DEFINITION OF CREDIT HOUR:
One credit hour is equivalent to fifteen hours of faculty instruction and a minimum of thirty hours of student reading and work on other assignments in addition to class time. Online classes involve equivalent amounts of time for instruction and coursework.

PREREQUISITE:

COURSE DESCRIPTION:
Studies the major psychological theories, models, research, and principles that apply to the coaching and learning process in physical education and sports. (WI = Writing Intensive Course)

WRITING INTENSIVE CRITERIA:
This course is designated as Writing Intensive in UM’s Quality Enhancement Plan, Writing Intensive Networks and fulfills the following WI criteria: Students are required to write at least 10 pages (3,000 words) of graded written work, and writing assignments compromise at least 25% of the final course grade. Students will revise at least one writing assignment in response to instructor feedback and may be required to involve Tutor.com and/or the Writing Center in the revision process.

COURSE OBJECTIVES:
CATTE Competencies assigned to KIN 332 located under Appendix I

After taking this course, the student will be expected to demonstrate knowledge of:
1. The history & development of the field of Sport Psychology.
2. How Psychological behavior affects sport and sport participation; and how sport participation affects psychological behavior.
3. The major psychological theories, models, and principles apply to sport, physical activity, and exercise.
GENERAL COMPETENCIES:

Students will be expected to:

1. Explain and identify the how individual personality affects sport and exercise.
2. Identify and discuss how motivation, arousal, aggression, stress, anxiety, and self-confidence play on behavior in sport.
3. Discuss the relationship between completion and cooperation; feedback, reinforcement, and intrinsic motivation; group/team dynamics and group cohesion.
4. Explain and discuss the principles of leadership and communication utilized in sport.
5. Demonstrate the importance of psychological skills training and how imagery, goal setting, and concentration exercises can help with psychological preparation for sport performance.
6. Demonstrate the knowledge of the correlation between exercise and psychological well-being; exercise behavior and adherence.
7. Demonstrate an understanding of the relationship between athletic injuries and psychology.
8. Discuss the concepts of addictive and unhealthy behavior; burnout and overtraining.
9. Explain the concepts and views on utilizing sport for character development and good sportsmanship.

***EVERYONE MUST HAVE ACCESS TO THEIR RAMMAIL ACCOUNT FOR THIS COURSE!!!!

TEXTBOOK(S) AND OTHER MATERIALS:

For this course you will be required to purchase McGraw-Hill Education’s Connect® access for Applied Sport Psychology: Personal Growth to Peak Performance, 7th edition, by Jean Williams. You are not required to have a print text in addition to Connect access, so please be aware that if you purchase a used textbook you will still need to purchase Connect access.

Connect codes are available in the bookstore. A print-upgrade option is also available via Connect if you find yourself wanting a print companion at some point during the semester. This will be a full color binder-ready version of the text.

Information on REQUIRED course material:

<table>
<thead>
<tr>
<th>Title</th>
<th>Edition</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect access card for Applied Sport Psychology: Personal Growth to Peak Performance</td>
<td>7th</td>
<td>Williams</td>
<td>McGraw-Hill Education</td>
<td>9781259314711</td>
</tr>
</tbody>
</table>

You can also purchase Connect access directly from the Connect website at net cost when registering for your course section: http://connect.mheducation.com/class/m-thomas-fall-2017

If you choose to purchase Connect via the website, a print-upgrade option will be made available to you. This print-upgrade will allow you to purchase the full color binder-ready version of the text and have it mailed directly to you for an additional $25.00 (including shipping and handling). Please note that Connect works best on Google Chrome or Firefox.
Please see your instructor for instructions on how to register. If you have any technical issues or questions, please contact McGraw-Hill’s Customer Experience Group at 1-800-331-5094.

** Access to umportal.umobile.edu

** Access to ramsmail

**REQUIRED ACTIVITIES:**
1. The student is strongly encouraged to attend all classes. Every class session we will move forward through the book.
2. There will be (4) tests. The final exam will be comprehensive.
3. The class will use the Connect website to complete scenarios, videos, and quizzes. Purchasing this access will be required.
4. A class paper is required for this class.

**WRITING ASSIGNMENT:**
1. The student will choose a topic that has the potential of a research proposal.
2. Each Student will complete 10- one page summaries of a scholarly article. These will be turned in throughout the semester. Each must be linked to the other and focus on a singular topic.
3. Each summary will be in APA style

*This Topic must be approved by the Professor.*

**EVALUATION:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>15%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>50%</td>
<td>Annotated Bibliographies</td>
</tr>
<tr>
<td>20%</td>
<td>Homework through Connect system</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY:**
Your attendance will be checked every class. Each class you will be awarded points for attendance and participation. If you miss class, then you miss those points for the day. Excused absences are given for physician’s appointments, intercollegiate sports travel, and UM related trips from other areas on campus. It is your responsibility to make up any missed work. You will have 1 week form the time of absence to make up any quiz or test that was missed. After that timeframe a grade of 0 will be given.

**DROP DATE:**
The last day courses may be dropped without the “F” penalty is November 7, 2017.

**ADA STATEMENT:**
It is the policy of the University of Mobile to provide reasonable accommodations for persons with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Eligibility for services requires prior documentation of the disability. The Academic Advisor and the Disability Services Coordinator, Mrs. Julia Lucy, coordinate support services for students with disabilities and are accommodation resources for faculty and administration.

**COURSE WEBSITE:** A webpage for this course can be found by logging into https://umportal.umobile.edu/ics and selecting MY COURSES under QUICK LINKS. In order to
comply with the Higher Education Act, which requires verification of student identity in online work, all online coursework submitted to the faculty member must be completed by secure login and passcode or sent from the student’s official University E-MAIL ACCOUNT.

