

# Advanced Sport Psychology

## KIN 267

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

### Contact Information

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Email: Theodore.Butryn@sjsu.edu

Office Hours: In person - W: 3:30-4:00

Zoom - M/W: 8:30-10:00am

### Course Description and Requisites

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Sport psychology research and its use in field settings. Major theoretical areas (anxiety, motivation, cohesion, etc.) and their application in sport.

Prerequisite: KIN 167 and KIN 168 (or equivalent).

Letter Graded

### \* Classroom Protocols

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#### Course readings and Assignment Protocol

Class structure and participation: Class will be mostly seminar and discussion format. This means that students should always keep up with the reading assignments, and make an effort to contribute to class whenever appropriate. The weekly reflective journal assignment (see below) will help with that! You all have valuable knowledge and experiences, and the class will benefit from your diverse perspectives. I've always thought of grad classes as "benevolently competitive," so do your best to make a strong impression.

When it is appropriate to do so, we will also begin class with informal discussions (using course materials) on current events related to sport psychology. In addition, for every class we will discuss *how* to implement the research into practice, using a variety of real and hypothetical examples.

Regarding attendance, your presence in the class is crucial because of the amount of material that is *not* covered in the text. In a graduate class, missing more than a couple classes would be considered inappropriate and it will certainly impact any participation points. Not sure why I have to say this, but it's

2025 so consider that an FYI. Finally, since part of your grade IS participation, you should come prepared to contribute weekly.

We will talk in more detail as we go on, but for now: All written assignments must be typed. They must be double spaced, written in 12-point font, with one-inch margins on all sides. Papers must be edited for spelling and grammatical errors, and use current APA-style. All of your classes in KIN will use APA-style, so getting the latest APA manual is a must. Late papers will be accepted, but penalized 1 letter grade beginning on the day following the due date. Make-up exams arranged only when serious and compelling reasons exist.

**NOTE: I am still developing an AI policy for my grad classes, but for now, what follows is the current policy.**

*Any assignments found to have used Chat-GPT for anything other than minor writing or organizational purposes will be subject to university student honesty policies.*

*For example:*

- 1. If you use it to write about content you have not read and synthesized, you are in violation.*
- 2. If you use it to provide information about research you have not read, you are both lazy and in violation.*
- 3. If you use it to create any substantive components of your final project, including the podcast, bibliography, or paper, you are in violation.*

*If you have any questions about appropriate use of Generative AI for this class, it's better to ask first than find out later.*

*All this said, we will do some fun in-class things related to AI and how it might be used by coaches and sport psychology practitioners!*

## Program Information

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**Mission** - In an atmosphere of social justice, equity, and respect for diversity, the mission of the Department of Kinesiology is to create and disseminate knowledge; engage in community service; prepare and graduate exemplary kinesiology professionals; as well as meet individual and societal needs for physical activity, sport, movement, and wellness.

**PLOs** - Upon completion of the Master's degree program in the Department of Kinesiology, students should be able to:

- Demonstrate the ability to conduct and critique research using theoretical and applied knowledge.
- Interpret and apply research findings to a variety of disciplines within Kinesiology.
- Effectively communicate essential theories, scientific applications, and ethical considerations in each student's Kinesiology program concentration.

Interpret and apply research findings through acquired skills in order to become agents of change to address issues in Kinesiology through the application of knowledge and research.

## Course Goals

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**Course Learning Objectives (CLOs):** Upon successful completion of this course, students will be able to:

LO 1: Demonstrate knowledge of the major theoretical areas in sport psychology and how they are applied in practical field situations.

LO2: Show an in-depth knowledge of a specific area of sport psychology by successful completion of a comprehensive review of literature or pilot study.

LO3: Critically analyze research within the field of sport psychology.

LO4: Show an understanding of how diversity and culture relate to sport experiences and performance by engaging with literature and participating in informed class participation and presentations.

LO5: Demonstrate the ability to develop evidence-centered psychological skills and intervention strategies for athletes

## Course Materials

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All readings will be made available at least a week in advance of the class that they are due to be read by. They will be on pdf format on Canvas, under "Modules." **In addition, several links to relevant videos will also be in the week's module that you are to watch them by.**

## Library Liaison

Adriana Poo is our library liaison. You can contact her for assistance at [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu) or (408) 808-2019.

## Course Requirements and Assignments

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**Class Reflective Journal (25%/12.5 each):** Since this class is part lecture format and part seminar/discussion format, students are expected to complete the reading assignments before class and make an effort to contribute to class whenever possible. Each member of the class has valuable knowledge and experiences, and the class will benefit from your diverse perspectives. To facilitate the discussion process, students will keep a semester-long reflective journal, including a (minimum of) 2+ page (typed) *analysis* of the weekly readings. Required sections for each week:

a. Summary of main points, including definitions and descriptions of theories and models.

