**WBU Flame Logo

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**1. Campus Name: Virtual Campus**

**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 2019 (May 27 – Aug. 10)**

**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. (2019). Foundations of sport and exercise psychology (7th ed.). Champaign, IL: Human Kinetics.

11.2 Various readings will be distributed throughout the session

**12. Optional Materials:**

12.1 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. Increase their understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.

13.2. Increase their understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.

13.3. Acquire skills and knowledge about sport and exercise psychology that they can apply as coach, teacher, athletic trainer, or exercise leader.

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

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

13.6. Understand the different motivational constructs

13.7. Know how to create the most productive team environment

13.8. 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 @ 25 pts. each). Each week, chapter questions will be assigned based on chapter readings.**

**17.4 Critique of a Research Article (100 pts)**

**17.4.1 Instructions. Carefully read the provided journal article (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? 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.**

**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: (1) Accuracy of interpretation and discussion (35 points); (2) Scope—all questions answered in sufficient detail (35 points); (3) Clarity and quality of writing (20 points); (4) Grammar, spelling, format (10 points).**

**17.5 Applied Sport Psychology Magazine or Journal Article (200 pts)**

**17.5.1 Instructions. Choose one topic from the psychological skills training section of the book that you find interesting: arousal regulation (chapter 13), imagery (chapter 14), self-confidence (chapter 15), goal setting (chapter 16), attention or concentration (chapter 17).**

**You are going to write an applied article on your chosen topic for a specific newsletter or magazine related to a sport or physical activity of your choice. You will need to select a specific newsletter or magazine (e.g., Golf World, Cycle World, Tennis). If you have trouble locating an appropriate newsletter or magazine, I may be able to help you find one. Along with your article, you will need to turn in a copy of an article out of the actual newsletter or magazine.**

**The format of your article should be similar to those in the actual newsletter or magazine. Be creative: Include graphics and diagrams, get the reader’s attention with quotes, and create a catchy title. Your article should include approximately four to five pages of text. (The length will depend somewhat on how you format your article.)**

**The key for your article is to present the information on your topic so that readers can understand the information and apply it to their specific sport or physical activity. Be sure to include good content (the basics of the topic you are presenting) and ideas for how this information can be applied to specific situations (using examples is a good idea).**

**17.5.2 Evaluation. (1) Topic information (Have you provided enough information on the topic? Is the information accurate?) (40 points); (2) Understandability (Will the readers of your article understand the principles?) (50 points); (3) Application (Have you provided information so that readers can apply the principles and information you have presented? Have you provided examples?) (50 points); (4) Creativity/Presentation (Did you include graphics? Quotes? Catchy title?) (40 points); (5) Spelling and grammar (20) points.**

**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**

|  |  |
| --- | --- |
| Discussion & Response | 250 points (10 @ 25 pts. each) |
| Weekly Questions | 250 points (10 @ 25 pts. each) |
| Critique of a Research Article | 100 points |
| Applied Magazine or Journal Article | 200 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**:

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topics/Activities/Assignments | Discussion/Assignment | Points |
| #1  5/27-6/2 | * Course Overview * Chapter 1 Welcome to Sport and Exercise Psychology * Chapter 2 Science and Professional Practice of Sport and Exercise Psychology | * Discussion #1: Why Study Sport Psychology? (Introduction Activity 3) * Assignment #1: Consider your professional goals (e.g., to become a physical therapist, coach, exercise physiologist) and identify how the field of sport psychology might affect what you want to do? | * 25 * 25 |
| #2  6/3-6/9 | * Chapter 3 Personality and Sport * Chapter 4 Motivation | * Discussion #2: Should psychological tests be used for team selection? Explain your answer. * Assignment #2: Activity 3.3: Assessing Sport Confidence: How Confident Are You? * Discussion #3: Activity 4.2, Better Understanding of Why People Participate in Sport and Exercise * Assignment #3: List at least three ways to better understand someone’s motives for involvement in sport and physical activity. | * 25 * 25 * 25 * 25 |
| #3  6/10-6/16 | * Chapter 5 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 5.3, Signs and Symptoms of Increased Anxiety | * 25 * 25 |
| #4  6/17-6/23 | * Chapter 6 Competition and Cooperation * Chapter 7 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 6.2 Designing a Cooperative Game | * 25 * 25 |
| #5  6/24-6/30 | * Chapter 8 Diversity and Inclusion * Chapter 9 Team Dynamics and 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 what strategies would you use to help the team to stop loafing? * Assignment #6: Give three specific examples of team-building exercises. Give a coach’s view on whether these team-building exercises are effective. | * 25 * 25 |
| #6  7/1-7/7 | **MIDTERM EXAM - ON BB** | * **MIDTERM EXAM (Chapters 1-8)** * **Critique of a Research Article Due** | * **100** * **100** |
| #7  7/8-7/14 | * Chapter 10 Leadership * Chapter 11 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. | * 25 * 25 |
| #8  7/15-7/21 | * Chapter 12 Introduction to Psychological skills training * Chapter 13 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 strategies for coping with different emotions in sport. | * 25 * 25 |
| #9  7/22-7/28 | * Chapter 14 Imagery * Chapter 15 Self-Confidence | * Discussion #9: As a coach, how might you use the four types of imagery discussed in this chapter to enhance the performance, affect, and thoughts of your athletes in different situations? * Assignment #9: Activity 15.1 Assessing Self-Confidence | * 25 * 25 |
| #10  7/29-8/4 | * Chapter 16 Goal Setting * Chapter 17 Concentration | * Discussion #10: Discuss five of the findings regarding the goal-setting practices of coaches. * Assignment #10: Activity 17.3 Developing a Concentration Routine * **PSYCHOLOGICAL DEMANDS ANALYSIS:** revise your draft (Self-check) | * 25 * 25 |
| #11  8/5-8/10 | **FINAL EXAM – ON BB** | * **FINAL EXAM (Chapters 9-16)** * **Applied Sport Psychology Magazine or Journal Article Due** | * **100** * **200** |

**19. Faculty May Add Additional Information as Desired: N/A**