

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Serinna Eason Date: 12/17/2020

Department	Subject	Course Number	Title
Physical Education	Physical Education PE	126	Sport Psychology

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units

3.00

Total Units

3.00

Lecture Contact Hours

48.00 - 54.00

Total Contact Hours

48.00 - 54.00

Lecture Homework Hours

96.00 - 108.00

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

PE 126: Sport-Psychology, is consistent with the intent of Area B because this course focuses on Psychological Dimensions of Sport and Exercise Performance. Topics will include motivation, personality, emotions and mood as they relate to individual and group sports. GELO1: examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion. Students will do this by analyzing the influence of psychological variables on participation and performance in sport and physical activity. GELO4: develop individual responsibility, personal integrity, and respect for diverse people and cultures. GELO5: examine ethical issues that will enhance their capacity for making sound judgments and decisions. Both GELO 4 and 5 will be implemented because students will complete exams in order to analyze how psychological variables influence participation and performance in sport and physical activity, to acquire skills and knowledge about sport psychology that one can apply as a coach, athlete, or other practitioner, and to identify and apply health enhancement and well-being including adherence, athletic injuries, substance abuse, eating disorders, burnout and over training, and issues concerning athletes.

Maximum Enrollment:	40
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	1270.00

Can be Taken	1	time(s) for credit (max 4)
		- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
		- Intercollegiate athletics course
		- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course will examine the Psychological Dimensions of Sport and Exercise Performance. Topics will include motivation, personality, emotions and mood as they relate to individual and group sports. Social psychology of sport and cognitive and behavioral interventions will also be discussed. Relevant and current literature in the field will be used to support concepts.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course will examine the Psychological Dimensions of Sport and Exercise Performance.

Need for the course:

This course is proposed as a transfer course that can be an elective for our Social Behavioral Science Degree.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Define the foundations of general psychology and sport psychology including learning, behavior, personality, and applied psychology specialization as well as a sport science.
 2. Emphasize an understanding of the psychological processes involved in human performance, including models of intervention than can enhance and improve learning and performance conditions.
 3. Discuss ways to integrate experiential and scientific knowledge to guide the practice of sport psychology.
 4. Define, analyze and discuss gender issues in sport and exercise.
 5. Develop an understanding of basic theories and research methods in psychology.
 6. Critically analyze information about human behavior and distinguish between conclusions supported by scientific evidence and conclusions based on nonscientific ways of knowing.
 7. Demonstrate applied psychology analysis and evaluative research skills.
 8. Use databases (e.g., the library and scholarly) to research empirical studies on psychological topics on personality, development, and abnormal psychology including but not limited to evolutionary, psychoanalytical, behavioral, social learning, cognitive, psychodynamic, humanistic, psychobiological and sociocultural perspectives AND analyze and summarize that research using the basic elements of APA style.
 9. Examine and Categorize critical biological mechanisms involved in psychological functioning including the major parts of the nervous system, brain, neurons, neurotransmitters, action potential, synaptic transmission, and the neurological and endocrine processes involved in the arousal and stress response.
 10. Analyze each of the transduction processes involved in our sensory systems and the role of perception in shaping our understanding of the sport and exercise.
 11. Compare and contrast different theoretical perspectives and individual mechanisms relevant to specific areas of psychology including learning, memory, personality, social interactions, cognitive processes, motivation and emotion, stress and health psychology, psychopathology, and other related to sport and exercise psychology.

Course Content:

(please number the outline of main topics and subtopics)

1. **General Overview of Psychological Theories**
 - A. What is Psychology
 - B. The Evolution of psychology, history, approaches, and questions.
 - C. Psychological Science
 - D. What is a Theory?
 - E. Types of Theories
 - a. Developmental
 - b. Grand Theories
 - c. Mini-Theories
 - d. Emergent Theories
 - F. Major Psychological Theories
 - a. Psychodynamic Theory
 - b. Social Learning
 - c. Conflict
 2. **Research Methodologies**
 - A. The scientific approach to behavior
 - B. Experimental research
 - C. Descriptive/correlational research
 - D. Statistics and research
 - E. Overview of key research methods in psychology
 - F. Evaluating research
 - G. Ethics: Do the ends justify means
 3. **The Biological Bases of Behavior**
 - A. Communication in the nervous system

