research Quarterly for Sport & Exercise*, *International Journal of Sport Psychology*, *Psychology of Sport and Exercise*, *Pediatric Exercise Science*, *Medicine & Science in Sports & Exercise*, or *Journal of Sport Behavior*. The articles should be recent publications (i.e., the last 5 years).
3. Read the journal articles carefully. It may take several readings to fully understand them. For both articles note the rationale for the study, purpose, the basic method used, results, and the discussion of the results. Unless you've had advanced statistical courses, the results section may be difficult to understand, but try to understand as much as you can. Also, remember that the article's abstract and the discussion section often emphasize the major findings. You may want to use the *Article Evaluation Form* (provided in the syllabus), while you read each journal article. The *Article Evaluation Form* may help you constructively evaluation the article. You do not need to turn in this form.
4. For each research article, respond to the following using *Journal Abstract Data Sheet* (form provided in the syllabus or generate a similar form using a word processor [e.g., Microsoft Word]).
 - Explain the purpose of the study.
 - Indicate how the study was conducted (see methods; e.g., Who were the participants? What did the participants do?)
 - Discuss the findings (result) of the study.
 - Indicate the limitations of the study (Did the author(s) acknowledge the limitations of the study?).
 - Highlight the implications and conclusions of the study.
 - Provide information on possible future research directions (i.e., if you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study?).
5. Remember the following about doing a critique of a study:
 - Provide your opinion of the relevance/importance of the paper to the field of exercise and sport psychology...with a rationale for your interpretation.
 - Don't spend as much time summarizing as you do critiquing the article.
 - In your critique, don't just focus on the negative aspects of the study; rather, try to present a balanced view of the study's strengths and limitations.
6. Compare and contrast the two research articles using the *Summary Page* (form provided in the syllabus or generate a similar form using a word processor). That is to say, in addition to the two *Journal Abstract Data Sheets* (1 to 2 pages each), you should write a 1-page comparison/contrast summary using the *Summary Page*. Thus, your paper should not be longer than 5 pages.

Evaluation Criteria

The final paper should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association 6th Edition* (APA, 2009). The final product should be (a) typed using Times Roman 12-point font, (b) formatted with 1-inch margins, and (c) absent of jargon or meaningless phrases. Likewise, each source should be cited correctly using *Publication Manual of the American Psychological Association 6th Edition* format (APA, 2009). Each article evaluation should be between one to two pages in length and the summary comparison/contrast page should be one page in length. Therefore, three pages is the minimum length and five pages is the maximum length. This project is worth 10% of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
Accuracy of interpretation-discussion	5	
Scope—all questions answered in sufficient detail (following instructions)	5	
Your views and opinion	5	
Clarity and quality of writing	5	
Grammar/spelling/format	<u>5</u>	
Total	25	

Note. 2.5 points will be deducted for each class day an assignment is late!

Project 1: Article Evaluation Form

1=Completely Incompetent, 2= Poor, 3=Mediocre, 4=Good, 5=Excellent

Characteristics	1	2	3	4	5
1. Problem is clearly stated					
2. Hypotheses are clearly stated					
3. Problem is significant					
4. Assumptions are clearly stated					
5. Limitations of the study are stated					
6. Important terms are defined					
7. Relationship of the problem to previous research is made clear					
8. Research design is described fully					
9. Research design is appropriate for the solution of the problem					
10. Research design is free of specific weaknesses					
11. Population and sample are described					
12. Method of sampling is appropriate					
13. Data-gathering methods or procedures are described					
14. Methods or procedures are appropriate to the solution of the problem					
15. Data-gathering methods or procedures are utilized correctly					
16. Validity and reliability of the evidence gathered are established					
17. Appropriate methods are selected to analyze the data					
18. Methods used in analyzing the data are applied correctly					
19. Results of the analysis are presented clearly					
20. Conclusions are clearly stated					
21. Conclusions are substantiated by the evidence presented					
22. Generalizations are confined to the population from which the sample was drawn					
23. Article is clearly written					
24. Article is logically organized					
25. Tone of the article displays an unbiased, impartial scientific attitude					

Adapted from the *Handbook in Research and Evaluation*, Isaac and Michael (1983)

Project 1: Journal Abstract Data Sheet

APA Reference Citation (Authors, year, title, journal, volume, and pages).