TUTORING AND WRITING ASSISTANCE:
Tutoring in a variety of areas and writing assistance are available free of charge to UM students through Tutor.com (online tutoring service accessible in all UM course sites). Writing assistance is also available from student tutors on campus through UM’s Writing Center. Students may schedule Writing Center appointments by calling 251-442-2377.

COURSE OUTLINE: (TENTATIVE)

**Week 1**
- Monday
  - Introduction/Canvas/ Syllabi/ Basic Chapter 1 and 2

**Week 2**
- Monday
  - Chapter 3 and 4
  - Connect Quizzes Chapter 1 and 2 Due

**Week 3**
- Labor Day NO class
  - Connect Quizzes Chapter 3 and 4 due

**Week 4**
- Monday
  - Chapter 5 and 6
  - *Annotated Bibliographies First 4 articles due*
  - Connect Quizzes 5 and 6 Due

**Week 5**
- Monday
  - Chapter 7 and 8
  - Connect Quizzes 7 and 8 Due

**Week 6**
- Monday
  - Chapter 9 and 10
  - Connect Quizzes 9 and 10 Due

**Week 7**
- Monday
  - Midterm Chapters 1-10

**Week 8**
- Monday
  - Chapter 11 and 12
  - *Annotated Bibliographies- Next 3 Articles*
  - Connect Quizzes 11 and 12 Due
Week 9 -
Monday: Chapter 13 and 14
Connect Quizzes 13 and 14 Due

Week 10 -
Monday: Chapter 15 and 16
Connect Quizzes 15 and 16 Due

Week 11 -
Monday: Chapter 18 and 19
Connect Quizzes 18 and 19 Due

Week 12 -
Monday: Chapter 20 and 21
Annotated Bibliographies Next 3 articles due
Connect Quizzes 20 and 21 Due

Week 13 -
Monday: Chapter 21 and 22
Connect Quizzes Chapter 22 Due

Week 14 -
Mon-Fri: Thanksgiving Break

Week 15 -
Monday: Chapter 23/ Paper is due summarizing all 10 articles together
Connect Quizzes 23 Due

Week 16 -
Final exam Scheduled: During Finals Week

FINAL EXAM SCHEDULING:
Students are expected to take the final exam on the schedule exam date. Students enrolled in face to face classes need to make all travel arrangements to accommodate the date of the final exam. The final exam should not be given early. The scheduled date for KIN activity classes will have be the last meeting date prior to the final exam week.

OTHER:
Students will be required to adhere to the Academic Integrity Policy and the dress code, which can be found in the Student Handbook. Please practice common courtesy by silencing and storing away cell phones during class periods.

ACADEMIC INTEGRITY:
University of Mobile students are expected to reflect a high standard of academic integrity in every area of their performance, which includes properly attributing the words and ideas of others. In all academic writing, students must acknowledge not only quotations, but summaries, paraphrases, graphics, and media as well, citing the source of the information. Failure to do so is plagiarism, and is considered a
violation of the school’s basic mission. Being found guilty of violating this code is not only embarrassing but academically damaging. See the University of Mobile’s Catalog for our complete Academic Integrity and Conduct Code UM Undergraduate Academic Information, and consult with your instructor on any questions related to use of source material.

COURSE TIMES:
Monday 1:30-4:30 pm

APA STYLE HANDOUT

General Examples of APA Style References

Journal Article:

doi:xxxxxxxxxxxx (v = volume number; xxx = page number; doi:xxxxxxxxxxxx = digital object identifier).

Book:
APPENDIX I

<table>
<thead>
<tr>
<th>PHP-18</th>
<th>Explain strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHP-47</td>
<td>Describe the method of appropriate management and referral for clients/patients with disordered eating or eating disorders in a manner consistent with current practice guidelines.</td>
</tr>
<tr>
<td>PS-1</td>
<td>Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.</td>
</tr>
<tr>
<td>PS-2</td>
<td>Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).</td>
</tr>
<tr>
<td>PS-3</td>
<td>Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).</td>
</tr>
<tr>
<td>PS-4</td>
<td>Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.</td>
</tr>
<tr>
<td>PS-5</td>
<td>Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.</td>
</tr>
<tr>
<td>PS-6</td>
<td>Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.</td>
</tr>
<tr>
<td>PS-7</td>
<td>Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.</td>
</tr>
<tr>
<td>PS-8</td>
<td>Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.</td>
</tr>
<tr>
<td>PS-9</td>
<td>Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.</td>
</tr>
<tr>
<td>PS-10</td>
<td>Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.</td>
</tr>
<tr>
<td>PS-11</td>
<td>Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.</td>
</tr>
<tr>
<td>PS-12</td>
<td>Identify and refer clients/patients in need of mental healthcare.</td>
</tr>
<tr>
<td>PS-13</td>
<td>Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.</td>
</tr>
<tr>
<td>PS-14</td>
<td>Describe the psychological and sociocultural factors associated with common eating disorders.</td>
</tr>
<tr>
<td>PS-15</td>
<td>Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual’s health and physical performance, and the need for proper referral to a healthcare professional.</td>
</tr>
<tr>
<td>PS-16</td>
<td>Formulate a referral for an individual with a suspected mental health or substance abuse problem.</td>
</tr>
<tr>
<td>PS-17</td>
<td>Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.</td>
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</tr>
<tr>
<td>PS-18</td>
<td>Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.</td>
</tr>
<tr>
<td>CIP-7</td>
<td>Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.</td>
</tr>
<tr>
<td>CIP-8</td>
<td>Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.</td>
</tr>
</tbody>
</table>