

PSY 340/340H SPORT PSYCHOLOGY
Spring 2020

INSTRUCTOR: Dr. Steven Winger

Office: Gary Ransdell Hall 3016

Office Hours: MW: 10:30-11:30am & 2:30-3:30pm; TR: 9:30-10:30am & T 2:30-3:30pm; or by appointment.

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Course Webpage (password is _____)

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CLASS MEETING:

Section 001: TR 8:00-9:20am GRH 3002

COURSE DESCRIPTION: *PSY 340 Sport Psychology. 3 Hours*

Theory, topics, and applications within the field of sport and exercise psychology.

PREREQUISITE: PSY 100

REQUIRED TEXTBOOKS:

Weinberg, R. S. & Gould, D. (2019).

Foundations of Sport and Exercise

Psychology (7th edition). Champaign, IL:

Humans Kinetics.

COURSE OBJECTIVES: Students will be able to describe, discuss, apply, and evaluate the major theories and concepts of psychology within the contexts of sport and exercise. [specific learning objectives for this course may be viewed from the course webpage].

My mission for this course is to provide students with the means to enhance sport and exercise experiences/performances for themselves and others (athletes, parents, & coaches). This includes being a critical consumer of research.

INSTRUCTIONAL METHODS AND ACTIVITIES: Lecture, discussion, group activities, application exercises, readings, projects, and papers.

COURSE TOPICS:

Introduction to sport psychology

History of sport psychology

Research methods & statistics

Psychological skills training

Attentional focus & concentration

Self-talk

Arousal, stress, & anxiety

Imagery

Self-confidence

Group processes

Exercise terminology

Motivation

Essential self-regulation model

Self-determination theory

Attribution theory

Self-efficacy theory

Goal theory

Psychological skills (PST)

Monitoring

Transtheoretical model

Psychological outcomes & exercise

Problematic behaviors

Exercise addiction

Overtraining

Injury

Aggression

Abusive behaviors

Character development

Youth sport

Expertise

Competition

GRADING/EVALUATION:

Exams (73)

- 21 Exam I PST
- 22 Exam II Motivation
- 30 Exam III Cumulative Final

Quizzes (18)

- 05 Quiz I Introduction & Research
- 08 Quiz II Group Processes
- 05 Quiz III Psychological Outcomes

Homework (3)

- 02 PST Ch. 11 Questions
- 01 Problems in Sport Question

Projects (6)

- 06 Performance Project

 100
HONORS GRADING/EVALUATION:

Exams (60)

- 18 Exam I PST
- 18 Exam II Motivation
- 24 Exam III Cumulative Final

Quizzes (16)

- 04 Quiz I Introduction & Research
- 08 Quiz II Group Processes
- 04 Quiz III Psychological Outcomes

Homework (3)

- 02 PST Ch. 11 Questions
- 01 Problems in Sport Question

Articles (5)

- 05 Questions for 5 Articles

Projects (16)

- 06 Performance Project
- 10 Psychological Benefits Project

 100
Grading Scale

A = 90-100, **B** = 80-89, **C** = 70-79

D = 60-69, **F** = 00-59

COURSE POLICIES:**1. Ideal Student Behavior**

The following is provided in an effort to create a professional environment more conducive to learning for all students.

Professional behaviors

- Promptness: arrive to class 2-3 minutes early
- Civility and Respect:
 - Wait to talk until others are finished
 - Use professional language (no profanity)
 - Refrain from exiting and re-entering during class or leaving early (if you must leave early, let me know why a priori)
 - Avoid “packing-up” while the professor is still talking during scheduled class time
 - Let me know in advance if you must miss class and provide an explanation for why

Behaviors that facilitate encoding

Before class

- Read suggested readings (cognitive load)
- Optimize your attention (get adequate sleep & nutrition, preview learning objectives, select optimal seating, minimize potential distractions)

During class

- Use optimal note taking strategies
- Participate in class activities and small group discussions
- Monitor your comprehension and ask questions if something is not clear

After class

- Link your notes to the learning objectives
- Relate what we are learning to your life/intended career
- Space out your studying (e.g., same day, weekly reviews, reviews prior to exams)

- Explain it to others; this is one of the best ways to see if you understand the material (*Docendo discimus*)

Behaviors that reduce extraneous cognitive load (i.e., minimize distractions)

