San José State University
Kinesiology
KIN/PSYCH 167, Sport Psychology, Fall 2014

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Office Hours: T/R 11:00-12:00; T 1:00-2:30; By apt.

Class Days/Time: T/R 9:00-10:30
Classroom: Sweeny Hall 346
Prerequisites: Psych 1

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty Canvas page. You are responsible for checking Canvas and your emails through MySJSU.

Course Description
Psychological aspects of sports, including the value of sports, psychological factors involved in competitive as well as non-competitive athletic activities and the role of sports psychologists.

Course Goals and Student Learning Objectives
The goals of this course are to have students become critical learners who master the major theories used in sport and exercise psychology. Additionally students shall be able to apply these theoretical concepts to real world situations. A final goal of this course is that students increase their information literacy by conducting research.
Kinesiology Program Learning Objectives addressed in this course:

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To recognize and apply sustainable approaches as they relate to kinesiology.
4. To identify social justice and equity issues related to kinesiology for various populations.

Course Content Learning Objectives

Upon successful completion of this course, students will be able to:

LO1 demonstrate knowledge of the various theoretical aspects of sport psychology.
LO2 apply sport psychology models and theories to a variety of and exercise situations.
LO3 research, synthesize, critique and present information on selected topics in sport psychology.
LO4 demonstrate information literacy through an ability to search for and find research related to sport psychology.
LO5 demonstrate an understanding of diversity and social justice as they relate to sport psychology.

Required Texts/Readings

Textbook

2. Additional required readings are listed in the Greensheet, and located on Canvas page. *More will be added throughout the semester!*

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.
Classroom Protocol

All students should demonstrate respect for themselves, one another, and the instructor at all time. Intense discussions are always encouraged, but never at the expense of respect and understanding. We may not agree with one another, but we do need to hear one another.

A few words on cell phones, headphones, tablets, and laptops: Cell phones should be turned off during class. A vibrating cell phone is still an activated cell phone. I don’t like cells, and in fact...I don’t have one. Enough said. In addition, please also remove headphones or earpiece devices associated with phones or mp3 devices during class. It lets me know that you are listening and attentive to your class surroundings. Additionally texting on your cell phone or emailing or chatting with others on your lap top are not appropriate classroom activities. They will distract your attention, as well as the attention of those around you, who might be interested to see what you are writing. Laptops must be charged prior to coming to class, you will not be able to plug in during class as this leads to a variety of logistical problems, not the least of which is setting up an obstacle course for your professor. If you would like to engage in these activities please do so outside of class. Students who engage in these activities will be asked to leave the classroom.

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

• Explicit written permission must be requested to make any recording of the class. An announcement will be made to the class to ensure their comfort with recording the class. If any student objects to the recording then permission will not be granted. If there are no objections then written permission will be provided.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. All this said, part of being a good student is listening, contributing, and learning how to take good notes. Enough said.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late
Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Writing Quality
The Department of Psychology has adopted specific standards regarding the quality of written work submitted in psychology courses. Unless otherwise stated by your professor, all papers must be written using current APA format. Additionally, all papers, including those submitted to meet class requirements or submitted for extra credit, must meet minimum writing standards. Any paper with more than five spelling, punctuation, or grammatical errors will be returned for revision. A late penalty equivalent to at least 10% of the assignment grade will be assessed upon resubmission. Additional penalties may be assessed at the discretion of your professor. If you need help with writing skills, it is to your advantage to make use of resources on campus prior to the due date. Remember, you will be required to rewrite any paper not meeting the above standards, and will lose a minimum of 10% should a revision be required. This policy applies to all psychology classes.

Assignments and Grading Policy

Written Examinations (LO #1,2,5) (PLO #1, 2, 4)
Three written examinations will be given during the semester. See greensheet or dates. Exams will not be cumulative in the traditional sense, but students will be expected to draw from course content to answer questions on all exams.

Article review/critique (LO #1, 3) (PLO #1)
Each student will review, briefly summarize, and critique one scientific article on sport and/or exercise psychology. Articles may be identified through searches conducted in online databases such as SportDiscus or PsychInfo. The article must be original research published between 2005 and 2014. Articles must be primary research studies, NOT literature reviews or opinion pieces. So, a good rule is to make sure your articles has a methods and results section. Potential sources of coaching science articles include journals such as The Sport Psychologist, Journal of Sport & Exercise Psychology, Journal of Applied Sport Psychology, Sport psychology in Action, Athletic Insight, Research Quarterly for Exercise and Sport, Qualitative Research in Sport, Exercise & Health, Journal of Sport Behavior, & International Journal of Sports Science and Coaching. Critiques should include a brief, concise summary of the article, and an overview and engaged critique of the following sections: 1) Literature Review, 2) Methodology, 3) Results, and 4) Discussion/Conclusion. Critiques should be no more than 3 double-spaced pages. Attach a cover page, and include the article citation (APA format) on the top of the first page of the abstract itself.. * More details to follow on Canvas.

Review of literature on Specific Topic (LO #1,2,3,4,5) (PLO #1, 2, 4)
This paper is designed to be an in-depth, critical treatment of a current issue in sport and/or exercise psychology. The topic is to be approved by the instructor. The paper should be broad enough to allow for a reasonable literature review so that the specific issue is contextualized, but narrow enough to allow for a succinct analysis of a particular issue. The required length of the paper is 7-10 double-spaced pages (not including cover page or references), using normal fonts, margins, etc. Page numbers must be used. Also, a minimum of six (6) scholarly references are required for credit (*this does NOT mean internet news articles, webpages, etc.). In addition, these primary sources must be integrated into the paper in a substantive manner, not simply mentioned. More info on the desired structure and organization will be on Canvas.

