

Sport & Exercise Psychology
EXSS 181 – Spring 2019
Department of Exercise and Sport Science
University of North Carolina – Chapel Hill
Sec 001 – 9:05 AM – 9:55 AM, M, W, F, Woollen 304
Sec 002 – 10:10AM – 11:00AM, M, W, F, Greenlaw 101

Instructor: J.D. DeFreese, PhD **Office: Stallings-Evans 2203**
E-mail: defreese@email.unc.edu **Office Phone: 919-962-0774**
OFFICE HOURS: Mon. (11:30AM-1:30PM), Tue. (8:00AM-11:00AM)

Graduate Teaching Assistant: Nikki Barczak – barczak@email.unc.edu
OFFICE HOURS: 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 Learning Goals

1. Develop understanding of how psychological factors influence involvement and performance in sport and physical activity settings.
2. Develop 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 psychosocial 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

- 1) Weinberg, R.S., & Gould, D. (2018). Foundations of sport and exercise psychology (7th Ed.). Champaign, IL: Human Kinetics.
- 2) Smith, Ronald, & Smoll, Frank. (2012). Sport Psychology for Youth Sport Coaches. Rowman & Littlefield.

Recommended Textbooks

- 1) Mack, Gary. (2001). Mind Gym. McGraw-Hill.

Class Procedures and Policies

1) It is necessary that class readings be read before the class in which they are discussed. 10 Sakai reading quizzes will be given throughout the course. These quizzes will cover the readings due for the class that day and are also do before class. It may also be helpful to review the class notes for that day as well as class preparation.

2) This class will be taught using a combination of lecture and active learning formats. Slides and handouts for case study learning, videos, group discussion, blogs and/or debates to reinforce course topics will be provided on Sakai at least 24 hours prior to the lecture. It is the student's responsibility to have access to these materials during class.

Assignments that are formally turned in, including blog posts uploaded to Sakai, will be assessed on a check scale (check minus = -1, check = 0, check plus = 1) that will be applied to each student's Attendance/Participation grade (see the Attendance section for more details). All blog posts must be completed as a group, but one group member will post the group's work on Sakai. **All posts must include the group's assigned number, the class section number, and the name of each group member that contributed to the work. Posts should concisely answer the blog's prompt with a response between 300 and 500 words.**

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 grade changes will be considered.

5) Email: If you contact either the instructor or TA via email, we will do our 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. But, ultimately, all exceptions are at my discretion.

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 and for class activities 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. **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 3rd 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 and if at all possible.

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 attendance 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. 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.

Excused Absences

Students may apply for an excused absence, but must do so at least 48 hours in advance. As noted on the website <https://deanofstudents.unc.edu/faculty-staff/student-class-absence-notifications>, I as the course instructor makes the ultimate decision regarding excusing absences in this class. Note that students who miss class due to excused absences will be given the opportunity to make up tests and other work missed due to an excused absence. Please turn in your university specific attendance/class release letter and schedule for all university-sponsored and authorized activities (e.g., sports, etc.) prior to your absence.

Special Needs

Anyone who feels they may need special accommodations for any reason should make an appointment to see the instructor *immediately* to ensure the appropriate accommodations are in place for the student.

Active Shooter On Campus

Unfortunately, this is a topic that I feel needs to be addressed. I care about the health, safety, and well-being of every student in my class. Sadly, we must be prepared in the rare circumstance that our campus has such an occurrence. Please consult <https://police.unc.edu/about/programs/shots-fired/> for information. On the first day of class, we will create an emergency plan for what happens in this case or any other emergency. Please understand that this topic is not meant to scare any students, but rather to help prepare us.

Counseling And Psychological Services (CAPS):

CWS is an agency of the Division of Student Affairs at The University of North Carolina at Chapel Hill. Their staff is available to help UNC-Chapel Hill students solve personal, social, and academic problems by providing individual evaluation, counseling, and urgent consultation. They help students who are dealing with everyday problems related to college life, as well as students with more serious concerns. Same day crisis intervention is available through the CAPS Urgent Care and Consultation Teams' On-Call Therapists to help students manage acute personal crises.

