

Please read this handout carefully. Note all dates.

## **Psy 208a(01)      SPORT AND EXERCISE PSYCHOLOGY 2006-2007 Fall, 2006**

*Prerequisites:* Introductory Psychology I and II (Psy 101a and 102b or equivalent).

*Instructor:* Dr. Stuart J. McKelvie

*Office and Telephone Number:* N305, BU extension 2402, e-mail: [smckelvi@ubishops.ca](mailto:smckelvi@ubishops.ca)

*Student Office Hours:* Tues., Thurs., 1.45-4.45 or by appointment.

*Secretary:* Monetta Gallichon, H201, BU extension 2453, [mgallich@ubishops.ca](mailto:mgallich@ubishops.ca)

All work to be evaluated should be given to me *in class* or *during office hours*, not to Monetta. However, at other times, you may place it in *the locked box outside my office (N305)* or if you cannot access it, in the *locked mailbox outside H201*. Evaluated work must also be picked up from me (or perhaps Monetta in special circumstances). If you miss a class handout, see the plastic box on the wall outside my office.

### **Course Content**

#### Calendar Description

“Systematic review of what scientific psychology has contributed to the understanding of sport and exercise. Issues include: factors determining participation and performance, costs and benefits of physical activity, personality and sport, team vs. individual sports, competitive judging in sport, society and sport.”

The course provides a systematic review of what *scientific psychology* can contribute to the understanding of sport and exercise. This means that we mainly consider findings from studies that use the *scientific method*, which has both advantages and disadvantages. You might also think of the material from the point of view of the topics in introductory psychology: How can each one be applied to sport and exercise? The four major topics (unequal length) in the present course are:

1. Introduction (background and methods),
2. Factors in Performance (starting/adhering, motivation, moods/personality, external, learning, cognition, social),
3. Effects of Sport and Exercise (benefits, costs),
4. Sport and Society.

### **Course Goals**

1. To acquaint you with scientific knowledge about sport and exercise psychology.
2. To suggest how you might apply this knowledge to yourself and others.
3. (A general goal for all courses) To improve your general intellectual skills (learning, evaluating, thinking and communicating).

The degree to which you attain these course goals will be assessed by your final grade, which will probably be based on a mid-term test, a final examination, essay/project and experience/story analysis. Details appear below.

## Sources

Your three sources of information are personal reading of the textbook and articles, lectures and class discussions. Lectures provide a general framework for your personal reading and also give more details on research evidence with critical comment. However, the main course activity is *intensive personal reading, especially of the textbook*, a guide for which follows below. Make a plan and stick to it!

### Required Reading

Three items must be purchased at the bookstore.

#### 1. Course Textbook

Cox, R. H. (2007). *Sport psychology: Concepts and applications* (6<sup>th</sup> ed.). Boston, MA: McGraw Hill.

#### 2. Course Readings

*Course Readings for Sport and Exercise Psychology* (compiled by S. J. McKelvie).

#### 3. Writing

Department of Psychology. *Guides to Essay Writing and Academic Honesty*, Revised Edition, 2004\*. This contains two documents:

McKelvie, S. J., & Standing, L. G. (2004) *Essay instructions for psychology (Revised Version, 2004)*.

McKelvie, S. J., Black, S.L., & Standing, L.G. (2004). *Guide to academic honesty for the Department of Psychology (Revised Version, 2004)*

\*If you are majoring in psychology, your student handbook contains these documents. Otherwise, they can be purchased at the bookstore. They are also available for downloading from the course (R) drive.

Unless you ask a question, I will assume that you have understood them. Please note that if you have both of these documents from a previous class, you do *not* need to obtain them again.

### Optional Reading and Sources of Information

A Sport Psychology discussion group at [LISTSERV@LISTSERV.TEMPLE.EDU](mailto:LISTSERV@LISTSERV.TEMPLE.EDU)

The library has some issues of *Research Quarterly for Exercise and Sport* and *The Journal of Sport and Exercise Psychology*.

