

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
Kinesiology 4000: Psychology of Sport
Fall Semester, 2012
TR 11:00 AM – 12:20 PM
Room PEB 216

Instructor

Scott Martin, Ph.D., AASP Fellow and Certified Consultant
Professor of Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
Office Phone: 565-3418
Office: PEB 210F
Office Hours: TR 12:30-1:30 pm (or by appointments for other times)
Lecture notes, self-tests, and project information are available on Blackboard
e-mail: Scott.Martin@unt.edu
website: <http://faculty.coe.unt.edu/scott-martin>

American with Disabilities Compliance

The Department of Kinesiology, Health Promotion, and Recreation is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, 565-2651.

Family Educational Rights and Privacy Act (FERPA) Information

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

Academic Dishonesty

Cheating or plagiarism will not be tolerated. Students caught cheating during an examination or quiz or plagiarizing a written assignment will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the academic dishonesty policy at UNT. Please review the student rights and responsibilities information at the following address:

<http://www.unt.edu/csrr/development/dishonesty.html>

Purpose

The purpose of this course is to provide students interested in sport and exercise psychology with an overview of the theories and principles that explain factors which influence human behavior in sport and physical activity. The American Psychological Association (Division 47) defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. Sport and exercise psychology practitioners focus primarily on:

- 1) Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.
- 2) Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

Required Text

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

The Weinberg and Gould (2011) text was written specifically for undergraduate students interested in sport and exercise psychology. Sport and physical activity related examples and visual aids are provided. The concept and application sections highlight and redirect the reader's attention to important principles immediately following their discussion.

Topical Contents

| | |
|----------|---|
| Part I | Introduction to Sport and Exercise Psychology |
| Part II | Learning about Participants |
| Part III | Understanding Sport and Exercise Environments |
| Part IV | Focusing on Group Processes |
| Part V | Improving Performance |
| Part VI | Enhancing Health and Well-Being |
| Part VII | Facilitating Psychological Growth and Development |

Learner Objectives

1. To develop an understanding of sociological and psychological factors related to human movement and behavior in sport and physical activity.
2. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research related to sport and physical activity.
3. To become acquainted with contemporary theory, research design, methodology and analytical techniques appropriate to sport and exercise psychology research.
4. To demonstrate an ability to incorporate sport and exercise psychology theory covered in class by completing a research project in the field.

5. To demonstrate effective interventions and strategies for improving human performance and effectiveness in sport and physical activity.

Evaluation

| Activities | Points | Percentage | Your Pts. |
|--|---------------|-------------------|------------------|
| Exam 1: Chapter 1–4 and Class Presentations | 50 | 20% | |
| Exam 2: Chapter 5–10 and Class Presentations | 50 | 20% | |
| Exam 3: Chapter 11–16 and Class Presentations | 50 | 20% | |
| Project 1: Research Article Critique and Quiz | 25 | 10% | |
| Project 2: Social Reinforcement Field Observation and Quiz | 25 | 10% | |
| Quizzes (Syllabus, Lecture Notes, and Chapters) | 25 | 10% | |
| Class Participation (20 pts) Survey Research Activity (5 pts) | <u>25</u> | <u>10%</u> | |
| Totals | 250 | 100% | |

Attendance and Class Participation

Attendance is defined as being in the *classroom* the complete class period (11:00 AM to 12:20 PM). If you are in attendance you can listen and participate in the class activities and discussions. Showing up late, leaving early, or stepping out of class (e.g., to use a cell phone) is distracting to other students and the instructor. Because attendance is defined as such, being late and/or leaving early will be counted as not being in attendance and may result in points deducted from your final point total. During most scheduled class meetings an attendance form will be circulated for you to sign or an activity will be used to document attendance. You will be allowed FOUR (4) absences during the semester for any reason. These **DO NOT** include exam or project quiz days. Following the FOUR (4) absences ("freebies"), 2 points will be deducted from the final point total for each additional absence. In the event that you are scheduled to take part in an official University function on the date of an exam, please contact me at once in order to schedule a make-up test session. If you need to speak with me and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both.

