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**1. Campus Name**

**School of \_\_Education\_\_\_\_\_\_\_\_\_\_\_\_**

**2. 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.

**3. Course Prefix, Number, & Name: EXSS 5304. Sports Psychology**

**4. Term and Year: Summer Term 2018 (May 28 – Aug. 11)**

**5. Full Name of Instructor: Dr. Charles Chaoqun Huang**

**6. Office Phone and WBU Email Address: 806-291-3791; huangc@wbu.edu**

**7. Office Hours, Building, and Location:** By appointment, Laney Center, Room 204, WBU-Plainview

**8. Class Meeting Time and Location**: Virtual Campus online instruction via Blackboard

**9. Catalog Description:** psychological factors of sports participation for coaches, athletes, and other participants; concepts applicable to individual and group processes.

**10. Prerequisite:** EXSS 5300 – Leadership in Sport Management

**11. Required Textbook and Resources**:

11.1 Weinberg, R.S. & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Champaign, IL: Human Kinetics.

11.2 B. Various readings will be distributed throughout the session

**12. Optional Materials:**

12.1 A. Resources available through WBU and Online libraries

12.2. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**13. Course Outcome Competencies**:

At the completion of this course, the student should be able to:

13.1. Better understand human behavior in the context of athletic pursuits.

13.2. Gain a greater understanding of psychological science, theory, and practice by exploring its application to the domains of sport

13.3. Know the best ways to communicate

13.4. Understand the different motivational constructs

13.5. Know how to create the most productive team environment

13.6. Review current research trends in sport psychology

**14. 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.

**15. 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.

**16. 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.”

**17. Course Requirements and Grading Criteria: (Include information about term papers, projects, tests, presentations, participation, reading assignments, etc. and how many points or what percentage of the final grade each of these components or assignments is worth)**

**17.1 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.”**

**17.2 Discussion Board Topic/ Response Participation (10 @ 25 pts. each). There will be a question posted each week in the discussion Board dealing with the chapter(s) assigned for that week. Each student will submit a response to the question (15 points) and then post a response to at least two other student’s submission (10 points) for that week.**

**17.3 Successful completion of weekly questions (10 @ 20 pts. each). Each week, chapter questions will be assigned based on chapter readings.**

**17.4 Research Articles Summaries and Critiques (100 pts)**

**Instruction:**

**17.4.1 Carefully read at least two journal articles related to the topic selected by yourself (you may need to do several readings to fully understand it). Note the rationale for the study, its purpose, the basic method used, the results, and the discussion of the results. Unless you've had advanced statistical courses, the results section may be difficult to understand, but try to understand as much as you can. 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) What are the limitations of the study? (5) Did the author(s) acknowledge the limitations of the study? (6) Did the results and discussion seem consistent? Explain. (7) What implications do the study's findings have for us? (8) 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? 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.**

**17.4.2 Evaluation Criteria. Your final project should be typed or word-processed, double-spaced, and have 1-inch margins. This project 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).**

**17.5 Psychological Demands Analysis (250 pts)**

**17.5.1 You should select a sport (and level, if applicable) that you are familiar with. If the sport is a relatively new sport, or one that might be unfamiliar to me (instructor), please give a brief description of the sport.**

**17.5.2 Utilizing sport psychology concepts and theories discussed in the course and in the text, you will prepare an analysis of the psychological demands associated with the sport. What are the psychological demands that you view as primary concerns? Are some demands more common in certain sports versus others? What are some of the sources of anxiety? Are there different sources of motivation that are useful for athletes involved in the sport? Are some personality factors more common in the sport (and more useful)? How important is attentional focus to the athlete involved in the sport? Is burnout a factor and what are some of the common causes? These are examples of questions that can guide you in the preparation of the analysis.**

**17.5.3 The paper should be between 10-15 pages in length and should integrate at least three theoretical approaches that apply to the psychological demands you identify. For instance, if you apply Nideffer’s (1976) attentional focus model to your description of the psychological demands, make the linkage between the theory and your description clearly understood. This is essentially a position paper that you are supporting with existing theoretical and/or research findings.**

**17.5.4 You should have a minimum of 10 primary (i.e., peer-reviewed journal articles and textbooks) sources included in the paper. You can use the two articles from your article summaries project if it fits conceptually.**

**17.5.5 You must follow APA format when writing the paper. Consult the Publication Manual of the American Psychological Association (6th ed.) when writing your paper for proper formatting. Make sure you properly cite all references utilized in the paper (i.e., sources for the quotes). Papers should have 1” margins, be written in narrative (third person format), and should be thoroughly edited.**

**17.6 Midterm Exam (100 pts.) The midterm exam will cover reading/lectures and chapter questions from the first half of the course. The midterm exam will be in multiple choice format or essay questions.**

**17.7 Final Exam (100 pts.) The final exam will cover reading/lectures and chapter questions from the second half of the course. The final exam may include true/false, multiple choice, and essay questions.**

**Total Possible Points- 1000**

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| --- | --- |
| Discussion & Response | 250 points (10 @ 25 pts. each) |
| Weekly Questions | 200 points (10 @ 20 pts. each) |
| Articles Summaries | 100 points |
| Psychological Demand Analysis  | 250 points  |
| Midterm Exam | 100 points  |
| Final Exam | 100 points  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Points** |
| A | 900 – 1000 |
| B | 800 – 899 |
| C | 700 – 799 |
| D | 600 – 699 |
| F | 000 – 599 |

