
PSYCHOLOGICAL ASPECTS OF PHYSICAL ACTIVITY, SPORT, AND PERFORMANCE

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INTRODUCTORY ESSAY

Sport psychology is a relatively young field within academia, having been recognized as an official branch of psychology in 1986, with the formation of APA Division 47 and the founding of the Association for Applied Sport Psychology, which provides an accredited certification program (CMPC) for those wanting to both teach and practice applied sport psychology (AASP, 2019; Weinberg & Gould, 2018). University courses in sport psychology at both the undergraduate and graduate level have become standard in many kinesiology and psychology departments around the country. Traditionally, these courses have emphasized both the science and art of mental training, focusing on traditional psychological skills and interventions such as imagery, goal setting, attentional focus, relaxation techniques, and motivation (Poczwadowski & Sherman, 2011). The course typically provides an introduction to various aspects of the general field of sport psychology and uses a traditional textbook with chapters devoted to theories, concepts, and ideas within the field. Historically, the course has been taught using a lecture and test model, with students reading the textbook, listening to lectures on the material, and then taking tests that focus on their ability to recall the material. However, increasingly, there has been a call for more experiential learning within sport psychology curriculum (Kolb, 2015), engaging students more fully in the learning process and utilizing more interactive hands-on approaches to help them learn the material (Sato & Laughlin, 2017).

In an attempt to create an engaging course that maximizes student engagement and learning about the psychological aspects of physical activity, sport, and performance, I have developed a course that facilitates student learning and exposes them to concepts of mental training with hands-on experiential learning activities and practices. Although I use a standard textbook for the course (Weinberg & Gould, 2018), I do not proceed through the book in a typical chapter-by-chapter progression, but instead have developed a sequence for the course that encourages student involvement and engagement in the ideas presented. Students read and write about the course concepts and then experience them individually so that they can apply the techniques and skills learned into their own lives, performance settings, and career plans.

By utilizing various assessment tools in my class, including in-class surveys, student journaling, and teaching evaluations, I have come to more fully understand that students remember the content of the course much better when they experience it, rather than just read about it or listen to a lecture. This course perfectly lends itself to experiential learning, as I not only teach students about imagery, visualization, cognitive and somatic anxiety reduction techniques, meditation, and mindfulness, but also take them through these exercises and practices so that they can experience them personally (Kolb, 2015). I have also included a specific mindfulness component in the course, Mindfulness Sport Performance

Enhancement (MSPE), to provide students with direction and practice in incorporating mindfulness into their daily routine and lives (Kaufman, Glass, & Pineau, 2018).

Both in-class and homework assignments are specifically set up to encourage students to begin their own practice of mindfulness, meditation, and mental training (Jensen, 2017). My desire is for the course to help students in all aspects of their lives, from the classroom to the workplace to various performance and activity settings, including job interviews, public speaking, coaching, and teaching. I have found that students benefit not only from learning about mindfulness practice and mental training, but also from learning how to incorporate such skills into their lives and performance situations. They also learn how to set effective goals in their own lives and to more effectively communicate, accept leadership positions, and manage levels of motivation and balance in life (Loehr, 2008).

At my university and many others, this course is required for all kinesiology majors, and some students from other departments, especially psychology, also take it as an elective. This course is currently set up as a once a week class taught for three hours. The format is ideal for combining multiple learning strategies, including some lecture, small group work, and experiential learning. Although this syllabus is set up for the once a week course, it can be easily adapted to other formats. I have also taught the course in a condensed winter and summer semester of 6 weeks, in a hybrid format meeting once a week for an hour and 20 minutes, and as a fully online course. This syllabus covers a standard fall or spring semester format of approximately 14 weeks, with the class meeting every Friday for three hours.

