

15. Define and distinguish the concepts of imagery, visualization, and mental practice, and discuss methods used to help individuals enhance their imagery ability.
16. Define the concept of group cohesion, and explain how the concept of team cohesion influences individual motor skill performance.
17. Describe how team-building strategies influence and enhance group cohesion levels in sport teams.
18. Discuss the multidimensional model of leadership in sport, and explain how the concept of leadership influences individual motor skill performance.
19. Define and describe effective communication strategies, and explain how barriers to effective communication can influence individual motor skill performance.
20. Define and describe how various psychological factors are associated with the injury rehabilitation process, with substance abuse issues, and/or with eating disordered behaviors.
21. Describe the influence of exercise on psychological functioning, barriers to exercise, and exercise adherence strategies.
22. Understand the positive and negative consequences of the way sport is organized and conducted in American society.
23. Articulate an informed point of view in their in-class discussions and written assignments
24. Demonstrate the skill of critical thinking as it pertains to social issues and sport.

<i>Required Readings</i>

Weinberg, R.S., & Gould, D. (2007). *Foundations of sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics.

<i>Assignments and Grading Scale</i>

Quizzes (50 points each): There will be four quizzes during the semester (see course calendar for dates). The quizzes will include a variety of questions (short answer, fill-in, multiple choice, etc.) that are designed to evaluate students' knowledge of key issues/topics included in assigned readings and addressed in course lecture/discussion.

Movie Analysis (50 points): Students will select a sport psychology related topic that will be covered during the semester and will write a 4-5 page analysis of a film that addresses that particular mental skill. See p. 6 of the syllabus for details on the project.

Sport Psychology Journal (50 points): Throughout the semester, students are to keep a reflective course journal in which they will write a short paragraph summarizing what each chapter's content area means to them and how the information presented in each chapter might help to guide future professional practice. See p.6 of the syllabus for more details.

Grading Scale (300 points)

A	93-100%	279-300 points	C	73-76%	219-230 points
A-	90-92%	270-278 points	C-	70-72%	210-218 points
B+	87-89%	261-269 points	D+	67-69%	201-209 points
B	83-86%	249-260 points	D	63-66%	189-200 points
B-	80-82%	240-248 points	D-	60-62%	180-88 points
C+	77-79%	231-239 points	F	>59%	>180 points

Cheating and Misconduct

Every member of the academic community at California State University Northridge is expected to act with honesty and trustworthiness. In this course acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty will not be tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for a determination of suspension or dismissal from the University, as described in the University Catalog, refer to the California Code of Regulations, Section 41301, Title 5.

Students with Disabilities

This instructor, in conjunction with the California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students With Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Course Calendar: Subject to Change with Notice

Class	Date	Theme & Reading	Assignments
		Course Foundations	
1	1/22	Introduction to course material	
2	1/24	Welcome to sport and exercise psychology (ch. 1)	
		Personality Factors	
3	1/29	Personality and Sport (ch. 2)	
4	1/31	Motivation (ch. 3)	
5	2/5	Arousal, Stress, and Anxiety (ch. 4)	
		Sport and Exercise Environments	
6	2/7	Competition and Cooperation (ch. 5)	
7	2/12	Feedback, Reinforcement, and Intrinsic Motivation (ch. 6)	
8	2/14	Review for Quiz 1	

*9	2/19	Quiz I	
		Individual/Group Processes	
10	2/21	Leadership (ch. 9)	
11	2/26	Communication (ch. 10)	
12	2/28	Group Dynamics (ch. 7)	
13	3/4	Group Cohesion (ch. 8)	
14	3/6	Video	
*15	3/11	Quiz II	
		Psychological Skills Training	
16	3/13	Introduction to Psychological Skills (ch. 11)	
		<i>Spring Recess 3/17-3/22: No Class!</i>	
17	3/25	Arousal Regulation (ch. 12)	
18	3/27	Imagery (ch. 13)	
19	4/1	Self-Confidence (ch. 14)	
20	4/3	Goal Setting (ch. 15)	
		<i>AAHPERD Conference 4/8-4/12: No Class!</i>	
21	4/15	Concentration (ch. 16)	
22	4/17	Review for Quiz III	
*23	4/22	Quiz III	
		Exercise Behavior	
*24	4/24	Exercise and Psychological Well-Being (ch. 17)	Movie Analysis Due
25	4/29	Exercise Adherence (ch. 18)	
26	5/1	Addictive and Unhealthy Behaviors (ch. 20)	
27	5/6	Burnout and Overtraining (ch. 21)	
28	5/8	Athletic Injuries and Psychology (ch. 19)	
29	5/13	Final Exam 8:00-10:00AM	Journals Due

<i>Assignment Details</i>

Movie Analysis:

Watch a movie from the options at www.geocities.com/sportsmovies/ that addresses the mental skills topic of your choice. In a four- to five-page paper, address the following:

- Briefly summarize the movie.
- Explain the use of the mental skills in the movie.
- Overview the theoretical development of the mental skill (e.g., from lecture, class notes, book, other research articles).
- Present a critique, based on the theoretical development, of how the movie portrayed both appropriate and inappropriate strategies in developing mental skills.
- Identify what you would do differently in working with the team, athlete, or individual portrayed in the movie.
- Address implications for your own field. For example, how would you apply what you have learned from the movie and through theory to develop this same mental skill (e.g., goal setting) as a fitness leader?
- Be sure to use appropriate references and include a reference page at the end of the paper.

Your paper will be evaluated by the following criteria:

Criteria	Weight
Summary	5 points
Explanation of mental skills	5 points
Theoretical development of mental skills	10 points
Critique	10 points
What you would do differently	5 points
Implications	10 points
References	2.5 points
Spelling and grammar	2.5 points
Total:	50 points

Sport and Exercise Psychology Journal:

This course introduces you to many important topics in sport and exercise psychology. Successfully completing the course will provide you with ample academic knowledge in the area. However, learning about sport and exercise psychology and successfully applying it in professional practice are two different matters. You must spend time thinking about what the various topics mean to you; you must actively analyze how to incorporate this knowledge into professional practice guidelines. Logging your remarks or keeping a journal will assist you in accomplishing this important task.

In particular, your task is to keep a course journal or log in which you'll write a short paragraph summarizing what each content area means to you and how you can use the

knowledge to guide your future professional practice, whether as a physical education teacher, coach, fitness leader, athletic trainer, or sport psychologist. Grading criteria will include

Criteria	Weight
Demonstration of critical thinking skills as to how course information is relevant to professional practice	20 points
Demonstration of knowledge of chapter content	15 points
Completeness of work (20 entries)	10 points
Grammar	5 points
Total:	50 points

Sample Journal or Log Entry

Personality and Sport (Chapter 2)

To be honest, I'd never really thought much about personality and sport and how the two might influence my teaching and coaching. The point that will stick with me most about this chapter is the idea that you cannot predict behavior from personality alone. The section of the personality test we completed on the online study guide made sense to me, but I could see how I would answer the questions differently based on different situations. I learned that you need to consider the athlete's personality and how it interacts with the situation in which he or she is placed. So, if I want to better understand the people I'll be working with, I should get to know them as individuals and also study the situation I create or work in. After reading the chapter and hearing the lecture, I'll be extra careful about using personality tests in the future.

The iceberg profile described in the book did not impress me much. Athletes who have more vigor and are less depressed perform better than those who do not. Of course!