



COURSE SYLLABUS

Welcome to *Sport Psychology*. This course and the accompanying textbook evolved out of the work of Dr. Garry Martin over 35 years as a Behaviourally-oriented sport psychologist helping coaches and athletes of all ages and levels. Psychological skills that are taught to athletes, such as goal setting, self-monitoring, mental rehearsal, and arousal control, are not only of benefit for improving sport performance; they are also life skills. We hope that you will enjoy learning about the application of these skills with athletes, and that they will also be of benefit to you in everyday life.

CONTACTING YOUR INSTRUCTOR

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter link in your course website.

COURSE DESCRIPTION AND PREREQUISITE

The Undergraduate Calendar describes PSYC 3660, Sport Psychology (3):

This course examines the use of psychological knowledge to enhance the development of performance and satisfaction of athletes and others associated with sports. Topics include improving skills of athletes, motivating practice performance, increasing the effectiveness of coaches, and mental preparation for competition. Prerequisite: a grade of "C" or better in one of the following: PSYC 1200 (or 017.120) or PSYC 1201 (or 017.120), or both PSYC 1211 (or 017.121) and PSYC 1221 (or 017.122), or written consent of department head. If you do not have this grade and have not previously obtained special permission, the Registrar and the Psychology Department require that you voluntarily remove yourself from this course immediately.

COURSE OVERVIEW AND OBJECTIVES

This course is designed to teach you behavioural analysis techniques to enhance the performance and enjoyment of athletes and others associated with sports. The first half of the course will teach you how to analyze, interpret, and understand athletic performance in terms of principles and procedures of behaviour analysis. The second half of the course will teach you about the applications of behaviour analysis to help athletes to:

- get more out of practices;
- transfer performance from practices to competitions;
- maximize competitive performance;
- decrease problem behaviours in sport environments; and
- acquire self-management and other life skills.

COURSE MATERIALS

The textbook is available for purchase from the [University of Manitoba Bookstore](#). Please place your order immediately if you have not already done so. See your [Distance and Online Education Student Handbook](#) for instructions on how to order your textbook.

REQUIRED TEXTBOOK

Martin, G. L. (2015). *Applied Sport psychology: Practical guidelines from behavior analysis*, 5th edition. Winnipeg, MB: Sport Science Press.

You **must** have the 5th edition.

The textbook describes behaviour principles and procedures and illustrates them with numerous examples to enhance understanding, and to increase the ability of readers to generalize to situations not described in the text. The book contains many illustrations of behavioural checklists, self-monitoring forms, and practical interventions that have been used successfully to help athletes improve performance. The instructional goals for the course are stated in the form of study questions contained at the end of each chapter in the textbook. These study questions require students to define key terms and basic behavioural principles, classify examples, make up original examples, compare and contrast, abstract out main points, analyze behaviours in terms of basic behavioural principles, organize and outline behavioural interventions, and learn about the empirical and theoretical underpinnings of behavioural sport psychology. The study questions go beyond rote memorization of simple facts. In terms of Bloom's taxonomy of higher level thinking, the study questions cover all 6 levels of Bloom's taxonomy including knowledge, comprehension, application, analysis, synthesis, and evaluation.

OPTIONAL ONLINE AUDIO LECTURES

Martin, G. L. (1998). *Sport psychology*. Parts 1–6.

The audio files are optional. To access the audio component for PSYC 3660, click on Course Materials, open "Audio Files for 3660". The audio components are streamed there and you can listen online. If you have trouble doing so, please contact the Distance Ed Office, 204-474-8012.

Part 6 of the audio lectures makes reference to the Winnipeg Jets of the early 1990s, and to pp. 213 and 214 of a previous edition of the textbook. That textbook reference is now on p. 238 in the 5th edition. The audio lecture illustrates sport psychology applications by Dr. Garry Martin during some of his consultations with athletes. The lecture content will help you to complete some of the application exercises in the course, and especially application exercises 2, 3, and 4. However, if you have participated in a competitive sport, or if you know athletes whom you can interview, it is possible for you to complete the application exercises without listening to the audio. In other words, the audio material is optional.

LEARNING ACTIVITIES AND COURSE REQUIREMENTS

To do well in this course, you must be prepared to study the textbook on a weekly basis. The course has been divided into 16 units, one textbook chapter per unit. After reading the material for a unit, you will be expected to perform three learning activities.

First, you will be expected to prepare answers for potential final exam questions, and learn them. The final exam will consist of 12-16 questions selected from the list of study questions at the end of each chapter of the course text that are identified as *eligible for the final exam*, and which are identified for you later on this course site as *eligible-for-the-final-exam* questions. Stated differently, as soon as you buy the textbook and access the course site, you have access to all of the study questions that will be asked on the final exam. They will appear on the final exam exactly as they appear in the textbook. There are from 3 to 15 potential final exam questions per chapter, for approximately 140 such questions eligible for the final exam. The final exam is worth 50% of your grade.

Second, in each unit you are encouraged to prepare answers to some optional self-test questions. The self-test questions are contained at the end of each of the textbook chapters and are identified on the course site. They require you to learn basic principles and techniques, learn to describe examples of their application (both from the book and from your own experience), compare and contrast procedures, and in general to talk about

characteristics of sport psychology. Answers to the self-test questions are on the course site.

Third, in each unit you are required to prepare answers to designated *assignment* study questions (identified on the course site) from the course text, and to submit them for grading four times during the semester. 42% of your grade is based on submitted answers to the *assignment* study questions.

Fourth, four times during the semester you are also required to complete an *application* exercise that requires you to analyze, interpret, and/or develop a behaviour program for an athlete. The application exercises are worth 8% of your grade. (Audio lectures have been prepared to help you to complete the application exercises, but students with a background in sports will be able to complete the application exercises without listening to the lectures.)

