



KINE 203 - Introduction to Applied Sports Psychology Course Outline

Approval Date: 12/17/2020

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000623968

Discipline(s) Physical Education

Division Kinesiology & Athletics

Subject Area KINESIOLOGY

Subject Code KINE

Course Number 203

Course Title Introduction to Applied Sports Psychology

TOP Code/SAM Code 1270.00 - Kinesiology / E - Non-Occupational

Rationale for adding this course to the curriculum This new course will contribute to the Kinesiology degree, new personal training certificate and overall curriculum. The naming of this is kinesiology as the department is in the process of moving all PHYE classes to Kinesiology.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 30

Grading Option Letter Grade or P/NP

Distance Education On-Campus

Mode of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

CSU GE Area E: Lifelong Understanding and Self-Development:

E - Lifelong Understanding and Self-Development

Approved on:Fall 2021

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Introduction to Applied Sports Psychology provides and introduction to psychological theories, strategies and skills as applied to athletic performance. The course is designed to help individuals and coaches optimize performance in exercise, athletics and health activities. Topics will include imagery, goals setting, cognitive restructuring, attentional focusing, arousal regulation, motivation and self actualization during sports participation.

Schedule Description Introduction to Sports Psychology

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Students will demonstrate knowledge of psychological concepts, principles and strategies that apply to physical activity and sport.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Discuss how psychological variables influence participation and performance in sport and physical activity.

B. Examine the effects of anxiety and arousal on competitive performance.

C. Compare and contrast the principles and effectiveness of goal setting.

D. Examine motivation theories and their application to sport performance.

E. Describe how sports psychology is used to prepare athletes for peak performance.

F. Examine the ethical standards and professional responsibilities of using psychological skills and performance training.

G. Identify the relationship between good communication skills, effective coaching, and athlete performance.

H. Describe the relationship between lifetime sport participation, fitness, and optimal psychophysiological health.

I.

3. Course Content

1. Overview of Psychology and its Role in Sport

- A. Historical development
- B. Current trends

2. Personality and Sport

- A.
- B. Definition of personality and how personality impacts sport performance
- C.
- D.
- E. Tools used by coaches/ sport psychologists to measure personality
- F.
- G.
- H. Personality research as applied to sport performance
- I.
- J.
- K. A sports psychologist's role in understanding personality
- L.

3. The Role of Motivation in Sport

- A.
- B. Defining motivation in sport and performance and outlining approaches to motivation
- C.
- D.
- E. Achievement motivation and competitiveness
- F.
- G.
- H. Identifying four theories of achievement motivation as applied to sport performance
- I.
- J.
- K. Developing achievement motivation and competitiveness
- L.
- M.
- N. Using achievement motivation in professional coaching practice
- O.

4. Arousal, Stress, and Anxiety as applied to athletic performance

- A.
- B. Evaluating athletic performance and responses to internal and external stress
- C.
- D.
- E. Defining stress and examining the stress process

- F.
- G.
- H. Identifying sources of stress and anxiety for the student athlete and athletic performer
- I.
- J.
- K. Connecting arousal and anxiety to performance
- L.
- M.
- N. Applying knowledge to coaching practice
- O.

5. Competition and Cooperation

- A.
- B. Defining competition and cooperation
- C.
- D.
- E. Viewing competition as a process
- F.
- G.
- H. Enhancing cooperation
- I.
- J.
- K. Evaluating studies of competition and cooperation
- L.

6. Feedback, Reinforcement, and Intrinsic Motivation

- A.
- B. Principles of reinforcement
- C.
- D.
- E. Approaches to influencing behavior
- F.
- G.
- H. Guidelines for using positive reinforcement /punishment
- I.
- J.
- K. Behavior modification and cognitive behavior therapy tools as applied to athletic competition
- L.
- M.
- N. Intrinsic motivation and extrinsic rewards
- O.
- P.
- Q. Impacts of both positive and negative influences
- R.
- S.

- T. How extrinsic rewards affect intrinsic motivation in sport
- U.
- V.
- W. Strategies for increasing intrinsic motivation and flow
- X.

7. Team Dynamics and Cohesion

- A.
- B. Recognizing the difference between groups and teams
- C.
- D.
- E. Identifying three theories of group development
- F.
- G.
- H. Understanding group structure
- I.
- J.
- K. Creating an effective team climate
- L.
- M.
- N. Maximizing individual performance in team sports
- O.
- P.
- Q. Conceptual model of cohesion
- R.
- S.
- T. Tools for measuring cohesion
- U.
- V.
- W. Relationship between cohesion and performance
- X.
- Y.
- Z. Strategies for enhancing and building team cohesion
- AA.

8. Communication with team and individual athletes and coaches

- A.
- B. Understanding the communication process as applied to team, individual and athletic performance
- C.
- D.
- E. Sending and receiving messages effectively
- F.
- G.
- H. Recognizing breakdowns in communication
- I.
- J.
- K. Dealing with confrontation and conflict
- L.
- M.

