

ESC 325 – SPORT PSYCHOLOGY

COURSE DESCRIPTION

This course will provide students with an overview of how psychological factors affect sport behavior and performance, and how participation in sport affects one's psychology. Students will be exposed to interdisciplinary topics within the field, including the origins of sport psychology, psychological skills training, motivation, personality, team dynamics, leadership, youth development, burnout, and career transitions. Additionally, a major focus of this course will be on the practical application of mental skills and writing for both academic and applied audiences.

COURSE INFORMATION

1:00 – 1:50pm, M/W/F, in Gilbert Hall 210
Spring 2014, Section 01, 3 credits

INSTRUCTOR INFORMATION

Sam Forlenza, stforlenza@ship.edu (will usually respond within 24 hours)

Office Contact: Henderson Gym 107E, Phone: 717.477.1713

Office Hours: Mondays 2:00 – 3:00, Tuesdays 11:00 – 1:00, Thursdays 1:00 – 3:00, or by appointment

**I prefer receiving emails versus phone calls. When emailing, please include the course title in the message, and sign your first and last name.

LEARNING OBJECTIVES

1. Understand both the role that psychological factors play in sport behavior and performance, and the role that participation in sport affects one's psychology.
2. Be able to apply mental skills to various situations by creating mental skill training plans for yourself and others.
3. Gain an understanding of what sport psychology consultants do and the major topics and issues in the field.
4. Develop your professional writing style, suitable for an academic audience, and your applied writing style, suitable for a public audience.

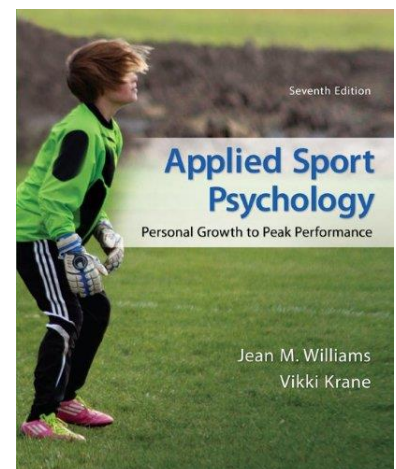
TEXTBOOK (REQUIRED)

Williams, J. M., & Krane, V. (2014). *Applied sport psychology: Personal growth to peak performance* (7th ed.). Boston: McGraw-Hill.

ISBN-13: 978-0078022708

ISBN-10: 0078022703

Note: The 6th edition is also acceptable.



COURSE SCHEDULE*

WEEK OF	MONDAY	WEDNESDAY	FRIDAY
January 19	MLK, Jr. Day	Course Introduction	Sport Psychology: Past, Present, Future (Chapter 1)
January 26	Motivational Climate and Athlete Motivation (Chapter 4)	Motivational Climate and Athlete Motivation (Chapter 4)	Article Discussion (Balaguer et al., 1999)
February 2	A Positive Approach to Coaching (Chapter 3)	Self-Fulfilling Prophecies in Sport (Chapter 5)	Leadership in Sport (Chapter 6)
February 9	Sports Teams as Effective Groups (Chapter 7)	Communicating Effectively (Chapter 8)	Psychological Characteristics of Peak Performance (Chapter 9), Applied Research Article Part 1 due
February 16	Exam 1 Review	Exam 1	Increasing Awareness for Sport Performance (Chapter 10)
February 23	Special Topic: Counseling Techniques	Goal Setting for Peak Performance (Chapter 11)	Goal Setting for Peak Performance (Chapter 11)
March 2	Understanding and Managing Stress in Sport (Chapter 12)	Understanding and Managing Stress in Sport (Chapter 12)	Understanding and Managing Stress in Sport (Chapter 12)
March 9	SPRING BREAK	SPRING BREAK	SPRING BREAK
March 16	Understanding and Using Imagery in Sport (Chapter 13)	Understanding and Using Imagery in Sport (Chapter 13)	NO CLASS, Applied Research Article Part 2 due
March 23	Cognitive Techniques for Building Confidence (Chapter 14)	Cognitive Techniques for Building Confidence (Chapter 14)	Concentration and Strategies for Controlling It (Chapter 15)
March 30	Concentration and Strategies for Controlling It (Chapter 15)	Exam 2 Review	Exam 2
April 6	Implementing a Psychological Skills Training Program (Chapter 16)	Gender, Diversity, and Cultural Competence (Chapter 18)	Gender, Diversity, and Cultural Competence (Chapter 18), Case Study Assignment due
April 13	When to Refer Athletes for Counseling (Chapter 19)	Drug Abuse in Sport (Chapter 20)	Drug Abuse in Sport (Chapter 20)
April 20	Burnout in Sport (Chapter 21)	Injury Risk and Rehabilitation (Chapter 22)	Career Transition Among Athletes (Chapter 23)
April 27	Special Topic: Morality and Aggression in Sport	Special Topic: Morality and Aggression in Sport	Exam 3 Review, Mental Skill Application due
Finals Week	Exam 3: Wednesday, May 6 @ 1:00 – 3:00pm		

