

San José State University
Department of Kinesiology
KIN 267, Advanced Sport Psychology, Spring 2015

Instructor:	Tamar Semerjian, Ph. D.
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Office Hours:	Monday & Wednesday 10:30-11:30 am & by appointment
Class Days/Time:	Thursday 4:00-6:45 pm
Classroom:	MH 322
Prerequisites:	KIN 167 or equivalent

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course page through Canvas. For more information on setting up your account go to <http://www.sjsu.edu/at/ec/>. You are responsible for regularly checking with the messaging system through MySJSU.

Course Description

A study of sport psychology and its usage in field settings. Focus is on major theoretical areas (anxiety, motivation, cohesion, etc.) and their application in sport.

Course Philosophy, Goals, and Student Learning Objectives

When I entered high school I promised myself that I would make it through without taking any more physical education classes. Instead I would dance. My PE experiences had left me disappointed and unmotivated to participate and I saw dance as my way of developing my physical abilities. During the course of many dance classes I began to appreciate the interplay between the physical and psychological and wanted to study dance therapy. I saw movement as a way to help people to improve their mental and emotional well being. In the end I went to Berkeley, where there was no dance therapy program. At some point in my freshman year I was at a loss for a major. Chemistry did not appeal as much as I thought it would, neither did English, and I loved Psychology, but needed something more. After a long soul-searching conversation with my roommate she began reading course descriptions from a particular department. The classes described exactly what I wanted to do; they addressed the psychological and sociological aspects of human movement. I was intrigued. She would not tell me what department the courses were in until I was completely convinced that this was the major where I belonged. Finally, she

disclosed she was reading from the Physical Education major courses. I was stunned, but my interest was piqued, and within the year I was in the Physical Education program. I knew I had found my academic home, and with my double major of Psychology and what became Human Biodynamics, I finally felt equipped to address the questions that I had about movement and psychological states. We each enter this course with our own questions and perspectives. My hope is that you will find that many of the concepts we learn in this class can be applied to other aspects of your lives, regardless of what you choose as a career. In short, I see applied sport psychology as a powerful means of improving not simply athletic performance or exercise adherence rates, but of improving society.

Course Content Learning Outcomes

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

LO 1: Demonstrate knowledge of the major theoretical areas in sport psychology and how they are applied in practical field situations.

LO2: Show an in-depth knowledge of a specific area of sport psychology by successful completion of a comprehensive review of literature or pilot study.

LO3: Critically analyze research within the field of sport psychology.

LO4: Show an understanding of how diversity can impact participation in sport by informed class participation and presentations.

Required Texts/Readings

Textbooks

Horn, T. S. (2008). *Advances in Sport Psychology*. Champaign, IL: Human Kinetics.

Ryba, T. V., Schinke, R. J., & Tenenbaum, G. (Eds.) (2010). *The Cultural Turn in Sport Psychology*. Morgantown, WV: Fitness Information Technology.

Other Readings

Readings assigned by student presenters and professor. These will be provided and/or disseminated at least one week prior to class.

Library Liaison

Emily Chan is our library liaison. You can contact her for assistance at Emily.chan@sjsu.edu or (408) 808-2044. The Reference Desk number is (408) 808-2100 and the Student Computer Service number is (408) 808-2470.

Classroom Protocol

This class is a *combination of lecture, seminar, and class activities*, which means:

1. Every student assumes a primary responsibility for course outcomes
2. Students are highly encouraged to bring in relevant sources for class discussion

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.** Papers are due at the beginning of class. Late papers will be accepted, but penalized 1 letter

grade beginning on the day following the due date. Make-up exams arranged only when serious and compelling reasons exist. (And I mean serious!)

Cell phone, pagers, laptops, tablets, and any other electronic paraphernalia should be turned off or otherwise silenced before class begins!

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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

1. **Exam 1** will account for 25% of the total grade and will assess knowledge of the information presented in the first half of the quarter. (LO 1, 4)
2. **Exam 2** will account for 25% of the total grade and will assess knowledge presented in the second half of the quarter. (LO 1, 4)
3. **A final paper** will account for 25% of the total grade. The paper will be **due May 7**. You have two choices for the final paper. First, you may elect to do a comprehensive literature review of a specific area within **sport and exercise psychology**. The topic should be narrow enough to allow a thorough treatment of the subject, but not so narrow that it precludes finding adequate substantive information, particularly primary sources. This paper should contain a short introduction, followed by the review and critique, and finally a concluding assessment. The final paper is to include no less than 10 primary references, and it should be no less than 12 pages, not including references. The second paper choice is a pilot study on a topic of your choice related to sport and exercise psychology. The paper should include an introduction, a more directed literature review, a methodology and analysis section, a results section, and finally a discussion and conclusion section. This paper should include no less than 10 primary references, and it should also be no less than 10 pages in length, not including references. Regardless of what paper you choose, your final product should be typed, using standard margins, double-spaced with normal fonts, and in first-rate APA style. If you do not yet have an APA handbook, you must get access to one in order to successfully complete the assignment. Finally, topics **MUST** be approved with the instructor by the deadline on the schedule and students are encouraged to choose topics of interest to them. **Paper proposals are due in class on February 12th**. They should include a clear topic and at least 5 relevant sport psychology references to peer-reviewed research articles in APA style. (LO 1, 2, 4)
4. **One presentation** will account for 5 % of the total grade. Each student will be responsible for assigning **at least** one research article related to the topic being discussed in class one week prior

