

EASTERN ILLINOIS UNIVERSITY
College of Education and Professional Studies
Kinesiology and Sports Studies Department
KSS 5120 – Social Psychology of Physical Activity
T/R 11:00am-12:15pm

INSTRUCTOR: Tyler Masters, Ph.D. **OFFICE:** 2220 Lantz
OFFICE HOURS: M/W 10:00-11:30am T/R 9:00-10:30 a.m. * By appointment
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D2L: All relevant course information will be available through D2L. If you have not accessed D2L before, go to the EIU homepage and click on the D2L link. Instructions are given for accessing and using your password and username on the D2L page.

TEXTBOOK: Weinberg, R.S., & Gould, D. (2007). *Foundations of Sport and Exercise Psychology* (4th ed.). Champaign, IL: Human Kinetics.

COURSE DESCRIPTION: Study of psychological theories, influence of an audience, the use of social reinforcement, the influence of a model, the impact of competition, personality, attitudes and aggression in physical activity.

DETAILED COURSE DESCRIPTION: This course is an introduction to psychological concepts, theories, and application as they relate to individual and group perspectives of physical activity, sport, and athletes at various levels of competition. Specifically, the following areas will be addressed:

- The history of sport and exercise psychology
 - Qualifications & characteristics of different psychological personnel
 - National/international trends within the field
 - Prominent organizations within the field
- The psychology of sport and exercise participants:
 - Determinants and consequences of participation
 - Motivation, learning, and personality
- Psychological skills training:
 - Self-awareness, arousal regulation, goal setting, imagery, self-confidence, and concentration
- The social psychology of physical activity:
 - Aggression, team dynamics, leadership
- Youth sport:
 - Psychological development through sport, moral reasoning, character development
- Exercise and well-being:
 - Psychological benefits of exercise, exercise behavior and adherence, psychology of exercise, injury, addictive and unhealthy behaviors

COURSE OBJECTIVES: Throughout the duration of this course, the student will:

- 1) Identify and develop a sound personal philosophy of sport and participation in physical activity.
- 2) Establish and demonstrate a base of knowledge and understanding of key concepts in sport and exercise psychology.
- 3) Display an awareness of current research areas and directions within the scientific literature in sport and exercise psychology.
- 4) Demonstrate understanding and application of psychological skills including goal setting, imagery, relaxation, stress management, focusing, and thought stopping.
- 5) Develop an understanding of some of the pertinent theories within sport and exercise psychology.
- 6) Identify ethical issues related to the practice of sport psychology, the use of personality inventories, and injury rehabilitation and prevention.
- 7) Learn the latest advances in technology for psychological assessment and development (i.e, biofeedback).

METHOD OF EVALUATION:	Exams (2):	150 points	A = 90.0-100.0%
	Question Assignments:	50 points	B = 80.0-89.9%
	Critical Thinking Questions		
	Article Synopsis		
	Review Paper on topic area	75 points	
	MST presentation/paper	75 points	
	Student Engagement:	<u>50 points</u>	C = 70.0-79.9%
	Attendance		D = 60.0-69.9%
Total Points:	400 points	F ≤ 59.9%	

***Cell Phones in class ± 10 points**
******* No late assignments will be accepted*******

Exams:
 There will be two exams covering the lectures, textbook and assigned readings, and student presentations. The final will not be comprehensive. Further information regarding the exams will be discussed in class.

Review paper: (March 12, 2013)
 The review paper will involve summarizing the key literature related to one of the main topics discussed in class. As part of the review, students will identify the key findings across studies and relate the relevant applications for practitioners based on those findings. Students will be required to provide an in-depth review of at least five peer-reviewed journal articles. The paper must be 3-5 pages, typed, double-spaced. The paper should be in APA format (6th edition) and include a title page and a reference page. The title page and reference page(s) do not count toward the page total. The paper should involve an introduction to the topic area followed by an in-depth review of at least five peer-reviewed journal articles on the topic. Following the literature review should be a conclusion section with practical applications for applying the knowledge gained from the literature review.

Theory to Practice MST Session: (April 15, 2013)
Research Paper: Each student in a group of 3 will research and write a 3-5 page synopsis paper about the utilization of a mental tool or skill (i.e., goal setting, relaxation, team building etc.) for a specific population. I would prefer if this population relates to their specific field of interest (e.g., athletic training and an injured athlete struggling with overcoming an injury). Be creative with the scenario. Feel free to

group with individuals in the same area of specialization or if you want to expand your interest that is fine as well.

PST Session: Each group will present their applied sport psychology technique to the class in the same format as if they were giving a presentation to a group of athletes, coaches, or recreational participants. The class will act as though we are the client as well as will be partially responsible for grading the sessions. Each group of individuals will be allotted approximately 20 minutes for their presentation.

