



GUÍA DOCENTE
PARTE GENERAL

1. DESCRIPCIÓN DE LA ASIGNATURA

Grado:	Ciencias del Deporte
Doble Grado:	
Asignatura:	Psychology of Sport and Physical Activity
Módulo:	Psicología Básica
Departamento:	ANTROPOLOGÍA SOCIAL, PSICOLOGÍA BÁSICA Y SALUD PÚBLICA
Semestre:	2º
Créditos totales:	6
Curso:	1º
Carácter:	Formación básica
Lengua de impartición:	English

Modelo de docencia:	
a. Enseñanzas Básicas (EB):	70%
b. Enseñanzas de Prácticas y Desarrollo (EPD):	30%
c. Actividades Dirigidas (AD):	--

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2. RESPONSABLE DE LA ASIGNATURA

Responsable de la asignatura	
Nombre:	José Carlos Jaenes Sánchez
Centro:	Facultad de Ciencias del Deporte
Departamento:	ANTROPOLOGÍA SOCIAL, PSICOLOGÍA BÁSICA Y SALUD PÚBLICA
Área:	Basic Psychology
Categoría:	Profesor Contratado Doctor (Part Time Professor) Profesor acreditado Titular ANECA
Horario de tutorías:	Tuesday, 9-10, Wednesday, 15-16.30 and 19:00-20.30
Número de despacho:	14-3-31
E-mail:	jcjaesan@upo.es
Teléfono:	954349083 (office)

3. UBICACIÓN EN EL PLAN FORMATIVO

3.1. Descripción de los objetivos

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 inter-behavioral, 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.

3.2. Aportaciones al plan formativo

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

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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.

3.3. Recomendaciones o conocimientos previos requeridos

Non.

4. COMPETENCIAS

4.1 Competencias de la Titulación que se desarrollan en la asignatura

Become familiar with psychological principles of Sport Psychology that affect performance in sports and exercise.

Develop skills in common psychological interventions for achieving goals and maintaining gains.

To understand how psychological variables influence participation and performance in sport and physical activity.

4.2. Competencias del Módulo que se desarrollan en la asignatura

To understand how participation in sport influences the psychological characteristics of the individual athlete.

To acquire skills and knowledge about sport psychology that you can apply as a coach, athlete, or other practitioner.

Gain practical experience in goal setting, behaviour change, and maintenance of gains.

To learn more about yourself as a person, or as a sports professional.

4.3. Competencias particulares de la asignatura

The students will learn about human behavior, how to act, how and what's to do when is working with human factor in class, training or researching.

They should learn to apply in different circumstances.

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5. CONTENIDOS DE LA ASIGNATURA (TEMARIO)

1. **Sport Psychology:** Welcome to Sport and Exercise Psychology. Defining Sport and Exercise Psychology. The roles of Sport Psychologists. Ethical standards for Psychologists. Two hats: Sports and Psychology.

Reading: Lecture : About ISSP. International Society of Sport Psychology.

Reading: Welcome to Sport Psychology. Weinberg and Gould (2011). *Foundations of Sport and Exercise Psychology*. Champaign: Human Kinetics.

Practice: Coordination skills for marathon runners.

Presentations: 1. Cognitive-Behavioral approach orientation. 2. Psychophysiological approach. 3. Social-psychological approach.

2. **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.

Practice: CSAI-2, SCAT and POMS.

Case Study 1: A case study: A case of volleyball player

Reading: Tod, D. (2014). *Sport Psychology. The basics*. Routledge. New York.

Presentations: 1. ZOP Theory (J. Hanin). 2. Inverted U and Hardy Theory. 3. Drive Theory and W. Morgan Profiles.

3. **Sport Psychology and Coaches:** Evaluation: Behavioral, Cognitive and Psycho-Physiological. Direct and indirect intervention. Coaching Styles. Working together. Leadership: definition, Different approaches. Evaluating coaches: C.B.A.S as an observation model.

Practice: C.B.A.S.

Class presentation (groups): Team rules (Slides)

Presentations: 1. Coaches styles. 2. Parents styles. 3. Ringelmann effect. 4. The art of Leaderships.

4. **Motivation:** Definitions. Why we practice Sport and Physical Activities?: Theories. Self-Determination Theory. Attributions: Learning aids. Locus of control. Needs. Expectancies. How to create a good atmosphere in a group.

Practice: Learned Helplessness in Sports.

Reading: Tod, D. (2014). Motivation. *Sport Psychology. The basics*. Routledge. New York.

