

George Mason University
College of Education and Human Development
School of Kinesiology
KINE 506 Exercise & Sport Psychology
3 Credits, Sp 2024
Wednesdays, 10:30-11:45., and asynchronous online.
KJH 252

Faculty

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Office Hours: I am on campus T, W, TH, and will likely be in my office after 12 each of those days, otherwise you can email me for appointment.
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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 using a hybrid (50% online) 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. In-person lectures will occur on every Tuesday from 12-:1:15 pm.

Expectations

- Course Week: Our week will begin on Tuesday and end on Monday.
- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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. Describe and explain major theoretical frameworks used in exercise psychology research.
2. Analyze the major antecedents and consequences of exercise participation.
3. Apply appropriate intervention strategies for improving physical-activity related measures.
4. Evaluate current research in exercise psychology

Required Texts

Weinberg, R. S., & Gould, D. (7th Ed.). Foundations of Sport and Exercise Psychology. Champaign, IL: Human Kinetics.

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).

	Points	Total
Book Quizzes (13)	25	325
Research Paper (1)	100	100
Group Project Assignments (4)	50	200
Group Project Reflection	75	75
Class Participation	50	50
		750

Description of Evaluation

Quizzes: Weekly quizzes assigned to cover the major concepts for the week. The quizzes are to prepare you for our face-to-face class and test you on your knowledge. Quizzes are on Blackboard.

Research Paper: This paper is a on a topic of your choosing. The focus of the paper should be on psychological theories or techniques we went over in class applied to the field you will be working in. Details of the content and rubric will be provided on Blackboard.

Group Project Assignments & Reflection: We will be working on a semester long group project that is based on a “real” research/community project that is being implemented this summer addressing children who are obese in underserved communities. More details on the project will be discussed in class, and provided on Blackboard.

Participation: This is a small class; you are expected to attend and engage in each discussion and activity during our face-to-face classes. Each class is worth 4 points, if you have an unexcused absence, or are not actively participating, points will be deducted from the total points possible.

Late Work Policy

No late work will be accepted in this course without a submitted extension request. The extension request must be submitted in place of the assignment, to the course instructor, by the assignment deadline. Extension requests must be submitted with an explanation as to why the student is unable to complete the assignment on time. No extension requests will be granted if submitted after the assignment deadline. Students are allowed one 24-hour extension per course. Extensions approved beyond 24 hours are at the discretion of the instructor. Extensions cannot be requested for lab practicals, exams or presentations. In dire or extenuating circumstances, students may be allotted additional extensions or make up opportunities at the instructor’s discretion with a possible point reduction of 20% for every day the assignment is late.

Exams and Presentations: Make up for exams and presentation will follow university sanctioned excuses. This will also be per the discretion of the instructor and the instructor should be notified prior to exam/presentation day.

Grading

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C	70 – 79%
F	0 – 69%

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.

Professional Dispositions

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

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/>.

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University

Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Class Schedule

Week	Topic	Assignments
1 1/16-1/21	Face to Face: Introductions, Syllabus, what is sport & exercise psychology Online lecture: Exercise Behavior, and Behavior Change Theories	Quiz 1
2 1/22-1/28	No class on 1/23 2 Online lectures this week: Theories of Motivation, Exercise Adherence Personality in Sport & Exercise	Quiz 2
3 1/29-2/4	F2F: Practicing feedback & reinforcement, discussing personality Online lecture: Children in Sport & Exercise Psychology, Diversity & Inclusion	Quiz 3
4 2/5-2/11	F2F: Discuss project and objectives Online lecture: Communication & Psychological skills Training	Quiz 4
5 2/12-2/18	F2F: Motivational interviewing, communication skills Online lecture: Goal Setting	Quiz 5
6 2/19-2/25	F2F: Practicing goal setting Online lecture: Self- Perceptions	Quiz 6 Group Project Assignment 1
7 2/26-3/3	F2F: Discuss goal setting project Online lecture: Arousal, Stress & Anxiety	Quiz 7
8 3/4-3/10	Spring Break! Enjoy!	

9 3/11-3/17	F2F: Arousal, Stress & Anxiety Application Online lecture: Imagery, Concentration, Arousal Regulation	Quiz 8 Group Project Assignment 2
10 3/18-3/24	F2F: Group Project Discussion Online lecture: Burnout & Overtraining	Quiz 9
11 3/25-3/31	F2F Article Reviews & Discussion Online lecture: Group Dynamics & Leadership	Quiz 10 Group Project Assignment 3
12 4/1-4/7	F2F: Group Project Discussion Online lecture: Exercise & Psychological Well-Being	Quiz 11
13 4/8-4/14	F2F: Article Reviews & Discussion Online lecture: Exercise & Mental Health	Quiz 12 Group Project Assignment 4
14 4/15-4/21	F2F: Group Project Discussion Online lecture: Addictive & Unhealthy Behaviors, Athletic Injuries	Quiz 13
15 4/22-4/28	F2F: Group Project Discussion & Reflection	Reflection Due 4/28
16 4/29-5/5	Reading Days & Final Exams Begin Research Paper Due 5/5	

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