



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2025

18:844:618 Sport Psychology: Theory, Research and Practice
Credits: 3
Level: Graduate
Thursdays 3:35 pm – 6:05 pm

Instructor: Matt Choquette, PsyD, CMPC

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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 a threefold mission of:

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting 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

The purpose of the course is to educate practitioners on the multifaceted aspects of sports psychology, especially as it pertains to the conceptual and theoretical developments, current status of empirical research, and principles and procedures of professional practice. As a result of this course, students will have the opportunity to become knowledgeable about sport psychology and its role in the practice of professional psychology. The course covers underlying theory in the practice of sports psychology, the research methods used to enhance the science, and clinical applications as it applies to clinical interventions working with athletes, as well as other high performers including people in the performing arts, executives, and law enforcement.

Course Overview

This course will be presented as an online course, which will entail live weekly seminars via Zoom. Each week's assignments are listed on the course schedule.

Objectives for the course:

1. To understand and appreciate the development of sport psychology in terms of historical, disciplinary, conceptual, theoretical, and practice bases.
2. To define sport psychology in ways that enable 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. Literature Review – Part 1 - each student will select one area of sports psychology of their choice and develop a comprehensive literature review over the course of the semester consisting of four peer-reviewed scholarly articles on this topic. Topics should be selected by the second week of class.

Here are some examples of titles and topics that could be covered:

- African American males in Division 1 football: An investigation of racism and modern slavery
- Enhancing the performance of individual sport athletes in the sport of swimming
- Using coping skills to improve the mental health of elite athletes
- How sport has improved the overall well-being of Asian American student-athletes
- Using imagery to improve performance in golf
- The sport psychologist: A review of the roles and duties of sport psychologists.

These article summaries are short (about 2 - 3 pages, double-spaced) and designed to familiarize students with finding research articles online, summarizing research, and critically evaluating the research. Each summary should briefly, and **in your own words**, state the purpose of the study, methods the researcher(s) used, study findings, study conclusions, noted limitations, and **your perceptions of the research**. Briefly note similarities and differences across your articles as you develop the review. Summaries should demonstrate increased depth as the review progresses. Be sure to note and incorporate the instructor's feedback.

Here are some basic guidelines: Be sure to write in APA style, use no sources older than 2015 (unless it is the theorist or the main resource for a topic), write simply and cite often, integrate findings from numerous resources, be concise, organized, and use editing or the writing lab on campus. See the scholarly writing rubric to ensure the best possible performance.

Part 2 - Each student will select one of their research articles and 1) compose a brief PowerPoint of the relevant information, and 2) share this information with your peers through a clear, concise presentation.

2. Synchronous and Asynchronous (Threaded) Discussions- Students will rotate and provide two discussion questions on the readings of the week, which will be posted for the class in the week's module. Please come to class prepared to respond to these within small or large group discussions.

If a class is held asynchronously, students will interact with their classmates through threaded discussions online (Canvas) under the direction of the instructor. Initial posts will be due on **Thursdays** and response posts will be due on **Mondays**. Be sure to cross-reference discussions with the assigned text and readings, as well as other readings, write in APA style, and provide references. See the threaded discussion rubric.

3. Case Formulation and Presentation- each student will select a professional athlete of choice and write a case formulation about this person. This can be theoretical and fantasy-based. Present the demographics of the athlete (age, ethnicity, etc...), the presenting problem(s), team dynamics, performance history, interventions used, and outcomes. At the conclusion, provide an analysis of your work with the athlete (i.e., what worked well and what did not work well). This paper should incorporate and cite relevant literature covered during our course of study.

Oral presentations should be brief (no more than 10-12 minutes please!) and include an accompanying PowerPoint presentation. Students should be prepared to discuss how the research fits with other class topics or readings and engage in a brief questions and answer period. Classmates are encouraged to support one another in actively attending to the presentation, asking questions, and sharing thoughts and ideas.

4. Quizzes- Students will be required to complete three quizzes focused on defining terms and applying them to examples related to assigned readings and lecture materials posted on Canvas.

5. Participation and Attendance- see rubric, but simply put- show up, be on time, and participate in a meaningful way. Keep in mind that a robust learning experience is dependent on the mutual responsibility, presence, and contributions of all members.

BONUS – students have the opportunity to earn extra credit through a peer evaluation of final case formulation presentations.

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

1. Literature Review	25
2. In-class/Threaded Discussions	20
3. Quizzes	10
4. Case Formulation/Presentation	35
5. Participation and Attendance	10

Maximum Point Total	----- 100 point
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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)	

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

Required Text:

Cox, R. H. (2012). *Sport psychology: concepts and applications*. 7th ed. New York: McGraw-Hill.

