

**Sul Ross State University**  
**Department of Behavioral and Social Sciences**

**PSY 4310 – Sports Psychology**  
Spring 2026 – Asynchronous Online Course



***"If you deliberately plan on being less than you are capable of being, then I warn you that you'll be unhappy for the rest of your life"***

~Abraham Maslow

**Instructor Information**

**Instructor:** Dr. Gloria Hudson  
**Email:** Gloria.Hudson@sulross.edu  
**Office Hours:** Virtual, by appointment

**Textbook:** *Applied Sport Psychology: Personal Growth to Peak Performance*

**Authors:** Jean M. Williams & Vikki Krane

**Edition:** 8th Edition

**Publisher:** McGraw-Hill Education

**ISBN10:** 1264144385 | **ISBN13:** 9781264144389

My name is Dr. Gloria Hudson, and I will be your instructor for **PSY 4310: Sports Psychology**. I am a psychologist and university instructor with training in clinical psychology and a strong interest in the application of psychological principles to performance, health, and personal growth. My teaching approach emphasizes clarity, critical thinking, and real-world application. I believe students learn best when theory is connected to lived experience, performance contexts, and practical skill development.

This course explores the psychological factors that influence athletic performance, motivation, confidence, focus, stress management, team dynamics, and overall well-being. Using an applied sport psychology framework, we will examine how mental skills and psychological strategies are used to support athletes and performers across levels of competition. The course is designed to help students understand not only *what* sport psychology is, but *how* it is applied in real performance settings.

Throughout the semester, you will be encouraged to reflect on course concepts, engage critically with the material, and apply psychological principles to sport, exercise, and performance contexts. Whether you plan to work with athletes, pursue graduate study, or simply want to better understand the mental side of performance, this course will provide a strong foundation in applied sport psychology.

## Course Description

**PSY 4310: Sports Psychology** is an upper-division course that examines the psychological factors that influence athletic performance, personal growth, and well-being in sport and performance settings. Using an applied sport psychology framework, this course explores topics such as motivation, confidence, focus and attention, stress and anxiety management, imagery, goal setting, leadership, team dynamics, injury and rehabilitation, burnout, and peak performance.

Students will engage with theory, research, and real-world applications of sport psychology to understand how psychological skills are developed and applied to enhance performance across levels of sport and exercise. Emphasis is placed on practical mental skills training, ethical considerations, and evidence-based interventions used by sport psychology professionals.

The primary textbook for this course is *Applied Sport Psychology: Personal Growth to Peak Performance* (8th edition) by **Jean M. Williams and Vikki Krane**, published by **McGraw-Hill Education**. Weekly learning modules are aligned with textbook chapters and include readings, reflection papers, and multiple-choice quizzes designed to reinforce key concepts and promote applied understanding.

This course is delivered in an asynchronous online format and is designed for students interested in psychology, kinesiology, coaching, athletic training, or related fields, as well as those seeking to better understand the mental aspects of performance and human potential.

## Course Format

This course is delivered in an **asynchronous online format**, meaning there are **no required live class meetings**. All course content—including readings, lectures, assignments, quizzes, and announcements—will be available through **Blackboard**.

Students are expected to log in regularly, review weekly modules, and complete all assignments by the posted deadlines. Although the course does not meet at scheduled times, it is **not self-paced**. Weekly due dates apply, and students are responsible for managing their time effectively to stay on track.

Each weekly module includes assigned textbook readings, instructional materials, and learning activities designed to support understanding and application of sport psychology concepts. Most weeks conclude with a **reflection paper** and a **multiple-choice quiz**, both due **Sunday by 11:59 PM**.

Regular participation, timely submission of assignments, and consistent engagement with course materials are essential for success in this asynchronous learning environment.

## Textbook

Williams, J. M., & Krane, V. (2023).

Applied Sport Psychology: Personal Growth to Peak Performance (8th ed.).

McGraw-Hill Education.