I organize the weekly three-hour block of class time into separate activities with the goal of helping students understand the mental skills and other concepts they have read about and then to experience those concepts firsthand with various experiential learning activities. I begin class with an overview and discussion of the readings for that week. Sometimes I have a power-point presentation to emphasize the most important concepts and provide a visual image of certain sport psychology models and theories. After that, I then utilize some small group work (for example, analyzing case studies of athletes or role playing a sport psychology consultant/ client meeting) and encourage students to interact with each other and learn from such shared activities. I then incorporate experiential learning into each class, emphasizing a hands-on application of the concepts and giving students firsthand experience with such skills. For some classes, I reserve a gym-style room with yoga mats so that the students can lie down, which is helpful for certain activities such as autogenic training, progressive muscle relaxation, body scans, meditation, and other mindfulness exercises (Kaufman, Glass, & Pineau, 2018; Kolb, 2015; Weinberg & Gould, 2018). However, because such rooms are not always available, I have also learned to modify the exercises for students sitting at their desks or on chairs so they can practice the mental training techniques in a variety of settings. I also provide students with MP4 audio files of many of the mental training techniques so they can practice these exercises at home and can download them and have access to them when they are no longer in the class.

WRITING INTENSIVE COURSE

This course is designated as a writing intensive course, and I recognize the benefits of having students write about the concepts we study. As part of that designation, students must complete a certain number of written assignments throughout the course. The weekly assignments and exams are set up so as to encourage students to read and to write. Instead of giving in-class quizzes, I have students respond to weekly response questions about the readings. This not only gives them writing experience, but it prepares them to come to class with questions about the readings and allows them to engage with the

material during the week before each class. The following are typical examples of the response questions about the readings that students must answer and then post online before class each week. Some questions simply ask for definitions and explanations, while others ask for analysis and application:

QUESTION 1 (2 POINTS): Briefly discuss and distinguish among the terms *arousal*, *state anxiety*, *trait anxiety*, *cognitive anxiety*, and *somatic anxiety*.

QUESTION 2 (2 POINTS): Describe how the inverted-U hypothesis and the Individualized Zones of Optimal Functioning (IZOF) models attempt to describe the relationship between arousal levels and performance. What would be the optimal arousal state for a sport or activity that you participated in according to the IZOF model?

QUESTION 3 (2 POINTS): Briefly describe the difference between somatic anxiety reduction techniques and cognitive anxiety reduction techniques. List and describe two techniques for each type that could be used to help an athlete with relaxation and dealing with stress (e.g., progressive muscle relaxation).

CRITICAL THINKING QUESTION 4 (4 POINTS): How do you think that neurofeedback and biofeedback have benefited Olympic-level athletes as discussed within the case studies? How could neurofeedback or biofeedback benefit you, a teammate, or an athlete that you coach or follow (e.g., professional athlete that you are a fan of)?

The writing focus is also part of the two exams I give during the course, one at the midpoint of the semester and one during finals week. The exams are not cumulative, although there is some repetition of material looking at mental skills in different contexts (e.g., sport vs. exercise and performance settings). The exams typically include 30-40 multiple choice questions (worth two points each), which allows me to cover a greater breadth of information. I also include five or six short answer questions worth five points each, which allow students to illustrate a more in-depth understanding and comprehension of the material. I come from a social constructivist perspective where "meanings are varied and multiple," and the essay-style questions allow for a greater "complexity of views" (Creswell, 2007, p. 20) than the multiple-choice portion. The following are sample questions taken from the short answer essay portion of the midterm exam. I have also provided sample responses to these questions to provide an idea of what I am looking for when grading these questions.

List (or diagram) and describe the differences between the four types (width and direction) of attentional focus. Provide a sport-specific example for at least two of the four types of attentional focus and explain why an athlete would want that type of attentional focus for that specific game or practice situation.

SAMPLE RESPONSE: *The four types of attentional focus are broad-internal, broad-external, narrow-internal and narrow-external. An external focus of attention is where the athletes place their attention or concentration on the outside environment. An example of broad-external focus would be a quarterback scanning the entire field before the ball is hiked. A broad-narrow focus might be a tennis player looking at the spot where they are going to serve before serving the ball. A narrow focus of attention is where athletes place their attention on internal cognitive processes. This would involve planning a game strategy or imagining a play. A broad-internal focus might include a player planning an entire game*

strategy before taking on an opponent, whereas a narrow-internal focus could be a golfer imagining the putt going in the hole.

Briefly describe the different educational backgrounds and specialties of clinical vs. educational sport psychologists. Which type has licensure and can legally and ethically refer to themselves as a psychologist outside of an academic setting? What is the organization that provides certification for both types of sport psychologists and why is this organization/certification important?

