

George Mason University
College of Education and Human Development
Exercise, Fitness and Health Promotion

EFHP 618.DL1 – Exercise and Sport Psychology
3 Credits, Fall 2017
Online

Faculty

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Prerequisites/Corequisites

Graduate standing or permission of the instructor

University Catalog 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 Overview

Exercise Psychology is designed to introduce and expand on the basic concepts and applications of psychological knowledge for sport and exercise, bridge the gap between research and practice, and enhance your excitement of the world of sport and exercise. The course content is divided into four categories, with the intent on leading you to achieve the following two goals: (1) gain a better understanding of sport and exercise psychology, and (2) use or apply the sport and exercise psychology knowledge. To achieve these goals, the student will: (a) develop an understanding of how various psychological factors influence athletic performance, physical activity participation, and overall health and well-being; (b) learn the methods used by athletes and exercisers of various skill levels to achieve peak performance; (c) understand the scientific and theoretical background of sport and exercise participation; and (d) comprehend how psychological skills are applied to sport and exercise environments to enhance peak performance and quality of life, and recognize the ethical principles of applying these psychological skills.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 28, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Sunday, and finish on Friday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Required Texts:

Weinberg, R. S., & Gould, D. (6th Ed.). *Foundations of Sport and Exercise Psychology*. Champaign, IL: Human Kinetics.

Required Device:

Pedometer: There are several ways to count your steps. **You will NEED TO BE ABLE to count your steps every day from August 28 through December 1 for this course.** You can use or purchase one of the following methods for DAILY STEP COUNTING:

- a. Cell phone- most have the ability to download apps that will allow you to count your steps (see <https://www.cnet.com/how-to/the-best-iphone-apps-for-tracking-steps/>): Stepz, Walker, Pacer, Wokamon, MyFitnessPal, etc.
- b. Pedometer- pedometers are generally on the inexpensive side- you can buy one at local chain stores such as Target or WalMart, or online on Amazon, etc. These trackers typically clip on to your pants at the waist. Example include the following: https://www.amazon.com/s/?ie=UTF8&keywords=pedometers&tag=mh0b-20&index=aps&hvadid=78340207371116&hvqmt=e&hvbmt=be&hvdev=c&ref=pd_sl_589d7svjx3_e
- c. Watch- many of you may own a watch that has a step –counting capability. For example the Fitbit, Garmin, and Polar watches all have a step counting component. These tend to be on the more expensive end, so choosing a pedometer may be the best way to go if you don't already own a watch.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Chapter Pre-Tests.

Pre-test format consists of multiple choice and true-false questions and open-ended statements. Make-up pre-tests and assignments are NOT given! If you are late completing your pre-test, and miss the pre-test, you may **NOT** make up the pre-test. See the examination policy below for proper documentation of missed assignments. **Pre-tests will be worth 100 points or 10% of the final grade.**

Self-Growth Paper.

A 2-part self-growth paper will be assigned to allow each student reflect on his/her life, and how regular exercise or sports participation has impacted his/her journey so far. Each part will be at least 1000 words in APA format. This project will include a goal-setting and tracking component. A maximum of 500 points in total may be earned with this assignment. More information outlining the specifics of this assignment will be given at a later date. **The Self-Growth Project will be worth 400 points total, or 40% of the final grade.**

Examinations.

Examination format consists of multiple choice and short-answer questions. **Make-up examinations are NOT given.** If the student is missing a scheduled exam due to a university-scheduled event, the student must provide the professor with documentation from a university faculty or staff member (i.e., written documentation on university letterhead signed by the faculty/staff member) **1-week prior to the exam.** Failure to provide proper documentation prior to the exam will result in a zero. If the student is missing a scheduled exam due to a personal event, valid documentation must be provided (i.e., written documentation: doctor/parent, plane ticket, court subpoena) 1-week prior to the exam. If an examination is missed for any other reason, it is the student's responsibility to get in touch with the professor *within 24 hours of the missed exam* or a grade of zero will be automatically given for the examination. Examination reviews have been built into the tentative course outline. Students will be required to attend exam review sessions and will have a chance to earn bonus points - small group format will be used to prepare two example exam questions. If a group's question is chosen for an examination, the group will be awarded bonus points. **Unit examinations will be worth 200 points or 20% of the final grade.**

"In the News".

Students are expected to complete six (6) "In the News" assignments throughout the semester. These are intended to prompt the students to think about the class topics with a "current events" mindset and relate these topics to real-life situations. The students will be asked to find and provide a copy of newspaper/magazine/online news articles on specific, assigned topics related to the class outline and write a brief (to be defined) reflection on the situation. A specific instruction sheet on the written reflection will be available to the students (posted on Blackboard) at the start of the semester. **Each "in the news" clipping and written reflection will only be accepted on the date it is due and is worth 50pts for a total of 100pts toward the final grade, 10% of the final grade.**

Exercise Behavior/Adherence Assignment.

Students must complete the Questionnaire uploaded on Blackboard. Next, they will answer the questions in paragraph form, typed in 12-pt font with clear thoughtful answers. Information outlining this assignment will be available on Blackboard at a later date. **The Exercise Behavior and Adherence Assignment will only be accepted on or before the date it is due. This assignment is worth 100pts toward the final grade, 10% of the final grade.**

Movie Project.