Grade Criteria

There are three exams that contribute to 60% of your final grade. You are required to take all three exams. A **green scantron** (form # 882-ES) will be used for **exams and quizzes**. There are also two projects. Project 1 involves a research article critique and quiz and Project 2 involves a social reinforcement field observation and quiz. The projects represent 20% of your final grade. Typically, no late project papers will be accepted. In-class quizzes and class participation/survey research activity will make up 20% of your final grade. Scantrons will be provided for quizzes and exams. It is your responsibility to read the chapters and notes prior to attending the class pertaining to that chapter. Actively involving yourself in class discussions and activities can help improve your understanding of the topics covered and your grade. Should you have any questions regarding project assignments, grading, exam results, etc., it is **YOUR RESPONSIBILITY** to see me well in advance of due dates. I will be happy to discuss any of the above with you.

Classroom Etiquette

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

This course involves lectures and activities in and out of class. Plan to show up to class on time. Turn cell phones off or to vibrate (no text messaging will be allowed, picture taking, etc.). Likewise, turn off iPods, computers, and other electronic devices prior to entering class. Cell phones and other electronic devices (laptop computers, iPods, iPads, Nooks, calculators, etc.) can be distracting when used during class. These devices should be placed in your backpack or under your desk. During quizzes, test, or other examination activities cell phones and other electronic devices must be completely turned off and stored in your backpack, under your desk, or in the front of the classroom. Only topics related to the course content should be discussed during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others in the class. Failure to follow these guidelines will result in you: (a) being asked to leave the classroom, (b) receiving a "zero" on the activity (quiz, test, etc.) of the day, and (c) possibly referring you to the Center for Student Rights and Responsibilities (see above information and web address). Therefore, be respectful of the instructor and other students around you.

Course Email Requirement and Etiquette

All students are required to activate their UNT e-mail accounts (Blackboard and EagleConnect). Information about this class and updates to the assignments will be sent via Blackboard e-mail. If students do not want to use their UNT accounts (Blackboard and EagleConnect) on a regular basis, they are highly encouraged to have their UNT e-mail messages forwarded to an account that they do check on a regular basis. When communicating with me through email use my "Scott.Martin@unt.edu" email address. Students are expected to carefully and thoughtfully write the communication. This should be done by using a meaningful subject line (course name, reference question), a greeting (e.g., Hello Dr. Martin) and a signature with a UNT student identification number. Using abbreviations, all lower case, or all upper case lettering is discouraged. Proof read emails before sending them. This will allow me to address your question or concern thoroughly and promptly.

Blackboard Course Requirement

All students are required to become familiar with their UNT Blackboard account. Information about this course and updates to assignments will be uploaded via Blackboard. Students must check the Blackboard site regularly to keep up with course requirements.

Welcome to KINE4000 on Blackboard



Blackboard will be used to supplement the KINE4000: Psychology of Sport course which is primarily taught in a regular classroom environment. Lecture notes and project information will be available on Blackboard. Likewise, students will be able to complete practice chapter quizzes in Blackboard prior to taking chapter quizzes and exams in class. Students will want to attend class, read the assigned book, view the on-line ancillaries that come with the assigned book, and utilize the lecture materials and self-test quizzes on Blackboard to gain an extensive understanding of sport and exercise psychology and experience success in the course. Chapter self-tests and related materials will be removed at 10:00 PM the night before an exam.



[Syllabus](#)



[Projects](#)



[Chapter 1: Introduction, History, & Science](#)



[Chapter 2: Personality](#)



[Chapter 3: Motivation](#)



[Chapter 4: Arousal, Stress, & Anxiety](#)



[UNT Libraries Resources for Distributed Learning](#)



[Student Orientation to WebCT Vista](#)

Quizzes

This course is about **learning life skills, taking responsibility for oneself, and developing more effective strategies and habits to improve performance**. It is your responsibility to read the material (i.e., syllabus, chapters, lecture notes, and assignments) and prepare for each class day. Quizzes will be given to determine if you are in attendance and adequately preparing for class and the course exams. The quizzes will be structured similar to the exams (i.e., multiple choice and true/false questions). Each quiz will have 10 questions (each question is worth 1/2 point) that cover the section(s) and/or chapter(s) that were to have been read for class or material presented in a prior class. Scantrons will be provided for in-class quizzes. (*Important Note*: Missing a quiz results in a zero for that quiz. Hence, show up on time prepared for the class.)

