



**Department of Health & Kinesiology  
Summer II 2008**

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**I. Course Title: KIN 593 – Advanced Studies in the Psychology of Sport**

**II. Course Description:** An advanced study of the psychological factors that affect and are influenced by sports participation will be the approach for this course. This course will also focus on current research trends in sport psychology and will integrate a variety of concepts that apply to both individual and group processes.

**III. Required Materials:**

(1) Weinberg, R.S. & Gould, D. (2007). *Foundations of sport and exercise psychology* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics. **ISBN: 0-7360-6467-2**

(2) Various handouts and readings will be distributed throughout the session

**IV. Course Meeting Time/Place: 6:00 pm – 8:50 pm MTW TUC 311**

**V. Course Requirements:**

1. One examination will be given in the course.
2. Research Article Summaries and Comparison
3. Psychological Demands Analysis
4. Participation

**VII. Determination of Grade:**

**Exams:** 25% of grade

- The examination will be comprehensive in nature and will consist of essay questions. Questions will come from readings in the text, handouts and material presented by invited speakers. Specific format will be discussed prior to the exam. The final exam will take place on **AUGUST 6, 2008 @ 6:00 pm.**

***Research Article Summaries and Comparison:*** 30% of grade

- Students are to select two separate research articles from peer-reviewed journals. The articles should all address the same topic.
- Please refer to the assignment description at the end of the syllabus.
- Use the checklist as a guide for reviewing the article – it is not necessary to turn in the checklist.
- You must follow APA format when writing the paper. Consult the *Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)* when writing your paper for proper formatting. Make sure you properly cite **all** references utilized in the paper.
- **DUE BY JULY 30, 2008 @ 6:00 pm – NO EXCEPTIONS!!**

***Psychological Demands Analysis:*** 30% of grade

- Students should select a sport (and level, if applicable) that they are familiar with. If the sport is a relatively new sport, or one that might be unfamiliar to me, please give a brief description of the sport.
- Utilizing sport psychology concepts and theories discussed in the course and in the text, students will prepare an analysis of the psychological demands associated with the sport. What are the psychological demands that you view as primary concerns? Are some demands more common in certain sports versus others? What are some of the sources of anxiety? Are there different sources of motivation that are useful for athletes involved in the sport? Are some personality factors more common in the sport (and more useful)? How important is attentional focus to the athlete involved in the sport? Is burnout a factor and what are some of the common causes? These are examples of questions that can guide you in the preparation of the analysis.
- The paper should be between 10-15 pages in length and should integrate at least three theoretical approaches that apply to the psychological demands you identify. For instance, if you apply Nideffer's (1976) attentional focus model to your description of the psychological demands, make the linkage between the theory and your description clearly understood. This is essentially a position paper that you are supporting with existing theoretical and/or research findings.
- You should have a minimum of 10 primary (i.e., peer-reviewed journal articles and textbooks) sources included in the paper. You can use the two articles from your article summaries project if it fits conceptually. You can often find articles that directly relate to your specific sport!
- You must follow APA format when writing the paper. Consult the *Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)* when writing your paper for proper formatting. Make sure you properly cite **all** references utilized in the paper (i.e., sources for the quotes). Papers should have 1" margins, be written in narrative (third person format), and should be thoroughly edited.
- **DUE BY AUGUST 6, 2008 @ 6:00 pm– NO EXCEPTIONS!!**

***Class Participation:*** 15% of grade

- Since we are on a compact schedule, it is ***critical*** that you attend class every day ***ready*** to discuss the materials. Each day that you attend class and participate, you will be awarded 1% of your final grade.
- If you miss one class period, you will be docked 5 points from your final grade. If you miss two class periods, you will automatically ***FAIL*** the course. You have blocked this time off...please be here for every class. We only have a few weeks together, so we have to work together at maximum effort.
- If you have mitigating circumstances, please see me.

***Final Grade:*** (grades will not be curved)

100% to 89.5%	=	<b>A</b>
89.49% to 79.5%	=	<b>B</b>
79.49% to 69.5%	=	<b>C</b>
69.49% to 59.5%	=	<b>D</b>
59.49% and below	=	<b>F</b>

**VIII. Class Procedure:**

**Attendance Policy:** Roll will be taken every day. Make sure you sign the attendance sheet every class. This is your responsibility. If you do not sign the sheet, you will be charged with an unexcused absence. If you miss class because of illness or an injury, you are required to bring a signed doctor's note in order to not be penalized for your absence. Whether an absence is excused or unexcused is solely the judgment of the professor.

Events such as practice, hospital visits, banquets, doctor's appointments, visits to the athletic trainer, team meetings, meetings with your presentation group, media interviews, meetings with a coach, your birthday, your friend's birthday, meetings with other professors, meetings with academic advisors, meetings with your agent, and meals **are not** excused absences. If you have more than 2 unexcused absences, **you will fail the course.**

**Exams:** You'll have until 8:50 pm to finish your exam. If you show up at 8:45 pm, you have 5 minutes left for your exam. So, be sure to arrive at 6:00 pm in order to have the maximum amount of time for the exam. If you cannot make the exam, or if you have multiple exams on one day, you must tell me at least one class day prior to the exam date and provide documentation to explain why you could not take the exam that day. Not being prepared or not 'feeling' like it won't get it. If the absence is due to a viable medical reason, the student must provide medical documentation. You may not use any notes or other types of aids during the tests. In addition, no electronic devices of any kind (i.e., cellular phones, palm pilots, etc.) are allowed to be in the student's possession during an exam. They must be placed at the front of the room with your books and other materials and must be powered off.

