

SPMT 320.002 Psychology of Sport
Credit hours: 3
Fall 2013

Day/Time: Tuesday & Thursday 12:00-1:15 pm

Professor: Angie Taylor, MPA, ABD

Phone Number: 703-859-1215

Office hours: T/R 10:30 - 11:30 and 1:30-2:30

Office: TBA

Prerequisites: None

Location: PW- Bull Run Hall Room 249

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Course Description

This course is design to enable students to examine psychological theories of personality, motivation, and anxiety explored in sport environments; along with examine social-psychological research on audience effects, team cohesion, leadership, and fan behavior.

Course Overview

The course will be presented in three components. The first section 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 second section of the course will discuss intervention strategies and techniques. This will emphasize the practical applications of sport psychology such as mental training, goal setting and imagery. In the final section of the course issues such as injury, staleness and burnout, and findings from exercise psychology. Throughout all of this theoretical information, experiential exercises will be woven into each class, to teach and demonstrate the power of using the mind to control the body.

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. Demonstrate the ability to use 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.
6. Present a course project at the end of the semester

National Flashes of Insight Association (NFIA)

8.21	Understanding of and the ability to analyze thought processes
8.22	Understanding of procedures and techniques for assessment

NATURE OF COURSE DELIVERY

(Face to face, hybrid, as well as online blackboard)

Required Readings

1. Williams, J.M. (2009). Applied Sport Psychology: Personal Growth to Peak Performance (6th ed.). Mountain View, CA: Mayfield Publishing Co.
2. Online postings on blackboard.
3. APA style

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**. 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.

Please be PRESENT- this means no social media applications such as: (snap chatting, texting, vine, instagram, facebook, e-mailing, and etc.) during class time. If you have a situation in which you must be available (emergency) please see me before class. 20% of your grade is based on participation!

Requirements:

1. Participation grades will be based on active, thoughtful participation in class discussions and exercises, as well as online written entries to queries about some of the exercises done in class. These entries will not be lengthy, but are there to solicit honest feedback about what you learned in doing the exercises.
2. There are 2 papers. One is a journal article review paper and will consist of a 2 to 3 page, typed paper related to the current topics being discussed. The paper should include a brief summary of the article and a discussion of a theoretical construct discussed in the readings or in class and your personal experience or reaction to this idea. Journals should be current. There is also a movie analysis paper which will be described in more detail in this document.
3. The final project will consist of the application of a psychological intervention to a specific problem an athlete is struggling with. The study will be written up and presented in class.
4. Two exams will be administered. The format of the exams will be multiple choices, short answer and essay response.
5. This course will be graded on a point system, with a total of 100 possible points.

<u>Requirements</u>	<u>Points</u>	<u>Grading Scale</u>
Participation	20	A+ = 98-100, A = 94-97, A- = 90-93
Assignments (2)	15	B+ = 88-89, B = 84-87, B- = 80-83
Project	25	C+ 78-79, C = 74-77, C- = 70-73
Exam (2)	40	D = 60-69 F = 0-59

Tentative schedule, but may be altered; other material may be included as needed

<u>Date</u>	<u>Topic</u>	<u>Reading / Assignment Due</u>	<u>Practice</u>
August 27	Introduction		Study questions
29	Sport Psychology	Ch. 1 (Past, present & future)	study questions
September 3	Motor skill learning	Ch. 2	study questions
5	Reinforcement	Ch. 3	body scan
10	Motivation	Ch. 4	using intention
12	Self-fulfilling Prophecy	Ch. 5	negative thoughts
17			5 minute breathing
19	Leadership	Ch. 6	what kind of leader
24	Group Cohesion	Ch. 7	concentration
26			
October 1	Exam # 1		
3	Project discussion, Peak Performance	Ch. 9	letting go of tension
8	Increasing Awareness	Ch. 10	

