

SPORT PSYCHOLOGY

APK5404 – 10717, 28187, 28228, 28556, 21537, 27821

3 Credit Hours ~ FALL 2020

- INSTRUCTOR:** Garrett Beatty, Ph.D.
Office: FLG140
Note: primarily working remotely due to COVID-19
Email: Utilize the UF E-Learning Inbox for course related correspondence.
Video or Phone Conferencing available upon request.
- OFFICE HOURS:** Available by appointment when scheduled at least 1 business day in advance.
- ACCESS:** Access course through Canvas on **UF e-Learning** (<https://elearning.ufl.edu/>) & the **Canvas** mobile app by **Instructure**

COURSE DESCRIPTION: Survey of current research, learning processes, motivation, performance intervention, strategies, group dynamics, history of sport psychology, and other topics.

COURSE OVERVIEW: APK 5404 - Introduction to Sport Psychology examines the cognitive, social, behavioral, and neurophysiological factors that influence performance in sport and other motor performance endeavors. The field of sport psychology actively promotes the scientist-practitioner model. Utilization of the scientist-practitioner model involves the ability to consume and appropriately apply contemporary theory and scientific findings to the practice of applied sport psychology. Accordingly, APK 5404 will explore how sport psychology science and theory inform practical application of psychological skills interventions.

Topics covered include examining how motivation, emotion, attention, performance attributions, confidence, & psychological consequences of injury influence performance;

how psychological skills training programs that develop skills in goal setting, emotion regulation, attentional focus, attributions, self-efficacy, self-talk, & mental imagery influence performance.

PREREQUISITE KNOWLEDGE AND SKILLS: Students must hold Graduate Student classification based on the UF Registrar's class Student Classifications system (<https://catalog.ufl.edu/UGRD/academic-regulations/student-classifications/>). Or, students must acquire instructor approval.

REQUIRED AND RECOMMENDED MATERIALS:

- **Textbook:** Murphy, S.M. (ed., 2012). *The Oxford Handbook of Sport and Performance Psychology*. New York, NY: Oxford University Press. [ISBN-13: 978-0199731763]
- Additional materials will be assigned and available through the UF E-Learning course shell.

COURSE FORMAT: The course is organized into 4 modules; each lasting approximately 3 weeks. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE GOALS & LEARNING OBJECTIVES:

1. One goal of APK 5404 is to facilitate opportunities for student understanding of:

- the scientific evidence and theoretical perspectives that provide insight into how psychological factors influence the performance of human movement and sport.
- the interdependence and influence of various psychological factors on athletic performance, injuries, career transition, and overall well-being.
- typical scientific protocols utilized in sport psychology research.
- commonly utilized psychological skills interventions designed to improve overall sport performance.

2. A second goal of APK 5404 is to facilitate student skill development in:

- retrieving, evaluating quality, and identifying applicability of emerging scientific literature in sport psychology.
- engaging in critical, constructive, and diplomatic academic discussions of sport psychology topics and scientific literature.
- effective written communication of scientific knowledge in sport psychology.
- analyzing needs for sporty psychology programming and developing plans to implement sport psychology programming.
- developing engaging presentations aimed at imparting scientific knowledge efficiently and effectively to a targeted audience.

COURSE AND UNIVERSITY POLICIES:

ATTENDANCE POLICY: Requirements for class attendance (participation) and make-up exams, assignments, and other work in this course are consistent with university policies <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and the University. UF students are bound by The Honor Pledge which states:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment.

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor, graduate assistant, or teaching assistant in this class.

EXAM & ASSIGNMENT MAKE-UP POLICY: Unless excused based on University policies (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), missed examinations and non-submitted or late assignments will not be evaluated and will be assigned a grade of 0.

Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Students with medically or emergency related circumstances should utilize the UF Care Team's Contact My Instructor service (<https://care.dso.ufl.edu/instructor-notifications/>) provided by the UF Dean of Students Office.

Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

COPYRIGHT STATEMENT: The materials used in this course are copyrighted. Course content is the intellectual property of Garrett Beatty, and property of the University of Florida. Course content may not be duplicated in any format without explicit permission from the College of Health and Human Performance and UF. Course content may not be used for any commercial

purposes. Individuals violating this policy may be subject to disciplinary action or legal litigation from the University.

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

COVID-19 IN FALL 2020:

Although this course operates 100% online, it is important for all students, staff, and faculty to continually remain abreast of the developing circumstances related to the COVID-19 Pandemic and the impacts of the pandemic on UF operations. In response to COVID-19, the following information, policies, and requirements are in place to optimize the learning environment, safety of University members, and to enhance student learning outcomes:

- UF's Plan Forward: <https://coronavirus.ufl.edu/>
- UF's Screen, Test, Protect program: <https://coronavirus.ufhealth.org/screen-test-protect-2/>
- UF's COVID-19 FAQ page: <https://coronavirus.ufhealth.org/frequently-asked-questions/>
- UF's COVID-19 Data Dashboard: <https://coronavirus.ufhealth.org/screen-test-protect-2/about-initiative/testing-dashboard/>
- **If you are experiencing COVID-19 symptoms** (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) **or believe you may have been exposed to an infected individual**, please use the UF Health screening system and follow the instructions on whether you are able to attend classes:
 - <https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>.
- If you travel to campus, you are required to wear approved face coverings at all times during class and within buildings.
 - UF's guidelines on effective mask utilization: <https://www.youtube.com/watch?v=n1eeQeAe80A>

- Following and enforcing these policies and requirements is the responsibility all University of Florida members. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

PRIVACY:

Students engaging in this course will develop multimedia content including audio and video presentations that will be accessed by all members of the class. Students enrolled in this course are agreeing to have their video or audio content accessible to the members of this course, in this semester. Recordings will not be available to members outside of this course, or in future semesters. As in all UF courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students are prohibited from sharing any content from this course without first obtaining explicit, written consent from the University and the individuals identified within course content to be shared.

