Note. The exam date has been set per the university guidelines. Only students who have filed for an exam conflict with the university and discussed this matter with the professor at least 1 week prior to the exam will be given the exam at an alternative time. The exam will begin at 4:40 p.m. Students arriving past 5:00 p.m. without a valid excuse will NOT be allowed to take the exam!

Information from Unit Three (80% of the Final Exam will come from the following information)

Group Processes
Define group, team, and group cohesion
Understand and explain Carron et al.’s (1985) explanation for cohesion (4 distinct dimensions on 2 levels)
Identify and explain the 4 phases and primary goals of when a group becomes a team
Identify the 4 elements of group structure
Fox et al. (2000) discussed team leader characteristics – what are these?
5 ingredients for creating an effective team climate
What is social loafing and why is it important?

Aggression
Define aggression and assertiveness based on Gill’s (1986) definition and criteria
Understand good versus bad aggression, hostile versus reactive
Understand the main assumptions, components, and elements of the explanations for aggression – be able to distinguish one from the other (Instinct Theory, Frustration-Aggression Theory, Social Learning Theory, Revised Frustration-Aggression Theory)
How do spectators influence aggression in sport?
What is game reasoning and bracketed morality?
Does aggression increase performance? What does the research show?
Implications for practice
ISSP’s recommendations for aggression in sport?

Youth Sport Participation
How many children are estimated to participate in youth sport programs in the US annually?
What age is peak of sport participation?
What were the conclusions of the study by Ewing and Seefeldt (1996)?
What is the drop-out from youth sports and why is this so high – what are kids main reasons for dropping out? What are the implications of this?
What is the connection between youth sports and childhood anxiety/stress, and burnout?
What are the purpose/objectives, main components, and pillars of the Pursuing Victory with Honor Program? Where is this taking place?
What are the main objectives and components of the Penn State Coach Training Project?

Addictive and Unhealthy Behaviors
Understand the basic DSM-IV criteria for substance abuse, anorexia nervosa, and bulimia nervosa and understand the proposed DSM-IV criteria for exercise dependence
Why do athletes use substances, restrict their food intake or binge eat, and exercise to excess?
Prevalence of substance abuse and eating disorders in sport? Why may these prevalence rates be lower than actual?
Distinguish primary from secondary exercise dependence
Why was the study by Baekland (1970) important?

Lecture 15: Injury and Burnout
Injury estimates
Sport Injury Model – understand and explain components
Understand the psychological factors influencing injury
Define and distinguish between overtraining, staleness, burnout, maladaptive fatigue syndrome
Feigley (1984) personality characteristics
Understand and explain the Cognitive-Affective Stress Model (Smith, 1986) and stages
Causes of staleness and burnout
Understand basic prevention methods
Information from Semester (20% of the Final Exam will come from the following information)

Lecture 1: Introduction
What are the 3 areas of emphasis?
What are the main differences between clinical and educational S/E specialists?
What are the psychological orientations?

Lecture 2: Personality
Define personality and the components of Hollander (1967) and Marten’s (1975) personality structure – be able to identify one from the other
Be able to identify the psychological approaches (e.g., psychodynamic, etc).
What is the difference between trait and state measures of personality?

Lecture 3: Talent Detection
Definition of talent as defined by Simonton (1999) and Howe et al. (1988)
What were the main conclusions of Singer and Janelle’s (1999) review on talent?
Understand and explain Ericsson’s notion of deliberate practice
Where do we stand regarding talent – nature versus nurture?

Lecture 4: Motivation
Define motivation, direction, and intensity, and identify the 3 views of motivation?
What are the basic assumptions of Need Achievement Theory and Self-Determination Theory?

Lecture 5: Arousal, Anxiety, and Stress
Define arousal, anxiety, state anxiety, trait anxiety, cognitive anxiety, somatic anxiety
How does Nideffer (1976) explain the arousal-performance relationship?
What are the basic assumptions of IZOF and Catastrophe Theory?

Lecture 6: Psychological Skills Training
What is PST, how is it important, and what are the reasons that PST is neglected?
Understand the three phases (education, acquisition, practice)

Lecture 7: Arousal Control
What is the 1st step in controlling arousal?
Understand the concepts of somatic and cognitive relaxation techniques and be able to identify the multimodal techniques
What is matching hypothesis?

Lecture 8: Imagery
What are the 2 keys to good imagery and what factors influence imagery effectiveness?
Understand Psychoneuromuscular Theory and Bioinformational Theory

Lecture 9: Self-Confidence
Understand Bandura’s explanation of the 6 sources that are feelings of self-efficacy come from
Coaches’ expectations [expectation-performance steps by Horn] – understand these steps and be able to distinguish one from another

Lecture 10: Goal Setting
Understand the different types of goals and general components of Achievement Goal Theory