

**APK 5404 – Sport Psychology**  
**University of Florida**  
**Department of Applied Physiology & Kinesiology**  
**Fall 2017**

**I. Course Information**

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**Title:** APK 5404 Sport Psychology  
**Section(s):** 21A3  
**Credits:** 3 credit hours  
**Term:** Fall 2017  
**Meeting:** Fridays, Periods 3-4 (9:35 – 11:15am)  
**Access:** Access course through *Canvas* on [UF e-Learning](#)  
& the *Canvas* mobile app by *Instructure*

**Instructor:** Garrett Beatty, Ph.D.  
**Email:** Please use the *Canvas* email tool for course related correspondence  
**Office Hours:** Available by appointment when scheduled 1 business day in advance  
Physical Location: FLG 140  
Skype: beattygf  
Phone: 352-294-1721

**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.

**Textbook:** Murphy, S.M. (ed., 2012). *The Oxford Handbook of Sport and Performance Psychology*. New York, NY: Oxford University Press.  
[ISBN-13: 978-0199731763]

**\*\*Supplementary course content will also be assigned\*\***

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## II. Course Goals & Objectives

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The course is organized into 6 modules. 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.

- 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 organizational needs for sport psychology programs and developing a plan to implement a sport psychology program to meet organizational needs.
  - developing engaging presentations aimed at imparting scientific knowledge efficiently and effectively to a targeted audience.

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### III. Evaluation of Student Learning

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Student learning will be evaluated through module quizzes, dyad discussions, two assignments, a mid-term exam, and a group case study project. Specific assignment details and grading rubrics will be provided on the [course website](#).

- **Quizzes:** Each course module includes a quiz assessing students' basic understanding of module content.
- **Class Participation / Dyad Discussions:** Class meetings will be reserved for extensive discussion of covered course content. Students are expected to attend, lead, and constructively participate in class meeting discussions. Students who do not attend class will be required to demonstrate engagement in course content through alternative Dyad Discussion assignments.
- **Assignments:** Each student will be graded on the quality of submitted assignments.
  - **The Science of Sport Psychology:** Students will complete and submit a report summarizing a Sport Psychology research article and critiquing the potential impact (application) of the findings.
  - **Research Presentation & Leading Class Discussion:** Students will be assigned a research article for which they will produce a 12-minute video (approximate time) presentation detailing the purpose, methods, results, and implications of the assigned study. The videos will be posted in the course website for all classmates' access. Students will also lead a 30 minute (approximate) class discussion on the assigned article. This is a discussion session, not a presentation of the article.
- **Mid-term Exam:** Students' knowledge of course content will be evaluated at the mid-semester point via a multiple choice exam Proctored online utilizing ProctorU.
- **Case Study Project:** The case study is a semester long project.
  - Students will be assigned to groups. The group will generate a case study problem related to an Athlete's performance struggles which could be influenced by psychological factors. The case will be submitted as a written report. A template will be provided.
  - The group's submitted Case Study will be randomly assigned to another group in the class. Each group will work to generate a science / research based intervention plan. This plan will be submitted as a written report. A template will be provided.
  - At the end of the semester, each group will present a Sale's Pitch to the group whose Case Study they were assigned.
  - For each step in the process, grading will consist of within-group peer-generated grades; instructor evaluations of the group's submitted work; and for the Sale's Pitch, an evaluation from the group that generated the Case.

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**Final grade composition:**

- Module Quizzes: 10%
- Class Participation: 10%
- Assignments: 20%
- Exam: 25%
- Case Study: 35%

**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

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**IV. Course Policies**

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**Course Participation & Missed Assignments:** 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>.

Missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0. Make-up exams and make-up assignments will **only** be permitted for reasons outlined by University policy. Obtaining approval for make-up exams or make-up assignments is the responsibility of the student and requires submission of a written request that explains 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.

**Grade Appeal Policy:**

You have up to three (3) business days after an assignment or quiz/exam to contact me with any issues or concerns, after which the grade is final. Grades are based on a point scale and will not be rounded.

**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 under the UF Conduct Code.

**Course Evaluations:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of previous semester assessments are available to students at <https://evaluations.ufl.edu/results/>.