Detailed information will be posted on Blackboard prior to the due date. **This project will be worth 100 points, 10% of the final grade.**

Extra Credit Assignment Points.

TBD by the professor throughout the semester. At least one extra credit assignment will be available at the end of the semester.

- **Other Requirements**
 - **Academic Load**

- Although many students must work to meet living expenses, employment and personal responsibilities are not acceptable reasons for late arrivals, missed classes, or incomplete assignments. Employment must not take priority over academic responsibilities. For additional information on this subject, please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance). Students failing to observe these guidelines should expect no special consideration for academic problems arising from the pressures of employment.
 - **Honor Code**
 - Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.
 - **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted. Please address the subject line for all email pertaining to this course as: *EFHP 618: Last Name – purpose of email*. The following is an appropriate professional format:

Subject: EFHP 618: Help with (fill in blank)

Dear Dr. Dinallo, (*Introductory salutation*)

I have a question regarding one of the assignments. (*Text body*)

Regards, (*Ending Salutation*)

Mr./Mrs. Student (*Your name*)

Note: All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.

• **Grading**

Assignment	Grading	My Grades	
Chapter pre-tests. A pre-test will be posted on Sunday night during weeks 2 – 12 of each week to assess the student’s readiness for the assigned readings and lecture material. <u>See the tentative course outline for the scheduled pre-tests.</u>	Pre-tests are worth 300 total points (10% of total grade)	PT1 ____ / 8 pts	PT7 ____ / 8 pts
		PT2 ____ / 8 pts	PT8 ____ / 8 pts
		PT3 ____ / 8 pts	PT9 ____ / 8 pts
		PT4 ____ / 8 pts	PT10 ____ / 8 pts
		PT5 ____ / 8 pts	PT11 ____ / 8 pts
		PT6 ____ / 8 pts	PT12 ____ / 8 pts
		+4 bonus pts for completing all pretests Total ____ / 100 points	
Self-Growth Project. A 2-part self-growth paper will be assigned to allow each student reflect on his/her life, and how regular exercise or sports participation has impacted his/her journey so far. This project will include a goal-setting and tracking component. A maximum of 400 points may be earned with this assignment. More information	Self-growth papers are worth 400 points (40% of total grade).	Paper Part 1: ____ / 100pts Paper Part 2: ____ / 100pts Goal-Setting: ____ / 100 pts Tracking: ____ / 100pts	

regarding this assignment will be given at a later date.		Total ____ / 400 points
Examinations. Two examinations will be given to evaluate the student's overall knowledge and understanding of the unit material, assigned readings, lectures, and in class discussions.	Examinations are worth 300 total points (20% of total grade).	Exam 1 _____ / 100 points Exam 2 _____ / 100 points Total _____ / 200 points
In the News. Six "In the News" assignments will be given throughout the semester—see syllabus schedule. These are intended to prompt the students to think about the class topics with a "current events" mindset and relate these topics to real-life situations.	In the News Assignments are worth 100 total points (10% of total grade).	In the News #1 _____ / 16pts In the News #2 _____ / 16pts In the News #3 _____ / 16pts In the News #4 _____ / 16pts In the News #5 _____ / 16pts In the News #6 _____ / 16pts +4 bonus pts for completing all 6 assignments Total _____ / 100 points
Exercise Behavior/Adherence Assignment. Complete the Questionnaire uploaded on Blackboard. Answer the given questions in paragraph form, typed in 12-pt font with clear thoughtful answers.	The Exercise Beh/Adh Assign is worth 100 points (10% of total grade).	Total _____ / 100 points
Movie Project. More information will be available during the semester.	Movie Project is worth 100 points in total (10% of total grade).	Total _____ / 100 points
Extra-credit Assignments. These opportunities may include class participation, written assignments, and bonus questions on the examinations.	TBD.	TBD.
Total Grade/1000 points = _____ %		

Quality of Performance	Grade	Points
Excellent - Exceptional Achievement	A	931-1000
	A-	900-930
Good - Substantial Achievement	B+	880-899
	B	840-879
	B-	800-839
	C+	780-799
Satisfactory - Acceptable but Substandard Achievement	C	700-779
Poor/Failure - Inadequate Achievement	*D	600-699
Failure (To secure credit, course must be repeated and successfully passed.)	**F	<600

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

- All new information for each week will be uploaded by Sunday night at 10pm. This is an asynchronous online course, and as such, students are expected to check status and updates on email and on Blackboard at least three times/week.