to their presentation, as well as take significant responsibility for facilitating class discussion for that day. Students are expected to present the purpose of the study, methodology, results, conclusions, and a critique of the study, and to facilitate a dynamic discussion of the research. The research article must be a **recent article** (preferably published in the last few years) to highlight the latest findings. The article presented in class may be included in students' final literature review papers. Students are encouraged to use a variety of strategies in their presentations, including, but not limited to PowerPoint presentations, group activities, development of group discussions, activities that demonstrate application of relevant theories, and multimedia presentations. (LO 1, 2, 3, 4)

5. **Participation** will account for 10% of the total grade. Students are expected to come to class and contribute in significant ways to class discussions. Examples include: 1) contribute to discussions regularly, 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, although peaceful disagreements are cool. Also, not coming to class will severely inhibit your ability to contribute, obviously. Enough said. (LO 3, 4)

6. **Class Reflective Journal** will account for 10% of the total grade. Since this class is part lecture format and part seminar/discussion format, students are expected to complete the reading assignments before class and make an effort to contribute to class whenever possible. Each member of the class has valuable knowledge and experiences, and the class will benefit from your diverse perspectives. To facilitate the discussion process, students will keep a semester-long reflective journal, including a (minimum of) 2-3 page (typed) analysis of the weekly readings. Along with the required summary of main points or arguments, possible content might include general reflections, questions about terms and/or concepts, and points of agreement and/or contention. Further, students will write an additional one-half to one page reflection after each week of class. Journals will be collected at **two times** during the semester for grading purposes. Students should view this journal as an opportunity to receive personal feedback from the instructor regarding any thoughts or ideas that they did not, for whatever reason, share in class. It will also serve as a comprehensive summary of the class material, which should be helpful in reviewing for the final. Journals are to be typed (single-spaced ok), using 12 font, and brought to each class. Individual entries should be kept together, either in a notebook or by some other organized method. Criteria for evaluation include: 1) thoroughness and organization, 2) level of critical engagement with course material, and 3) writing clarity. (LO 1,3,4)

Grades

Exam 1	25%
Exam 2	25%
Literature review	25%
Presentation	5%
Participation	10%
Class reflective journal	10%

Grading information

Grading percentage breakdown:

94% and above	A
93%-90%	A-
89%-87%	B+
86%-84%	B
83%-80%	B-
79%-77%	C+
76%-74%	C
73%-70%	C-
69%-64%	D
63%-60%	D-
below 60%	F

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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.

KIN 267 / Advanced Sport Psychology, Spring 2015, Course Schedule

This class is a seminar, students are expected to complete ALL reading assignments PRIOR TO CLASS, and make an effort to contribute to class whenever possible. The course schedule may change in its order and additional readings will be assigned by presenters throughout the semester. These will be assigned a minimum of one week before the class they will be discussed.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	Introduction, expectations & logistics
2	1/29	Introduction, history, and research methods in sport psychology. <i>Chapters 1-3</i> CT <i>Introduction</i> Ch. 1 & <i>Historicizing sport psychology</i> Ch. 2
3	2/5	Self-Perceptions. <i>Chapter 4 & readings</i> CT <i>The narrative turn</i> Ch. 4 Presenter:
4	2/12	Self-Confidence. <i>Chapter 5 & readings; approval of paper topics</i> CT <i>Disability in sport & exercise psychology</i> Ch. 11 Presenter:
5	2/19	Causal attribution. <i>Chapter 6 & readings</i> CT <i>Interrogating Whiteness in sport psychology</i> Ch. 6 Presenter:
6	2/26	Motivational Orientation. <i>Chapter 7 & readings</i> Presenter:
7	3/5	Achievement Goal Theories. <i>Chapter 8 & readings; Journal due!</i> Presenter:
8	3/12	Midterm. Chapters 1-8 & assigned readings
9	3/19	Moral Development. <i>Chapter 9 & readings</i> CT <i>Sexual Abuse in Sport</i> Ch. 13 Presenter:
10	3/26	SPRING BREAK
11	4/2	Group Dynamics. <i>Chapters 10 & readings</i> Presenter:
12	4/9	Coaching Effectiveness. <i>Chapters 11 & readings</i> CT <i>Queering sport psychology</i> Ch. 7

Week	Date	Topics, Readings, Assignments, Deadlines
		Presenter:
13	4/16	Imagery & Flow. <i>Chapter 13 & 16 & readings</i> Presenter:
14	4/23	Attention & Anxiety. <i>Chapter 14 & readings</i> CT <i>Rethinking subjectivity in sport & exercise psychology</i> Ch. 9 Presenter:
15	4/30	Goal Setting. <i>Chapter 15 & readings</i> Presenter:
16	5/7	Injury. <i>Chapter 17 & readings. Final paper DUE!</i> CT <i>The psychology of extreme sports</i> Ch. 15 Presenter:
Final Exam	5/21	MH 322 5:15-7:30 pm. Chapters 9-11, 13-17 & assigned readings. Journal due!