Purpose

Method

Results

Discussion and Conclusions

Personal Evaluation (Based on past experience and the Article Evaluation Form)

Project 2: Applied Sport and Exercise Psychology Presentation

Project 2 gives you experience applying your knowledge of sport and exercise psychology to a practical situations and to become a working member of a group.

Choosing Your Problem/Situation

Select a problem/situation you have observed in a physical activity setting that is feasible to prevent or improve upon using the principles you have learned in sport and exercise psychology. For example, your selection of problems/situations could be from the following areas:

- Helping athletes stay motivated when losing.
- Using imagery training to improve youth soccer goalies' penalty point performance.
- Helping parents help their youth athlete achieve in sport and life
- Helping clients recover more quickly from an injury using relaxation and goal setting.
- Developing quarterbacks concentration for high pressure situations.
- Helping motivate overweight individuals to begin an exercise program.
- Teaching coaches counseling skills to communicate more effectively with their athletes and to recognize signs of mental health problems.
- Using self-talk to change the way tennis players talk to themselves prior to executing serves.

You may consider situations that you might encounter as a coach, physical educator, athletic trainer/ physical therapist, fitness professional, etc. Design a program/intervention to prevent or improve the situation. *Be specific!* In the event that you encounter this situation in the real world, you should be able to use the materials that you have developed for this project "as is."

Applying Sport and Exercise Psychology Presentation (15 minutes)

You should make sure that your presentation includes:

1. An introduction describing the situation, activity, individuals, age group, skill or ability level, and any other circumstances pertinent to the situation for which you are designing your program or intervention.
2. A *complete* description of your program/intervention. How will it work? If it is designed to take place in stages, what are these stages? How often should each stage be used? How will you know if your program/intervention has been effective? Provide an activity or exercise that will help explain the stages, intervention, or program.

Criteria Weight	Points	Your Points
Articulation of the material (e.g., presentation style, mannerisms)	10	
Appropriateness of material presented (e.g., handout, slides, video)	5	
Attire, organization and time management	5	
MS Powerpoint presentation slides, outline, and references (send to instructor one day prior to presentation)	<u>5</u>	
Total	25	

Note. Check with me prior to deciding on a topic.

Project 3: Sport and Exercise Psychology Research Paper

Select a sport or exercise related psychological or social psychological phenomena (coach communication, athlete burnout, effectiveness of a performance routine, etc.) that you want to assess. Complete the National Institutes for Health Protecting Human Research Participants online certification (you may have completed this in another course). Develop a journal research article based on past research. The research paper will include a title page, introduction, method section, and references. Because you will not actually complete the study, the results and discussion/conclusion sections are not required.

In the introduction provide the following information:

1. Identify and define the constructs and variables to be observed or examined.
2. Discuss the theory or theories that explain past findings.
3. Indicate interrelationships of the variables that will be examined.
4. Explain the purpose, hypotheses, and significance of the study.

In the method section, the following is needed:

1. Describe the nature of the people involved in the study (e.g., age, sex/gender, experience level).
2. Explain the circumstances surrounding the study (# of persons, groups, teams to be evaluated; procedures or protocol used; amount of time required; facilities, equipment, and materials needed, etc.).
3. Discuss the design and analysis that will be used.

Evaluation Criteria

Your final research paper should be (a) typed using Times Roman 12-point font, (b) doubled spaced, (c) formatted with 1-inch margins, and (d) absent of jargon or meaningless phrases. In addition, it should include appropriate reference citations for statements or claims made throughout the paper. This project is worth 20% of your grade and will be evaluated according to the following criteria:

Criteria Weight	Points	Your Points
NIH Protecting Human Research Participants Online Certification	10	
Introduction, purpose, and significance of the study	10	
Method section	10	
Title page, references, and format	10	
Clarity and quality of writing	<u>10</u>	
Total	50	

* *No late papers accepted!*

KINE/PSYC 5121: Sport & Exercise Psychology
"Tentative" Schedule of Events
 Fall Semester 2010