Practical activity (Class presentation): Motivation video (**group activity**).

The case of John: Examine this case to the light of the Stage of Change Model (Prochaska and Di Clementis).

Presentations: 1. Self-Determination Theory. 2. Stage of Change Model. 3. Three stages in the development of achievement motivation.

5. **Psychological Characteristics of Peak Performance.** Time to work with a model: The inter-behavioral model in sport Psychology. Follow the line: Past (history) – Warming up- competition Peak Performance profile. Psychological Skills Training (PST). Mental Toughness and Hardiness in Sport.

Exercise: Believes: The way to go.

Reading and discussion:

Presentations: 1. Mental Toughness. 2. Hardiness and Sport. 3. Your fever athlete: Why?

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6. Physical training: Basic concepts. 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.

Presentations: (two students): Aerobic and anaerobic exercise. Circuits. CORE. Intervall training. Fartlek.

7. The dark side of Sport (1): Addictive and Unhealthy Behaviors: Eating Disorders: Anorexia, Bulimia, Athletic Anorexia. Addiction: Positive and Negative. Preventing E.D.. Coach Role.

Practice: The case of John.

Presentations: 1. E.D. and Dance. 2. Running addiction. 3. The coach negative and positive influence.

8. The dark side of Sport (2): Burnout: Different models. Symptoms. Treatment and Prevention. **Overtraining.** Staleness. Causes of overtraining. Symptoms. Treatment and prevention.

Presentations: 1. Coaches' Burnout. 2. Referee's Burnout.

9. Positive consequences of Sport and Physical Activity: Health and Well-being

Exercise in the reduction of Anxiety, Depression, Enhancing mood with exercise. Psychological benefits: explanations. The runner's High. Adherence.

Practice: 10.000 steps program.

Presentations: 1. Using runtastic. 2. New apps.

10. Conclusions.

6. METODOLOGÍA Y RECURSOS

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.
- c) Student presentations. (see the list).
- d) Exercises based on the book *American Coaching Effectiveness Program. Level 2*. Will be provided by the professor as a PDF.
- e) Sport Values: Respect, non-discrimination. PSYTOOL Project

7. EVALUACIÓN

- a) Exam after every lesson: Multiple choice 30%
- b) Group presentations (2) 10%
- c) Sport Values: Respect, non-discrimination activities. PSYTOOL: 10%
- d) Case Studies: 10%

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e) Practice:	20%
f) Midterm	10%
g) Final exam	10%

Sistema de prueba única

El sistema de evaluación de prueba única tendrá lugar en el periodo fijado en el calendario académico y podrá consistir en un examen de preguntas de desarrollo, conceptos y supuestos prácticos con los que se hayan trabajado en las prácticas.

Situaciones excepcionales

El estudiante que por estar incurso en un programa de movilidad o en un programa de deportistas de alto nivel, por razones laborales, de salud graves, o por causas de fuerza mayor debidamente acreditadas, no haya realizado las pruebas de evaluación continua, tendrá derecho a que en la convocatoria de curso se le evalúe del total de los conocimientos y competencias que figuran en la guía docente mediante un sistema de evaluación de prueba única. Esta circunstancia deberá ser comunicada al profesor responsable de la asignatura antes del fin del periodo docencia presencial.

Convocatoria extraordinaria

Convocatoria extraordinaria, la correspondiente al mes de noviembre que se activa a petición del alumno siempre y cuando éste esté matriculado en todas las asignaturas que le resten para finalizar sus estudios de grado, tal y como establece la Normativa de Progreso y Permanencia de la Universidad.

8. BIBLIOGRAFÍA GENERAL

Required Text: *Welcome to Sport Psychology (PDF)*. Reading and study texts prepared by the Professor.

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.

