Instructor: Scott Barnicle, PhD
Office hours: TBA & by appointment
Phone: CofC: 953-5558 (Dept. Office)
Email: barniclesp@cofc.edu
Course meeting: Monday 4:00pm – 6:50pm in Johnson Physical Education Center J207
Course Pre-requisites: PSYC 103
All e-mails must include your name & title of PEHD/PSYC 355, and title of the assignment in question.

1. COURSE DESCRIPTION
This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area.

2. COURSE OBJECTIVES
Most people think sport psychology deals with how to “psych up” or “psych out” athletes. While that is part of the story, sport psychology is concerned with many other phenomena of equal importance to sport participation. PEHD/PSYCH 355 will introduce you to the broad range of applied sport psychology.

- This course will explore the research foundations of Sport and Exercise Psychology, how the field came to be, and how past examples shape current and future practices.

- We will details the 9 primary Mental Tools and Skills, and differentiate between a mental tool and a mental skills.

- This course will facilitate student learning by the use of miniprojects related to the topics of the course, supported by in-class discussion-based learning.

- Through the completion of a term project, the short and long term effects of sport and exercise psychology training in relation to a performance will become apparent.

- Finally, this course will explore the future of the field, what groups or organizations may most benefit from implementing sport psychology, and how students who are interested in the field can pursue a career as a sport and exercise psychologist.
3. **STUDENT LEARNING OBJECTIVES**

1. As a result of participating in 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.

2. As a result of participating in 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.

3. As a result of participating in 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.

4. **Academic Integrity**

   Any student who violates the Academic Honesty Policy as presented in the Student Code of Conduct will receive a zero for the corresponding assignment or test, and will be at risk for receiving an ‘F’ in the course, depending on the nature of the violation. You will be reported for academic misconduct as described in the Student Code of Conduct. You are encouraged to read the policy to ensure that you fully understand what constitutes academic misconduct, and what your rights and responsibilities are in this area.

5. **COURSE EVALUATION**

<table>
<thead>
<tr>
<th>5.1 Final Project - “Hoosiers”</th>
<th>200 points</th>
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<tbody>
<tr>
<td>5.2 Course Projects</td>
<td>500 points</td>
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<tr>
<td>(a) Term Project</td>
<td>300 points</td>
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<tr>
<td>(b) Mental Skills Miniprojects</td>
<td>200 points</td>
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<tr>
<td>5.3 Class Participation/Attendance/Case Studies (100 points each)</td>
<td>300 points</td>
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TOTAL **subject to change** 1000 points
5.1 FINAL PROJECT – “HOOSIERS” : Due April 18th 7th by 7pm (200 points)

Description of this project will be detailed after spring break.

5.2 PSYCHOLOGICAL SKILLS MINIPROJECTS (200 points)

Five (potential) times throughout the course, students will conduct 1-2-week-long miniprojects in order to gain “hands-on” experience about a specific course topic or psychological skill being studied. Handouts specifying specific details of each project will be provided when assignments are made. All assignments will culminate in a written minipaper describing the results of the individual project and are due at the beginning of the class period on the due date. All projects are selected to not only further you knowledge of course content, but to also be of practical relevance to you. For example, during our discussion of “personal science,” students will familiarize themselves with the problem-solving process by conducting diet/weight control, exercise and/or time management projects. For the diet/weight control miniproject, students will record their eating and exercise patterns for one week, develop alternate strategies to change those patterns in some meaningful way, and finally choose the best alternatives and try them out during Week 2. Possible miniproject topics include (no specific order):

1. Competition/Personality
2. Motivation
3. Personal Science
4. Imagery/Physical Relaxation
5. Self Talk

5.2 TERM PROJECT: Due Monday April 4th by 4:29pm (300 points)

The Term Project is one larger project that you will work on all semester. For the Term Project, you have three options to choose from: (a) a Literature Review (b) an Athlete Project. First, the Lit Review requires you to choose a sport psychology topic of interest to you, review all the relevant research on the topic, and write up that Review along with practical implications for the practitioner. The latter option allow you to choose a program for implementing Mental Skills Training (MST) based on whether your MST needs are primarily those of a program developer such as a physical educator/coach or those of a participant such as an athlete or other individuals desiring personal change.

5.2.1 LITERATURE REVIEW: If you choose this option, you will select a topic in sport psychology and review the available research literature (i.e., professional journals such as Journal of Sport and Exercise Psychology, The Sport Psychologist, Journal of Sport Behavior, International Journal of Sport Psychology, and Journal of Applied Sport Psychology). From the findings of your review of relevant theory and research, you are to develop implications that would be useful to the practitioner such as coaches and athletes. Your written term paper therefore will consist of two parts: (a) a review of the scientific literature, and (b) implications for the practitioner. Your 15-minute oral report (this is optional) will present only the implications, and you will deliver the report as if you were addressing the target population for which your implications are intended (e.g., coaches). The written report shall consist of not more than 14 typed, double-spaced pages.

