



PSY 260E General Sport Psychology

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Office Hours: Tuesday, 10:30-11:30
(Appointments by email preferred)

Course Information:
Fall 2021
M/W 10:30-11:50

Course Description

This course will introduce both the key concepts in the field of Sport Psychology as well as the practical applications of these concepts to current practices in exercise, sports, competition, health, wellness, and the individuals who draw upon these canons. In this course, students will consider questions such as:

- What role does Sport Psychology have in the preparation of top athletes and those currently seeking to enhance their athletic performance?
- Beyond physical training, what are the psychological components when training and competing in athletic events?

Beyond a model merely based on psychological theory, this course delves into how sports psychologists contribute to high performance for individual athletes and teams through motivation, concentration / attention, dedication, mindfulness, decision-making, and other behavioral factors. Students will gain a solid understanding of how Sports & Health Psychology is an essential component to training for peak performance. Experiential learning exercises will take students outside the classroom to engage with field professionals in the host city.

This course will provide a multi-faceted understanding of the theoretical and practical ways Sport Psychology can be applied for those not only aspiring to be sport psychologists, but also for those in the fields of physical education, coaching, recreation, health, etc.

Course Goals and Methodology

Learning Course readings, exercises and class preparation are very important. Sometimes, the professor 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 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.

Objectives

Upon successful completion of this course, you will:

- Gain practical experience in goal setting, behavior change, and maintenance of health and wellness.

- Identify and clarify the psychological principles of Sport Psychology that contribute to performance and exercise.
- Evaluate how psychological variables influence participation and performance while participating in physical activity to enhance psychological intervention skills for attaining goals and maintaining performance.
- Understand how participation and motivation in sport contributes to the psychological characteristics of an individual or team.
- Acquire skills, knowledge, and personal insight regarding sport psychology that you can apply as a coach, athlete, or other practitioner.

Required Texts

Textbook (**Reference**): Harvis, M. (2006). *Sport Psychology. A Student's Handbook* (PDF). Reading and study texts prepared by the professor **available on Blackboard**.

Hanin, Y. & Stambulova, N. (2004). *Sport Psychology. The Psychology of Athletic Excellence*. Research Gate. PDF **Available on Blackboard**
https://www.researchgate.net/publication/235966567_Sport_Psychology_The_Psychology_of_Athletic_Excellence?

Gangyan, S., Cruz, J. & Jaenes, J.C. (Eds.) (2017). *Sport Psychology: Linking Theory to Practice*. Madrid. Dyckinson. PDF **Available on Blackboard**.

Jaenes, J.C. (Ed.). (2017). PSYTOOL: Values in Sports. Special supplement number 3. *Revista de Psicología del Deporte*. PDF availables on www.rpd-online.com (free of charges).

Weinberg, R.S. & Gould, D. (2015). *Foundations of Sport Exercise Psychology*. Fifth Ed. Human Kinetics.

Johnson, U. (2006). Sport Psychology – Past, Present and Future: The Perceptions of Swedish Sport Psychology Students. *Athletic insight*. PDF Available
<http://www.athleticinsight.com/Vol8Iss3/FuturePDF.pdf>

Brown, G.T. (2014). *Mind, Body and Sport UnderStanding and Supporting Student-athlete Mental Wellness*. NCAA. PDF Available
https://www.naspa.org/images/uploads/events/Mind_Body_and_Sport.pdf

Course Requirements and Grading

Your final grade will be calculated as follows:

- Quizzes: 40 % No options to be changed: Multiple choice (4 options)
- Case Study (2):10%
- Homework: 10%
- COVID-19 Project: 10%
- Midterm: 15%
- Final: 15%

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Attendance and Punctuality

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way unless you miss an exam, a presentation, a quiz, etc. In this case, you must present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, 5 points will be taken off of your final Spanish grade

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7th absence=5th absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

COVID-19

If an absence is related to COVID-19 the procedure to follow will be in accordance to the current legislation in the region of Andalucía, Spain.