If you would like to talk with them, call (919) 966-3658 to make an appointment, or visit them on the third floor of the Student Health Services Building located between the UNC Hospitals and UNC's Kenan Football Stadium. They have walk-in hours from 9:00-12:00 and 1:00-4:00 daily, Monday through Friday.

Academic Integrity

The Honor code is in effect 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>

Diversity Statement

You deserve to be here and I want you here. We will work together to create a diverse classroom representing the following statement from Chancellor Folt. “We are determined to chart a course where we can all work together to create and sustain the kind of community where we all feel welcomed, respected and free to pursue our goals and dreams and to become our best and truest selves. To realize that course, we must create a diversity structure that is coordinated and integrated, that celebrates all forms of diversity, and which ensures equitable and inclusive educational and social benefits for all.”

Assignments

- 1) There will be activity or case study handouts and/or supplementary readings posted on Sakai which you should bring to class for that day’s lecture.
- 2) You will have 10 online Sakai reading quizzes on class readings to assess your understanding of the material. Quizzes are to be completed on Sakai and are due by 9:00AM the day of class. Quizzes will be open for completion on Sakai 48 hours before the day they are due.
- 3) You will complete one Group Book Reflection Paper on Sport Psychology for Youth Sport Coaches by Ronald Smith and Frank Smoll. Details on this paper will be provided during class.
- 4) You will complete one group laboratory project that entails observing the behavior of a sport/health/fitness professional. You will complete a group presentation of your final product on the last week of class. 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- and out of-class group activities. Further detail is provided below.

Exams

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 regularly scheduled final exam period (see schedule). The final exam time will NOT be changed for any student without an excuse note from the Dean of Students. Please bring your own scantron.

Group Participation

As a complement to daily lecture, students will periodically discuss course topics and complete activities in groups of 5-10. Two major class projects will also be completed in these class groups. Groups will be created by the second week 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 discussion group members. At each due 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. 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 learning activities and group discussions. Giving your best effort and attention at all times will result in the best learning outcomes for all class participants. Failing to do so may also result in a lowered course attendance/participation grade for the course as many class activities are graded on a “Check” – Maintain attendance/participation grade, “Check Minus” – Lose a point from attendance/participation grade, or “Check Plus” – Add a point to attendance/participation grade. Guidelines for group blog posts will be posted on Sakai. 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.

Syllabus Changes

The professor observes the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible and in writing on Sakai.

Course Evaluation

Exams (2 exams at 50 pts. each) -----	100 points
Final Exam -----	60 points
Reading Quizzes (10 quizzes at 5 pts. each) -----	50 points
Group Book Reflection Paper -----	25 points
Group Sport & Exercise Instruction Laboratory -----	25 points
Attendance/Participation-----	20 points
<u>Group Participation Evaluation (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).

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		

Course Schedule

Date		Topic	Readings/Assignments
Wed	1/9	1. Introduction & Course Expectations	Course Syllabus
Fri	1/11	2. Welcome to Sport & Exercise Psychology Science & Professional Practice of Sport & Exercise Psychology	Chapters 1 & 2
Mon	1/14	3. Personality & Sport	Chapter 3 Syllabus Sheet Due
Wed	1/16	4. Group Introductions & Behavioral Contracts	Group Reading Posted on Sakai
Fri	1/18	5. Motivation–Attributions/Achievement Goals	Chapter 4 Quiz 1 Due Before Class
Mon	1/21	<u>NO CLASS – MLK JR HOLIDAY</u>	
Wed	1/23	6. Spotlight on Research Group Motivation Case Study	Reading posted on Sakai
Fri	1/25	7. Motivation – Self-Determination Theory	Reading posted on Sakai
Mon	1/28	8. Motivation – Competence Motivation Group Motivation Case Study 2	Chapter 4 (cont.)
Wed	1/30	9. Arousal-Performance Relationship	Chapter 5 Quiz 2 Due Before Class
Fri	2/1	10. Stress & Coping	Reading posted on Sakai
Mon	2/4	11. Spotlight on Research Stress & Coping Video Case Study	Reading posted on Sakai
Wed	2/6	12. Competition & Cooperation	Chapter 6 Quiz 3 Due Before Class
Fri	2/8	13. Spotlight on Research Competition & Cooperation Debate	Reading posted on Sakai