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**VI. UF Policies**

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**Information for Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

You must submit this documentation prior to submitting assignments, quizzes, or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**Course Etiquette:** All members of the class are expected to follow rules of common courtesy in all course interactions as outlined in the UF Netiquette Guide (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf> ).

**Academic Honesty:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. No form of academic dishonesty will be tolerated in this course. Any student guilty of academic dishonesty (e.g., cheating or plagiarizing) will earn the course grade of E (0.00 grade points). In case of such an event, a written statement detailing the incident will be attached to the student's official College and University files.

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.”**

In adopting this Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>), the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. For example, the [UF Honor Code](#) identifies **Plagiarism** as a violation of the UF Honor Code. Plagiarism is defined in the honor code as **representing, as the student's own work, all or any portion of the work of another**. Examples include, but are not limited to:

- Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

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Additional UF Honor Code Violations include:

- Unauthorized Use of Materials or Resources
- Prohibited Collaboration or Consultation
- False or Misleading Statement Relating to a Student Honor Code Violation
- False or Misleading Statement for the Purpose of Procuring an Academic Advantage
- Use of Fabricated or Falsified Information
- Interference with or Sabotage of Academic Activity
- Unauthorized Taking or Receipt of Materials or Resources to Gain an Academic Advantage
- Unauthorized Recordings
- Bribery
- Submission of Paper or Academic Work Purchased or Obtained from an Outside Source
- Conspiracy to Commit Academic Dishonesty

Definitions of these violations along with relevant University enforced sanctions can be located here: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action by reporting any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions specified in the Student Conduct Code. For further information regarding the honor code at the University of Florida, please visit the Dean of Students' website: <http://www.dso.ufl.edu/judicial/academic.php>.

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## VI. Accessing Assistance

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**University Resources:** Resources are available for:

- Counseling and Wellness: <http://www.counseling.ufl.edu/cwc/>
- Sexual Health or Assault: <http://shcc.ufl.edu/services/primary-care/sexual-health/>
- University Police Department: <http://www.police.ufl.edu/>
- Disability resources: [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)
- Distance Education: <http://www.distance.ufl.edu/getting-help>
- Teaching Center: <https://teachingcenter.ufl.edu/>
- Writing Studio: <https://writing.ufl.edu/writing-studio/>
- Library Services Support: <http://cms.uflib.ufl.edu/ask>
- Career Resource Center: <https://www.crc.ufl.edu/>

**U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at **352-392-1575**. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**Technical Issues:** For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP – select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues *must* be accompanied by the ticket number received from Learning Support Services (LSS). The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request any make-up.

**Complications with Course:** Should you experience any issues or complications with your course experience, please first contact your instructor. If your instructor is unable to resolve the issue, please visit:

- [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)
- <http://www.distance.ufl.edu/student-complaints>



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**VI. Course Schedule**

**UF Observed Holidays:**

- September 4<sup>th</sup>: Labor Day (Monday)
- October 6<sup>th</sup>: UF Homecoming (Friday)
- November 10<sup>th</sup>: Veterans Day Observed (Friday)
- November 22<sup>nd</sup> – 24<sup>th</sup>: U.S. Thanksgiving (Wednesday – Friday)
- December 7<sup>th</sup> – 8<sup>th</sup>: UF Fall Semester Reading Days (Thursday – Friday)

**UF Academic Dates:** Visit the <https://catalog.ufl.edu/ugrad/current/Pages/adfall1718.aspx> for up to date UF academic dates and deadlines for the Fall 2017 semester.

**APK 5404 Course Schedule – Fall 2017**

**See course webpage for specific information.**

**Due Dates listed on the e-learning course webpage are the Official dates.**

Dates: August 21 – September 1		
Module 1		
Week 1: Sport Psychology Introduction		
Week 2: Psychological Skills Training & Consulting Skills		
To Do	Assignments	Due Date
Read	Course Syllabus	
	Module 1 Chapters, Media, & Journal Articles	
Watch	Module 1 Lectures & Media	
Complete	Canvas Student Profile	September 4
Complete	Module 1 Dyad Discussion – Original Post (if missed class)	September 4
Complete	Module 1 Dyad Discussion – Response to Peer (if missed class)	September 11
Begin	Science of Sport Psychology	September 19
Begin	Research Presentation	Variable

