

PSYCH 378: Industrial / Organizational Psychology Seminar in Sports Psychology Fall, 2013

Instructor:	Dr. Robert Brill	Office Phone #:	(610) 861-1561
Office Location:	PPHAC Room 225	FAX #:	(610) 625-7879
E-Mail:	brillr@moravian.edu		

Office Hours: T, W, TH 2 :20 – 3PM **CLASS MEETING TIMES:** FRI. 10:20am – 12 :55pm
F 9 :15am – 10 :15 (or by appointment)

The contents of this syllabus are subject to change.

Course Overview:

This course will examine the psychological dynamics of human behavior, internal processes, and group dynamics in the context of athletic competition, recreation, and pursuit of one's personal physical well-being goals. Students will gain a greater understanding of science, theory, and practice as collaborative tools for the domains of sport and exercise, both as an individual pursuit and as a component of society.

Learning Outcome Goals:

- 1) To become knowledgeable about the field of Sports Psychology, and the distinctive role it plays in individual well-being, pursuit of one's potential (competitively and intrinsically), as well as community and societal contexts. Students will also gain a working knowledge of concepts, theories and applications developed within this field.
- 2) To appreciate the broad relevance of psychological research inquiry for advancing knowledge in the field of sports psychology and become adept at thinking critically about psychological phenomena in the workplace.
- 3) To develop skills and abilities in: a) scientifically investigating sports psychology phenomena, or b) applying some of the practitioner tools and strategies generated from research into an actual sports or individual development context.
- 4) To be able to appreciate and respect the two separate roles and needed cooperation between theory/scientists and applications/practitioners in the areas related to the psychology of sport and exercise, as well as the importance of philosophy and ethics within these domains.
- 5) To engage with various types of professionals from other disciplines that interface with sports psychology professionals; and gain insight into the collaborative partnerships that do and can happen to promote advancement of the science and practice of sports psychology.

Required texts:

- Gallwey, W. T. (2008). *The inner game of tennis: The classic guide to the mental side of peak performance*. Random House: NY.
- Weinberg, R.S., & Gould, D. (2008). *Foundations of sport and exercise psychology*. (5th edition). Human Kinetics Press, Champaign, IL. (Referred to in syllabus as Foundations or FSEP)

Wooden, J. & Jamison, S. (1997). *Wooden: A lifetime of observations and reflections on and off the court*. Contemporary Books: Chicago, IL.

Additional articles and videos may be assigned and distributed via Blackboard

Course Requirements:

WEEKLY DISCUSSION THREADS & LEADERS (25%)

We will extensively use Blackboard Discussion Threads as our way to connect prior to class and ensure that we have the context for a commenced lively discussion heading into Friday seminar sessions. Each week three students, on a rotating basis, will be Discussion Leaders and start the discussion early in the week by contributing a DETAILED thread (*by noon on Tuesday prior to their topic*) that will capture the following 3-2-1 format, based on the readings for the upcoming week in FSEP:

3) Students read what is assigned, then choose and describe the ***three most important aspects*** (concepts, issues, factual information, etc.) of the reading, justifying their choices.

2) Students identify AT LEAST ***two aspects of the reading they find controversial*** and worthwhile debating AND/OR aspects they find confusing and feel need more clarification / discussion to achieve comprehension.

1) Students pose ***at least one question about the text, the answer to which should go beyond the reading*** content. These would be more philosophical questions. These would model the Critical Thinking questions (NOT the Review Questions) at the end of each chapter. A student may put one or more of the book's critical thinking questions forward in their post, but not as the one original question required.

Students who are not discussion leaders that week, will post at least one response to each student discussion leader's thread by noon on Thursday. Sometime after noon on Thursday, students should give the threads a quick review prior to class on Friday.

Posting all of the minimum required threads each week will earn you a C- for this grade component. Improving on the C- can be achieved by going beyond the minimum number of threads and will also be based upon the quality of your postings, particularly the critical thinking your posts reflect.

GROUP PROJECT (25%)

In groups, students will complete an empirical project in which they either study a sports psychology phenomenon through a scientific methodology, or implement an intervention assessed using careful program evaluation measurement strategies. These projects will be developed, implemented and carried out throughout the semester and, depending upon the schedule, may be presented at the end of the semester. Often groups may need to meet outside of class in order to complete the project and do so collaboratively.