N. Delivering constructive criticism

O.

9. Psychological Skills Training (PST)

A.

B. What psychological skills training entails

C.

D.

E. Four goals of PST as applied to athletic performance-imagery, goal setting, self talk and physical relaxation

F.

10. Arousal Regulation

A.

B. Increasing self-awareness of arousal

C.

D.

E. Using anxiety reduction techniques

F.

G.

H. Coping with adversity

I.

J.

K. Using arousal-inducing techniques

L.

11. Imagery used in sport and athletic performance

A.

B. Defining imagery

C.

D.

E. Uses of imagery

F.

G.

H. Evidence of imagery's effectiveness

I.

J.

K. Imagery in sport: Where, when, why, and what

L.

M.

N. Factors affecting the effectiveness of imagery

O.

P.

Q. How imagery works

R.

S.

T. Keys to effective imagery

U.

V.

W. How to develop an imagery training program

X.

Y.

Z. When to use imagery

AA.

12. Self-Confidence

A.

B. Defining self-confidence

C.

D.

E. Understanding how expectations influence performance Tools used to develop and promote positive selfconfidence

F.

A.

B. Goal Setting

C.

A.

B. Definition of goals

C.

D.

E. Effectiveness of goal setting

F.

G.

H. Principles of goal setting

I.

J.

K. Development of group goals

L.

M.

N. Design of a goal-setting system

O.

P.

Q. Common problems in goal setting

R.

14. Concentration and athletic performance

A.

B. Defining concentration

C.

D.

E. Explaining attentional focus: three processes

F.

G.

H. Connecting concentration to optimal performance

I.

J.

K. Identifying types of attentional focus

L.

M.

N. Recognizing attentional problems

- O.
- P.
- Q. Using self-talk to enhance concentration
- R.
- S.
- T. Assessing physical performance and attention
- U.
- V.
- W. Improving concentration

X.

15. Burnout and Overtraining

- A.
- B. Definitions of overtraining, staleness, and burnout
- C.
- D.
- E. Models of burnout
- F.
- G.
- H. Factors leading to athlete overtraining and burnout
- I.
- J.
- K. Symptoms of overtraining and burnout; ways to measure burnout
- L.
- M.
- N. Treatment and prevention of burnout
- O.
- P.
- Q. Relationship between stress and injury
- R.
- S.
- T. Role of sport psychology in injury rehabilitation

U.

16. Children and Sport Psychology

Importance of studying the psychology of young athletes

- A.
- B. Children's reasons for participation and nonparticipation
- C.
- D.
- E. Stress and burnout in children's competitive sport
- F.
- G.
- H. Effective coaching practices for young athletes
- I.
- J.
- K. Role of parents

L.

17. Exercise and Psychological Well-Being

A.

- B. Reducing anxiety and depression with exercise
- C.
- D.
- E. Understanding the effect of exercise on psychological well-being
- F.
- G.
- H. Changing personality and cognitive functioning with exercise
- I.
- J.
- K. Enhancing quality of life with exercise
- L.
- M.
- N. Examining the runner's high
- O.
- P.
- Q. Using exercise as an adjunct to therapy
- R.

4. Methods of Instruction:

Discussion: students will discuss and analyze sports technologies used with various individual and team sport activities. All levels from youth sports to professional will be discussed.

Lecture: In class lectures will include use of film, PowerPoint and guest lecturers

Online Adaptation: Discussion, Group Work, Journal, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: Methods of instruction will directly reinforce the student learning outcomes.

Students will be asked to examine and evaluate sports psychology concepts and principles and will apply to development of sports psychology plans to be used with teams or clients.

Group work and discussions will provide student with feedback on the integration of principles into plans. Online lectures will present concepts and case studies for analysis.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Multiple choice, essay and short answer

Research Projects -- Develop an analysis of current sport psychology practices to establish validity, assess and develop sports psychology plans for various clients based on criteria provided.

Final Exam -- Multiple choice, short answer and true false questions.

Additional assessment information:

Methods of evaluation will directly support the student learning outcomes. Students will be asked to evaluate and apply sports psychology into various plans. Tests and quizzes will measure knowledge of sports psychology principles and practices.

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will read chapters from text. Example: Chapter 3-personality and Sport, chapter 4-Fitness Motivation

B. Writing Assignments

Written assignments directly from text or supplemental reading

Example 1. Identify sources of stress and anxiety; create a written plan to tailor coaching strategies to individuals based on needs

Example 2. Discuss three phases of psychological skills training program. Develop program and outline potential problems of implementing program.

C. Other Assignments

Research: Student will evaluate academic path and job opportunities for sports psychologist

Research paper on current usage of sport psychology tools and techniques and applicability to multiple levels of sport activity.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Weinberg, R Gould, D

Title: Foundations of Sport and Exercise Psychology

Publisher: Human Kinetics

Date of Publication: 2018

Edition: 7th

B. Other required materials/supplies.