Exams

A green form (form # 882-ES) will be provided on quiz and exam days. You will need to bring **two pencils** for each exam. Failure to bring pencils will result in a **2-point deduction**. **Other materials** (e.g., books, backpacks, cellular phones, calculators, and/or notes) **are NOT needed on exam days**. If you do bring a cellular phone, remember to turn it off during class. Exams will cover material presented in the required text (Weinberg & Gould, 2011) and class. Specifically, the first exam will cover Chapters 1–4 and material discussed in class. The second exam will cover Chapters 5–10 and materials discussed in class. The final exam will cover Chapters 11–16 and material discussed in class. The exams may include true/false and multiple-choice questions.

Sample Test Questions

1. In the early stages of learning, intermittent and immediate reinforcement is effective. T or F
2. Research by Weinberg and Gould investigating sources of stress of successful and unsuccessful elite wrestlers is a good example of a cognitive-behavioral orientation. T or F
3. The research investigating the personality profiles of athletes and nonathletes has found
 - a. No specific personality profile that distinguishes athletes from nonathletes.
 - b. Athletes have higher levels of anxiety than nonathletes.
 - c. Athletes are more introverted than nonathletes.
 - d. Athletes have higher levels of self-esteem than nonathletes.
4. Vivid imagined events produce an innervation in muscles similar to that produced by physically movements. This is an illustration of the _____.
 - a. Symbolic learning theory
 - b. Psychoneuromuscular theory
 - c. Muscular contraction theory
 - d. Innervation theory

Tip for preparing for quizzes and exams: (a) read the material, (b) outline the material using the notes provided, (c) define the terms and answer the review questions at the end of each chapter, (d) make the review questions into multiple choice questions similar to those provided above, (e) take the self-test quizzes on Blackboard, (f) think about how you can apply the information to yourself, and (g) get involved in class or outside of class discussions regarding the topics covered.

Project 1: Research Article Critique

Project 1 ensures that you are able to read and correctly interpret sport and exercise psychology research. It involves two parts and is worth 25 points: (a) Journal Abstract Data Sheet and Journal Article Evaluation Form worth 15 points (see Instruction 3), and (b) quiz worth 10 points (see Instruction 4).

Instructions

1. Go to the KINE4000 Blackboard site and open the Project folder containing two articles (see the citations below).

Mattie, P., & Munroe-Chandler, K. (2012). Examining the relationship between mental toughness and imagery use. *Journal of Applied Sport Psychology, 24*, 144-156.

Savvidou, I., Lazuras, L., & Tsorbatzoudis, H. (2012). Social cognitive predictors of exercise intentions among users in recovery. *Journal of Applied Sport Psychology, 24*, 48-58.

2. Choose one of the two articles to read and make a copy of the complete article. Read the journal article carefully. Several readings of the article may be required to fully understand the information discussed. Note the rationale for the study, its purpose, the basic method used, results, the discussion of the results, and the implications. Unless you've had advanced statistical courses, the "Results" section may be difficult to understand, but try to understand as much as you can. Also, remember that the article's abstract and the discussion section often emphasize the major findings (e.g., read the text and look over the tables and figures). While reading over the article of choice you will want to address the following:

- Explain the purpose of the study.
- Indicate how the study was conducted (see methods; e.g., Who were the participants? What did the participants do?)
- Discuss the findings (result) of the study.
- Indicate the limitations of the study (Did the author(s) acknowledge the limitations of the study?).
- Highlight the implications and conclusions of the study.
- Provide information on possible future research directions (i.e., if you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study?).

Responding to these points will **most likely** help you complete the Journal Article Examination Form and Journal Abstract Data Sheet (see Instruction 3-the next instruction). In addition, responding to these items will help you prepare for the quiz.

3. Complete the Journal Article Examination Form and Journal Abstract Data Sheet (see the following pages). Either type your responses on the forms provided or use a similar computer-generated format (i.e., no hand written responses accepted).

4. Complete the in-class quiz pertaining to the article you read. To successfully answer the 10 questions on the in-class quiz you will need to have read and understood the article of choice.

Evaluation Criteria

Part 1. Complete the Journal Article Examination Form and Journal Abstract Data Sheet (see Instruction 3 above) of one of the research articles available on Blackboard. The purpose of this is to help you learn how to efficiently summarize research articles. Part 1 is worth 15 points. Again, either type your responses on the forms provided or generate a typed document to address the three section headings (i.e., no hand written responses accepted).

