



PSY 260E General Sport Psychology

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Office Hours: Appointments by email preferred

Course Information:
Spring 2019

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 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 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 in <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

General Course Policies

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 instructor. The use of a laptop is prohibited during all tests and quizzes unless otherwise specified by your instructor. 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.

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. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

Behavior Policy

The professor has the right to ask a student to leave the classroom if a student appears intoxicated or is unruly. 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. Please note that students are not allowed to drink or eat in the classrooms (UPO regulations). Please also keep your cell phones off during class time.

Course Requirements and Grading

Grade conversion table (some universities may use a slightly different scale)

Spanish Grade:	10	9.5-9.9	9-9.4	8.5-8.9	8-8.4	7.5-7.9	7-7.4	6.5-6.9	6-6.4	5.5-5.9	5-5.4	0-4.9
US Grade:	A+	A	A-	B+	B	B	B-	C+	C	C	C-	F

General Course Policies

Punctuality

Attendance and punctuality are required. Arriving late to class is disruptive to both the professor and your classmates. Please be punctual, as your professor will count your late arrival as half of an absence. No student will be permitted entrance more than 25 minutes after the beginning of the class and hence will be marked absent.

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Learning accommodations

If you require special accommodations, you must stop by the International Center to speak to Rubén (the Faculty coordinator) to either turn in your documentation or to confirm that our office has received it. The deadline is February 22nd. 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.

Absences:

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 grade (Spanish grade of 1-10)

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).

It is each student's responsibility to be informed of exam dates, paper due dates, required excursions, etc. before planning any absences (e.g. relatives visiting, traveling, etc.) during the semester.

Course contents

- 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. What Sport Psychologists do, when and how.

Practice 1: Coordination skills for marathon runners.

2. **Emotions and Sport:** Basic concepts: Stress, Anxiety Trait, State. The Relationship between Trait and State. Fear, Arousal. The relationship between arousal and motor behavior and performance. Theories about emotions and performance. ZOP Theory and others.

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

3. **Sport Psychology and Coaches:** Evaluation in Sport Psychology: Behavioral, Cognitive and Psycho-Physiological approaches. Direct and indirect intervention. Coaching Styles. Working together: Leadership: definition, Different approaches.

Practice 3: Evaluating coaches: C.B.A.S as an observation model.

Class discussion: Your fever coach & your worst coach.

4. **Motivation:** Defining motives and motivation. Why do more and more people practice Sport and Physical Activity?: Theories: a) Self-Determination Theory (Deci & Ryan). b) Stage of Change Model (Prochaska and Di Clementis).

Video: Learned Helplessness in Sports.

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, etc.

Class discussion: Your fever athlete: Why?

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

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.

Practice 4: How to put it all together. Sport Psychologist and trainers: working together. **The case of the marathon.**

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.

Practice 5. The case of John: Examine this case in light of the Stage of Change Model.

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.

9. Positive consequences of Sport and Physical Activity: Health and Wellbeing
Exercise in the reduction of Anxiety, Depression, and Enhancing mood with exercise. Psychological benefits: explanations. The runner's High. Adherence.

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.

Your final grade will be calculated as follows:

- a) Quizzes: 50 % No options to be changed: Multiple choice (4 options)
- b) Class Preparation: 10%
- c) Case Study (2):10%
- d) Midterm: 15%
- e) Final: 15%

Holidays

Please refer to the calendar in your student handbook.