

University of Evansville
College of Education & Health Sciences
School of Health Sciences
EXSS 451 – Exercise & Sport Psychology
3 credits
Summer 2025

Instructor	Jeff Tilly	Phone	812-488-2202
Office Location	Harlaxton College	Email	eb246@evansville.edu
Course Meeting Days and Time	M/W 1 PM-4 PM	Student Drop-In Office Hours	TBD
Course Mode	In-Person		

Course Information

Catalog Description:

Provides an overview of the rapidly developing fields of exercise and sport psychology, including psychological aspects of sport performance and psychometric characteristics of sport participants. Topics in this class include the relationship of exercise to mental health. Special emphasis on theoretical and research issues important in the field of sport psychology is given. Prerequisites: Junior or senior standing or permission of instructor; Psychology 121.

Credit Hour Policy Statement:

"This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

Required Materials:

Weinberg RS, Gould D. *Foundations of Sport and Exercise Psychology*, 8th ed. (2024). Champaign, IL: Human Kinetics. ISBN: 978-1-7182-1656-3 (paperback)

Methods of Instructions:

In-seat, class participation and discussion, online activities

Withdrawal and Attendance policies:

In-seat portion: Attendance for in-seat sessions is MANDATORY. If you anticipate missing a class, the instructor is to be notified prior to the scheduled meeting. More than two unexcused absences will result in a one-letter grade reduction of a student's grade. If you stop attending class but do not follow proper procedure for dropping the class, you will receive a failing (F) grade and will also be financially obligated. Please refer to University procedure for withdrawing from a course.

Late assignments: Late assignments will NOT be accepted. Exception: illness, death, University-sanctioned travel, or other excused absence approved by the Dean of Students office. All late assignments must be cleared with the instructor. In instances where the absence is known in advance, it is the **STUDENT'S** responsibility to work out accommodations with the instructor ahead of the absence.

Course Learning Outcomes:

1. To become familiar with the historical emergence of contemporary exercise and sport psychology.
2. To be able to critically evaluate salient research in the area of sport psychology.
3. To explain the fundamental concepts and techniques of the scientific method of research in the study of sport psychology.
4. To list the physical correlates of optimal mental health.
5. To define the mental health model.
6. To differentiate between the terms stress, anxiety, arousal the relationship of these variables to athletic performance.
7. To describe the major theories of anxiety and performance.
8. To explain the difference between overtraining and staleness, and identify the physiological and psychological markers of possible staleness.
9. To identify personality factors that may affect athletic performance, exercise adherence and perceptions of pain.
10. To define individual differences in levels of athletic performance, perception of effort and other factors affecting athletic performance.
11. To evaluate methodological concerns and data analysis concerns as they apply to the interpretation of psychological data.
Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
12. Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence). Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
13. Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.
14. Describe psychological interventions (eg, goal setting, motivational techniques) that

- are used to facilitate a patient's physical, psychological, and return to activity needs. Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.
15. Identify (with the use of basic screening tools), refer, and give support to patients with behavioral health conditions including but not limited to suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders. Facilitate case management, while working with other healthcare professionals, to monitor a patient's treatment (including counseling and psychopharmacologic intervention) and progress.
 16. Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.
 17. Describe the psychological and sociocultural factors associated with common eating disorders.
 18. Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.
 19. Provide appropriate education regarding the condition and plan of care to the patient and appropriately discuss with others as needed and as appropriate to protect patient privacy.

OBJECTIVE COURSE COMPLETION REQUIREMENTS:

1. **Quizzes:** There will be four (4) objective quizzes given during the semester to assess student ability to comprehend and synthesize course material.
2. **Discussion Board:** There will be 4 discussion board reflections throughout the summer. These are designed to reflect on our field trips

Grading Criteria:

100 ≥ x ≥ 90.00.....A	Tests60%
89.99 ≥ x ≥ 80.00..... B	Discussion Board40%
79.99 ≥ x ≥ 70.00..... C	
69.99 ≥ x ≥ 60.00.....D	
59.99 ≥ x ≥ 0..... F	

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

Course AI Policy:

In this course, submission of any work that is not entirely your own is considered academic dishonesty. The use of generative AI tools such as ChatGPT are prohibited and constitute a violation of academic integrity as examples of unauthorized aid.

Online Course Policies

Technology Policy:

Participation in an online or hybrid course requires regular access to a computer with an internet connection. While some class activities can be completed on a mobile device, many cannot and it is the responsibility of the student to ensure that access to a computer and the internet is maintained throughout the entirety of the course.

If a student cannot complete an assignment because of a technology difficulty, the student is expected to first contact the instructor via the preferred method of communication to ensure that the instructor is made aware of the situation. The student can then contact the Office of Technology Services (OTS), through the online [Help Desk](#) or by phone at (812) 488-2077, to submit an incident and work toward a resolution.

Communication Policy:

In an online course, it is expected that there will be regular and substantive interaction between the faculty member and the student, as well as among students. The instructor will frequently and regularly initiate communication with students and it is expected that students reciprocate this communication. Students are also expected to actively participate in course discussions and collaborate with other students according to course policies and assignment instructions to achieve course learning outcomes.

Online Course Attendance:

Attendance in an online course consists of active participation in course activities. This may include but is not limited to contributing to an online discussion, submitting an assignment, or taking a quiz or exam. Logging into Blackboard does not count toward class attendance.

Student Verification Policy:

It is required that a student registered for a course is the same student who participates in the course and receives course credit. UE's policy for verifying student identity can be found [here](#).