ISBNs:

- Paperback: ISBN-13: 978-1260236488

- eBook: ISBN-13: 978-1260832123

How to Access the Textbook:

Students may obtain the textbook through the Sul Ross State University Bookstore, directly from McGraw-Hill, or through online retailers such as Amazon or Barnes & Noble. Both print and digital versions are acceptable for this course.

Students are expected to have access to the textbook by the end of Week 1. Weekly reflection papers and multiple-choice quizzes are based directly on assigned textbook chapters. Lack of access to the textbook will not excuse missed or late assignments.

Brannon, L., Updegraff, J. A., & Feist, J. (10th ed.). Health Psychology: Introduction to Behavior and Health. Cengage Learning.

## If Your Course Materials Are Included in Tuition (Inclusive Access)

If the cost of your course materials is included in your tuition through Sul Ross State University's **Inclusive Access / First Day** program, **you do not need to purchase the textbook separately.**

How to Access Your Textbook

1. Log in to **Blackboard** using your SRSU credentials.
2. Navigate to **PSY 4310 – Sports Psychology**.
3. Click on the **Week 1 module** or the **Textbook / Course Materials** link.
4. Select the **McGraw-Hill link** provided in the course.
5. You will be automatically authenticated and granted **full digital access** to *Applied Sport Psychology: Personal Growth to Peak Performance (8th ed.)*.

## Important Notes

- Access is available **on the first day of class**.
- You do **not** need an access code if materials are included in tuition.
- Your access will remain active for the **entire semester**.
- If you prefer a **printed copy**, you may purchase one separately, but it is **not required**.

## If You Have Trouble Accessing the Textbook

- Confirm that you are officially **enrolled** in the course.
- Allow up to **24 hours after enrollment** for access to activate.
- Contact:
  - **SRSU Bookstore**
  - **SRSU IT / Blackboard Support**
  - Or email **Dr. Hudson** for assistance

## Course Objectives

Upon successful completion of **PSY 4310: Sports Psychology**, students will be able to:

1. **Explain core concepts and theories** in applied sport psychology, including motivation, confidence, attention, stress management, imagery, and goal setting.
2. **Apply psychological skills and strategies** to sport, exercise, and performance contexts using evidence-based sport psychology principles.
3. **Analyze individual and team performance factors**, including personality, leadership, communication, and group dynamics.
4. **Evaluate the psychological impact of stress, injury, burnout, and mental health challenges** on athletes and performers.
5. **Demonstrate understanding of ethical and professional issues** in applied sport psychology practice.
6. **Critically reflect on course concepts** through written assignments that connect theory to real-world sport and performance experiences.
7. **Demonstrate knowledge of course material** through quizzes and exams aligned with weekly textbook readings.
8. **Integrate sport psychology concepts into applied scenarios**, demonstrating the ability to design or evaluate basic mental skills interventions.

## ***Midterm and Final Exams -***

Two (2) exams will be administered during the semester: a **Midterm Exam** and a **Final Exam**. The majority of exam questions will be drawn directly from the **weekly quizzes and assigned textbook readings**.

- **Midterm Exam**
  - **Scheduled:** Week of **March 2 – March 8**
  - **Chapters Covered:** Chapters 1–7
  - **Due:** Sunday by **11:59 PM**
  - **Time Limit:** **3 hours**
- **Final Exam**
  - **Scheduled:** Week of **May 4 – May 6**
  - **Coverage:** Comprehensive
  - **Time Limit:** **3 hours**

Both exams are completed **online**. Once an exam is opened, the timer begins immediately, and students must complete the exam within the allotted time. Exams must be taken in one sitting.

**Make-up exams are not permitted** unless the student has an excused absence supported by appropriate documentation and prior communication with the instructor.

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### Grading Breakdown

Assignment	Percentage
Participation & Attendance	10%
Weekly Chapter Quizzes	15%
Weekly Reflection Papers	15%
Midterm Exam	20%
APA Final Paper	20%
Final Exam	20%
<b>Total</b>	<b>100%</b>

### Participation & Attendance (Asynchronous Course)

In this asynchronous course, attendance is measured through regular engagement with Blackboard, including logging into the course, reviewing weekly modules, participating in discussions, and submitting assignments on time. Simply logging in without engagement does not count as participation.

