

Sport Psychology
Department of Health and Human Performance
Aurora University
Spring 2015

Instructor: Emily Heller
Course: Sport Psychology: PED3480
Meeting Location: The Institute for Collaboration, Room 212
Meeting Times: T & Th 1:15 – 3:00pm CST
Office Hours: By appointment
E-mail: eheller@aurora.edu
Cell Phone: (630) 217-2358
Final Exam: Thurs, April 30th from 11:15am to 2:00pm CST

- Required Readings

Weinberg, R. S., & Gould, D. (2011). *Foundations of sport and exercise psychology*. (5th ed.). Champaign, IL: Human Kinetics.

- Course Overview

This course is designed to provide you with an understanding of the theories and concepts involved in the psychology of sport. Sport Psychology is a field of study in which the principles of psychology are applied in a sport setting. These principles are often applied to enhance the performance of teams and individuals. Additionally, the role of personality and social settings that influence thinking, performance, and the development of citizenship, sportsmanship, and personality will be explored.

- Learning Outcomes

1. The student will examine the social and personal influences within the sport setting, including performance and sportsmanship; and will demonstrate their understanding and knowledge by participating in class discussions and team building/group activities.
2. The student will build a foundation for the understanding of theory and research in the area of sport psychology. It is expected that all Health and Human Performance majors maintain a grade of C (70%) or greater average for course examinations and assignments. All non-majors are expected to maintain an average grade of D (60%) or greater on course exams and assignments to be considered passing.

PED3480 Schedule

Week	Topic(s)	Reading(s)	Evaluation
1 1/6 & 1/8	T: Syllabus Th: Meet in Dunham 019 @12:15	Syllabus Chapter 1	-
2 1/13 & 1/15	Achievement Motivation & Attributions	Chapter 3	-
3 1/20 & 1/22	Arousal, Stress, & Anxiety	Chapter 4	-
4 1/27 & 1/29	Feedback, Reinforcement & Motivation	Chapter 6	-
5 2/3 & 2/5	T: Review Th: Test	Chapters 1, 3, 4 & 6	Test #1
6 2/10 & 2/12	Psychology of Athletic Injuries	Chapter 19	-
7 2/17 & 2/19	Group Cohesion	Chapter 8	-
8 2/24 & 2/26	Self-Confidence	Chapter 14	-
3/3 – 3/5	Spring Break	-	-
9 3/10 & 3/12	Concentration & Attentional Focus	Chapter 16	Th: Critical Thinking Paper Due
10 3/17 & 3/19	T: Review Th: Test	Chapters 19, 8, 14, & 16	Test #2
11 3/24 & 3/26	Children & Sport Psychology Exercise & Well-Being	Chapter 22 Chapter 17	-
12 3/31 & 4/2	Addictive & Unhealthy Behaviors	Chapter 20	-
13 4/7 & 4/9	Group & Team Dynamics	Chapter 7	-
14 4/14 & 4/16	Ethics in Counseling & Chronic Injuries Th: Psychological skills training	Supplemental Reading Chapter 12 & 13	-
15 4/21 & 4/23	T: Student Video Presentations Th: Review	-	Tue: Group Video & Reflection Due
16 5/1	Final Exam: Thursday 11:15am – 2:00pm	All chapters	Final Exam

Readings should be done PRIOR to coming to class for the week they are assigned.

NOTE: This schedule is tentative. Depending on the pace of the class, topics may be omitted or added. Students will be informed of any changes as soon as possible. Students are responsible for all readings and information shared in class (lectures, announcements, group discussion, group projects, videos, etc.). Any information shared in class is considered testable material.

Undergraduate Grading System: Aurora University Catalogue, 2009-2011, page 65

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|----------|---|
| A | Denotes performance that consistently exceeds expectations and demonstrates comprehensive understanding of the subject. |
| B | Denotes performance that meets and at times exceeds expectations and indicates good preparation in the subject. |
| C | Denotes performance that meets expectations and demonstrates adequate preparation in the subject. |
| D | Denotes performance that is inadequate or inconsistently meets expectations and makes it inadvisable to proceed further in the subject without additional work. |
| F | Denotes performance that consistently fails to meet expectations. |

- **Grading Scale**

The total number of points at the end of the semester will determine the grade a student earns. Physical Education Majors must achieve a minimum grade of "C" to receive course credit.