COMMUNICATION

To better facilitate communication, I prefer to face-to-face interactions. However, I understand that questions/concerns arise at times when stopping by my office is not feasible and email is more appropriate. Plus, minimizing close contact with each other is a consideration of importance during the pandemic. With that in mind, please follow these best practices for email communication:

1. ANY DISCUSSION ABOUT GRADES/GRADING SHOULD BE DONE IN OFFICE HOURS OR OVER ZOOM, **NOT** OVER EMAIL! If you care enough to question a grade, you should care enough to meet in person.
2. Be professional, even if you are upset over a grade or assignment.
3. Include a subject for your email.
4. Include a greeting and closing. Sending an email from your phone is not an excuse to use "txt" speech or to not properly open and close your email.
5. ALWAYS use proper grammar and spelling. Those skills reflect on you as a person (or potential employee, graduate student, letter of recommendation subject...).
6. Be reasonable in expecting a response. I am not on-call. However, if it has been more than 24

hours*, feel free to remind me of your email.

*Weekends may have a longer response time

CELL PHONES

Cell phone use in class or lab is disruptive and unprofessional. Students who use cell phones in class will be dismissed from class and subject to a ten percentage-point deduction from their final grade in the course for each occurrence. Please discuss with the professor IN ADVANCE any extenuating circumstance in which a student feels that a cell phone is required.

University Policy Statements

Disability Policy:

The University of Evansville is committed to providing an accessible and supportive environment for students with disabilities. It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services at 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

Institutional Equity and Title IX

UE is committed to fostering an atmosphere free from harassment and creating an inclusive campus for all members of the University community regardless of their sex, sexual orientation, gender identity, race, religion, ethnicity, country of origin, ability, or veteran status. All Faculty members are considered Responsible Employees and required to report instances of discrimination, harassment, or sexual violence to the Office of Institutional Equity

You may also choose to speak to a Confidential Resource about your experience. Confidential Resources at the University include:

Counseling Services: 812-488-2663, counselingservices@evansville.edu

Crayton E. and Ellen Mann Health Center: 812-488-2033, healthcenter@evansville.edu

Spiritual Formation Coordinator: 812- 488-5265, spiritualformation@evansville.edu

If you or someone you know has been harassed, assaulted, or discriminated against you can find the appropriate resources by contacting the Assistant Director of Institutional Equity and Title IX Coordinator: email titleix@evansville.edu ; phone (812) 488-5261. For more information visit <https://www.evansville.edu/offices/titleix/policy.cfm> .

Non-discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole. For more information contact the [Center for Inclusive Excellence](#).

Campus Safety

All members of the UE community are automatically enrolled in the Ace Alerts Emergency Alert System. When the system is activated, emergency notification information is sent in the following manner: calls to campus IP phones, text messages, emails, campus housing speaker system, active threat sirens (non-weather related), digital signage, and AlertUS desktop on campus-owned computers.

To contact the Office of Public Safety:

Emergencies: 812-488-6911

Non-emergencies: 812-488-2051

Complaints, Grievances, and Appeals

The University of Evansville seeks to resolve all student concerns in a timely and effective manner through policies and processes documented in the University [Course Catalog](#) and [Student Handbook](#).

Student Resources

Access the links below to connect with departments and resources that are here to support all UE students.

Academic Services: Contact the Center for Academic Advising to connect with academic support services including supplemental instruction, tutoring, and time management and study skills help.

Blackboard Guides: Blackboard is the University of Evansville's course management system for online courses. Guides on using Blackboard can be found within [MyUE](#).

Writing Center : The Writing Center provides access to writing resources, appointments for one-on-one writing help, and assistance with any stage of the writing process.

Counseling Services: Counseling Services provides general, short-term counseling that assists students in identifying barriers and setting goals while improving coping strategies to achieve personal and academic goals.

University Libraries: Conduct research, access resources, and contact librarians for any research related help.

Day	Class Content
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Week 1	<p>Ch 1: Welcome to Sport and Exercise Psychology</p> <p>Ch 2: Science and Professional Practice of Sport and Exercise Psychology</p> <p>Ch 3: Personality and Sport</p> <p>Ch 4: Motivation</p> <p>*Quiz over Chapters 1, 2, 3, 4</p> <p>Discussion Board</p>
Week 2	<p>Ch 5: Arousal, Stress, and Anxiety</p> <p>Ch 13: Arousal Regulation</p> <p>Ch 7: Feedback, Reinforcement, and Intrinsic Motivation</p> <p>*Quiz over Chapter 5, 13, 7</p> <p>Discussion Board</p>
Week 3	<p>Ch 15: Self-Confidence and Ch 14: Imagery</p> <p>Ch 16: Goal Setting</p> <p>Ch 18: Exercise and Psychological Well-Being</p> <p>Ch 20: Athletic Injuries and Psychology</p> <p>*Quiz over Chapters 15, 16, 18, and 14</p> <p>Discussion Board</p>
Week 4	<p>Ch 21: Addictive and Unhealthy Behaviors</p> <p>Ch 22: Burnout and Overtraining</p> <p>Ch 23: Children and Sport Psychology</p> <p>Ch 10: Leadership*</p> <p>Ch 11: Communication*</p> <p>Chr 24: Aggression in Sport*</p> <p>*If time pick the topic most interested in</p> <p>*Quiz over Chapter 20-23</p> <p>Discussion Board</p>