Academic Sport and Exercise Psychology Texts

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- Beals, K.A. (2004). *Disordered eating among athletes*. Champaign, IL: Human Kinetics.
- Berger, B., Pargman, D., & Weinberg, R. (2006). *Foundations of exercise psychology* (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Buckworth, J., & Dishman, R. (2002). *Exercise psychology*. Champaign, IL: Human Kinetics.
- Bull, S. (Ed.). (1999). *Adherence issues in sport and exercise*. Chichester, England: Wiley.
- Burton, D., & Raedeke, T. (2008). *Sport psychology for coaches*. Champaign, IL: Human Kinetics.
- Carron, A.V., Hausenblas, H.A., & Eys, M. (2005). *Group dynamics in sport* (3rd ed.). Morgantown, WV: Fitness Information Technology.
- Dishman, R.K. (Ed.). (1994). *Advances in exercise adherence*. Champaign, IL: Human Kinetics.
- Etzel, E.F. (2009). *Counseling and psychological services for college student-athletes*. Morgantown, WV: Fitness Information Technology.
- Feltz, D.L., Short, S.E., & Sullivan, P.J. (2008). *Self-efficacy in sport*. Champaign, IL: Human Kinetics.
- Gardner, F., & Moore, Z. (2006). *Clinical sport psychology*. Champaign, IL: Human Kinetics.
- Gill, D.L., & Williams, L. (2008). *Psychological dynamics of sport and exercise* (3rd ed.). Champaign, IL: Human Kinetics.
- Hackfort, D., Duda, J., & Lidor, R. (Eds.). (2006). *Handbook of research in applied sport and exercise psychology: International perspectives*. Morgantown, WV: Fitness Information Technology.
- Hanin, Y.L. (Ed.). (2000). *Emotions in sport*. Champaign, IL: Human Kinetics.
- Hardy, L., Jones, G.J., & Gould, D. (1996). *Understanding psychological preparation for sport*. Chichester, England: Wiley.
- Heil, J. (1993). *Psychology of sport injury*. Champaign, IL: Human Kinetics.
- Horn, D.S. (Ed.). (2008). *Advances in sport psychology* (3rd ed.). Champaign, IL: Human Kinetics.
- Jones, J.G., & Hardy, L. (Eds.). (1990). *Stress and performance in sport*. Chichester, England: Wiley.
- Jowett, S., & Lavalley, D. (Eds.) (2007). *Social psychology in sport*. Champaign, IL: Human Kinetics.
- Kellmann, M. (Ed.). (2002). *Enhancing recovery: Preventing underperformance in athletes*. Champaign, IL: Human Kinetics.
- Kerr, J.H. (1997). *Motivation and emotion in sport: Reversal theory*. East Sussex, UK: Psychology Press.

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Marcus, B.H., & Forsyth, L.H. (2009). *Motivating people to be physically active*. Champaign, IL: Human Kinetics.

Martens, R., Vealey, R.S., & Bump, L. (1990). *Competitive anxiety in sport*. Champaign, IL: Human Kinetics.

Moran, A.P. (1996). *The psychology of concentration in sport performers: A cognitive analysis*. East Sussex, UK: Psychology Press.

Morris, T., & Summers, J. (Eds.). (1995). *Sport psychology: Theory, applications, and issues*. Brisbane: Wiley.

Murphy, S.M. (Ed.). (1995). *Sport psychology interventions*. Champaign, IL: Human Kinetics.

Ostrow, A.C. (1996). *Directory of psychological tests in sport and exercise sciences*. Morgantown, WV: Fitness Information Technology.

Rotella, B., Boyce, B.A., Allyson, B., & Savis, J.C. (1998). *Case studies in sport psychology*. Sudbury, MA: Jones & Bartlett.

Schinke, R.J., & Hanrahan, S.J. (Eds.) (2009). *Cultural sport psychology*. Champaign, IL: Human Kinetics.

Shields, D.L., & Bredemeier, B.J. (1995). *Character development in physical activity*. Champaign, IL: Human Kinetics.

Shields, D.L., & Bredemeier, B.J. (2009). *True competition*. Champaign, IL: Human Kinetics.

Silva, J.M., & Stevens, D.E. (Eds.). (2002). *Psychological foundations of sport*. Boston: Allyn & Bacon.

Singer, R.N., Hausenblas, H.A., & Tennant, L.K. (Eds.). (2001). *Handbook of research on sport psychology* (2nd ed.). New York: Macmillan.

Smoll, F.L., & Smith, R.E. (2002). *Children and youth in sport: A biopsychological perspective*. (2nd ed.). Dubuque, IA: Kendall/Hunt.

Starkes, J.L., & Ericsson, K.A. (Eds.) (2003). *Expert performance in sports: Advances in research on sport expertise*. Champaign, IL: Human Kinetics.

Tanenbaum, G. (2001). *The practice of sport psychology*. Morgantown, WV: Fitness Information Technology.

Thomas, R.A., & Sherman, R.T. (1993). *Helping athletes with eating disorders*. Champaign, IL: Human Kinetics.