Grading Scale

90%-100% = A
 80%-89% = B
 70%-79% = C
 60%-69% = D
 59% and below = F

Grade Breakdown

Attendance = 25 points
 Part. / Prof. = 25 points
 Group Video = 50 points
 Critical Thinking Paper = 50 points
 Quizzes = 30 points
 Exam #1 = 50 points
 Exam #2 = 50 points
 Final = 70 points
TOTAL = 350 points

- **Attendance Policy** (25 points)

Students must show up for class on time and be present for the entire class period for attendance points to be earned. Students who are absent during class projects will not be eligible for any of the possible points awarded that day. Certain factors and situations may arise which may prohibit you from attending class. But, if you choose to skip class at any time, realize that (a) this will impact your grade and (b) it is your responsibility to get the notes from any missed classes from a classmate. Excused absences will be granted for participation in AU sanctioned activities, religious holidays, job interviews, a death in the family, an emergency hospital visit, a civic duty, military service, and professional conferences – with corresponding proof and within one week of the absence taking place. Outlined below is how this segment of the grade is determined:

0 classes missed = 25 points (+5 EC points)
 1 class missed = 25 points
 2 classes missed = 20 points

3 classes missed = 15 points
 4 classes missed* = 0 points
 *(no longer eligible to pass the course)

- **Participation / Professionalism Policy** (25 points)

Active participation is defined as contributing meaningful comments / questions to the course and working cohesively with other students to problem solve during the semester. Simply coming to class and remaining silent will **NOT** earn you full participation points. Additionally, failure to attend class – **FOR ANY REASON** – also constitutes a loss of participation points for that day.

Professionalism for this class is defined as exhibiting behaviors appropriate for a future professional, which distinguishes one from a non-college student. For instance: overall preparedness to discuss concepts / readings, and refraining from such behaviors as texting, sleeping, reading the newspaper, playing on a laptop, listening to music, engaging in side conversations, etc. are all weighed for this portion of one's grade.

Incomplete Grades: a student who has done satisfactory work in a course but has not completed some of the specific course requirements may petition to receive a grade of "I". It may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. Petitions for incomplete grades are available from the Registrars Office.

- **Group Video** (50 points)

You are to create a 4 to 8 minute group video to teach, demonstrate, or act out any of the psychological constructs that have been discussed in class (i.e., anxiety attributions, feedback, athletic injuries, group cohesion, self-confidence, etc...). The project must identify the main psychological construct that will be played out, but supporting topics can be included as well. Every group will choose one main construct. And every group must have a different main construct. A component of the final grade (10 points) will be how your group mates (anonymously) rate your contribution to the group project. Additionally, a one-page independent reflection of how you can apply this material in your own life is due the same day the video is due.

- **Critical Thinking Paper** (50 points)

Two critical thinking questions will be posted on Moodle, and the assignment is to choose **one** to reflect on and write a response. This independent assignment will offer students an opportunity to apply the material discussed in class and required readings, all while applying theory to practice. At least three journal articles will need to be referenced to support or contest your position. The final paragraph of the submitted paper should include a reflection. The reflection is to provide a description as to how this information can be applied into your personal life.

All assignments should follow APA formatting. Some of the requirements for APA include double spacing, 1" margins, and 12 point Times New Roman font.

Late work will be accepted with a grade reduction of one whole letter grade (or 10%) per calendar day. Additionally, after five days late, an assignment will no longer be accepted because its maximum achievable score will be an F.

- **Quizzes** (5 points x 6)

Six unannounced quizzes will be administered throughout the semester. Questions will be created from the assigned readings. Students can earn the following grades on each of the quizzes: 1, 3, or 5 points.

1 point = understanding of content is poor

3 points = understanding of the content is average

5 points = answers appropriately and applies the reading to create a strong response

- **Exams** (50 points x 2)

Three exams (including the final) will be given during the semester, testing students' knowledge on the topics covered. All exams will primarily be based on assigned readings and class discussions. Exams will consist of multiple choice, short answer, and essay questions. In general, exams cannot be made up. However, arrangements can be made with the instructor to take an exam at a different time if an absence is unavoidable due to an excused absence listed above. These arrangements **MUST** be made **PRIOR** to the exam, are subject the instructor's approval, require documentation on the part of the student, and may result in a grade deduction – if the exam is taken after its scheduled date and time in class.

- **Final Exam** (70 points)

Permission to take the final exam other than as scheduled occurs only under extenuating circumstances as approved by the instructor no later than the end of the ninth week of the semester (or fifth week of a term). Emergency situations will be considered on an individual basis. Whether or not an exam is administered, the class will meet during the scheduled time.

Moodle Use Policy

All course information, syllabus, assignments, notes, etc., will be posted on Moodle. Instructors will make every effort to post information in advance. Students are responsible for printing the course materials and bringing them to class. The instructor will NOT provide extra copies.

