

# Sport Psychology

APK5404 | Class # 10625 | 3 Credits | Fall 2022

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## Course Info

### INSTRUCTOR

**Garrett Beatty, Ph.D.**  
Email: [gbeatty@ufl.edu](mailto:gbeatty@ufl.edu)

### OFFICE HOURS

Excluding UF Holidays:  
Tuesday: 2-3pm ET via Zoom (see Canvas Course)  
Wednesday: 9:30-10:30am ET via Zoom (see Canvas Course)  
Meetings also available by appointment.

### COURSE ACCESS

Access course through Canvas on UF e-Learning  
<https://elearning.ufl.edu/>  
Class meeting times and locations available in Canvas Course Page.

## 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; and how skills are acquired, expertise is developed, and practice structures that can leverage the mechanisms of human learning to facilitate optimal skill acquisition.

## 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.

### 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 sport 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 & 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.

## **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.

## **EXAM 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/>.

## **PRIVACY**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations. Students enrolled in this course are agreeing to have their video or audio content accessible to the members of this course, enrolled in this semester. All class meetings will be recorded and provided to the class for asynchronous access. Students engaging in this course will also

develop multimedia content including audio and video presentations that will be accessible to all members of the class. Recordings will not be available to members outside of this course.

Per the State of Florida's House Bill 233, students are also permitted 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 defined as 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 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

## Getting Help

### HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 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](mailto: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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
  - On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:

- Dr. Linda Nguyen, APK IDEA Liaison, [linda.nguyen@hhp.ufl.edu](mailto:linda.nguyen@hhp.ufl.edu)
- Dr. Rachael Seidler, APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Student learning will be evaluated through module quizzes, group case study projects, 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.
- **Group Case Study Project Leaders:** Students will be assigned to groups following the semester drop/add period. Groups will be assigned a module topic within which they will facilitate in-class discussion of an assigned case study. Following the in-class discussion facilitation, the groups will provide their own scientifically founded evaluation of the case, and present an implementation plan inclusive of at least one detailed sport psychology technique (e.g. a detailed goal-setting plan that includes evaluation and adaption processes built in).
- **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.
- **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%
- Group Case Study: 15%
- Yellowdig Engagement: 15%
- Exams: 60%:
  - **Total = 100%**
- *Optional Study Guides: add 2%*

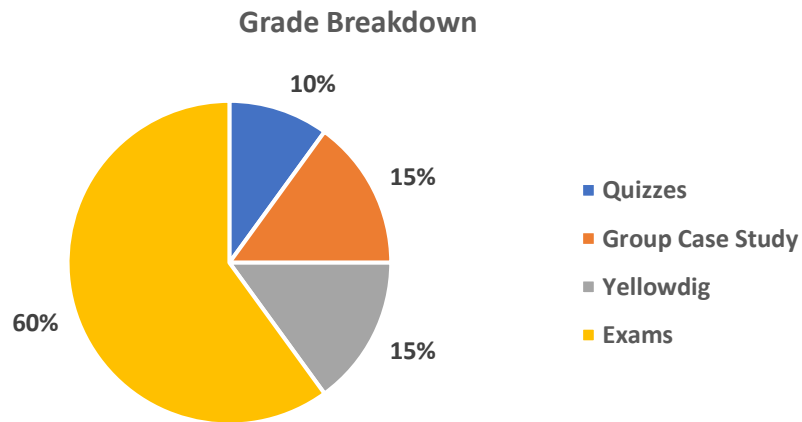
**Notes:**

- 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:**

<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 DATES & UF OBSERVED HOLIDAYS

- September 5: Labor Day (Monday)
- October 7: UF Homecoming (Friday)
- November 11: Veterans Day (Friday)
- November 23 – 26: US Thanksgiving (Wednesday – Saturday)
- December 8 – 9: UF Fall Semester Reading Days (Thursday – Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2022-2023/#fall22text>

### WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	August 24 – 26	Course Introduction Class Meeting: Friday, August 26, 9:35-11:15am	
2	August 29 – Sep 2	Module 1 – Week 1 Sport Psychology & Psychological Skills Training Class Meeting: Friday, Sep 2, 9:35-11:15am	Note: August 31, Yellowdig Earning Period 1 begins.
3	September 5 – 9	Module 1 – Week 2 Expertise Development Class Meeting: Friday, Sep 9, 9:35-11:15am	September 6 Student Canvas Profile Due Yellowdig Earning Period 1 Ends
4	September 12 – 16	Module 1 – Week 3 Principles of Skill Acquisition Class Meeting: Friday, Sep 16, 9:35-11:15am	September 13 Yellowdig Earning Period 2 Ends September 16 Group 1 - Case Study Facilitation
5	September 19 – 23	Module 1 – Week 4 Facilitating Skill Acquisition Class Meeting: Friday, Sep 23, 9:35-11:15am	September 20 Yellowdig Earning Period 3 Ends September 23 Group 2 – Case Study Facilitation
6	September 26 – 30	<b>Exam 1: Friday Sep 30, 9:35-11:15am</b>	September 27 Yellowdig Earning Period 4 Ends September 30 Exam 1 (in class) & Module 1 Quizzes
7	October 3 – 7	Module 2 – Week 1 Motivation <b>No Class Meeting: UF Homecoming</b>	October 4 Yellowdig Earning Period 5 Ends
8	October 10 – 14	Module 2 – Week 2 Goal Setting Class Meeting: Friday, Oct 14, 9:35-11:15am	October 11 Yellowdig Earning Period 6 Ends October 14 Groups 3 & 4 – Case Study Facilitation

9	October 17 – 21	Module 2 – Week 3 Emotion Class Meeting: Friday, Oct 21, 9:35-11:15am	October 18 Yellowdig Earning Period 7 Ends October 21 Group 5 – Case Study Facilitation
10	October 24 – 28	Module 2 – Week 4 Emotion Regulation <b>No Class Meeting: Dr. Beatty @ Conference</b>	October 25 Yellowdig Earning Period 8 Ends
11	October 31 – Nov 4	<b>Exam 2: Friday Nov 4, 9:35-11:15am</b>	November 1 Yellowdig Earning Period 9 Ends November 4 Exam 2 (in class) & Module 2 Quizzes
12	November 7 – 11	Module 3 – Week 1 Attention <b>No Class Meeting: Veterans' Day</b>	November 8 Yellowdig Earning Period 10 Ends
13	November 14 – 18	Module 3 – Week 2 Attention Training Class Meeting: Friday, Nov 18, 9:35-11:15am	November 15 Yellowdig Earning Period 11 Ends November 18 Groups 6 & 7 – Case Study Facilitation
14	November 21 – 25	Module 3 – Week 3 Attributions & Self-Efficacy <b>No Class Meeting: US Thanksgiving Holiday</b>	November 22 Yellowdig Earning Period 12 Ends
15	November 28 – Dec 2	Module 3 – Week 3 & 4 Attributions & Self-Efficacy Self-talk & Mental Imagery Class Meeting: Friday, Dec 2, 9:35-11:15am	November 29 Yellowdig Earning Period 13 Ends December 2 Group 8 – Case Study Facilitation
16	December 5 – 7	Module 3 – Week 4 Self-talk & Mental Imagery <b>No Class Meeting: UF Reading Days</b>	
Exams	December 10 – 15	<b>Exam 3: In Classroom – Thursday, December 15, 7:30-9:30am</b>	December 15 Exam 3 (in class) & Module 3 Quizzes

## 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.

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 a *minimum* of 3-6 weeks in advance in order to plan their schedules accordingly.



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.

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.