5.2.2 ATHLETE’S PROGRAM: If you select this option, your role will be primarily that of a participant. Choose this option only if you want to create positive personal change because you will carry out your own psychological skills improvement program by selecting and practicing two or more of the mental skills studied in class for a one-month time period. This type of hands-on self-study should greatly
supplement your understanding of Mental Skills Training and hopefully help motivate you to put your knowledge into practice once the course has ended.

You will be required to:

1. Practice at least two mental skills a minimum of 10 minutes daily for one month. Last day to start this project is October 10th.

2. Monitor your progress in developing mental skills by keeping a daily log of your practice that you will turn in at the conclusion of the project along with your reaction paper.

3. Write a 3-6-page “reaction paper” describing your thoughts, feelings, and experiences with your Personal MST Program.

4. Optional Make a 12-15-minute presentation on the mental training program you developed, how you implemented the program, and how you evaluate its effectiveness, for EXTRA CREDIT.

If possible, pre- and post-testing will be conducted to determine the effectiveness of your Personal MST Program. Grading will be roughly one-third on effectiveness of the program, one-third on daily practice and log-keeping, and one-third on your reaction paper and general cooperation and effort on the project. This option involves more on-going time and effort and is therefore more geared to individuals who are serious about self-improvement in a specific area. Nevertheless, it is open to anyone in the class who is willing to make a firm commitment to mental skills training. Further information on the MST Program can be gained by talking with me directly.

5.3. CLASS PARTICIPATION/ ATTENDANCE/ CASE STUDIES (300 points)

As this is a once-a-week course, attendance in a priority. The class is designed to provide a framework of the field, but also serve to impart ways and techniques to directly apply sport psychology principles. As such, you are allowed 2 UNEXCUSED ABSENCES, after with, you will lose 10 POINTS from your attendance grade per absence. I request any excused absence be notified to me at least 1 week in advance, but I understand emergencies happen.

From time to time we will have weekly case studies, typically no longer than ¾ of a page, designed to apply the previous week’s material in the modern sports world. More information about these will be available when they are assigned.

6. Extra Credit - Athletic Performance Observations (80 Potential Course Points)

Over the course of the semester, if you attend two (2) College of Charleston home athletic events, keep the ticket stub to be turned in with the report, you can earn up to 8 points (4 points each) on to your final grade. These reports must be at least 1 page single-spaced in length, detailing the sporting event, the result, and include 5 instances of applied sport & exercise psychology skills in practice, and must include the ticket stub or proof of attendance. These reports are designed to help students identify & assess applied sport & exercise psychology skills in practice at the competitive Division 1, club, or intramural level. ANY and ALL questions about the extra credit must be asked and will be answered before/during/after class, no e-mails regarding extra credit (with the exception of unique circumstances) will be answered.
7. REQUIRED TEXTS

The required text book can be found online for roughly $20, with specific pages for reading being posted online and in class the weeks before they will be covered in class due to the potential for a flexible schedule & lesson plans. The book should be in the bookstore in the coming week.


7.3 Additional required readings will be posted on the course’s online portal

8. DISABILITY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The College abides by section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight; or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodation, please see an administrator at the Center of Disability Services/SNAP.
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<tr>
<th>Week</th>
<th>DATE</th>
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<td>1</td>
<td>1/11</td>
<td>Course Introduction</td>
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<td>2</td>
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<td>No Class – MLK Day</td>
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<td>3</td>
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<td>Intro to Sport Psychology &amp; Mental Skills Training</td>
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<td>Flow &amp; Self - Talk</td>
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<td>Relaxation &amp; Energization</td>
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<td>Self - Confidence &amp; Imagery</td>
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<td>8</td>
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<td>Motivation</td>
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<td>9</td>
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<td>10</td>
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<td>Focus &amp; Concentration</td>
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<td>Sport Enjoyment Case Study &amp; Burnout Term Project Due</td>
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<td>13</td>
<td>4/11</td>
<td><em>Hoosiers</em></td>
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<tr>
<td>14</td>
<td>4/18</td>
<td>Student Presentations &amp; Mental Toughness Final Project / EC Due</td>
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Memorandum of Understanding

This document signifies that the student has read, understood, and agree to the detailed expectations and limitations of PEHD/PSYC 355 – Sport & Exercise Psychology, as detailed by Scott Barnicle, PhD, Adjunct Professor & course instructor.

Student Name: ______________________________________
Date: _______________________________________________