

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

EFHP 618 – 001—Exercise and Sport Psychology (3)
Spring 2015

DAY/TIME:	M 4:30 p.m. – 7:10 p.m.	LOCATION:	West 1007
PROFESSOR:	Bridget E. Thomas, PhD	EMAIL ADDRESS:	bthomas5@gmu.edu
OFFICE LOCATION:	By appointment	PHONE NUMBER:	703-407-6838
OFFICE HOURS:	M 3-4 and by appointment	FAX NUMBER:	703-993-2013

PREREQUISITES

Graduate standing or permission of the instructor.

COURSE 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

At the completion of this course, 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 and health behaviors.
5. Develop an applied sport and exercise psychology research proposal and present their research plans in writing and in person.

REQUIRED TEXT

Weinberg, R. S., & Gould, D. (2015). *Foundations of sport and exercise psychology (6th edition)*. Champaign, IL: Human Kinetics.

**Research articles may also be assigned to supplement each topic area of the course.

COURSE REQUIREMENTS

Students are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in by the beginning of class on the specified date due. **Assignments received AFTER 4:30 p.m. will be considered late and receive a 10% deduction in points per 24 hour period.** Please note: if a student has an unforeseen and unavoidable emergency, arrangements *may* be made with the instructor for late submission. However, if these arrangements are not made in advance, the late policy will apply.

ALL WRITTEN ASSIGNMENTS SHOULD BE COMPLETED AS SEPARATE WORD FILES (.DOC OR .DOCX) AND SUBMITTED VIA BLACKBOARD IN THE “ASSIGNMENTS” SECTION.

COURSE ASSIGNMENTS

- **In-class responses:** Periodically throughout the semester, students will be asked to respond to thought questions from that week's reading. These responses will be in writing and will take place at the beginning of class. *Please note: students must be present for these responses; these cannot be done as make-up assignments.* [10 points total]
- **Article Critiques:** Twice during the semester, students will read, summarize and critique an article from an academic journal about a particular issue in sports psychology. ***Parameters and expectations for the critiques will be discussed and provided in class.* [10 points each = 20 points total]
- **Health Behavior Tracking:** Early in the semester, students will choose a specific behavior related to their health that they would like to change (e.g., quitting smoking, getting more sleep/exercise, meditating regularly). Students will track their progress via a weekly journal. For the first month, students will use basic methods of their choice in their attempt to alter the behavior. For the second month, students will choose a specific method of behavior modification (discussed in class), apply it, and again track their behavior. A summary journal entry will compare and contrast their reactions to the two months. ***Additional details to be provided and discussed in class.* [20 points]
- **Sports Film Paper:** students will choose a movie with a significant sports theme and use it as the foundation of a paper on a central issue of sports psychology (motivation, group dynamics, etc.). The paper will use examples from the film to discuss and elucidate the psychological concept. ***Specific parameters and expectations for the paper will be discussed and provided in class.* [15 points]
- **Poster Presentation:** On the last two nights of class, students will present their ideas and research plans to their classmates in conference-style poster sessions. These sessions will allow students to consider questions and feedback from their peers and make necessary changes to their final research proposals. ***The nature of conference posters will be covered in class prior to these events.* [10 points]
- **Final Research Proposal:** Throughout the semester, students will be developing a formal, APA-style research proposal on a topic related to sport and exercise psychology. After various check-ins and feedback from the instructor (as well as the poster sessions), students will turn in a final research proposal that demonstrates the depth of their learning over the course of the semester. [25 points]

EVALUATION CRITERIA AND GRADING

Percentages for the various assignments are the following:

In-class Responses: 10%
Article Critiques: 20%
Health Behavior Tracking: 20%

Sports Film Paper: 15%
Poster Presentation: 10%
Final Research Proposal: 25%

NATURE OF THE COURSE

Lecture and class discussion.

GRADING

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

Note: * Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

PLANNED CLASS SCHEDULE (SUBJECT TO ADJUSTMENT AS NECESSARY AND AT THE DISCRETION OF THE INSTRUCTOR):

Date	Topic	Reading/Assignment Due
January 26	Course Introduction	Chapter 1
February 2	Personality & Stress/Anxiety	Chapters 2 & 4
February 9	Motivation	Chapters 3 & 6 <i>Article Critique #1 Due</i>
February 16	Psychological Skills & Arousal Regulation	Chapters 11 & 12
February 23	Imagery & Self-Confidence	Chapters 13 & 14
March 3	Goal-Setting & Concentration	Chapters 15 & 16 <i>Article Critique #2 Due</i>
March 9	NO CLASS: SPRING BREAK	
March 16	Competition, Cooperation & Aggression	Chapters 5 & 23
March 23	Group Dynamics and Cohesion	Chapters 7 & 8
March 30	Leadership & Communication	Chapters 9 & 10 <i>Final Health Tracking Due</i>
April 6	Injuries, Burnout & Addictive Behaviors	Chapters 19, 20 & 21
April 13	Exercise, Well-Being, & Adherence	Chapters 17 & 18 <i>Sports Film Paper Due</i>
April 20	Children in Sports & Sporting Behavior	Chapters 22 & 24
April 27	Poster Presentations	
May 4	Poster Presentations	
May 11	“Final Exam Day”—no in-class meeting	<i>Final research proposals due via Blackboard</i>

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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.

