

**College of San Mateo**  
**Official Course Outline**

**1. COURSE ID:** PSYC 330    **TITLE:** Sports Psychology

**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

**Method of Grading:** Letter Grade Only

**Recommended Preparation:**

Eligibility for ENGL 838 or ENGL 848 or ESL 400.

**2. COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

Survey of current theoretical perspectives, research, and applications of theory and techniques specific to the field of sports psychology. Course material entails engagement of theory, scientific methodology, and experiential exercises to facilitate the understanding of research as related to optimal performance in athletics and in life. Course topics include: the history and foundations of sport and exercise psychology, personality, attribution and cognition, leadership, motivation, goal setting, neuropsychology and physiology of arousal, attention, and psychological skills training.

**4. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify and critically evaluate theories of sports psychology from a research-based perspective.
2. Describe the neurophysiology and measurement of arousal, attention, and factors of personality as applied to the field of sports psychology.
3. Apply theory and techniques of sports psychology to the improvement of performance in diverse populations and settings.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Define sports psychology and explain how sports psychology can benefit people involved in athletics and exercise.
2. List important events and major developments in the history of sports psychology.
3. Describe research methods utilized to study arousal, personality, motivation, leadership, teams, and performance strategies in sports.
4. Explain the relevance of multiculturalism in sports psychology.
5. Describe the role played by, and the training required of, sport and exercise psychology specialists.
6. Apply the ethics of sports psychology to case studies.
7. Analyze the physiological aspects of sports, including anxiety, stress, arousal, the central nervous system, the autonomic nervous system, and the adrenal response.
8. Explain the relationship between arousal and performance in sports.
9. Identify the characteristics of the multidimensional model of leadership, and the components of effective leadership and coaching.
10. Describe, analyze, and evaluate the effectiveness and principles of goal setting.
11. Explain theories of motivation, self-confidence, and feedback and how they can impact performance in sports.
12. Explain the cognitive aspects of sporting performance such as causal attributions, goal setting, and imagery.
13. Describe and evaluate methods of psychological skills training.
14. Define types and functions of imagery and describe the factors that influence imagery effectiveness.
15. Describe common methods for treating and preventing burnout in sport and exercise.
16. Describe, analyze, and evaluate effective coaching practices for youth, adolescents, and adult athletes.
17. Identify common reasons why children participate in and dropout of sport and exercise.
18. Explain the current issues involved in drug use among athletes.

## 6. COURSE CONTENT:

### Lecture Content:

1. History and Foundations of Sports Psychology
  - A. History of sports and exercise psychology
  - B. Birth of sports psychology and the establishment of professional organizations
  - C. Current topics in the field of sports psychology
    - a. Application of neuroscience
  - D. Research and the application of the scientific method to the study of sports
    - a. Descriptive, Experimental, Correlational Methodology
  - E. Ethical standards and professionalism in sports psychology
  - F. Careers in sports psychology
2. Personality Theory as Applied to Sports Psychology
  - A. Theories of Personality: Psychodynamic, Humanistic, Trait, Social Learning Theory, Interactional
  - B. Measurement of personality
    - a. Assessment methodology and research
  - C. Personality and sports
3. Attribution and Cognition
  - A. Theories of attribution
  - B. Factors influencing attribution
  - C. Causal attribution in sports
  - D. Attribution errors
  - E. Benefits of changing attributions
  - F. Bandura and self-efficacy
4. Motivation
  - A. Types of motivation
  - B. Theories of achievement motivation
    - a. Achievement motivation (Atkinson-McClelland)
    - b. Competence motivation theory (Harter)
    - c. Sport confidence model (Vealey)
  - C. Intrinsic versus extrinsic motivation
  - D. Harter's competence motivation theory
  - E. Motivation and goal setting
  - F. Self-determination theory
  - G. Strategies to increase intrinsic motivation
  - H. Effort versus outcome
    - I. Feedback and motivation
5. Goal Setting
  - A. Goal setting, performance, and achievement
  - B. Outcome, performance, process goals
  - C. Evaluating principles & pitfalls of goal setting
6. Arousal, Stress, and Anxiety
  - A. Physiology and psychology of arousal, stress, and anxiety
    - a. Major divisions of the nervous system
    - b. The adrenal stress response
    - c. Physiological indicators of arousal
  - B. Measurement of anxiety
    - a. Self-report
    - b. Behavioral measures
    - c. Physiological measures
  - C. Arousal, stress, anxiety and performance
    - a. Differentiating anxiety, arousal, and stress
    - b. State and trait anxiety
    - c. Emotions, mood, cognition, and performance
    - d. Drive theory
    - e. Yerkes-Dodson theory
    - f. Social facilitation theory
    - g. Inverted-U hypothesis
    - h. Attentional control theory
    - i. Zone of optimal functioning
    - j. Csikszentmihalyi's FLOW