*From your notes, you should be able to explain these things in class!*

b. Personal reflections on 1-2 aspects of the readings (e.g., what resonated with you? How did the article gel with your own athletic or coaching experiences?)

c. Questions about terms and/or concepts

(d.) *Further, students will write an additional one-half to one page reflection after each week of class.*

Journals will be turned in via Canvas **two times** during the semester for grading purposes. Students should view this journal as an opportunity to receive personal feedback from the instructor regarding any thoughts or ideas that they did not, for whatever reason, share in class. *It will also serve a comprehensive summary of the class material, which should be helpful in reviewing for the final.*

*In short: Do not "get behind" on the journal. If you are behind, that means you were not even prepared for class, which means that you can't competently participate, which means you aren't being an actual graduate student.*

Journals are to be typed (single-spaced ok), and brought to each class. Individual entries should be kept together for submission in Canvas. Criteria for evaluation include: 1) thoroughness (i.e. completed each required section weekly) and organization, 2) level of critical engagement with course material, and 3) writing clarity. (LO 1,3,4)

### **Final paper or project (30%): You have two choices for this assignment**

- **A. Pilot Study:** The first paper choice is a pilot study on a topic of your choice related to sport and exercise psychology. The paper should include an introduction, a more directed literature review, a methodology and analysis section, a results section, and finally a discussion and conclusion section. This paper should include no less than 10 primary references, be no less than 10 pages in length, *not including references (all APA style throughout)*.
- **B. Research-based Podcast & Annotated bibliography:** The other assignment choice requires you to create and record an approximately 10-15 minute podcast episode featuring an interview with a coach or athlete of your choice. Keep in mind that in order to hit 10-15 minutes of quality content, you may need to record 30 or 40 minutes of content that you can later cut down and manipulate to get the best content for your episode. Podcasts generally include a brief introduction about what's going to be covered on the Podcast, a few minutes talking about the main topic (in this case 2-3 course-related psych of coaching topics), and a final section where you integrate the interview with research from the course.

#### ***How to Create a Podcast***

What main points should you cover? What kind of information would you want to know as a listener? Who would be the best coach to interview? What questions should you ask? The more planning--the better. While rigid time constraints can be tough to work with at times, it's far worse to find yourself with time to fill and no potential material to do it with. Leave a little wiggle room for spontaneity; just don't rely on it to keep you afloat. While you don't have to write an actual script, you should at least have a list of questions ready to roll (which I can help with!). You could also include brief summaries of research studies related to your topic, include the content, major findings, and perhaps how it relates with your topic/episode.

#### ***Examples of Podcasts for you to explore:***

[Ted Talk Radio Hour](#) Podcast (Broad range of topics); Sports Geek Podcast (Sport Marketing/Technology Podcast).

- This assignment will be evaluated on the following criteria: 1) Overall quality of the podcast, including creativity, 2) Substantiveness of the content and connection to course content, 3) Quality of the interview and discussion, and integration of research, 4) Quality of the production, including video, sound, editing, music, etc. & 5) Quality of the **minimum 10-primary references** annotated bibliography (see Assignments for examples). *Students may work in groups of up to 2.*

Regardless of what assignment you choose, your final product MUST be approved with the instructor by the deadline on the schedule and students are encouraged to choose topics of interest to them.

**Brief proposals are due in Canvas on 10/15, though I welcome them much earlier!** They should include a clear explanation of your topic (2-3 sentences) and at least 5 relevant references five peer-reviewed research articles in APA style. (LO 1, 2, 3 & potentially 4)

**Final Exam (15%):** There will be a final exam covering the entirety of the course. The exam will be essays and short answers, and possibly multiple choice. (LO 1)

### **Sport psychology cliché card assignment (20%)**

Teams (of 2) will be given 1-2 cards from my deck of sport psychology/mindfulness cards. You are to do the following for your assigned date(s):

- Begin with a brief discussion about what the class thinks about the concepts on the card (so, you moderate this)
- Explain how at least 1 concept on the card relates to *actual sport psychology research*. You are expected to cite theories and specific studies as you discuss how the concept or concepts on the card DO speak to the sport psychology knowledge base.
- Explain how you would put the main concept on the card into practice, USING the literature. How would you construct a mental training protocol or regimen that transforms this trite, word salad of a card into a real sport psychology intervention.
- Students will produce at between 3-5 powerpoint slides for their presentations/discussions in class. Slides are to be sent to Dr. B before 4PM on the assigned day. (LO 1, 3)

**Class discussion (10%):** Student participation in in-class discussions about specific topics. Class absence will clearly and significantly affect this portion of the grade. Every class will have opportunities to contribute to the discussions of the assigned readings, and you should take this as your opportunity to earn the points. *Look at it this way: You all start with 0%, not 10%, so it is up to you to fill that reservoir up!* (LO 1-4)

## ✓ Grading Information

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93% and above	A
92%-90%	A minus
89%-88%	B+
87%-83%	B

