

**Sport & Exercise Psychology**  
**EXSS 181 – Spring 2016**  
**10:10AM – 11:00AM, M, W, F, Greenlaw 101**  
**Department of Exercise and Sport Science**  
**University of North Carolina – Chapel Hill**

**Instructor: J.D. DeFreese, PhD**  
**5<sup>th</sup> floor of building**

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**OFFICE HOURS: Mon. (11:00AM-12:30PM), Tue. (2:30-4:00PM), by Appointment**

**Course Description**

This course will be a unique opportunity to be exposed to sport/physical activity from the standpoint of psychological aspects contributing to participation and associated psychological outcomes of participation. This course examines psychological theories and research and their application to the sport/physical activity-related affect, behaviors and cognitions of participants as well as the individual and environmental factors which shape these outcomes.

**Course Objectives**

1. Develop an understanding of how psychological factors influence involvement and performance in sport and physical activity settings.
2. Develop an understanding of how participation in sport and physical activity may impact the psychological and outcomes of those who chose to participate.
3. Acquire skills and knowledge about sport psychology theory and research that you can apply as a participant, coach, teacher, athletic trainer, sport administrator, or parent within relevant sport and physical activity settings.
4. Develop the ability to think critically about issues in sport and physical activity.

**Target Audience**

This course targets students interested in gaining knowledge of how psychology plays a part in the realm of sport and physical activity. Students with a variety of educational and sport/physical activity backgrounds may benefit from this course including (but not limited to) current, former, or future athletes, coaches, teachers, athletic trainers, sport administrators, sport parents, or students with a specific interest in sport and/or psychology.

**Prerequisites**

There are no prerequisites for this course. However, introductory coursework in exercise science or psychology may be beneficial.

### **Required Textbooks**

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

1 of the following 2 books:

- 1) Mack, Gary. (2001). Mind Gym. McGraw-Hill.
- 2) Smith, Ronald, & Smoll, Frank. (2012). Sport Psychology for Youth Sport Coaches. Rowman & Littlefield.

Either book can be found used or as an e-reader or is readily available online. They have NOT been ordered by the bookstore.

### **Class Procedures and Policies**

- 1) It is necessary that class readings be read before the class in which they are discussed. 10 unannounced or “pop” quizzes will be given throughout the course. These quizzes will cover the readings due for the class that day. It may also be helpful to review the class notes for that day as well as preparation.
- 2) This class will be taught primarily using a lecture format. Slides will be provided on Sakai at least 24 hours prior to the lecture. We will also use “hands on” case study learning, videos, group discussion, blogs and debates to reinforce course topics.
- 3) Assignments are due at the beginning of class on the due date. Late assignments will NOT be accepted, and will receive a “0” grade. Extensions will only be granted in cases where there is an excusable reason (see section on “attendance” for examples) that you have discussed with the instructor before the assignment is due.
- 4) Any questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 1 week from when the grade is originally posted on Sakai. After 1 week, NO individual grade changes will be considered.
- 5) Email: If you contact me via email, I will do my best to respond within 1 business day. If your request is urgent and you need a faster response, please try to phone my office. If you want to discuss concepts from class, please come to my office hours or email me to make an appointment.
- 6) If there are reasonable, personal issues which may designate an exception to a course policy, please see me as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of his/her issues. Please contact me as needed. I will be glad to help if I can.

### **Cell Phones and Electronic Devices**

All cell phones or any devices that ring, beep, or make any noise must be turned off. If a cell phone ring or text message alert interrupts the class, the student may be asked to leave the classroom. Laptops may be used to take notes but should not be used in a manner which distracts from the class experience (e.g., checking web, email, or Facebook during class). Please use professional courtesy and judgment in your use of electronic devices in this class. This represents a lifelong self-regulation skill that I will do my best to help you learn.