GETTING HELP:

Health and Wellness

- U Matter, We Care (<https://care.dso.ufl.edu/>): If you or a friend is in distress, please contact umatter@ufl.edu or call 352-392-1575
- Contact My Instructor Service: <https://care.dso.ufl.edu/instructor-notifications/>
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)
<http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints:
 - On-Campus Students: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - On-Line Students: <http://distance.ufl.edu/student-complaint-process/>

GRADING:

Student learning will be evaluated through module quizzes, group case study projects, and two exams. Specific assignment details and grading rubrics will be provided on the course website <https://lss.at.ufl.edu/>.

- **Quizzes:** Each course module includes multiple choice quizzes aimed at guiding and enhancing engagement in learning opportunities.
- **Group Case Study Projects:** Students will be assigned to groups following the semester drop/add period. Groups will be assigned a module within which they will present a case study, scientifically founded evaluation of the case, and an implementation plan inclusive of at least one detailed technique (e.g. a detailed goal-setting plan that includes evaluation and adaption processes built in).
 - Students will be evaluated on their engagement in the Case Study Discussions during the weeks in which they are not presenting.
- **Exams:** Students' knowledge of course content will be evaluated on two multiple choice exams. The exams will be developed from the assigned readings, lecture material, and other course activities.

Final grade composition:

- Quizzes: 15%
- Group Case Study: 35%
- Exams: 50%:

Notes:

- Grades will not be rounded
 - e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of "I", "X", "H", or "N" will not be given except in cases of a documented, catastrophic occurrence.

Course letter grades based on cumulative grade percentages:

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points</u>
A	93 - 100 %	4.00
A-	90 - 92.99 %	3.67
B+	87 - 89.99 %	3.33
B	83 - 86.99 %	3.00
B-	80 - 82.99 %	2.67
C+	77 - 79.99 %	2.33
C	73 - 76.99 %	2.00
C-	70 - 72.99 %	1.67
D+	67 - 69.99 %	1.33
D	63 - 66.99 %	1.00
D-	60 - 62.99 %	0.67
E	0 - 59.99 %	0.00

More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

WEEKLY COURSE SCHEDULE:

Critical Semester Dates & UF Observed Holidays:

- September 7: Labor Day (Monday)
- November 11: Veterans Day (Wednesday)
- November 25 – 27: Thanksgiving (Wednesday – Friday)
- December 9: Last day of Fall Classes (Wednesday)
- December 10 – 11: UF Fall Semester Reading Days (Thursday – Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2020-2021/#fall20text>

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	August 31 - Sep. 4	Introductory Module: Introduction to Sport Psychology & Psychological Skills	
2	September 7 - 11	Module 1 – Week 1 Motivation <i>September 7 – U.S. Labor Day</i>	
3	September 14 - 18	Module 1 – Week 2 Behavior Modification & Goal Setting	September 15 Canvas Student Profile
4	September 21 - 25	Module 1 – Week 3 Group Case Study 1 Presentations & Discussion	September 22 Group Case 1 Submissions
5	September 28 - Oct. 2	Module 2 – Week 1 Emotion	September 29 Case Study Discussions 1
6	October 5 - 9	Module 2 – Week 2 Emotion Regulation	
7	October 12 - 16	Module 2 – Week 3 Group Case Study Presentations 2	October 13 Group Case 2 Submissions
8	October 19 - 23	Exam 1 Week Exam 1: Completed on Canvas with Honorlock	October 20 Case Study Discussions 2 October 25 Quizzes: Intro Mod., Mod. 1, Mod 2. Exam 1 October 23 - 25 <u>Available from 5am – 11:59pm ET</u>

9	October 26 - 30	Module 3 – Week 1 Attention	
10	November 2 - 6	Module 3 – Week 2 Attention Training	
11	November 9 - 13	Module 3 – Week 3 Group Case Study Presentations 3 <i>November 11 – U.S. Veterans Day Holiday</i>	November 10 Group Case Submission
12	November 16 - 19	Module 4 – Week 1 Attributions & Confidence (Self-Efficacy)	November 17 Case Study Discussions 3
13	November 23 - Dec. 3	Module 4 – Week 2 Self-talk & Mental Imagery <i>November 25 – 27: U.S. Thanksgiving Holiday</i>	
14	December 7 - 10	Exam 2 Preparation Week Optional Case Study Discussion 4 <i>December 9: Final Day of Classes</i> <i>December 10 – 11: Reading Days</i>	December 9 Optional Case Study Discussion 4 Modules 3 – 4 Quizzes
<p><u>Exam 2 – Proctored Online with Honorlock – December 12 - 14</u> <u>Exam Opens 5:00am December 12 and Closes 11:59pm ET December 14</u></p>			

SUCCESS AND STUDY TIPS:

Quizzes are designed as preparation tools for the course exams. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning.

Group Case Studies are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence to a broad audience. Group Case Studies require substantial preparation to execute successfully. Students should review the Assignment instructions 3-6 weeks in advance in order to plan their schedules accordingly.