The following two journals exist in electronic form only and can be accessed by anyone:

*Athletic Insight*, at <http://www.athleticinsight.com>

*Journal of Exercise Physiology Online* at

<http://www.css.edu/users/tboone2/asep/fldr/fldr.htm>

Eight sports psychology journals available electronically on the library website. Some have full text available and some have abstracts.

*British Journal of Sports Medicine*

*Coach and Athletic Director*

*Human Movement Science*

*Physician and Sports Medicine*

*Psychology of Sport and Exercise*

*Psychology of Sport and Social Issues*

*Psychology of Sport Behavior*

*Psychology of Sport Rehabilitation*

## Sequence of Topics and Required Reading

### *Sequence of Topics*

#### **Major Topic 1: Introduction**

#### **Major Topic 2: *Factors in Sport and Exercise Performance***

#### **Major Topic 3: *Effects of Sport and Exercise***

#### **Major Topic 4: Sport and Society**

#### **Major Topic 1: Introduction**

##### 1.1 Introduction 1: Background and General Issues

##### 1.2 Introduction 2: Methods of Research

#### **Major Topic 2: Factors in Sport and Exercise Performance**

##### 2.1 Starting and Adhering to a Programme

##### 2.2 Motivation

###### *2.2.1 Motivation 1: General*

###### *2.2.2 Motivation 2: Self-confidence*

###### *2.2.3 Motivation 3: Momentum*

###### *2.2.4 Motivation 4: Goal Perspectives*

###### *2.2.5 Motivation 5: Causal Attributions*

###### *2.2.6 Motivation 6: Goal Setting*

###### *2.2.7 Motivation 7: Intrinsic Motivation*

###### *2.2.8 Motivation 8: Arousal/Anxiety*

###### *2.2.9 Motivation 9: Control Strategies*

###### *2.2.9.1 Motivation 9: Coping Strategies*

###### *2.2.9.2 Motivation 9: Relaxation Strategies*

###### *2.2.9.3 Motivation 9: Arousal Energizing Strategies*

##### 2.3 Mood States, Personality and Subject Variables

###### *2.3.1 Mood States*

###### *2.3.2 Personality and Subject Variables*

##### 2.4 Learning

###### *2.4.1 Learning 1: Theory*

###### *2.4.2 Learning 2: Application*

###### *2.4.3 Learning 3: "Superstition"*

## 2.5 External Influences

## 2.6 Cognition

*2.6.1 Cognition 1: Attention and Concentration*

*2.6.2 Cognition 2: Mental Practice and Imagery*

*2.6.3 Cognition 3: Hypnosis*

*2.6.4 Cognition 4: Psychological Skills Training*

## 2.7 Social

*2.7.1 Social 1: General Audience Effects*

*2.7.2 Social 2: Leadership*

*2.7.3 Social 3: Aggression*

*2.7.4 Social 4: Team Cohesion*

*2.7.5 Social 5: Audience Effect: Home Advantage/Disadvantage*

## **Major Topic 3: Effects of Sport and Exercise**

### 3.1 Benefits

3.1.1 Psychological Benefits

### 3.2 Costs

*3.2.1 Disorders*

*3.2.2 Burnout*

*3.2.3 Injury*

*3.2.4 Drugs*

## **Major Topic 4: Sport and Society**

### 4.1 Bias in Judging

### 4.2 Fan Behaviour

### *Required Reading*

The required reading consists of chapters from Cox and material from the course readings.

Each Cox chapter begins with an alphabetical list of key terms. In the text, they appear in boldface and are defined, and the definitions are summarized at the end of the chapter in a glossary. When studying the chapter, use these glossary definitions and Cox's "critical thought" questions, which are also listed with them. See my separate handout for a suggestion about constructing your own study guide for the textbook.

The course readings consist of chapters from another textbook (Pargman) and articles from academic journals. The articles will be dealt with in class, either in lectures or in specific group discussions.

