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**Virtual Campus**

**School of Education**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**EXSS 3322 VC01 Psychology of Sport & Physical Activity**

**Fall 2 2020**

**Mrs. Kimberly Berry**

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**Office:** Virtual

**Class Meeting Time and Location**: Blackboard

**Catalog Description:**

Examines relationship of psychology to sport and exercise. Includes history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, adult sport, and diversity issues in sport and exercise. Prerequisite(s): [EXSS 1301](http://catalog.wbu.edu/content.php?filter%5B27%5D=EXSS&filter%5B29%5D=3322&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=86&search_database=Filter&filter%5Bexact_match%5D=1#tt7389)

**Required Textbook and Resources**:

Foundations of Sport and Exercise Psychology, 7th ed, ISBN: 9781492572350

**Optional Materials:**

Instructor provided reading

**Course Outcome Competencies**:

Students will be able to:

understand how psychological factors influence involvement and performance in sport, exercise, and physical education settings

understand how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved

acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader

**Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**Course Requirements:**

**Grade Appeal Statement: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, *or lowered* at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Exams (100 points each): There will be a mid-term and a final during this course. The exams will be 50-questions multiple choices, T/F with a time limit. The exams will NOT be proctored.**

**Discussions (20 points each):** Each week there will be discussion requirements that coincide with the weekly readings. These discussions are to serve as a method for you, the student, to provide your understanding of the material and apply that material to the discussion prompt. Your initial discussion post should be between 150-200 words at least. It is expected that your discussion will come from the textbook or supplemental material. Make sure to include your reference. 3- Points will be deducted if no reference is provided. Additionally, you are expected to respond to at least 2 of your peers. Your responses should be between 75-125 words at least. Your responses should either expand on your peers’ post or provide an additional viewpoint. Your responses should be substantive and responses that are merely “I agree” will not receive credit.

**Research Article Critique (100 points):** Carefully read the provided journal article. Note the rationale for the study, its purpose, the basic method used, the results, and the discussion of the results. Notice that the article's abstract and the discussion section often emphasize the major findings. Answer these questions about the study: (1) What was the purpose of the study? (2) How was the study conducted? Who were the subjects? What did the subjects do? (3) What was found in the study? (4) Did the results and discussion seem consistent? Explain. (5) What implications do the study's findings have for us? (6) If you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study? That is, where do we go from here?

Remember the following about doing a critique of this study: I have already read the article, so don't spend as much time summarizing the article as you do critiquing it. In your critique, don't just focus on the negative aspects of the study. Rather, try to present a balanced view of the study's strengths and limitations.

Evaluation Criteria. Your paper should be typed in a Word-doc, double-spaced, and have 1-inch margins, cover page. You may include subheadings for each topic to help with the flow of the paper. This paper is worth 100 points and will be evaluated according to the following criteria: Accuracy of interpretation and discussion (35 points); Scope—all questions answered in sufficient detail (35 points); Clarity and quality of writing (20 points); Grammar, spelling, format (10 points).

**Athlete Interview: (100 points):** For this assignment, you are to interview an athlete that plays either at the Varsity High School level or higher. Be prepared for any unplanned follow-up questions for the athlete if you need to dig deeper. The requirements and questions for the interview are as follows:

* Ask 2 open-ended questions pertaining to mental imagery use during practice and during performance.
	+ In what ways are you currently implementing imagery into your practice as a way to improve your skills?
	+ During a game, what type of imagery do you use to help with your performance execution?
* Ask 1 open-ended question regarding aggression within their sport.
	+ In your sport, how do athlete’s use aggression to their advantage or to help them win the game?
* Ask 1 open-ended question regarding the athlete’s goal setting strategy/approach.
	+ What type of experience do you have with goal setting as it relates to your sport?
* Ask 1 open-ended question pertaining to the anxiety or stress that they undergo in order to be a successful athlete.
	+ As an athlete, what type of anxiety or stress do you typically experience during the season?

This assignment is your interview to conduct and follow through with. You are responsible for contacting an athlete, scheduling an interview time, and conducting the interview. If your athlete is a high school student, you will need to have the athlete and their parent/guardian complete a waiver. The interview does NOT need to be recorded unless you want to record for the purposes of this assignment and for better recall. The interview does not have to be face-to-face, and can be via phone, Skype, Zoom or another platform. You will want to have a transcript or notes from the interview for the purposes of the paper submission.

Once you have completed the interview, you will then complete a paper that discusses the interview. The following sections must be covered in your paper submission:

* Athlete’s age, sport played and number of years playing the sport
* Each question asked should be its own paragraph
* A summary of the athlete’s answers for each question (avoid quoting the athlete)
* Your personal reflection on the athlete’s answers and how they have incorporated aspects of sport psychology into their sport

If there are any references used in your paper, make sure to include a reference section. The paper needs to be written in 12pt font, Times New Roman, double spaced, cover page. You do NOT need to include an abstract.

**Grading Criteria:**

Your grade will be determined as follows:

|  |  |
| --- | --- |
| 1. Discussions
 | 140 points |
| 1. Exams
 | 200 points |
| 1. Critiques of a Research Article
 | 100 points  |
| 1. Athlete Interview
 | 100 points |
| **Total** | **540 points** |

Grading Scale:

|  |  |  |
| --- | --- | --- |
| 486-540 | **A** | 90-100% |
| 432-485 | **B** | 80-89.9% |
| 378-431 | **C** | 70-79.9% |
| 324-377 | **D** | 60-69.9% |
| 0-323 | **F** | 0-59.9% |

**Tentative Schedule:**

Subject to change at instructor’s discretion

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| --- | --- | --- | --- |
| **Date** | **Topic/Event** | **Readings** | **Assignment Due** |
|  |  |  | **All assignments are to be submitted in Blackboard by Sunday, 11:59pm CST** |
| Oct 19-25 |  | Chp 1- 3 | Discussions |
| Oct 26-Nov1 |  | Chp 4 - 5 | Discussions |
| Nov 2-8 |  | Chp 6 - 8 | Discussions; Article Critique |
| Nov 9-15 |  | Chp 11; Mid-Term | Discussions; Mid-term |
| Nov 16-22 |  | Chp 12-14 | Discussions |
| Nov 23-29 | THANKSGIVING BREAK – Enjoy all the food! |  |  |
| Nov 30-Dec 6 |  | Chp 15 -17 | Discussions |
| Dec 7-13 |  | Chp 18 & 21 | Discussions |
| Dec 14-19 |  | Athlete interview paper; Final | Paper submission; Final |