82%-80%	B minus
79%-78%	C+
77%-73%	C
72%-70%	C minus
69%-64%	D
62%-60%	D minus
below 60%	F

Class Reflective Journal 1 & 2	25% (2.5%/12.5%)
Pilot study or Podcast Assignment	30%
Sport Psychology cliché cards assignment	20%
Final Exam	15%
Overall participation	10%

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

# Course Schedule

Week	Date	Topics	Readings & Assignments (All brief assignments are located on Canvas in 1 NOTE: I'll be switching out a few of these articles as we move along, but y
1	8/20	Introductions, expectations & logistics; Begin intro to the field of sport psychology	Video: <a href="#">Sport Psychology during Covid: Voices of Leading Professionals</a> ; <a href="https://sjsu.instructure.com/courses/1612427/m">Video on Mark Cavendish (https://sjsu.instructure.com/courses/1612427/m</a>  Reading: Smith, et. al (2025) 25 years of qualitative research in sport & exerc
SPORT PSYCHOLOGY MEETS IDENTITY MEETS SOCIOCULTURAL CONTEXT			
2	8/27	Overview and history of sport psychology; Conducting research and considering culture in sport psychology	R: Williams & Krane Chapter 1 R: Gould, Nalepa, & Mignano (2020) Coaching Generation Z Athletes
3	9/3	Diversity, Culture, & Power in Sport Psychology; <i>When, how, and why does diversity matter in sport psychology research and practice?:</i>	See readings in Modules: Kamphoff chapter and Bejar & colleagues' article
FOUNDATIONAL CONCEPTS IN SPORT PSYCHOLOGY			
4	9/10	Motivation  <i>Class discussion w/Dr. Matt Gonzalez (West Point; CMPC)</i>	R: Duda & Treasure (2020)  R: Watkins, Wilson, & Buscombe (2022) Motivations and experiences in ultra-

Week	Date	Topics	Readings & Assignments (All brief assignments are located on Canvas in 1 NOTE: I'll be switching out a few of these articles as we move along, but y
5	9/17	Group dynamics	R: Eys, Burke, & Evans (2020) Sport team as an effective group  R: Cope, et al. (2010): Coach perceptions of the "team cancer"
6	9/24	Arousal in Sport	R: Baldock, et al. (2020). Understanding and managing stress in sport  R: Ruiz, Raglin, & Hanin (2017). Historical overview of the IZOF 1978-2014
7	10/1	Stress and coping	R: Nichols (2016): Stress, adaptation and coping  R: Sarkar & Hilton (2020). Resilience in elite Olympic coaches.  OPTIONAL: Lebrun, et al. (2019). Elite athletes coping with depression  <b>Reflective Journal Due via Canvas</b>
8	10/8	Peak Performance and Flow	R: Krane, Williams, & Graupensperger (2020) Peak performance in sport  R: Swann, et al. (2017): Integrated model of flow and clutch states  R: Hufton, Vella, & Schweickle (2025) Qualitative study on clutch moments in
9	10/15	Interventions: Mindfulness & Resonance	R: Doell, Durand-Bush, & Newburg (2006) Resonance in track and field athlete  R: Zhang & Su (2020): Mindfulness training  (OPTIONAL): Minkler, Glass, & Hut (2021). Mindfulness in college athletic dep  Video: Resonance



Week	Date	Topics	Readings & Assignments (All brief assignments are located on Canvas in 1 NOTE: I'll be switching out a few of these articles as we move along, but y
10	10/22	<b>NO Live Class: Time to work on your final projects/Podcast!!!</b>	TBA
11	10/29	Interventions: Cognitive Strategies & Imagery (& self-talk)	R: Vealey & Forlenza (2016): Imagery and mental training R: Cabral, et al (2024) Self talk and mental fatigue on endurance performance (Optional) R: Post & Wrisberg (2012) Female gymnasts' experience of using
12	11/5	Music and sport; <i>Case studies in sport psychology: Class discussion</i>	R: Karageorghis & colleagues (2021). Music in sport psychology Talkin' Shop Videos: Former SJSU gymnast Lily Swann
13	11/12	The psychology of burnout and injury	R: Podlog (2016). Psychology of sport injury R: McGee, Kerr, Atkinson,& Stirling (2025) Psychological maltreatment and c
14	11/19	Retirement from Sport  <i>What do we want to know about mental health in sport psychology, and how do we research it?: Class discussion</i>	R: Stambulova (2016) Transition out of sport R: Butryn (2024) And finally...for the joy of it all

Week	Date	Topics	Readings & Assignments (All brief assignments are located on Canvas in 1 NOTE: I'll be switching out a few of these articles as we move along, but y
15	11/26	Thanksgiving: No Class	Final Reflective Journal due by 12/1!
16.	12/3.	Discussion/Presentation of Final Podcasts; Debrief	
Final assignments  due Monday 12/8 by 5:00PM			
Final Exam	Monday 12-15	3:15-5:15 PM	