

## **PSY 260E General Sport Psychology**

### **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 professor 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 contribute 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.

## Useful Texts

- Textbook (Reference): Harvis, M. (2006). Sport Psychology. A Student's Handbook (PDF). Reading and study texts prepared by the professor available on Blackboard.
- Textbook (reference): Weinberg, R.S. & Gould, D. (2015). Foundations of Sport Exercise Psychology. Fifth Ed. Human Kinetics. Chapters available on Blackboard.
- 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](https://www.naspa.org/images/uploads/events/Mind_Body_and_Sport.pdf)

## Course Requirements and Grading

Your final grade will be calculated as follows:

- Quizzes: 30 % Multiple choice (4 options)
- Student engagement: 20% (see rubric)
- Case Study\* (3): 10% \*Quiz evaluation
- Final Paper: 10%
- Midterm: 15%
- Final: 15%

## General Course Policies

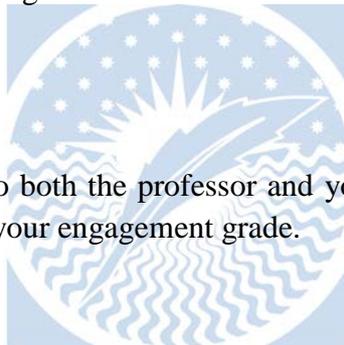
Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

## Punctuality

Arriving late to class is disruptive to both the professor and your classmates. Please be punctual as arriving late may negatively impact your engagement grade.



## Student engagement policy

Student's engagement will account for at least 20% of the final grade for every course, thus highlighting its significance for high-impact learning. Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%). An engagement rubric is provided to ensure transparent and consistent grading.

### Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course. As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

### **Initial outreach – after missing 3 classes\***

E-mail from professor reiterating engagement policy and consequences for additional absences.

\* 1 class for courses that meet once a week and 6 classes for courses that meet daily.

### **Second outreach – after missing 4 classes\***

E-mail from professor and notification of academic staff at the International office.

\* 2 classes for courses that meet once a week and 8 classes for courses that meet daily.

### **Academic probation – after missing 6 classes\***

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

\* 3 classes for courses that meet once a week and 12 classes for courses that meet daily.

Any additional absences will result in a failing grade.

Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

## **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. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

## **Learning Accommodations**

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to the Faculty Coordinator, Marta Carrillo ([mcaroro@upo.es](mailto:mcaroro@upo.es)) to turn in your documentation. The Faculty Coordinator 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.

## **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. This is super-important in my 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 professor. The use of a laptop, is prohibited during all tests and quizzes, unless otherwise specified by your professor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your professor onsite. Chatting or checking your Facebook, Instagram, etc. is really impolite. Remember CUI's engagement policy.

## **About using Artificial Intelligence (AI)**

The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

## Course contents

1. **Sport Psychology:** Beginning your journey. 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.

**Video:** Lara Boyd. Brain plasticity.

**Some practical experiences:** Rowing World Championship U-23 Racice (Czech Republic).

**Practice 1:** Coordination skills for marathon runners.

**Video:** <https://www.youtube.com/watch?v=DXTSMF568zs> Kenya's Eliud.

Kipchoge wins back-to-back marathons.

**Reading:** The development of sport psychology in Spain: The role played by sport institutions. Ricardo De la Vega and J. Gualberto Cremades\*.

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2. **Emotions and Sport:** Basic concepts: Stress, Anxiety Trait, State. The Relationship between Trait and State. Fear, Arousal. The relationship between emotions and motor behavior and performance. Theories about emotions and performance. ZOP Theory and others. Some practical experiences: Rowing World Championship. Linz (Austria).

**Practice 2: Understanding Emotional States:** Case Study 1: A case study: A case of volleyball player.

Case study: Colleen Case. PDF Available. Consult Blackboard.

**Reading: How Do Emotions Affect Sport Performance?**

<https://time.com/6084384/why-simone-biles-out-team-eventsilver/>

**Video:** <https://www.youtube.com/watch?v=7LAY03PMpuE>

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3. **Psychology for Coaches:** Evaluation in Sport Psychology: Behavioral, Cognitive and Psycho-Physiological approaches. Direct and indirect intervention. Coaching Styles. Working together: Coaching Leadership: definition, Different approaches. Practice 3: Evaluating coaches: C.B.A.S as an observation and communication model. Coaching styles.

Class discussion: Your fever coach & your worst coach.

**Video:** <https://www.youtube.com/watch?v=nWZsQj49dO8> Introduction to I coach kids' program.

**Reading: Coaching strategies and sport performance of female athletes.**

### CLASS ACTIVITIES:

- a. Compose a slide describing a sport situation illustrated with an appropriate picture and the correct CBAS instruction. You will present the situation in class.
- b. Desirable and undesirable behaviors: Coach code. One student will introduce him/herself as the coach and will explain his/her philosophy.

4. **Motivation:** Defining motives and motivation. Why skateboarding or Cycling BMX Freestyle have been accepted in the Olympics? Urban Sports. Urban abilities and values. Student responsibility: Building motivation with five guidelines. Developing Achievement motivation and competitiveness.

**Theories:**

- a) Self-Determination Theory (Deci & Ryan). More popular in Sport Psychology.  
b) Stage of Change Model (Prochaska and Di Clementi). More popular in Health Psychology.