Part 2. You will be tested over the article in class (see Instruction 4 above). Part 2 is worth 10 points (i.e., the quiz will have 10 multiple choice questions worth 1 point each).

This project is worth 10% or 25 points of your grade and will be evaluated according to the following criteria:

| Criteria Weight | Points | Your Points |
|--|-----------|-------------|
| Part 1. Data Sheet-Journal Abstract Content (e.g., use of American Psychological Association reference format [APA 6th Edition], purpose, methods, results, implications and conclusion) | 5 | |
| Organization, clarity and quality of writing, and format (typed using 12 point Times Roman font, single-sided page, double-spaced lines, 1 inch by 1 inch margins, and ≤ 500 words) | 5 | |
| Your evaluation based on past experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Examination Form | 5 | |
| Part 2. Quiz (i.e., 1 point for each correct response on the 10-item multiple choice quiz) | <u>10</u> | |
| Total | 25 | |

Note. Due at the beginning of the class – no late papers are accepted.

Project 1: Article Evaluation Form

1=Completely Incompetent, 2= Poor, 3=Mediocre, 4=Good, 5=Excellent

| Characteristics | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Problem is clearly stated | | | | | |
| 2. Hypotheses are clearly stated | | | | | |
| 3. Problem is significant | | | | | |
| 4. Assumptions are clearly stated | | | | | |
| 5. Limitations of the study are stated | | | | | |
| 6. Important terms are defined | | | | | |
| 7. Relationship of the problem to previous research is made clear | | | | | |
| 8. Research design is described fully | | | | | |
| 9. Research design is appropriate for the solution of the problem | | | | | |
| 10. Research design is free of specific weaknesses | | | | | |
| 11. Population and sample are described | | | | | |
| 12. Method of sampling is appropriate | | | | | |
| 13. Data-gathering methods or procedures are described | | | | | |
| 14. Methods or procedures are appropriate to the solution of the problem | | | | | |
| 15. Data-gathering methods or procedures are utilized correctly | | | | | |
| 16. Validity and reliability of the evidence gathered are established | | | | | |
| 17. Appropriate methods are selected to analyze the data | | | | | |
| 18. Methods used in analyzing the data are applied correctly | | | | | |
| 19. Results of the analysis are presented clearly | | | | | |
| 20. Conclusions are clearly stated | | | | | |
| 21. Conclusions are substantiated by the evidence presented | | | | | |
| 22. Generalizations are confined to the population from which the sample was drawn | | | | | |
| 23. Article is clearly written | | | | | |
| 24. Article is logically organized | | | | | |
| 25. Tone of the article displays an unbiased, impartial scientific attitude | | | | | |

Adapted from the *Handbook in Research and Evaluation*, Isaac and Michael (1983)

Name _____

Date __/__/____

Project 1: Journal Abstract Data Sheet

1. APA Reference Citation (Authors, year, title, journal, volume, and pages).

2. Annotations (e.g., Purpose, Method, Results, and Conclusions)

3. Personal Evaluation

Project 2: Social Reinforcement Field Observation

Project 2 gives you experience in these areas: (a) observing instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977); (b) describing and evaluating the instructor's behavior; and (c) integrating and applying your knowledge of sport and exercise psychology to a practical setting. Specifically, this project consists of an observation/coding session, a typed evaluation paper, and quiz.

Project 2 Instructions: Field Observation/Coding Session

1. Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to observe in a group setting (the instructor should be working with four or more individuals during your observation period). Explain to the instructor that you need to observe a group or a team for a university class you're taking. Arrange with him or her a date and time to observe an entire activity session. During this session you'll code his or her behavior for at least 25 minutes.
2. Become very familiar with the CBAS before attending your observation session. At the session, review the categories before you attempt to code behavior. Try to get a feel for the behaviors before you begin your coding. Position yourself so you can both see and hear the instructor.
3. Use the CBAS coding sheet that is provided to record the instructor's behavior toward the individuals with whom she or he is working. For each behavior, place a mark next to the appropriate category.
4. After you have completed your observation session, tally the totals in each of the categories. Record each category total and also the grand total. Use these totals to determine the percentages for each behavioral category. Turn in your recording sheet with your paper.