Students are expected to complete weekly reading reflection paper assignments, weekly quizzes and to engage in thoughtful discussions considering these assignments. In addition, students will take an online midterm and online final exam (objective short answer, multiple choice and/or essay). Throughout the course, extra credit assignment will be made available at the instructor's discretion.

### Late Assignments/Projects/Checklists

Late assignments are not accepted unless prior arrangements are made or documentation is provided for university-authorized, legal, or medical reasons. Technical issues, poor time management, or forgetting deadlines are not considered excused absences.

### Course Expectations: Asynchronous Online Learning

#### Time Commitment:

Expect to spend 6–9 hours per week on coursework, including reading, lectures, quizzes, discussions, and assignments. Complete all modules by the assigned due dates. Asynchronous does not mean self-paced—deadlines apply.

#### Engagement & Participation

Students are expected to log in to Blackboard at least 3 times per week to stay updated on announcements, assignments, and discussions. Regular participation in online discussion boards, reflection papers, or peer feedback is required when assigned.

## **Assignment Deadlines**

All assignments must be submitted by the deadlines listed in the syllabus or on Blackboard. Late work policies are strictly enforced unless prior arrangements are made or documentation is provided.

### **Communication**

Use your SRSU email account for all course-related correspondence. Instructor will respond to emails within 48 hours (excluding weekends/holidays). Announcements will be posted regularly in Blackboard—students are responsible for reviewing them.

## **Technology Requirements**

Reliable internet access and a functioning computer or device are required. Assignments may require the use of Microsoft Word, PowerPoint, or PDF software (free for SRSU students). Blackboard Learn is the official learning platform; technical issues must be reported to LMS support.

## **Academic Integrity**

All work must be your own. Plagiarism, cheating, or falsifying work will result in disciplinary action per SRSU policies.

## **Online Conduct & Professional Communication**

Students are expected to communicate respectfully and professionally in all online discussions, emails, and course interactions. Disrespectful language, personal attacks, or inappropriate behavior will not be tolerated and may result in disciplinary action.

## **Accessibility & Support**

Students with disabilities should contact Accessibility Services at the start of the semester. Academic support services, including the Tutoring Center and Library, are available online and on campus.

## **Virtual Office Hour Policy**

As this is an asynchronous course, virtual office hours will be held weekly via Zoom or Microsoft Teams to support students' questions and progress.

- Virtual office hours are scheduled by appointment.
- Students may drop in during this time or email in advance to reserve a time slot.
- Additional one-on-one meetings may be scheduled by appointment.
- All links to virtual office hours will be posted in Blackboard Announcements and the 'Instructor Contact' section.
- Students are encouraged to attend with questions about course material, assignments, or feedback.

## **Required by Americans with Disability Act Statement (ADA) - ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email <mailto:mschwartze@sulross.edu>. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

## Use of Artificial Intelligence (AI) Tools

Students may use AI tools (e.g., ChatGPT, Grammarly) for brainstorming, studying, or clarifying course concepts. However, all submitted work must be written in the student's own words and reflect the student's original thinking.

AI-generated text may not be submitted as final work. Assignments that appear to rely heavily on AI-generated content, lack personal reflection, or do not demonstrate individual understanding may receive reduced credit or be referred for academic integrity review.

Students are encouraged to ask the instructor if they are unsure whether a particular use of AI is appropriate.

## Student Learning Outcomes

By the end of this course, students will be able to:

1. **Demonstrate foundational knowledge of sport psychology theory and practice** by explaining key concepts such as motivation, arousal, imagery, attention, and confidence as they relate to athletic and performance contexts.
2. **Apply psychological strategies and mental skills** (e.g., goal setting, imagery, self-talk, relaxation) to enhance performance, focus, and psychological readiness in sport, exercise, and other performance settings.
3. **Analyze individual and team dynamics** by evaluating how personality, communication, leadership, and group cohesion influence performance outcomes.
4. **Assess the psychological impact of stressors and challenges** (including injury, burnout, and competitive anxiety) and identify effective coping strategies based on evidence-based sport psychology interventions.
5. **Demonstrate professional and ethical understanding** of the roles, responsibilities, and limitations of sport psychology practitioners within diverse applied environments.
6. **Communicate sport psychology principles effectively** in writing through weekly reflection papers that integrate textbook concepts with personal, observational, or practical examples.
7. **Demonstrate mastery of course content** through performance on weekly quizzes, midterm and final exams that assess comprehension of the textbook and applied material.