- B. Organization of the nervous system
- C. Looking inside the brain: Research methods
- D. The brain and behavior
- E. Right brain/left brain: Cerebral Laterality
- F. The endocrine system: Another way to communicate
- G. Heredity and Behavior: Is it all in the genes?
- H. The evolutionary bases of behavior
- 4. **Foundations of Sport Psychology**
 - A. Defining Sport and Exercise Psychology
 - B. Specializing in Sport and Exercise Psychology
 - C. History of Sport and Exercise Psychology as a science
 - D. Ethics in the field of Sport Psychology
 - E. Identification and analysis of research in Sport and Exercise Psychology
 - F. Understanding present and future trends
- 5. **Psychological Theories related to Sport and Exercise Psychology**
 - A. Behavioral Theories
 - B. Cognitive Theories
 - C. Personality Theories
 - D. Social Theories
- 6. **States of Consciousness Related to Sport and Exercise**
 - A. The nature of consciousness
 - B. Biological rhythms and sleep
 - C. The sleep and waking cycle
 - D. How sleep affects sport performance and health
- 7. **Sensation and Perception Related to Sport and Exercise**
 - A. Psychophysics: Basic concept and issues
 - B. Our sense of sight: The visual system
 - C. The visual system: Perceptual Processes
 - D. Our sense of hearing: The auditory system
 - E. Our chemical system: taste and smell
 - F. Our sense of touch: sensory systems in the skin
- 8. **Learning Related to Sport and Exercise Psychology**
 - A. Classical conditioning
 - B. Operant conditioning
 - C. Observational Learning
 - D. An illustrated overview of three types of learning for sport performance
- 9. **Behavioral Theories related to Sport and Exercise Psychology**
 - A. Theorists (Skinner, Watson)
 - B. Applied Behavior Analysis
 - C. Behaviors are acquired through conditioning
 - D. Conditioning occurs through interaction with the environment
 - E. Response to environmental stimuli shape our actions
 - F. Feedback, reinforcement, and intrinsic motivation for Sport and Exercise
 - a. Approaches to influencing behavior
 - b. Guidelines for using positive reinforcement
 - c. Guidelines for using punishment
 - d. Intrinsic motivation and extrinsic rewards
 - e. Behavior modification
- 10. **Cognitive Theories Related to Sport and Exercise Psychology**
 - A. Theorists (Piaget, Freud, Rudolf)
 - B. Acquiring knowledge through perception, thinking, imagining, remembering, judging, problem-solving and selective attention.
 - C. To change the way people behave, thoughts, beliefs, and "knowing" may need to be changed.
 - D. Cognitive and Behavioral Interventions to Sport and Exercise

- a. Cognitive Evaluation Theory
 - b. Coping and intervention Strategies in sport and exercise
 - c. Goal Setting
11. **Personality Theories related to Sport and Exercise Psychology**
 - A. Theorists (Kounins, Freud, Erikson)
 - B. Psychosocial Development
 - a. Personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood.
 - C. Defining Personality
 - D. Understanding Personality Structure
 - E. Studying Personality from Five Viewpoints
 - F. Measuring Personality
 - G. Personality as a component to Sport and Exercise performance
 - a. Personality factors related to sports performance
 - b. Measuring personality and using personality structure
 - c. Cognitive strategies and success and your role in sport and exercise
12. **Social Theories Related to Sport and Exercise Psychology**
 - A. Theorists (Bandura, Maslow)
 - B. People learn from one another, via observation, imitation, and modeling.
 - C. Attention memory and motivation
 - D. Social Psychology of Sport and Exercise
 - a. Aggression and Violence in Sport
 - b. Team Cohesion in Sport
 - c. Leadership and Communication in Sport
13. **Motivation in Sport and Exercise**
 - A. Maslow's Hierarchy of Needs
 - a. Motivational theory in comprising a five-tier model of human needs
 - B. Achievement Goal Theory
 - C. Descriptive Approach
 - D. Cognitive Evaluation Theory
 - E. Defining Motivation
 - F. Review three approaches to motivation
 - G. Building motivation with five guidelines
 - H. Role of self-confidence in motivation
 - I. Identifying Four theories of Achievement Motivation
 - J. Developing achievement Motivation and Competitiveness
 - K. Using Achievement Motivation in Professional Practice
14. **Group and Team Dynamics**
 - A. Recognizing the Difference between group and team
 - B. Identifying Three Theories of Group Development
 - C. Understanding Group Structure
 - D. Creating and Effective Team Climate
 - E. Maximizing Individual Performance in Team Sports
15. **Attention, Emotion and Mood Related to Sport and Exercise Performance**
 - A. Defining Arousal and Anxiety
 - B. Measuring Arousal and Anxiety
 - C. Defining Stress and Understanding Stress Process
 - D. Identifying the Sources of Stress and Anxiety
 - E. Connecting Arousal and Anxiety to Performance
 - F. Applying Knowledge to Professional Practice
16. **Leadership**
 - A. Definition of Leadership
 - B. Leadership Behavior
 - C. Modeling

- D. Expected process
- E. Feedback and reinforcement
- F. Approaches to Studying Leadership
- G. Research and Multidimensional Model of Sport Leadership
- H. Leadership Training Interventions
- I. Four Components of Effective Leadership
- 17. **Communication**
 - A. Understanding the Communication Process
 - B. Sending Messages Effectively
 - C. Receiving Messages Effectively
 - D. Recognizing Breakdowns in Communication
 - E. Improving Communication
 - F. Dealing with Confrontation
 - G. Delivering Constructive Criticism
- 18. **Improving Performance**
 - A. *Arousal Regulation*
 - B. *Imagery*
 - C. *Self-Confidence*
 - D. *Goal-Setting*

