

UTAH STATE UNIVERSITY  
Department of Health, Physical Education and Recreation

**PEP/PSYCH 4000- Mental Aspects of Sports Performance**

**Spring 2007**

Instructor: Dr. Richard D. Gordin  
Office: HPER 136  
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Credits: 3 Credits MWF 10:30-11:20 am  
Office Hours: MTWHF 9:30-10:30 am  
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TEXT: Weinberg, R.S. & Gould, D. (2007). (4<sup>th</sup> Ed.). *Foundations of sport and exercise psychology*. Champaign, Ill: Human Kinetics.

LAB: Roberts, G C. Spink, K.S., & Pemberton, C.L. (1999). (2<sup>nd</sup> Ed). *Learning experiences in sport psychology*. Champaign, Illinois: Human Kinetics Publishers, Inc (You do not need to purchase this book).

**COURSE DESCRIPTION:**

This course will provide a current understanding and application of the field of sport psychology. This course is applicable to undergraduate physical education majors and minors, psychology majors and minors, coaching minors and anyone interested in the psychology of sport, human performance and excellence.

**COURSE OBJECTIVES:**

1. The student will be able to identify the motivational styles of teachers and coaches.
2. The student will be able to demonstrate and utilize several techniques for performance enhancement including relaxation training techniques, concentration techniques, confidence building techniques, stress management, time management, self-talk and activation techniques.
3. The student will be able to identify the arousal levels of the students and prescribe appropriate methods for activation and relaxation to enhance performance and learning.
4. The student will understand human growth and development and the ramifications these stages have for psychological development of the student. A laboratory experience will be completed to examine the effect of the developmental process on youth in sport and physical education.
5. The student will understand aggression and how to cope with it.
6. The student will be able to describe and utilize both intrinsic and extrinsic motivation styles.
7. The student will become familiar with different coaching and teaching styles.
8. The student will study the effect personality has on human performance and learning.

9. The student will understand leadership styles.
10. The student will study cohesion and group dynamics and how these topics affect learning and performance.
11. The student will become familiar with theories of human development as they relate to physical development and teaching physical skills including: Kohlberg, Piaget and Erickson.

## **COURSE OUTLINE:**

### **Week One and Two - Introduction to Sport and Exercise Psychology**

#### Chapter 1

Chapters 1-2 in the text covers a history of the field of sport psychology. These chapters discuss the emerging field and the opportunities available to those interested in the field. The past, present and future of the field will be discussed. Also, sport psychology will be introduced as a science. Personality in sport will also be introduced.

### **Week Two, Three - Understanding Participants: Personality and Motivation**

#### Chapters 2-3

This week the discussion will center on personality and sport. The areas of stress and anxiety, motivation and the will to win will be discussed. Much of the early effort in research revolved around these central themes. This theme is extremely central to the field and very interesting concerning the practical implications to the prospective teacher or coach.

### **Week Three, Four and Five – Motivation and Anxiety, Arousal and Stress**

#### Chapters 3-4

Motivation of the athlete and how this affects stress, anxiety and arousal will be the topics of discussion.

### **Week Six -Understanding Sport and Exercise Environments**

#### Chapters 5-6

This week's discussion will include understanding cooperation as well as competition in sport. Feedback, reinforcement and intrinsic motivation will also be discussed.

\*\*\*\*\*TEST\*\*\*\*\*

**Week Seven and Eight - Understanding Group Processes**

Chapters 7-10

During this week, the student will be presented the fundamentals of team building. What is a group? How does a group become a team? What is the structure of a group? These questions and more will be discussed this week. Exercises in class will simulate some of these team-building concepts. Cohesion in sports teams will also be discussed. Different leadership theories in sport as well as the communication process will be explored

**Week Nine and Ten - Helping Athletes Perform (Performance Interventions)**

Chapters 11-13

**Week Eleven and Twelve - Helping the Athlete (Performance Interventions)**

Chapters 14-16

This week begins the application of the mental training skills necessary to provide adequate help to students and athletes. The skills include relaxation training, imagery, concentration, confidence building, and routines, goal setting and coping with stress.

**Week Thirteen - Interventions Continued**

\*\*\*\*\*TEST\*\*\*\*\*

**Week Fourteen - Psychological Health of the Athlete at All Ages**

Chapters 17-21

This week explores the exciting field of exercise psychology and healthy living. Exercise adherence, injury and benefits of healthy lifestyles are discussed.

**Week Fifteen - Facilitating Growth and Development**

Chapters 22-24

During the final week of class and exploration of aggression, character development and gender will be discussed.

**EVALUATION:**

Three (3) Exams		300 points
Examination #1	Chapters 1-6	100 points

Examination # 2	Chapters 7-16	100 points
Examination # 3	Chapters 17-24	100 points
Four Labs		100 points

### ***Social Reinforcement***

This laboratory assignment gives the student an opportunity to observe a youth sports activity. The student will observe a child's organized sport experience and record the type and number of reinforcements provided by the instructor for 45 minutes. A 30-minute practice session precedes this observational period. The student will then determine the ratios of positive to negative reinforcements and answer discussion questions regarding these ratios and how they relate to interaction with children of various ages and stages of development. The student will attach a three to four page answer sheet to the six discussion questions asked. Also, background reading prior to collection of data provides the student with the opportunity to assess understanding of key concepts of development.

### ***Anxiety***

This laboratory experience gives the student an opportunity to explore anxiety and performance in the field. The student will administer the Sport Competition Anxiety Test to an organized team of at least 10 individuals. A hypothetical sport question will also be administered to the same subjects. A correlation will be calculated between competitive trait anxiety and state anxiety. Discussion questions will also be answered.

### ***Aggression***

During this lab, the student will observe contact sport and record the number of acts of aggression. The student will explain why these acts occurred and what explanation might be given for the occurrence of these aggressive acts.

### ***Physical Relaxation***

The student will make a personal relaxation tape from a script provided. The student will record pre and post heart rates prior to and after listening to this tape to see if heart rate can be affected by the relaxation response. The answers to discussion questions will be submitted with the lab.

Total 400 points

94-100%	A
90-93%	A-
87-89 %	B+
83-86 %	B
80-82 %	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+

60-66 %        D  
59% or less    F

ALL WORK SHOULD BE TURNED IN ON TIME AND BE NEATLY TYPED ON THE WORD PROCESSOR. ALL EXAMS ARE TO BE TAKEN AS SCHEDULED. NO MAKE-UP EXAMS WILL BE GIVEN. **The final exam will be given on Monday, April 30, 2007 at 9:30am.** NO EARLY OR LATE FINALS. ANY EXAMINATION THAT IS MISSED WITHOUT NOTIFYING THE INSTRUCTOR PRIOR TO THE MISSED TEST WILL RECEIVE AN **F** GRADE FOR THAT EXAMINATION. **NO EXCEPTIONS WILL BE GIVEN.**

*Reasonable accommodation will be provided for all persons with disabilities to ensure equal participation within the class. Persons with disabilities are encouraged to discuss your needs with the instructor during the first week of the class. Help is also available from the Disability Resource Center*

*Students who feel they have been unfairly treated in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking which are addressed by procedures separate and independent from Student Code may file a grievance through the channels described in the Student Code: Article VII. Grievances, pp. 25-30.  
<http://studentlife.tsc.usu.edu/stuserve/pdf/studentcod.pdf>*