BOOK REACTION PAPERS (2 @ 15% each → 30%)

There will be two primary source books, supplemental to our FESP text, read in the course. Each book will have a separate handout that will explain the guidelines and requirements within that paper. Guidelines for the first book, Gallwey's *Inner Game of Tennis*, will be distributed separately in the first or second week of class, and the Wooden book's guidelines (due at the final exam discussion session) will be distributed near Fall break.

ACTIVE LEARNING (20%):

This grade is comprised of four components, including attendance and the following:

PARTICIPATION:

Insight and learning come from an active and interactive process. When we arrive to class it is our responsibility to do our share in interacting by sharing our thoughts, ideas, and insights about these two types of assignments in a mature, constructive manner. PLEASE do not be selfish with your thoughts, and conversely, be highly respectful and supportive of other individual's thoughts and ideas.

ENGAGING IN THE MATERIAL

In contrast to passive learning, engaging in the material involves (beyond participation) questioning the readings and lecture material, 'wrestling' with the ideas and concepts presented, and processing them at a deep level mainly by reflecting on their application to you and your world around you. In short, care passionately about the material, your learning, and your fulfillment of the course objectives as well as your own. You can also help this grade by bringing in articles, studies, current event issues, or news tidbits you feel are worth sharing and discussing in class.

PROFESSIONALISM – You are expected to be extremely attentive and engaging when we have guest speakers and group meetings for projects. Everyone is expected to be ready and ask a question. You must be insatiably curious to be an optimal life-long learner. Start now.

Course Structure & Policies:

- 1) **Make-up assignments for weekly papers:** Since the completion of most assignments are done based on a sequence and the needed discussion in seminar, there are no late or make up assignments.
- 2) **Late Book Reaction Papers or Group Projects** - Papers and projects may be handed in up to two days late (points deducted from the grade each day late) ONLY IF when handing in an assignment late you indicate the amount of days late on the front cover along with your signature. These may not be handed in after the third day late. Please, do not ask me to deviate from this policy. I strongly encourage you NOT to rely on e-mail to submit assignments as this has led to problems in the past due to technology problems. If you must miss class drop off the assignment earlier, or send it with a classmate. In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate such that last minute emergencies (e.g. computer down, ribbon broke, etc.) interfere with getting assignments in on time. Also, be sure to back up your files using your space on the X drive!
- 3) **Attendance** - Class attendance is mandatory and critical since the seminar interaction is the major source of learning. In the event that you miss a class, you are responsible for getting the notes from a fellow student and reviewing them before you see me about questions concerning that material. Excessive absences (more than one Friday missed) will result in deduction of three points per missed class from your final grade. You do NOT need to contact me, nor e-mail me in the event that you must miss a class. I assume you are a mature adult and can handle the responsibility of missing a class as outlined above.

4) **Cheating and plagiarism** will not be tolerated. ANY EVIDENCE OF CHEATING OR PLAGIARISM WILL RESULT IN A FAILURE IN THE COURSE (FINAL GRADE = F). Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department and college is that the student must keep all note cards and rough drafts on a paper until given a grade for that course. The full college policy on this is in the Student Handbook. In the event of a suspected infraction – in fairness to your peers – it is my job to send the materials in question to the Dean's Office at which time you are given the chance to provide your perspective on the matter and challenge my judgment. In this case, you should continue coming to class and completing the work until a definitive judgment is made.

5) Summary of Grading System:

WEEKLY DISCUSSION THREADS/

LEADER ROLES	25%
GROUP PROJECT	25%
BOOK REACTION PAPERS	2 @ 15% → 30%
ACTIVE LEARNING	20%

6) The following **grading scale** will be used in the course. Your final grade will be determined by the Overall Grade posted on Blackboard based on the point allocation above with any extra credit (see policy #7 below) factored in. When transferring your Overall Grade posted on Blackboard to the FINAL GRADE filed with the Registrar, your grade **MAY be adjusted for excessive absences** (see policy #3).

A : 93-100	C : 73 – 76.9
A-: 90-92.9	C-: 70 – 72.9
B+: 87-89.9	D+: 67 – 69.9
B : 83-86.9	D : 63 – 66.9
B-: 80-82.9	D-: 60 – 62.9
C+: 77-79.9	F : Below 60

7) Excuses and Communication

I operate on the assumption that you are mature adults, and therefore, the decision to attend class or not is up to you. You need not e-mail me if you must miss class. Be sure to work with a classmate to get any materials you miss and feel free to make an appointment or come by during office hours to go over material after you get the notes from a classmate. I understand and respect life stressors you may be faced with; but keep in mind that grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

8) Accommodations

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

9) Disruptive Technology

All cell phones are to be turned off and put away during any class period. You may NOT use anything but basic calculator functions on the computer calculator (multiplication, division, subtraction and addition) during class exercises, and especially during exam times. While working on computers during class time, you may NOT surf the web, or use other programs / applications other than the ones we use in class.

