Instructor: Mrs. Lisa McQuade
Office: Silcox 223 (located on hallway behind Silcox Gym)
Office hours: Monday, Wednesday & Friday 9:15-10:45 am & by appointment
Phone: CofC: 953-5558(Dept. Office) 843-277-5879(CELL)
Email: mcquadelm@cofc.edu
Course meeting & location:
Monday, Wednesday, Friday 11:00-11:50 am, John PHED 207
All communications must include your name & PEHD/PSYCH 355 MWF
Prerequisite courses: PEHD 201 or EXSC 201; PSYC 103, or instructors permission

CofC Course Description: The scientific study of human behavior in the context of participating in sport and how sport performance is affected by the athlete, the team and its leadership, as well as by the physical and interpersonal environment in which these individuals interact.

Instructor’s Intention: The course is designed to introduce you to the field of sport psychology by providing a broad overview of the major topics in the area. As many students are anticipating entering into the fitness and medical field as well as psychology, an overlap of exercise and wellness psychology will be worked into the frame work of the course.

Course Text: Foundations of Sport and Exercise Psychology 6th, Edition, By Robert Weinberg, Daniel Gould, 2015- Publisher Human Kinetics ISBN-978-1-45-04-6981-4- TAIS- Test of Attention & Interpersonal Style $35 (You will get receipt- submit in drop box on OAKs and I will be giving you an access code via email.)

The Course Objectives are as follows:

- To understand the role of research methods in exercise and sport psychology, and use research findings and/or psychological theories to reach logical conclusions.
- To increase your understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
- To increase your understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.
- To help you acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader.
• To understand and apply ethical principles, especially those adopted by the American Psychological Association.
• To be aware of individual differences among people with regard to the psychological aspects of exercise and sport.
• To demonstrate an ability to think, speak and write effectively about the subject matter.

Student Learning Objectives are as follows:
• As a result of participating in PEHD/PSYC 355, students will be able to interpret how psychological variables influence participation and performance in sport and physical activity, and apply these factors to measurably improve performance.
• As a result of participating in PEHD/PSYC 355, students will illustrate how participation in sport influences the psychological characteristics of the individual athlete beyond the court or field, and how it can impact future sport performance and assessment, as well as over psychosocial health.
• As a result of participating in PEHD/PSYC 355, students will acquire and apply sport psychology skills and knowledge that can be applied as a coach, athlete, practitioner or parent to help improve current and future performance standards.

Your instructor will make every effort to involve you in the learning process. This will include but will not be limited to, putting students into small group discussions, calling on students for answers to questions posed, directing students to differences of opinion (e.g., instructor versus textbook), and encouraging students to ask questions or introduce information they bring from other sources. Please read chapter material in textbook before coming to class.

Evaluation:
Class Participation= Activities & Discussion ~ 5%
Online Quizzes ~ 5%
Research Critique Paper~ 20%
Mid-Term EXAM~ 20%
TAIS Case Study ~ 20%
Group Project ~ 10%
Final EXAM~ 20%
TOTAL = 100%

5 point - EXTRA Credit~ you may go to a CofC Concert or Dance Series through the CofC Music or Dance Department ONLY. Or you may participate in Community Wellness Activity called Contra Dance. In 250 words, discuss the connections you see in terms of musicians, performance and Sport Psychology & Wellness. This must be done in proper English! Take a picture of you with the artist/band that performed & of the program, or of you dancing and submit both online OAKs. Maximum 10 points will apply to your lowest 100 point grade. To get the 10 points you must do all the work.
Online quizzes will be available on OAKS for selected dates. The online quizzes will primarily test your knowledge of the chapter readings. Once quizzes close you will not be able to see them.

Papers/Projects
- You have 2-Papers/1- Group Project this semester
- YOU MUST STAY within the page amounts or time allotment, be clear, concise and accurate with your words.
- Please note that I will give feedback directly on your papers and attach that to your drop box. Should you need clarification about feedback, feel free to drop into office hours or make an appointment.
- Please follow header and file name guidelines for all papers.

1- **RESEARCH CRITIQUE (20%)** Ensure that you are able to read and correctly interpret sport psychology research and connect it with the course material on Personality & Motivation and Performance.

2- **TAIS Case Study (20%)** -You will take the TAIS ($35 fee), receive results and write a Case Study of your findings following APA format. **Details will be provided on OAKS (4 pages, no more)**

3- **Group Project ~ 10%** - You will be assigned a group and topic within the first couple of weeks of class, student input will be taken into consideration. Detailed instruction will be provided on OAKS.

