



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2021

18:844:617 Assessment and Intervention in Sport Psychology
Credits: 3
Level: Graduate
Mondays 6:15pm-8:45pm

Instructor: Katherine Fackina, Ph.D.

Phone: 201-317-7640

E-mail: katherine.fackina@rutgers.edu

Office Hours: by appointment.

The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.

2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

MAP Statement: The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Description

This course focuses on the application of a systematic approach for performance-based techniques as it pertains to the assessment, intervention, and consultation of individual athletes, teams, coaches, administrators, and sport organizations. Particular attention is given to the development of a professional practice in sport psychology.

Course Overview

This course will be presented as a online course, which will entail alternating weeks of live (Zoom; odd numbered weeks) and asynchronous (even numbered weeks) learning. Each week assignments are listed on the course schedule.

Objectives for the course:

1. To understand the development of sport psychology in terms of historical, disciplinary, conceptual, theoretical and practice bases.
2. To define sport psychology in ways that enables students to develop as practitioners, including performance psychology, assessment, multicultural issues in sports, coaching, and basic kinesiology.
3. To identify legal, ethical, and business issues that are considered in the practice of sport and performance psychology.

4. To list the basic psychological domains and related areas of functioning dealing with the practice of sport psychology at individual, group, and organizational levels.

Assignments and Evaluation Method:

1. **Journal Article Summaries**- Four article summaries will be completed throughout the semester. These article summaries are short (1- 2 pages, double-spaced) designed to familiarize students with finding research articles online, summarizing research, and critically evaluating the research. Students are required to research their own articles on their topic of choice. Each summary should briefly, and in your own words, state the purpose of the study, methods the researcher(s) used, study findings, study conclusions, and your perceptions of the research. Think of this (and look up): **annotated bibliography**.

Here are some basic guidelines: Be sure to write in APA style, no sources older than 2000 (unless it is the theorist or the main resource for a topic), write simply and cite often, integrate findings from numerous resources, be concise, and use editing or the writing lab on campus. Think of this as an annotated bibliography.

2. **Threaded Discussions**- when an online class is scheduled, students will complete posts online, under the direction of the instructor, and interact with their classmates.

3. **Quizzes**- true and false, multiple choice, and matching quizzes to be completed online.

4. **Mental Skills Training Program (Consultation program)**- Throughout the course of the semester, students will work to develop a mental skills training program. This program will be designed for a team/group of the student's choice, and students are encouraged to use a team familiar to them when possible.

5. **Participation and Attendance**- based on rubric, but simply put- show up and be on time, and participate in a meaningful way and students will earn full credit.

The final grade will be determined and computed based on the following:

1. Journal Article Summaries	25
2. Threaded Discussions	25
3. Online Quizzes	25
4. Mental Skills Program/Consultation	15
5. Participation and Attendance	10

Maximum Point Total

100 points

Grades and Grading Policy

Grade	Description	Numerical Equivalent	
A	Outstanding	90-100 (4.0)	
B+	Intermediate Grade	87-89 (3.5)	
B	Good	80-86 (3.0)	
C	Average	70-79 (2.0)	Grades of C do not count toward graduation
F	Failure	69 or below (0.0)	
INC	Incomplete		
S	Satisfactory		
U	Unsatisfactory		
PA	Pass		
NC	No credit given		

Program requirement: All MAP students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Required Text:

Nideffer, R. M. & Sagal, M-S. (2001). *Assessment in sport psychology. Enhanced Performance Systems: Fitness Information Technology*, Morgantown, WV. ISBN: 1-885693-28-1

Rollnick, S. Fadder, J., Breckon, J., & Moyers, T. B. (2020). *Coaching athletes to be their best*. The Guilford Press, New York, NY. ISBN: 1-4625-4126-3

Strongly Suggested and used for the end of the course text (but will not require):

Heathcote, F. *Peak Performance: Zen and the Sporting Zone*. Woulfhound Press (London), 1996.

