Course Description:

Number and Title:

HFMG 4400 (CRN 80385)
Exercise & Sport Psychology

Credit Hours:

3.0 semester credit hours (3-0-3)

Catalog Description:

The goal of this course is to discuss professional and ethical issues relevant to the practice of sport psychology. Students will study different methods to understand and evaluate psychological aspects of sport performance. Students will learn how to enhance exercise and health behavior change as well as how to increase motivation. Knowledge of different counseling approaches and the effects of exercise on anxiety, eating disorder, self-esteem and psychophysiology will be studied. Referrals to a medical/mental allied health professional will be discussed.

Course Prerequisites and Co-requisites:

Prerequisite: HFMG 3101 or PSYC 2101 with a minimum US grade of C

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

In-class Use of Student Notebook Computers:

Student notebook computers will be used in the online classroom in this course. Computers will be required to access course materials and to communicate with your instructor.

Desire2Learn [D2L] (Online Classroom):

On-line activity will take place in D2L, the virtual classroom for the course.

- You can gain access to D2L, by signing on to the SWAN portal and selecting:”D2L” on the top right side. If you experience any difficulties in D2L, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your D2L username, the name of the course that you are attempting to access, and your instructor's name.

Program Learning Outcomes:

General education outcomes:

The following link provides tabular descriptions of the critical thinking, hearing and behavioral outcome components: http://clayton.edu/hfmg

Health & Fitness Management outcomes:

HFMG 4400 is an elective course in the B.S. degree program in Health & Fitness Management. HFMG 4400 supports outcomes 1-6 and 10-12 of the HFMG major found at: http://clayton.edu/hfmg

Course Learning Objectives:

The candidate will:
1. Define and describe sport and exercise psychology.
2. Describe the role played by, and the training required of, sport and exercise psychology specialists.

3. List important events and major developments in the history of sport and exercise psychology.

4. Describe, analyze, and evaluate typical views of participation, socialization, and motivation in sport and exercise.

5. Define achievement motivation and competitiveness, and indicate why they are important.
   - Compare theories of motivation and explain how achievement motivation is developed.

6. Define competition and cooperation in sport and exercise settings.

7. Describe the value of competition, and methods for enhancing cooperation.

8. Identify common reasons why children participate in and dropout of sport and exercise.
   - Compare the role of peers and parents in sport and exercise.

9. Describe, analyze, and evaluate effective coaching practices for young athletes.

10. Define character, sportspersonship, moral reasoning and moral behavior.

11. Describe how personality traits influence, and are influenced by, participation in sport and exercise.

12. Define arousal, stress, and anxiety.
    - Describe the relationship between trait and state anxiety.

13. Analyze and compare the relationships among arousal, stress, and anxiety on sport and exercise performance.

14. Demonstrate knowledge and comprehension of basic sport and exercise psychology concepts on a written exam.

15. Describe the role of exercise in the reduction of anxiety, depression, and mood changes.

16. Describe the influence of exercise on personality and quality of life.

17. List reasons to exercise and problems of exercise adherence.
    - Analyze and compare models of exercise behavior.

18. Describe, analyze, and evaluate strategies and guidelines for enhancing adherence to exercise


20. Identify psychological antecedents that may predispose people to athletic injuries.
    - Describe the role of sport psychology in injury rehabilitation.
   • Analyze and compare models of burnout in sport and exercise.
22. Identify the factors and signs of staleness, overtraining, and burnout in sport and exercise.
   • Describe common methods for treating and preventing burnout in sport and exercise.
23. Define and explain psychological skills training and its effectiveness.
   • Identify the three phases of psychological skills training programs.
24. Describe, analyze, and evaluate strategies for addressing anxiety and coping in sport and exercise.
25. Define imagery and describe the factors that influence imagery effectiveness.
26. Compare different types and functions of imagery in sport and exercise.
27. Define and explain self-confidence and how expectations influence performance.
   • Describe common methods for building self-confidence in sport and exercise.
28. Describe, analyze, and evaluate the effectiveness and principles of goal setting.
29. Explain group structure and how to create an effective team climate.
30. Identify the characteristics of the multidimensional model of leadership, and the components of effective leadership.
31. Describe the behavioral strategies to enhance exercise and health behavior change including extrinsic and intrinsic reinforcement

