



OTRP online

Office of Teaching Resources in Psychology

Concordia University Social Science Department

PSY/HPE 422 Psychology of Sport and Physical Activity

Fall Semester 2005 Room: L300 TTH 9 to 1030am

Instructor: Kevin Simpson, Ph.D. Office: L116 Phone: 503.493.6535 Email: ksimpson@cu-portland.edu
Office Hours: Mon. and Weds 2 to 4pm; TTH 1030am to 12noon AND by appointment.

- I. Course description:** This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity and how such participation affects the psychological well-being of the individual.
- II. Prerequisite:** PSY 201: Principles of Psychology.
- III. Required Materials (2):** Textbook: Silva, J.M. & Stevens, D. (2002). *Psychological Foundations of Sport*. Allyn & Bacon. ALSO → Class Handbook (purchased through bookstore as well)
- IV. Learning Goals:** To introduce the student to the short but rich history of sport psychology; to provide an overview of the specializations within the field; to explore practical applications of psychological research and theory to exercise and athletic competition; and lastly, to familiarize the student with potential careers and interest areas within sport psychology.
- V. Course Objectives:** At the end of the course, students will demonstrate the following:
- A. Describe the origins of the field of sport psychology and discuss the applied areas of current theory and research in the field.
 - B. Articulate the psychological principles used in performance enhancement, reaction to injury, psychological well-being, and other similar focus areas.
 - C. Apply sport psychological principles to personality and psychological distress in athletes/physical activity participants.
 - D. Articulate variables of influence in topics related to motivation, learning, memory, and attributional style.
 - E. Discuss current societal, cultural, racial and economic influences in the field.
- VI. Policies and Procedures:**

Attendance and Participation: Attendance is highly recommended as there is a great deal of material to be covered in a very short time. At the end of the course, points may be awarded based on the instructor's subjective evaluation of each student's attendance and involvement in class. This usually serves to aid a borderline grade rather than provide a demotion in grade.

Concordia University Code of Academic Integrity

Preamble: A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia's goal to prepare students to be professionals for the transformation of society, we expect

students to pursue their studies with integrity and character. As evidence of commitment to this code of academic integrity, students will sign the following statement:

Statement of Academic Integrity: “As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.”

→ signed: _____

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. “Unauthorized assistance” refers to any support students solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. If you are ever uncertain whether you have given full and appropriate documentation for the thoughts, words or ideas you have used in your paper, always consult with the instructor. Therefore, any academic dishonesty will be treated in accordance with the Academic Integrity policy found the Student Handbook.

VII. Attendance and Late Assignment Policy

Because this class meets only twice per week, your regular attendance and participation is key. Due to the nature of the subject, it is also crucial that you gain in confidence of sharing your viewpoints with your colleagues. **Assignments will be considered LATE IF NOT RECEIVED IN CLASS. All assignments deemed late will have the total possible credit reduced 50 % after the class period in which they are DUE (up to one week late).** Thereafter, no materials will be accepted for credit. If you will be absent from class during a test for a CU sponsored event, you may request permission to take a test early. Any tests taken other than at the scheduled time are given at the discretion of the instructor. Lastly, no tests will be given late, unless prior arrangements have been made.

VIII. Evaluation Procedures: Scores on exams and written work will determine the student’s final grade for the course. All tests, quizzes, and written work will be evaluated according to the following grading scale:

A	93 to 100%	B-	80 to 82%	D+	67 to 69%
A-	90 to 92%	C+	77 to 79%	D	63 to 66%
B+	87 to 89%	C	73 to 76%	D-	60 to 62%
B	83 to 86%	C-	70 to 72%	F	59% and below

Course Requirements:

1. Completion of three (3) objective/short answer exams on assigned readings (55% of grade)
2. Lead Class Discussion Day (8%)
3. 2 topic papers involving journal/professional articles (20%)
4. Completion of a personal exercise/athletic performance and evaluation (17%)

As noted, three (3) exams, 2 topic papers, and one (1) exercise/athletic performance evaluation will (TYPED format only) be required. Exams will usually consist of a mix of multiple choice, short answer and brief essay questions. Schedule of exams appears on the course outline. Details regarding all written work follows at the end of the syllabus.