\*denotes a paper that will be assigned for discussion on Fridays. Read each paper closely and come to class prepared to ask and answer questions.

#### **Major Topic 1: Introduction**

##### 1.1 Introduction 1: Background and General Issues

Cox, Chapter 1: *Foundations of sport psychology*

Reading 1. Cohen, A. (2003, July). Mind games. *Athletic Business*.

Reading 2. Bauman, J. (2000, May/June). The gold medal. *Psychology Today*.

##### 1.2 Introduction 2: Methods of Research

Lecture

#### **Major Topic 2: Factors in Sport and Exercise Performance**

##### 2.1 Starting and Adhering to a Programme

Reading 3. Pargman, D. (1998). Socialization into sport. Chapter 13 from *Understanding sport behavior* (pp. 264-276). New Jersey: Prentice Hall.

Cox, Chapter 16: *Exercise psychology* (pp. 400-410)

Cox, Chapter 5: *Self-confidence and intrinsic motivation* (pp.128-139)

##### 2.2 Motivation

###### 2.2.1 Motivation 1: General

Cox, Part 2: *Motivation and self-confidence in sport* (pp.79-81)

2.2.2 Motivation 2: Self-confidence

Cox, Chapter 5: *Self-confidence and intrinsic motivation* (pp.104-111; 114-116)

2.2.3 Motivation 9: Momentum

Cox, Chapter 5: *Self-confidence and intrinsic motivation* (pp.111-114)

*Discussion 1*

\*Reading 7. Gayton, W. F., Very, M., & Hearn, J. (1993). Psychological momentum in team sports. *Journal of Sport Behavior*, 16, 121-123. *Discussion 1*

2.2.4 Motivation 3: Goal Perspectives

Cox, Chapter 6: *Goal perspective theory*

2.2.5 Motivation 4: Causal Attributions

Cox, Chapter 4: *Causal attribution in sport*

*Discussion 2*

\*Reading 5. Lalonde, R. N. (1992). The dynamics of group differentiation in the face of defeat. *Personality and Social Psychology Bulletin*, 18, 336-342.

2.2.6 Motivation 5: Goal Setting

Cox, Chapter 10: *Goal setting in sport*

2.2.7 Motivation 6: Intrinsic Motivation

Cox, Chapter 5 *Self-confidence and intrinsic motivation* (pp.116-128)

2.2.8 Motivation 7: Arousal/Anxiety

Cox, Chapter 7: *Neurophysiology of arousal and attention* (pp.161-169)

Cox, Chapter 8: *Anxiety, arousal, and stress relationships* (pp.195-213)

*Discussion 3*

\*Reading 6. Sonstroem, R. J., & Bernardo, P. (1982). Intraindividual pregame state anxiety and basketball performance: A re-examination of the inverted U-curve. *Journal of Sport Psychology*, 4, 235-245.

Cox, Chapter 8: *Anxiety, arousal, and stress relationships* (pp.213-234)

## 2.2.9 Motivation 8: Control Strategies

### 2.2.9.1 Coping Strategies

Cox, Chapter 9: *Coping and intervention strategies for sport* (pp.242-254)

\*Reading 15. Van Raalte, J. L., Brewer, B. W., Lewis, B. P., Linder, D. E., Wildman, G., & Kozimor, J. (1995). Cork! The effects of positive and negative self-talk on dart throwing performance. *Journal of Sport Behavior*, 18, 50-57.

### 2.2.9.2 Relaxation Strategies

Cox, Chapter 15: *Coping and intervention strategies for sport* (pp.254-263)

### 2.2.9.3 Arousal Energizing Strategies

Cox, Chapter 16: *Coping and intervention strategies for sport* (pp.263-269)

Reading 4. Caudill, Weinberg, R., & Jackson, A. (1983). Psyching-up and track athletes: A preliminary investigation. *Journal of Sport Psychology*, 5, 231-235.