## Assessment Linked to Student Learning Outcomes and APA Guidelines Alignment

The following table demonstrates how course assessments align with the **Student Learning Outcomes (SLOs)** for PSY 4310: Sports Psychology and the **American Psychological Association (APA) Undergraduate Learning Goals and Outcomes**.

Assessment	Student Learning Outcomes Addressed	APA Undergraduate Learning Goals Alignment
Weekly Reflection Papers	SLOs 1, 2, 4, 6	Goal 1: Knowledge Base in Psychology Goal 3: Critical Thinking Goal 4: Communication
Weekly Chapter Quizzes	SLOs 1, 2, 7	Goal 1: Knowledge Base in Psychology Goal 2: Scientific Inquiry and Critical Thinking
Participation & Engagement	SLOs 2, 3, 6	Goal 3: Critical Thinking Goal 4: Communication
Midterm Exam	SLOs 1, 3, 4, 7	Goal 1: Knowledge Base in Psychology Goal 2: Scientific Inquiry and Critical Thinking
APA Final Paper	SLOs 2, 4, 5, 6	Goal 2: Scientific Inquiry and Critical Thinking Goal 4: Communication Goal 5: Professional Development
Final Exam	SLOs 1, 2, 3, 4, 7	Goal 1: Knowledge Base in Psychology Goal 2: Scientific Inquiry and Critical Thinking

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### APA Undergraduate Learning Goals (Summary)

- **Goal 1: Knowledge Base in Psychology** – Demonstrate understanding of key psychological concepts, principles, and theories.
- **Goal 2: Scientific Inquiry and Critical Thinking** – Use scientific reasoning to interpret psychological phenomena.
- **Goal 3: Critical Thinking** – Evaluate information, arguments, and research critically.
- **Goal 4: Communication** – Communicate psychological knowledge effectively in written and oral formats.
- **Goal 5: Professional Development** – Apply psychology-related skills in academic and applied settings.

### Major Assignments

\*\*APA Final Paper Assignment – Sports Psychology (PSY 4310)\*\*

**Instructor:** Dr. Gloria Hudson

**Course:** PSY 4310 – Sports Psychology

**Due Date: Friday, May 8, 2026 by 11:59 PM**

**Submission Method:** Blackboard → *Final APA Paper*

**Format:** APA 7th Edition (Student Paper)

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## Assignment Overview

The APA Final Paper is designed to assess your ability to **apply sport psychology theories and concepts** to real-world performance contexts. This assignment requires you to demonstrate understanding of course material, integrate scholarly research, and communicate psychological concepts clearly using **APA 7th edition format**.

You will select a topic related to **applied sport psychology** and analyze it through a theoretical and practical lens, drawing from the course textbook and peer-reviewed sources.

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### Paper Topic Options

Choose **one** of the following approaches:

#### Option 1: Applied Sport Psychology Topic

Analyze a psychological concept and its application to sport or performance (e.g., motivation, anxiety management, imagery, confidence, focus, leadership, burnout, injury recovery).

#### Option 2: Mental Skills Training Program

Design a basic mental skills training (MST) program for an athlete, team, or performer, incorporating multiple sport psychology techniques (e.g., goal setting, imagery, self-talk).

#### Option 3: Case Analysis

Analyze a real or hypothetical athlete/team scenario using sport psychology principles to explain performance challenges and recommend interventions.