The required exams and written assignments will be weighted accordingly:

Three (3) Exams (M/C; short answer; brief essay)	(210 points approx. total)
Two (2) Topic papers (3-4 pages each, typed format, 40 points each)	(80 total)
Athletic/exercise performance evaluation (application of in-class principles)	(60 points)
DEMO Day	(30 points)

TOTAL POINTS POSSIBLE → 380

Demonstration Day: Students will find a partner and choose a time to lead an in-class DEMONSTRATION of the topic for the day selected. Using only the assigned reading for the day (text/handbook), your group will have the sole

responsibility of guiding the first 20-25 minutes of the class through discussion. Since the time period is brief, DO NOT EXPECT TO COVER ALL OF THE MATERIAL. Instead, be selective and emphasize specific areas. I see this task as being best accomplished through any combination of the following: demonstrations, small-group activities, guest lecturer, Krispy Kreme donuts (hah!), etc. Since we are trying to stimulate group interaction early in the morning, you should avoid simply showing videos and giving talks; GET US INVOLVED. The best effort will be given to demonstrating the assigned sport psych principles with and among your colleagues. Watch for the sign-up sheet in class; dates begin after the 2nd week of classes (30 pts.).

Topic Paper #1 **DUE: Thursday, September 15** **2-4 page maximum**

A. Provide a one to two page summary of the article:

Eitzen, D.S. (1999). Sport is fair, sport is foul (pp. 41-57). In Fair and foul: Beyond the myths and paradoxes of sport. Lanham, MD: Rowman & Littlefield.

B. Answer the following:

1. Why do some sports elicit "fair play" while others seem to inhibit it or prevent it? Give an example or two to support your answer
2. "It's only illegal if you get caught." How and why do you think this attitude developed in society and in sport?
3. Think about this statement (pg. 53): "bad morality tends to defeat good morality; unfairness tends to encourage unfairness." Do you agree or disagree? Why or why not? Defend your answer.
4. We all live in a competitive society and sport is the essence of this. "The ultimate goal in politics, business and sport, after all, is to win." Assuming this to be true, what else is there? What else does sport provide the participant and spectator? Give some specific examples.
5. Discuss briefly, the idea that "sport builds character." Talk about the section on page 54 and give some examples from your experience and/or learning that contradict or challenge the idea that sport does not build character. In other words, give some evidence why sport or athletic activities are important.

Topic Paper #2 **DUE: Tuesday, October 25** **2-4 page maximum**

A. Summarize the main points of the following article in 1-2 pages:

Eitzen, D.S. (1999). The contradictions of big-time college sports (pp. 105-130). In Fair and foul: Beyond the myths and paradoxes of sport. Lanham, Maryland: Rowman & Littlefield.

B. Using the many sections of the article, answer the following questions (1-2 pages):

1. Based on what you read, how do you answer the following question: "Is big-time college sport compatible with higher education"? Why or why not? Defend your answer.
2. With regard to gender equity, we see big differences in revenue, attendance, scholarships, etc. What are some other explanations for why there are fewer female college athletes, sports and fans?
3. College sports are driven by profit – can we ever eliminate this trend? Should athletes be paid or given allowances? Why or why not? Provide examples.
4. Refer to the "alternatives" section of the article (p. 124-127): which solutions offer the most hope in your opinion? Are we too far along in major college sport ("Pandora's box") to make any changes? Why or why not? Defend your answers.

Athletic/Exercise Performance Evaluation and Training Program (80 points)

DUE: Thursday, November 17 → Five to Eight Pages, TYPED

USE: the Gould and Damarjian article from your reading handbook AND the accompanying handout that follows →

Lecture Outline and Chapter Readings

The course will be divided into the following 5 distinct sections to facilitate a better understanding of the topical areas of sport psychology →

I. THE EVOLUTION OF SPORT PSYCHOLOGY

Weeks 1 and 2 Chapter 1: John M. Silva: The Evolution of Sport Psychology

VIDEO: (week 1) "The Science of Sports"
(week 2) "Sporting Fever"

II. SPORT and SOCIETY

Week 3 (Sept. 13) Youth Sport....Where it all begins →

VIDEO: "Playing to Extremes"

Chapter 25: Family Influences.....and Alternatives to Competition?

*** TOPIC PAPER #1 DUE: Thursday, September 15th** (Eitzen article: "Sport is Fair.....")

Week 4 Gender Issues and Sport

Tuesday: Before the video read text pp. 404-406 →

VIDEO: "Title IX and Women in Sports: What's Wrong With this Picture?"