Instructions: Writing the Summary Evaluation Paper

The final paper should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association* (APA, 2010). That is, your final product should be typed using Times Roman 12-point font, double-spaced, with 1-inch margins. Each source should be cited within the text according to the APA format guidelines. For example, the following statement could be made within the paper. Coaches should primarily use a positive approach to motivation to avoid the potential drawbacks of regularly using punishment (Weinberg & Gould, 2011; p. 127). Likewise, each source should be referenced at the end of the paper according to the APA guidelines (see reference list at the end of this section).

The final paper should include the CBAS data sheet and 1-3 typed pages summarizing your observations (e.g., numbers for each behavior, total numbers, percentages, ratios, and specific comments or feedback made). Based on your observation and what you have learned about reinforcement principles, include the following four sections in your paper:

1. An introductory paragraph describing the situation, activity, age group, skill or ability level, and any other circumstances pertinent to the instructional environment you observed.

2. A discussion of the types (reinforcement, etc.) and frequencies of responses (i.e., ratios, percentages, and total number) given by the instructor/coach regarding the participants' behaviors or actions. Use your discretion in organizing this portion of the discussion, but it should be clear and based on the data obtained (i.e., I should know what the instructor/coach was like without looking at the coding sheet). In your discussion of the results, consider these questions:
 - What were the most frequent behaviors? Why?
 - What were the least frequent behaviors? Why?
 - Based on the activity level index (i.e., CBAS), was this instructor effective?
 - What was the number of positive to negative reinforcements?
 - What was the number of specific to general reinforcements?
3. Recommendations regarding the instructor's reinforcement behaviors. Given your sport and exercise psychology knowledge and professional experience, what would you tell this instructor about his or her feedback style?
4. A summary paragraph that ties the whole paper together.
5. Correctly reference any statements made throughout the paper using APA format guidelines (see examples provided above and in the *Publication Manual of the APA* 6th Edition, 2010; pp. 193-224).

Explanation of the Behavioral Categories used on the CBAS

Make sure to become familiar with each category prior to initiating your observation. Thus, be able to recognize the behavior and immediately code it correctly. If you deliberate too long, you may lose track of other behaviors. The twelve categories are broken up into two classes: (a) reactive behaviors (items 1 to 8) and (b) spontaneous behaviors (items 9 to 12). A reactive behavior is a response to a specific behavior. There are eight reactive behaviors:

1. Reinforcement – A rewarding reaction (verbal or nonverbal) to a good play or high-quality effort such as saying “good job” or “way to go”.
2. Non-reinforcement – Failure to respond to a good performance.
3. Mistake-contingent encouragement – Encouragement given to an athlete following a mistake.
4. Mistake-contingent technical instruction – Instruction or demonstration to an athlete on how to correct a mistake he/she has made.
5. Punishment – A negative reaction (verbal or nonverbal) following a mistake such as saying “what the ... was that?”
6. Punitive technical instruction – Technical instruction following a mistake given in a punitive or hostile manner.
7. Ignoring mistakes – Failure to respond to an athlete’s mistake. Not responding to an athlete’s mistake can be just as harmful as punishment.

8. Keeping control – Reactions intended to restore or maintain order among team members. Coaches should be able to keep control in a positive manner. The last four categories are spontaneous behaviors. A spontaneous behavior is initiated by the coach and is not a response to a discernible preceding event.
9. General technical instruction - Spontaneous instruction in the techniques and strategies of the sport (not following a mistake).
10. General encouragement – Spontaneous encouragement that does not follow a mistake.
11. Organization – Administrative behavior that sets the stage for play by assigning duties or responsibilities.
12. General communication – Interactions with athletes unrelated to the game.

Evaluation Criteria

This project is worth 10% or 25 points of your grade and will be evaluated according to the following criteria:

| Project 2 Criteria Weight | Points | Your Points |
|--|---------------|--------------------|
| Social Reinforcement Field Observation Data Sheet (see page 14; provide number of behaviors for each category, total number of behaviors, percentages, and ratios) | 5 | |
| Observation Summary (2-3 typed pages [i.e.,3-4 with Data Sheet]) Organization, clarity and quality of writing, and format (typed using 12 point Times Roman font, single-sided, double-spaced, 1 inch by 1 inch margins, and length should be ≥ 500 words but ≤ 1000 words) Use of specific numbers, percentages, and examples | 10 | |
| Quiz on terms and concepts related to reinforcement and punishment | <u>10</u> | |
| Total | 25 | |

Note. Due at the beginning of the class – no late papers are accepted.

