

Location: LLHSLC 200

Semester / Year: Fall 2017

Course Start Date: Thursday, August 24, 2017

Course End Date: Thursday, November 30, 2017

Professor Name: Rachael Nowell

Professor Email: rnowell@trinitybiblecollege.edu

Course Description:

Sport Psychology is a branch of psychology that explores sports and exercise from a mental perspective. It deals with the psychological factors that affect performance as well as the psychological effects sport and exercise has on a person.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and INTASC. These standards include:

ESPB:

- **08025.1 Content Knowledge** The program requires study of physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate studies biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and biomechanical analysis, first aid, nutrition, and injury prevention.
- **08025.2 Growth and Development** The program requires study of how individuals learn, develop and provide opportunities that support their physical, cognitive, social, and emotional development, human growth, sexual development, the application of growth and development concepts to create learning experiences such as the development of fundamental motor skills, individual/dual and team sports, movement, dance, aquatics, outdoor pursuits, and health related fitness.
- **08025.4 Management and Motivation** The program requires study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities, encouraging positive social interaction, active engagement in learning, self-motivation, use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect and self-responsibility, and motivate students.
- **08025.7 Learner Assessment** The program requires study of assessment to foster physical, cognitive, social, emotional development of learners in physical activity, use of various forms of authentic and traditional assessment to determine achievement, provide

feedback to students, and guide instruction.

InTASC:

- **Standard 3:** Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard 4:** Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard 5:** Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.
- **Standard 8:** Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Course Objectives:

The student will:

1. Demonstrate an understanding of the relationship between personality and behavior in sport and exercise.
2. Identify motivational techniques and understand how to implement these particular strategies.
3. Explain how coaching methods, philosophies, techniques and individual personality can affect and influence psychological and competitive performance of athletes.
4. Compare and contrast the concepts of stress, anxiety, and arousal and how they can individually affect sport performance.
5. Demonstrate an understanding of coping strategies that can be used to deal with stress, anxiety, and techniques for regulating arousal levels.
6. Identify and understand how psychological skills such as team cohesion, concentration, confidence, competitiveness, and internal/external motivation can influence athletic performance.
7. Recognize goal-setting principles and be able to instruct athletes on how to set individual and group goals as they relate to sport and exercise activities.

Institutional Mission Statement:

Trinity Bible College is a biblically based institution of higher education providing a Christ-centered Pentecostal environment for academic and spiritual preparation of men and women for ministry in church vocations and for service in other professions.

Spiritual Formation Statement:

This course is intended to reflect sound and consistent practices that relate to biblical teaching regarding our psychological development throughout participation in sport, and competitive settings in both the classroom and athletic arena. Because our bodies belong to God, we must be committed to developing effective psychological coping skills, engaging in regular physical

exercise, stress management, and a healthy balanced lifestyle. This is illustrated in 1 Corinthians 6:20

"For you were bought with a price; therefore glorify God in your body and in your spirit, which are God's."

Required Textbooks:

Weinberg, Robert S. & Gould, Daniel. Foundations of Sport & Exercise Psychology. 6th Edition. Champaign, IL: Human Kinetics, 2015

Course Outline:

8/24	Thursday	Syllabus
8/29	Tuesday	Chapter 1—Intro to Sport and Exercise Psychology
8/31	Thursday	Chapter 2—Personality and Sport
9/5	Tuesday	Chapter 3--Motivation Motivation Activity
9/7	Thursday	Quiz 1 Forum 1
9/12	Tuesday	Chapter 4—Arousal, Stress, & Anxiety
9/14	Thursday	Chapter 5—Competition and Cooperation (Activity)
9/19	Tuesday	Chapter 6—Feedback, Reinforcement, & Intrinsic Motivation Forum 2
9/21	Thursday	Serve Our City
9/26	Tuesday	Chapter 8—Group Cohesion Quiz 2
9/28	Thursday	Chapter 9--Leadership
10/3	Tuesday	Chapter 10—Communication
10/5	Thursday	Developing Communication and Leadership Skills Quiz 3
10/10	Tuesday	Chapter 10 Activity/Review for Exam
10/12	Thursday	Exam 1
10/17	Tuesday	Chapter 11—Intro to PST
10/19-10/22		<i>Fall Break</i>
10/24	Tuesday	Chapter 11 Continued –PST Handout
10/26	Thursday	Chapter 12—Arousal Regulation Article Review
10/31	Tuesday	Chapter 13—Imagery (Activity)
11/2	Thursday	Chapter 14—Self-Confidence Quiz 4
11/7	Tuesday	Chapter 15—Goal Setting (Activity)
11/9	Thursday	Chapter 16—Concentration Forum 3
11/14	Tuesday	Chapter 17—Exercise and Psychological Well-Being
11/16	Thursday	Quiz 5
11/21	Tuesday	Chapter 19— Athletic Injuries & Psychology
11/22 - 11/26		<i>Thanksgiving</i>
11/28	Tuesday	Chapter 22—Children and Sport Psychology
		Chapter 23— Aggression in Sport PST Project Due
11/30	Thursday	Chapter 24— Character Development and Good Sporting Behavior
12/5	Tuesday	Final Exam 10AM LLHSLC 200