- D. Stress management interventions
- E. Relaxation strategies
- 7. Psychological Skills Training
  - A. Introduction to psychological skills training
  - B. Regulating arousal
    - a. Behavioral strategies
    - b. Cognitive strategies
  - C. Attention and concentration
  - D. Self-confidence
  - E. Imagery, mental practice, and performance
  - F. Effectiveness of psychological interventions
- 8. Aggression in Sports
  - A. Types of aggression
  - B. Measurement of aggression
  - C. Theories of aggression
    - a. Instinct theory
    - b. Social learning theory
    - c. Frustration-aggression hypothesis
    - d. Moral reasoning theory
    - e. General Aggression Model (GAM)
  - D. Fan violence in sports
  - E. Reducing violence in sports
- 9. Stereotypes, Prejudice, and Discrimination
  - A. Multiculturalism in sports
  - B. Cultural diversity in sports
  - C. Gender in sports
  - D. Stereotyping
    - a. Gender
    - b. Race
    - c. Sexual orientation
  - E. Stereotyping and prejudice
    - a. Social learning theory
    - b. Social identity theory
    - c. Cognitive biases
  - F. Cognitive effects of stereotyping and prejudice
    - a. Negative self-evaluation
    - b. Self-fulfilling prophecy
    - c. Stereotype threat
  - G. Reducing stereotypes and prejudice in sport
- 10. Group Process and Team Dynamics
  - A. Types of cohesion
  - B. Development of cohesion
  - C. Measurement of cohesion
  - D. Roles, norms, group process
  - E. Cohesion-performance link
  - F. Strategies for building team cohesion
  - G. Downside of social cohesion
- 11. Leadership
  - A. Theories and models of leadership
    - a. Trait, behavioral, interactional approaches
  - B. Coaching
  - C. Communication and feedback in team dynamics and leadership
    - a. Types of communication
    - b. Communication problems
    - c. Improving communication
  - D. Development of leadership
- 12. Understanding Injury and Burnout
  - A. Identifying athletes at risk of injury
  - B. Physical and psychosocial factors associated with athletic injuries
  - C. Athletes reactions to injury

- a. Cognitive appraisal
  - b. Psychological response
    - i. Injury response model
    - ii. Loss of identity
    - iii. Positive emotions
  - D. Role of sports psychology in injury rehabilitation
  - E. Identifying and understanding burnout
  - F. Personality and coping
  - G. Burnout in sports professionals
  - H. Treating and preventing burnout in athletes and sports professionals
    - a. Social support
    - b. Mind-set
    - c. Stress management
13. Addictive and Unhealthy Behaviors
- A. Types of performance-enhancing drugs and procedures
  - B. Prevalence of performance-enhancing drug use
  - C. Prevalence of recreational drug use in athletes
  - D. Substance use and addiction
  - E. Factors predicting substance misuse
  - F. Detection and prevention of substance misuse
  - G. Eating disorders
    - a. Types, prevalence, models of understanding
    - b. Consequences, treatment, prevention
14. Youth in Sports
- A. Benefits of youth sports
  - B. Potential negative factors associated with the youth sports experience
  - C. Reasons youth withdraw from sports
  - D. Coaching youth sports & coaching behavior assessment system
15. Facilitating Psychological Growth and Development in Sports
- A. Exercise and mental health
  - B. Physical activity and behavioral change

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Directed Study
- C. Activity
- D. Critique
- E. Discussion
- F. Guest Speakers
- G. Observation and Demonstration
- H. Other (Specify): Film, Case Studies

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

- A. Research paper in APA format integrating core course theoretical content and critical thinking with application of current research in the field of sports psychology.
- B. Locate and synthesize the research of peer reviewed literature in the field of sports psychology.
- C. Reading case studies specific to sports psychology; identifying theoretical constructs and apply appropriate techniques of sports psychology to real-world examples.
- D. Conduct a semester-long self-directed program designed to enhance performance within a specific goal-related area. Based upon research literature from the field of sports psychology, students will identify specific goals, track progress, design and implement, research-based interventions, write and present upon their experience. This involves locating and synthesizing scientific literature, applying concepts, and to apply critical thinking and reasoning skills throughout the process. This culminates in an 8-10 page paper in APA format.

### Reading Assignments:

- A. Weekly reading of academic research-based sports psychology textbook.
- B. Additional reading of primary source scholarly articles specific to sports psychology theory, research, and application of theory and technique.
- C. Reading of case studies supporting evaluation and analysis of theory and technique specific to sports psychology.
- D. Reading current events articles related to sports with the emphasis on recognition and application of theory and research related to topics of multiculturalism, prejudice, discrimination, and performance in sports.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Portfolios
- I. Projects
- J. Quizzes
- K. Research Projects
- L. Written examination

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Sanderson, C.. *Sport Psychology*, 1st ed. Oxford University Press, 2016
- B. Williams, J. & Krane, V.. *Applied Sport Psychology: Personal Growth to Peak Performance*, 7th ed. McGraw Hill, 2014
- C. Weinberg, R. & Gould, D.. *Foundations of Sport & Exercise Psychology*, 6th ed. Human Kinetics, 2014
- D. Cox, R.. *Sport Psychology: Concepts and Applications*, 7th ed. McGraw Hill, 2012

**Origination Date:** October 2017

**Curriculum Committee Approval Date:** November 2017

**Effective Term:** Fall 2018

**Course Originator:** Michelle Mullane