Mon	2/11	14. Modeling	Reading posted on Sakai
Wed	2/13	15. Feedback, Reinforcement, & Intrinsic Motivation	Chapter 7 Quiz 4 Due Before Class
Fri	2/15	16. Exam 1	Bring Scantron
Mon	2/18	17. In-Class Group Work & Planning Time	Group Sport & Exercise Instruction Lab Planning Sheet Due In Class
Wed	2/20	18. Introduction to Psychological Skills Training	Chapter 12 Quiz 5 Due Before Class
Fri	2/22	19. Arousal Regulation	Chapter 13
Mon	2/25	20. Spotlight on Research/Practice Group Arousal Regulation Case Study	Reading posted on Sakai
Wed	2/27	21. Imagery	Chapter 14 1st Discussion Group Evaluations Due
Fri	3/1	22. Book Reflection Paper In-Class Activity	Group Book Reflection Paper Due
Mon	3/4	23. Self-Confidence/Self-Efficacy	Chapter 15 Quiz 6 Due Before Class
Wed	3/6	24. Spotlight on Research/Practice Goal Setting	Reading posted on Sakai Chapter 16
Fri	3/8	25. Self-Talk & Concentration	Chapter 17
Mon	3/11	<u>NO CLASS – SPRING BREAK</u>	
Wed	3/13	<u>NO CLASS – SPRING BREAK</u>	

Fri	3/15	<u>NO CLASS – SPRING BREAK</u>	
Mon	3/18	26. Exercise & Psychological Well-Being	Chapter 18 Quiz 7 Due Before Class
Wed	3/20	27. Exercise Behavior & Adherence Group Exercise Psychology Case Study	Chapter 19
Fri	3/22	28. Clinical Sport Psychology Guest Lecture	
Mon	3/25	29. Psychology of Athletic Injury & Rehab	Chapter 20 Quiz 8 Due Before Class
Wed	3/27	30. Spotlight on Research/Practice Group Injury and Rehabilitation Case Study	Reading posted on Sakai
Fri	3/29	31. Exam 2	Bring Scantron
Mon	4/1	32. Resilience	
Wed	4/3	33. Burnout	Chapter 22 Quiz 9 Due Before Class
Fri	4/5	34. Group Burnout Case Study	Reading posted on Sakai
Mon	4/8	35. Sport Socialization	Chapter 23
Wed	4/10	36. Sport Socialization Video Case Study	Reading posted on Sakai
Fri	4/12	37. Moral Behavior & Aggression	Chapters 24 & 25 Quiz 10 Due Before Class
Mon	4/15	38. Positive Youth Development	Chapters 25 (cont.)
Wed	4/17	39. Mindfulness	Reading posted on Sakai
Fri	4/19	<u>NO CLASS – UNIVERSITY HOLIDAY</u>	

Mon	4/22	40. Final Exam Review In- Class Group Presentation Prep	Group Sport & Exercise Instruction Lab Due
Wed	4/24	41. Final Lab Group Presentations	
Fri	4/26	42. Final Lab Group Presentations	2nd Discussion Group Evaluations Due
Sec. 001 9:05AM SECTION	FINAL EXAM – 8AM – REGULAR CLASSROOM Monday - 5/6		Bring Scantron
Sec 002 10:10AM SECTION	FINAL EXAM – 8AM – REGULAR CLASSROOM Monday 4/29		

SYLLABUS UNDERSTANDING
EXSS 181 Spring 2019

TO BE RETURNED BY Monday, January 14, 2019
If not returned by this date, you will lose 1 point 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 activities 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 use my cell phone and computer during class 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.

- I understand that group work and active learning are major parts of this class. I agree to participate in group, activities, discussions and assignments and provide my best effort to be an engaged and effective member of my group.

- I will bring any concerns I have about the course to my instructor or teaching assistant as soon as possible, so that we may work together on a plan to resolve them.

Signature of Student

Date

Printed Name of Student