

CATALOG DESCRIPTION:

The study of scientific research and empirical evidence relating to instructing individuals in exercise and/or sport; development of philosophical framework and psychological skills needed for successful motivation, communication, and leadership.

PREREQUISITE: Psychology 101 or 206

TEXT:

Cox, R. H. (2002). Sport Psychology: Concepts and applications (6th ed.). Boston: WCB McGraw-Hill.

NATURE OF COURSE CONTENT:

Psychology of Exercise and Sport is designed to help prepare undergraduate students in physical education teacher education, exercise science, and recreation/sport management to understand the psychological factors influencing involvement and performance in physical education, exercise, and sport settings.

GOALS/OUTCOMES:

At the end of the course, the student should be able to:

1. define and describe sport psychology.
2. describe four theories of personality .
3. discuss the role of personality in sport performance.
4. implement attention focusing strategies in physical education, exercise, and sport settings.
5. differentiate between arousal and anxiety.
6. identify and give examples of five factors associated with anxiety.
7. discuss the relationship between arousal and athletic performance.
8. implement arousal adjustment strategies.
9. explain coping strategies in sport.
10. discuss causal attribution and its application to sport.
11. describe the role of motivation and self confidence in sport.
12. discuss the causes and results of aggression in sport.
13. describe role of audience, team cohesion, and leadership in sport.
14. discuss the issues of over training and burnout, athletic injuries, and drug abuse as they relate to sport psychology.

CONTENT OUTLINE:

- I. Introduction to Sport Psychology
- II. Personality and the Athlete
 - A. Theories of Personality
 - B. Measurement of Personality
 - C. Personality and Sports Performance
 - D. The Interactive Model
- III. Attention in Sport
 - A. Information Processing
 - B. Attentional Narrowing
 - C. Attentional Focus Training
- IV. Anxiety and Arousal in Sport
 - A. Defining Anxiety and Stress
 - B. Multidimensional Nature of Anxiety
 - C. Relationship Between Arousal and Athletic Performance
- V. Arousal Adjustment Strategies
 - A. Relaxation Procedures
 - B. Arousal Energizing Strategies
- VI. Cognitive-Behavioral Intervention in Sport
 - A. Coping Strategies in Sport
 - B. Imagery in Sport
 - C. Imagery and Relaxation
 - D. Goal Setting
 - E. Psychological Skills Training for Sport
- VII. Causal Attribution in Sport
 - A. The Attributional Model
 - B. Causal Attributions in Competitive Situations
- VIII. Motivation and Self-Confidence in Sport
 - A. Models of Self-Confidence
 - B. Gender and Self-Confidence
- IX. Social Psychology of Sport
 - A. Aggression in Sport
 - B. Audience Effects in Sport
 - C. Team Cohesion
 - D. Leadership in Sport
- X. Psychobiology of Sport and Exercise
 - A. Exercise Psychology
 - B. Staleness, Over training, and Burnout in Athletes
 - C. Psychology of Athletic Injuries
 - D. Drug Abuse by Athletes

METHODS OF EVALUATION:

Student performance will be evaluated as follows:

<i>DESCRIPTION</i>	<i>POINTS POSSIBLE</i>
<u>Written Exams</u>	
Test 1	50
Test 2	50
Test 3	50
Final	100
Quizzes (5 X 10)	<u>50</u>
<i>Subtotal</i>	<i>300</i>
<u>Classwork Assignments</u>	
Homework (2 X 10)	20
Article Reviews (3 X 10)	30
Observation Schedule	<u>50</u>
<i>Subtotal</i>	<i>100</i>
<u>Total Points Possible:</u>	<u>400</u>

Grades will be determined according to the following scale:

90-100% = A
80 -89% = B
70- 79% = C
60- 69% = D
0- 59% = F

REQUIREMENTS OF THE COURSE:

1. Students are expected to attend and fully participate in **all** classes.
2. Students are expected to **read chapters ahead of time** so they can ask and answer questions, complete quizzes successfully, and be involved discussions/assignments.
3. All assignments, reports, and other related coursework are to be turned **in at the beginning of the class period on the date due. NOTHING** will be accepted beyond the due date.
4. All assignments are to be word processed using the assigned format.

5. Students are responsible for acquisition of material covered on days when absent. Prior arrangements must be made with the instructor if absence from a test is unavoidable. If a test is missed due to severe illness or extreme emergency, it may be made up on the day of the final exam.
4. Expect to spend 6-9 hours per week **outside of class** on this course.
6. **PLEASE TURN OFF ALL CELL PHONES AND PAGERS PRIOR TO ENTERING THE CLASSROOM.**
7. At all times students are expected to show respect and courtesy for the instructor and classmates. Please keep in mind that excessive talking among students during class interferes with the learning experience of others as well as distracting the instructor.
8. Academic Dishonesty Policy: Students enrolled at MUW agree to abide by the University's Honor Code "to uphold the highest standards of honesty in all phases of University life" and therefore agree to refrain from any dishonest behavior in academics. See p. 51 of the MUW catalog for details. **Using someone else's words as your own without giving proper credit is considered plagiarism. Collaboration on outside assignments is a form of cheating.**
9. Written exams will be based on reading assignments (text and articles), lecture, and class discussions. Format for the exams will include true/false, multiple choice, short answer, and essay questions. Quizzes will be announced or unannounced. Format will vary.
10. Articles assigned by the instructor or selected by the student will be read and reviewed in a computer generated one-page summary. The article review includes a bibliography entry, statement of the problem/purpose of the article, and the student's personal reaction to the article.
11. Observation Schedules are designed for use in sporting and physical education environments. These assignments give you experience in observing, describing and evaluating, and integrating and applying knowledge of sport and exercise psychology to a practical setting. These assignments will consist of an observation session and a 2+ page written paper.

TECHNOLOGY INTEGRATION:

Technology will be used by the student to complete assignments. Statistical programs may be utilized in analyzing the data gathered on selected observation instruments.

Students with disabilities please note:

Reasonable accommodations for persons with documented disabilities will be made. It is the responsibility of individuals with disabilities to notify the instructor so that necessary and appropriate modifications can be implemented.