

PED/PSY 350
THE PSYCHOLOGY OF SPORTS AND
HUMAN PERFORMANCE

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TEXT: Cox, R. Sport Psychology: Concepts and Applications (6th ed.). Dubuque:
Wm. C. Brown, 2002.

LEE UNIVERSITY MISSION STATEMENT:

Lee University seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of the arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Lord and Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the student's knowledge, appreciation, understanding, ability and skills that will prepare them for responsible living in the modern world.

CATALOG DESCRIPTION:

This class presents the application of behavioral principles, motivational research, personality factors, and cognitive processes to the area of sport. It introduces students to this discipline and provides knowledge to enhance their own performances and the performances of others.

Three hour credit.

I. PURPOSE

This course is intended to introduce basic ideas and fundamental precepts of how humans view, engage in, and react to training, coaching, performance, and competition.

II. OBJECTIVES OF COURSE

A. General Learning Objectives

This course seeks to:

1. Introduce the nature of sport psychology and the various roles, issues, and challenges confronting sport psychologists.
2. Present a critical analysis of knowledge construction in sport psychology.
3. Provide theories and approaches for assessing individual differences in sport behavior.
4. Expose students to the motivational orientations in sport.

5. Teach self-referent thought with respect to sport and physical activity.
6. Present the relationship between anxiety, stress, and arousal as they affect performance.
7. Expose students to gender differences, social contexts and sport behaviours.
8. Provide students with research and conceptual models to effective leadership.
9. Introduce sport socialization and group dynamics in sport as social-environmental influences on behavior.
10. Teach intervention techniques and their impact on sport performance.
11. Present an integrated approach to attention and athletic performance.
12. Expose students to current research on goal setting styles, attributes, and other relevant topics and their influence on sport behavior.

B. Specific Behavioural Objectives

As a result of the activities and study of this course, the student should be able to:

1. Identify basic concepts, theories, measurements, profiles of personality, individual differences and their relationship with sport performance.
2. List the components of selective attention, attentional narrowing, and attentional focus training.
3. Differentiate the neurophysiological aspects of arousal and the performance-arousal relationships.
4. Define, evaluate, and measure anxiety as it relates to sport competition.
5. Discuss gender differences, progressive relaxation, autogenic training, cognitive strategies, and interaction programs.
6. Identify theories of leadership, motivation, intrinsic and extrinsic motivation, casual attribution, models of self-confidence, and gender roles in sport.
7. Demonstrate knowledge in the theories of sport socialization, sport aggression and violence.
8. Define, evaluate, and measure team cohesion in sport.
9. Discuss theories of leadership and its effectiveness in the sports domain.
10. Discuss and describe current research in goal setting, goal setting styles, and their effect on performance.

III. TOPICS TO BE COVERED

- A. The sport psychologist
- B. Personality and the athlete
- C. Attention
- D. Arousal
- E. Anxiety
- F. Cognitive and interaction strategies
- G. Achievement motivation
- H. Casual attributions theory
- I. Social psychology

- J. Leadership
- K. Team cohesion
- L. Gender in Sport
- M. Goal setting
- N. Psychology of sport injuries
- O. Burnout and overtraining

IV. INSTRUCTIONAL PROCEDURES

- A. Lecture by the instructor
- B. Student reports
- C. Video tapes
- D. Discussions
- E. Guest speaker

V. RESPONSIBILITIES OF STUDENTS:

- A. Attendance and class participation
- B. Research & written reports
- C. Oral presentation
- D. Assigned interview & field observations

VI. EVALUATION

A. Evaluation Activities	
2 Written Exams (100 pts. each)	200 pts.
Interview /Field Observation	100 pts.
<u>Participation in Class (Assign., Chapt. Reading, & Discussion)</u>	<u>50 pts.</u>
Maximum Possible Points	350 pts.

Absentee Policy:

- **Two** absences are allowed without penalty (excused or unexcused). After three absences three points will be deducted, four absences and six points will be deducted, five and a letter grade will be lowered one level. Absences for University sponsored events are excused, providing that documentation is given to professor before event.
- Student will be rewarded for **perfect** attendance!
- All assignments must be typed. Mistakes in grammar, spelling, syntax, etc. detract from your message and will negatively affect your grade.
- For your protection, you are expected to keep a disc copy of all assignments submitted to instructor.
- **No late papers will be accepted.**
- **Missed course work is the responsibility of the student**
- No extra credit will be given, except for rare exemptions, and if given it will be for the class at large.

