

Intro. to Sport Psychology

APK3400 | 10577, 10576 | 3 Credits | Spring 2024

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Course Info

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| INSTRUCTOR | Garrett Beatty, Ph.D., M.Ed. Email: gbeatty@ufl.edu |
| OFFICE HOURS | Listed in Canvas Course (UF eLearning) |
| COURSE ACCESS | Access course through Canvas on UF eLearning https://elearning.ufl.edu/ |

COURSE DESCRIPTION

Provides an understanding of the science and practice of sport psychology from both a theoretical and applied perspective. The primary emphasis is on the educational and performance enhancement roles of the field with little discussion of clinical issues.

COURSE OVERVIEW

APK 3400 - Introduction to Sport Psychology examines the cognitive, social, behavioral, and neurophysiological factors that influence performance in sport and other motor performance endeavors. Topics covered include examining how motivation, emotion, attention, performance attributions, and confidence influence performance; how goal setting, emotion regulation, attention training, attribution training, mental imagery, & practice structures can be incorporated into psychological skills training programs designed to improve performance; and how psychological factors influence teams, leaders, sport injury, and career transition in youth sport, sub-elite sport, and elite sport contexts.

The field of sport psychology actively promotes the scientist-practitioner model. Utilization of the scientist-practitioner model involves the ability to consume and appropriately apply contemporary theory and scientific findings to the practice of applied sport psychology. Accordingly, APK 3400 will explore how sport psychology science and theory inform practical application of psychological skills interventions. The application of sport psychology services will occur through a unique lens leveraging Artificial Intelligence (AI) applications to communicate with athletes and facilitate psychological skills training acquisition. AI coverage will include discussions of AI principles, ethical considerations in the utilization of AI, and application of AI to solve real-world problems (note: no coding experience is required).

APK5404 will emphasize an examination of Sport Psychology through critical analysis of the complex, interdependent global systems and international cultural contributions to human performance. Successful students will be able to communicate and apply Sport Psychology principles to globalized sporting contexts. Through the course exercises, students may also gain a greater appreciation for international cultures and an improved understanding of their position within the global community.

PREREQUISITE KNOWLEDGE AND SKILLS

Students must hold Junior or Senior classification based on the UF Registrar's class Student Classifications system (<https://catalog.ufl.edu/UGRD/academic-regulations/student-classifications/>).

REQUIRED AND RECOMMENDED MATERIALS

Course readings and materials will be curated by course instructor and accessible through the UF E-learning course page. Students will need to utilize UF's VPN service to access UF Library subscriptions when utilizing off-campus computers (<https://uflib.ufl.edu/using-the-libraries/off-campus-access/>).

COURSE FORMAT

The course is organized into 12 modules. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE LEARNING OBJECTIVES:

1. One goal of APK 3400 is to facilitate opportunities for student understanding of:

- the scientific evidence and theoretical perspectives that provide insight into how psychological factors influence the performance of human movement and sport.
- the interdependence and influence of various psychological factors on athletic performance, skill acquisition, and cognitive processes.
- typical scientific protocols utilized in sport psychology research.
- commonly utilized psychological skills interventions designed to improve overall sport performance.
- basic understanding of Artificial Intelligence systems, ethical considerations for the application of Artificial Intelligence, and entry experience training and utilizing an Artificial Intelligence instance to solve a problem.
- the complex, interdependent global sport systems and international cultural contributions to human performance within these diverse sport systems.

2. A second goal of APK 3400 is to facilitate student skill development in:

- retrieving, evaluating quality, and identifying applicability of emerging scientific literature in sport psychology.
- engaging in critical, constructive, and diplomatic academic discussions of sport psychology topics and scientific literature.
- effective written communication of scientific knowledge in sport psychology.
- analyzing needs for sporty psychology programming and developing plans to implement sport psychology programming.
- evaluating ethical appropriateness of AI tools to solve Sport Psychology "problems;" training AI instances, and testing trained AI instance to solve Sport Psychology "problem."
- appreciation for international cultures and an improved understanding of their position within the global community.
- communicating their acquired acumen in cultural awareness and global citizenship.

Course & University Policies

ATTENDANCE POLICY

Requirements for class attendance (participation) and make-up exams, assignments, and other work in this course are consistent with university policies

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and the University. UF students are bound by The Honor Pledge which states:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment.

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor, graduate assistant, or teaching assistant in this class.