## Attendance

Attendance and punctuality are extremely important. The undergraduate bulletin of the university describes regular class attendance as a “student obligation” and reminds us that “no right or privilege exists that permits a student to be absent from a given number of class meetings.” You are expected to attend all classes. Professionalism begins with punctuality and attendance. **Three (3)** “free” unexcused absences will be allowed for the entire course but you will receive a "0" if there is a quiz given that day unless you notify the instructor beforehand. **After three absences, your attendance/participation grade will be lowered by 5 points for every absence thereafter (maximum 20 points)!** If you have extenuating circumstances (i.e., university sponsored travel, illness, medical emergency, family death, etc) you must meet with or contact the instructor **PRIOR TO/AS SOON AS POSSIBLE** to missing the 3<sup>rd</sup> class to discuss any necessary accommodations. Please save your absences for these purposes. The instructor must be advised prior to the absence being taken when appropriate.

An attendance sheet will be passed around every day and must be signed at the beginning of each class. It is your responsibility to sign the sheet. If it is not signed then it is assumed that you were not present. If for any reason someone else signs the attendance sheet for you both parties will be referred to honor court. You are expected to be on time and ready for class on the hour. If you leave early without permission, you will be counted as not being in class for that day! When you sign the attendance sheet, it is for the entire class period. Please make a friend of someone sitting close to you in case you need to get an assignment or discuss what went on in class if you missed a day. You are responsible for getting any missed assignments.

## Academic Integrity

The Honor code is in affect at all times. Please note a new policy: “Students may be videotaped by instructors through the use of classroom or handheld monitoring devices during any exams or graded assignments taken in class.”

Your honor stands above all else. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging or falsifying university documents, violating university policies, assisting or aiding another in engaging in any of the above are in conflict with the UNC Honor System. Review <http://honor.unc.edu/> for additional clarification.

## Americans with Disabilities Act (ADA) compliance

The University of North Carolina at Chapel Hill (UNC–CH) ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. Students seeking reasonable accommodation should speak with the instructor or visit the Office of Disability Services web site at: <http://disabilityservices.unc.edu>

## **Assignments**

- 1) There will be handouts posted on Sakai for most lectures which you should bring to class for the lecture for which they are intended.
- 2) You will have 10 in class quizzes on class readings to assess your understanding of the material.
- 3) The options for the Book Reflection Paper are Mind Gym by Gary Mack OR Sport Psychology for Youth Sport Coaches by Ronald Smith and Frank Smoll. Guidelines for this paper are attached at the end of the syllabus.
- 4) You will complete one group laboratory project that entails observing and critiquing the behavior of a sport/health/fitness professional. Details on this project will be provided during class.
- 5) Part of your course grade will come from peer- (and self-) evaluations of your participation during in-class group discussion activities. Therefore, you will be required to evaluate yourself and your discussion group members and turn these evaluations in twice (2) over the course of the semester. Further details are discussed below.

## **Examinations**

Each exam will consist of multiple choice type questions. The first 2 exams will be completed during class on the scheduled date while the Final Exam (cumulative) will take place during the final exam period (see schedule). Please bring your own scantron for each exam!

## **Discussion Group Participation**

As a complement to daily lecture, students will periodically discuss course topics and example scenarios in groups of 6-8. Groups will be created the second day of the term. To encourage the active participation of all group members, individual contributions to group discussion will be evaluated two times (see the calendar below) throughout the course term by *both* the student and his/her discussion group mates. At each date, these peer- and self-evaluations will be averaged to create a final group discussion participation score. Failure to turn in all assigned materials at any grading point will result in a 0/10 for this time point. Please note, this course assignment will be graded by you and your student peers and NOT the instructor. However, the instructor does reserve the right to alter individual group participation grades in cases where he believes final grades do not adequately reflect an individual's actual level of effort and/or engagement. Further guidelines for these evaluations will be discussed in class. Peer- and self-evaluation grading sheets will be posted on Sakai.

## **Active Participation in this Course**

For our class to be successful, everyone involved must contribute. This includes preparing for class by completing the readings, attending class on time (and staying the entire time), and actively participating in class and group discussions. All the slides are posted on Sakai and it is suggested you use them to take class notes. Not all slides (posted on Sakai) will be discussed in class but you are responsible for all information on the slides for exams.