10	Goal Setting	Ch. 11	Paper #2	contemplate a goal
15	Arousal & performance	Ch. 12		sing & heart rate
17	Relaxation & Energizing Techniques	Ch. 13		relaxation exercise
22	Movie			
24	Concentration	Ch. 16		
29	Implementing a Psych Skills Training Program		Ch. 17	
31	No class			
November 5	Injury	Ch. 23		
7	Staleness & burnout	Ch. 22		
12	Exercise psychology	Ch. 25		
14	Exam # 2			
19	Guest Lecturer			
21	Class discussion			
26	Movie			
28	Happy Thanksgiving			
December 3	Projects			
5	Projects			
10	Project			
12	Projects – Class during exam block			
17				

Journal Article Review Paper: Choose a topic of interest that relates to subjects covered in the class. Choose an article from one of the following journals 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. Be critical of the research or findings; do the conclusions drawn make sense? Was it a good study? How could it be better?

Sport Specific Journals:

- ACSM's Health and Fitness Journal – <http://www.acsm-healthfitness.org/>
- Adapted Physical Activity Quarterly – <http://humankinetics.com/products/journals/journal.cfm?id=APAQ>
- American Board of Sport Psychology Journal – www.americanboardofsportpsychology.org
- Athletic Insight – <http://www.athleticinsight.com/>
- International Athletic Association Federation – <http://www.iaaf.org>
- United States Olympic Committee – <http://www.teamusa.org>
- United States Track & Field Federation – <http://www.usatf.org>
- British Journal of Sports Medicine – <http://bjsm.bmjournals.com/>
- Coaching Science Abstracts – <http://www-rohan.sdsu.edu/dept/coachsci/search.htm>
- International Journal of Sports Psychology – http://www.swets.nl/backsets/catalogue_result_0047-0767.htm
- Journal of Applied Sport Psychology - <http://www.tandf.co.uk/journals/tf/10413200.html>

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 have chosen to see. Please discuss some of the psychological skills that have been covered in this class that are seen in the movie. The paper should be two or 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 sports aspects as seen in the movie (motivation, leadership, etc.). The following list of movies, while not complete, would prove to be acceptable. If you would like to review a different film, please run it by me.

Rocky	Blue Chips	We Are Marshall
Million Dollar Baby	A League of Their Own	
Remember the Titans	Chariots of Fire	
The Natural	Bull Durham	

Rudy	The Rookie
Hoosiers	Miracle
Coach Carter	Facing the Giant

What your analysis should include:

Introduction to the movie

- A. Why you selected it
- B. The movie's plot
- C. The psychological skills addressed
- D. Conclusion

Final Project: Mental Training Program

Get a taste of what it might be like to be a Sport Psychologist. The text discusses many psychological training methods that are typically used to improve performance. Pick a chapter in our text's *Part Two Mental Training for Performance Enhancement* or a chapter in *Part Three: Implementing Training Programs* and create a unique training program. Use the training program on another person (client).

Your program should be focused on at least two psychological skills (e.g., Arousal Regulation, Imagery, et cetera). Your program must conform to the following requirements:

You may only work with someone that you know.

- You must submit your program to me at least one week before you intend to start working with the person. You may not begin the program until I have approved your techniques.
- Your program must be based on the techniques discussed in our text OR learning in class (mindfulness exercises for example)
- Your program should span 6 to 8 weeks and should include at least one meeting with you and your client each week. During these meetings you should work on the psychological skills, but also seek feedback on the effectiveness of your program from your client. You should include some measure of how well the program works (can be a crude measure or rating scale).
- Your written report must include:
 1. An introduction that includes background information (e.g., a short bio of your participant, your reason for selecting the particular psychological skills that you did, your reason for selecting this particular person, what you hoped to achieve by doing the program with this person, et cetera,
 2. A body in which you give a detailed account of your procedures and techniques, and
 3. A conclusion in which you reflect on the program, telling what you learned, an exit interview with your client in which they give their reaction to your program, and lastly you should give an objective evaluation of your client (e.g., What do they do well? Poorly?).
- Your written report should be between 7 to 9 double-spaced typed pages.
- You should provide your client a copy of your final report; also, you will present your findings from your project to the class at the end of the semester.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