Note: The final day for withdrawal from classes with a “W” grade is March 31, 2015.

*Schedule is subject to change. Additional readings may be assigned. You will be notified of any changes.

GRADING AND ASSIGNMENTS

ASSIGNMENT LIST

ASSIGNMENT	POINTS
Class Activities	100
Applied Research Articles	80
Case Study Assignment	40
Mental Skill Application	55
Exam 1	50
Exam 2	50
Exam 3	75
TOTAL	450

EVALUATION

POINTS NEEDED	GRADE
420 +	A
405 – 419	A-
390 – 404	B+
375 – 389	B
360 – 374	B-
345 – 359	C+
315 – 344	C
270 – 314	D
< 270	F

DETERMINING YOUR GRADE

This class uses a points-based system to calculate grades. So, you need to earn at least 420 points for an A, at least 405 points for an A-, and so on. The best way to determine where you stand during the semester is to calculate how many points you have lost. For example, because you cannot lose more than 30 points for an A, if you have lost 42 points, the highest point total you can achieve is 408, which is an A-. Points will **not** be bumped up to bring you to a higher grade, so do not ask.

CLASS ACTIVITIES

Throughout the semester, we will break away from the traditional lecture format and conduct active learning experiences. These will provide you with more in-depth experiences on the associated topics. These activities will primarily occur during class (though out-of-class activities may be assigned, too). Therefore, to earn credit for these activities, you must be present in class and participate fully.

APPLIED RESEARCH ARTICLES

This assignment will be a blend of research and application. You will summarize research articles in a formal academic manner and then write how that research can be used by a sport-specific population.

CASE STUDY ASSIGNMENT

To understand the role of an applied sport psychologist, you will be presented with a case study that represents a common situation one might encounter. After reading the case, you will choose a mental skill learned from class to help the character in the case.

MENTAL SKILL APPLICATION

It is one thing to help other people use a mental skill, but it is another thing to do it yourself. You will pick one mental skill that you find particularly interesting and use it in conjunction with an activity that you engage in on a regular basis.

EXAMS

Three exams will be given throughout the semester. Content for these assessments will come from lectures, class discussions, in-class activities, and associated readings. Questions will be written to address lower and higher levels of learning. Being able to apply, analyze, synthesize, and evaluate the material will be crucial for doing well in this course.

COURSE POLICIES & RESOURCES

EXPECTATIONS

1. Attend class regularly and on time (if late, please be considerate of the class when entering).
2. Complete all assigned readings prior to class, and review readings after class if needed.
3. Participate in all class activities, including small and large group discussions.
4. Ask and answer questions during class to enhance understanding of the material.
5. Complete all in-class assignments, quizzes, and exams during class time.
6. Complete all work outside of the classroom individually (unless stated otherwise).
7. Speak with or email me if you have questions pertaining to the material or the course.