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### Paper Requirements

#### Length

- **5–7 pages of content**
- Does **not** include title page or reference page

#### Sources

- Minimum of **3 scholarly sources**
  - Peer-reviewed journal articles and/or academic books
- The course textbook (*Applied Sport Psychology* by Williams & Krane) **must be included**

#### Formatting (APA 7th Edition)

- 12-point Times New Roman font
- Double-spaced

- 1-inch margins
- APA student title page
- Proper in-text citations
- APA-formatted reference page

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## Required Paper Structure

### Title Page

APA 7th edition student title page

### Introduction

- Introduce your topic and its relevance to sport psychology
- Provide background context
- End with a **clear thesis statement**

### Literature Review / Conceptual Framework

- Explain relevant sport psychology theories and concepts
- Integrate textbook material and scholarly research
- Demonstrate understanding of evidence-based practices

### Application / Analysis

- Apply concepts to sport or performance settings
- Use examples, case analysis, or program design
- Clearly connect theory to practice

### Discussion

- Evaluate effectiveness, strengths, and limitations
- Discuss ethical considerations where appropriate
- Reflect on implications for athletes, coaches, or practitioners

### Conclusion

- Summarize key findings
- Reinforce the importance of sport psychology in performance
- Suggest future directions or applications

### References

- APA-formatted reference list on a separate page

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## Grading Rubric – APA Final Paper (100 Points)

Criteria	Points	Description
<b>Content Accuracy &amp; Depth</b>	30	Demonstrates strong understanding of sport psychology concepts and applies them accurately and thoughtfully
<b>Application of Theory</b>	20	Effectively applies sport psychology principles to real-world performance contexts
<b>Organization &amp; Clarity</b>	15	Paper is well-structured, logical, and easy to follow
<b>Use of Scholarly Sources</b>	15	Integrates textbook and scholarly sources appropriately and effectively
<b>APA Format &amp; Citations</b>	10	Adheres to APA 7th edition guidelines throughout
<b>Grammar &amp; Writing Quality</b>	10	Clear, professional writing with minimal errors
<b>Total</b>	<b>100</b>	

## Submission &amp; Academic Integrity

- Papers must be submitted by **May 8th, 2026 at 11:59 PM** via Blackboard.
- Late submissions will **not be accepted** unless prior arrangements are approved with documentation.
- All work must be original and comply with **SRSU Academic Integrity policies**.
- Plagiarism will result in a zero and possible disciplinary action.

**APA Formatting Checklist (Student Checklist)**

*Use this checklist before submitting your APA Final Paper*

## General Formatting

- Paper is written in **APA 7th edition (student paper format)**
- 12-point **Times New Roman** font
- Double-spaced** throughout (including references)
- 1-inch margins** on all sides
- Pages are **numbered** in the top right corner

## Title Page (APA Student Title Page)

- Paper title is bolded and centered
- Student name is centered under the title
- Sul Ross State University is listed as the institution
- Course number and title (PSY 4310: Sports Psychology) included

- Instructor name (Dr. Gloria Hudson) included
- Due date listed correctly

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#### Headings & Organization

- Uses **APA Level 1 and Level 2 headings** correctly
- Sections follow logical order (Introduction, Application, Discussion, etc.)
- Paragraphs are clear and well-organized

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#### In-Text Citations

- All paraphrased ideas are cited
- Direct quotes (if used) include page numbers
- Author(s) and year are included in citations
- Citations match the reference list exactly

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#### References Page

- Reference page starts on a **new page**
- Page title “**References**” is centered and bolded
- All sources are in **APA format**
- Uses **hanging indent**
- Includes:
  - At least **3 scholarly sources**
  - **Course textbook** (Williams & Krane)

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#### Writing Quality

- Writing is clear, academic, and professional
- Minimal spelling or grammar errors
- Ideas are supported with research, not opinion
- Paper meets the **5–7 page requirement** (excluding title and references)

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#### Final Review

- Paper file is saved as **.doc or .docx**
- Paper is submitted **by May 8, 2026 at 11:59 PM**
- Paper was reviewed against the grading rubric

## Sample APA Final Paper Outline

*(Use this as a guide — do not submit this outline as your paper)*

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### Title Page

APA 7th edition student title page

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### Introduction

- Introduce the sport psychology topic
- Explain why it is important in sport/performance
- Briefly preview the paper
- End with a **clear thesis statement**

