

**Course Number & Title** – SOC305/SPM305 Sport Psychology

**Department** – Business Administration

**Contacting Your Professor** – To contact your professor, in Canvas, select “Inbox” from the global navigation bar on the left-hand side of your screen. After selecting “Inbox,” click the pencil in the top right of your screen to begin your message. Type in your professor's name and your message before sending.

**Delivery** – Online

**Course Description** – This course explores the value of the mental aspect of athletics and leads to a better understanding of mental discipline in relation to athletic performance. It will explore these components from a personal viewpoint and from the viewpoint as a motivator or coach. (3 credits)

**Course Prerequisites** – None

**Student Learning Outcomes** – As a result of this course, the student will do the following:

1. Explain the use and validation of mental training tools to maximize athletic importance.
2. Compare and contrast theories of psychology as they relate to motivation, stress management, attention, and self-confidence in the context of athletic teams.
3. Survey various psychology-based methods that engage athletes as individuals and help them develop their God-given abilities.
4. Identify professional ethical issues within the field of sport psychology.
5. Identify how lifespan development affects athletic abilities.
6. Interact with various perspectives as they relate to gender and culture in sport.
7. Explain the interdisciplinary nature of the study of sport and physical activity.

### **Course Requirements**

1. *Textbooks* – Book information and a price comparison tool can be found at [lbcbookstore.com](http://lbcbookstore.com).
  - a. Afremow, Jim, *The Champion's Mind: How Great Athletes Think, Train, and Thrive*, Rodale Books, 2015.
  - b. Donnelly, Darrin, *Think Like a Warrior: The Five Inner Beliefs That Make You Unstoppable*, Shamrock New Media, 2016.
  - c. Mack, Gary, and David Casstevens, *Mind Gym: An Athlete's Guide to Inner Excellence*, McGraw-Hill Education, 2002.

## 2. *Materials*

- a. A functioning webcam or smartphone with camera capabilities will be required for some activities in the course.

## 3. *Assignments*

- a. **Reading Responses (25%)** – You will respond to readings in a variety of ways throughout the course. These responses require depth of thought and reflection that indicate not only a thorough understanding of the text, but critical reflection as well. Examples may include graphic organizers, mind-maps, and journal entries. (SLOs 1–6)
- b. **Discussion Forums (20%)** – Discussions will take place throughout the course, typically in response to a reading, video, or set of questions provided by the instructor. These discussions are meant to build and enhance the learning community as you interact with each other as a class. Specific instructions will be given in the course. (SLOs 1–6)
- c. **Field Experience & Interview (20%)** – During the course, you will make contact with a professional in your field of study. If possible, locate a professional who is also a Christian. You will observe the person at work at least one time, create interview questions, conduct the interview, and then write a reflection piece afterwards. Further details will be provided in the course. (SLOs 1–7)
- d. **Personal Coaching Philosophy (20%)** – The culminating project of this course entails the writing of your personal coaching or athletic philosophy, synthesizing key sources studied throughout the course. This paper should begin with an explanation of what your coaching/athletic philosophy was before the course began. Next, you will discuss the different concepts outlined throughout the course and explain in what ways you agreed or disagreed with them. Finally, you will present your newly refreshed philosophy, explaining how your philosophy matured throughout this course and demonstrating how you plan to use it in your field. Your paper must be 7–10 pages, and you must use all 3 course texts as well as 4 additional sources. Further details will be provided in the course. (SLOs 1–7)
- e. **Meeting Participation Reports (5%)**: – Each week, you will participate in a live meeting led by your instructor to discuss course topics, ask questions, and reflect on what you're learning. These meetings will be conducted online, and you are required to participate either through live attendance or by watching the recording and completing a reflective activity. Further details will be provided by your instructor.

## 4. *Exams and Quizzes*

- a. **Quizzes (10%)** – Throughout the course, you will complete a variety of readings from your course texts, as well as digital resources. After completing the readings and watching the assigned videos, you will take a reading quiz to assess your comprehension of key concepts and understanding of course content. Each quiz will contain a variety of multiple-choice questions and will have a specific time limit for completion. Specific instructions will be given in the course. (SLOs 1–2)

5. *Extra Credit*
  - a. None

### Course Procedures

1. *Course Practices* – This online course uses discussions, readings, videos, and other resources and activities to aid and measure the learning of its objectives. Work through the weeks in sequential order, completing the learning explorations and assignments. Please take these opportunities to interact with the instructor and fellow students about the course content, the learning experience, and the relationships between the material and one’s experience.
2. *Grading Policy, Rating Scale, Use of Rubrics, etc.*

<i>Excellent</i>	A	=	94–100		B-	=	80–83		D+	=	67–69
	A-	=	90–93		C+	=	77–79	<i>Passing</i>	D	=	64–66
	B+	=	87–89	<i>Average</i>	C	=	74–76		D-	=	60–63
<i>Good</i>	B	=	84–86		C-	=	70–73	<i>Failure</i>	F	=	0–59

The weight of each assignment in relation to your final grade is allocated in the following grading categories:

Reading Responses	25%
Discussion Forums	20%
Field Experience & Interview	20%
Personal Coaching Philosophy	20%
Meeting Participation Reports	5%
Quizzes	10%

3. This course adheres to [LBC | Capital’s Global undergraduate policies and services](#). These include:
  - a. Attendance Policy
  - b. Late Assignment Policy
  - c. Make-up Policy
  - d. Ally Center Statement
    - i. Accessibility Services
    - ii. Writing Services
    - iii. Academic Mentoring Services
  - e. Academic Integrity Statement
  - f. Statement on Self-Care

### Course Resources

1. *Technology Difficulties* – The Help Desk is available to help you with computer and technology problems and questions. Call 717.560.8200 ext. 4357 (HELP), email [help@lbc.edu](mailto:help@lbc.edu), or visit [lbc.edu/helpdesk](http://lbc.edu/helpdesk).
2. *Library Resources* – The library subscribes to numerous databases to provide access to scholarly and peer-reviewed journal articles, eBooks, newspapers, magazines, and much more. Online

resources are accessible anywhere on campus or remotely 24/7 using your LBC username and password. To access these resources, go to [lbc.edu/library](http://lbc.edu/library). The library website also includes links for students to request research assistance:

- CHAT NOW is for immediate assistance – usually from a non-LBC librarian.
  - ASK US is for information from an LBC librarian within 24 hours (Monday–Friday).
  - SCHEDULE A MEETING is for arranging an appointment with a librarian, either in-person or online.
3. *Program/Content Coordinator* – [business@lbc.edu](mailto:business@lbc.edu)
  4. *Bibliography* – None
  5. *Extra Resources*
    - a. Grover, Tim S., *Relentless: From Good to Great to Unstoppable*, Scribner, 2013.