



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**SPORT AND EXERCISE PSYCHOLOGY
ALH6397 3 Credit Hours**

Student Level:

This course is open to students on the college level in either the freshman or sophomore year.

Catalog Description:

ALH6397 - SPORT AND EXERCISE PSYCHOLOGY (3 hrs)

This course is designed for students in the athletic training, personal training, coaching, and physical education programs. Used as an introduction to the field of sport psychology and performance enhancement, this course will cover sport and exercise psychology as well as fundamental techniques utilized in the field. Furthermore, the course will help prepare the student in understanding the personal development of the athlete.

Prerequisites:

PSY6711 General Psychology

Controlling Purpose:

This course is designed to help the student increase their knowledge of sports psychology concepts and its integration into the athletic training and personal training professions.

Learner Outcomes:

Upon completion of this course the student will be able to develop a comprehensive view of sport and exercise psychology. Furthermore, the student will gain an understanding of the sport psychology profession while learning principles of sport and exercise application.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been

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achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

Unit 1: BEGINNING YOUR JOURNEY						
Outcomes: The student will gain an understanding of sports psychology.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the profession of sport and exercise psychology.
						Understand the history of sport and exercise psychology.
						Identify and describe separate sport and exercise psychology orientations.
						Understand present and future trends in sport and exercise psychology.
UNIT 2: LEARNING ABOUT PARTICIPANTS						
Outcomes: The student will study psychological aspects of athletes that will help him or her better understand their own and other personalities.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand personality structure and research.
						Identify techniques of measuring personality.
						Examine cognitive strategies and success.
						Identify his/her role in understanding personality.
						Understand achievement motivation
						Identify theories of achievement motivation.
						Apply achievement motivation in professional practice.
						Identify principles of arousal, stress, and anxiety.

UNIT 3: UNDERSTANDING SPORT AND EXERCISE ENVIRONMENTS

Outcomes: The student will gain an understanding of the relationship between sport and exercise as related to performance.

A	B	C	D	F	N	Specific Competencies: Demonstrate the ability to:
						Identify concepts of competition and cooperation.
						Identify principles of feedback, reinforcement, and intrinsic motivation.
						Understand various approaches to influencing behavior.
						Understand aspects of behavior modification in sport.
						Identify and apply strategies for increasing intrinsic motivation.

UNIT 4: FOCUSING ON GROUP PROCESSES

Outcomes: The student will gain a great understanding of teamwork and how it relates to performance.

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
						Identify group and team dynamics.
						Differentiate between groups and teams.
						Identify theories of group development.
						Understand the dynamics of group structure and team climate.
						Identify group cohesion
						Identify the relationship between cohesion and performance.
						Identify guidelines for building team cohesion.
						Identify approaches to studying leadership.
						Identify sport oriented approaches to leadership.
						Identify four components of effective leadership.
						Understand the process of communication.
						Identify principles of improving communication.

UNIT 5: IMPROVING PERFORMANCE

Outcomes: The student will gain insight on aspects that influence athletic performance.

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
						Understand psychological skills training.
						Identify the three phases of psychological skills training.
						Understand the concepts of psychological skills training program development.
						Identify the concepts of arousal regulation.
						Identify and apply anxiety reduction techniques.
						Identify and apply arousal inducing techniques.
						Identify the use of imagery in sport: where, what, why, and when.
						Understand factors affecting the effectiveness of imagery.
						Understand the development of an imagery training program.
						Identify attributes of self-confidence.
						Understand the influence of expectations on performance.
						Understand aspects of assessing and building self-confidence.
						Identify aspects of goal setting.
						Identify the effectiveness of goal setting.
						Apply the design of a goal setting system.
						Identify concepts of concentration.
						Understand the application of concentration to optimal performance.
						Identify methods of assessing attentional skills and improving concentration.

UNIT 6: ENHANCING HEALTH AND WELL-BEING

Outcomes: The student will gain an understanding of how health and well-being affects performance.

A	B	C	D	F	N	Specific Competencies: Demonstrate the ability to:
						Identify principles of reducing anxiety and depression with exercise.
						Understand exercise's effect on psychological well-being.
						Understand the concepts of using exercise as an adjunct to therapy.

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						Identify reasons to exercise and reasons to not exercise.
						Identify problems of exercise adherence.
						Identify theories and models of exercise behavior.
						Identify and apply strategies for enhancing adherence to exercise.
						Identify psychological factors in athletic injuries.
						Understand the relationship between stress and injury.
						Understand the role of sport psychology in injury rehabilitation.
						Identify addictive and unhealthy behaviors such as: eating disorders, substance abuse, addiction to exercise, and compulsive gambling.
						Identify the concepts of overtraining, staleness, and burnout.
						Identify the models of burnout.
						Identify signs and symptoms of overtraining and burnout.
						Identify and apply treatment and prevention methods of burnout.

UNIT 7: FACILITATING PSYCHOLOGICAL GROWTH AND DEVELOPMENT

Outcomes: The student will gain an understanding of personal growth and development as it relates to athletes and performance.

A	B	C	D	F	N	Specific Competencies: Demonstrate the ability to:
						Identify the importance of studying the psychology of young athletes.
						Identify reasons for children participation and nonparticipation in sports.
						Understand effective coaching practices and parental roles for young athletes.
						Understand the concept of aggression in sport.
						Identify the causes of aggression.
						Identify the principles of character, fair play, and good sporting behavior.
						Identify three approaches to developing good character and sporting behavior.
						Understand the connection between moral reasoning and moral behavior.
						Understand the connection between character development and physical activity.

Projects Required:

Research paper on assigned sport psychology topic.

Interview with student-athlete: assessment and evaluation of sport psychology concepts.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Computer, TV/VCR, overhead projector, supplemental online resources.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.