FOR PAPERS ~
**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the website. [http://csl.cofc.edu/index.php](http://csl.cofc.edu/index.php) or call (843)953-5635

**Exams** will be multi format... Multiple choice, true/false, short answer and short essay. The final exam will not be comprehensive. See **make-up policy.**

**Education, Health & Human Performance Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
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<tr>
<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
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<td>C+</td>
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<tr>
<td>C-</td>
<td>77-78%</td>
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Make up policy -

Online lecture quizzes must be taken within the assigned time frame. Take notes because once they close you will no longer have access to them for exams.

EXAMS: You must contact me via cell phone, text message or email, if you find you are ill the morning of an exam, before class meets (for example if exam in on Monday at 11:00 am, you must contact me before 11:00 am). If you do not, you will receive a zero (0) on the exam. If you know of a conflict such as a CofC team competition, you must make arrangements prior to the exam date, otherwise you will receive a zero (0). Make-ups will be arranged primarily during my office hours. I will NOT accept CofC absence forms as a means of communicating your absence, I will however, confirm them for exam make-ups.

PROJECTS AND PAPERS are due as assigned~ the drop box will remain open, but you will lose 5 points for each day late, unless arranged with me prior to the due date.

CLASS Material: If you miss a class you are responsible for getting the material from another student. Please do not send e-mails asking what you missed. If you need clarification please schedule to meet with me during office hours or during a mutual time that I can assist you.

Attendance: Attendance will be taken daily. If you are late, you will be marked absent. Students are expected to attend class. Two points will be deducted from your final grade for each absence after four (4) for MWF. No excuses will be considered for absences, use them wisely. You will sign in using last 4 digits of CofC ID or your signature, based on the day.

Seating: To expedite the attendance process and improve my ability to get to know student names, students will be assigned to seats. You will be allowed to voice preferences for seating.

Policies
College of Charleston Student Handbook: This is a guide to your responsibilities and rights as a student. If you are not familiar with this document, please take the time to review the information contained within the handbook.
www.cofc.edu/studentaffairs/general_info/studenthandbook.html

Academic Honesty: Please refer to the current College of Charleston Student Handbook for the definition of academic dishonesty and the subsequent penalties. Faculty members are required to report violations of the Honor Code to the Office of Student Affairs. If you are found guilty of an honor code violation your grade in the class will be XF and will be so indicated on your transcript. Students at College of Charleston are expected to be at all times in compliance with the Honor Code. Scholastic dishonesty will not be tolerated in this course. Examples of cheating include giving or receiving aid during examinations, using any type of crib sheet, copying from or
looking to another exam, or submitting another’s work as your own.

**Classroom Behavior:** Students at the College of Charleston are expected to be at all times in compliance with the Honor Code. Failure to abide with this code will not be tolerated in this course. Examples of inappropriate classroom behavior include behaviors that disrupt instruction by the professor and/or learning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action. Please take a moment to use the bathroom before the start of class. Students leaving class can be disrupting.

**Electronic Device Policy:** Please turn off sounds to devices. Lap tops are permitted, but must be turned to a notes page or slides page, social networking, texting and emailing is deemed a distraction and will not be permitted. Students caught “distracting” will be warned (first time), dismissed and marked absent (second time), or receive a 10 point reduction on their final grade (third time). Occasionally, we will be searching for videos, a pair of head phones might be useful, but should only be used during our activities.

**Disability:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

** Reserve clause:** As we progress through the semester we may find we are ahead of the class outline or behind. This has to do with the knowledge the students bring to the class as well as the time allotted for the class. The instructor may make changes to this syllabus. Students will be informed promptly of any changes as they occur.

**Topics to be covered in lecture:**
1. What is Sport Psychology?
2. Personality & Sport
3. Motivation
4. Arousal, Stress & Anxiety
5. Competition & Cooperation
6. Feedback, Reinforcement & Intrinsic Motivation
7. Group Process- Team Dynamics, Cohesion, Leadership &
8. Psychological Skill Training
9. Arousal Regulation
10. Imagery
11. Self-Confidence
12. Concentration
13. Exercise & Well Being
14. Exercise Behavior & Adherence

**Topics for Exploration of Group Project:** Deadlines vary based on your group.
1. Exercise Leadership-Developing Group Cohesion
2. Leadership In Kids Sport
3. Athletic Injury & Imagery
4. Progressive Muscle Relaxation
5. Autogenic Training
6. Stress Inoculation Training
7. Goal Setting & Motivational Interviewing
8. Hypnosis
9. Coping with Adversity - Problem Focused Vs Emotion-Focused Coping.
10. Arousal Inducing Techniques
11. Exercise & The Reduction Of Depression
12. Exercise & The Development Of Self
13. Exercise & Cognitive Functioning
14. Health Belief Model Of Exercise
15. Theory Of Planned Behavior
16. Ecological Models Of Exercise