

George Mason University
Summer 2016
SPMT 320 - Psychology of Sport

Day/ Time: May 18-21, and Hybrid
Professor: Robert E. Baker
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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 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 course will also discuss intervention strategies and techniques. This will emphasize the practical applications of sport psychology such as mental training, goal setting and imagery.

Course Delivery

Hybrid (Face to face and Online)

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. Employ 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.

Required Readings

1. Weinberg, R., & Gould, D. (2014). *Foundations of Sport and Exercise Psychology (6th Ed)*. Champaign, IL: Human Kinetics.
2. Online postings on blackboard.

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.

Requirements:

1. Participation grades will be based on active, thoughtful participation in discussions and exercises, in class and online.
2. There are 2 journal article review papers that will consist of a 2 to 3 page, typed paper related to course topics. The paper should include a brief summary of the article and a discussion of the constructs. The academic research journal should be current (within ~5 years).

3. A reference project will consist of the selection and review of ten sources for an annotated bibliography.
4. One exam will be administered. The format of the exam will be multiple choice. It will be based on the text and text-related Powerpoints on Blackboard.

<u>Requirements</u>	<u>Points</u>	<u>Grading Scale</u>
Participation	10	A+ = 98 -100, A = 94 -97, A- = 90 - 93
Journal Reviews (2)	10	B + = 88 - 89, B = 84 - 87, B- = 80 - 83
Movie Review	10	C + = 78 - 79, C = 74 - 77, C- = 70 - 73
Reference Project	30	D = 60 - 69
Exam	40	F = 0 - 59

Participation

Both in-class and online, participation is essential. This includes involvement in class discussion boards and threads, as well as participation in classroom activities. APA style is a requirement in your written work.

Journal Article Review Paper:

Choose a topic of interest that relates to subjects covered in the class. Choose an article from a psychology or sport psychology journal 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. Include an APA reference. Be critical of the research or findings.....do the conclusions drawn make sense? Was it a good study and why? How could it be better?

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 choose. The paper should be two to 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 aspects as seen in the movie (motivation, leadership, etc.). The following list of movies, while not nearly complete, would be acceptable. If you would like to review a different film, just ask me.

Rocky	Blue Chips	Field of Dreams
Million Dollar Baby	A League of Their Own	The Blind Side
Remember the Titans	Chariots of Fire	Any Given Sunday
The Natural	Bull Durham	Raging Bull
Rudy	The Rookie	Ali
Hoosiers	Bend it Like Beckham	Miracle
Coach Carter	42	Invictus

What your analysis should include:

- A. Introduction to the movie
- B. Why you picked it
- C. The movie's plot
- D. The psychological skills addressed—connect it to class material
- E. Conclusion

EXAM

The purpose of this exam is to check on your knowledge of Sport Psychology content as presented in the course textbook by Weinberg & Gould.

- The exam will be *accessible through Blackboard beginning June 13.*
- You *must complete the 40 item exam in one sitting.*
- Once you log into the exam and begin, you will have *two hours* to complete it.

- You cannot pause the exam, so be prepared to complete the entire exam before you begin.
- *The exam closes at **5pm on June 20**- NO EXCEPTIONS!*

REFERENCE LIST PROJECT

You will identify a minimum of ten (10) substantive resources related to a sport psychology topic. They must include at least four (4) refereed research journal articles. The remainder of substantive resources may vary, and could include high quality websites, instructional videos, popular and applied press articles, and other resources.

- You will select a specific topic in sport psychology, for example:
 - Arousal/Anxiety
 - Personality
 - Motivation
 - Goal Setting
 - Aggression
 - Concentration
 - Imagery
 - Self-Talk
 - Motivation
 - Reinforcement/Behavior Modification
 - Causal Attributions/Locus of Control
 - Group Cohesion/Dynamics
 - Self-Efficacy
 - Self-Confidence
 - Exercise Adherence/Burnout
 - Injury
 - Deviance/Addiction
 - Other topics are possible with instructor's permission
- Your Reference List will include:
 - An APA style reference of each selected resource.
 - An 100-150 word description of each referenced resource, which includes a summary of the resource and a reaction that addresses its relevance, usefulness, and rationale for its importance, It can also include applications, implications, and limitations of the resource cited, as well as recommendations
- You must ***POST***, in a separate thread, ***your completed Reference List on Blackboard by June 10.***
- You must also ***RESPOND to at least three (3) other Reference List Threads prior to June 17.***

Tentative Course Outline

Due to the Hybrid nature of the course, some activities will be self-paced. However, Discussion Boards, and graded assignments are time-restricted. Assignments can be turned in prior to the Due Date, but must be turned by the Due Date.

Date		DUE:
May 23		Journal Article Review #1
May 23 – June 3		Discussion Board Participation (response to instructor threads)
June 7		Journal Article Review #2
June 10		Posting of Reference Project
June 13		Movie Review (Exam Opens)
June 17		Reactions to Others' Reference Thread
June 20	EXAM closes at 5pm	EXAM based upon text (<i>ALL chapters completed prior to exam</i>)
June 21	Final Grades Submitted	GRADES submitted

Student Expectations

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- 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/>].
- The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.
- 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.