**Course Evaluation**

Exams (2 exams at 50 pts. each) -----	100 points
Final Exam -----	60 points
Quizzes (10 quizzes at 5 pts. each) -----	50 points
Book Reflection Paper -----	25 points
Coaching Behavior Laboratory -----	25 points
Attendance/Participation-----	20 points
<u>Discussion Group Participation (2 evals at 10 points each) -----</u>	<u>20 points</u>
Total Course Points -----	300 points

YOU ARE RESPONSIBLE FOR YOUR GRADE.  
 YOU SHOULD CONTINUOUSLY CHECK THE ACCURACY OF YOUR GRADE (on Sakai) AS THE SEMESTER PROGRESSES.

**Course Grading Scale (no rounding)**

A = 279-300	B+ = 261-269	C+ = 231-239	D+ = 201-209	F = 179 or less
A- = 270-278	B = 249-260	C = 219-230	D = 180-200	
	B- = 240-248	C- = 210-218		

**Tentative Course Schedule (The instructor reserves the right to make changes to the syllabus at his discretion, including assignment due dates and exam dates if necessary. If necessary, these changes will be announced as early as possible.)**

<i>Date</i>		<i>Topic</i>	<i>Readings/Assignments</i>
Mon	1/11	Introductions & Course Expectations	Course Syllabus
Wed	1/13	Introduction to Sport & Exercise Psychology	Chapter 1
Fri	1/15	Affect, Behavior, Cognition (ABCs)	Reading posted on Sakai <b>Syllabus Sheet Due</b>
Mon	1/18	<u>NO CLASS – UNIVERSITY HOLIDAY</u>	
Wed	1/20	Personality & Sport	Chapter 2
Fri	1/22	CLASS CANCELLED DUE TO WEATHER	
Mon	1/25	CLASS CANCELLED DUE TO WEATHER	
Wed	1/27	Motivation – Attributions	Chapter 3

Fri	1/29	Motivation – Achievement Goals	Chapter 3
Mon	2/1	Motivation – Self-Determination Theory	Reading posted on Sakai
Wed	2/3	Motivation – Competence Motivation	Chapter 3
Fri	2/5	Physical Self-Perceptions/Self-Esteem	Reading posted on Sakai
Mon	2/8	Arousal-Performance Relationship	Chapter 4
Wed	2/10	Stress & Coping	Chapter 4
Fri	2/12	Competition & Cooperation	Chapter 5
Mon	2/15	Competition Debate	Chapter 5
Wed	2/17	Modeling	Chapter 6
Fri	2/19	Feedback and Intrinsic Motivation	Chapter 6
Mon	2/22	Communication	Chapter 10
Wed	2/24	Catch-Up / Exam 1 Review	<b>Coach Behavior Sheet Due</b>
Fri	2/26	Exam 1	<b>Bring Scantron</b>
Mon	2/29	Introduction to Psychological Skills Training	Chapter 11
Wed	3/2	Arousal Regulation	Chapter 12 <b>1<sup>st</sup> Discussion Group Evaluations Due</b>
Fri	3/4	Imagery	Chapter 13
Mon	3/7	Self-Confidence	Chapter 14
Wed	3/9	Self-Efficacy	Chapter 14 <b>Book Reflection Paper Due</b>

Fri	3/11	<u>NO CLASS - COACH BEHAVIOR LAB WORK DAY</u>	
Mon	3/14	<u>NO CLASS – SPRING BREAK</u>	
Wed	3/16	<u>NO CLASS – SPRING BREAK</u>	
Fri	3/18	<u>NO CLASS – SPRING BREAK</u>	
Mon	3/21	Goal Setting	Chapter 15
Wed	3/23	Concentration / Mindfulness	Chapter 16
Fri	3/25	<u>NO CLASS – UNIVERSITY HOLIDAY</u>	
Mon	3/28	Self-Talk	Chapter 16
Wed	3/30	Exercise Behavior & Adherence	Chapter 18
Fri	4/1	Psychology of Athletic Injury	Chapter 19
Mon	4/4	Moral Behavior & Character Development	Chapters 23 & 24
Wed	4/6	Character Development in Sport Debate	Chapters 23 & 24
Fri	4/8	Catch-Up / Exam 2 Review	
Mon	4/11	Exam 2	<b>Bring Scantron</b>
Wed	4/13	Burnout & Overtraining	Chapter 21
Fri	4/15	Burnout – In-Class Case Studies	Reading posted on Sakai
Mon	4/18	Sport Socialization	Chapter 22
Wed	4/20	Sport Socialization – Video Case Study	Chapter 22