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Demonstrate competency in understanding psychological principles, theories and research explain how they are related to and enhance performance.
- **Method:** In-class Exercises
Integration: Recognize and resolve psychological barriers to peak performance of the individual or team through the use of observation and interview. Apply the appropriate psychological principles such as a Psychological Skill Training Program to enhance sport performance.
- **Method:** Film/video Viewing and Discussion
Integration: Understand and apply a Psychological Skill Training program to enhancing their academic, personal, and professional lives.
- **Method:** Group Projects
Integration: Recognize team building techniques to enhance performance and improve team effectiveness.
- **Method:** Activity
Integration: Analyze the influence of psychological variables on participation and performance in sport and physical activity.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: Demonstrate competency in understanding psychological principles, theories and research explain how they are related to and enhance performance.
- **Method:** Class Work
Integration: Recognize and resolve psychological barriers to peak performance of the individual or team through the use of observation and interview. Apply the appropriate psychological principles such as a Psychological Skill Training Program to enhance sport performance. Class work will be evaluated in-class written assignments.
- **Method:** Portfolios
Integration: Portfolios will be used to analyze how psychological variables influence participation and performance in sport and physical activity, to acquire skills and knowledge about sport psychology that one can

apply as a coach, psychology that one can apply as a coach, athlete, or other practitioner, and to identify and apply health enhancement and well-being including adherence, athletic injuries, substance abuse, eating disorders, burnout and over training, and issues concerning athletes. Portfolios will be evaluated based on a rubric.

- **Method:** Class Participation

Integration: Recognize team building techniques to enhance performance and improve team effectiveness.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Applying Sport and Exercise Psychology Principles

- Select a problem or situation you have observed in a physical activity setting that could be prevented or ameliorated (improved upon) using the principles you have learned in sport and exercise psychology. Please limit your selection of problems or situations to the following areas:

- Teamwork or cohesion
- Arousal regulation
- Imagery
- Self-confidence
- Goal setting
- Attention or concentration

You may consider situations that you might encounter as a coach, physical educator, athletic trainer or physical therapist, fitness professional, and so on. In other words, although the type of problem that you tackle is limited (e.g., teamwork), the situation to which you choose to apply your knowledge is not. Design a program or intervention to prevent or improve the situation. Be specific! In the event that you encounter this situation in the real world, you should be able to use the material that you've developed for this project as is.

Your program needs to include the following:

- An introductory paragraph describing the situation, activity, individuals, age group, skill or ability level, and any other circumstances pertinent to the situation for which you are designing your program or intervention.
- A complete description of your program or intervention. How will it work? If it is designed to take place in stages, what are these stages? How often should each stage be used? How will you know if your program or intervention has been effective?
- Any forms, overheads, visual aids, or other materials you would use to implement your program or intervention (e.g., if you're doing a goal-setting intervention for high school basketball players, develop the actual form you would use for recording goals). The key to this part of the assignment is to be creative and specific!
- Discussion of the limitations of your program or intervention: How might you need to modify it for another sport or a different group? With what type of person, team, or situation would this intervention work best? Why?

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2. Outside-of-Class Reading Assignments

- Read the required textbook in order to recognize the science and history of sports psychology and sport psychologists. Study various handouts and supplemental texts from noted sports authors and coaches in order to gain knowledge of the practical application of the psychological concepts.

3. Short Essay Assignments

1. Compare and contrast two or more of the theories and perspectives of personality and how they related to sport and exercise psychology (Psychoanalytic, Humanistic, Cognitive, Behavioral, and others)
2. Construct an operant conditioning plan aimed at modifying a behavior (For example, teaching a dog to roll over).
3. Compare and contrast correlational and experimental research methods, including examples of psychological research topics for each design

4. Applied Sport Psychology Magazine or Journal Article

Choose one topic from the psychological skills training section of the book that you find interesting: arousal regulation,

imagery, self-confidence, goal setting, attention or concentration.

You are going to write an applied article on your chosen topic for a specific newsletter or magazine related to a sport or physical activity of your choice. You will need to select a specific newsletter or magazine (e.g., *Golf World*, *Cycle World*, *Tennis*). If you have trouble locating an appropriate newsletter or magazine, I may be able to help you find one. Along with your article, you will need to turn in a copy of an article out of the actual newsletter or magazine.

The format of your article should be similar to those in the actual newsletter or magazine. Be creative: Include graphics and diagrams, get the reader's attention with quotes, and create a catchy title. Your article should include approximately four to five pages of text. (The length will depend somewhat on how you format your article.)

The key for your article is to present the information on your topic so that readers can understand the information and apply it to their specific sport or physical activity. Be sure to include good content (the basics of the topic you are presenting) and ideas for how this information can be applied to specific situations (using examples is a good idea).

Textbooks:

- Robert Weinberg & Daniel Gould (2019). *Foundations of Sport and Exercise Psychology* Human Kinetics. ISBN: 9781492561156

Other Resources:

Minimum Qualification

- Kinesiology (Masters Required) **or**
- Physical Education (Masters Required) **or**
- Psychology (Masters Required)