**Class Behavior:** Disruptive behavior will result in the student being asked to leave the classroom. A second violation and the student will be dropped. Having said that, I very

much encourage class interaction and discussion as I certainly don't want to lecture non-stop for the entire class. Don't sleep in my class. If you do, I reserve the right to call attention to it. Also turn off the cell phones!

**Class Materials: You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class. In addition, material covered by any invited guest speakers is fair game on an exam as well. Make sure you keep up with the readings...it is easy to fall behind.**

## **IX. Academic Honesty:**

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

**If you are found in violation of the academic honesty policy for this course, you will be referred to the Health & Kinesiology Department Chair, the Dean of the College of Education, and the Dean of Student Services for disciplinary action which could include failure of the course and expulsion from the university. Bottom line – make sure all work is yours and don't cheat!**

#### **X. Disability Policy:**

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact the Counseling Center. The Counseling Center is located across from the Lee Drain Building, next to the Farrington Building. The telephone number is (936) 294-1720.

**“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired may contact the Director of the Counseling Center, (936) 294-1720.**

#### **XI. STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

*Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.*

*University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.*

**XI. Tentative Course Outline (DATES ARE TENTATIVE)**

	<b><u>Date:</u></b>	<b><u>Material:</u></b>
<b>WEEK 1</b>	7/8/08	Course Overview/ Chapter 1-Sport and Exercise Psychology Overview
	7/9/08	Chapter 2-Personality and Sport
<b>WEEK 2</b>	7/14/08	Chapter 3-Motivation
	7/15/08	Chapter 4-Arousal, Stress, & Anxiety
	7/16/08	Chapter 5-Competition and Cooperation
<b>WEEK 3</b>	7/21/08	Chapter 6 - Feedback, Reinforcement, & Intrinsic Motivation
	7/22/08	Chapter 7-Group & Team Dynamics / Chapter 8 – Group Cohesion
	7/23/08	Chapter 9 – Leadership
<b>WEEK 4</b>	7/28/08	Chapter 12 – Arousal Regulation / Chapter 13 – Imagery
	7/29/08	Chapter 14 – Self-Confidence
	7/30/08	Chapter 15 – Goal Setting <b>RESEARCH ARTICLE SUMMARIES DUE</b>
<b>WEEK 5</b>	8/4/08	Chapter 16 – Concentration (Attentional Focus) / Chapter 21 – Burnout and Overtraining
	8/5/08	Sport Spectator and Fan Psychology
	8/6/08	<b>FINAL EXAM / PSYCHOLOGICAL DEMANDS ANALYSIS DUE</b>

### Research Article Summaries and Contrast

1. Select an applied sport psychology skill (i.e., motivation, self-confidence, goal setting, imagery, concentration, etc.) or a concept in sport psychology (i.e., sport spectator psychology) that you are interested in investigating.
2. Go to the library (or use the database) and select two sport/exercise psychology research based articles on a topic related to that skill (i.e., the influence imagery has on self-efficacy) from a journal such as: *The Sport Psychologist*, *Journal of Exercise & Sport Psychology*, *Journal of Applied Sport Psychology*, *Research Quarterly for Sport & Exercise*, *International Journal of Sport Psychology*, *Psychology of Sport and Exercise*, *Pediatric Exercise Science*, *Medicine & Science in Sports & Exercise*, *Quest*, *Group Dynamics*, *Journal of Sport Management*, *Sport Marketing Quarterly*, or *Journal of Sport Behavior*. The articles should be recent publications (i.e., published from 2000-present).
3. Read the journal articles carefully. For both articles, note the rationale for the study, purpose, the basic method used, results, and the discussion of the results. 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. You may want to use the *Article Evaluation Form* (provided in the syllabus), while you read each journal article. The *Article Evaluation Form* may help you constructively evaluation the article. You do not need to turn in this form.
4. For each research article, make notes in the following areas:
  - a. What was the purpose of the study?
  - b. How was the study conducted? (Who were the subjects? What did the subjects do?)
  - c. What was found in the study? Did the results and discussion seem consistent? Explain.
  - d. What are the limitations of the study? Did the author(s) acknowledge the limitations of the study?
  - e. What implications do the study's findings have for us?
  - f. If you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study? That is, where do we go from here?
5. Remember the following about doing a critique of a study:
  - a. Provide your opinion of the relevance/importance of the paper to the field of exercise and sport psychology...with a rationale for your interpretation.
  - b. Don't spend as much time summarizing as you do *critiquing* the article.
  - c. In your critique, don't just focus on the negative aspects of the study; rather, try to present a balanced view of the study's strengths and limitations.
6. In your final paper, provide brief summaries of both articles and their findings. After both articles have been summarized, compare and contrast the two research articles. What are the implications of the findings? What were some of the weaknesses of each article? Strengths? What did you learn from the articles? The final comparison paper should be 10-15 pages and **MUST** follow APA format. The comparison paper is due by **July 30, 2008 @ 6:00 pm**.

**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)