The utilization of Artificial Intelligence tools IS permitted in this course with the explicit understanding that students must cite all sources and tools utilized to support their work. Students are responsible for all content (accuracy, subjects, themes, etc.) submitted in their name regardless of where the content was generated. All submitted work/content must comply with UF's Honor Code.

COPYRIGHT STATEMENT

The materials used in this course are copyrighted. Course content is the intellectual property of Garrett Beatty, and property of the University of Florida. Course content may not be duplicated in any format without explicit permission from the College of Health and Human Performance, UF, and Garrett Beatty. Course content may not be used for any commercial purposes. Individuals violating this policy may be subject to disciplinary action or legal litigation from the University and other injured parties.

EXAM MAKE-UP POLICY

Unless excused based on University policies

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0.

Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Students with medically or emergency related circumstances should utilize the UF Care Team's Contact My Instructor service (<https://care.dso.ufl.edu/instructor-notifications/>) provided by the UF Dean of Students Office.

Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

PRIVACY

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations. Students enrolled in this course are agreeing to have their video or audio content accessible to the members of this course, enrolled in this semester. All class meetings will be recorded and provided to the class for asynchronous access. Students engaging in this course will also develop multimedia content including audio and video presentations that will be accessible to all members of the class. Recordings will not be available to members outside of this course.

Per the State of Florida's House Bill 233, students are also permitted to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is defined as an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Contact My Instructor Service: <https://care.dso.ufl.edu/instructor-notifications/>
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>
- Student Complaints:
 - On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Grading

Student learning will be evaluated through module quizzes, case study assignments, engagement in the Yellowdig Learning Community, and three exams. Specific assignment details and grading rubrics will be provided on the course website <https://lss.at.ufl.edu/>.

- **Quizzes:** Each course module includes multiple choice quizzes aimed at guiding and enhancing engagement in learning opportunities.
- **Yellowdig Learning Community:** Students are expected to engage in discussion of course relevant topics through the Yellowdig Learning Community. Points are earned during weekly periods that start on Wednesdays and end on Tuesdays. Students are expected to engage in Yellowdig discussions weekly and meet the weekly point earning goals.
- **Global Skill Development and AI Case Study Assignments:** Students will be graded on their ability to examine Sport Psychology through critical analysis of the complex, interdependent global systems and international cultural contributions to human performance. Students will complete graded assignments facilitating their skill development in marketing their skills through resumes, interviews, and use of AI enabled tools. Students may also have the opportunity to engage in virtual exchange with international students studying sport science. The global skill development will be applied within three graded module study assignments that focus on creating plans to apply psychological skills principles to optimize the psychological

constructs inherent to competitive environments (e.g., creating a training plan to help facilitate skill acquisition in an athlete). Students will have the opportunity to create their own case that is personally relevant to their current activities or utilize a pre-prepared case narrative. The assignments are designed iteratively, so students are encouraged to utilize the same athlete case throughout the course. Graded deliverables will include a written skill acquisition training plan (module 1), a slide deck communicating a goal setting or emotion regulation training approach (module 2), a video presentation of a slide deck communicating an attention training or self-talk / mental imagery training approach. Students are encouraged to reflect on their experience and share their case solutions in Yellowdig to facilitate learning community engagement.

- **Exams:** Students’ knowledge of course content will be evaluated on three multiple choice exams. The exam items will be developed from the assigned readings, lecture material, and other course activities. Exam items will include applied, case study style questions in addition to more traditional multiple choice questions.
- **Optional Module Study Guides:** Optional study guides provide students the opportunity to prepare for the application portion of the exams, by requiring students to utilize critical thinking and application skills connecting material within and across modules. The Study Guides are optional and serve as an extra credit opportunity.

Final grade composition:

- Quizzes: 10%
- Yellowdig Engagement: 10%
- AI & Global Sport Psych.: 30%
- Exams: 50%:
 - Total = 100%
- *Optional Study Guides: add 2%*

Grading scale:

| <u>Grade</u> | <u>Percentage</u> | <u>Grade Points</u> |
|--------------|-------------------|---------------------|
| A | 93 - 100 % | 4.00 |
| A- | 90 - 92.99 % | 3.67 |
| B+ | 87 - 89.99 % | 3.33 |
| B | 83 - 86.99 % | 3.00 |
| B- | 80 - 82.99 % | 2.67 |
| C+ | 77 - 79.99 % | 2.33 |
| C | 73 - 76.99 % | 2.00 |
| C- | 70 - 72.99 % | 1.67 |
| D+ | 67 - 69.99 % | 1.33 |
| D | 63 - 66.99 % | 1.00 |
| D- | 60 - 62.99 % | 0.67 |
| E | 0 - 59.99 % | 0.00 |

Notes:

- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of “I”, “X”, “H”, or “N” will not be given except in cases of a documented, catastrophic occurrence.