Academic Honesty

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. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning Accommodations

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to Rubén Díaz (rdialop@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. The deadline is September 24. Rubén will explain the options available to you.

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.

Cell Phones

Please, keep your cell phones turned off during class. Use of cell phones during class, is impolite, inappropriate, and prohibited. All students are expected to show common courtesy to others, in order to create a positive learning environment, and eliminate distractions for everyone. Cell phones, tablets, watches, and other electronic devices, are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class.

Laptops


Your professor will determine whether laptops will be allowed in class. The use of a laptop, may be limited to specific purposes, including note taking as allowed by special needs/academic accommodations, and/or at the discretion of the professor CUI. The use of a laptop, is prohibited during all tests and quizzes, unless otherwise specified by your professor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your professor onsite. Checking your Facebook, Instagram, etc. is really impolite.

Course contents

1. **Sport Psychology:** Beginning your journey. 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. What Sport Psychologists do, when and how. **Video:** Lara Boyd. Brain plasticity. Some practical experiences: Rowing World Championship U-23 Racice (Check Republic).

Practice 1: Coordination skills for marathon runners.

Video: <https://www.youtube.com/watch?v=DXTSMF568zs>  Kenya's Eliud

Kipchoge wins back-to-back marathons  ♂

HOMEWORK 1: With your own words: Write a 300-word composition: Describe how the knowledge and the practice sport psychology can affect you if you were a

coach, a certified athletic training, sport journalism or other career (related with sports) Time New Roman, 12 cpi, simple. (Two classes after completing lesson 1)

2. **Emotions and Sport:** Basic concepts: Stress, Anxiety Trait, State. The Relationship between Trait and State. Fear, Arousal. The relationship between emotions and motor behavior and performance. Theories about emotions and performance. ZOP Theory and others. Some practical experiences: Rowing World Championship. Linz (Austria) and International Track & Field meeting. Huelva (Spain).

Practice 2: Understanding Emotional States: Case Study 1: A case study: A case of volleyball player Reading: Colleen Case. **PDF Available.** Consult Blackboard.

Reading (optional): <https://time.com/6084384/why-simone-biles-out-team-event-silver/>

Video: <https://www.youtube.com/watch?v=7LAY03PMpuE> Talking about emotions. Jess C1 slalom gold

HOMEWORK 2: With your own words: Write a 200 words composition: Given what you have learned, what can Colleen do to manage his situation and play well. How could you help her view her anxiety? Time New Roman, 12 cpi, simple. (Colleen case)

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

Desirable and undesirable behaviors: Coach code.

Class discussion: Your fever coach & your worst coach.

Video: <https://www.youtube.com/watch?v=nWZsQj49dO8> Introduction to I coach kids' program

HOMEWORK 3: Compose a slide describing a sport situation illustrated with an appropriate picture and the correct CBAS instruction. You will present the situation in class.

4. **Motivation:** Defining motives and motivation. Why skateboarding or Cycling BMX Freestyle have been accepted in the Olympics? Urban Sports. Urban abilities and values. **Student responsibility:** Building motivation with five guidelines. Developing Achievement motivation and competitiveness.

Theories: a) Self-Determination Theory (Deci & Ryan). More popular in Sports

b) Stage of Change Model (Prochaska and Di Clementi). More popular in Health.

Video: <https://www.youtube.com/watch?v=9ggyObSO5tU> Skateboarding: Tokyo 2020

Video: <https://www.youtube.com/watch?v=2egvqEsNIXQ> Cycling BMX FreeStyle

HOMEWORK 4: Design a short program to increase motivation in performers. Indicate how you will foster an appropriate motivational climate. Feel free to choose and describe the sport, performer age, situation, etc. 250-300 words.

5. **Psychological Characteristics of Peak Performance:** Follow the line: Past (personal history). Warming up. Competition. Post-competition: evaluation & feedback. Peak Performance profile. Psychological Skills Training (PST): General characteristics. Different elements: Stop Thinking, Concentration skills, Decision making, stress management, etc.