Electronic Device Policy

All devices are to be turned off unless an extenuating circumstance exists and is previously approved by the instructor. Social networking (e.g., text messaging, face book, surfing the web) will result in expulsion from class and recorded as an absence.

Accommodations for Students with Disabilities

Aurora University will make reasonable environmental and academic adaptations that promote students' access and equitable participation. Students whose condition, that may be impacted by environmental and/or academic barriers are strongly encouraged to approach their faculty and the disability office at the beginning of the term to discuss possible adaptations.

Classroom Conduct Policy

Students enrolled in courses in the School of Health and Human Performance have the right to learn in an environment where all individuals are treated in an equitable manner. The School of Health and Human Performance encourages the resolution of conflict among and between students, and between students and faculty. If a conflict should arise within the learning environment and interferes with the process of learning/teaching, it is critical that concerns be immediately communicated to the instructor for student-student conflicts or the school director (and/or program director for athletic trainers) for student-instructor conflicts.

Disposition Policy

Instructors in the School of Health and Human Performance may choose to complete a disposition summary based on inappropriate conduct in class which will be submitted to the chair of the respective program for further action. Students in the School of Health and Human Performance must demonstrate the highest standards of professional behaviors, i.e. the values, commitments, and professional ethics that influence their behaviors. If an instructor issues a disposition report of “concern”¹ or “alert,”² the student will be notified and required to attend a disposition conference with the referring instructor and director of their respective program. If the student refuses to attend the conference, further action will be taken. The purpose of the conference will be to review the disposition report issued by the reporting instructor and the remediation plan clearly outlining behaviors the student will be expected to demonstrate in all settings (classroom, clinical or field placement sites, communications with faculty, supervisors, or staff, administration, etc.). The remediation plan will be monitored by the reporting instructor.

When any student receives two dispositions reporting “concern” or one disposition reporting “alert” in the course of the program of study, the program director will form a Student Performance Review Committee which will consider dismissal from the program at that time.

¹ *Disposition “Concern” is when one or more indicators on the dispositions report are not present.*

² *Disposition “Alert” is a violation of the law or an egregious violation of the Aurora University’s A-Book or the respective program’s policies and procedures.”*

Aurora University Sexual Misconduct Policy

Aurora University does not tolerate sexual misconduct against students, staff, faculty, or visitors, in any form, including but not limited to: sex discrimination, sexual harassment, dating/domestic violence, stalking, and sexual assault. The University also provides assistance for community members reporting sexual misconduct. For additional information, including detailed definitions, reporting options, and support resources, please see AU’s Sexual Misconduct Policy at www.aurora.edu/sexualmisconductresources.

The University has designated the following individual to enforce the sexual misconduct policy and to educate the community regarding reporting and prevention:

Title IX Coordinator: Dr. Amy Gray, Assistant Vice President for Student Life,
agray@aurora.edu, [630-844-5467](tel:630-844-5467)

Confidential on-campus support and resources are provided by the following offices:

Counseling Services, dreetz@aurora.edu, 630-844-5416, 1400 Southlawn (north entrance)

Wellness Center, cblock@aurora.edu, 630-844-5434, 1400 Southlawn (west entrance)

Chaplain, jdean@aurora.edu, 630-844-6866

Conflict Resolution Policy

Students enrolled in courses in the Department of Health and Human Performance have the right to learn in an environment where all individuals are treated in an equitable manner. The Department of Health and Human Performance encourages the resolution of conflict among and between students, and between students and faculty. If a conflict should arise within the learning environment and interferes with the process of learning/teaching, it is critical that concerns be immediately communicated to the instructor for student-student conflicts or the school director (and/or program director for athletic trainers) for student-instructor conflicts.

Statement about University Emergency Procedures

Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located; the name and address of the building; emergency exits for the building; and safety zones in the case of severe weather. As the university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency situations call **630-844-5450 or 911 or x555** (if calling from on campus); in non-emergency situations call 630-844-6140 or x6140 (if calling from on campus).

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. We urge all students to enroll in this system. Here are the steps to follow to enroll:

Visit the AU Website at www.aurora.edu

1. At the bottom of the home page -- click on WebAdvisor
2. Log in to WebAdvisor
3. Click on Students
4. Click on Address Change Link
5. Follow the instructions located approximately in the middle of the web page

If you do not see your cellular provider listed, please contact us at itshelp@aurora.edu or call ext. 5790 on Aurora campus or ext. 8562 on the GWC campus. If you do not have text messaging enabled on your cellular phone, you can check the AU website home page to see if there is an emergency announcement.