SAMPLE RESPONSE: *Those going into the field of sport psychology typically get their degrees either through psychology or kinesiology departments. Those who get advanced degrees through psychology are often referred to as either clinical or counseling sport psychologists and can legally and ethically refer to themselves as psychologists outside of an academic setting. Those who go the kinesiology route can get a Ph.D. in sport psychology but are not licensed psychologists. In an academic setting they are referred to as educational sport psychologists and focus their work on mental training for athletes. Clinical sport psychologists can focus on mental training but also can diagnose and treat mental health disorders such as clinical depression and eating disorders. In order to bridge the gap and provide more quality control for mental training programs, the Association for Applied Sport Psychology (AASP) created a certification program that requires a certain amount of course work and applied hours with athletes in order to get certified. An exam was also recently required so that there is now a national accredited sport psychology certification in place known as Certified Mental Performance Consultant (CMPC).*

In addition to the weekly chapter response questions and the essay exam questions, another way the course helps students work on their writing is through the completion of an interview paper. For this assignment students must interview a varsity high school to elite-level athlete or performer (e.g., hip-hop dancer) about the mental demands, challenges, and aspects of their sport. Many students initially express apprehension about having to interview an athlete, but we go over interviewing techniques in class, and students then get to practice such techniques to prepare them to complete the interviews. I have had students interview professional and Olympic athletes, as well as various other elite, college, and high school athletes, and many of them find that they really enjoy the interview process and learning from other athletes. I provide students with an example of a semi-structured interview guide that they can follow, although they can ask any questions that they feel are appropriate for their paper. Students submit either a recording or transcript of their interview with the completed paper. In their papers, students must summarize the experiences of the athletes that they interview, as well as make connections to specific sport psychology terms, theories, and models that we discuss in class. This assignment allows students to practice using ideas from sources and citing those sources with in-text citations, as they must connect practice and theory. I also have students participate in a peer-review draft workshop, giving them the opportunity to get feedback on drafts of their essays, as well as provide other students with such feedback.

The feedback that I receive from students after completing this interview paper is overwhelmingly positive. The following are some examples of comments students have made about the interview assignment. One student described her positive experience with the assignment:

I admired this assignment, because it is one of the best methods to have us learn and apply the concepts we've learned, such as team cohesion, imagery, and concentration, because athletes themselves can speak about them. The depth of detail Miranda [athlete interviewed, pseudonym

used] shared was very insightful to hear. From the repeated practice days to her tournaments, there was never a silent moment for her to talk about them, making this paper engaging to write.

Another student shared a similarly positive response to the assignment:

After interviewing Sue [athlete interviewed, pseudonym used] about her experience with the marathon, I have learned so much about how mental skills can really affect someone's performance in anything such as a musician playing piano or a singer having a concert in front of thousands of people. . . . Overall, this interview assignment made me realize how compelling it is to learn about other people's experiences in different sport performances.

I utilize a 100-point rubric in evaluating the interview paper, focusing on both its content and the way that content is presented. I evaluate how well students summarize information from the interview and analyze and connect interview data to course concepts, theories, and models, providing at least five in-text citations referencing the textbook or other sources. I also evaluate the paper's organization (introduction, body, conclusion), the student's use of APA guidelines for citing sources and formatting the paper, and numerous other writing-related issues connected to the style, clarity, coherence, and overall effectiveness of the paper.

EXPERIENTIAL LEARNING ACTIVITIES

I incorporate an experiential learning activity into each class, giving students the opportunity to learn by doing (Kolb, 2015). Students like to be engaged in the learning process and respond positively to this hands-on approach.

SAMPLE EXPERIENTIAL ACTIVITY – AUTOGENIC TRAINING

An example of an experiential learning activity I do is teaching the students different cognitive and somatic anxiety reduction techniques. I have the students lie down on yoga mats in the gym. I then have them silence their phones and get into a relaxed state through focusing on their breath. I then take them through a round of progressive muscle relaxation and then autogenic training. The following instructions are for an autogenic session that I do with my class so that they can experience it firsthand and better understand and remember the technique being studied.