Core Texts:

American Psychiatric Association (2020). *Diagnostic and statistical manual of mental disorders 7th ed., Text*.

Publication Manual of the American Psychological Association: 7th Edition. (2020).

Supplemental Readings

Arent, S. & Landers D. M. (2003) Arousal, Anxiety, and Performance: A Reexamination of the Inverted-U Hypothesis, *Research Quarterly for Exercise and Sport*, 74:4, 436-444, DOI: 10.1080/02701367.2003.10609113.

Carlstedt, R. A. P. (2012). *Evidence-based applied sport psychology: A practitioner's manual*. ProQuest eBook Central <https://ebookcentral.proquest.com>

Cleveland Clinic. Can sports hypnosis improve performance? *Sports Health and Fitness* March 29, 2021 retrieved from <https://health.clevelandclinic.org/improving-sports-performance-hypnosis/>

Gardner, F. L., & Moore, Z. E. (2012). Mindfulness and acceptance models in sport psychology: A decade of basic and applied scientific advancements. *Canadian Psychology/Psychologie Canadienne*, 53(4), 309–318. <https://doi.org/10.1037/a0030220>.

Maher, C. (2020). *Developing and sustaining sport psychology programs: A resource guide for practitioners*. 10.4324/9780429326523

Making SMART Goals Smarter. (n.d.). *Physician Executive.*, 38(2).

Marquardt, C. (2009). The Vicious Circle Involved in the Development of the Yips. *International Journal of Sports Science & Coaching*, 4(1_suppl), 67–88. <https://doi.org/10.1260/174795409789577506>

Stoeber, J. (2018). *The psychology of perfectionism: theory, research, applications*. Routledge, Taylor & Francis Group.

*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
- * Yesalis, C.E. Editor. *Anabolic Steroids in Sport and Exercise--- Second Edition*. Human Kinetics, 2000
- * Heathcote, F. *Peak Performance: Zen and the Sporting Zone*. Woulfhound Press (London), 1996.
- *Selected articles from the *Journal of Sport and Exercise Psychology*, the *Journal of Applied Sport Psychology*, and other relevant journals, etc.

Class Schedule:

Online quizzes will be **Mondays**. In the event any Threaded Discussions are assigned, Part I will be due **Thursdays** and Part II on **Mondays**

Week 1 9/04	Course introduction. Familiarize yourself with Canvas. Foundations of Sports Psychology.	Cox (2012) Chapters 1 and 2	
Week 2 9/11	Personality theories within performance.	Cox (2012) Chapters 1 and 2	Discussion (Dr. Matt & Sofia) - TUES
Week 3 9/18	Motivation in Sports Psychology Values in Sports Psychology: Mindfulness Acceptance and Commitment (MAC)	Cox (2012) Chapters 3 Gardener & Moore (2012)	Discussion (Palak & Ali) Journal Summary 1 Journal Presentation (Hunter)
Week 4 9/25	Goal Setting in Sport: Theory and Practice	Cox (2012) Chapter 4 and 10. Making SMART goals smarter	Discussion (Hunter & Menelik) Journal Presentation (Sofia) Quiz 1
Week 5 10/02	Youth Sports and Alternatives to Inverted U (and the inverted U).	Cox (2012) Chapters 5 and 8 Arent & Landers (2003)	Discussion (Jackie & Syrai) Journal Presentation (Syrai/Dino)
Week 6 10/09	Effects of Attention, Emotion and Mood, as well as Anxiety, Stress and Mood on relationships	Cox (2012) Chapters 6 and 7 Marquardt, 2009	Discussion (Kaitlyn & Grace) Journal Summary 2 Journal Presentation (Melenik)
Week 7 10/16	Coping and Intervention Strategies	Cox (2012) Chapter 9 For reference: Stoeber, 2018	Discussion (Imani & Mirjam) Journal Presentation (Grace/Ali) Quiz 2
Week 8 10/23	Imagery and Hypnosis; Psychological Skills Training	Cox (2012) Chapter 11 and 12. Cleveland Clinic March 2021.	Discussion (Gus & Dino) Journal Presentation (Palak/Shatong)
Week 9 10/30	Team Cohesion in Sport; Leadership and Communication in Sport	Cox (2012) Chapter 15 and 16	Discussion (Jose & Shatong) Journal Summary 3 Journal Presentation (Kaitlyn)

Week 10 11/06	Exercise Psychology; Negative Aspects of Sport and Exercise	Cox (2012) Chapter 17 and 19	Discussion Journal Presentation (Jackie/Mirjam) Quiz 3
Week 11 11/13	The Psychology of Athletic Injuries and Career Termination	Cox (2012) Chapter 18	Discussion Journal Presentation (Gus)
Week 12 11/20	Organizational Sports Psychology: Understanding the role of integrated and interdisciplinary settings		Discussion Journal Summary 4 Journal Presentation (Imani/Jose)
Week 13 11/27	THANKSGIVING BREAK		
Week 14 12/04	Case Formulation Presentations		All case formulations due 12/04 regardless of presentation date
Week 15 12/11	Case Formulation Presentations and Course wrap-up.		