Instructor Information:

Instructor:

Mélanie Poudervigne, PhD, FACSM, CC-AASP
phone: (678) 466-4937
fax: (678) 466-4669
Skype: Dr.Mela
e-mail: mpoudervigne@clayton.edu
internet: http://faculty.clayton.edu/mpoudevi

Office/Office hours:

T/R 10am-12.30pm, NBS 131
Class Meetings:

Orientation: online + MANDATORY QUIZ (no show will be based on that quiz) Please note that the instructor is away the first week at a conference and will not reset the orientation quiz. If a student misses it, the student will be automatically reported as a NO SHOW on August 21st.

Class times: this course is 100% online, there are no meeting on campus

Textbook Information:


ADDITIONAL RESOURCES

Periodicals (i.e., not limited)
- Journal of Sport and Exercise Psychology
- Research Quarterly for Exercise and Sport
- The Sport Psychologist
- Journal of Applied Sport Psychology

Professional Organizations
- Association for the Advancement of Applied Sport Psychology (AASP) has emerged as the largest applied sport, exercise, and health psychology organization in the world.

*Below is a list of various association websites related to applied sport psychology.*

- ACSM (American College of Sports Medicine)
- American Academy of Kinesiology and Physical Education
- American Alliance for Health, Physical Education, Recreation and Dance
- American Board of Sport Psychology
- American Educational Research Association
- American Psychological Association
- APA Division 38
- APA Division 47
- Association of Sport Psychology (Germany)
- British Association of Sport and Exercise Sciences
- British Olympic Association
- Canadian Athletic Therapists Association
- Canadian Mental Training Registry
- Canadian Society for Psychomotor Learning and Sport Psychology
- Center for Performance Excellence
- Center for Sports and Character
- Coaching Association of Canada
- College of Sport Psychologists â€“ Australian Psychological Society
- European Federation of Sport Psychology
- International Association of Applied Psychology
- International Institute for Sport and Human Performance
Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Midterm Examination</td>
<td>100</td>
</tr>
<tr>
<td>Movie Review</td>
<td>50</td>
</tr>
<tr>
<td>Self-Growth Paper</td>
<td>50</td>
</tr>
<tr>
<td>Article Paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td><strong>350</strong></td>
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1. **Self-Growth Paper** – The purpose of this paper is to have you reflect on your life, and in particular, how sports participation or regular exercise has impacted on your journey. This essay will be at least 1000 words in APA format- check due dates on calendar below.

2. **Movie Analysis** – The purpose of this exercise is to have you apply what you have learned in this class as it relates to the psychology of sport as found in the movie you chose to watch. Please discuss some of the psychological skills that have been covered in this class that are seen in the movie. The paper should be at least 1000 words in length and written in APA format. The movie must be one that deals with sports. You need to watch the entire movie, while noting the various psychological aspects as seen in the movie (motivation, leadership, etc.). The following list of movies, while not complete, would prove to be acceptable. If you think of any other movies, please email me for confirmation:

Rocky
Cinderella Man
Million Dollar Baby
Remember the Titans
The Natural
Rudy
Hoosiers
Coach Carter
Blue Chips
A League of their Own
Chariots of Fire
Bull Durham
The rookie
Cool Runnings
Miracle

What your analysis should include:
I Introduction to the movie
   A. Why you picked it
   B. The movie’s plot
II The psychological skills addressed (make sure you cover at least five)
III Conclusion

See due date in calendar below

3. Article Paper
Three focus areas in Sport Psychology are Health Psychology, Performance Enhancement/Interventions, and Social Psychology and or any recent new focus additions to the field of Sport Psychology. Each student is to prepare a typed summary of a sport psychology research journal article related to two out of the three above focus areas in Sport Psychology. The intent of the papers will be to identify and describe the purpose and results of the article and how the article relates to course material and concepts discussed in class and the environment in which one interacts with on a daily basis. Limitations should be addressed with future research. The paper must be 1000 words and typed in 12 point font, double spaced, with one inch margins (APA format). Include a separate title page with your name and the journal article reference (in APA format). The paper will be assessed on content, accuracy, clarity and grammar. A copy of the article must be attached to your article paper or it will not be accepted and will result in a 0 grade earned.