Please take a few deep breaths really feeling your breath pushing down into your diaphragm (located just below your rib cage). After taking a few deep and relaxing breaths, I now want you to imagine a feeling of warmth and relaxation spreading into your dominant arm. Start by repeating to yourself (for most of you this will be your right arm), *my right arm is comfortably warm, my right arm is comfortably warm* . . . repeat this to yourself silently four times. Now I want you to imagine that feeling of warmth and relaxation moving into your opposite arm, or your non-dominant arm. Start repeating to yourself while imagining your opposite arm filling up with warmth and relaxation, *my left arm is comfortably warm, my left arm is comfortably warm*. Repeat that silently to yourself four times. Now you are going to feel warmth and relaxation in both arms. Keeping the feeling of warmth in your non-dominant arm, feel the warmth and relaxation spreading back over into your right arm, or your dominant arm, and repeat silently to yourself, *both of my arms are comfortably warm, both of my arms are comfortably warm*. Repeat this silently to yourself four times.

Now you are going to experience that feeling of warmth and heaviness moving into your legs. So I want you to imagine that feeling of warmth and relaxation moving from your arms down into your right leg (or your dominant leg), and start repeating to yourself, *my right leg is comfortably warm, my right leg is comfortably warm* . . . repeat this silently to yourself four times. Now you are going to feel that feeling of warmth and relaxation moving from your right leg into your left leg or your opposite leg. I want you to repeat to yourself, *my left leg is comfortably warm, my left leg is comfortably warm* . . . go ahead and repeat this silently to yourself four times. Now keeping that feeling of warmth and relaxation in your left leg, I want you to feel it spreading back into your right leg or opposite leg so that both of your legs are comfortably warm and relaxed. Imagine that feeling of warmth and relaxation moving into both legs, and start repeating to yourself, *both of my legs are comfortably warm, both of my legs are comfortably warm*...go ahead and repeat that silently to yourself four times. Now keeping that feeling of warmth and relaxation in your legs, I want you to imagine it spreading back up into your arms, so that both your arms and legs are comfortably warm and relaxed. This should engage a full body relaxation, so I want you to repeat to yourself, *both my legs and my arms are comfortably warm, both my legs and my arms are comfortably warm* . . . repeat this to yourself four times.

You should now be in a highly relaxed state. When we are in a highly relaxed state, our subconscious minds are more open to autosuggestion and believing in ourselves. For the next two minutes, I want you to repeat a phrase silently to yourself regarding some aspect of your performance. It could be something related to athletics such as *I have a great serve, or I love pressure*, or something related to school such as *I am a confident test taker, or I can pass this difficult class*. Just be sure to choose an empowering phrase that you want to reinforce a positive belief or action. I will now give you two minutes to repeat your autosuggestion to yourself silently. Keeping your eyes closed, I now want you to repeat your phrase four more times to yourself, and when you are done with that, you can slowly open your eyes.

After this activity, I encourage students to give me feedback on what they experienced, to ask questions, and to address how this and other relaxation techniques can be incorporated into daily life and performance situations. Students frequently comment that they have a much better understanding of the technique after having experienced it firsthand.

SAMPLE EXPERIENTIAL ACTIVITY – ROLE PLAYING

For small group activities, I do some role playing in which students take on a role and complete designated tasks. I use the following role-playing activity when discussing exercise behavior and adherence. In this role play, one student takes on the role of exercise mentor/counselor and the other assumes the role of the client, and I have students use the exercise intake form that I used when I was director of an exercise and nutrition program for undergraduate students. The exercise mentor/counselor asks questions such as *tell me about your exercise history, tell me about your level of physical activity now, and tell me about any barriers that are keeping you from being more physically active*. The other student takes on the role of the client and answers the questions, and I encourage the students to respond to the questions as honestly as possible. I then have the students switch roles, so they experience both the mentor and client role and see the situation from two different vantage points. This role-play activity not only gives students experience interviewing, a skill they need for their interview paper, but also helps them to see how to apply some of the counseling skills that are important to our field and to be more self-aware of their own

health and physical activity levels. After the exercise intake role play, when I ask students for feedback on their experience, they typically indicate that they like using an actual "intake" form that has been used in a real-life program for student health and that they gained insight into the experience from the perspective of both the exercise mentor and the client.

