

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism Division of Health and Human Performance
EFHP 618-001 Sport and Exercise Psychology Spring 2014

DAY/TIME:	M 4:30PM-7:10PM	LOCATION:	Robinson Hall A123
PROFESSOR:	Dr. Catalina Novac	EMAIL ADDRESS:	cnovac@gmu.edu
OFFICE LOCATION:		PHONE NUMBER:	202-957-7196
OFFICE HOURS:	By appointment	FAX NUMBER:	703-993-2025
Dept. Website:	rht.gmu.edu	Class Website:	mymasonportal.gmu.edu

PREREQUISITES:

Graduate standing or permission of the instructor

COURSE CATALOG DESCRIPTION:

Covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics.

COURSE OBJECTIVES:

Upon completion of EFHP 618-001 students should be able to:

1. Identify and explain major theoretical frameworks used in sport and exercise psychology research
2. Understand the major antecedents and consequences of sport and exercise participation
3. Critically evaluate current research in sport and exercise psychology
4. Identify appropriate intervention strategies for performance enhancement
5. Conduct an applied sport and exercise psychology research project
6. Demonstrate the ability to critically review current research and connect findings to topics discussed in class.

COURSE OVERVIEW:

This course presents an overview of personality, motivation, stress, sport and exercise environments, group processes, performance improvement, enhancement of well-being, psychological, social and environmental aspects as related to health promotion, health compromising and enhancing behaviors in sports, stress management, and burnout. A breakdown of these dimensions will be examined to provide for a more effective conscious control for improving overall mental and physical health in sports. Lectures will follow in general the order of the textbook chapters. Discussions from newspapers/publications, with which I often start the class, are also subject to examination. Class time will be used for demonstrations, discussions, and experiential exercises in addition to lectures, activities and methods that support and encourage critical thinking.

Material for the course will be drawn from the recommended and assigned readings.

1. ← Attendance - Students are expected to attend all classes. A grade of zero will be assigned to any missed assignment without prior permission from the instructor. **No late assignments are accepted.**
2. ← Classroom Demeanor - Students are expected to attend all class sections, participate in class discussions, complete in-class exercises, and fulfill all assignments. Anyone exhibiting inappropriate behavior may be asked to leave (e.g. sleeping in class, texting). University policy states that sound-emitting devices shall be turned off during class unless otherwise authorized.
3. ← Academic Honesty - Students are held to the standards of the George Mason University Honor Code. Students are expected to honestly represent their work. The possible situations when a student could violate these expectations range from incorrectly citing or failing to cite references/ footnotes within papers and projects to cheating on an examination or assignment. Academic integrity is the responsibility a student assumes for honestly representing academic work. This includes but is not limited to quizzes, examinations, projects, and other forms of oral and written endeavors.

NATURE OF COURSE DELIVERY:

This course includes lectures and class discussions, supplemented by audio-visual materials. Class lectures and discussions will not necessarily repeat material in required texts. Students will be held accountable for all information in the texts, lectures, discussions, and supplemental materials.

REQUIRED READINGS:

Weinberg, S. R. & Gould, D. (2011): Foundations of Sport and Exercise Psychology, 5th Edition, Human Kinetics

RECOMMENDED READINGS:

Daniel, L. Eileen (ED.) Annual Editions: Health – 2013/2014, New York, NY: McGraw-Hill, 2011

EVALUATION:

1. Class Participation	10	(Objectives 1-6)
2. Weekly Reading Journal	10	(Objectives 1-6)
3. Article Critique and Presentation	10	(Objectives 1-6)
4. Lead Class Discussion	15	(Objectives 1-6)
5. Book or Film/Movie Critique	20	(Objectives 1-6)
6. Research Paper	25	(Objectives 1-6)
7. Research Paper Presentation	10	(Objectives 1-6)
Total	100%	

PROJECT/PAPER:

You are to select a health related behavior, condition, attitude or psychosocial dimension you want to change to improve performance in sports. Complete the Reality Check “Assess Your Health”*. Then pick a health-related target behavior that is either an unhealthy problem to decrease or a healthy behavior to increase. Examples of appropriate targets might be excessive eating, disordered eating, smoking, exercise, binge drinking, or stress reduction. For one week, make no behavior changes, but keep a log of your target behavior, gathering specific information including how often, how much, with whom, where, and other appropriate details. Then plan an