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### Literature Review / Theoretical Framework

- Define key sport psychology concepts
- Summarize relevant theories from the textbook
- Integrate peer-reviewed research
- Demonstrate understanding of evidence-based practices

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### Application of Sport Psychology Concepts

- Apply theory to:
  - An athlete
  - A team
  - A sport scenario
- Explain how psychological strategies improve performance
- Use real-world or hypothetical examples

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### Discussion

- Evaluate strengths and limitations of strategies
- Discuss ethical considerations (if applicable)
- Reflect on effectiveness and challenges

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## Conclusion

- Summarize key points
- Reinforce the value of sport psychology
- Suggest future applications or implications

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## References

- APA-formatted reference list
- All sources cited in the paper appear here

## Weekly Chapter Reflection Papers

Each week, students will complete a short **reflection paper (1–2 pages)** based on the assigned chapter from the course textbook, *Applied Sport Psychology: Personal Growth to Peak Performance* (8th ed.) by **Williams & Krane**. These reflections are designed to help students connect sport psychology concepts to **real-world performance contexts**, including sport, exercise, coaching, team dynamics, or other performance-based settings.

### Purpose of the Reflection Papers

Weekly reflection papers are intended to:

- Reinforce key concepts and learning objectives from each chapter
- Encourage application of sport psychology theories to real-world scenarios
- Promote critical thinking and self-reflection related to performance and mental skills
- Strengthen written communication using psychological terminology and concepts

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## Instructions

Each reflection paper should:

- Be **1–2 double-spaced pages** (approximately **250–500 words**)
- Focus on **one or two key concepts** from the assigned chapter
- Apply the concept(s) to:
  - A sport or performance experience (personal, observed, or hypothetical), **or**
  - A current event, athlete case, coaching situation, or media example related to sport or performance
- Go beyond summary by providing **analysis and reflection**
- Demonstrate understanding of how the concept influences performance, behavior, or mental skills
- Be written in **APA style** (no title page required; include in-text citations when referencing the textbook or other sources)

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## Format Guidelines

- **Font:** 12-point Times New Roman
- **Spacing:** Double-spaced
- **Length:** 1–2 pages (not including references, if used)
- **Margins:** 1 inch on all sides
- **File Format:** Microsoft Word (.doc or .docx)
- **Submission:** Upload to **Blackboard** by **Sunday at 11:59 PM** each week

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## Evaluation Criteria (40 Points Per Paper)

Criteria	Points
Understanding of Chapter Concept(s)	10
Application to Sport/Performance Context	10
Critical Thinking and Insight	10
Writing Quality and Clarity	5
APA Style and Formatting	5
<b>Total</b>	<b>40</b>

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## Additional Notes

- Reflection papers are due **weekly** and are a significant component of your course grade.
- Late submissions are subject to course late-work policies unless prior approval is granted.
- These assignments are meant to demonstrate **thoughtful engagement**, not perfection.

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## Weekly Chapter Reflection Paper – Grading Rubric (40 Points)

Criteria	Excellent	Satisfactory	Needs Improvement	Points
<b>Understanding of Chapter Concept(s)</b>	Demonstrates clear, accurate, and thorough understanding of assigned sport psychology concept(s).	Demonstrates basic understanding with minor inaccuracies or omissions.	Demonstrates limited or unclear understanding of the concept(s).	<b>0–10</b>
<b>Application to Sport/Performance Context</b>	Effectively applies concepts to a relevant sport, performance, coaching, or real-world example with clear connections.	Applies concepts to an example, but connections may be underdeveloped or somewhat unclear.	Minimal or inappropriate application; example lacks relevance or clarity.	<b>0–10</b>
<b>Critical Thinking &amp; Insight</b>	Demonstrates strong analysis, reflection, and insight; goes beyond summary to evaluate	Some analysis present, but reflection is surface-level or leans toward summary.	Little to no analysis; paper is mostly summary or opinion-based.	<b>0–10</b>