SYLLABUS ORGANIZATION

In designing the syllabus for this course, I have created a sequence of topics and reading assignments that build on each other in a logical order, pairing topics that complement each other and that help students learn and understand the course content. For the first reading assignment, I pair chapters 1 and 11 from the textbook (Weinberg & Gould, 2018), along with a chapter from a mindfulness manual, *Mindful Sport Performance Enhancement* (Kaufman, Glass, & Pineau, 2018) that provides an overview of the mindfulness component that is crucial to the course. It is helpful for students to know some history of the field of sport psychology (chapter 1) and have a base of understanding for setting up mental skills training programs (chapter 11) before learning the specific programs themselves. I also introduce the concept of mindfulness because it helps students understand that mindfulness practices are the lens through which I approach all of my applied work in sport psychology.

The remainder of the syllabus follows a logical progression that facilitates student learning. For the next week, I combine Chapters 4 and 12, having students learn about stress, arousal, and anxiety (chapter 4), along with techniques and interventions to reduce anxiety (chapter 12). I then introduce and focus on the mental skills in the order that I usually teach them to athletes, because I believe they build on each other: imagery and visualization, goal setting, concentration/focusing techniques, and motivation. After students have learned the core mental skills and interventions, I then focus the next two weeks on group dynamics, cohesion, and leadership, which are important in various performance, sport, and activity settings. I then move from performance to exercise settings and focus on how to help people be more physically active and recognize the health benefits of exercise. I then spend a week looking at the psychological aspects of injury rehabilitation, as many students in my classes are planning to go into athletic training or physical therapy. I then end the course with a more in-depth look at the MSPE program and my research and applied work using that particular mindfulness training program. The order of concepts and reading assignments creates a logical and effective progression through the course material.

REFERENCES

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SYLLABUS: PSYCHOLOGICAL ASPECTS OF PHYSICAL ACTIVITY, SPORT, AND PERFORMANCE¹

COURSE STRUCTURE

This is a semester-length course that meets once a week for three hours.

REQUIRED TEXT

Weinberg, R. S., & Gould, D. (2018). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.

*Some additional readings will be posted online for certain class sessions.

COURSE DESCRIPTION

My hope is that this course, with its focus on the study of mental training and mindfulness, will be as life changing for you as it has been for me. I was someone who used to worry a lot and did not always perform my best under pressure. In fact, during my senior year of playing Division I college tennis, I experienced "the yips" on my serve, a debilitating condition similar to repetitive choking. I realized that if the mind could be powerful enough to destroy performance, there also had to be techniques and methods to channel the mind into facilitating performance. You will learn about and experience these techniques and skills firsthand within the course.

The purpose of this course is to provide both a research and applied focus to mental skills and training programs. In this course, we will discuss and learn the mental tools and skills that help athletes, performers, and a more general population to optimize performance, increase participation, and manage

¹ The following is a typical syllabus that I use for teaching the course. This particular syllabus is for a class that meets on Fridays for three hours, although it could easily be converted to a class meeting any day of the week or a class meeting two or three times a week.

stress and anxiety. The field of sport psychology is not only concerned with helping elite athletes but has also expanded to helping a variety of performers (e.g., dancers, actors, singers, public speakers) in different performance and exercise settings and helping people live a healthier and happier life. My hope is that you will be encouraged to think about the ways in which mental training and mindfulness can be applied to your own personal life and future career (physical therapy, athletic training, coaching, teaching).

Throughout the course you will all have the opportunity to be led through a variety of mental training and mindfulness exercises and be encouraged to practice these techniques on your own. Some classes we will meet in the gym (we will meet in the classroom first) so you can experience some of the mental training and mindfulness exercises. You are encouraged to bring your own yoga mats to these sessions, although there are some workout mats in the gym.

This course is also a University-designated writing intensive course for the Kinesiology Department and will require a variety of written assignments, including weekly chapter response questions, essay-style questions on both the midterm and final exams, and an interview paper.