## 2.3 Mood States, Personality and Subject Variables

### 2.3.1 Mood States

Cox, Chapter 2: *Psychology of the athlete* (pp.20-21; 38-48)

### 2.3.2 Personality and Subject Variables

Cox, Chapter 2: *Psychology of the athlete* (pp.22-38)

### *Discussion 4*

\*Reading 8. Cox, R. H., & Yoo, H. S. (1995). Playing position and psychological skill in American football. *Journal of Sport Behavior*, 18, 183-194.

## 2.4 Learning

### 2.4.1 Learning 1: Theory

Reading 9. Pargman, D. (1998). The development of sports skills and behaviors. Chapter 2 from *Understanding sport behavior* (pp. 20-35). New Jersey: Prentice Hall.

### 2.4.2 Learning 2: Application

### *Discussion 5*

\*Reading 10. Goode, S., & Magill, R. A. (1986). Contextual interference effects in learning three badminton serves. *Research Quarterly for Exercise and Sport*, 57, 308-314.

Reading 11. Kozar, B., Vaughn, R. E., Lord, R. H., & Whitfield, K. E. (1995). Basketball free-throw performance: Practice implications. *Journal of Sport Behavior*, 18, 123-129.

Reading 12. Allison, M. G., & Ayllon, T. (1980). Behavioral coaching in the development of skills in football, gymnastics, and tennis. *Journal of Applied Behavior Analysis*, 13, 297-314.

#### 2.4.3 Learning 3: "Superstition"

Reading 13. Zimmer, J. (1984). Courting the gods of sport. *Psychology Today*, 18 (7), 36-39.

Reading 14. Predebon, J., & Docker, S. B. (1992). Free-throw shooting performance as a function of preshot routines. *Perceptual and Motor Skills*, 75, 167-171.

### 2.5 External Influences

Lecture

### 2.6 Cognition

#### 2.6.1 Cognition 1: Attention and Concentration

Cox, Chapter 7: *Neurophysiology of arousal and attention* (pp.169-190)

Reading 16. Couture, R. T., Jerome, W., & Tihanyi, J. (1999). Can associative and dissociative strategies affect the swimming performance of recreational swimmer? *The Sport Psychologist*, 13, 334-343.

#### 2.6.2 Cognition 2: Mental Practice and Imagery

Cox, Chapter 11: *Imagery and hypnosis in sport* (pp.292-309)

Reading 17. Grouis, G. (1992). The effect of mental practice on diving performance. *International Journal of Sport Psychology*, 23, 60-69.

#### *Discussion 6*

\*Reading 18. Hall, E. G., & Erffmeyer, E. S. (1983). The effect of visuo-motor behavior rehearsal with videotaped modeling on the free throw accuracy of intercollegiate female basketball players. *Journal of Sport Psychology*, 5, 343-346.

Reading 19. Zervas, Y., & Kakkos, V. (1995). The effect of visuomotor behavior rehearsal on shooting performance of beginning archers. *International Journal of Sport Psychology*, 26, 337-347.

#### 2.6.3 Cognition 3: Hypnosis

Cox, Chapter 11: *Imagery and hypnosis in sport* (pp.310-319)

#### 2.6.4 Cognition 4: Psychological Skills Training

Cox, Chapter 12: *Psychological skills training*

### 2.7 Social

#### 2.7.1 Social 1: General Audience Effects

Cox, Chapter 14: *Audience and self-presentation effects in sports* (pp. 363; 369-371)

#### 2.7.2 Social 2: Leadership

Cox, Chapter 3: *Leadership and communication in sport*

#### 2.7.3 Social 3: Aggression

Cox, Chapter 13: *Aggression and violence in sport*

#### *Discussion 7*

\*Reading 20. Frank, M. G., & Gilovich, T. (1988). The dark side of self- and social perception: Black uniforms and aggression in professional sports. *Journal of Personality and Social Psychology*, 54, 74-85.

