Instructor
Scott Martin, Ph.D., Fellow ACSM, Fellow and Certified Consultant AASP
Professor of Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
Office Phone: 565-3418
Office: PEB 210F
Office Hours: TWR 1:00-1:50 PM (or by appointments for other times)
Lecture notes 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 University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable 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 reasonable 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. 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 you 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: [http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11](http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11).

**Purpose of the Course**

The purpose of this course is to provide graduate students interested in applied sport psychology with an in-depth overview of professional practice issues influencing effective mental training and performance enhancement. The focus of the course will be on applied sport psychology techniques and strategies to enhance client performance, with the intent to bridge sport psychology related research with professional practice.

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 practitioner 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.

This course primarily focuses on applied sport psychology professional practice techniques, strategies, and issues in various athletic and performing artist groups.

**Course Prerequisite**

The prerequisite for this course is KINE/PSYC 5121/6121: Sport and Exercise Psychology. In addition to the prerequisite course, it would be preferable that any student enrolling in KINE/PSYC 5181/6181: Applied Sport Psychology has a strong understanding of sport and exercise psychology theories and research. Preferably students should have read a text such as Williams (2010) prior to enrolling in this course.

**Required Textbooks**


**Learner Objectives**

1. To read, synthesize, and critique existing scientific literature and anecdotal reports; and to discuss the status and ramifications for future practice and research.
2. To develop an understanding of different applied sport psychology consulting and counseling approaches.
3. To become acquainted with techniques and strategies appropriate to applied sport psychology practice.
4. To demonstrate the ability to incorporate applied sport psychology theory into practice.
5. To improve communication and counseling/consulting skills.
6. To acquire life skills and knowledge from applied sport psychology literature for performance enhancement.
7. To develop a better understanding of various groups and subcultures in athletics.
8. To demonstrate applied sport psychology knowledge and skills in various situations.

**Course Criteria**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>Percentage</th>
<th>Your Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1: Sport Psychology Practitioner Reflection &amp;</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Development of Case Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 2: Effective Communication Role-play</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project 3: Relaxation Script and Audio/Video</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project 4: Imagery Sport Action Script and Audio/Video</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project 5: Conduct and Transcribe Interview with an Athlete</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project 6: Develop a Mental Skills Training Workshop</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Project 7: Present a Mental Skills Training Workshop</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>50</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Midterm and Final</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>500</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance**

*Attendance* is defined as being in the *classroom* 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 cellular phone) is distracting to other students. 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. You will be allowed ONE (1) absence during the semester for any reason. This **DOES NOT** include exam or project days. Following the ONE (1) absence, 25 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 a project or exam, please contact me at once in order to schedule a make-up session or exam. 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

The applied sport psychology course is composed of seven projects or competencies which, when successfully completed, should help you be better prepared to deliver sport psychology services. Information about the course projects and activities will be available at the course website. The seven projects contribute to 70% of your final grade. You are required to complete all seven projects to earn a grade in the course. Projects are due as indicated and will be evaluated by the instructor (and in some cases, by other graduate students). Class participation and attendance (i.e., being in the classroom on time for the complete class period) will contribute to 10% of your final grade. It is your responsibility to review the ancillaries (e.g., read materials, view videos, etc.) prior to attending class. Reading the appropriate material prior to class and actively involving yourself in class discussions will help improve your understanding of the topics covered and your grade. The midterm and final exam will contribute to 20% of your grade for the course. 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. Naturally, I hope that the course will have much more value to you than the credits and grades. 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 (project, 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. Information about this class, and updates to the assignments will be sent via e-mail. If students do not want to use their UNT accounts 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.

Documents (in Portable Document Format [pdf]) should be sent via email and include
your name, reference to project (or activity), and date. For example, an email from John Doe
containing his project one assignment sent on January 25, 2017 would be titled as
“Doe_Project1_01-25-17.pdf”. Thus, the document can be easily found when searching for it on
a computer.

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.

Additional Resources

In addition to the above required texts, the following texts will help students develop a
greater understanding of professional practice issues and techniques in applied sport and exercise
psychology. These texts were designed to help students and practitioners interested in sport
psychology prepare for the many issues that arise in applied consulting.