References

- American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington: American Psychological Association.
- Smith, R. E., Smoll, F. L., & Hunt, E. B. (1977). A system for the behavioral assessment of coaches. *Research Quarterly*, 48, 40-407.
- Weinberg, R. S., & Gould, D. (2011). *Foundations of sport and exercise psychology* (5th ed.). Champaign, IL: Human Kinetics.

Social Reinforcement Field Observation Data Sheet

(Note: Complete this sheet and turn it in with your summary.)

Observer's name _____ Date of observation _____

Time began _____ Time ended _____ Activity observed _____

Program type (high school, recreational, etc.) _____

| Behavioral category | Mark each occurrence | Total | Percentage |
|-------------------------------------|----------------------|-------|------------|
| <i>Reactive Behaviors</i> | | | |
| Reinforcement | | | |
| Non-reinforcement | | | |
| Mistake-contingent encouragement | | | |
| Mistake-contingent technical instr. | | | |
| Punishment | | | |
| Punitive technical instruction | | | |
| Ignoring mistakes | | | |
| Keeping control | | | |
| <i>Spontaneous Behaviors</i> | | | |
| General technical instruction | | | |
| General encouragement | | | |
| Organization | | | |
| General communication | | | |
| Total | | | |

Note. Percentage of each behavior is (row total/column total) x 100

Determine the following ratios:

a. Total number of behaviors : total number of minutes observed =

b. Number of reinforcements : number of non-reinforcements =

c. Number of reinforcements : number of punishments =

d. Number of reinforcements : number of punitive technical instructions =

e. Number of reactive behaviors : number of spontaneous behaviors =

Note. Reduce to whole numbers, not decimals or fractions.

Kinesiology 4000: PSYCHOLOGY OF SPORT
Fall Semester, 2012
"Tentative" Schedule of Events
TR 11:00 AM to 12:20 PM

| Month | Day | Assignment and Activity |
|-----------|-------|---|
| August | 30 | Course Introduction (Discuss syllabus, lectures, Blackboard, etc.) |
| September | 4 | CHAPTER 1: Welcome to Sport and Exercise Psychology |
| | 6-11 | CHAPTER 2: Personality and Sport |
| | 13-18 | CHAPTER 3: Understanding Motivation |
| | 20 | Due at the Beginning of Class: Project 1 Research Article Critique Project 1 In-class Quiz on Research Article |
| | 20-25 | CHAPTER 4: Arousal, Stress, and Anxiety Review Matching Activity |
| | 27 | Exam 1 (Chapters 1-4) |
| October | 2 | Return Exam 1 and Project 1 Discuss Project 2 Social Reinforcement Field Observation |
| | 4 | No class – work on Project 2 Social Reinforcement Field Observation |
| | 9 | CHAPTER 5: Competition and Cooperation |
| | 11 | CHAPTER 6: Feedback, Reinforcement, and Intrinsic Motivation |
| | 16 | CHAPTER 7: Group and Team Dynamics |
| | 18 | CHAPTER 8: Group Cohesion |
| | 23 | Due at the Beginning of Class: Project 2 Field Observation Data Sheet and Paper Project 2 In-class Quiz |
| | 23 | CHAPTER 9: Leadership |
| | 25 | CHAPTER 10: Communication |
| | 30 | Review Exam 2 Matching Activity |
| November | 1 | Exam 2 (Chapters 5-10) |
| | 6 | Return Exam 2 and Project 2 CHAPTER 11: Introduction to Psychological Skills Training |
| | 8 | CHAPTER 12: Arousal Regulation |
| | 13 | CHAPTER 13: Imagery |
| | 15 | CHAPTER 14: Self-Confidence |
| | 20 | Survey Research Activity Handout CHAPTER 15: Goal Setting |
| | 27 | CHAPTER 16: Concentration |

| Month | Day | Assignment and Activity |
|-----------------|------------|--|
| | 29 | Survey Research Activity Due at the Beginning of Class |
| December | 4 | Discussion Research Activity Review Exam 3 |
| | 6 | Complete Exam 3 Matching Activity Individual Meetings |
| | 11 | Final - Exam 3 (Chp. 11-16) on Tuesday from 10:30 AM - 12:30 PM |