Core Texts:

American Psychiatric Association (2014). *Diagnostic and statistical manual of mental disorders (5th ed., Text)*. Washington, DC: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Supplemental Readings

- *Singer, Hausenblaus, and Janelle, Editors. *Handbook of Sport Psychology*, Wiley, 2001
- * Horn. Editor. *Advances in Sport Psychology—Second Edition*. Human Kinetics, 2002
- * Cox. *Sport Psychology: Concepts and Applications*. Brown, 2000 (Chapter 1--- Personality and the Athlete; Chapter 2--- Arousal; Chapter 7--- Causal Attribution Theory
- * Butler, R.J. Editor. *Sport Psychology in Performance*. Arnold (London), 2000
- * Butler, R.J. *Sport Psychology in Action*, Arnold (London), 2000
- * Hill, K.L. *Frameworks for Sport Psychologists: Enhancing Sport Performance*, Human Kinetics, 2001
- * Weinberg and Gould. *Foundations of Sport and Exercise Psychology---* Third Edition. Human Kinetics, 2003
- * Gallwey, W.T. *The Inner Game of Tennis (classic edition)*
- * National Coaching Foundation. *Performance Profiling*. Leeds, UK, 2000
- * Stanislavski, C. *An Actor Prepares*. Routedledge (London), 1989
- * Carron and Hausenblaus. *Group Dynamics in Sport. Fitness Information Technology—Second Edition*. Morgantown, W.VA.. 1998

* Yesalis, C.E. Editor. Anabolic Steroids in Sport and Exercise--- Second Edition. Human Kinetics, 2000

* Ostrow. Editor. Directory of Psychological Tests in the Sport and Exercise Sciences. Fitness Information Technology, 1998

Class Schedule (*Dates are tentative and will be adjusted according to the semester calendar*)

Week 1 Zoom	Course introduction- Introduction to sport psychology and its history		Review assignments and familiarize with Canvas
Week 2	Assessment Introduction Reading and Evaluation of Literature	Nideffer & Sagal (2001) Chapters 1,2,11	Discussion
Week 3 Zoom	Introducing test responses and styles, assessment by numbers and developing interview and feedback techniques.	Nideffer & Sagal (2001) Chapters 5-7	Journal Article 1 Due Group Presentations- 3 groups (3 chapters)
Week 4	Choosing and Validation of Tests and how to Operationalize what we are measuring	Nideffer & Sagal (2001) Chapters 3&4	Quiz 1 from Nideffer & Sagal (2001) Ch 1-7 Discussion
Week 5 Zoom	Making treatment recommendations and writing reports	Nideffer & Sagal (2001) Chapters 8&9	Journal Article 2 Due Discussion
Week 6	Evaluating Psychological Tests and Neuropsychology	Nideffer & Sagal (2001) Chapter 10	Discussion
Week 7 Zoom	Motivational Interviewing (MI) as a sports psychology technique	Rollnick, Fader et al (2020)	Quiz 2 from all of Nideffer & Sagal (2001)
	SPRING BREAK! ENJOY!		
Week 8 Zoom	MI: Toolbox	Rollnick, Fader et al (2020)	Journal Article 3 Due Discussion
Week 9	MI: Around the Field	Rollnick, Fader et al (2020)	Quiz 3 Discussion
Week 10 Zoom	MI: Playbook	Rollnick, Fader et al (2020)	Discussion Boards- based on a playbook exercise
Week 11	Mindfulness, Zen, and Sporting Zone as techniques	Heathcote (1996)	Journal Article 4 Due Discussion
Week 12 Zoom	Mindfulness, Zen, and Sporting Zone as techniques	Heathcote (1996)	Quiz 4
Week 13	Mental Skills/Consultation Presentations		Discussion
Week 14 Zoom	Mental Skills/Consultation Presentations		
Week 15	Course wrap-up		Final Exam/project