Week	Date	Log on to the course and...	Assignment
1	8/28/17	<input type="checkbox"/> READ Chapter 1: Welcome to Sport & Exercise Psychology; and Sneak Peak , Chapter 15: Goal Setting <input type="checkbox"/> REVIEW -Syllabus <input type="checkbox"/> DO - Assignment	<input type="checkbox"/> Review Syllabus <input type="checkbox"/> Secure your text book <input type="checkbox"/> Secure your step counter (see required course materials) <input type="checkbox"/> Complete <u>Goal-Setting</u> document and upload to Blackboard by Saturday, September 1, 11:59pm. <input type="checkbox"/> Have a great Labor Day weekend!
2	9/4/17 <i>*Labor Day-holiday</i>	<input type="checkbox"/> READ Chapter 2: Personality & Sport; and Chapter 18: Exercise Behavior & Adherence <input type="checkbox"/> REVIEW <input type="checkbox"/> DO - Assignment	<input type="checkbox"/> Exercise Behavior /Adherence Questionnaire Assignment due 9/9/17 at 11:59pm.
3	9/11/17	<input type="checkbox"/> READ Chapter 3: Motivation Chapter; and Chapter 4: Arousal, Stress, & Anxiety <input type="checkbox"/> REVIEW <input type="checkbox"/> DO - Assignment	<input type="checkbox"/> IN THE NEWS #1 (Due: 9/16/17 by 11:59pm)
4	9/18/17	<input type="checkbox"/> READ Chapter 5: Competition & Cooperation <input type="checkbox"/> REVIEW <input type="checkbox"/> DO - Assignment	<input type="checkbox"/> Self-Growth Paper Part 1 due by 9/23/17 at 11:59pm.
5	9/25/17	<input type="checkbox"/> READ Chapter 6: Feedback, Reinforcement, and Intrinsic Motivation <input type="checkbox"/> REVIEW <input type="checkbox"/> DO - Assignment	<input type="checkbox"/> IN THE NEWS #2 (Due: 9/30/17 by 11:59pm)
6	10/2/17	<input type="checkbox"/> READ Chapter 7: Group and Team Dynamics; and Chapter 8: Group Cohesion <input type="checkbox"/> REVIEW <input type="checkbox"/> DO - Assignment	
7	10/9/17	<input type="checkbox"/> READ Chapter 9: Leadership; and Chapter 10: Communication <input type="checkbox"/> REVIEW <input type="checkbox"/> DO - Assignment	<input type="checkbox"/> IN THE NEWS #3 (Due: 10/14/17 by 11:59pm)
8	10/16/17	<input type="checkbox"/> READ Chapter 11: Introduction to Psychological Skills Training; Chapter 12: Arousal Regulation; and Chapter 13: Imagery	<input type="checkbox"/> Exam #1: Due by 10/21/17 at 11:59pm (available on 10/18/17)

		<input type="checkbox"/> REVIEW <input type="checkbox"/> DO- Assignment	
9	10/23/17	<input type="checkbox"/> READ Chapter 14: Self-Confidence; Chapter 15: Goal Setting [re-read, see Week 1]; and Chapter 16: Concentration <input type="checkbox"/> REVIEW <input type="checkbox"/> DO- Assignment	<input type="checkbox"/> IN THE NEWS #4 (Due: 10/28/17 by 11:59pm)
10	10/30/17	<input type="checkbox"/> READ Chapter 17: Exercise & Psychological Well-being <input type="checkbox"/> REVIEW <input type="checkbox"/> DO- Assignment	
11	11/6/17	<input type="checkbox"/> READ Chapter 19: Athletic Injuries & Psychology; and Chapter 20: Addictive and Unhealthy Behaviors <input type="checkbox"/> REVIEW <input type="checkbox"/> DO- Assignment	<input type="checkbox"/> IN THE NEWS #5 (Due: 11/11/17 by 11:59pm)
12	11/13/17	<input type="checkbox"/> READ Chapter 21: Burnout and Overtraining <input type="checkbox"/> REVIEW <input type="checkbox"/> DO- Assignment	<input type="checkbox"/> IN THE NEWS #6 (Due: 11/18/17 by 11:59pm) <input type="checkbox"/> Self-Growth Paper Part 2 (Due: by 11/18/17)
13	11/20/17 *Thanksgiving Recess 11/22-11/26	<input type="checkbox"/> READ Chapter 22: Children and Sport Psychology; Chapter 23: Aggression in Sport; and Chapter 24: Character Development and Good Sporting Behavior <input type="checkbox"/> REVIEW: <input type="checkbox"/> DO: - Assignment	<input type="checkbox"/> Watch Movie <input type="checkbox"/> Complete Movie Review: Due Friday, December 2 at 11:59pm.
14	11/27/17	<input type="checkbox"/> READ See above <input type="checkbox"/> REVIEW- review Chapters 21-24 <input type="checkbox"/> DO- Assignment	<input type="checkbox"/> Due to Thanksgiving recess, you are given 2 weeks to read these chapters, watch the movie you choose from the list, and complete the movie project- Due Friday, December 2 at 11:59pm.
15	12/4/17 *Last day of course 12/9	<input type="checkbox"/> READ <input type="checkbox"/> REVIEW <input type="checkbox"/> DO- Assignment	
Final	Exam Pd 12/13-12/20/17	<input type="checkbox"/> READ <input type="checkbox"/> REVIEW <input type="checkbox"/> DO: - Assignment	<input type="checkbox"/> Exam #2: Due on 12/16/17 at 11:59pm (available on 12/13/17)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]

