

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
Kinesiology 4000: Psychology of Sport
Maymester, 2013
MTWR 12:00-3:50 pm
Room PEB216

Instructor

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Lecture notes, self-tests, and project information are available on Blackboard
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American with Disabilities Compliance

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. *Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.* The designated liaison for the Department of Kinesiology, Health Promotion and Recreation is Dr. Chwee-Lye Chng (Chng@unt.edu). For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

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	Understanding Participants
Part III	Understanding Sport and Exercise Environments
Part IV	Understanding Group Processes
Part V	Performance
Part VI	Enhancing Health and Well-Being
Part VII	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 and the social and psychological explanations of physical activity and inactivity.
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
Exam 1 (Mid-term): Chapters 1 – 6	50	20%
Exam 2 (Final): Chapters 7 – 16	50	20%
Project 1: Research Article Critique and Quiz	25	10%
Project 2: Social Reinforcement Field Observation and Quiz	50	20%
Quizzes	50	20%
Attendance and Class Participation	<u>25</u>	<u>10%</u>
Totals	250	100%

Attendance

Attendance is defined as being in attendance the complete class period. 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 ONE (1) absence during the semester for any reason. This **DOES NOT** include an exam day. Following the ONE (1) absence, 5 points will be deducted from the final grade for each additional absence. In the event that you are scheduled to take part in an official University function on the date of a quiz or an exam, please contact me at prior to the event in order to schedule a make-up quiz or test session. In addition, turn off your cell phone or turn them to vibrate. These disruptions and others (e.g., speaking while someone is presenting) during class can be very distracting. If the distraction occurs more than once, 5 points will be deducted from the final grade. Please respect others who attend the class. If you need to speak with me and have a conflict with my office hours, I will be happy to make an appointment at a time that is convenient for us both.

Grade Criteria

There are 2 exams that contribute to 40% of your final grade. You are required to take both exams. You will need a **green scantron** (form # 882-ES) for each **test** (i.e., midterm and final). There will also be a research article critique and quiz and social reinforcement field observation that will contribute to 30% of your final grade. No late papers will be accepted. In-class pop quizzes will make up 20% of your final grade. Scantrons will be provided for in-class quizzes. It is your responsibility to read the chapters and notes prior to attending the class pertaining to that chapter(s). Attendance and participation make up the other 10% of your grade. Actively involving yourself in class discussions 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" e-mail 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 Learn will be used to supplement the KINE4000: Psychology of Sport course which is primarily taught in a regular classroom environment (PEB216 on MTWR at 12:00 – 2:50 PM). From 3:00 – 3:50 PM, students will be able to complete practice quizzes in Blackboard prior to taking quizzes and exams in class. Although many of the materials currently available on the KINE4000 website (chapter slides, project information, etc.) will be available on Blackboard, some of the materials will not. Thus, students will want to attend class, read the assigned book, view the on-line ancillaries that come with the assigned book, and utilize the practice 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



KINE4000 Projects and Activities



Chapter 1: Introduction, History, & Science



Chapter 2: Personality



Chapter 3: Motivation



Chapter 4: Arousal, Stress, & Anxiety

Quizzes

This course is about **learning life skills, taking responsibility for oneself, and developing more effective strategies and habits to improve performance**. Therefore, it is your responsibility to read the material (i.e., syllabus, chapters, notes, and assignments) and prepare for each class day. Ten quizzes will be given. 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. 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., book, backpacks, and/or notes) **are NOT necessary on exam days**. If you do bring a cellular phone, remember to turn it off during class. Exams will cover materials presented in the required text (Weinberg & Gould, 2011) and class. Specifically, the first exam will cover Chapters 1-6 and materials discuss in class. The final exam will cover Chapters 7-16 and material discuss 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)

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 20% or 50 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)	10	
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	20	
Quiz on terms and concepts related to reinforcement and punishment	<u>20</u>	
Total	50	

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.

KINE 4000: PSYCHOLOGY OF SPORT
"Tentative" Schedule of Events
12:00-2:50 pm MTWR Class
3:00-3:50 pm MTWR Blackboard
Maymester 2013

Month	Day	Activity
May	13	Course Introduction (Lecture, Internet, Blackboard, etc.) CHAPTER 1: Welcome to Sport & Exercise Psychology
	14	CHAPTER 2: Personality and Sport CHAPTER 3: Motivation
	15	CHAPTER 3: Motivation (continued) CHAPTER 4: Arousal, Stress, & Anxiety
	16	Project 1 In-class Quiz on Research Article and Research Terms
	16	CHAPTER 5: Competition and Cooperation CHAPTER 6: Feedback, Reinforcement, and Intrinsic Motivation
	20	Midterm Exam (Chapters 1 – 6)
	21	Return Exams CHAPTER 7: Group & Team Dynamics CHAPTER 8: Group Cohesion
	22	CHAPTER 9: Leadership CHAPTER 10: Communication
	23	Project 2 Field Observation Data Sheet & Paper Project 2 In-class Quiz
	23	CHAPTER 11: Introduction to Psychological Skills Training CHAPTER 12: Arousal/Emotional Management and Relaxation
	27	NO CLASS
	28	CHAPTER 13: Imagery - Visualization Video CHAPTER 14: Self-Confidence
	29	CHAPTER 15: Goal Setting CHAPTER 16: Concentration
	30	Final Exam (Chapters 7 – 16)