

DEREE COLLEGE SYLLABUS FOR:							
SMX 2015 Introduction to Sport Psychology							
(Summer 2015) 3/0/3							
PREREQUISITES:	None						
CATALOG DESCRIPTION:	Introduction to the basic concepts of sport psychology theory and practice. Psychology of the athlete at the individual level, including motivation, goal-setting, peak performance, self-confidence, anxiety regulation, and at the team level, including group processes, leadership styles and effective communication.						
RATIONALE:	This module will help students to explore a relatively new area of psychology and probably pursue a career in this field. Furthermore, the study of the psychology of the athlete will assist students to better understand the dynamics of the sport environment, as well as issues related to peak performance in their future jobs.						
LEARNING OUTCOMES:	As a result of taking this module the student should be able to: <ol style="list-style-type: none"> 1. Demonstrate an understanding of the psychological characteristics of sport participants. 2. Explain the processes and dynamics of group development in a sport context. 3. Summarize the techniques that sport psychology consultants use to help athletes improve performance and sport participants adhere to sports programs 						
METHOD OFTEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> ➤ Classes consist of lectures followed by discussion of case-studies and presentations on different coaching aspects. Throughout the lectures students develop knowledge and understanding related to the subject content. In-class small projects reinforce students' cooperation skills, while enriching their cognitive skills. ➤ Office Hours: Students are strongly encouraged to make use of the office hours of their instructor in order to consult and discuss issues related to the course's content. ➤ Use of blackboard site, where instructors post lecture notes, assignments, instructions, timely announcements, as well as additional resources. 						
ASSESSMENT:	<p>Summative:</p> <table border="1" style="width: 100%;"> <tr> <td>In-class midterm examination (1-hour) – individual, essay-type questions</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Final examination (2-hour, comprehensive, essay-type questions)</td> <td style="text-align: center;">60%</td> </tr> </table> <p>Formative:</p> <table border="1" style="width: 100%;"> <tr> <td>In-class, 1-hour, "diagnostic" test</td> <td style="text-align: center;">0</td> </tr> </table> <p>The formative test aims to prepare students for the summative assessments. The Midterm Examination tests Learning Outcomes 1 and 2. The Final Examination tests Learning Outcomes 1, 2, and 3.</p>	In-class midterm examination (1-hour) – individual, essay-type questions	40%	Final examination (2-hour, comprehensive, essay-type questions)	60%	In-class, 1-hour, "diagnostic" test	0
In-class midterm examination (1-hour) – individual, essay-type questions	40%						
Final examination (2-hour, comprehensive, essay-type questions)	60%						
In-class, 1-hour, "diagnostic" test	0						
INDICATIVE READING LIST:	<p>REQUIRED MATERIAL:</p> <p>Weinberg, R. S., & Gould, D. (2014). <i>Foundations of sport and exercise psychology</i>. Champaign, IL: Human Kinetics.</p> <p>RECOMMENDED READING:</p>						

	<p>A. BOOKS</p> <ul style="list-style-type: none"> • Horn, T. S. (2002). <i>Advances in Sport Psychology</i>. Champaign, IL: Human Kinetics. • Weinberg, R. S. (2010). <i>Mental toughness for sport business and life</i>. Bloomington, IN. Author House. • Williams, J., & Krane, V. (2014). <i>Applied Sport Psychology: Personal Growth to Peak Performance</i>. N.Y, N.Y. McGraw-Hill Higher Education. • Anshel, M., H. (2012). <i>Sport Psychology: From Theory to Practice</i>. San Francisco, CA. Benjamin Cummings. <p>B. ARTICLES</p> <ul style="list-style-type: none"> • Baker, J., Yardley, J., & Côté, J. (2003). Coach Behaviors and Athlete Satisfaction in Team and Individual Sports. <i>International Journal of Sport Psychology</i>, 34, 226-239. • Bloom, G. A., Stevens, D.E., & Wickwire, T.L. (2003). Expert coaches' perceptions of team building. <i>Journal of Applied Sport Psychology</i>, 15 (2), 129-143. • Brawley, L. (1990). Group Cohesion: Status, problems, and future directions. <i>International Journal of Sport Psychology</i>, 21, 355-379. • Gano-Overway, L.A. (2008). The effect of goal involvement on self-regulatory processes. <i>International Journal of Sport & Exercise Psychology</i>, 6, 132-156.
COMMUNICATION REQUIREMENTS:	Assignments presented in Word. Use of proper English, both oral and written.
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines
WWW RESOURCES:	<p>Students are expected to use the internet at their own discretion to select information on the module. Useful sources include:</p> <p>http://www.appliedsportpsych.org http://www.aapherd.org/ http://www.naspspa.org http://www.apa47.org http://www.fepsac.com</p>
JOURNALS	<p>Journal of Applied Sport Psychology The Sport Psychologist Journal of Sport and Exercise Psychology Journal of Sport Psychology International Journal of Sport & Exercise Psychology</p>
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Defining Sport and Exercise Psychology 2. Brief History of Sport Psychology 3. Personality in Sport 4. Theories of Group Development 5. Definition of Cohesion 6. Building Team Cohesion 7. Improving Communication in teams 8. Introduction to Psychological Skills Training 9. Self-Confidence and Goal Setting 10. Concentration and imagery 11. Aggression in Sport