Sport Psychology

APK5404 | 10538 | 3 Credits | Fall 2024

Department of Applied
Physiology and Kinesiology
College of Health and Human Performance
UNIVERSITY *of* FLORIDA

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Course Info

INSTRUCTOR	**Garrett Beatty, Ph.D., M.Ed.** Email: gbeatty@ufl.edu
OFFICE HOURS	2-hours per week as posted in Canvas Course (UF eLearning)
COURSE ACCESS	Access course through Canvas on UF eLearning https://elearning.ufl.edu/

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. Sport Psychology topics covered include examining how motivation, emotion, attention, performance attributions, & confidence influence human motor performance; how psychological skills training programs developing skills in goal setting, emotion regulation, attentional focus, attributions, self-efficacy, self-talk, & mental imagery may be leveraged to optimize human performance; and how skills are acquired, expertise is developed, and practice structures that can leverage the mechanisms of human learning to facilitate optimal skill acquisition.

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. The application of sport psychology services will occur through a unique lens leveraging Artificial Intelligence (AI) applications to communicate with athletes and facilitate psychological skills training acquisition. AI coverage will include discussions of AI principles, ethical considerations in the utilization of AI, and application of AI to solve real-world problems (note: no coding experience is required).

APK5404 will emphasize an examination of Sport Psychology through critical analysis of the complex, interdependent global systems and international cultural contributions to human performance. Successful students will be able to communicate and apply Sport Psychology principles to globalized sporting contexts. Through the course exercises, students may also gain a greater appreciation for international cultures and an improved understanding of their position within the global community.

Finally, APK5404 will examine Sport Psychology through a lens that considers the influence of emerging technologies, including Artificial Intelligence, on human performance and the psychological interventions that seek to optimize human performance. In the context of this course, *artificial intelligence* is defined as a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions.

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

Course readings and materials will be curated by course instructor and accessible through the UF E-learning course page. Students will need to utilize UF's VPN service to access UF Library subscriptions when utilizing off-campus computers (**https://uflib.ufl.edu/using-the-libraries/off-campus-access/**).

COURSE FORMAT

The course is organized into 3 modules; each lasting approximately 4 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 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, skill acquisition, and cognitive processes.
- typical scientific protocols utilized in sport psychology research.
- commonly utilized psychological skills interventions designed to improve overall sport performance.
- basic understanding of Artificial Intelligence systems, ethical considerations for the application of Artificial Intelligence, and entry experience training and utilizing an Artificial Intelligence instance to solve a problem.
- the complex, interdependent global sport systems and international cultural contributions to human performance within these diverse sport systems.
- uses, applications, ethical considerations, and social implications of artificial intelligence within sport and performance psychology contexts.

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.

- appreciation for international cultures and an improved understanding of their position within the global community.
- communicating their acquired acumen in cultural awareness and global citizenship.
- training and implementing AI systems to facilitate human performance optimization through theoretically and empirically supported sport psychology interventions.

Course & 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

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

APPROPRIATE USE OF AI TECHNOLOGY

The UF Honor Code strictly prohibits *cheating*. The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity is considered *cheating*. Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes **cheating**.

The utilization of Artificial Intelligence tools IS permitted in this course with the explicit understanding that students must cite all sources and tools utilized to support their work. Students are responsible for all content (accuracy, subjects, themes, etc.) submitted in their name regardless of where the content was generated. All submitted work/content must comply with UF's Honor Code.

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited.

To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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, UF, and Garrett Beatty. 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 and other injured parties.

GRADED WORK 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 be 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.

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.aa.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.aa.ufl.edu/public-results/.

Getting Help

HEALTH & WELLNESS

- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center**: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center**: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the UF Health Emergency Room and Trauma Center website.
- **GatorWell Health Promotion Services**: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

- **E-learning technical support**: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support**: Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio**: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances**: Students are encouraged to communicate first with the involved person(s), but here is more information on the appropriate reporting process.

Grading

Student learning will be evaluated through module quizzes, assignments, engagement in the Yellowdig Learning Community, and three 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.

- **Yellowdig Learning Community**: Students are expected to engage in discussion of course relevant topics through the Yellowdig Learning Community. Points are earned during weekly periods that start on Wednesdays and end on Tuesdays. Students are expected to engage in Yellowdig discussions weekly and meet the weekly point earning goals.

- **AI & Global Sport Psychology Assignments**: Students will be graded on their ability to examine Sport Psychology through critical analysis of the complex, interdependent global systems and international cultural contributions to human performance. Students will complete graded

assignments facilitating their skill development in marketing their skills through resumes, interviews, and use of AI enabled tools. Students may also have the opportunity to engage in virtual exchange with international students studying sport science. Students will be assigned a series of assignments that may involve leveraging AI tools to create realistic sport psychology cases, training an AI instance to provide theoretically and empirically sound sport psychology interventions, and to test their AI instance's capabilities while also critically reviewing the level of success for the AI instance and the ethical implications of deploying an AI empowered solution in the field of Sport Psychology. Students are encouraged to reflect on their experience and share their case solutions in Yellowdig to facilitate learning community engagement.