B. Grading Scale	
320 - 350	A
289 - 319	B

259 - 288	C
229 - 258	D
0 - 228	F

VII. STUDENTS WITH DISABILITIES:

Lee University is committed to the provision of reasonable accommodations for students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973. Students who think they may qualify for these accommodations should notify their instructor immediately. Special services are provided through the Academic Support Program.

VIII. ACADEMIC INTEGRITY

As a Christian community of scholarship, we at Lee University are committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others' work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reason: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretence is not only unnecessary; it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

IX. READING LIST

A. Required
1. Text

B. Supplemental

Ames, C. (1984). Achievement attributions and self-instructions under competitive and individualistic goal structures. Journal of Educational Psychology, 78, 478-487.

Boutcher, S.H. (1990). The role of performance routines in sport. In G. Jones & L. Hardy (Eds.), Stress and Performance in Sport (pp. 231-245). London: John Wiley.

Brody, E.B., Hatfield, B.D., & Spalding, T.W. (1988). Generalization of self-efficiency to a continuum of stressors upon mastery of a high-risk sport skill. Journal of Sport and Exercise Psychology, 10, 32-44.

Canfield, J. Hansen, M.V., Hewitt, L. (2000). The Power of Focus. Deerfield Beach: Health Communications.

Cohen, W.A. (2000). The New Art of Leadership: Leading With Integrity and Honor. Paramus: Prentice Hall Press.

Douillard, J. (1995). Body, Mind, and Sport. New York: Random House.

Goldberg, A. S. (1998). Sports Slump Busting. Champaign: Human Kinetics.

Harrison, R.P. & Feltz, D.L. (2000). The professionalization of sport psychology: Legal considerations. Journal of Sport Psychology, 1, 182-190.

Jill, D.L. (1988). Cohesion and performance in sports groups. In R.S. Hutton (Ed.), Exercise and Sport Sciences Reviews: Vol. 5. Santa Barbara, CA: Journal Publishing Affiliates.

Jones, C. (1997). What Makes Winners Win. Secaucus: Carol Publishing.

Krane, V. & Williams, J. (1987). Performance and somatic anxiety, cognitive anxiety, and confidence changes prior to competition. Journal of Sport Behavior, 10, (1), 47-56.

Landers, D.M., Boutcher, S.H., & Wang, M.Q. (1986). The history and status of sport psychology: 1979-1985. Journal of Sport Psychology, 8, 149-163.

Loehr, J.E. (1993). Toughness Training for Life. New York: Adutton Book.

Mahoney, M.J., Gabriel, T.J., & Perkins, T.S. (1987). Psychological skills and exceptional athletic performance. The Sport Psychologist, 1, 181-199.

Orlick, T. (1990) In Pursuit of Excellence. (2nd ed.) Leisure Press: Champaign.

The Academy Papers. Enhancing Human Performance in Sport: New Concepts and Developments. The American Academy of Physical Education no. 25 San Francisco: Human Kinetics.

Tutko, T., Tosi, U. (1976). Sport Psyching. New York: Putnam Books.

Ungerleider, S. (1996). Mental Training for Peak Performance. Emmaus: Rodale Press.

Psychology of Sport & Human Performance
PED 350/PSY 350
Kay McDaniel
(Outline)

- I. **Introduction** *** Read Chapter 1**
 - A. What is sport psychology
 - B. Roles of sport psychologists
 - C. History of sport psychology

*** Video: "Sport Psychology"**

- II. **Personality & the Athlete** *** Read Chapter 10**
 - A. Theories and measurements of personality **(Answer Q's – turn in #1-11; #2, 6)**
 - B. Personality and sports performance
 - C. Psychological profile of elite athletes

*** Discuss & Begin Preparations for Interview & Field Observation Assignment**

- III. **Attention in Sport** *** Read Chapter 9**
 - A. Selective attention **(Review Q's #1-10; #5)**
 - B. Attentional narrowing