Code of Academic Integrity – August, 2004

Aurora University's core values include integrity and ethical behavior. A community of learners, Aurora University students and faculty share responsibility for academic honesty and integrity. The University expects students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Aurora University's Code of Academic Integrity (henceforth, the Code) prohibits the following dishonest and unethical behaviors, regardless of intent.

Cheating

Cheating is obtaining, using or attempting to use unauthorized materials or information (for example, notes, texts, or study aids) or help from another person (for example, looking at another student's test paper, or communicating with others during an exam via talking, notes, texts, electronic devices or other study aids), in any work submitted for evaluation for academic credit. This includes exams, quizzes, papers, presentations, and / or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for re-grading; unauthorized collaboration on an academic assignment; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication

Fabrication is falsification or invention of data; falsification of information, citations, or bibliographic references in any academic work (for example, falsifying references in a paper); or altering, forging, or falsifying any academic record or other university document.

Plagiarism

Plagiarism is representing someone else's work (including words and ideas) as one's own or providing materials for such a representation. Examples include submitting a paper or other work that is in whole or part the work of another; failing to cite references; presenting paraphrased material that is not acknowledged and cited; or failing to use quotation marks where material is used verbatim.

Obtaining an Unfair Advantage

This is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) retaining, possessing, or using previously given examination materials where those materials clearly indicate that they were intended to be returned to the instructor at the conclusion of the examination; (c) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (d) intentionally obstructing or interfering with another student's academic work; or (e) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

Unauthorized Access to Computerized Records or Systems

This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems or information.

Facilitating academic dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one's test or allowing others to use or represent one's work as their own).

Notes

Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply. The above is in part adopted from "Issues and Perspectives on Academic Integrity," a pamphlet distributed by the National Association of Student Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

Facilitating Violations of Academic Integrity

This is (a) helping or attempting to assist another in violating the Code (for example, allowing another to copy from one's test or allowing others to use one's work as their own); or (b) providing false information in connection with any inquiry regarding academic integrity.

Aurora University Professional Unit Conceptual Framework

Aurora University Mission Statement:

An inclusive community dedicated to the transformative power of learning.

The Mission of the Unit:

The unit is dedicated to preparing competent and qualified professional educators who are dedicated to excellence and continuous learning for themselves and their students. The preparation process occurs within a collaborative environment, where the curriculum equips our candidates with knowledge, skills, and dispositions to educate all P-12 learners. Our candidates are empowered to create and support communities where integrity, citizenship, and reflective practice are modeled.

The Vision of the Unit:

Excellence through continuous learning communities.

Visualization of the Conceptual Framework



Organizing Concepts:

A. Collaboration

The unit's goal is to produce collaborative educational professionals who understand "their roles and responsibilities as professionals in schools that must prepare all students for equitable participation in a democratic society" (Darling-Hammond & Bradsford, 2005, p. 11). Many of our teacher candidates will seemingly work in isolation and view their classrooms as their own domains. In reality, however, "Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone" (Carroll, 2009, p. 13). In a comprehensive study of factors that help students learn at higher levels, it was found that collaboration among teachers was the most powerful strategy to assist with student learning. This collaboration involved teams of educators establishing essential learnings, gathering data as evidence of these learnings, and using the evidence to further plan and improve instruction (Hattie, 2009). Professional

collaboration occurs in all walks of the educators' lives including collaboration with colleagues, support staff, students, parents, administrators, and community stakeholders.

B. Curriculum

As foundations for successful teaching practice, research has identified “four different kinds of knowledge essential for expert teaching: knowledge of content; pedagogical content knowledge; general pedagogical knowledge; and knowledge of learners and learning” (Eggen & Kauchak, 2004, p.7). The Aurora University faculty strives to combine knowledge in these areas with current research-based practices, data-based methodologies, and technological advances to prepare professional educator candidates to meet the varied, diverse, and challenging needs presented by today's educational systems. Emphasis is placed on the inclusion of broad based knowledge in these areas into an extensive array of field and community-based experiences designed to create optimal learning experiences.

Perhaps the most obvious of the “knowledges” essential for school professionals is knowledge about learners and learning. Inspired by the research of Linda Darling-Hammond, all professional educator candidates enrolled in the university's licensure programs are instructed to analyze what they are teaching and whom they are teaching. This happens when educators reflect on how to engage and sustain learning (Linda-Darling Hammond, 2006).

C. Community

There is abundant research linking higher levels of student achievement to educators who work in the collaborative culture of a professional learning community. (DuFour, 2011). The concept of community lies at the heart of the unit's vision. Aurora University candidates enter *an inclusive community dedicated to the transformative power of learning*.