Criteria	Excellent	Satisfactory	Needs Improvement	Points
<b>Writing Quality &amp; Organization</b>	implications for performance. Writing is clear, well-organized, and professional with minimal errors.	Writing is generally clear but may contain organizational issues or several errors.	Writing is unclear, poorly organized, or contains frequent errors.	<b>0-5</b>
<b>APA Style &amp; Formatting</b>	Consistently follows APA guidelines; correct formatting and citations where applicable.	Minor APA or formatting errors present.	Significant APA or formatting errors or guidelines not followed.	<b>0-5</b>
<b>Total Points Possible</b>				<b>40</b>

**PSY 4310 – Sports Psychology**  
**Spring 2026 Weekly Course Schedule**

<b>Week</b>	<b>Dates</b>	<b>Module / Topic</b>	<b>Williams &amp; Krane Chapter</b>	<b>Assignments</b>	<b>Due Date</b>
1	Jan 14–18	Course Orientation & Foundations of Sport Psychology	<b>Ch. 1 – Sport Psychology: Past, Present, and Future</b>	Intro Discussion, Syllabus Quiz	Sun Jan 18
2	Jan 19–25	Motor Skill Learning & Coaching Applications	<b>Ch. 2 – Motor Skill Learning for Effective Coaching and Performance</b>	Quiz & Reflection	Sun Jan 25
3	Jan 26–Feb 1	Positive Coaching & Performance Enhancement	<b>Ch. 3 – A Positive Approach to Coaching Effectiveness and Performance Enhancement</b>	Quiz & Reflection	Sun Feb 1
4	Feb 2–8	Motivation & Motivational Climate in Sport	<b>Ch. 4 – The Motivational Climate, Motivation, and Quality Sport Engagement</b>	Quiz & Reflection	Sun Feb 8
5	Feb 9–15	Leadership in Sport	<b>Ch. 6 – Leadership in Sport</b>	Quiz & Reflection	Sun Feb 15
6	Feb 16–22	Team Dynamics & Group Effectiveness	<b>Ch. 7 – The Sport Team as an Effective Group</b>	Quiz & Applied Skill Log	Sun Feb 22
7	Feb 23–Mar 1	Communication in Sport	<b>Ch. 8 – Communicating Effectively</b>	Quiz & Reflection	Sun Mar 1
8	Mar 2–8	<b>Midterm Examination Chs. 1–8</b>		Midterm Exam	Sun Mar 8
—	Mar 9–13	<b>Spring Break – No Classes</b>	—	—	—
9	Mar 16–22	Psychological Characteristics of Peak Performance	<b>Ch. 9 – Psychological Characteristics of Peak Performance</b>	Quiz & Reflection	Sun Mar 22
10	Mar 23–29	Awareness, Attention & Mindfulness	<b>Ch. 10 – Increasing Awareness for Sport Performance</b>	Quiz & Applied Awareness Activity	Sun Mar 29
11	Mar 30–Apr 5	Goal Setting for Peak Performance	<b>Ch. 11 – Goal Setting for Peak Performance</b>	Quiz & Goal Plan	Sun Apr 5
12	Apr 6–12	Stress, Anxiety & Coping in Sport	<b>Ch. 12 – Understanding and Managing Stress in Sport</b>	Quiz & Reflection	Sun Apr 12
13	Apr 13–19	Imagery as a Mental Training Tool	<b>Ch. 13 – Using Imagery as a Mental Training Tool</b>	Quiz & Imagery Log	Sun Apr 19
14	Apr 20–26	Concentration & Mental Control	<b>Ch. 15 – Concentration and Strategies for Controlling It</b>	Quiz & Applied Focus Log	Sun Apr 26
15	Apr 27–May 3	Injury, Burnout & Athlete Well-Being	<b>Ch. 23 – Injury Risk and Rehabilitation: Psychological Considerations</b>	Quiz & Case Study	Sun May 3

Week	Dates	Module / Topic	Williams & Krane Chapter	Assignments	Due Date
16	May 4– 6	Career Transitions & Life After Sport	<b>Ch. 24 – Athletes’ Careers and Transitions</b>	<b>Final Exam</b> APA Final Paper due 5/8	Per Finals Schedule

## \*\*PSY 4310 – Sports Psychology

### Weekly Blackboard Modules | Spring 2026

This course is organized into **weekly learning modules** in Blackboard. Each module opens on **Monday at 12:00 a.m.** and closes on **Sunday at 11:59 p.m.** Students are expected to complete all components of each module by the stated deadlines.