MAJOR ASSIGNMENTS

READING RESPONSE QUESTIONS (10; 100 POINTS TOTAL)

Reading response questions will be due online on Canvas each Thursday night by 11:59 p.m. The reading responses are intended to encourage you to read the chapters before class, so that you come to class with questions about the material and topics for that day.

IN-CLASS ASSIGNMENTS (10; 100 POINTS TOTAL)

There will be 10 in-class assignments. You must be in class to complete these assignments, although I will drop the lowest one. In-class assignments and activities will focus on applying the concepts from the readings and class lectures, discussions, and activities. We will do a combination of mental training/mindfulness practices, role playing consultant/client relationships, and case study analysis of actual athletes and their mental training work.

INTERVIEW PAPER ASSIGNMENT (100 POINTS)

This project requires you to interview an athlete or performer (e.g., dancer, actor, musician) who competes or has competed at the high school varsity or collegiate level or above. You may also interview an adult master's level athlete (e.g., swimmer, marathon runner, and triathlete). The purpose of this interview is to understand the impact mental skills have on performance in skilled performance settings. If you interview a coach, please focus the interview more on the individual's athletic career rather than the coaching career.

The following sample semi-structured interview guide provides direction for the questions and issues you should address within the interview:

1. Demographic Information:

- a. Sport or activity performed
 - b. Position or specialty
 - c. Number of years of participation
 - d. Current level of participation
2. As an athlete, what does a typical day require in terms of training and preparation?
 3. What are some of the biggest challenges of your sport from a mental perspective?
 4. What type of mental preparation do you use for either "practice or competition?"
 5. What do you enjoy most about your sport? What is one of the greatest moments that you have experienced as an athlete in your sport?
 6. What type of distractions do you experience during performance/competition? What specific mental skills do you use to overcome these distractions?
 7. What has been one of your biggest challenges in your sport?
 8. What motivated you to get involved in your sport and reach the level that you did or are training to reach?
 9. Have you ever experienced burnout or performance plateaus? If so, what did you do to work through them?
 10. Have you ever experienced any injuries related to your sport? Describe what it was like returning to your sport after the injury.
 11. Have you ever had access to or worked with any type of sport psychology consultant or been involved in mental training? If so, what types of access and/or experience have you had with mental training?

You should record the interview, and it should be approximately 30 minutes long. After the interview, you will write a paper (3-4 pages, typed and double spaced, APA format) in which you summarize and analyze the participant's experience and connect that experience to material we have studied in class. You must provide at **least five in-text citations** in your paper, applying and connecting the athlete's experiences to course concepts, theories, and models, and citing the textbook or other outside sources. At the end of the paper, you should include a paragraph indicating what you learned about interviewing and the importance of mental/ psychological aspects of performance. Your paper should be in APA format with a title page, page numbers at the top of each page, and references at the end (list your textbook as a reference along with any other outside sources).

EXAMS I AND II (100 POINTS EACH, 200 TOTAL)

There will be two exams for the course that will consist of objective items (multiple-choice) and five or six short answer questions.

GRADING PROCEDURES

You will be evaluated on the following assignments, as well as your attendance and participation in class.

A.	Reading Responses (10; 10 points each)	100 points
B.	In-Class Assignments (10; 10 points each)	100 points
C.	Exam I	100 points
D.	Athlete Interview Paper	100 points
E.	Exam II	100 points
	Total:	500 points

GRADING SCALE

You will be graded according to the following scale with numbers representing percentages of total points possible.

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	59-66

COURSE OBJECTIVES

It is my hope that students will leave this class not only understanding the theoretical and applied aspects of selected psychological topics in a more comprehensive manner, but will also experience them in a way that will allow mental training and mindfulness to become a practice in their daily lives. The following are specific course objectives to fulfill the four student learning outcomes of the Kinesiology Department. At the conclusion of the course, students should be able to:

1. **Identify** and explain the influence of psychological variables that can affect individual performance. (Kinesiology Department student learning outcome 4)
2. **Define** and distinguish the concepts of arousal, anxiety, and stress and understand various theories of the anxiety-performance relationship. (4)