- **Exams**: Students' knowledge of course content will be evaluated on three multiple choice exams. The exam items will be developed from the assigned readings, lecture material, and other course activities. Exam items will include applied, case study style questions in addition to more traditional multiple choice questions.

- *Optional Module Study Guides*: Optional study guides provide students the opportunity to prepare for the application portion of the exams, by requiring students to utilize critical thinking and application skills connecting material within and across modules. The Study Guides are optional and serve as an extra credit opportunity.

Final grade composition:
- Quizzes: 10%
- Yellowdig Engagement: 10%
- AI & Global Sport Psych.: 30%
- Exams: 50%:
  - Total = 100%
- *Optional Study Guides: add 2%*

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.

Grading scale:

Grade	Percentage	Grade Points
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

UF OBSERVED HOLIDAYS

- September 2: Labor Day Holiday (UF Closed)
- October 18 – 19: UF Homecoming (UF Closed)
- November 11: US Veterans Day (UF Closed)
- November 25 - 30: US Thanksgiving Break (UF Closed)
- Complete list available here: https://catalog.ufl.edu/UGRD/dates-deadlines/2024-2025/#fall24text

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	August 22 – 30	Module 1 – Week 1 Sport Psychology & Psychological Skills Training	**Note**: August 29, Yellowdig Earning Period 1 begins. Class Meetings August 23 & 30
2	September 2 – 6	Module 1 – Week 2 Expertise Development	September 4 Yellowdig Earning Period 1 Ends AI & Global Sport Psych Assignment 1 Class Meeting September 6
3	September 9 – 13	Module 1 – Week 3 Principles of Skill Acquisition	September 11 Yellowdig Earning Period 2 Ends Class Meeting September 13
4	September 16 - 20	Module 1 – Week 4 Facilitating Skill Acquisition	September 18 Yellowdig Earning Period 3 Ends AI & Global Sport Psych Assignment 2 **NO Class Meeting September 20**
5	September 23 – 27	**Exam Week** **Exam 1 In-Class: September 27**	September 25 Yellowdig Earning Period 4 Ends September 29 Module 1 Quizzes & Study Guides Exam 1
6	Sep. 30 – Oct. 4	Module 2 – Week 1 Motivation	October 2 Yellowdig Earning Period 5 Ends Class Meeting October 4
7	October 7 – 11	Module 2 – Week 2 Goal Setting	October 9 Yellowdig Earning Period 6 Ends AI & Global Sport Psych Assignment 3 Class Meeting October 11
8	October 14 – 18	Module 2 – Week 3 Emotion	October 16 Yellowdig Earning Period 7 Ends

			NO Class Meeting October 18
9	October 21 – 25	Module 2 – Week 4 Emotion Regulation	October 23 AI & Global Sport Psych Assignment 4 Yellowdig Earning Period 8 Ends **HHP AI DAY!!!**
10	Oct. 28 – Nov. 1	**Exam Week** **Exam 2 In-Class: November 1**	October 30 Yellowdig Earning Period 9 Ends November 3 Module 2 Quizzes & Study Guides Exam 2
11	November 4 – 8	Module 3 – Week 1 Attention	November 6 Yellowdig Earning Period 10 Ends Class Meeting November 8
12	November 11 – 15	Module 3 – Week 2 Attention Training	November 13 Yellowdig Earning Period 11 Ends AI & Global Sport Psych Assignment 5 Class Meeting November 15
13	November 18 - 22	Module 3 – Week 3 Attributions & Self-Efficacy Module 3 – Week 4 Self-talk & Mental Imagery	November 20 Yellowdig Earning Period 12 Ends Class Meeting November 22
14	November 25 – 29	**UF Holiday: Thanksgiving Break** **No Classes November 25 - 29**	
15	December 2 – 4	**Exam 3: December 12, 12:30 – 2:30pm**	December 4 Module 3 Quizzes & Study Guides Exam 3

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. Quizzes include questions reflective of the question styles included on the three exams.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

AI & Global Sport Psychology assignments are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence to a broad audience. Case Studies require substantial preparation to

execute successfully. Students should review the Assignment at the beginning of the semester and plan to work on these assignments incrementally each week throughout the semester.

Exams are designed as summative assessments (meaning, they test students to see what they learned and retained in the preceding module). All module materials, assignments, and the optional study guides are intentionally designed to help students prepare for the three course exams.

Optional Study Guides are exactly that—optional, and study guides. Note, the study guides are designed to facilitate learning, and not memorization. The study guides require critical thinking and problem solving utilizing the concepts presented within the module. Students should attempt to answer the study guide prompts without using course materials to self-test their retention. When students hit a block and are unable to answer a study guide prompt, then they can reference course materials. Students would benefit from self-testing their ability to answer each prompt until they can do so without referencing course materials.