- **Turn off** electronic devices and **put** them **away**: 1st = warning, 2nd = remedial assignment OR 5-point deduction from course average
 - If you are expecting an emergency phone call, inform me a priori, place your phone on vibrate in your lap or pocket, and leave the room discreetly to take the call.
- Clear non-essential items (e.g., backpacks, purses, etc.) from table tops prior to the start of class (potential invasion of other students' personal space)
- Eat outside of class
- Refrain from extraneous conversation or activities (e.g., grooming, homework from another class)

Caveat on electronic devices

Research shows that using electronic devices during class interferes with learning, i.e., results in lower grades. Research also shows that students learn more by taking longhand notes as opposed to electronic notes.

It is easier to avoid temptation than to resist it. Therefore, the best strategy is to determine a way to prevent exposure to tempting [distracting] stimuli.

2. Tardiness

-I request that students make every effort to be in class at least 2-3 minutes prior to the official start time.

-Students entering class after the official start time are tardy.

-Each student will be allowed two "grace" tardies. After the second tardy the student will be prompted to identify a plan for preventing future tardies.

-If a student is tardy, the student should enter very discreetly. Please do not walk across the front of the classroom if you are tardy.

3. Attendance

-I hope that you will attend every class. This course is very note-dependent and students who miss more than a couple of classes tend to fall at the lower end of the grade distribution (Ds & Fs).

-As a professional courtesy, I appreciate it when students inform me about their reasons for missing.

-Please do not bring guests to class with you (for example, friends, relatives, or children). If there are extenuating circumstances and you have to bring guests, communicate with the professor prior to class.

4. Personal breaks

-Unless you have a medical condition that necessitates frequent visits to the restroom, you should not take personal breaks during class (i.e., exiting & re-entering).

-Those with medical conditions should be registered with Student Disability Services and should present the appropriate paper work to me within the first two weeks of school.

5. Asking Questions

-I encourage you to ask questions. If you don't understand something, please ask a question. Most of the time if you have a question, someone else has the same question.

6. Questions you do not need to ask

Do we have to know this?

Will this be on the test?

-If there is something that I am presenting in class that you will not be tested over I will tell you. I will place “FYI” on the slide for that material.

Can we leave early today?

-I will usually use most of the class period as it will be needed to cover the amount of material I have planned for this course.

Did I miss anything?

Did we do anything important?

-If you miss class, then you missed 80 minutes worth of important content.

7. Students with Disabilities

-In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu.

-Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

8. Projects/Articles

-Instructions for projects appear on the course website. Due dates are noted on the syllabus.

-PDFs of articles and suggested questions for each article are on the course website. Students should read the article prior to the day we plan to discuss it.

9. Quizzes

-Due to the organizational structure of this course, your mastery of select topics will be assessed via quizzes over chapters within the

textbook. There will be two of these. One will be time-limited.

10. Late assignments

Points will be deducted from assignments that are handed in late and without documentation of a valid excuse (for example: project ½ point per day).

11. Exams

-The format of the exams will be matching, true/false, multiple-choice items, short answer, and essays.

-Students are expected to bring pencils and Scantrons to exams and quizzes.

-I will do my best to get your grades back to you by the next class period.

-Exams will be returned and discussed at the end of the class period after the exam. Students may ask questions at this time.

-Students who believe they deserve more points for any item will need to provide their rationale in writing. This method is much more productive than attempting to engage in oral debate about an item.

-Missing an exam: I strongly encourage you not to miss an exam. If you do miss an exam, you will need to provide documentation that establishes your reason for missing.

-Make-up exams for those with documented excuses (for example: illnesses, accidents, tragedies, etc.) should be scheduled with the professor ASAP.

- I will work with you on an alternate test time if you have a legitimate preplanned absence (for example, a sport competition or professional meeting).

12. Final Exam

-The specific learning objectives which will be covered on the final exam will be posted on the course webpage.

340-001, 5/11, 8:00am (Monday)

13. Grades

-Individual grades will not be disclosed over the phone or via email (FERPA). I will communicate grades electronically for persons who have handed in the signed permission slip.

-Most of you are capable of mastering all of the material taught in this course. Consequently, most of you are capable of earning an "A" in this course.

-Please be aware that you are the determining factor with regard to how much you learn in this course.