3. **Define** and distinguish the concepts of imagery, visualization, and mindfulness, and discuss methods used to help individuals enhance their imagery ability. (2)
4. **Develop** a personal goal-setting program to identify relevant goals and plan a course of action relative to various facets of their life (e.g., movement activity goals, academic career goals, occupational goals, personal and social responsibility goals, etc.). (2,3)
5. **Define** attention and concentration, identify different attentional styles, and discuss various methods used to help individuals regulate levels of concentration. (2)
6. **Define** and describe the motivational process, particularly as it relates to motor skill performance and intrinsic and extrinsic levels of motivation. (4)
7. **Define** the concepts of group dynamics and group cohesion. Describe how team building strategies influence and enhance group cohesion levels in sport teams. (2)
8. **Discuss** the multidimensional model of leadership in sport and explain how the concept of leadership influences individual motor skill performance. (2,3,4)
9. **Describe** the influence of exercise on psychological functioning, barriers to exercise, and exercise adherence strategies. (4)
10. **Define** and describe how various psychological factors are associated with the injury rehabilitation process, with substance abuse issues, and/or with eating disordered behaviors. (4)
11. **Describe** how mindfulness practices can enhance all aspects of life and performance, particularly in athletic, physical activity, and performance settings. (1, 2, 4)

DEPARTMENT OF KINESIOLOGY STUDENT LEARNING OUTCOMES

1. **Apply** an integrated kinesiological approach to encourage the adoption of healthy and physically active lifestyles, across diverse populations.
2. **Apply** evidence-based practices to enhance the study of human movement.
3. **Demonstrate** competent problem-solving strategies through intentional practices.
4. **Demonstrate** knowledge of kinesthetic forms, processes and structures as they apply to the personal expression and culture of human movement.

STUDENTS WITH DISABILITIES

As your instructor, and in accordance to the University policies, I am committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations,

please contact the office of Disabilities Resources and Educational Services. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

STATEMENT ON CHEATING AND PLAGARISM

Any student caught cheating or plagiarizing on an exam or written assignment will automatically fail that assignment and may be subject to more severe University discipline. Please refer to the University Student Conduct Code for more information on the University policies surrounding plagiarism and cheating.

TOPICAL TIMELINE: COURSE TOPICS AND READINGS

(Class meets once a week on Fridays for 3 hours)

Week 1

Introduction to Course and Student Introductions

Week 2

Psychological Skills Training Programs (PST) and Mindfulness Sport Performance Enhancement (MSPE)

Readings: Chapters 1 and 11, Chapter 1 from MSPE Manual.

Response: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Introduction to breath work and body scan.

Week 3

*Arousal/Anxiety Regulation/Relaxation Techniques**

Readings: Chapters 4 and 12.

Response: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Autogenic Training, Progressive Muscle Relaxation, and Relaxation Response.

*Bring a yoga mat for practicing relaxation techniques.

Week 4

Imagery and Visualization

Reading: Chapter 13.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Creating a personalized Imagery Script.

Week 5

Goal Setting

Reading: Chapter 15.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Creating an individualized Goal Setting Plan.

Week 6

Concentration and Focus; Review for Exam I

Reading: Chapter 16.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Concentration Grid Exercise, Stroop Test, Internal and External focusing techniques.

Week 7

Exam I (please bring scantron to class).

Week 8

*Motivation**

Readings: Chapters 3 and 6.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Clinically Standardized Meditation.

*Bring yoga mat or cushion to sit on.

Week 9

Group Dynamics and Group Cohesion

Readings: Chapters 7 and 8.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Class will observe a team on campus practicing.

Week 10

Leadership in Sport

Reading: Chapter 9.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Peer Review draft workshop for interview paper.

Week 11

Exercise Behavior and Adherence

Readings: Chapters 17 and 18.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Role play Exercise Intake interview with partner (switch roles—mentor/client).

Week 12

Psychology of Injury

Readings: Chapters 19 and 23.

Responses: Reading response questions due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Guest Speaker Ultra Runner.

Week 13

Mindfulness and Application to Sport, Physical Activity, and Performance

Reading: MPSE Manual Chapters.

Paper: Interview paper due Thursday by 11:59 p.m. on Canvas.

Experiential Learning Component: Mindfulness activities; walking meditation; feelings exercise; review components of MSPE.

Week 14

Final Exam

I reserve the right to make any necessary changes to readings and due dates