ASSIGNMENT SUBMISSIONS

- All assignments are due by the **start** of class the day the assignment is due
- Submit assignments electronically into the appropriate dropbox on D2L (unless stated otherwise)
 - If the assignment is submitted late, or placed into the wrong dropbox, I will not grade it
- All assignments should follow APA format (unless stated otherwise)
 - This means 1" margins on all sides, 12-point font, double-spaced text, standard font (e.g., Times New Roman, Calibri), title page, and appropriate in-text citations and references

MAKE-UP POLICY

- No make-ups or extensions will be offered for missed in-class activities, assignments, quizzes, exams, etc., except in one of the following situations, provided that I am **notified in advance in writing** with signatures from the appropriate personnel. Please provide this information to me **within the first week of class**, or as soon as you are aware of the conflict.
 - University sponsored trips (athletic, academic, etc.)
 - Religious observances
 - Extenuating circumstances: This includes family emergencies, severe illnesses, accidents, etc. Whether or not you will be allowed to complete a make-up or receive an extension will be up to my discretion. Proof the event occurred (e.g., signed doctor's note) may be required.
- Though your absence may be excused, you are still responsible for obtaining any missed notes.

TECHNOLOGY

DESIRE2LEARN (D2L) AND SHIPPENSBURG EMAIL

- This course will use D2L and Shippensburg email for all information/communication
- You should check your email regularly (i.e., daily) to stay informed about class updates
- Grades on D2L will be updated regularly; if you notice any discrepancies or have questions, please do not wait until the end of the semester – **let me know right away**

LAPTOPS, TABLETS, CELL PHONES, AND OTHER DISTRACTING TECHNOLOGIES

- Leave them on and turn up the volume!
- I study sport psychology and the essence of sport psychology is **focusing through distractions** to perform well. We can work on that in class: if a phone goes off or if someone is using social media and you become distracted, practice refocusing by bringing your attention back to class. Likewise, if you are tempted to check your email or browse the internet, resist and direct your focus back onto the material. Research has shown that students who focus on class (compared to those who multitask) do better on course assessments.
 - **You** control your focus, not some expensive piece of technology.

- However, if your actions during class are disruptive or have the potential to interfere with other students' learning (e.g., excessive talking/texting, watching video), they will not be tolerated.

ACADEMIC INTEGRITY

All students should conduct themselves with the highest standards of academic honesty. **Academic honesty** is using one's own thoughts, ideas, words, and materials in the completion of one's own assignments, projects, and exams, and giving credit to others when it is due.

In contrast, **academic dishonesty** is "*deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means that is not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade or assist other students in evading, the university's policy against academic dishonesty*" (Shippensburg University 2013-2015 Undergraduate Catalog, p. 25).

Plagiarism is a specific type of academic dishonesty. "*Plagiarism is your unacknowledged use of another writer's own words or specific facts or propositions or materials in your own writing. When other writers' words or materials (even short phrases or specific terminology) are used, you should put these words, phrases, or sentences inside quotation marks (or else indent and single-space more extended quotations) and you should then cite the source of the quotation either in the text of your writing or in footnotes*" (SU UG Catalog, p. 26).

All incidences of questionable academic integrity are a serious matter and may result in a failing grade for the assignment or for the course. For more information, please refer to the latest version of the [Shippensburg University Undergraduate Catalog](#).

WRITING STUDIO

The assignments and exams in this course involve writing. I am happy to skim through assignment drafts at least 3 days before they are due, but I do not have the time to perform a thorough review as I do when grading. If you are unsure of your writing ability, or want someone to perform a thorough review of your papers before submission, consider utilizing the Writing Studio. Their contact information is:

[Shippensburg University Writing Studio](#)

Lehman Library, behind Starbucks

Phone: 717.477.1420

ACCOMMODATIONS

STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that may require reasonable accommodation, please call The Office of Disability Services (ODS) to speak with the director or associate director. Additionally, speak with me **within the first week of class**. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. Their contact information is:

[The Office of Disability Services \(ODS\)](#)

Horton Hall 120

Phone: 717.477.1364

ENGLISH LANGUAGE LEARNERS

If English is a secondary language and you believe it may hinder your ability to participate in class or learn the material, please speak with me **within the first week of class**. Additionally, consider taking advantage of the [Learning Center's writing tutoring](#) program for international students.

MEDICAL CONDITIONS OR OTHER CONCERNS

If you have a medical condition that may affect your class participation, or if other significant conditions or problems are ongoing (e.g., an ill parent), please speak with me **within the first week of class**.