-If you desire to truly master the material taught in this class, a significant portion of the learning will take place outside of class.

-I would be happy to share with you my knowledge of empirically supported methods for facilitating learning (for example, note-taking skills & study skills). It is up to you to choose among these methods and to use these or other methods in order to achieve a mastery of the course materials.

-There will be opportunities to earn extra credit throughout the course of the semester. There will be no additional extra credit opportunities available after grades have been reported.

14. Academic Integrity

-I hope your focus is on learning and that you will have no desire to engage in cheating or plagiarism.

-Anyone caught cheating or plagiarizing will receive a zero for that assignment. If the same student is caught again, the student will receive an "F" for the course.

-To discourage cheating, during exams no one will be allowed to wear hats, sunglasses, or use any electronic devices. For more information on this issue see the "Academic Requirements and Regulations" section of the WKU undergraduate catalog.

-If you would like to learn more about what plagiarism is you can consult WKU's webpage:

<http://wku.edu/judicialaffairs/process-for-academic-dishonesty.php> or the following

University of Texas webpage:

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html>

15. Title IX/Discrimination & Harassment

-Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

16. Socratic Method (my main teaching strategy)

I will regularly ask students questions. My goal will be to ask at least every student one question during each class period.

How

1. I will usually pose a question to the entire class.
2. Allow for wait time for students to think.
3. Call on one student to answer (no need to volunteer, I will try to distribute the opportunity to answer questions equally across all students).
4. Allow for a 2nd wait time for everyone to process that student’s answer.
5. Clarify, comment on, ask another student to respond, or move on to next topic.

Why

- a) Bring students’ attention to important content/learning objectives.
- b) Promote deeper thinking.
- c) Gauge student understanding.
- d) Improve both selective and sustained attention for all students.
- e) Provide an opportunity for the professor to learn from the students.

17. Your Syllabus

-I recommend that you bring your syllabus to every class.

*The professor reserves the right to make changes, additions, or deletions to any part of this syllabus. Any changes will be noted in class. Each student is responsible for taking note of any announced changes regardless of whether he/she is in attendance while the announcement is made.

RECORD KEEPING

Please keep a record of your grades so you can calculate your standing grade as the course progresses.

Points Possible	(%)	Points Earned	Due Date
Exams (73)			
21	Exam I ()	_____	3/3
22	Exam II ()	_____	4/14
30	Final Exam ()	_____	5/11
Quizzes (18)			
05	Quiz I ()	_____	2/4
08	Quiz II ()	_____	3/24
05	Quiz III ()	_____	4/21
Homework (3)			
02	Ch. 11	_____	2/6
01	Problems question	_____	TBA
Project (6)			
06	Performance	_____	3/5
100			
	Extra Credit?	_____	

Examples of calculating “Points Earned”

- Exam II is worth 22 points, your grade for Exam II was 80%; $22 \cdot .80 = 17.6$ points out of the possible 22.
- Quiz III is worth 5 points, your grade for Quiz III was 90%; $5 \cdot .90 = 4.5$ points out of the possible 5.
- Homework, article questions, and project grades will be given as points earned.

Honors

Points Possible	(%)	Points Earned	Due Date
Exams (60)			
18	Exam I ()	_____	3/3
18	Exam II ()	_____	4/14
24	Final Exam ()	_____	5/11
Quizzes (16)			
04	Quiz I ()	_____	2/4
08	Quiz II ()	_____	3/24
04	Quiz III ()	_____	4/21
Homework (3)			
02	Ch. 11	_____	2/6
01	Problems question	_____	TBA
Articles (5)			
05	Article questions	_____	TBA
Projects (16)			
06	Performance	_____	3/5
10	Psychological benefits	_____	4/16
100			
	Extra Credit?	_____	

Examples of calculating “Points Earned”

- Exam I is worth 18 points, your grade for Exam I was 80%; $18 \cdot .80 = 14.4$ points out of the possible 18.
- Quiz III is worth 5 points, your grade for Quiz II was 90%; $5 \cdot .90 = 4.5$ points out of the possible 5.
- Homework, article questions, and project grades will be given as points earned.

Permission to Disclose Grades

I, _____, give
(print your full name)

Dr. Winger permission to disclose my
grades using the five-digit number I
provided to him.

X _____
(sign your full name)

Five-digit number: _ _ _ _ _