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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Mid-term Progress Report:

The mid-term grade in this course, which will be issued on September 9, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official
withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by
mid-term, which occurs on September 9. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is September 11.

Course Schedule:

The course schedule for HFMG 4400, Exercise & Sport Psychology, is provided in the table
below.
<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Orientation: Quiz</strong></td>
<td>orientation ppt and quiz must be taken before August 21 at 11.59pm</td>
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<tr>
<td></td>
<td>Introduction</td>
<td>1</td>
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<td></td>
<td>Personality</td>
<td>2</td>
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<td></td>
<td>Motivation</td>
<td>3</td>
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<td></td>
<td><strong>Week 2 Arousal, Stress, Anxiety, Feedback,</strong></td>
<td>4</td>
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<td></td>
<td><strong>Reinforcement and intrinsic motivation</strong></td>
<td>6</td>
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<td></td>
<td><strong>Intro to Psychological skills training</strong></td>
<td>11</td>
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<tr>
<td>Week 3</td>
<td><strong>Arousal Regulation Imagery Self-Confidence</strong></td>
<td>12</td>
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<tr>
<td></td>
<td><strong>study guide mid-term examination</strong></td>
<td>13</td>
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<td></td>
<td><strong>Week 4 MID TERM ONLINE</strong></td>
<td>14</td>
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<tr>
<td></td>
<td><strong>Goal setting</strong></td>
<td>Chapters 1-4, 6, 11-14 by September 8 at 11.59PM</td>
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<td></td>
<td><strong>Concentration</strong></td>
<td>15</td>
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<td></td>
<td><strong>Week 5 Psychological well-being</strong></td>
<td>16</td>
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<td></td>
<td><strong>Exercise behavior and adherence</strong></td>
<td>17</td>
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<td></td>
<td><strong>Movie Review</strong></td>
<td>18</td>
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<td></td>
<td><strong>Week 6 Addictive and unhealthy behaviors</strong></td>
<td>20</td>
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<td></td>
<td><strong>overtraining</strong></td>
<td>21</td>
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<td></td>
<td><strong>Self-Growth paper</strong></td>
<td>Post in Dropbox on D2L by September 24 at 11.59PM</td>
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<td></td>
<td><strong>Week 7 Children and sport Psychology</strong></td>
<td>22</td>
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<td><strong>Aggression in sport Article Critic</strong></td>
<td>23</td>
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<tr>
<td></td>
<td><strong>Study guide Final Examination</strong></td>
<td>Post in Dropbox on D2L by October 1  at 11.59PM</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Online Final examination</strong></td>
<td>Chapters 15-18, 20-23, taken by October 8 at 11.59PM</td>
</tr>
</tbody>
</table>
Course Policies:

**General Policy**
Students must abide by policies in the [Clayton State University Student Handbook](http://adminservices.clayton.edu/judicial/), and the [Basic Undergraduate Student Responsibilities](http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf).

**University Attendance Policy**
Students are expected to attend the orientation and online examinations. Due to the class size, the online examination will be open during the week of midterm and the last week of class for the final examination. No make ups will be available. No late paper, article reviews or movie reflections will be authorized. This is an online course so please work ahead of time on assignments.

**Course Attendance Policy**
Attendance is required at orientation.

**Missed Work**
A grade of zero points will be assigned for the missed work or examinations. Please plan ahead.

**Operation Study:** At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

**Academic Dishonesty**
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at [http://adminservices.clayton.edu/judicial/](http://adminservices.clayton.edu/judicial/).

**Disruption of the Learning Environment**
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: [http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf](http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf)
Writing Assistance
The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in consultant-led writing workshops. In these workshops, consultants will guide you in discussions and activities important to academic writing topics. Consultants and student-writers will collaborate on ways to apply writing concepts and strategies to specific writing situations. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

http://www.clayton.edu/arts-sciences/english/writersstudio

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