Suggestions:

- Chose a sport and competitive level with whom you are likely to work in the future.
- Chose a psychological skill on which to focus (e.g., enhancing self-confidence, anxiety management, etc.).
- Develop the content and methods to enable you to teach athletes this psychological skill.
- Create worksheet(s) and/or handout(s) appropriate for this audience.
- Present your MST session to the class (as if they were this group of athletes).
- You may include handouts, exercises, or any other teaching strategies in your 20 minute presentation.

STUDENT ENGAGEMENT POLICY:

Participation. It is expected that you will attend class having completed the assigned reading with the intention of contributing to class discussion. As graduate students, I consider each of you professionals and colleagues, as such I do not take attendance. However, it is expected that each of you contributes to the success of this class which will be rewarded in your engagement score.

Late work will **NOT** be accepted unless there is a University Approved Excuse with appropriate documentation and/or arrangements have been made with me prior to class.

Missed material and deadlines. It is the responsibility of the student to contact fellow students regarding material missed and to catch up prior to our next class. You will need to keep up with class material and discussions to be successful with assignments. Students must ensure that all assignments are received by their deadlines. Do not email me and ask “Did I miss anything?”- I will not be writing a class summary.

ACADEMIC CONDUCT

All phones should be turned off unless prior arrangements have been made. Students are required to behave appropriately during class. Students who do not behave appropriately during class (e.g., talking to other students, texting, using IM, having Facebook open, reading newspapers, not respecting others) will be asked to stop, may have the device taken from them, and/or be asked to leave the room. If the behavior continues the student will be asked to leave and an absence will be recorded. Continued poor conduct will result in failing the course. In addition, all communication via phone, email, or in class with the professor and/or class mates should be professional and respectful.

ACADEMIC HONESTY (ZERO TOLERANCE):

Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarism (e.g., using any part of another student or person’s work and claiming it is your own/not correctly referencing material, using another person’s ideas, or sharing papers), cheating on a test (e.g., using notes, looking at another’s work), and/or lying (e.g., saying you completed the paper in time when you did not, not being truthful if confronted about any dishonest act).

Students (all parties involved i.e. the paper copier and the lender of the paper) suspected of academic dishonesty will be immediately and directly referred to necessary parties for investigation as noted in the University’s Code of Student Conduct. All parties will immediately earn a zero on the assignment in

question. Students found guilty run the risk of being formally charged, receiving a grade of F for the course, and/or dismissal from the University.

OFFICE OF DISABILITY SERVICES (ODS) STATEMENT FOR PERSONS WITH DISABILITIES:

In conjunction with the overall mission of Eastern Illinois University, the Office of Disability Services (ODS) is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. Through collaboration and support of the entire campus community, ODS promotes universally accessible design principles, so that everyone has access to university life.

STUDENT SUCCESS:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. As an educator it is my job to provide you with information and to assist in the development of your ability to assess and apply the information from this class. My job is to open the door, but you as students have to walk through it. It is your responsibility to take the initiative to research, read, study, plan, prepare, think critically, and to ask for help if needed. I am more than willing to help you, but you must ask for assistance or guidance prior to assignment due dates and before the end of the semester! Together, as a class, we can be successful.

NOTE:

If you have any special needs as addressed by the Americans Disability Act and need course materials in an alternative manner, notify me immediately. Reasonable efforts will be made to accommodate your needs.

This course outline is subject to change but will be discussed with the students.

COURSE OUTLINE

<u>Week One</u>	Syllabus, introduction to course Chapter 1 (Introduction)
<u>Week Two</u>	Chapter 3: Motivation
<u>Week Three</u>	Jan. 21 st MLK's Birthday (No class) Chapter 6: Feedback, Reinforcement, & Intrinsic Motivation
<u>Week Four</u>	Chapter 7: Group Dynamics
<u>Week Five</u>	Chapter 8: Group Cohesion Chapter 9: Leadership
<u>Week Six</u>	Chapter 24: Character Development Chapter 22: Children and Sport
<u>Week Seven</u>	Chapter 17: Exercise & Psychological Well-being Chapter 18: Exercise Behavior & Adherence
<u>Week Eight</u>	Chapter 20: Addictive and Unhealthy Behaviors Mid-term exam
<u>Week Nine</u>	Chapter 11: Introduction to MST (Mental Plans) Masters & Burton (2012) Working Model of Mental Toughness Development Burton & Raedeke (2007) Tools and Skills Model Chapter 15: Goal Setting
<u>Week Ten</u>	Spring Break
<u>Week Eleven</u>	Outside Reading: Relaxation Chapter 13: Imagery
<u>Week Twelve</u>	Outside Reading: Self-Talk Research Paper Due March 12, 2013 Chapter 16: Concentration
<u>Week Thirteen</u>	Chapter 14: Self-confidence Outside Reading: Stress Management/Arousal Control
<u>Week Fourteen</u>	Chapter 19: Injury Recovery/Stress Chapter 21: Burnout
<u>Week Fifteen</u>	Chapter 23: Aggression Group Presentation Paper Due April 15, 2013 Group Presentations
<u>Week Sixteen</u>	Group Presentations Group Presentations
Final Exam:	Tues. April 30, 2013: 2:45-4:45pm