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Dates: <b>September 4 – September 15</b>		
UF Holiday – Labor Day: September 4		
Module 2		
Week 1: Motivation		
Week 2: Behavior Modification & Goal Setting		
To Do	Assignments	Due Date
Read	Module 2 Chapters, Media, & Journal Articles	
Watch	Module 2 Lectures & Media	
Complete	Module 2 Dyad Discussion – Original Post (if missed class)	September 18
Complete	Module 2 Dyad Discussion – Response to Peer (if missed class)	September 25
Continue	Science of Sport Psychology	September 19
Continue	Research Presentation	Variable

Dates: <b>September 18 – September 29</b>		
Module 3		
Week 1: Emotion		
Week 2: Emotion Regulation		
To Do	Assignments	Due Date
Read	Module 3 Chapters, Media, & Journal Articles	
Watch	Module 3 Lectures & Media	
Complete	Science of Sport Psychology	September 19
Complete	Module 3 Dyad Discussion – Original Post (if missed class)	September 4
Complete	Module 3 Dyad Discussion – Response to Peer (if missed class)	September 11
Continue	Research Presentation	Variable

Dates: <b>October 2 – October 6</b>		
UF Holiday – UF Homecoming: October 6		
<b>Exam 1: Mid-term Exam</b>		
<b>Proctored Online: Tuesday, October 10</b>		
To Do	Assignments	Due Date
Review	Modules 1 – 3 material	
Complete	Modules 1 – 3: quizzes	October 9
Complete	Exam 1: Mid-term Exam	October 10

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Dates: <b>October 9 – October 20</b>		
No Class October 20		
Module 4		
Week 1: Attention		
Week 2: Attention Training		
To Do	Assignments	Due Date
Read	Module 4 Chapters, Media, & Journal Articles	
Watch	Module 4 Lectures & Media	
Complete	Module 4 Dyad Discussion – Original Post (if missed class)	October 23
Complete	Module 4 Dyad Discussion – Response to Peer (if missed class)	October 30
Complete	Case Study Submission	October 16
Continue	Research Presentation	Variable
Begin	Case Study Intervention Plan	December 6
Begin	Case Study Sales Pitch	December 13

Dates: <b>October 23 – November 3</b>		
No Class November 3		
Module 5		
Week 1: Attributions & Confidence		
Week 2: Attribution & Self-Efficacy Training		
To Do	Assignments	Due Date
Read	Module 5 Chapters, Media, & Journal Articles	
Watch	Module 5 Lectures & Media	
Complete	Module 5 Dyad Discussion – Original Post (if missed class)	November 6
Complete	Module 5 Dyad Discussion – Response to Peer (if missed class)	November 13
Continue	Research Presentation	Variable
Continue	Case Study Intervention Plan	December 6
Continue	Case Study Sales Pitch	December 13

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Dates: <b>November 6 – November 17</b>		
UF Holiday – Veterans Day: November 10 (observed)		
Module 6		
Week 1: Injuries		
Week 2: Self-talk & Imagery Training		
To Do	Assignments	Due Date
Read	Module 6 Chapters, Media, & Journal Articles	
Watch	Module 6 Lectures & Media	
Complete	Module 6 Quiz; Module 6 Discussions	December 6
Complete	Module 4 Dyad Discussion – Original Post (if missed class)	November 20
Complete	Module 4 Dyad Discussion – Response to Peer (if missed class)	December 4
Continue	Research Presentation	Variable
Continue	Case Study Intervention Plan	December 6
Continue	Case Study Sales Pitch	December 13

<u>Case Studies</u>		
Dates: <b>November 20 - December 13</b>		
UF Holiday – U.S. Thanksgiving: <b>November 22 - November 24</b>		
To Do	Assignments	Due Date
Complete	Module 7-12 Quizzes	December 6
Complete	Case Study Submission (the actual case that another group will attempt to solve)	October 16
Complete	Written Intervention Plan for assigned case Study	December 6
Complete	Within-group Peer Evaluations & Effort Report	December 6
Complete	Sales Pitch of Intervention Plan to group who submitted Case Study	December 13
Complete	Outgroup Peer evaluations of Pitched plan	December 13

**Disclaimer:** This syllabus represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.