#### 2.7.4 Social 4: Team Cohesion

Cox, Chapter 15: *Team cohesion in sport*

#### 2.7.5 Social 5: Audience Effect: Home Advantage/Disadvantage

Cox, Chapter 14: *Audience and self-presentation effects in sports* (pp.364-369)

Reading 21. Agnew, G. A., & Carron, A. V. (1994). Crowd effects and the home advantage. *International Journal of Sports Psychology*, 25, 53-62.

#### *Discussion 8*

\*Reading 22. Wright, E. F., Voyer, D., Wright, R. D., & Roney, C. (1995). Supporting audiences and performance under pressure: The home-ice disadvantage in hockey championships. *Journal of Sport Behavior*, 18, 21-28.

### **Major Topic 3: Effects of Sport and Exercise**

#### 3.1 Benefits

##### 3.1.1 Psychological Benefits

Cox, Chapter 16: *Exercise psychology* (pp.393-400; 410-417)

Reading 23. Berger, B. G., & Owen, D. R. (1983). Mood alteration in swimming – swimmers really do “feel better.” *Psychosomatic Medicine*, 45, 425-433.

#### *Discussion 9*

\*Reading 24. Blumenthal, J. A., Williams, R. S., Needels, T. L., & Wallace, A. G. (1982). Psychological changes accompany aerobic exercise in healthy middle-aged adults. *Psychosomatic Medicine*, 44, 529-535.

### 3.2 Costs

#### 3.2.1 Disorders

Cox, Chapter 16: *Exercise psychology* (pp. 417-422)

#### 3.2.2 Burnout

Cox, Chapter 17: *Burnout in athletes*

#### 3.2.3 Injury

Cox, Chapter 18: *The psychology of athletic injuries*

#### 3.2.4 Drugs

Cox, Chapter 19: *Drug abuse in sport and exercise*

## **Major Topic 4: Sport and Society**

### 4.1 Bias in Judging

#### *Discussion 10*

\*Reading 25. Ansorge, C. J., & Scheer, J. K. (1988). International bias detected in judging gymnastic competition at the 1984 Olympic Games. *Research Quarterly for Exercise and Sport*, 59, 103-107.

### 4.2 Fan Behaviour

Reading 26. Schweitzer, K., Zillmann, Weaver, J. B., & Luttrell, E. S. (1992). Perception of threatening events in the emotional aftermath of a televised college football game. *Journal of Broadcasting and Electronic Media*, 36, 75-82.

Reading 27. Wann, D. L., Hunter, J. L., Ryan, J. A., & Wright, L. A. (2001). The relationship between team identification and willingness of sports fans to consider illegally assisting their team. *Social Behavior and Personality*, 29, 531-536.

### Planned Schedule

Plan your reading according to the following schedule:

Week	Month	Monday	Wednesday	Friday
1	Sep	4 X	6 Introduction 1,2	8 Introduction 2; Strt/Adhere
2		11 Starting/adhering	13 Motivation 1,2	15 Motivation <b>D1</b>
3		18 Motivation 3,4	20 Motivation 5,6	22 Motivation <b>D2</b>
4		25 Motivation 7	27 Motivation 8	29 Motivation <b>D3</b>
5	Oct	2 Motivation 9	4 Mood/Personality	6 Mood/Personality <b>D4</b>
6		9 <i>Thanksgiving</i>	11 <i>More Thanks</i>	13 <i>Even more thanks</i>
7		16 Personality/Learning 1	18 Learning 2, 3	20 Learning <b>D5</b>
8		23 <b>Mid-term</b>	25 External	27 Cognitive 1
9		30 Cognitive 2	1 Cognitive 3, 4	3 Cognitive <b>D6</b>
10	Nov	6 Social 1, 2	8 Social 3	10 Social <b>D7</b>
11		13 Social 4/5	15 Effects 1	17 Social <b>D8</b>
12		20 Effects 1	22 Effects 2	24 Effects <b>D9</b>
13	Dec	27 Effects 2	29 Society 1	1 Society <b>D10</b>
14		4 Society 2	6 X	8 X

### Evaluation Scheme

Experience/Story analysis.....	10
Essay/Project.....	30 (5, 25)
Data Gathering.....	5
Mid-term examination.....	20 (or 25 if no data)
Final examination.....	35

*Bonus:* Up to 2 bonus points can be earned by participating as a subject in psychological research. You receive 0.5 points per half hour of participation. The maximum that you may earn in all psychology courses is 4 points.