**18. Tentative Schedule**:

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| --- | --- | --- | --- |
| Week | Topics/Activities/Assignments | Discussion/Assignment | Points |
| #15/28-6/3 | * Course Overview
* Chapter 1 Welcome to Sport Psychology
 | * Discussion #1: Why Study Sport Psychology? (Introduction Activity 3)
* Assignment #1: How did psychological factors (e.g., confidence, anxiety, coaching comments) affect you/your athletes’ performance in positive and negative ways and how did your participation in the sport affect your psychological development (e.g., self-confidence, leadership, personality)?
* **RESEARCH ARTICLES SUMMARIES:** Leading Organizations and Journals (p 6) (Self-check)
 | * 25
* 20
 |
| #26/4-6/10 | * Chapter 2 Personality and Sport
* Chapter 3 Motivation
 | * Discussion #2: Should psychological tests be used for team selection? Explain your answer.
* Assignment #2: Activity 2.3: Assessing Sport Confidence: How Confident Are You?
* Discussion #3: Activity 3.2, Better Understanding of Why People Participate in Sport and Exercise
* Assignment #3: List at least three ways to better understand someone’s motives for sport and physical activity involvement.
 | * 25
* 20
* 25
* 20
 |
| #36/11-6/17 | * Chapter 4 Arousal, Stress, & Anxiety
 | * Discussion #4: How might you tailor coaching strategies to individuals who are trying to deal with stress and anxiety? (Give an example)
* Assignment #4: Activity 4.3, Signs and Symptoms of Increased Anxiety
* **RESEARCH ARTICLES SUMMARIES:** Pick topics and two articles (Self-check)
 | * 25
* 20
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| #46/18-6/24 | * Chapter 5 Competition and Cooperation
* Chapter 6 Feedback, Reinforcement, & Intrinsic Motivation
 | * Discussion #5: You have learned about modifying behavior by using positive reinforcement and punishment. How would you use these two sources of motivation to help build motivation and confidence within your team?
* Assignment #5: Activity 5.2 Designing a Cooperative Game
* **RESEARCH ARTICLES SUMMARIES:** 1st draft (Self-check)
 | * 25
* 20
 |
| #56/25-7/1 | * Chapter 7 Group & Team Dynamics
* Chapter 8 Group Cohesion
 | * Discussion #6: You are a coach of a team sport, and you see that not everyone is hustling on every play. What would you say to your players to indicate that they are loafing and that the team needs them to stop loafing? What could you do to minimize or prevent loafing?
* Assignment #6: Give three specific examples of team-building exercises. Give a coach’s view on whether these team-building exercises are effective.
* **RESEARCH ARTICLES SUMMARIES:** revise your draft (Self-check)
 | * 25
* 20
 |
| #67/2-7/8 | **MIDTERM EXAM - ON BB** | * **MIDTERM EXAM (Chapters 1-8)**
* **RESEARCH ARTICLES SUMMARIES DUE**
 | * **100**
* **100**
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| #77/9-7/15 | * Chapter 9 Leadership
* Chapter 10 Communication
 | * Discussion #7: Three concepts have been shown to provide a good theoretical basis for understanding the coach-athlete relationship. Discuss and provide examples of closeness, co-orientation, and complementarity.
* Assignment #7: You have taken your first coaching and teaching position with a local high school. Describe how you might apply some of the principles and finding derived from Chelladurai’s and Smith and Smoll’s models to your coaching and teaching. Be specific about how you might alter your approach to your athletes and students in classes, practices, and competitions.
* **PSYCHOLOGICAL DEMANDS ANALYSIS:** select a sport and review literatures (Self-check)
 | * 25
* 20
 |
| #87/16-7/22 | * Chapter 11 Introduction to Psychological skills training
* Chapter 12 Arousal Regulation
 | * Discussion #8: You are a coach, and you decide that you want to implement a PST program starting in the off-season. How will you do it? What are some of the potential pitfalls you should be aware of, and what would you do to overcome them?
* Assignment #8: Describe three different strategies for coping with different emotions in sport.
* **PSYCHOLOGICAL DEMANDS ANALYSIS:** demands analysis and prepare writing outline (Self-check)
 | * 25
* 20
 |
| #97/23-7/29 | * Chapter 13 Imagery
* Chapter 14 Self-Confidence
 | * Discussion #9: As a coach, how might you use the five different types of imagery discussed in this chapter for different situations to enhance the performance, affect, and thoughts of your athletes?
* Assignment #9: Activity 14.1 Assessing Self-Confidence
* **PSYCHOLOGICAL DEMANDS ANALYSIS:** 1st draft (Self-check)
 | * 25
* 20
 |
| #107/30-8/5 | * Chapter 15 Goal Setting
* Chapter 16 Concentration (Attentional Focus)
 | * Discussion #10: Discuss five of the findings regarding the goal-setting practices of coaches.
* Assignment #10: Activity 16.3 Developing a Concentration Routine
* **PSYCHOLOGICAL DEMANDS ANALYSIS:** revise your draft (Self-check)
 | * 25
* 20
 |
| #118/6-8/11 | **FINAL EXAM – ON BB** | * **FINAL EXAM (Chapters 9-16)**
* **PSYCHOLOGICAL DEMANDS ANALYSIS DUE**
 | * **100**
* **250**
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**19. Faculty May Add Additional Information as Desired: N/A**