



Course Prefix/Number/Title: PSYC 207—Introduction to Sport and Performance Psychology

Number of Credits: 3 credits

Course Description:

This course will provide practical knowledge to improve personal performance and the performance of others. It examines topics of performance including inner drive factors such as motivation and goals, mental and emotional skill development such as focus and imagery, and interactive skills such as coaching and teamwork.

Pre-/Co-requisites: None

Course Objectives:

Students will:

- Acquire foundational skills and knowledge of psychological theory and research in sport and performance psychology.
- Analyze how psychological and physiological factors influence sport and performance environments.
- Develop the ability to think critically and integrate learning about issues in sport and performance for individuals and groups.
- Apply mental and emotional skill development to various performance situations.

Instructor: Lexi R. Kvasnicka-Gates, Ph.D.

Office: Thatcher Hall 2206

Office Hours: 9:00-9:50am and 12:00-12:50pm Mondays, Wednesdays, and Fridays

Phone: 701-228-5475

Email: lexi.kvasnicka@daktoacollege.edu

Lecture/Lab Schedule: Online

Textbook(s): There is no textbook for the course. All course material is located in the course Blackboard shell.

Course Requirements:

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| • Quizzes (8 quizzes-15 points each) | 120 points |
| • Discussions (6 discussions-10 points each) | 60 points |
| • Activity/Reflection Papers (7 activities/papers-20 points each) | 140 points |

Total: 320 points

A	288 and above
B	256-287
C	224-255
D	216-251
F	215 and below

Major Assignments:

- **Quizzes:** Eight (8) quizzes will be given throughout the semester. Each quiz will be worth 15 points, and will consist of fifteen multiple choice questions worth 1-point each. Quiz content will come from class lecture and assigned readings.
- **Discussion Participation:** There are a total of six (6) discussions over class topics in Blackboard. Students are expected to actively participate in ALL discussions. Discussions are worth 10 points (7 points for an original post and 3 points for responding *insightfully* to at least one classmate's post).
- **Activities/Reflection Papers:** There are a total of seven (7) activities/reflection papers throughout the term. Each of these assignments is worth 20 points. Specifics regarding each assignment are available on Blackboard.
- **Sport and Performance Psychology Portfolio:** The final in this course consists of a final portfolio. This portfolio is a culmination of resources and takeaways from the class. Students can include course assignments, questionnaires, and summarized notes. Think of this as a short manual that could be used as a coach. The main topics of the portfolio are Inner Drive Factors, Mental and Emotional Skill Development, and Interactive Skills. This portfolio is worth 150 points.

Tentative Course Outline:

Week	Date	Day	Topic	Assignments (DUE)
Week 1	8/27	Wednesday	Class Introduction	
	8/29	Friday	Welcome to Sport and Performance Psychology	
Week 2	9/1	Monday	<i>Labor Day (No Class)</i>	10 Takeaways (9/5)
	9/3	Wednesday	Welcome to Sport and Performance Psychology	
	9/5	Friday	Motivation	
Week 3	9/8	Monday	Motivation	Mot. Quiz (9/10)
	9/10	Wednesday	Goals	Goal Modification
	9/12	Friday	Goals	
Week 4	9/15	Monday	Goals	Goal Sharing
	9/17	Wednesday	Personality	Big 5 Quiz (9/22)
	9/19	Friday	Personality	
Week 5	9/22	Monday	Personality	Big 5/Grit Discussion
	9/24	Wednesday	Sport Performance Anxiety	
	9/26	Friday	Sport Performance Anxiety	
Week 6	9/29	Monday	Sport Performance Anxiety	SAS in Class
	10/1	Wednesday	Inner Drive Factors Portfolio Workday	IDF Portfolio
	10/3	Friday	Inner Drive Factors Portfolio Submission	

Week 7	10/6 10/8 10/10	Monday Wednesday Friday	Psychological Skills Training* Psychological Skills Training* Psychological Skills Training*	
Week 8	10/13 10/15 10/17	Monday Wednesday Friday	<i>Assessment Day (No Class)</i> Focus/Concentration* Focus/Concentration*	
Week 9	10/20 10/22 10/24	Monday Wednesday Friday	Focus/Concentration* Imagery* Imagery*	
Week 10	10/27 10/29 10/31	Monday Wednesday Friday	Imagery* Self-Confidence/Self-Efficacy* Self-Confidence/Self-Efficacy*	
Week 11	11/3 11/5 11/7	Monday Wednesday Friday	Self-Confidence/Self-Efficacy* Mental/Emotional Skills Dev. Workday* Mental/Emotional Skills Dev. Submission	MESD Portfolio
Week 12	11/10 11/12 11/14	Monday Wednesday Friday	Coaching* Coaching* Coaching*	
Week 13	11/17 11/19 11/21	Monday Wednesday Friday	Teamwork* Teamwork* Teamwork*	
Week 14	11/24 11/26 11/28	Monday Wednesday Friday	Leadership* <i>Thanksgiving Break (No Class)</i> <i>Thanksgiving Break (No Class)</i>	
Week 15	12/1 12/3 12/5	Monday Wednesday Friday	Leadership* Leadership* Communication*	
Week 16	12/8 12/10 12/12	Monday Wednesday Friday	Communication* Communication* Final Portfolio Workday	
Week 17	12/17	Wednesday	Sport and Performance Psychology Final Portfolio	SPP Final Portfolio (Due by 5:00pm)

*Subject to change and assignments forthcoming.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Competency/Goal 6: Demonstrates knowledge of social structures
 - Learning Outcome 1: Examines the experience of the individual
 - Learning Outcome 2: Examines the world of human diversity

Relationship to Campus Focus: Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to stay up-to-date in the class. If a student needs extra help with course technology, it is the student's responsibility to alert the instructor (via email or Blackboard) as soon as possible. Please utilize the course Blackboard shell. The classroom environment is open and harassment free, so please engage in discussion
- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. Discussions posted after the due date will receive a 0 (since they are discussions and discussions don't work well after the due date occurs).
- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.