

Fall 2009
Psychology 137A

SPORT PSYCHOLOGY

INSTRUCTOR: Dr. Tara K. Scanlan

CLASS MEETING TIME and LOCATION: Tuesdays and Thursdays: 11:00-12:15 P.M. in Franz Hall 3534. Psychology 189 (Honors) is scheduled to meet on Tuesdays from 1-1:50 P.M. in Franz Hall 3621C. This time might need to be changed to meet the schedule demands of students.

REQUIRED TEXT and READER:

Williams, J.M. (Ed.). (2010). Applied sport psychology: Personal growth to peak performance. New York, NY: McGraw-Hill.

Course Reader for Psychology 137A (Scanlan).

COURSE DESCRIPTION: This course is designed to provide an accelerated introduction to the field of sport psychology. Accordingly, we will cover the research and applied aspects of a range of topics and will study youth sport participants as well as world-class performers.

TEACHING PHILOSOPHY: We are strong believers in active learning. That is, evaluating, integrating, questioning, analyzing, and discussing information; and generating new ideas and insights. Passive learning (e.g., attending lecture, taking notes and going home “brain dead”) is not what this course is about. We also think that the continual development of communication skills, written and oral, is an “educational must.” The class format and, to the extent possible, the evaluation procedures are designed to facilitate active learning. Selected class experiences will provide a supportive climate within which to work on oral communication skills.

CLASS FORMAT: Class meetings will involve lecture-discussion, demonstrations, “hands-on participation,” and some films. Class time will not be a mere review of the readings. You will need to have read and thought about the assigned materials before coming to class to participate effectively and benefit fully. Please bring your text and reader to every class.

EVALUATION: You will be keeping a journal to help you think about and interact with the material covered in the readings and in class. This will be turned in and must be “word processed” but will not be graded. Hence, it can include any information and use any format that you like. It is a tool to help you learn the course content and to support the active learning goals mentioned above. The midterm and final exams will be “open-journal” tests. Using a varied question format that includes essays, the exams assess course content (all readings, lecture-discussions, and class experiences), as well as your “active learning” derived from your journal writing. The final exam will be cumulative, with an emphasis on the latter half of the class.

The grading percentages are as follows: midterm exam (including take home essay for 15 points of the exam) = 40%, final exam = 50%, and presentation = 10%. Plus and minus scores will be given for the final course grade and we will reserve up to 2 points for the final score tally (not percentage distribution) to raise any borderline grades on the basis of excellent class participation. By participation, we mean preparedness and quality involvement- thoughtful questions, comments, and the like.

The following is the percentage distribution used for grading: A = 93% and above, A- = 90-92%; B+ = 87-89%, B = 83-86%, B- = 80-82%; C+ = 77-79%, C = 73-76%, C- = 70-72%; D+ = 67-69%, D = 63-66%, D- = 60-62%; F = 59% and below. (Please note that our preference is not to grade on the curve and we would consider doing so only if the grade distribution turned out unusually low and this action would help the class).

The exam times are listed in the detailed class schedule. Unless there is a documented, official University excuse, all exams must be taken and turned in when scheduled. No exceptions please.

COURSE OUTLINE

(Please note: Readings from the text are designated as “Chapters” and numbered readings from your reader are labeled “Readings” and correspond to the numbered readings in the (Table of Contents).

1. *What in the World is Sport Psychology?*

Chapter 1; Readings 8, 15.

2. *An Organizational Framework: Situation x Person x Task Demands*

A Look at the Sport Context and its Participants

Readings 4, 20, 6.

The Basics of Motor Skill Learning

Chapter 2.

3. *Motivation and Emotion in Sport*

Threat versus Challenge

Stress-- Readings 19, 16, 17, 4.

Flow--Readings 7, 2.

*Enjoyment--*Reading 18; *Enjoyment Handout.*

*Motivation--*Readings 18, 22, 3; Chapter 4.

4. *The Influence of Significant Others*

Parents-- Reading 1.

*Coaches—*Chapters 2, 3, 5; Reading 21, 5.

5. *Psychological Aspects of Performance Enhancement*

Peak Performance and Awareness

Chapters 9, 10; Readings 7, 14, 12, 11, 13 (Selected not all), 10.