Methodology:

Class Discussion

Various electronic media

Article reviews
Group activities
Psychological skills training
Forum interaction
Lecture

Course Requirements:

Forums: INTASC Standard 3, 5, and 08025.4 Students will respond to three forum discussion questions over the course of the semester. Initial response must be a minimum of 300 words. Students must also post in 150 words, a response/feedback to two different student's posts in the class.

Article Review. INTASC Standard 4 and 08025.1 During the semester, students will be required to do one article review. The review will be based on the following list of sports psychology related topics. You can choose from any of these topics or consult with me about selecting another related topic that is of interest to you. The history of sports psychology and how you feel it is relevant today

- The importance of setting task oriented goals
 - The effect of exercise on mental health
 - The effects of relaxation training on sport performance
 - How does low motivation affect overall athletic performance
 - The effects good leadership can have on the stability of a program
 - In your opinion, the single most influential factor in success of a program outside of physical talent
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- This should be a two page paper following MLA formatting. Students are required to cite the text book and at least one other credible source on a separate works cited page.
 - Be sure to use your sources in your paper and summarize their content information.
 - The first section is the abstract or summary of the article or source. You should summarize the source's information on the topic. The next section should focus on applied/critical thinking. The student should express his/her thoughts, opinions, or experience on the topic or how it has influenced them in some way.

Tests: If a student is absent on test day, he or she *may* lose 10% off the top of total point worth. Prior notice of absence should be given to the teacher and the reason for absence will be considered, as well as overall attendance for this class.

PST Project. INTASC Standard:8, 5, 08025.6, and 08025.7 Each student will also complete a Psychological Skills Training Project. For this project, students can choose a team they have played on in the past, or a team they have some familiarity with, (eg. High School Team, College, or Pro Team). Each student will be given a sheet that includes grading criteria for the project. The PST assignment should be 2-3 typed pages.

- Think about this team in terms of their psychological strengths and weaknesses and overall mental skills.
- Choose one skill that if it were improved, would have the greatest impact on some facet of the team (eg. cohesion, performance, etc.). Any of the skills we discuss in class or ones found in the text are fine.
- Discuss why you have chosen the psychological skill that you have and the greatest area of impact.
- Determine and explain some methods for implementing training of the chosen psychological skill.
- Discuss how you would evaluate the success of your Psychological Skills Training Program. Chapter 11 provides general guidelines and information that relates to implementing psychological skills development. You can also use outside references or ask me any questions that may arise.

Grading Procedure:

Quizzes (5 x 10 pts.)	50 pts.
Exam # 1	75 pts.
Participation	20 pts.
Forums (3 x 15)	45 pts.
Article Reviews (1 x 20 pts.)	20 pts.
PST Project	50 pts.
Exam # 2	75 pts.

Total	335 pts.

Grading Scale

The standard college grading scale is:

100-94	A	76.99-73	C
93.99-90	A-	72.99-70	C-
89.99-87	B+	69.99-67	D+
86.99-83	B	66.99-63	D
82.99-80	B-	62.99-60	D-
79.99-77	C+	59.99-0	F

Assignment and Late Work Policy

Each assignment is expected to be turned in on the assigned date due. Should an assignment be turned in late, points may be deducted for each day overdue, or it may not be graded.

Selected Bibliography:

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

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.

Trinity Bible College
50 South 6th Avenue
Ellendale, North Dakota 58436
Phone: 701.349.3621
Fax: 701.349.5786
www.trinitybiblecollege.edu