Coursework, field experiences, and internship experiences support and guide candidates as they develop knowledge and reflective practice. Candidates develop an understanding of their dispositions for teaching and learning pedagogy and subject matter. They champion diversity, utilize technology to enhance communication and raise student achievement, and exemplify the importance of working within a practitioner community (Abdul-Haqq, 1997). Aurora graduates enter society with the knowledge, skills and experiences to collaboratively build professional communities of learning.

References

- Abdul-Haqq (1997). *Professional development schools: Weighing the evidence*. Thousand Oaks, CA: Corwin Press.
- Carroll, T. (2009). The next generation of learning teams. *Phi Delta Kappan*, 91(2), 8-13.
- Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing teachers for a changing world: What teachers should be able to learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L. (2006). *Powerful teacher education lessons for exemplary programs*. San Francisco, CA: Jossey-Bass.
- DuFour, R. (2011). Work together but only if you want to. *Phi Delta Kappan*, 92(5), 57-61.
- Eggen, P. & Kauchak, D. (2004). *Educational psychology: Windows on classrooms*. Columbus, OH: Pearson.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

Rubric for Assessing the Critical Thinking Paper			
Improving	Competent	Exemplary	Comments
Writing style does not include the use of APA. Rules of grammar, usage, and punctuation are not followed. Sentences are poorly worded and paper does not flow naturally in a logical sequence. (0-7 pts.)	Writing is usually consistent with APA guidelines. Rules of grammar, usage, and punctuation are sometimes followed. Sentence structures are average. (7.5-8 pts.)	Writing is consistent with APA guidelines. Rules of grammar, usage, and punctuation are followed. Sentences are well structured, clear, and concise. Paper flows naturally in a logical sequence with appropriate transitions. (9-10 pts.)	
Sources to support the author's position are not utilized. The sources cited are not academic sources or do not provide salient justification for the chosen topic. (0-7 pts.)	Less than three sources are utilized. Some of the sources are not from peer-reviewed journal articles. Some sources do not relate to the topic. (7.5-8 pts.)	At least three academic sources are cohesively included. All sources are from peer-reviewed journal articles. Solid research knowledge is demonstrated by correctly applying the references. (9-10 pts.)	
The content is inaccurate or overly general. Readers are unlikely to learn new information or the content is misleading. Does not draw conclusions or offer future suggestions for future growth. (0-14 pts.)	The content is generally accurate, but incomplete. Paper includes some isolated facts, but content is vague is does not include accurate insight about the topic. Conclusion is average. (15-17 pts.)	The content appropriately incorporates and applies class material. There is logic in the responses that reflect class material. The paper supports the learning objectives and provides convincing evidence to draw conclusions and offers future directions. (18-20 pts.)	
Evidence is not provided how this can be applied to your personal life. (0-7 pts.)	Some evidence is offered how this information can be applied to your life. (7.5-8 pts.)	Reflection provides rich and thought-out descriptions for how this material can be applied in your life. (9-10 pts.)	

Rubric for Assessing the Group Video Project				
	Not Acceptable	Competent	Exemplary	Comments
Visual Design & Organization 10 points	Video is poorly organized and no apparent attempt is witnessed for any type of design. Video is poorly edited and does not flow cohesively. Transitions and titles are lacking. Audio (narration, music, and sound effects) are non-existent. (0-7 pts.)	Video provides some organization and visual design that supports the learning objectives. Video is marginally edited and flows okay. Transitions and titles are provided, but are lacking or incomplete. Audio (narration, music, & sound effects) are marginal. (7.5-8 pts.)	Video is well organized and has exemplary visual design to support the learning objectives. Video is well-edited and flows naturally in a logical sequence of scenes. Transitions and titles are accurately provided. Video is aesthetically pleasing to watch. Audio is clear with supportive narration, music, or sound effects (as needed). (9-10 pts.)	
Content 20 points	Evidence is not used to support assertions. The content is inaccurate or overly general. Viewers are unlikely to learn anything or may be misled. (0-14 pts.)	The content is generally accurate, but incomplete. Viewers may learn some isolated facts, but unlikely to gain new insights about the topic. (15-17 pts.)	The content is accurate and complete. Viewers are likely to gain new insights about the topic. Supports the learning objectives and provides convincing evidence to draw conclusions. (18-20 pts.)	
Application - Individual Reflection Paper 10 points	Individual reflection does not offer an explanation regarding how this information can be applied to your personal life. (0-7 pts.)	Individual reflection offers some insight how this information could be applied to your life, but is not well supported. (7.5-8 pts.).	Individual reflection provides rich and thought-out descriptions to address how this material can be applied to your personal life. (9-10 pts.)	
Peer Grade 10 points				