Month	Day	Topic Covered
September	1	Course Introduction CHAPTER 1: Sport Psychology: Past, Present, and Future (Williams & Straub)
	8	CHAPTER 9: Psychological Characteristics of Peak Performance (Krane & Williams) CHAPTER 10: Increasing Awareness for Sport Performance (Ravizza) Quiz 1: Chapter 1, 9, & 10
	15	CHAPTER 4: Motivation Processes and the Facilitation of Quality Engagement in Sport (Duda & Treasure) CHAPTER 5: The Self-fulfilling Prophecy Theory (Horn, Lox, & Labrador) CHAPTER 11: Goal Setting for Peak Performance (Gould) Quiz 2: Chapter 4, 5, & 11
	22	Project 1: Research Critique - Comparison/Contrast Paper Due
	29	CHAPTER 12: Arousal-Performance Relationship (Landers & Arent) CHAPTER 13: Relaxation and Energizing Techniques for Regulation of Arousal (Williams) Quiz 3: Chapter 12 & 13
October	6	CHAPTER 14: Seeing is Believing: Understanding and Using Imagery in Sport (Vealey & Greenleaf) CHAPTER 15: Cognitive Techniques for Building Confidence and Enhancing Performance (Zinsser, Bunker, & Williams) Quiz 4: Chapter 14, & 15
	13	CHAPTER 16: Concentration and Attention Control (Williams, Nideffer, Wilson, Sagal, & Pepper) Quiz 5: Chapter 16 Quiz 6: Two questions from each section above Review Chapters for Midterm (Exam 1)
	20	Midterm - Exam 1 (Chapters 1, 4, 5, 9-16)
	27	Groups Finalize Project 2 Presentation Complete Project 3 Protecting Human Research Participants Online Certification (see http://phrp.nihtraining.com/users/login.php)
November	3	Return Exam 1 Project 2: Applied Sport or Exercise Psychology Presentation Due CHAPTER 17: Integrating and Implementing a Psychological Skills Training Program (Weinberg & Williams)
	10	Project 3: Protecting Human Research Participants Online Certification Due CHAPTER 3: Positive Reinforcement, Performance Feedback, and Performance Enhancement (Smith) CHAPTER 6: Leadership Effectiveness and Decision Making in Sport (Murray, Mann, & Mead) CHAPTER 18: Conducting Psychologically Oriented Coach-Training Programs (Smoll & Smith)

Month	Day	Topic Covered
	17	CHAPTER 20: When to Refer Athletes for Counseling or Psychotherapy (Andersen & Tod) CHAPTER 21: Drug Abuse in Sport (Anshel)
	24	CHAPTER 22: Burnout in Sport (Goodger, Lavalley, Gorely, & Harwood)
December	1	CHAPTER 23: Injury Risk and Rehabilitation (Williams & Scherzer) CHAPTER 24: Career Transition among Athletes (Taylor & Lavalley) Project 3: Sport and Exercise Psychology Research Paper Due
	8	CHAPTER 25: Exercise Psychology (Dishman & Chambliss) Review for Final Exam (Chapters 3, 6 17-18, 20-25)
	15	Final - Exam 2 (Chapters 3, 6 17-18, 20-25)

Sport and Exercise Psychology is a fundamental sport science discipline. The establishment of the discipline resulted from the development and differentiation of disciplines and subgroups of specialists in the scientific community. The emergence and uniqueness of sport and exercise psychology is described in the following figure. Sports and Health Culture. Sport and Exercise Psychology. Psychology. Sport Science. Figure 1. Sport and Exercise Psychology: a scientific discipline emerging from and sharing with related disciplines. 1.1. Historical Development. Sport psychology is a relatively young Sport And Exercise Psychology. 22,068 Followers. Recent papers in Sport And Exercise Psychology. Papers. People. "Objectives: The purpose of the present study was to assess the relation between the perception of bodily changes after retirement from elite sport and physical self and global self-esteem, in retired elite athletes. Methods: Sixty-nine more. "Objectives: The purpose of the present study was to assess the relation between the perception of bodily changes after retirement from elite sport and physical self and global self-esteem, in retired elite athletes. Methods: Sixty-nine French retired elite athletes answered the 6-item Physical Self Inventory, and questions related to bodily How can sport and exercise psychology professionals help people manage their inner states? Is sport psychology just a placebo effect? Taking an applied perspective that bridges the gap between sport and exercise, the book answers these questions by covering the key topics in the field, including confidence, anxiety, self-regulation, stress and self-esteem. This book pays attention to key social psychological issues within the two disciplines of health-related exercise behavior and the behavior of competitive sport participants, and the spectators of elite sport.