Thursday: Chapters 20 and 21: The Female Athlete

III. SPORT and the INDIVIDUAL ATHLETE

Week 5 (Sept. 27) Tuesday: Chapter 4: Understanding Individual Motivation in Sport

Thursday: Chapter 5 author: Jonathan Metzler (Concordia graduate!) →

--Applying Motivational Principles to Individual Athletes

Week 6 (Oct. 4) Tuesday: Continue with Chapters 4 and 5

Thursday, Oct. 6 → TEST ONE (chapters 1, 4, 5, 20, 21 and 25)

IV. SPORT PSYCHOLOGY AND PERFORMANCE ENHANCEMENT

Week 7(Oct. 11) EMOTION AND SPORT PERFORMANCE →

Chapter 7: Competitive Anxiety and Sport Performance

Chapter 8: Emotional Control and Intervention

Week 8 Chapter 9: Introduction of Sport Psychology Interventions

Chapter 10: Intervention Techniques in Sport Psychology

Week 9 (Oct. 25) Chapter 11: Psychological Intervention for the Injured Athlete

Thursday, Oct 27 → (Tentative) Guest Lecture: Emily Vracin, Concordia U. Head Athletic Trainer

TOPIC PAPER #2 DUE: Tuesday, October 25th (Eitzen: Contradictions of Big Time College Sports)

Week 10 (Nov. 1) Chapter 12: Enhancing Sport Performance: The Role of Confidence and Concentration

Week 11 (Nov. 8) **TEST TWO: Tuesday, November 8:** **(Chapters 7-12)**

Thursday: **SPORT PSYCHOLOGY in PRACTICE:** Specific psychological skills applied →Confidence, concentration, mental toughness, etc.

V. SPECIAL TOPICS IN SPORT PSYCHOLOGY

Week 12 (Nov. 15) Chapter 16: The Nature, Prevalence, and Consequences of Aggression in Sport
Athletic/Exercise Performance Evaluation DUE: Thursday, November 17th

Nov. 21-25: THANKSGIVING BREAK

Week 13 Chapter 17: Explanations for Aggression: Theories and Research
(Nov. 30) Special Lecture focus: The Psychology and Reactions of Sport Spectators
VIDEO: "Trouble on the Terraces"

Week 14 Tuesday, Dec. 6: Handbook → Psychopathology in Sport: [readings = Brewer and Petrie chapter; Pargman (p. 130-136)
Thursday, Dec. 8: Handbook → Exercise, Sport, and Well-being (readings = Pargman chapter, p. 109-128)

FINAL EXAM: TUESDAY, December 13th 11am to 1pm
(covers lectures and Chapters 16, 17 AND handbook readings listed)

Readings Contained in Handbook:

Begley, S. & Brant, M. (1999, February 15). The real scandal. *Newsweek*, 48-54.

Brewer, B. & Petrie, T. (1996). Psychopathology in sport and exercise. In J. Van Raalte & B. Brewer (Eds.), *Exploring sport and exercise psychology* (pp. 257-274). Washington, D.C.: APA Books.

Eitzen, D. S. (1999a). Sport is fair, sport is foul. In *Fair and foul: Beyond the myths and paradoxes of sport* (pp. 41-57). Lanham, MD: Rowman & Littlefield.

Eitzen, D. S. (1999b). The contradictions of big-time college sports. In *Fair and foul: Beyond the myths and paradoxes of sport* (pp. 105-130). Lanham, Maryland: Rowman & Littlefield.

Gould, D. & Damarjian, N. (1996). Imagery training for peak experience. In J. Van Raalte & B. Brewer (Eds.), *Exploring sport and exercise psychology* (pp. 25-50). Washington, D.C.: APA Books.

Hays, K.F. (1995). Putting sport psychology into (your) practice. *Professional Psychology: Research and Practice*, 26 (1), 33-40.

Pargman, D. (1998a). Aberrant behavior in sport: Eating disorders. In *Understanding sport behavior* (pp. 130-136). Upper Saddle River, NJ: Prentice Hall.

Pargman, D. (1998b). Exercise, sport and well-being. In *Understanding sport behavior* (pp. 109-128). Upper Saddle River, NJ: Prentice Hall.