intervention and carry it out, keeping records of your progress. Review the research literature (at least **two** articles from professional journals) on your target behavior and write an end-of-the-project analysis of your target behavior and your attempts to change it. Attach copies of the journal articles to your paper. **THE CHANGE MUST BE SOME NEW ACTIVITY OR INTERVENTION RELATED TO HEALTH AND SPORTS.** You are to find a way to measure the variable, develop a change program for yourself and report the change in a paper due **on 04/28/2014**. Dependent measure must include at least one objective measure and one subjective measure, but more than one of either measurement may be used. The paper **MUST** include your measurements pre- and end of the change program but a return to pre-state is often preferable depending on the program used (A-B or ABA Single Subject Designs – this will be discussed in class). Paper should give a brief discussion of your needed change in regard to health effects and some background on the issue. Paper will include a description of your program and references of the program used (or issues) and your results. As mentioned, the paper must include a review of two research journal articles – from refereed research journals (even if on-line). Articles from website and textbooks can be additional and used for general reference. The research article should be relevant to some aspect of the change you try to make. The program you select may be from a manual, magazine or self-help program or self-devised. You must cite the source for your program if you are using a particular program for change but still need two additional research journal articles. If you have self-devised change program, use references on how you developed ideas for the program. After you present your results, relate results to research and discuss results (**YOU MAY NOT OBTAIN POSITIVE RESULTS – OFTEN YOU WILL NOT – JUST DISCUSS WHY YOU MIGHT NOT HAVE OBTAINED PLANNED RESULTS**). I will grade paper on the same 100 point scale and it will not be dependent on outcome of change but rather the quality of program and discussion and extent to which you covered all required sections of paper. This is expected to be a 5-6 page paper, but you can also add additional appendixes and graphs, etc.

PROJECT OUTLINE

I. INTRODUCTION

Identification of topic

Significance of topic; what behavior to change, examine and why (Health Reason)

Overview of major sections of paper – as an outline -

II. CHANGE PROGRAM PLAN

III. METHODS

Design: A-B OR ABA

Measures: dependent – measures must be clearly defined and described and frequency of measures

IV. RESULTS

Data results as follows

V. DISCUSSION

Brief discussion of results

VI. REFERENCES, APPENDICES, REFERENCES NOTES, ATTACHMENTS

PROJECT DUE –4/28/2014 –.

I will be available before class or during office hours to discuss paper requirements.

Class Participation and Attendance

Attendance and participation is **required** for this class. Arriving to class late or leaving early will be count as an absence. Students are expected to show up prepared to class and participate during class activities. Students who know they will need to miss a class for a legitimate reason should contact the instructor before the class. Students who unexpectedly miss a class for an excused reason should contact the instructor within 24 hours of missing the class. Make-up tests, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student's responsibility to contact the instructor in order to obtain the make-up work.

Grading Scale

A = 94-100	B+ = 88-89	C = 70-79
A- = 90-93	B = 84-87	F = 0-69
	B- = 80-83	

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) "bases its accrediting process on principles, rather than standards." The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

DATE	TOPIC	Chapter/Assignment Due Date
01/27/2014 (Week 1)	Introduction to Sport and Exercise Psychology	Chapter 1
02/03/2014 (Week 2)	Personality and Motivation	Chapters 2 & 3
02/10/2014 (Week 3)	Arousal, Stress, Anxiety and Competition and Cooperation	Chapters 4 & 5
02/17/2014 (Week 4)	Feedback, Reinforcement, Intrinsic Motivation and Group Dynamics	Chapters 6 & 7

02/24/2014 (Week 5)	Group Cohesion and Leadership	Chapters 8 & 9
03/03/2014 (Week 6)	Communication and Skills Training	Chapters 10 & 11
03/10/2014 (Week 7)	Spring Break	
03/17/2014 (Week 8)	Arousal Regulation and Imagery	Chapters 12 & 13
03/24/2014 (Week 9)	Self-Confidence and Goal Setting	Chapters 14 & 15
03/31/2014 (Week 10)	Concentration and Psychological Well-being	Chapters 16 & 17
04/07/2014 (Week 11)	Exercise Behavior and Adherence and Athletic Injuries	Chapters 18 & 19
04/14/2014 (Week 12)	Addictive and Unhealthy Behaviors. Burnout and Overtraining	Chapters 20 & 21
04/21/2014 (Week 13)	Children and Sport Psychology and Aggression in Sport	Chapters 22 & 23
04/28/2014 (Week 14)	Character Development and Good Sporting Behavior	Chapters 24 - PAPER DUE
05/04/2014 (Week 15)	Overview	Chapters 1-24

Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. Students will always be informed of any changes made.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff

consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].
PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times. CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