Each weekly module includes the following components unless otherwise noted:

- Assigned textbook readings
- Instructor lecture content (video and/or slides)
- Learning activities (discussion, reflection, or applied exercise)
- Weekly quiz or assignment
- Optional enrichment resources (videos, articles, podcasts)

Students should begin each week by reviewing the **Module Overview** and **Learning Objectives** before completing readings and assignments.

#### Week 1: Course Introduction & Foundations of Sport Psychology

- Course orientation and expectations
- History and scope of sport psychology
- Role of the sport psychologist
- **Assignments:** Introduction discussion, syllabus quiz

#### Week 2: Ethics & Professional Practice in Sport Psychology

- Ethical principles and professional standards
- Confidentiality, competence, and boundaries
- Applied vs. clinical sport psychology
- **Assignments:** Case-based discussion, short reflection

#### Week 3: Motivation in Sport

- Motivation theories (intrinsic/extrinsic)
- Achievement goal theory
- Motivation and performance
- **Assignments:** Discussion post, quiz

**Week 4: Arousal, Stress, and Anxiety**

- Stress responses in sport
- Anxiety-performance relationship
- Individual Zones of Optimal Functioning (IZOF)
- **Assignments:** Applied scenario activity, quiz

**Week 5: Imagery and Mental Rehearsal**

- Types and functions of imagery
- Imagery effectiveness and application
- Mental rehearsal techniques
- **Assignments:** Guided imagery exercise, reflection

**Week 6: Attention, Concentration, and Focus**

- Selective attention in sport
- Attentional styles and distractions
- Focus training strategies
- **Assignments:** Discussion, quiz

**Week 7: Goal Setting**

- Types of goals (outcome, performance, process)
- SMART goals
- Goal-setting programs for athletes
- **Assignments:** Goal-setting worksheet, quiz

**Week 8: Self-Confidence and Self-Efficacy**

- Sources of confidence
- Confidence-performance relationship
- Building and maintaining confidence
- **Assignments:** Reflection paper

**Week 9: Psychological Skills Training (PST)**

- Components of PST programs
- Designing PST interventions
- Evaluation of effectiveness
- **Assignments:** Applied PST activity

**Week 10: Team Dynamics and Cohesion**

- Group dynamics in sport
- Leadership styles
- Team cohesion and performance
- **Assignments:** Discussion, quiz

**Week 11: Communication and Leadership in Sport**

- Coach-athlete communication
- Leadership development
- Conflict resolution
- **Assignments:** Case study analysis

**Week 12: Injury, Rehabilitation, and Mental Health**

- Psychological responses to injury
- Coping strategies and recovery
- Mental health considerations in sport
- **Assignments:** Reflection, quiz

**Week 13: Burnout, Overtraining, and Athlete Well-Being**

- Causes and symptoms of burnout
- Prevention strategies
- Athlete wellness models
- **Assignments:** Discussion

**Week 14: Performance Enhancement & Peak Performance**

- Flow state
- Mental toughness
- Performance routines
- **Assignments:** Applied performance plan

**Week 15: Contemporary Issues in Sport Psychology**

- Diversity, culture, and ethics
- Technology and sport psychology
- Future directions of the field
- **Assignments:** Final discussion

**Week 16: Final Project / Exam**

- Final applied project or comprehensive exam
- Course wrap-up and reflection

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**Important Module Notes**

- Late work policies, grading rubrics, and assignment instructions are posted within each module.
- Students are encouraged to pace their work throughout the week rather than waiting until the deadline.
- Technical issues should be addressed early; Blackboard support information is available in the **Start Here** module.