RUBRICS

Scholarly Research/Writing Assignments

	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)

CASE STUDY RUBRIC

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 both reasonable and objective	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	
	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; 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	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines	
Total:					

Participation Rubric

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 reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or 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.

Discussion Rubric (for online threaded discussions)

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 discussion	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.

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.
Technology quality and production	Excellent- uses technology, editing, and art.	Average- perfectly suffice visual aids.	Below Average- issues formatting and organizing visual aids.	Unacceptable/Not addressed- no visual aids.
Confidence and presentation style	Excellent- clear, concise communication, organized discussion, promotes audience engagement	Average- OK, and academic. Shows organization and planning. Not concise, lacks clear, articulate flow across concepts	Below Average- lack of cohesiveness and organization. Reads directly from presentation vs discusses material	Unacceptable/Not addressed- Lacking in all aspects of presentation techniques

Important Dates:

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

Rutgers: <https://scheduling.rutgers.edu/scheduling/academic-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 number 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 which 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 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 a scanned copy of your original documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Assignment Submission

Due dates for all assignments are provide in this syllabus as well as the course schedule in Canvas. Unless otherwise stated, assignments are due by 11:59pm on the date indicated. Point deductions will occur for any assignment submitted after the deadline and submissions more than one week after the due date will not be accepted. It is your responsibility to communicate with me regarding late assignments. If you experience extenuating circumstances that prohibit you from submitting your assignments on time, please contact me and I will evaluate these on a case-by-case basis.

Online Etiquette

Students are responsible for their own learning. Instructors are here to facilitate learning and understanding of the course content. Learning the material is up to each student and includes: (1) Reading the entire syllabus and knowing the policies for each class– pay attention to deadlines and due dates! (2) For online lectures, make sure your computer set-up is ready for it – video, microphone, high-speed internet. Any circumstance prohibiting video (where your video is on and face can be seen for MAJORITY of the class), audio or Internet must be communicated to the instructor before class or it will count as an unexcused absence. (3) In Canvas, check the Course Calendar and Announcements regularly (at least 2-3 times per week). Also, check your email daily (4) If not attending the live class (either in person or online), keep current on course content. (5) Keep current with all course assignments, quizzes, and examinations. (6) Ask questions and communicate with the instructor.

**Remember that the greater degree of online learning you choose means you also assume greater responsibility for your own learning outcomes.

Commitment to Safe Learning Environment

The Rutgers GSAPP is committed to helping create a safe learning environment for all students and for the School. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Graduate training in psychology is vulnerable and while the safe environment is critical for learning, ultimately the instructor is the expert and will manage situations accordingly. Students are encouraged to discuss challenges with the course instructor before elevating to chair of the department, dean’s office, provost or chancellor.

Inclusion

GSAPP has a history of commitment to cultural and individual diversity. Fostering understanding of and respect for cultural and individual diversity are addressed through education and training activities, as well as through policy and structure. This is reflected in curriculum content, course content, practicum settings and activities, special events, recruitment practices for both students and faculty, retention practices, student aid, and the GSAPP committee structure and student organization structure. Understanding of diversity issues is seen as essential to competent professional functioning.

(<https://gsapp.rutgers.edu/programs/commitment-diversity>)

As such, instructors intend for this learning environment to be a place where you feel respected and valued, and have your identities supported and affirmed (e.g., race, class, gender, gender identity, national origin). If students experience marginalization or discrimination in this class, please let the instructor know so we can make our learning environment more inclusive and just. Instructors can help connect students to resources offered across campus too keeping in mind that discomfort is a part of growth, especially in graduate psychology.

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: <https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>

APA Citation Style. All papers MUST be written using the APA style (7th ed.).

Student Resources

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

Student Handbook

All students must adhere to the GSAPP Student Handbook of Policies and Procedures: <https://gsapp.rutgers.edu/current-students/student-handbook-policies-and-procedures>

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.