



EFFECTIVE: SEPTEMBER 2004

CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2004**

B. Department / **Science and Technology** Revision ☒ **X** New Course ☐

Program Area: **Sport Science – Coaching**

If Revision, Section(s) **C**

Revised:

Date of Previous Revision: **June 2002**

Date of Current Revision: **September 2004**

C: SPSC 2377 **D: Mental Training for Coaches and Athletes** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: In this course students will learn mental training skills and techniques. These concepts will be applied to the learning and performance of sport skills, tactics, and routines. Mental training concepts will be applied to sport performance at all levels and ages in training, practicing and competing. Students will apply these concepts to session planning and seasonal planning. Topics include visualization, focus, peak performance, goal setting and relaxation.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture / Practice Number of Contact Hours: (per week / semester for each descriptor) 4 hours per week Number of Weeks per Semester: 15	H: Course Prerequisites: none	
	I: Course Corequisites: none	
	J: Course for which this Course is a Prerequisite none	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; margin-right: 5px;"></div> <div>Non-Credit</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; margin-right: 5px;"></div> <div>College Credit Non-Transfer</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; margin-right: 5px; text-align: center;">X</div> <div>College Credit Transfer:</div> </div> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives / Learning Outcomes

Upon completion of the course, the student will be able to:

1. Describe the mental preparation associated with the achievement of optimal performance.
2. Describe the concept of process as related to optimal performance for athletes and coaches.
3. Describe the relationship between activation and performance.
4. Describe and demonstrate the use of imagery by athletes and coaches.
5. Describe and demonstrate the preparation of pre-competition, competition and post competition plans.

N: Course Content:

1. Mental Preparation

The student will:

- 1.1. Describe the factors associated with motivation for optimal performance.
- 1.2. Describe the components of a mental preparation program.
- 1.3. Describe and demonstrate the settings of goals and objectives for athletes and coaches:
 - 1.3.1. Daily
 - 1.3.2. Micro and macro cycle
 - 1.3.3. Seasonal
 - 1.3.4. Career
 - 1.3.5. Performance profiles
- 1.4. Develop training and competition diaries.
- 1.5. Describe personality concepts as related to coaching and sport participation.

2. Process

The student will:

- 2.1. Define the concepts of process and outcome as related to optimal performance.
- 2.2. Describe the achievement of a process focal point by athletes and coaches:
 - 2.2.1. Controllable factors
 - 2.2.2. Focus
 - 2.2.3. Cue words
 - 2.2.4. Self talk
 - 2.2.5. Attention control
- 2.3. Describe methods for dealing with distractions:
 - 2.3.1. On site
 - 2.3.2. Off site
- 2.4. Describe the development of a positive coaching environment and belief system.

3. Activation

The student will:

- 3.1. Define the concepts of emotional control, stress, anxiety, activation and arousal.
- 3.2. Describe the relationship between stress, anxiety, activation and arousal; and performance.
- 3.3. Describe the management of anxiety, arousal and relaxation with respect to optimal performance.
- 3.4. Describe the use of techniques that control and affect recovery and performance.

4. Imagery

The student will:

- 4.1. Describe the types of visualization used by coaches and athletes.
- 4.2. Prepare visualization programs for coaches and athletes:
 - 4.2.1. Skills
 - 4.2.2. Performance
 - 4.2.3. Goals and objectives
 - 4.2.4. Wellness
 - 4.2.5. Emotions and attitudes
- 4.3. Describe the methods utilized to simulate competitive experiences.

5. Plan Preparation

The student will:

- 5.1. Develop plans for optimal performance:
 - 5.1.1. Pre-competition
 - 5.1.2. Competition
 - 5.1.3. Post-Competition
- 5.2. Describe the development of team cohesion at the community sport club level.
- 5.3. Describe the development of a community sport club discipline.

O: Methods of Instruction

Lecture
 Discussion groups and group projects
 Practical applications and experiences
 Field observation
 Guest presenters
 Technology assisted learning

P: Textbooks and Materials to be Purchased by Students

Porter, K. and J. Foster (1990) Visual Athletics. Dubuque, Iowa: Brown Benchmark. ISBN 0-697-10987-9.

Readings from:

Cox, R. H., (1985) Sport Psychology, 2nd Edition, Dubuque, Iowa: Brown Benchmark. ISBN 0-697-01340-5.

Q: Means of Assessment

Mid-term Examination	20%
Final Examination	20%
Term Paper (sport specific performance enhancement)	20%
Group Project (performance optimization program)	20%
Individual project (planning)	<u>20%</u>
TOTAL	100%

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

No.

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar