



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Physical Education 275
Descriptive Title: Sport Psychology

Course Disciplines: Physical Education
or Psychology

Division: Health Sciences and Athletics

Catalog Description: This course is a scientific study of the psychological factors associated with participation and performance in sport activities. Emphasis will be placed on how psychological principles and research can be used to understand and enhance sport performance. Topics will include historical and theoretical perspectives of sport psychology, research methods, and the relationship between sport performance and various personality, motivational, and social psychological variables. Gender and age issues, as well as the effects and management of unhealthy behaviors, will be discussed.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

AND
Psychology 5

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: 1/22/2007
Transfer UC: No

General Education:

El Camino College:
CSU GE:

E - Lifelong Understanding and Self-Development

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. The student will describe the difference between a study and an experiment.
2. the student will compare and contrast intrinsic vs extrinsic motivation.
3. The student will describe the characteristics of effective goal setting.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Examine how participation in sport, exercise and physical education influences the psychological makeup of the individuals involved.

Objective Exams

2. Analyze and describe research methods used in sport psychology.

Term or other papers

3. Increase the students' understanding of how psychological factors influence involvement and performance in sport, exercise and physical education settings.

Objective Exams

4. Examine the ways in which concepts and principles of motivation can be used to enhance performance.

Objective Exams

5. Apply the principles, concepts, and research of sport and exercise psychology to formulate plans to enhance coaching/teaching and develop effective training strategies.

Other exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Introduction to sport psychology A. Definitions of sport psychology and related terms B. Historical perspectives on sport psychology C. Psychological theoretical perspectives of sport psychology D. Research methods in sport psychology
Lecture	9	II	Personality and sport

			<ul style="list-style-type: none"> A. Understanding personality from psychological theoretical perspectives <ul style="list-style-type: none"> 1. Freud's psychodynamic/psychoanalytic theory 2. Other psychodynamic theories 3. Behavioral theories 4. Cognitive theories B. The relationship between personality characteristics and sport performance
Lecture	9	III	<ul style="list-style-type: none"> Motivation, emotion, and sport <ul style="list-style-type: none"> A. Motivation <ul style="list-style-type: none"> 1. Psychological perspectives on motivation 2. Applying motivational principles to understand and enhance sport performance B. Emotion <ul style="list-style-type: none"> 1. Psychological perspectives on emotion 2. Anxiety and related emotional states <ul style="list-style-type: none"> a. The psychobiology of anxiety, attention, arousal, and stress b. Connecting anxiety, attention, arousal, and stress to sport performance 3. Applying knowledge of emotion to enhance sport performance
Lecture	6	IV	<ul style="list-style-type: none"> The behavioral/learning perspective and sport <ul style="list-style-type: none"> A. Learning theories <ul style="list-style-type: none"> 1. Classical conditioning 2. Operant conditioning 3. Social learning theories B. Applying the principles of learning to understand and enhance sport performance <ul style="list-style-type: none"> 1. Reinforcement and punishment 2. Observational learning 3. Other principles
Lecture	9	V	<ul style="list-style-type: none"> The social psychology of sport <ul style="list-style-type: none"> A. The impact of collectivistic versus individualistic cultural orientations on individual and team sport performance B. The "self" <ul style="list-style-type: none"> 1. Understanding self-concept, self-esteem, and related concepts 2. Applying knowledge of the "self" to enhance sport performance C. Social and group influence in sport <ul style="list-style-type: none"> 1. Psychological perspectives on social and group influences <ul style="list-style-type: none"> a. The social psychology of spectators b. The social psychology of athletic teams 2. Applying social psychological perspectives to understand and enhance team sport performance D. Aggression <ul style="list-style-type: none"> 1. Understanding aggression <ul style="list-style-type: none"> a. Psychological theoretical perspectives b. Morality and aggression 2. The consequences of aggression in sport 3. Reducing aggression in sport
Lecture	6	VI	<ul style="list-style-type: none"> Other applications of sport psychology principles and research

			<ul style="list-style-type: none"> A. Enhancing coaching B. Developing effective training strategies C. Managing weight problems
Lecture	6	VII	<p>Special topics in sport psychology</p> <ul style="list-style-type: none"> A. Gender issues in sport B. Psychological aspects of youth sport C. Gerontology and the aging athlete D. Competitive sport and the physically challenged athlete E. Burnout F. Athletic injuries and psychology G. Addictive and unhealthy behaviors
Lecture	3	VIII	<p>Careers in sport psychology</p> <ul style="list-style-type: none"> A. Educational preparation B. Opportunities
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After interviewing a coach or exercise leader, write a 2-3 page paper discussing their methods and rationale for developing mental skills used during performance.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a 2-3 page paper, each student will conduct a review of research relating to a particular mental skill or topic discussed in class.
2. Complete three 1-2 page written assignment on aggression, social reinforcement and physical relaxation and answer a series of questions examining those topics.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Objective Exams

Written homework

Class Performance
 Term or other papers
 Multiple Choice
 Completion
 True/False
 Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

Discussion
 Lecture
 Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
 Answer questions
 Required reading
 Written work
 Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Weinberg & Gould. Foundations of Sport and Exercise Psychology. 5th ed. Human Kinetics, 2011.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended	Category and Justification
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Preparation	
Non-Course Recommended Preparation AND eligibility for English 1A	It is advised that students be able to read and effectively analyze college level texts, and be able to write a paper that persuasively proves an original thesis. If students are eligible for English 1A they are more likely to be successful in this course.
Course Recommended Preparation Psychology-5	

D. Recommended Skills

Recommended Skills
Reading comprehension skills are ideal when reading college level textbook. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL 84 - Compare and contrast college-level texts to evaluate content.
Writing skills that reflect proper sentence structure, grammar, and organization needed in written assignments. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.
Basic understanding of human behavior and mental processes. PSYC 5 - Describe the forces that motivate human behavior, such as instincts, drives, and needs. PSYC 5 - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components. PSYC 5 - Analyze the impact of situational forces on human thought processes and behavior. PSYC 5 - Discuss the influence of stress, personality, and other psychological phenomena on physical health.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by K. Loesener, Angela Simon, August Hoffman on 11/01/2006.

BOARD APPROVAL DATE: 01/22/2007

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Jessica Rapoza on 02/26/2015