

HARDING UNIVERSITY
KINS 2610 (2 HRS)
Sport Psychology
Summer 1 (online)

Instructor: **Brian Cox, MS, ATC, LAT, CPT**
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Class Meeting: **N/A**
Location: **Online**
Lab: **N/A**
Office Hours: **Via E-mail**

Course Text: ***Foundations of Sport and Exercise Psychology; Wienberg & Gould, 2010. Fifth Edition.***

Purpose: An introductory course bridging the gap between psychological theory and real world situations. Discussions will include issues associated with the personality, motivation, anxiety, arousal, addictive behaviors, and leadership styles of athletes. Team cohesion, goals, dynamics, and performance will also be addressed. Students should gain a better understanding as to why athletes succeed or fail based upon theoretical principles. Students should also gain a better understanding as to which psychological techniques may help their own performance, not only in sport settings but in all performance situations.

Course Objectives: At the completion of the course, the student should be able to:

- Discuss the importance of knowing and understanding an athlete's personality structure.
- List and describe the guidelines for building motivation.
- Discuss the differences between trait anxiety and state anxiety.
- Discuss how arousal/anxiety influences performance.
- Describe how a proper knowledge of arousal/anxiety can be incorporated into professional practice.
- Provide a formal and justified opinion on whether competition is good or bad.
- Describe the guidelines for using positive reinforcement.
- Describe the guidelines for using punishment.
- Discuss and justify a personal philosophy regarding the use of physical activity as punishment.
- Compare and contrast intrinsic motivation and extrinsic motivation.
- Describe how intrinsic and extrinsic motivation impacts sport.
- Describe how *intrinsic* motivation is affected when parents or coaches attempt to improve *extrinsic* motivation?
- Discuss what coaches and leaders can do to improve group cohesion.
- Discuss what team members can do for themselves to improve group cohesion?
- Describe the steps that could be taken to ensure a team becomes/remains cohesive.
- Describe the four components of effective leadership.
- Demonstrate proper communication.
- Discuss the relationship between coaching expectations and athlete performance.
- Explain how the use of self-talk can enhance concentration.
- Discuss what techniques may be utilized to improve self-talk and how negative self-talk can be changed to positive self-talk.

Assignment Policies:

- Assignments will be accepted for full credit until 11:59 PM on the due date only (**NO EXCEPTIONS**). Ten points will be deducted **PER DAY** for all late assignments.
- Harding has a code of conduct that deals with plagiarism and other forms of cheating. It is expected that you abide by this university policy.

Assessment Procedures:

- **Harding University**, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching/learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.
 - **Departmental Assessment:** Near the completion of their major in the Department of Kinesiology, students will assess the department by some of the following methods: (1) Departmental Exit Questionnaire, (2) Skills acquired, (3) Employment Status, (4) On-Site Supervision Evaluation Form, (5) Teaching Evaluation Form, (6) Unit and Lesson Evaluation Form, (7) Departmental Core Test, (8) Physical Fitness Items, (9) Graduate Program Attendance.
 - **Course Assessment and Grading:** Assessment of the knowledge, skills and dispositions of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following:
 - **Weekly Questions (Papers)** – Chapters covered throughout the textbook will include at least one discussion question, which will be turned in via Canvas. Questions can be found on Canvas and will be opened/closed per their respective dates. There will not be a minimum amount of pages and/or words required per question. However, **questions should be discussed and answered in full**. Papers should adhere to the following:
 - *Font – 12*
 - *Times New Roman*
 - *1 Inch Margins on ALL sides*
 - *Double Spaced*
 - *Grammatically Correct (all grammatical errors will result in point deduction)*
 - *Do not plagiarize. Put all information into your own words.*
 - *It is understood that you will get all / most information from the textbook. No citations or references are necessary for these assignments. However, do not copy text directly from the textbook. All answers should be in your own words.*
 - **Final Paper** – Select a movie that addresses a sport, activity, or teamwork. In a 1,250 to 1,500 word paper, review any/all practical applications of sport psychology that appear within the movie (teamwork, leadership, anxiety, anger, imagery, self-confidence, reinforcement, etc.). Papers should adhere to the following:
 - *BRIEF summary of movie (1/4 page max)*
 - *Critique of how movie portrayed both appropriate and inappropriate mental/physical preparations for performance*
 - *Identify practical applications related to sport psychology that appear within the movie and how each was applied; include results, if applicable.*
 - *Identify what you would do differently in working with team, athlete, or individual portrayed in movie.*
 - *Identify what you learned from the movie and if it would be relevant to your future career*
- *Title Page (do not put your name and title of paper anywhere except Title Page)*
 - *Font – 12*
 - *Times New Roman*
 - *1 Inch Margins on ALL sides*
 - *Double Spaced*
 - *Grammatically Correct (all grammatical errors will result in point deduction)*

- Cite all sources within your paper (if you refer to textbook, give credit to author: Weinberg & Gould, 2015)
- Reference page (textbook and movie producers – APA style)

- Grading (points) –

▪ Weekly Questions	400
▪ Final Paper	100
▪ Total	500
- Evaluation Scale –
 - A = 90% - 100%
 - B = 80% - 89%
 - C = 70% - 79%
 - D = 60% - 69%
 - F = < 60%

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center, telephone, (501) 279-4019.

Academic Integrity: Students at Harding are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding and the Department of Kinesiology expect from its students a higher standard of conduct than the minimum to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes but is not necessarily limited to the following: cheating, plagiarism, fabrication, aiding and abetting academic dishonesty, etc. If academic dishonesty occurs, severe disciplinary measures can result, including but not limited to lowering of grade or class failure.

Federal Statement Regarding University Hours: For every hour in class, the typical student should expect to spend at least two clock hours on course-related work, including but not limited to out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.