RUBRICS

Journal Article Summaries

	Limited (1-2 points)	Good (3 points)	Accomplished (4 points)	Excellent (5 points)
1. Purpose and focus	No Awareness of audience and/or purpose lacking. Does not meet the assignment.	A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.	Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose.	Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate tone. Assignment purpose met.
2. Development of Ideas	Minimal idea development, limited and/or unrelated details.	The depth of idea development supported by limited relevant ideas	The depth of idea development is supported by elaborated and relevant details.	The depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence of analysis, reflection and insight.
3. References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research; Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.
4. Organization	Random or weak organization	Lapses in focus and/or coherence.	Uses logical organization	Careful and/or suitable organization in a scholarly manner
5. Grammar and Formatting	There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document.	There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work.	Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	No errors in grammar There are no more than two misspelled words or grammatical errors in the document.
6. Language	Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing.	Simplistic and/or imprecise language, attempt made to write scholarly and scientific.	Acceptable effective language, Average to above average scholarly and scientific writing.	Precise and/or rich language including scholarly and scientific writing style.

7. Sentence Structure	Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA	Simplistic and/or awkward sentence structure, several APA mistakes.	Controlled and varied sentence structure, some APA mistakes.	Variety of sentence structure and length, adherent to APA style (most current edition)
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Mental Skills Training/Consultation Program

Criterion	4 A-level qualities	3 B-level qualities	2 C-level qualities	1 or 0	Score
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements	
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)	
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations	Presents a thorough analysis of most issues identified; includes most necessary financial calculations	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations	Presents an incomplete analysis of the issues identified	
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading	
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective	

	both reasonable and objective				
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading	
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized	
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines	
Total:					

Participation Analysis

Criteria/Grade	A	B	C	F
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class –	Inattentive as evidenced by distracting behaviors. Little participation or evidence of	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or

	reading texts, rarely leaves class	breaks, if used, are limited in time and number	reading. Takes frequent or long breaks	evidence of reading
Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.

Video Presentation Rubric (n/a spring 2020)

	3 Points	2 Points	1 Point	0 Points
Relevant Topic-Concept	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no content.
Video quality and production	Excellent- uses technology, editing, and art. Considering career in video editing.	Average- perfectly suffice video, can hear and see. Sticking to the field of counseling psychology.	Below Average- issues with formatting, audio and/or visual, cannot view the final piece.	Unacceptable/Not addressed- no video.
Confidence and presentation style	Excellent- the next Jimmy Kimmel.	Average- OK, and academic.	Below Average- looking at the length of the video (how much more time is left).	Unacceptable/Not addressed- my godson could do a better job (He is 3).
Timeliness	Excellent- submitted early or on time.	Average- submitted in the last hour, but on time.	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.

THREADED SCHOLARLY DISCOURSE

Students are responsible for participating as assigned, and by the assigned due date. Each Threaded Scholarly Discourse is worth 5 points based on the following rubrics.

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
Introduction	Initial posting is excellent and promotes further exploration and discursion	Initial posting is very good and promotes engagement	Initial posting is good and promotes engagement	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the TSD	Very good reasoning, and analysis throughout the TSD	Decent reasoning, and analysis throughout the TSD	Some inaccuracies or flaws in analysis or reasoning during the TSD	Unclear reasoning and analysis	Lacks analysis

Support	Ideas are supported by scholarly sources	Ideas are supported by non-scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are cursory and unsupported
Interaction	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
Style	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Postings will not be accepted after the close of the TSD.

Video Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Relevant Topic	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no content.
Video quality and production	Excellent- uses technology, editing, and art. Considering career in video editing.	Average- perfectly suffice video, can hear and see. Sticking to the field of counseling psychology.	Below Average- issues with formatting, audio and/or visual, cannot view the final piece.	Unacceptable/Not addressed- no video.
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Timeliness	Excellent- submitted early or on time.	Average- submitted in the	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.

		last hour, but on time.		
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Important Dates:

GSAPP: <https://gsapp.rutgers.edu/about/academic-administrative-calendar>

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

APA Citation Style. All papers MUST be written using the APA style (6 ed.).

Student Resources

For more information visit: <https://gsapp.rutgers.edu/current-students/important-links>

Accommodations due to Disability

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form \(https://webapps.rutgers.edu/student-ods/forms/registration\)](https://webapps.rutgers.edu/student-ods/forms/registration).

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.