*No* supplemental examination.

#### Important Notes

##### 1. Experience or Story Analysis

Suggestion: Go through the textbook looking at the **boldface** terms and concept boxes. Find one that you can illustrate with a personal experience or with another athlete's experience.

##### Experience

Description then analysis of a sports or exercise experience from yourself or from an interview with an athlete. Having described the event, you would relate it to sports psychology by explaining it on the basis of a theoretical concept and research. The main point is to illustrate a concept from personal experience and support it with one piece of research evidence.

Alternatively:

##### Story

Description then analysis of a sports story taken from the written media (magazine, newspaper). Like the experience analysis, you would describe the event (story), and relate it to sport psychology by explaining it on the basis of a theoretical concept and research. Again, the main point is to illustrate a concept from personal experience and support it with one piece of research evidence.

Your paper will have about 500-600 words of text, not including the Title Page and Abstract. It must be typed and written in English. The format is: Title Page, where title includes the concept, Abstract, Text, broken down into Definition of Concept,

Summary of a Research Study of the Concept, Description of Experience or Story, Analysis of Experience/Story in terms of the concept. Marking scheme is: Title page (1), Abstract (1), Definition (1), Study (3), Experience/Story (3), Analysis (3), Writing Style (2), Reference(s) (1).

Deadline: **Wednesday, October 4, 2006**

## 2. Essay or Project

A standard term paper (essay). Propose a thesis and argue for it on the basis of scientific evidence. Follow the instructions in the essay handout.

Alternatively:

A data-based research project. You might conduct a study using standard research methods or you might report on a personal sport behaviour modification project. In either case, the report will involve statistical data analysis of collected data. ***You must have completed three courses in statistics and research methods (PMA 160a, 161b, Psy 113b) to take this option.***

Write a proposal for your essay or project on the official form and submit it before or on **Friday, October 27, 2006**. *If you choose a project, submit your proposal earlier, by Wednesday October 18*. It will be graded out of 5 points on the basis of the topic, thesis statement (research question, experience, public story), argument, references and a brief personal interview with me. Almost all references should be from primary sources. Late proposals will not be graded. Make sure that you can obtain the material that you will need!

The text of the final paper will be about 2500 words (if an essay, experience analysis or public story analysis) and it must be typed (word-processed) in English. Deadline is **Wednesday, November 22, 2006**. Lateness penalty is 5% per day. When submitting material with a deadline, give it to me personally. *If you consult material not available at Bishop's attach a photocopy of the title page for each source.*

## 3. Data Gathering

I may organize a class project in which I will ask each person to interview 2 or 4 participants.

4. The mid-term examination will be held in class on **Monday, October 23, 2006**. It will probably consist of definitional and short-answer questions. Topics are those until Friday, October 20, 2006

5. The final examination will probably consist of definitional, short-answer and essay questions. It will be based on all material from the course. If your percentage on this examination is higher than your mid-term percentage, the latter will be raised to half the difference between the two (assuming that the mid-term was taken).

**DO NOT ASK TO WRITE THE FINAL EXAMINATION AT A DIFFERENT TIME FROM THAT SCHEDULED – I HAVE TOO MANY STUDENTS TO MAKE INDIVIDUAL ARRANGEMENTS**

Important Dates

Wednesday, October 4, 2006: Experience/Story analysis

Monday, October 23, 2006: Mid-term examination

Wednesday, October 18, 2006: Deadline for personal project proposal

Friday, October 27, 2006: Deadline for personal essay proposal

Wednesday, November 22, 2006 Deadline for essay/project