

Sport Psychology

APK5404 | 10405, 10406, 16386, 18750, 28386, 28459, 28662

3 Credits | Fall 2025

Connect with HHP



Course Info

INSTRUCTOR

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OFFICE HOURS

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

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional 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 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.
- 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.

University & Course Policies

The University of Florida created a one-stop source for all UF-wide [Academic Policies](#), [Academic Resources](#), and [Health & Wellness Resources](#) located at [UF Academic Policies & Resources](#). Students are expected to understand and comply with the policies detailed by the University. The list below provides a sample of the most referenced policy items located at this link.

- Attendance and assessment make-up policies
- Disability accommodation policies and resources connecting to the Disability Resource Center
- Grading policies
- Code of Conduct and Academic Integrity
- Course Evaluations
- In-class recording policies

Course-specific Policies: The following policies are specific to the APK5404 course in which you are enrolled this semester.

APPROPRIATE USE OF AI TECHNOLOGY

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, and students are expected to be able to explain why they selected the AI tools utilized, and academically defend the use of the selected tools as part of the learning outcomes for the course. 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. Students are also responsible for ensuring their data usage complies with [UF Data Classification & Security](#) policies.

COPYRIGHT STATEMENT

Materials utilized in this course are published, copyrighted, and protected by multiple entities including but not limited to scientific journal publishers, content creators, the University of Florida, and the course instructor(s). Students are responsible for following end-user agreements and observing all applicable laws covering protected materials and data. Individuals violating this policy may be subject to disciplinary action or legal litigation from the University or other injured parties.

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:

<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

Weekly Course Schedule

UF OBSERVED HOLIDAYS & FINAL EXAM DATES

- September 1: US Labor Day (UF Operations Closed, No Classes)
- October 17 - 18: UF Homecoming (UF Operations Closed, No Classes)
- November 11: US Veterans' Day (UF Operations Closed, No Classes)
- November 24 – 29: US Thanksgiving Break (UF Operations Closed, No Classes)
- December 4 – 5: UF Reading Days (No Classes or Course Activities)
- December 6 – 12: UF Final Exams (exam schedule specific to each course)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2025-2026/#fall25text>

WEEKLY SCHEDULE

Note: All course dates and deadlines are subject to change. All updates will be posted on the course website located at [UF eLearning](#).

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	August 21 - 29	Module 1 – Week 1 Sport Psychology & Psychological Skills Training	Note: August 28 Yellowdig Earning Period 1 begins.
2	September 1 – 5	Module 1 – Week 2 Expertise Development <i>September 1 – US Labor Day – UF Closed</i>	September 3 Yellowdig Earning Period 1 Ends
3	September 8 – 12	Module 1 – Week 3 Principles of Skill Acquisition	September 10 Yellowdig Earning Period 2 Ends AI & Global Sport Psych Assignment 1
4	September 15 - 19	Module 1 – Week 4 Facilitating Skill Acquisition	September 17 Yellowdig Earning Period 3 Ends

			AI & Global Sport Psych Assignment 2
5	September 22 – 26	Exam Week Exam 1 Available – Deadlines vary by section, see Course Website for deadline	September 24 Yellowdig Earning Period 4 Ends
6	September 29 – Oct 3	Module 2 – Week 1 Motivation	October 1 Yellowdig Earning Period 5 Ends Module 1 Quizzes & Study Guides
7	October 6 – 10	Module 2 – Week 2 Goal Setting	October 8 Yellowdig Earning Period 6 Ends AI & Global Sport Psych Assignment 3
8	October 13 – 17	Module 2 – Week 3 Emotion <i>October 17 – UF Homecoming – UF Closed</i>	October 15 Yellowdig Earning Period 7 Ends
9	October 20 – 24	Module 2 – Week 4 Emotion Regulation	October 22 AI & Global Sport Psych Assignment 4 Yellowdig Earning Period 8 Ends
10	October 27 - 31	Exam Week Exam 2 Available – Deadlines vary by section, see Course Website for deadline	October 29 Yellowdig Earning Period 9 Ends
11	November 3 – 7	Module 3 – Week 1 Attention	November 5 Yellowdig Earning Period 10 Ends Module 2 Quizzes & Study Guides
12	November 10 – 14	Module 3 – Week 2 Attention Training <i>November 11 – US Veterans’ Day – UF Closed</i>	November 12 Yellowdig Earning Period 11 Ends AI & Global Sport Psych Assignment 5
13	November 17 - 21	Module 3 – Week 3 Attributions & Self-Efficacy	November 19 Yellowdig Earning Period 12 Ends
14	November 24 – 28	Module 3 – Week 4 Self-talk & Mental Imagery <i>November 24 – 28 - US Thanksgiving – UF Closed</i>	
15	December 1 – 3	Module 3 – Week 4 Self-talk & Mental Imagery Exam Week	December 6 Module 3 Quizzes & Study Guides

		Exam 3 Available – Deadlines vary by section, see Course Website for deadline	
Reading Days	December 4 - 5	No Classes or Class Activities	

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.