

George Mason University
Summer 2020
SPMT 320 A02 - Psychology of Sport

Day/ Time: Online

Location: Online

Professor: **B. Christine Green**

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Office hours: Wednesday 12-1 or By Arrangement

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 Method

This course will be delivered 100% online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials several times per week.

- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not entirely** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Due to the online nature of the course, many activities will be self-paced. However, Discussion Board Reactions and some assignments are time-restricted. Assignments can be turned in *prior* to the due date, but must be turned by the due date. **NO LATE WORK will be accepted!**
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. While campus is closed, plan to meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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. Kremer, J., Moran, A., Walker, G., & Craig, C. (2012). *Key Concepts in Sport Psychology*. Thousand Oaks, CA: SAGE Publications.

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. One movie analysis
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, readings, videos, and activities 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 pts each) | 20 | B + = 88 - 89, B = 84 - 87, B- = 80 - 83 |
| Movie Analysis | 10 | C + = 78 - 79, C = 74 – 77, C- = 70 –73 |
| Reference Project (20) & Posts (5) | 25 | D = 60 – 69 |
| Exam | 35 | F = 0 - 59 |

Participation

Online participation is essential. This includes involvement in class discussion boards and threads, as well as participation in assignments/activities. APA style is a requirement in your written work.

Journal Article Review Paper: DUE June 8th and June 14th

Choose a topic of interest that relates to subjects covered in the class. Choose an article from a psychology or sport psychology journal to read. Then, discuss the journal article. Your assignment should include the following sections:

- (a) The full citation for the article using APA style.
- (b) A brief summary of the findings of the study/article (i.e., what did the researchers find out by doing their study?)
- (c) Explain how it relates to a topic or topics from class.
- (d) Discuss how the article supports and/or contradicts what you read in the textbook about the topic. In other words, how does it fit with (or not) what you have read about in the book?
- (e) Practical application: As a coach, athlete, or sport professional, how could you use the information you learned from this article? Explain.
- (f) Explain why you are interested in this topic.

Movie Analysis Paper DUE June 20th

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, you may ask Dr. Green for approval.

| | | |
|---------------------|-----------------------|------------------|
| 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 |

Your analysis should include the following:

- A. Introduction to the movie and why you chose it.
- B. A summary of the plot.
- C. The sport psychology concepts that appear in the movie along with a discussion of how they appear and the ways in which the characters deal with the issues.
- D. An analysis of ways in which the characters could/should have addressed the issues using the psychological skills addressed in the class materials.
- E. Lessons learned from the movie and your analysis.

EXAM

The purpose of this exam is to check on your knowledge of Sport Psychology content as presented in the course textbook by Kremer et al.

- The exam will be *accessible through Blackboard beginning 6 am on June 30*.
- You *must complete the 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 open the exam.
- *The exam closes at 10 pm on July 3- NO EXCEPTIONS!*

REFERENCE LIST PROJECT: DUE: June 24th

Select a specific topic in sport psychology. You may choose from the following list, or you can choose another and have it approved by Dr. Green.

| | | |
|-------------------------------------|-------------------------------|-----------------------------------|
| Anxiety and arousal | stress and anxiety | pre-performance routines |
| Choking under pressure | coping | sport participation motives |
| Burnout/Drop out | Goal setting/Goal planning | Fear of failure/need to achieve |
| Self-determination theory | achievement goal theory | self-efficacy |
| Perceived competence | mental imagery | mental practice |
| Attention and concentration | self-talk and thought control | mental toughness |
| Team cohesion | team building | causal attribution |
| Social facilitation/social loafing | home advantage | leadership and effective coaching |
| Aggression | fans and spectators | gender issues |
| Overtraining and exercise addiction | injury & retirement | mindfulness |

Identify a minimum of ten (10) substantive resources related to your sport psychology topic. At least four (4) must be 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. If in doubt about the acceptability of the reference, email Dr. Green.

For each of the 10 resources you read, write a 150-200 word analysis that includes the following:

1. An APA style reference of each selected resource (this doesn't count in your word limit).
2. A brief summary of the article.
3. A discussion of its usefulness and potential ways in which you can apply the information from each article.
4. **Submit your full reference list via this site using the link below.**
5. In addition, you must do the following:
 - a. Choose your favorite three resources from your reference list.
 - b. Paste each of the three as a separate thread in the Discussion Board titled, "Favorite Articles" no later than midnight on June 12th.
 - c. Respond to at least three other Favorite Threads prior to midnight, June 18th. Your response should include:
 - i. What you like or dislike about the article.
 - ii. How you would see the information being used in a real life setting.

Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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 by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Tentative Course Outline

Due to the online 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. Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Date | DUE: |
|------------|--|
| June 1-30 | Discussion Board Participation |
| June 8 | Journal Article Review #1 |
| June 14 | Journal Article Review #2 |
| June 20 | Movie Review |
| June 24 | Submit Full Reference Project |
| June 25 | Post 3 Favorite Articles from Ref List Project |
| June 26-30 | Reactions to Others' Reference Thread |
| June 30 | EXAM opens at 6 am |
| July 3 | EXAM closes at 10 pm |
| June 6 | GRADES submitted |

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: <http://cehd.gmu.edu/values/>.

