



EFFECTIVE: SEPTEMBER 2005
CURRICULUM GUIDELINES

A. Division: **Science and Technology** Date: **September 2005**

B. Department / Program Area: **Coaching and Sport Science** New Course Revision
 If Revision, Section(s) Revised
 Date of Previous Revision:
 Date of Current Revision:

C: **SPSC 2231** D: **Sport and Exercise Psychology** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description: This course provides an introduction to the field of applied sport and exercise psychology. Students will use their developing knowledge of mental skills and strategies from the course to inform reflections and decisions about their mental strengths and areas to work on. Students will devise a mental skills plan for their personal growth and enhanced performance in a sport and/or exercise setting. They will also demonstrate their knowledge by applying mental skills and strategies to real world sport and exercise settings.		
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G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and Practical Application Number of Contact Hours: (per week / semester for each descriptor) 4 hours per week Number of Weeks per Semester: 15 weeks	H: Course Prerequisites: None I: Course Corequisites: None J: Course for which this Course is a Prerequisite None K: Maximum Class Size: 35
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L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit		
<input type="checkbox"/>	College Credit Non-Transfer		
<input checked="" type="checkbox"/>	College Credit Transfer:	Requested <input checked="" type="checkbox"/>	Granted <input type="checkbox"/>

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

1. To identify and describe the mental skills required for peak performance
2. To develop mental skills by applying these skills in personal and hypothetical situations guided by constructive feedback
3. To interpret, analyze, and evaluate personal strengths and weaknesses and areas for improvement within the area of mental skills and develop a personal mental training plan from this evaluation
4. To demonstrate theoretical, conceptual and practical expertise with regard to mental skills in sport and exercise psychology

N: Course Content:Module 1 Overview of Mental Training Skills and Concepts

- 1.1 List and define sport psychology and mental training concepts
- 1.2 Describe the role of mental training throughout the history of sport
- 1.3 Describe personality concepts as related to performance and participation
- 1.4 Examine the future of mental training in sport and its application to everyday situations

Module 2 Designing a Mental Skills Training Program

- 2.1 Describe Ideal Performance State (IPS)
- 2.2 Define the mental training skills of high level performers
- 2.3 Discuss and examine assessment strategies
- 2.4 Explain the process for mental skills programming
- 2.5 Discuss and examine monitoring and evaluation strategies

Module 3 Motivation

- 3.1 Identify theoretical basis of motivation
- 3.2 Examine and discuss goal setting strategies
- 3.3 Recognize role of attributions in motivation
- 3.4 Identify components of motivation related to exercise adherence
- 3.5 Demonstrate strategies for enhancing motivation
- 3.6 Demonstrate the goal setting process

Module 4 Self-Confidence

- 4.1 Identify theoretical basis of self-confidence
- 4.2 Identify sources of self-confidence
- 4.3 Discuss assessment strategies for self-confidence
- 4.4 Examine and discuss strategies for building self-confidence
- 4.5 Demonstrate self-confidence strategies

Module 5 Arousal and Emotional Control

- 5.1 Identify anxiety, stress and stress response
- 5.2 Identify theoretical basis of anxiety and emotion
- 5.3 Discuss arousal and emotional assessment
- 5.4 Examine and discuss emotional control and arousal regulation
- 5.5 Demonstrate emotional control and arousal regulation strategies
- 5.6 Describe stress and athletic injury relationship

Module 6 Imagery and Mental Rehearsal

- 6.1 Identify theoretical explanations behind imagery and mental rehearsal
- 6.2 Discuss and examine imagery assessment
- 6.3 Examine and discuss imagery strategies for sport and exercise settings
- 6.4 Demonstrate imagery strategies for sport and exercise settings

Module 7 Focus and Attentional Training

- 7.1 Identify theoretical explanations behind focus and attentional training
- 7.2 Discuss and examine assessment of focus and attention
- 7.3 Examine and demonstrate focus and refocus methods and uses
- 7.4 Demonstrate focus and attentional strategies for performance

Module 8 Competition Planning

- 8.1 Examine event planning strategies
- 8.2 Discuss and examine routines and competition preparation
- 8.3 Examine and demonstrate routines for achieving IPS
- 8.4 Discuss and examine mental recovery and regeneration strategies

Module 9 Productive Environment

- 9.1 Identify theoretical and practical components of mastery environments
- 9.2 Identify theoretical explanations behind cohesion
- 9.3 Discuss and examine the team building process
- 9.4 Discuss and examine the role of leadership in productive environments
- 9.5 Demonstrate strategies for effective team building
- 9.6 Examine the periodization and planning of mental skills

O: Methods of Instruction

- 1. Discussion groups and group tasks
- 2. Practical applications and experiences (learn by doing)
- 3. Technology assisted learning (audio visual, computer, internet)
- 4. Lectures and presentations
- 5. Readings and tasks

P: Textbooks and Materials to be Purchased by Students

A compendium of course materials will be utilized, including National Coaching Certification Program materials, materials specifically prepared for this course and library reserve readings from Weinberg, R. and Gould, D. (1999) Foundations of Sport and Exercise Psychology (2nd ed.). Champaign, IL: Human Kinetics. and Cox. R. H. (1994) Sport Psychology (3rd ed.) Dubuque, Iowa: Brown Benchmark. (or latest versions) and Williams, J. (ed.) (2000) Applied Sport Psychology (4th ed.). Mountain View, CA: Mayfield Publishing.

Q: Means of Assessment

Personal Assessment and Plan	20%
Examinations	20%
Research Paper	20%
Course Journal	20%
Application Projects	<u>20%</u>
Total = 100%	

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

T.B.A.

Course Designer(s) Laura G. Farres

Education Council / Curriculum Committee
Representative

Dean / Director

Registrar