

KINES 59 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: KINES 59            Title: PSYCH ASP OF SPORTS PER  
Full Title: Psychological Aspects of Sports Performance  
Last Reviewed: 11/27/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable  
Grading:            Grade or P/NP  
Repeatability:    00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly:        PHYED 59

**Catalog Description:**  
Students will investigate current theoretical perspectives, research, and applications of theory and techniques specific to the field of sports psychology. Students will explore research as related to optimal performance in athletics and in life. This course includes the history and foundations of sport and exercise psychology, the role of race/ethnicity, and gender in sport, personality, attribution and cognition, leadership, motivation, goal-setting, neuropsychology and physiology of arousal, attention, and psychological skills training.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A or EMLS 10 (formerly ESL 10) equivalent

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Students will investigate current theoretical perspectives, research, and applications of theory and techniques specific to the field of sports psychology. Students will explore research as related to optimal performance in athletics and in life. This course includes the

history and foundations of sport and exercise psychology, the role of race/ethnicity, and gender in sport, personality, attribution and cognition, leadership, motivation, goal-setting, neuropsychology and physiology of arousal, attention, and psychological skills training. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or EMLS 10 (formerly ESL 10) equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1997	Inactive:	
<b>UC Transfer:</b>		Effective:		Inactive:	

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze the key psychological factors that influence sports performance and how these factors impact athletes and teams in various sports contexts.
2. Apply evidence-based psychological strategies in the development of individualized mental training plans for athletes to enhance athletic performance.
3. Evaluate the ethical considerations and psychological factors related to athlete mental health and propose strategies for promoting health and well-being.
4. Analyze case studies and real-world examples and the application of psychological principles in sport psychology that contribute to athlete development and success.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Discuss the historical context of sport psychology.
2. Describe the application of the scientific method, including descriptive, experimental, and correlational methodologies, to the study of sport and exercise science.
3. Summarize the theoretical underpinnings of sports psychology.
4. Identify the basic terminology and vocabulary of sports psychology.
5. Describe the use of imagery and positive self-talk in sport.
6. Describe, analyze, and assess the principles and effectiveness of goal-setting in sport and exercise performance.
7. Recognize and describe the impact of diversity on sport psychology research, theory, and application including, but not limited to; multiculturalism, race, ethnicity, gender, gender

identity, disability, and sexual orientation.

8. Give examples of how anxiety both negatively and positively impacts human performance.

9. Describe the role of psychology in sports injury recovery.

10. Describe methods to treat and prevent burnout of participants in sports and exercise.

11. Analyze the physiological components of sport and exercise including anxiety, stress, arousal on the central nervous system, the autonomic nervous system, and the adrenal response.

12. Describe and compare the theories and models of leadership and communication in sport and exercise science.

## **Topics and Scope:**

I. History of Sport Psychology

II. Psychology of the Athlete

III. Personality Characteristics and the Athlete

IV. Mood State and Athletic Performance

V. Athlete Response to Environmental Changes

VI. Basic Terminology and Vocabulary of Sport Psychology and Human Performance

A. Motivation

B. Arousal

C. Anxiety

D. Stress

E. Neurophysiology

F. Autonomic Nervous System

G. Central Nervous System

VII. Leadership and Communication

A. Theories of leadership

B. Coach-Athlete compatibility and communication

VIII. Causal Attribution in Sports

A. The attributional model

B. Causal attributions in competitive situations

C. Theory of attributional training

IX. Self-Confidence and Motivation

A. Motivation in sport and human performance

B. Self-Determination Theory

C. Motivational climate

D. Goal Perspective Theory

X. Developmental Nature of Goal Orientation

A. Measuring goal orientation

B. Goal orientation and moral functioning

C. Goal Setting

D. Basic types of goals and their effectiveness

E. Principles of effective goal setting

F. Common goal setting pitfalls

XI. Effects of Arousal, Stress, and Anxiety on Performance

A. Neurophysiology of arousal

B. Differentiating among anxiety, arousal and stress

C. Antecedents of precompetitive state and trait anxiety

D. The relationship between arousal and performance

E. Inverted U Hypothesis

F. Attentional Control Theory

G. Zone of Optimal Function

XII. Coping Intervention Strategies in Sports

- A. Coping strategies in sports
- B. Relaxation strategies used in sports
- C. Arousal energizing strategies
- D. Imagery and positive self-talk in sport and human performance
- E. Defining and measuring imagery and positive self-talk
- F. Conceptual models for studying imagery
- G. Cognitive-Behavioral intervention programs using imagery and relaxation
- XIII. Psychological Skills Training
  - A. Psychological skills characteristics of elite athletes
  - B. Effectiveness of psychological intervention programs
  - C. Measurement of psychological skills
  - D. Generalizing sport psychology methods to other application domains
- XIV. Aggression and Violence in Sports
  - A. Defining aggression
  - B. Theories of aggression
  - C. Effects of aggression on performance
  - D. Stereotypes, prejudice, and discrimination
- XV. Multiculturalism in Sports
  - A. Cultural diversity in sports
  - B. Gender in sports
- XVI. Stereotyping and Prejudice
  - A. Gender
  - B. Race
  - C. Sexual orientation
- XVII. Social Learning Theory
- XVIII. Social Identity Theory
- XIX. Cognitive Biases
- XX. Cognitive Effects of Stereotyping and Prejudice
- XXI. Negative Self-Evaluation
- XXII. Self-Fulfilling Prophecy
- XXIII. Reducing Stereotypes and Prejudice in Sports
- XXIV. Team Cohesion in Sports
  - A. Characteristics of team cohesion
  - B. Measurement of team cohesion
  - C. Determinants and consequences of team cohesion
  - D. Strategies for building team cohesion
  - E. Roles, norms, and group process
- XXV. Psychology and Athletic Injuries
  - A. Psychological predictors of athletic injury
  - B. Psychological response to injury and rehabilitation
  - C. Role of sport psychology in rehabilitation
- XXVI. Burnout in Athletes
  - A. Models of burnout
  - B. Symptoms of burnout and interventions
  - C. Burnout in coaches
  - D. Career termination among athletes
  - E. Preventing burnout in athletes
- XXVII. Exercise Psychology
  - A. Psychological benefits of exercise
  - B. Exercise and improved health
  - C. Theories of exercise behavior
  - D. Fitness as a moderator of life stress

- E. Physical self-concept and body image
- XXVIII. Drug Abuse in Sport and Exercise
  - A. Psychological effects of certain banned substances
  - B. Combating drug abuse in sport
- XXIX. Youth in Sports
  - A. Benefits of youth sports
  - B. Negative factors associated with the youth sports experience
  - C. Reasons youth withdraw from sports

### Assignment:

1. Reading and textbook assignments
2. Journal article critiques
3. Research papers
4. Term project
5. Individualized mental training plans
6. Case studies
7. Quizzes and exams

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Journal article critiques, research papers, term project

Writing  
20 - 40%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Case studies, individualized mental training plans

Problem solving  
10 - 20%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes and Exams

Exams  
40 - 60%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class participation

Other Category  
5 - 10%

### Representative Textbooks and Materials:

Foundations of Sport and Exercise Psychology. 8th ed. Weinberg, Robert and Gould, Daniel.