Goal Setting

Chapter 11.

Arousal – Performance Relationships

Chapters 12, 13.

Observational Learning and Practice Conditions

Chapter 2; Reading 9.

Imagery and Cognitive Techniques for Performance and Confidence Building

Chapters 14, 15.

Concentration and Attention

Chapter 16.

Integrating and Implementing a Psychological Skills Training Program

Chapters 17, 18 (18 not required).

Note: You and your classmates will be presenting Chapters 13, 14, 16 and 17 to each

other. This will give you “hands-on” experience with various psychological skills and practice in presenting.

6. Clinical Issues in Sport Psychology

Chapter 20.

7. Sport Group Dynamics – Leadership, Cohesion, and Communication

Chapters 6, 7, 8.

Note: Much of this information is covered in Psychology 137F and will be saved for that course.

8. Tentative Topics

If time permits, we will read selected chapters at the end of the text. You will get to select which ones!

Chapters 21, 22, 23, 24, 25.

**SPORT PSYCHOLOGY 137 A-SCHEDULE & PRESENTATION
INFORMATION- Fall 2009**

Please note that readings are due on the dates indicated and that adjustments will be made to the readings and schedule as needed. The references are presented in the recommended order of their reading. Key: C=Text Chapter, R=Reference from Reader as numbered in the Table of Contents. Please bring texts and readers to each class.

SEPTEMBER

O. (Thursday, 24):

I. (Tuesday, 29): Syllabus and Class Schedule; R 13, 15; C 1.

OCTOBER

(Thursday, 1): R 8, 4. Letters due.

II. (Tuesday, 6): Review R 4; R 20.

(Thursday, 8): R 6, 19.

III. (Tuesday, 13): Review R 19; R 16, 17.

(Thursday, 15): R 7, 18; Enjoyment handout. Optional: R2.

IV. (Tuesday, 20): *Live commitment interview in class.*

(Thursday, 22): C 4; R 22, 3.

V. (Tuesday, 27): R 1; C, 2, 3, 5; R 21, 5. (Midterm take home question given at end of class).

(Thursday, 29): Exam review. (Midterm take home question due at start of class).

NOVEMBER

VI. (Tuesday, 3): In Class Midterm Exam.

(Thursday, 5): C 9, 10; R 10; Review R 7. (Begin awareness journals to continue throughout quarter). Organization of presentation teams.

VII. (Tuesday, 10): R 14. Interviews=everyone read S. Bernie (R 12), split Bauman (R 11) and Orser (R 13) among group members. Everyone reads a total of two interviews. (We will pass out Fenz arousal graphs and Nideffer's Attentional Style Scale--bring both to class until cover in lecture).

(Thursday, 12): C 11, 12.

VIII. (Tuesday, 17): C 16; Review C 12. (Read “your” presentation chapter for team organizational session in class).

(Thursday, 19): Review C 2; R 9.

IX. (Tuesday, 24): Complete C 12, 16 as needed; C 15. (Second working session on presentation with team in class).

(Thursday, 26): Happy Thanksgiving!

DECEMBER

X. (Tuesday, 1): C 13, 14. R 10. (Team presentations of C 13 & 14).

(Thursday, 3): C 17. (Team presentations of C 16 & 17). Class wrap-up. Optional: C 20.

Final Exam: Thursday, December 10th from 3-6 P.M.

Procedures for Class Presentations

1. Everyone on the team gets to present to a very supportive group.
2. Presentations are 25 minutes plus 5 minutes for a question & answer period. Please carefully time your presentation.
3. You are to cover the topic for the other class members in your teaching group and then put them through your selected mental skill exercises. You can briefly tie in Orlick, the athlete interviews, and other class materials that relate.
4. On the day of your presentation, provide a handout for all of the members of your teaching group and 3 extras for us. This should be an outline and include key points on the material, and help you move through the information effectively and efficiently.
5. On the day of your presentation, each team provides two essay questions for all members of the class and three extra copies for us. Then everyone has access to all questions to review for the final exam.
6. Do well and have fun. This is where you get to be a practicing educational sport psychologist!