

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**SPMT 320—Psychology of Sport (3:3:0)**  
**Spring 2011**

<b>DAY/TIME:</b>	<b>T/R 12:00 – 1:15 p.m.</b>	<b>LOCATION:</b>	<b>PW – BRH 252</b>
<b>PROFESSOR:</b>	<b>Dr. Cindy Waddell</b>	<b>EMAIL ADDRESS:</b>	<b><a href="mailto:cwaddell@gmu.edu">cwaddell@gmu.edu</a></b>
<b>OFFICE LOCATION:</b>	<b>FX–RAC 2109 PW-OB 220D</b>	<b>PHONE NUMBER:</b>	<b>703-993-4160</b>
<b>OFFICE HOURS:</b>	<b>TU 10:00–12:00 noon</b>	<b>FAX NUMBER:</b>	<b>703-993-2025</b>

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 be presented in three components. The first section will introduce major social/psychological theories that explain sport behaviors. Personality, motivation, attention and anxiety 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. In the final section of the course the social/psychological response to environment will be explored. Factors such as, aggression, audience effects, team behavior, and drug abuse will be discussed.

**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.
2. Understand the major antecedents and consequences of sport participation.
3. Critically evaluate current research.
4. Identify appropriate intervention strategies for sport performance enhancement.
5. Conduct an applied research project utilizing a theoretical framework and a quasi-experimental design.

**Required Readings**

1. Williams, J.M. (2006). Applied Sport Psychology: Personal Growth to Peak Performance (5<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishing Co.

**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 in at the beginning of class on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. 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 class discussions and exercises.
2. Reaction papers will consist of a two page, typed reaction to the current topics being discussed. The paper should include a brief discussion of a theoretical construct discussed in the readings or in class and your personal experience or reaction to this idea.

- The final project will consist of an administration and presentation (written and oral) of an experimental study that explores some psychological aspect of sport.
- Two exams will be administered. The format of the exams will be multiple choice, true / false and essay response.
- This course will be graded on a point system, with a total of 100 possible points.

#### EVALUATION

Participation	5
Assignments (4)	20
Project Paper	25
Exams (2)	50
<b>Total possible points</b>	<b>100</b>

#### Grading Scale

A+ = 98 - 100	B+ = 88 - 89	C+ = 78 - 79	D = 60 - 69
A = 94 - 97	B = 84 - 87	C = 74 - 77	F = 0 - 59
A- = 90 - 93	B- = 80 - 83	C- = 70 - 73	

#### TENTATIVE COURSE SCHEDULE

DATE		TOPIC	READINGS	ASSIGNMENT DUE
T	AUG 30	Introduction		
R	SEP 1	Sport Psychology	Ch apter 1	Paper #1
T	6	Motor Skill Learning	Ch apter 2	
R	8	Reinforcement	Ch apter 3	
T	13	Motivation	Ch apter 4	
R	15	Self-fulfilling Prophecy	Ch apter 5	Paper #2
T	20			
R	22	Guest speaker		
T	27	Leadership	Ch apter 6	
R	29	Cohesion	Ch apter 8	
T	OCT 4			
R	6	Exam #1		
R	13	Project prep		
T	18	Peak Performance	Ch apter 11	
R	20	Goal Setting	Ch apter 13	Paper #3
T	25	Arousal / Anxiety	Ch apter 14	
R	27	Imagery	Ch apter 16	
T	NOV 1	Exercise Psychology	Ch apter 27	
R	3	Injury	Ch apter 25	
T	8	Burnout	Ch apter 24	Paper #4
R	10			
T	15	Exam #2		
R	17	Projects		
T	22	Projects		
T	29	Projects		
R	DEC 1	Projects		
T	6	Projects		
R	8	Projects		

*Note: Faculty reserves the right to alter the schedule as necessary.*

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