COURSE STRUCTURE FOR THE ASSIGNMENTS

The outline that follows lists the assignments, units, and application exercises.

Assignment	Unit*	Chapters from Text
1	1	1
	2	2
	3	3
	4	4
	Application exercise	
Submit completed assignment 1 for grading by the designated deadline		
2	5	5
	6	6
	7	7
	8	8
	Application exercise	Audiotape, Part 3
Submit completed assignment 2 for grading by the designated deadline		
3	9	9
	10	10
	11	11
	12	12
	Application exercise	Audiotape, Parts 1, 2, 3, and 6
Submit completed assignment 3 for grading by the designated deadline		
4	13	13
	14	14
	15	15
	16	16
	Application exercise	Audiotape, Parts 4 and 5
Submit completed assignment 4 for grading by the designated deadline		
Take final exam		

*Units are to be completed at a slightly faster rate than one unit per week during the course.

ASSIGNMENT DUE DATES

The assignment due dates are located in the Course Materials folder.

SCHEDULING OF THE FINAL EXAM

The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. All students must declare an exam location. The Registrar's Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site. NOTE: The final exam will be scheduled during the final exam period in December (for the fall semester), or in April (for the winter semester), or during the first two weeks of August (for the summer).

COURSE MANAGEMENT

If this is your first Distance Education course, then you are strongly encouraged to carefully reread the syllabus. Then read the instructor's Letter of Introduction, which includes an **Important Note About Plagiarism**. Read the "How to submit" document to understand how to submit your assignments. If you experience difficulty with finding course components or submitting your assignments, please email de_support@umanitoba.ca, or call the DE information line at (204) 474-8012 or toll free 1 888 216-7011 and ask for extension 8012, between 8:30-4:30 central standard time for live interaction or leave a message. DE support staff will respond within 24 hours.

EVALUATION AND GRADING

PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at www.umanitoba.ca/student.

COPYING ANSWERS FROM THE COURSE TEXTBOOK

In this course, when you are preparing answers to study questions, it is acceptable for you to copy the material from the course textbook. The exception to this rule is when a question prompts you to provide an example that is "not from this chapter or text." For those questions, and for the application exercises, you need to provide your own examples.

COPYING EXAMPLES FROM OTHER STUDENTS IS PLAGIARISM

In this course, when completing assignment study questions and application exercises, copying examples from other students is considered plagiarism, and the students' Dean(s) will be notified.

OBTAINING MARKS FOR YOUR COURSE GRADE

Your answers to the submitted study questions for a unit will be graded out of 42 points. Your average score for the answers to the submitted study questions across all sixteen units will then be used to determine the total number of points out of 42 that you will receive. Your answer to the application exercise for an assignment will be graded out of 8 points. The average of your scores on application exercises across all four assignments will determine the total number of points that you will receive out of 8. Your average score (out of 42) for assignments from submitted study questions and your average score (out of 8) from application exercises will then be totalled with your score on the final exam (out of 50) to yield the total number of points achieved in the course (maximum of 100).

Points for final letter grades can be earned as follows:

Assignments	Percentage of final grade
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Submitted answers to assigned study questions	42
Submitted answers to application exercises	8
Final exam	50
Total	100

Letter grade ranges	
A+	95 – 100
A	85 – 94
B+	79 – 84
B	72 – 78
C+	66 – 71
C	60 – 65
D	50 – 59
F	0 – 49

TYPICAL STUDENT PERFORMANCE IN THIS COURSE IN THE PAST

Students who carefully complete the assignments and submit them on time, and who study the answers to the potential final exam questions as they study each chapter (rather than leaving them to the end of the course), typically do very well in the course. A high percentage of these students typically receive A's and A+'s. Research on, and discussion of, behavioural approaches to University teaching (similar to the above) can be found in:

Bernstein, D., & Chase, P. N. (2013). Contributions of behavior analysis to higher education. In G. J. Madden (Ed.), *APA handbook of behavior analysis: Volume 2, translating behavioral principles into practice* (pp. 523-544). Washington, DC: American Psychological Association.

Moran, D. J., & Mallott, R. W. (Eds) (2004). *Evidence Based Educational Methods*. San Francisco, CA: Elsevier Academic Press.

DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contacting Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

ACKNOWLEDGMENTS

CONTENT SPECIALIST:	Dr. Garry L. Martin Department of Psychology Distinguished Professor Emeritus Faculty of Arts University of Manitoba
A native of Manitoba, Dr. Martin attended the Colorado College on a hockey	

scholarship, where he received his B.A. degree. After receiving his Master's and Doctoral degrees in Psychology at Arizona State University, he began teaching at The University of Manitoba in 1966, where he currently is a Distinguished Professor Emeritus. Dr. Martin is internationally known for his work in Behavioural psychology. His scholarly achievements include eight co-authored or co-edited books, numerous scientific papers in psychology, educational, and sport journals, and many invited presentations at international conferences in North and South America. Although much of his research has focused on behaviour modification for improving skills of children with autism and persons with intellectual disabilities, he has also worked extensively in sport psychology, and has applied Behavioural psychology to help individuals in everyday life. One of his books, *Curl in the Zone* (see www.SportSciencePress.com), focuses on such topics as helping curlers control nervousness and tension, and using their attitudes and emotions to improve their curling game. For many years, Dr. Martin provided sport psychology consultations to scores of athletes, from beginners to professionals, in gymnastics, swimming, diving, tennis, ice hockey, field hockey, golf, curling, football, basketball, and figure skating.

INSTRUCTIONAL DESIGNER:	Shirley Cannon Distance and Online Education University of Manitoba
WEB DEVELOPER:	Joy Wei Distance and Online Education University of Manitoba

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