**Video:** <https://www.youtube.com/watch?v=9gqyObSO5tU> Skateboarding: Tokyo 2020 .

**Video:** <https://www.youtube.com/watch?v=2egvqEsNIXQ> Cycling BMX Freestyle.

**Reading: Motivation: Towards a modified theory of motivation.**

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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, stress management, etc.  
Class discussion: Your fever athlete: Why?  
**Working in groups:** Stop Thinking, Concentration skills, Decision making, etc.

**Video:** <https://www.youtube.com/watch?v=BtQIIa9X0qE> Men's Canoe Double 1000 meters final World Championship. Halifax, Canada.

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

**Reading:** Jaenes, J.C. et al. (2021). The effectiveness of the psychological intervention in amateur male marathon runners. *Frontier in Psychology*.

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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, rowing, etc.

**Video:** <https://www.youtube.com/watch?v=x9IGSli-fhE> Women's 1500 final Video:  
<https://www.youtube.com/watch?v=fJYvxopYzPA> Nevin Harrison, Olympic Champ USA C1

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. Prevalence of EAT

**Practice:** The case of John: Examine this case in light of the Stage of Change Model (Motivation Theory). Class discussion.

**Video:** <https://www.youtube.com/watch?v=OIMvh3QWukk> Struggling with an eating disorder.

**Reading:** Prevention of eating disorders in female athletes

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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. Individual differences in athlete burnout causes overtraining.

**Reading:** Wilczyńska, D.; Qi, W.; Jaenes, J.C.; Alarcón, D.; Arenilla, M.J.; Lipowski, M. Burnout and Mental Interventions among Youth Athletes: A Systematic Review and Meta-Analysis of the Studies. *Int. J. Environ. Res. Public Health* 2022, 19, 10662. <https://doi.org/10.3390/ijerph191710662>

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

**Reading:** Jaenes, et. al. (2022). A moderate meditation model of wellbeing and competitive anxiety in male marathon runners. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.800024>

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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.

**Reading:** Jaenes et. al. (2017). Racism and discrimination in Sports. PSYTOOL project.

**Nassar case:** Please read about the case. We will discuss in class.

**Two outdoor activities** (class time): Will be announced.

## Paper instructions

**Topic:** Burnout, Hardiness & Sport: A project to learn more about coaches and athletes comparing to students

Burnout is considered a multidimensional concept consisting of three dimensions (Raedeke & Smith, 2001). These are sport devaluation, reduced sense of accomplishment, and emotional and physical exhaustion. Sport devaluation is a psychological detachment from sport where performance and training outcomes are no longer of concern for the athlete. Reduced sense of accomplishment is an overly negative appraisal of sport outcomes resulting in feelings of ineffectiveness. Emotional and physical exhaustion is the fatigue that athletes experience when they seek to combine the psychological and physical stressors of competition and training with competing demands, such as work and/or school.

Students are invited to write an article following APA instructions.

### 1. Introduction

- Information based on articles over Burnout (definition), theories, and studies (Burnout on athletes, coaches, and students in Colleges and universities)

### 2. Method

### 3. Subjects

- 5 American coaches (any Sports or coaching level)
- 10\* American students living in the states, non-competitive athletes (5 females, 5 males)
- 10\* American students living in Sevilla or other Abroad Program in Spain, non-competitive athletes (5 females, 5 males)

### 4. \*Equality perspective

### 5. Instruments

- Short Hardiness Scale (SHS) by Paul T. Bartone
- Burnout Assessment Tool (BAT) by Wilmar Schaufeli, Hans De Witte, and Steffi Desart
- Data sheet

### 6. Procedure

- Data will be collected from participants via personal networks. No incentives for participation were offered. To analyze the data, descriptive statistics for ABQ scores were first examined to establish levels of burnout.

### 7. Results

### 8. Discussion

### 9. Conclusions

### 10. References

## 1. Important dates

- a) Preliminary draft of midterm paper to be submitted: **TBA**
- b) Term paper submission deadline: **TBA** (feel free to submitted in advance)  
Papers handed in after the deadline will not be considered.

## 2. Formal requirements

The paper must be typed on a computer and comply with the following requirements:

- a) Font: Times New Roman, font size 12 and a line spacing of 1.5.
- b) Word count: The length of the draft of term paper is 2500 words while the term paper is maximum 4000 words. Footnotes should be included in the word count of the main text. Not included in this count: the front page (with name and title etc.), summary, table of contents and references (bibliography).

3. **Paper structure:** Technically the paper should be as good as possible: It should be well organized in sections and subsections, each with respective headings, and it should contain footnotes and references. The paper should follow an article's structure:

- **Annex:** Data information (excel)
- **An example** of a bibliography can be found in the guidelines for writing the syllabus o by checking important Sport Psychology Journals (APA format). I highly recommend Frontier in Psychology

If you have questions regarding any of these issues, please contact the professor at [jcjaesan@upo.es](mailto:jcjaesan@upo.es)

## RUBRIC

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
<b>Attendance</b>	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
<b>Preparation</b>	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
<b>Participation</b>	Actively participates in discussions with thoughtful comments/questions ; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
<b>Attentiveness &amp; Respect</b>	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
<b>Collaboration &amp; Feedback</b>	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.