Class discussion: Your fever athlete: Why?

Working in groups: Stop Thinking, Concentration skills, Decision making, etc.

Video: <https://www.youtube.com/watch?v=BtQIIa9X0qE> Men's Canoe Double 1000 meters final

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, rowing, etc.

Practice 4: How to put it all together. Sport Psychologist and trainers: working together. *The case of marathon.* Jaenes presentation Prague 2019. 24th European College of Sport Science Congress.

Video: <https://www.youtube.com/watch?v=x9IGSLi-fhE> Women's 1500 final

Video: <https://www.youtube.com/watch?v=fJYvxopYzPA> Nevin Harrison Olympic Champ USA C1

HOMEWORK 5: Design a PST program to learn or increase five psychological abilities in sport. Feel free to choose the sport, performer age, situation, and psychological abilities. I highly recommend you to compose a table in order to be more illustrative.

7. **The dark side of Sport (1):** Addictive and Unhealthy Behaviors: Eating Disorders (EAT): Anorexia, Bulimia, and Athletic Anorexia. Addiction: Positive and Negative directions. Preventing EAT. Coach Role: Positive and negative influences. EAT and dancing. Prevalence of EAT

Practice 5. The case of John: Examine this case in light of the Stage of Change Model (Motivation Theory). **Class discussion.**

Video: <https://www.youtube.com/watch?v=OIMvh3QWukk> Struggling with an eating disorder

HOMEWORK 6: Write a 200-250 words composition: Given what you have learned, what can John do to manage his situation and perform better. How could you help him? Time New Roman, 12 cpi, simple. (John case)

8. **The dark side of Sport (2):** Burnout: Different models. Symptoms. Treatment and Prevention. Overtraining. Staleness. Causes of overtraining. Symptoms. Treatment and prevention. Coaches' Burnout. Drugs, Doping, WADA organization and ADAM System. Individual differences in athlete burnout causes overtraining (503)

9. **Positive consequences of Sport and Physical Activity:** Health and Psychological Well-being Exercise in the reduction of Anxiety, Depression, and Enhancing mood with exercise. Psychological benefits: explanations. The runner's High. Adherence. **Invited Professor:** Dominika Wilczynska. Gdansk University. Poland. **Reading:** A moderated mediation model of well-being and competitive anxiety in male marathon runners.

10. Values and Sports: PSYTOOL Project: Racism and violence in Sports. Different types of discrimination: gender, sexual orientation. Promoting values in sports: European Erasmus+ Projects.

Nassar case: Please read about the case. We will discuss in class.

EXTRA TOPIC: COVID-19 IMPACT IN SPORT. UPO International Project

Midterm exam:

Wednesday, October 21

Final exam:

TBD by CUI

Special Activities

Dominika Wilczynska, PhD. University of Gdansk (Poland).

Workshop 1: *Selected aspects of mental well-being in youth sport according to positive psychology.*

Two outdoor activities (class time): Will be announced.

Holidays or days to remember

- Tuesday, September 7: First day of classes
- Monday, September 13: Last day to change classes (last day of drop & add)
- Friday, September 17: Classes will be held (Monday's classes)
- **Tuesday, October 12 – Bank holiday. No classes will be held.**
- Wednesday, October 13 – Thursday, October 21: Mid-term exam period
- Friday, October 22: Last day to withdraw from a class
- **Monday, November 1: All Saint's Day**
- **Monday, December 6: Bank holiday. No classes will be held.**
- **Tuesday, December 7: No classes will be held.**
- **Wednesday December 8: Bank holiday. No classes will be held.**
- Friday, December 10: Classes will be held (Wednesday's classes) **Last day of classes**
- Monday, December 13-Thursday, December 16: Final Exams (4 days)
- Thursday, December 16: **Last day of the Program**