COURSE SCHEDULE – posted on the following pages.

Note: Course Schedule, Assignments, and Timelines are subject to change.

Course Related Quotes:

“This book . . . examines what motivates people, what angers them, and what scares them; how they regulate their thoughts, feelings, and emotions; and how their behaviors can become more effective.”

-- FSEP authors

"Talent is God-given. Be humble. Fame is man-given. Be grateful. Conceit is self-given. Be careful."

-- John Wooden, Basketball Coach.

The greatest efforts in sports came when the mind is as still as a glass lake.

--Timothy Gallwey, author The Inner Game of Tennis

“Football is like life - it requires perseverance, self-denial, hard work, sacrifice, dedication and respect for authority.”

— Vince Lombardi Jr.

“The miracle isn't that I finished. The miracle is that I had the courage to start.”

— John Bingham, No Need for Speed: A Beginner's Guide to the Joy of Running

“The score never interested me, only the game.”

— Mae West

“Some seek the comfort of their therapist's office, other head to the corner pub and dive into a pint, but I chose running as my therapy.”

— Dean Karnazes, Ultramarathon Man: Confessions of an All-Night Runner

Week	TOPICS	READINGS
Week One 8/30	Introduction to Sports Psychology, Relevant Theories and Supporting Disciplines	FSEP: Chpt 1. Brainstorm ideas for empirical group projects
Week Two 9/6	Personality & Motivation	FSEP: Chpt. 2 & 3; Start reading Gallwey Finalized focus and groups for empirical projects
Week Three 9/13	Arousal, Stress, and Anxiety Competition and Cooperation	FSEP: Chpt. 4 FSEP: Chpt. 5 & GALLWEY Chpt. 9
Week Four 9/20	Feedback, Reinforcement, Intrinsic vs. Extrinsic Motivation GUEST: Alan Heverly, Moravian College Hall of Fame Tennis Athlete	FSEP: Chpt. 6 GALLWEY: intro, preface Chpt. 1-6
Week Five 9/27	Psychological Skills Training // Arousal Regulation & Concentration	FSEP: Chpt. 11, 12 & 16; GALLWEY Chpt. 7
Week Six 10/4	Group and Team Dynamics // Group Cohesion	FSEP: Chpt. 7 & 8
Week Seven 10/11	Leadership & Communication	FSEP: Chpt. 9 & 10
Week Eight 10/18	Imagery, Self Confidence, & Goal Setting COACHES PANEL: Coach MaryBeth Spirk (Women's Basketball), Coach John Byrne (Softball), Coach Art Smith (Men's Tennis)	FSEP: Chpt. 13, 14, & 15
Week Nine 10/25	GALLWEY PAPER DUE, Continuation on Groups, Leadership, Communication & Psych Skills Training GUEST: Dr. Dean Stamoulis, Director Leadership & Succession, Russell Reynolds Associates	

Week Ten 11/1	Exercise Behavior & Adherence // Athletic Injuries and Psychology GUEST: Dr. Jarrod Spencer, Director, Mind of the Athlete	FESP: Chpt. 18 & 19
Week Eleven 11/8	Exercise and Psychological Well-Being Burnout and Overtraining	FESP: Chpt. 17 & 21
Week Twelve 11/15	Character Development & Good Sporting Behavior GUEST: Dr. Diane Moyer, former Olympian Medal winner, Psychology Professor, Cedar Crest College	FESP: Chpt. 24
Week Thirteen 11/22	Addictive and other Unhealthy Behaviors Aggression in Sport GUEST: Mr. Spencer Brown, Director of Moravian College Fitness Center	FESP: Chpt. 20 & 23
Week Fourteen 11/29	THANKSGIVING BREAK – No Class	
Week Fifteen 12/6	Children's Psychological Development and Sport Psychology GROUP PROJECTS COMPLETED	FESP: Chpt. 22
Final Exam slot: TUESDAY, 1:30pm	<i>SECOND BOOK (WOODEN) REACTION PAPER DUE</i> Discussion on the paper and book (we will meet as a class except for those who have a MW 3 rd period exam in which case you need to make sure your paper is in on time)	