



EFFECTIVE: SEPTEMBER 2007
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: **September 2007**

B. Department / **Science and Technology** Revision New Course
Program Area: **Sport Science**

If Revision, Section(s)
Revised:
Date of Previous Revision:
Date of Current Revision:

C: SPSC 4231 **D: Advanced Exercise and Sport Psychology** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description: The course provides an in depth exploration of the field of sport and exercise psychology. Students will demonstrate their understanding of theories and research that address psychosocial and contextual factors in relation to sport and exercise behaviour. They will apply their knowledge gained in class to practical situations in sport, exercise and physical activity settings. Students will also demonstrate their ability to critically review and critique contemporary research in sport and exercise psychology and to investigate course topics from multiple perspectives.								
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and practical applications Number of Contact Hours: (per week / semester for each descriptor) 2 hours lecture/classroom per week 2 practical application per week Number of Weeks per Semester: 15	H: Course Prerequisites: SPSC 1164 and SPSC 2231 or permission of the instructor.							
	I: Course Corequisites: none							
	J: Course for which this Course is a Prerequisite none							
	K: Maximum Class Size: 30							
L: PLEASE INDICATE: <table border="1"><tr><td><input type="checkbox"/></td><td>Non-Credit</td></tr><tr><td><input type="checkbox"/></td><td>College Credit Non-Transfer</td></tr><tr><td><input checked="" type="checkbox"/></td><td>College Credit Transfer:</td></tr></table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes

1. To evaluate and critique how psychosocial factors and context influence involvement and performance in sport and exercise.
2. To evaluate and critique the influence of sport and exercise participation on the psychological well being of individuals.
3. To design, delivery, and evaluate psychosocial skills training programs within sport and exercise settings.
4. To apply psychosocial skills interventions as a coach, teacher, exercise leader, and sport administrator.
5. To identify the role of scientific research in sport and exercise psychology and related professions.

N: Course Content:**1. Research in Applied Sport and Exercise Psychology**

- 1.1. Approach to research in applied settings
- 1.2. Quantitative research
 - 1.2.1. Types of quantitative inquiry
 - 1.2.2. Validity and Reliability
 - 1.2.3. Strengths and limitations
- 1.3. Qualitative research in applied settings
 - 1.3.1. Types of qualitative inquiry
 - 1.3.2. Validity and Reliability
 - 1.3.3. Strengths and limitations
- 1.4. Mixed Method Design
 - 1.4.1. Validity and reliability
 - 1.4.2. Strengths and limitations

2. Individual Differences And Sport And Exercise Behaviour

- 2.1. Self Perceptions
 - 2.1.1. Theoretical aspects (e.g., self presentation theory, attribution theory)
 - 2.1.2. Research on self perceptions
 - 2.1.3. Factors and strategies influencing self perceptions
 - 2.1.4. Implications for best practices
- 2.2. Motivation
 - 2.2.1. Theoretical aspects of motivation (e.g., Self Determinism, Achievement Goal Orientation)
 - 2.2.2. Research on motivation in applied settings
 - 2.2.3. Factors and strategies influencing motivation
 - 2.2.4. Implications for best practices
- 2.3. Arousal, Stress and Anxiety
 - 2.3.1. Conceptual and theoretical aspects (e.g., IZOF theory, Multidimensional Anxiety theory)
 - 2.3.2. Research on arousal, stress and anxiety in applied settings
 - 2.3.3. Strategies and factors influencing anxiety responses
 - 2.3.4. Implications for best practices
- 2.4. Concentration and attention control
 - 2.4.1. Theoretical aspects (e.g., Dimensions of Attention, Cue Utilization Theory)
 - 2.4.2. Research on concentration and attention in applied settings
 - 2.4.3. Strategies and factors influencing concentration and attention
 - 2.4.4. Implications for best practice
- 2.5. Coping with adversity
 - 2.5.1. Theoretical aspects (e.g., Two Dimensional Coping Conceptual Framework)
 - 2.5.2. Research on coping in applied settings
 - 2.5.3. Strategies and factors influencing coping
 - 2.5.4. Implications for best practices

