

## PSY 260E General Sport Psychology

### **Course objectives:**

The course will provide an overview of the field of sports psychology and exercise, which involves applying psychology topics to exercise, sports, competition and health. Topics will cover how sports psychologists work –at any level- with athletes and teams in motivation, concentration, resilient personalities, attention, decision making based on interbehavioral, cognitive and other important approaches in sports psychology. Topics will include theoretical foundations of behavior, procedures for solving problems, adherence and motivation, etc. One major area of study is health psychology as a very important complement to training. Well-being and performance are compatible.

### **Course description:**

Course readings, exercises and class preparation are very important. Sometimes, the instructor might only have enough time in class to go over the major conceptual and empirical issues, so it is extremely important for students to develop a full understanding of a motivational topic and to utilize it. You must supplement in-class discussion with knowledge gained from the assigned readings.

This strong emphasis on course projects reflects not only a desire to educate you about the psychological aspects of sport and exercise but also a commitment to help you apply your knowledge in meaningful and practical ways, whether you are a physical educator, coach, recreation specialist, athlete, or aspiring sport psychologist.

### **Student Learning Outcomes:**

1. Become familiar with psychological principles of Sport Psychology that affect performance in sports and exercise.
2. Develop skills in common psychological interventions for achieving goals and maintaining gains.
3. To understand how psychological variables influence participation and performance in sport and physical activity.
4. To understand how participation in sport influences the psychological characteristics of the individual athlete.
5. To acquire skills and knowledge about sport psychology that you can apply as a coach, athlete, or other practitioner.
6. Gain practical experience in goal setting, behaviour change, and maintenance of gains.
7. To learn more about yourself as a person, or as a sports professional.

### **Course Outline**

1. **Sport Psychology:** Past. Present: The International Society of Sport Psychology (ISSP). History of Sport Psychology. Field of interest (13<sup>th</sup> World Congress of Sport Psychology, Beijing). Future: 14<sup>th</sup> World Congress of Sport Psychology, Seville- 2017.

**Reading: Lecture 1: History of Sport Psychology.**

**Lecture 2: Guillén, F. (2004). Literature in Sport Psychology: Listing of authorships and references. International Journal of Sport Psychology, 35,2, 157-170.**

2. **Basic Concepts:** Sport Psychology, Positive and Aversive Approaches to Influencing Behaviour: Positive reinforcement, punishment, etc. Coach and sport psychologists together. Direct and indirect intervention.

**Exercise:** C.B.A.S as an observation model.

**Intervention in Psychology:** *Forensic and Psychological intervention in an elite athlete with an associated psychopathology.* Poster in the 13<sup>th</sup> World Congress of Sport Psychology. Beijing.2013.

3. **Emotions and sport:** Basic concepts: Stress, Anxiety Trait, State. The Relationship between Trait and State. Fear, Arousal. The relationship between arousal and motor behaviour and performance. Theories about emotions and performance. ZOP Theory and others. Managing psychic energy.

**Exercise:** CSAI-2, SCAT and POMS.

**Reading:** Hanin, J. (2003). *Performance Related Emotional States in Sport: A Qualitative Analysis*

4. **Motivation:** Definitions. Extrinsic and intrinsic motivation. Direct and indirect motivation. Locus of control. Needs. Expectancies. How to create a good atmosphere in a group. Styles of coaching and motivation. How to be a good coach.

**Exercise:** Needs questionnaire. How to use it.

**Reading:** Vallerand, R.J. (2009). *Intrinsic and extrinsic motivation in sport.*

**Practical activity:** Motivation video or message.

5. **Psychological Characteristics of Peak Performance:** Peak Performance profile. How is the best?. Discussion about performances, drug abuses. The good and the bad athlete.

**Exercise:** Time to work with a model: The inter-behavioral model in sport Psychology. Follow the line: Past (history) – Warming up- competition. Believes: The way to go.

**Reading and discussion:** The secret of Rafa Nadal.

6. **Psychological training:** How to put together physical, tactical training and psychological preparation. Tools to enhance performance. Psychological training in tennis, football, track and field, etc.

**Exercise:** How to put it all together. Toward a new concept of training.

7. **Group cohesion:** Working as one. The individual and the group. Communication skills. Communication process. Personal biases. Empathy or lack of empathy. Sending and receiving messages. Body language. How to manage conflicts.

**Reading:** Unit 4: Communications skills.

**Exercise.** An example of a conflict.

8. **Attention and sport:** Attention and concentration. Nideffer Theory. How to improve our attention. Association and dissociation techniques. Stimuli selection. What happens when we are tired? Attention and motivation – motivation and attention. Emotions and attention.