Van Raalte, J.L., & Brewer, B.W. (Eds.). (2002). *Exploring sport and exercise psychology* (2nd ed.). Washington, DC: American Psychological Association.



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Williams, J.M. (Ed.). (2009). *Applied sport psychology: Personal growth to peak performance* (6th ed.). Mountain View, CA: Mayfield.

Willis, J.D., & Campbell, L.F. (1992). *Exercise psychology*. Champaign, IL: Human Kinetics.

Yesalis, C.E. (Ed.). (1993). *Anabolic steroids in sport and exercise*. Champaign, IL: Human Kinetics.

Applied Sport Psychology Texts

Butler, R.J. (Ed.). (1997). *Sport psychology in performance*. Oxford: Reed Educational and Professional.

Goldberg, A.S. (1998). *Sports slump busting*. Champaign, IL: Human Kinetics.

Hodge, K. (1994). *Sport motivation: Training your mind for peak performance*. Auckland, NZ: Reed.

Jackson, S.A., & Csikszentmihalyi, M. (1999). *Flow in sports*. Champaign, IL: Human Kinetics.

Kirchenbaum, D. (1997). *Mind matters: Seven steps to smarter sport performance*. Carmel, IN: Cooper.

Kornspan, A. (2009). *Fundamentals of sport psychology*. Champaign, IL: Human Kinetics.

Lauer, L., Gould, D., Lubbers, P., & Kovacs, M. (Eds.) (2010). *USTA mental skills and drills handbook*. Monterey, CA: Coaches Choice.

Lee, M. (Ed.). (1993). *Coaching children in sport: Principles and practices*. London: Spon.

Martens, R. (1987). *Coaches' guide to sport psychology*. Champaign, IL: Human Kinetics.

Martinek, T., & Hellison, D. (2009). *Youth leadership in sport and physical education*. NY: Palgrave and Macmillan.

Murphy, S. (2005). *The sport psychology handbook*. Champaign, IL: Human Kinetics.

Orlick, T. (1986). *Coaches training manual to psyching for sport*. Champaign, IL: Human Kinetics.

Orlick, T. (1986). *Psyching for sport: Mental training for athletes*. Champaign, IL: Leisure Press.

Orlick, T. (2008). *In pursuit of excellence* (4th ed.). Champaign, IL: Human Kinetics.

Vealey, R.S. (2005). *Coaching the inner edge*. Morgantown, WV: Fitness Information Technology.

Audiovisual Resources

Several videos are now available that provide a nice supplement to the course material offered in the text. The names and addresses of the organizations that distribute these videos are listed here. In addition, many instructors have found downloading YouTube videos to be an effective way to engage students in



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the learning process. For example, you can type in the word "flow" and access a 20-minute video clip of Mihaly Csikszentmihalyi, the original flow theorist, talking about how he developed his ideas on the concept. Other key words that identify interesting video clips include: Sport psychology, athletes behaving badly, and sports coaching.

Achieving the Dream: Performing Your Best at the Olympic Games
Sport Science and Technology Division
U.S. Olympic Committee
One Olympic Plaza
Colorado Springs, CO 80909-5760
719-578-4500

Eating Disorders
National Collegiate Athletic Association
700 W. Washington Street
P.O. Box 6222
Indianapolis, IN 46206-6222
317-917-6222

Five Essential Mental Skills for Sport
Virtual Brands
10 Echo Hill Rd.
Wilbraham, MA 01095
877-633-4656
www.vbvideo.com

Sport Psychology
The American Sport Education Program
P.O. Box 5076
Champaign, IL 61825-5076
217-351-5076

Teaching Mental Skills for Sport
Virtual Brands
10 Echo Hill Rd.
Wilbraham, MA 01095
877-633-4656
www.vbvideo.com

The USOC Drug Control Process/Banned Substances
The Department of Educational Services
U.S. Olympic Committee
One Olympic Plaza
Colorado Springs, CO 80909-5760
719-578-4500

Three Approaches to Sport Psychology Consulting
Virtual Brands



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10 Echo Hill Rd.
Wilbraham, MA 01095
877-633-4656
www.vbvideo.com

Visualization: What You See Is What You Get
The Coaching Association of Canada
141 Laurier Avenue West, Suite 300
Ottawa, Ontario K1P 5J3
613-235-5000

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.

ADDITIONAL INFORMATION

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 (you are in Spain ☺).

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



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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.

TWO IMPORTANT ACTIVITIES:

XI International UPO Seminar of Sport Psychology 9th, March (1 day conference)