Lanhan, MD: Rowman & Littlefield.
Aoyagi, M. W., & Poczwardowski, A. (Eds.). (2012). Expert approaches to sport psychology:
Applied theories of performance excellence. Morgantown, WV: Fitness Information
Technology.
Kinetics.
Morgantown, WV: Fitness Information Technology.
psychology. Morgantown, WV: Fitness Information Technology.
Kinetics.


Welcome to KINE/PSYC5181 on Blackboard

Blackboard Learn will be used to supplement the KINE/PSYC5181/6181: Applied Sport Psychology which is primarily taught in a regular classroom environment. Lecture notes and project information will be available on Blackboard. Students will want to attend class, read the assigned book, and utilize the lecture materials on Blackboard to gain an extensive understanding of applied sport psychology and experience success in the course.
<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| January | 18 | Course and Personal Introduction  
*In-class Activity* – Individual and Group Discovery  
*Out of Class Activity* – Three Approaches to Sport Psychology Consulting and Development of Case Study |
| February | 1 | Developing Rapport and Gaining Entry  
*In-class Activity* – Communication, Counseling Skills, and Assessment  
*Project 2 (Part 1- Role-play): Effective Communication Role-play Due*  
Read *Chapter 4* Challenging and confronting clients with compassion  
*Chapter 5* Working with reluctant and resistant clients  
*Chapter 33* Constructive communication |
| February | 8 | Ethical Issues and Decision Making in Applied Sport Psychology  
*In-class Activity* – Ethical Dilemmas  
*Project 2 (Part 2- Review): Effective Communication Role-play Due*  
Read *Chapter 6* Records: Purposes, characteristics, and contents for protecting clients and ourselves  
*Chapter 7* Ethical practice in sport psychology: |
<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
|       |     | Challenges in the real world  
*Chapter 8* Endings: More than saying goodbye  
*Chapter 22* Referring clients to other professionals |
| 15    |     | **Applied Sport Psychology Assessment**  
**In-class Activity** – Group Assessment and Relaxation Exercise  
**Read**  
*Chapter 9* The applied sport psychology intake  
*Chapter 10* Individual and group observations: Purposes and processes  
*Chapter 11* Psychological Assessment: Projective techniques  
*Chapter 12* Psychological assessment: objectives/self-report measures |
| 22    |     | **Applied Sport Psychology Paradigms and Approaches**  
**Project 3 (Part 1) Relaxation Script and CD Due**  
**Read**  
*Chapter 13* The humanistic/person-centered theoretical model  
*Chapter 14* Cognitive-behavioral therapies  
*Chapter 15* Positive psychology  
*Chapter 16* What happens if you introduce existential psychology into sport |
| March | 8   | **Review for Midterm** |
| 15    |     | **Midterm Exam (Chapters 1-16, 22, and 33)**  
**Relaxation Techniques (Centering, Progressive Relaxation, etc.)**  
**In-class Activity** – Relaxation Exercise  
**Project 3 (Part 2) Relaxation Script and CD Evaluation Due**  
**Read**  
*Chapter 49* Activation/arousal control  
*Chapter 50* Imagery |
| 22    |     | **Spring Break – Classes do not meet** |
| 29    |     | **Motivation and Goal Setting**  
**In-class Activity** – Develop Individual and Team Goal Setting using Activities, Highlight Videos, and Frame-by-Frame Analysis |
<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| April | 5   | **Confidence and Self-talk**  
**Project 4 (Part 2) Imagery Script and Tape Evaluation Due**  
*Read*  
*Chapter 53* Self-talk  
*Chapter 54* Confidence |
|       | 12  | **Concentration, Routines, and Flow**  
*Read*  
*Chapter 52* Concentration/attention  
*Chapter 56* Pre-performance routines  
**Project 5 (Part 1) Athlete Interview Transcription Due** |
|       | 19  | **Examining Sport Psychology Sessions and Interviews**  
**Project 5 (Part 2) Athlete Interview Themes Due**  
*Read*  
*Chapter 57* Mental Toughness |
|       | 26  | **Putting it all Together (Day 1)**  
**Project 6 Workshop Presentations Papers Due**  
**Project 7 Workshop Presentations** |
| May   | 3   | **Putting it all Together (Day 2)**  
**Project 7 Workshop Presentations**  
Review for Final Exam (Chapters 49-57)  
Complete SPOT |
|       | 10  | **Final Exam (Chapters 49-57) on Wednesday 6:30 to 9:20 PM** |