**Exercise.** How to be/stay focused?

9. **Sport and youth.** Some implications. Considering how to motivate young athletes. Adherence and burnout. Burnout as a syndrome: Coaches, teachers and athletes. How to handle it. Different stages: different strategies. Parents' roles.

10. **Overtraining and sport:** stress, coping, training and how to handle it. Different concepts in overtraining. The role of coaches. How to recognize overtraining: physical, psychological, performance, observational symptoms.

11. **Conclusions.**

### **Prerequisites**

A previous psychology or sport course is recommended, though not obligatory.

### **Methodology**

This is a reading course, a class for discussion, presentations and more than just a classical class where the professor has 100% of the responsibility. So that means that you should expect an appropriate amount of reading each week. It's an old saying, but nevertheless true, that you'll get out of this course just what you put into it. As an American professor said of the syllabus, "In order to really develop a practical understanding of sport psychology from this course, you must complete all of the weekly readings and homework assignments".

- a) Professor presentations about different topics listed in the syllabus.
- b) Case studies to complete at home and bring to class as part of a group discussion in class.
- c) Student presentations.
- d) Exercises based on the book *American Coaching Effectiveness Program. Level 2.* Will be provided by the professor as a PDF.
- e) Quizzes (just to be sure you are working)
- f) Midterm
- g) Final exam

### **Required Text: Pipex course pack**

#### **Resources**

The literature in Sport Psychology is really impressive. Students could read and review the available research literature (i.e., professional journals such as **Revista de Psicología del Deporte (RPD)**, **Revista Iberoamericana de Psicología del Ejercicio y el Deporte (RIPED)** (both in English and Spanish) or **Journal of Sport and Exercise Psychology**, **The Sport Psychologist**, **Journal of Sport Behavior**, **International Journal of Sport Psychology**, and **Journal of Applied Sport Psychology**). You are responsible for reading to complete your information about our topics.

*The course pack is available from the 'copistería' and contains excerpts from the following:*

Textbook 1: **American Coaching Effectiveness Program. Level 2.(PDF)Theory and Practice.**

Textbook 2: Reading and study texts prepared by the Professor.

Williams, J.M. (Ed.; 2010). **Applied Sport Psychology: Personal growth to peak performance (6th Edition)**. New York: McGraw-Hill.

Burton, D., & Raedeke, T. (2008). **Sport Psychology for Coaches**. Champaign, IL: Human Kinetics.

Dosil, J. (Ed.) (2005): **The Sport Psychologist Handbook: a Guide for Sport Specific Performance Enhancement**. Wiley.

Le Unes, A. y Nation, J. (1996) : **Sport Psychology: An introduction**. Chicago : Nelson-Hall.

Murphy, SH. (Ed.) (1995): **Sport Psychology Interventions**. Champaign: Human Kinetics.

Guillén, F. (2004). Literature in Sport Psychology: Listing of authorships and references. *International Journal of Sport Psychology*, 35,2, 157-170.

### **Professional Magazines**

**International Journal of Sport Psychology**. Internacional Society of Sport Psychology (ISSP).

**International Journal of Sport & Exercise Psychology**.

**Journal of Sport & Exercise Psychology**.

**Journal of Applied Psychology**.

**Psychology of Sport and Exercise**.

**The Sport Psychologist**.

### **Course Requirements and Grading**

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| Midterm:   | 20% |
| Final Exam:  | 20% |
| Quizzes:   | 20% |
| Exercises:   | 20% |
| Presentations, class participation,<br>case studies: | 20% |

The dates for the quiz, exams and presentation will not be changed under any circumstances.

Spanish grades run: 10-9.0 (A), 8.9-7.0 (B), 6.9-5.0 (C), 4.9-0 (F)

### **Attendance, Punctuality and General Course Policies**

Attendance is mandatory. If there is a justifiable excuse for missing class, some form of documentation (e.g. doctor's note) must be provided to the proper authorities. Any student missing class must catch up on the missed notes from fellow students.

More than 3 unexcused absences will result in the lowering of the grade. Students with more than 2 such absences may not challenge the final grade received.

Punctuality is required. If a student arrives more 15 minutes late it will constitute a 0.5 absence. However no student will be permitted entrance more than 25 minutes after the beginning of the class and hence will be marked absent.

Please keep your cell phones turned off during class.

Strictly no food to be consumed in class.

### **Academic Dishonesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

### **Students with Disabilities**

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

### **Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.