More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 15: Martin Luther King, Jr. Day (Monday)
- March 9 – 16: UF Spring Break (Saturday - Saturday)
- April 25 – 26: UF Spring Semester Reading Days (Thursday – Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#spring24text>

WEEKLY SCHEDULE

| Week | Dates | Assigned Module & Schedule Notes | Assessments Due |
|------|---------------------|--|---|
| 1 | January 8 – 12 | Module 1 - Course Introduction | |
| 2 | January 15 – 19 | Module 2 – Psychological Skills Training & Consulting UF Holiday: MLK Jr. Day – January 15 | Note: January 17, Yellowdig Earning Period 1 begins. |
| 3 | January 22 – 26 | Module 3 – Motivation | January 23 AI & Global Sport Psych Assignment 1 Yellowdig Earning Period 1 Ends |
| 4 | January 29 – Feb 2 | Module 4 – Goal Setting | January 30 Yellowdig Earning Period 2 Ends |
| 5 | February 5 – 9 | Exam Week – Exam 1 Exam 1 Available: February 3 – 11 | February 6 Yellowdig Earning Period 3 Ends February 11 Exam 1 Modules 1 - 4 Quizzes & Study Guide |
| 6 | February 12 – 16 | Module 5 – Emotion | February 13 Yellowdig Earning Period 4 Ends |
| 7 | February 19 – 23 | Module 6 – Emotion Regulation | February 20 AI & Global Sport Psych Assignment 2 Yellowdig Earning Period 5 Ends |
| 8 | February 26 – Mar 1 | Module 7 – Attention | February 27 Yellowdig Earning Period 6 Ends |
| 9 | March 4 – 8 | Module 8 – Attributions & Confidence | March 5 Yellowdig Earning Period 7 Ends |
| 10 | March | UF Holiday: Spring Break | March 12 |

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| | 11 – 15 | March 9 - 16 | Yellowdig Earning Period 8 Ends |
| 11 | March 18 – 22 | Exam Week – Exam 2 Exam 2 Available: March 9 - 24 | March 19 Yellowdig Earning Period 9 Ends March 24 Exam 2 Modules 5 – 8 Quizzes & Study Guide |
| 12 | March 25 – 29 | Module 9 – Self-talk & Mental Imagery | March 26 Yellowdig Earning Period 10 Ends |
| 13 | April 1 – 5 | Module 10 – Practice Structure | April 2 Yellowdig Earning Period 11 Ends |
| 14 | April 8 – 12 | Module 11 – Teams & Leadership | April 9 AI & Global Sport Psych Assignment 3 Yellowdig Earning Period 12 Ends |
| 15 | April 15 – 19 | Module 12 – Injuries & Career Transition | April 16 Yellowdig Earning Period 13 Ends |
| 16 | April 22 – 24 | UF Reading Days: April 25 & 26 Exam 3 Available: April 20 – May 1 | April 23 AI & Global Sport Psych Assignment 4 Yellowdig Earning Period 14 Ends May 1 Exam 3 Module 9 – 12 Quizzes & Study Guide |

SUCCESS AND STUDY TIPS

Quizzes are designed as preparation tools for the course exams. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning. Quizzes include questions reflective of the question styles included on the three exams.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

AI & Global Case Studies assignments are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence to a broad audience. Case Studies require substantial preparation to execute successfully. Students should review the Assignment at the beginning of the semester and plan to work on these assignments incrementally each week throughout the semester.

Exams are designed as summative assessments (meaning, they test students to see what they learned and retained in the preceding module). All module materials, assignments, and the optional study guides are intentionally designed to help students prepare for the three course exams.

Optional Study Guides are exactly that—optional, and study guides. Note, the study guides are designed to facilitate learning, and not memorization. The study guides require critical thinking and problem solving utilizing the concepts presented within the module. Students should attempt to answer the study guide prompts without using course materials to self-test their retention. When students hit a block and are unable to answer a study guide prompt, then they can reference course materials. Students would benefit from self-testing their ability to answer each prompt until they can do so without referencing course materials.