- IV. **Arousal & Anxiety in Sport** *** Read Chapter 12**
 - A. Descriptions of arousal and anxiety
 - B. Relationship between arousal and athletic performance
 - C. Easterbrook's cue utilization

- V. **Arousal Adjustment Strategies** *** Read Chapters 8 & 15**
 - A. Relaxation procedures
 - B. Psyching-up strategies
 - C. Routines vs. superstition

- VI. **Cognitive Interventions in Sport** ***(Type a "Reflection" Page)**
 - A.** Imagery in sport **Pages 17, 18**
 - B.** Goal setting **Chapter 6**
 - C.** Self talk **Chapter 2**
 - D.** Focusing/ In the zone **Chapter 9**
 - E.** Slump busters/Choking

*** Assignment: Use psychological principles learned and apply them to Scripture analogies (i.e. Selective attention, choking, disassociation, self-talk, arousal, anxiety,**

fight/flight, expectancy, gating out) (Show "Examples of Psychology in the Bible")

*** Mid-Term Exam**

VII. Motivation in Sport

- A. Achievement motivation
- B. Strategies for motivating athletes
- C. Role playing

*** Read Chapter 5**
(Answer Critical Thought Q's # 1-7)

- **Video Presentation "Modern Marvels: Sport Technology"**

VIII. Confidence in Sport

- A. Strategies for tough thinking
- B. Going to the next level/How to stay on top
- C. Improving communication skills

*** Read Chapter 2**

"Write a long thought-out paragraph on today's lecture"

IX. Attributions in Sport

- A. Attribution theory
- B. Learned helplessness and mastery-oriented styles
- C. Risk taking

*** Read Chapter 4**

X. Exercise Psychology

- A. Psychological benefits of exercise
- B. Staleness, overtraining, and burnout in sport
- C. Psychology of sport injuries

*** Read Chapters 24, 25, 26**
(Answer 10Q's-5 each from 2 of 3 chpts.)

*** Oral Presentations on Interview**

XI. Career Transition: Life After Sport

*** Final Exam**

**** After devotion, each class period I will read a short excerpt from Sport Psychologist Gary Mack's book, *Mind Gym*. (Mack is a consultant for the players in the NBA, NFL, WNBA, & MLB.**

Interviews & Field Observations

- After narrowing your interview choices to 3 or 4, make arrangements for an appointment with them. Remember, be considerate to their schedule!
- ***Interview the best! Seek a professional - one established and maintains enthusiasm and high ideals. Pick their brain!***
- First, check this website for the possibility of reaching your interviewer: www.whitepages.org (Students in prior classes who took the time to

aggressively pursue their ideal person found rewards for their labor! Some students were able to talk, at length, with superstar coaches/players like Gene Stallings, NFL player Reggie White, famed Duke basketball coaches, NBA and MLB Coaches, and it greatly impacted their career perspective)

- You might opt to interview a coach and a few of his/her players for this assignment. Also, it could be advantageous to inquire and observe two coaches, perhaps from different sports or positions. For example, you can interview a high school and middle school coach or a female and a male coach. **There are a variety of ways to make this assignment meaningful and rewarding for your future! I strongly recommend tracking all your resources and using your imagination for quality points and to get the most of your experience!**
- **Before** your interview and observation date, examine the course outline and get a feel for the type of questions you want to field. **Have at least 20 questions prepared and you will be able to expand from these depending on their responses.** Endeavor to learn new techniques and notice behavioral patterns that may have led to his/her proven successful career.
- Observe what kind of personality the coach has and his team; is it the same on and off the sporting arena? Does it compare to the class notes regarding elite athletes' personalities? What are his/her routines? Types of motivation techniques? Specific goals? What kind of sports talk does he promote? Approach to burnout? Slumps? Etc.....
- During your observation time "*shadow*" the interviewee - get "up close and personal!" Observe them from different angles, places, days, practices, and competition. **Listen with your eyes! Put yourself in his or her position.** What would *you* have done differently in particular situations?
- Must not choose someone at Lee
- Take pictures and include them in your paper
- The first paragraph should be an introduction and brief synopsis of the interviewee's background and accomplishments. Then, your twenty-thirty questions **highlighted** with interviewee's answers following. Conclude with a summary of your interview and observation experiences.