A summary paragraph of the topic, and at least two references, will be turned in BY 11/4 at the LATEST. Topics must be approved by the instructor before proceeding. Criteria for evaluation of the paper include: 1) content, 2) adherence to assignment guidelines, 3) integration of relevant class materials/references, 4) evidence of grasp of the research findings, and 5) organization, writing clarity and grammar. All papers MUST be submitted via Canvas, as well as in hard copy form.

**Participation and Online Canvas Discussions (LO # 1,2,5) (PLO #1, 2)**
Participation in class and on Canvas contribute toward the total grade. Students are expected to regularly contribute in a meaningful and constructive way to class discussions. Simply attending class is not sufficient. You must participate! If you are not comfortable speaking in class please see me so that we can make alternate arrangements for you to earn these points, such as meeting with me regularly during office hours to discuss the readings and course materials. In addition, students are required to participate in the online Canvas discussions when topics are posted. Canvas analytics will be used to quantify participation on Canvas.

**Some general notes**
All written assignments must be typed. They must be double spaced, written in 12 point font, with one inch margins on all sides. Papers must be edited for spelling and grammatical errors. Late papers will not be accepted unless other arrangements have been made in advance. PAPERS ARE DUE AT THE BEGINNING OF CLASS. IF THEY ARE NOT SUBMITTED AT THE BEGINNING OF CLASS, OR BY THE BEGINNING OF CLASS IF DUE VIA CANVAS, THEY ARE CONSIDERED LATE AND WILL NOT BE ACCEPTED.

**Evaluation**
Grading: traditional 90-80-70-60 scale with plus and minuses (88 is B+, 72 is C-)
- Midterm #1 exam 20%
- Midterm #2 exam 20%
- Final exam 25%
- Article critique 10%
- Final literature review paper 20%
- Class participation/e-responses/homework 5%
• Examples include: 1) contribute to discussions regularly and at LEAST 3 times on Canvas, 2) develop critical questions and responses prior to and during class, 3) synthesize and make connections between academic and ‘real’ worlds, 4) exhibit professional behavior, and 5) show respect and interest in classmates’ comments.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec/ to establish a record of their disability.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.
In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chpt/Notes</th>
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</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Intro and Greensheet</td>
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<tr>
<td>8/28</td>
<td>Introduction to Sport Psychology</td>
<td>Chpt. 1</td>
</tr>
<tr>
<td>9/2</td>
<td>Introduction to Sport Psychology-II</td>
<td>Begin 2 additional readings on Canvas: 1) <em>Cultural Sport Psychology TSP</em> AND 2) <em>SSJ Sport Psych-Sport Sociology Nexus</em></td>
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<tr>
<td>9/4</td>
<td>Identity, Interdisciplinarity, Identity, and Sport Psychology</td>
<td>Chpt. 18; Discussion of Readings on Canvas</td>
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<tr>
<td>9/9</td>
<td>Motivation-I</td>
<td>Chpt. 4</td>
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<tr>
<td>9/11</td>
<td>Motivation-II</td>
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<tr>
<td>9/16</td>
<td>Leadership &amp; Decision-Making in Coaching</td>
<td>Chpt. 6; Additional reading on Canvas (Cancer on team)</td>
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<tr>
<td>9/18</td>
<td>Goal Setting</td>
<td>Chpt. 11</td>
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<tr>
<td>9/23</td>
<td>Peak Performance 101</td>
<td>Chpt. 9; Additional reading</td>
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<tr>
<td>9/25</td>
<td><em>Midterm #1</em></td>
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<td>9/30</td>
<td>Arousal and Stress in Sport</td>
<td>Chpt. 12; Additional readings on Canvas</td>
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<td>10/2</td>
<td>Continued...</td>
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<td>10/7</td>
<td>Coping Strategies-I</td>
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<tr>
<td>10/9</td>
<td>Coping Strategies-II</td>
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<tr>
<td>10/14</td>
<td>Coping and MMA: Research Notes</td>
<td>Additional Readings on Canvas</td>
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<td>10/16</td>
<td><em>AASP Conference: No Class</em></td>
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<tr>
<td>10/21</td>
<td>Imagery 101</td>
<td>Chpt. 14</td>
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<tr>
<td>10/23</td>
<td>Mental Toughness 101</td>
<td>Additional Readings on Canvas</td>
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<tr>
<td>10/28</td>
<td><em>Catch up Day</em></td>
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<tr>
<td>10/30</td>
<td>Coaching, Psychology, and the Vols</td>
<td>Additional Readings on Canvas</td>
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<tr>
<td>11/4</td>
<td><em>Midterm #2</em></td>
<td>Paper Topic Summary Due</td>
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<td>11/6</td>
<td><em>NASSS Conference: No Class</em></td>
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<tr>
<td>11/11</td>
<td><em>Veteran’s Day: No Class</em></td>
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<tr>
<td>11/13</td>
<td>Psychology of Injury and Rehabilitation</td>
<td>Chpt. 23</td>
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<tr>
<td>11/18</td>
<td>Injury cont.</td>
<td>Additional Readings on Canvas</td>
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<td>11/20</td>
<td>Burnout in Sport &amp; Exercise</td>
<td>Chpt. 22</td>
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<tr>
<td>11/25</td>
<td>TBA (Aggression I think!)</td>
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<td>11/27</td>
<td><em>Gluttony Day: No Class</em></td>
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<tr>
<td>12/2</td>
<td>Career Transitions: Finding a new Identity</td>
<td>Chpt. 24</td>
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<tr>
<td>12/4</td>
<td>Exercise Psychology</td>
<td>Chpt. 25; Additional Readings on Canvas</td>
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<tr>
<td>12/9</td>
<td><em>Catch-up Day</em></td>
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*Final Exam: Wednesday, December 17, 0715-0930*