3. Socioenvironmental Issues And Socio-cultural Issues

- 3.1. Group dynamics
 - 3.1.1. Theoretical aspects (e.g., Group Cohesion Model, Correlates of Cohesion)
 - 3.1.2. Research on group dynamics in applied settings
 - 3.1.3. Strategies and factors influencing group dynamics
 - 3.1.4. Implications for best practices
- 3.2. Leadership and Coaching effectiveness
 - 3.2.1. Theoretical aspects (e.g., Styles of Decision Making, ABCs of Behavioural Control)
 - 3.2.2. Research on leadership and coach effectiveness
 - 3.2.3. Strategies and factors influencing leadership and coaching effectiveness
 - 3.2.4. Implications for best practices
- 3.3. Socialization process
 - 3.3.1. Theoretical aspects
 - 3.3.2. Research on socialization in applied settings
 - 3.3.3. Strategies and factors influencing socialization
 - 3.3.4. Implications for best practices

4. Interventions In Sport And Exercise Settings

- 4.1. Psychological skills training
 - 4.1.1. Program design, delivery, and evaluation
 - 4.1.2. Research on psychological skills interventions
 - 4.1.3. Strategies and factors influencing interventions
 - 4.1.4. Implications for best practice
- 4.2. Team building
 - 4.2.1. Program design, delivery and evaluation
 - 4.2.2. Research on team building interventions in applied settings
 - 4.2.3. Strategies and factors influencing interventions
 - 4.2.4. Implications for best practices
- 4.3. Enhancement of health and well-being
 - 4.3.1. Adherence
 - 4.3.1.1. Program design, delivery and evaluation
 - 4.3.1.2. Research in adherence in applied settings
 - 4.3.1.3. Implications for best practices
 - 4.3.2. Psychology and Injury rehabilitation
 - 4.3.2.1. Program design, delivery and evaluation
 - 4.3.2.2. Research in the psychology of injury rehabilitation
 - 4.3.2.3. Implications for best practice
 - 4.3.3. Burnout prevention
 - 4.3.3.1. Program design, delivery and evaluation
 - 4.3.3.2. Research in burnout
 - 4.3.3.3. Implications for best practices
- 4.4. Ethics in applied sport and exercise psychology

DOUGLAS COLLEGE SIGNATURE ELEMENTS:

Core Competencies:

- a. Oral, written and interpersonal communication:
 - Students will be required to express ideas and critique findings in class discussions and through written assignments
- b. Computational and Information Technology:
 - Students will be expected to carry out literature searches online and post ideas and findings in course online discussion board
 - Students will be expected to comprehend and evaluate quantitative and qualitative results from academic papers and identify strengths and limitations of methodology

c. Critical and Creative Thinking:

Students will discuss real world problems and scenarios and identify relevant solutions based on the context.

A process for critical and creative thinking will be outlined throughout the course and students will be expected to use the process for group discussions and assignments

d. Teamwork:

Students will work in pairs and small groups during class discussions and to design and carry out an implementation program

Academic Signature:

a. Applied Skills (field, laboratory practicum):

Students will engage in field observations and teaching labs

b. Ethical behaviour and social responsibility:

Students will outline clear expectations and goals for group work as well as boundaries and ethics around in class student disclosures

Students will be versed on college policy and expected to uphold at all times

c. Intercultural, International and Global Perspective:

Issues related to intercultural perspective in sport and exercise psychology will be woven into all course material

O: Methods of Instruction

Lecture

Discussion groups

Practical application

Field observation and/or video observation

Self-study via print or online materials

Reading assignments

Online discussion groups

Instructor tutoring

P: Textbooks and Materials to be Purchased by Students

Will be decided by course instructors. Potential resources could include:

Horn, T. S. (2002) (Ed.). Advances in Sport Psychology 2nd Edition. Human Kinetics Publishers, Champaign, Illinois, USA.

Anshel, M. H. (2003). Sport Psychology: From Theory to Practice 4th Edition. CA: Benjamin Cummings Publishers, San Francisco, Cal. USA.

Weinberg, R. S. and Gould, D. (2003). Foundations of Sport and Exercise Psychology 3rd Edition. Human Kinetics Publishers, Champaign, IL, USA.

Anderson, M. B. (2005). Sport Psychology in Practice. Human Kinetics Publishers, Champaign, IL. USA

Williams, J. E. (2006). Applied Sport Psychology: Personal growth to peak performance 5th Edition. McGraw-Hill., New York, NY, USA

Course Pack with readings from journal articles, and relevant book chapters.

Q: Means of Assessment

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.

2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

The following is presented as an example assessment format for this course:

Field Observation	10%
Mini Teaching Labs	20%
Intervention Paper	30%
Quizzes	30%
Preparation & participation	<u>10%</u>
Total	100%

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

Not at this time

Course Designer(s): Laura Farres, Tim Frick

Education Council / Curriculum Committee Representative

Dean / Director: Des Wilson

Registrar