Fri	4/22	Drugs & Sport	Chapter 20 <b>Coaching Behavior Lab Due</b>
Mon	4/25	Drugs & Sport – Video Case Study	Chapter 20
Wed	4/27	Course Wrap-Up / Exam 3 Review	<b>2<sup>nd</sup> Discussion Group Evaluations Due</b>
FINAL EXAM	TBD – GREENLAW 101 CLASSROOM		<b>Bring Scantron</b>

Book Reflection Paper on:

Mind Gym by Gary Mack OR Sport Psychology for Youth Sport Coaches by Ronald Smith & Frank Smoll.

Unfortunately, there are only so many topics we can cover in great detail throughout the course of the semester. This book reflection paper assignment is designed to allow the student to delve deeper into a topic that most interests him/her and relates to his/her own sport/physical activity and/or coaching experiences. *Mind Gym* provides additional insight into the practice of applied sport psychology beyond what we discuss in class. Gary Mack's numerous examples of his experiences as a sport psychology practitioner are relatable to a variety of individual sport and performance experiences. Choose this book if you are interested in learning more about the use of applied sport psychology techniques yourself and/or with elite athletes.

*Sport Psychology for Youth Sport Coaches* is a guide to using many of the concepts we discuss in class within the realm of youth sport. Smith & Smoll present a practical guide for using a positive coaching approach to positively impact young athletes in a variety of sports. They also provide several practice examples for what to do if certain commonly experienced youth sport scenarios occur (e.g., athlete misbehavior, overbearing parents, etc.). Choose this book if you are interested in learning more about the application of sport psychology topics within the world of coaching, particularly with young athletes.

Regardless of the book you choose, remember to think critically about the author's message(s). Both authors present interesting and well-informed arguments. However, considering the alternative to any argument (even ones you agree with) will make you a better consumer (and interpreter) of science and media in society today. Critical thinking is an important skill.

Assignment:

Write a reflection paper that links a personal sport/physical activity experience to one described in your book of choice. Make sure to address each of the following prompts. (1) Discuss how the book narrative relates to your personal experience. For Mack - What psychological skills techniques did (or could) you use before/during competition? For Smith & Smoll- What coaching behaviors shaped your training experiences as a young athlete? How were they similar/different from book recommendations? (2) Discuss how these techniques OR coaching behaviors affected your performance (positively or negatively) and/or your mental and physical health (positively or negatively). What could you or someone around you (e.g., coach, parents) have done differently to improve these outcomes? (3) Consider an argument that the author(s) make that you totally or partially disagree with. Clearly explain why this is the case and link this argument to a personal sport/physical activity example. Be clear and thoughtful in your writing and make sure to highlight sport psychological concepts from class. I want you to learn from and reflect on your experiences (i.e., link the book to your own life). Please DO NOT retell the story in book report form, as this will not be beneficial for your grade on the assignment.

Format: 3 (minimum) to 4 (maximum) double spaced pages, *Times New Roman font 12*, stapled and grammar/spell checked

*SYLLABUS UNDERSTANDING*

*EXSS 181*

*PLEASE SIGN AND DATE*

**TO BE RETURNED BY Friday, January 15, 2016**  
**If not returned by this date, you will lose 2 points from your attendance/participation grade.**

Please check the circle beside each statement and sign/date below.

- I have completely read and understand the syllabus. I understand the procedure, expectations and grading policy for this course and will abide by this policy. I will take ownership of my learning by engaging in class and taking notes and asking questions when I have them. I have read and understand that violation of the student code of conduct will result in consequences as deemed by the university.
  
- I agree to turn my cell phone off during class and use my computer only for class-related activities and not to check email, Facebook, etc. I understand that any violation of this policy may result in a decrease in my attendance/participation grade.

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Signature of Student

Date

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Printed Name of Student