SPORT SCIENCE & MANAGEMENT
SS3312 SPORT PSYCHOLOGY IN THEORY, PRACTICE AND RESEARCH

Academic Year	2019/20	Semester	2
Course Coordinator			
Course Code	SS3312		
Course Title	Sport Psychology in Theory, Practice and Research		
Pre-requisites	SS1106		
No of AUs	3		
Contact Hours	Total hours: 39 Lecture: 26 Laboratory: 13		

Course Aims

This course is designed to provide you with fundamental knowledge to psychological theories and techniques that could be used to enhance the performance and personal growth of sport participants from youth sport to elite levels. The focus of this course is on theory, research and practices in sport and exercise psychology. You will be introduced to the role of applied sport psychologist, the development and evaluation of basic mental skill training, and theories underpinning each mental skill.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Explain the key concepts in applied sport psychology
2. Identify the knowledge base for psychological skills training (PST)
3. Develop the competence to teach basic psychological skills to athletes
4. Develop a PST programme
5. Apply the mechanisms in implementing and evaluating a PST programme.

Course Content

The following topics will be covered:

1. Introduction to applied sport psychology
2. Professional and ethical issues in sport psychology
3. Working models for sport psychologist
4. Planning, implementing and evaluating a PST programme
5. Needs assessment and performance profiling
6. Goal setting for peak performance
7. Anxiety and stress: Coping strategies
8. Concentration and attention
9. Self-confidence and self-efficacy

10. Imagery
11. Future directions in applied sport psychology
12. Psychological skills training

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. E Learning Assignment	1, 5	A1, A2, B1, B2, C1, D1, E1	30%	Individual	Refer Appendix 1
2. Class Test	1, 2, 5	A1	40%	Individual	NA – MCQ & Short-answer qns
3. End-of-course Assignment	1, 2, 3, 4, 5	A1, A2, B1, B2, B3, C1, E1	30%	Team	Refer Appendix 2
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems

B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events

Communication

C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form

Civic-Mindedness

D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes

Character

E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

During every lesson, you will be sharing their thoughts on the topics discussed. The instructor will provide immediate feedback to those thoughts shared. In addition, written feedback will be provided on the individual and group assignments completed. These feedback would include the strengths, as well as areas for improvement. For the class test, verbal feedback will be provided based on the overall test performance. You can also sought feedback on their submitted responses.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Practical sessions	Practical sessions will: - Give hands-on experiential learning to support key theories and information provided in class - Provide tasks for you to utilise what they recently learned to solve specific problems. - Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning - Allow opportunity for verbal feedback from instructor to you on techniques and material.
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and laboratories.

Reading and References

1. Weinberg, R.S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Champaign IL: Human Kinetics.

2. Williams, J. M. & Krane, V. (2015). *Applied sport psychology: Personal growth to peak performance* (7th ed.). New York: McGraw-Hill.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express

permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are expected to participate in practical activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey safety rules, and take appropriate care of and return all equipment after use.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email
Prof John Wang	NIE5-03-36	67903687	john.wang@nie.edu.sg
Dr. Chian Lit Khoon Zason	NIE5-03-03F	67903769	litkhoon.chian@nie.edu.sg

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	<u>Introduction to Applied Sport Psychology</u> ● Defining ex. & sport psychology ● Roles of ex. & sport psychologists ● Broad goals of psychological skill training ● Development of ex. & sport psychology	1	1. Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed., pp. 3-13). Champaign IL: Human Kinetics. 2. Williams, J. M., & Krane, V. (2015). Sport psychology: Past, present, future. In J. M. Williams & V. Krane (Eds.), *Applied sport psychology: Personal growth to peak performance* (7th ed., pp. 1-15). New York: McGraw-Hill.
2	Professional & Ethical Issues in Sport Psychology	1,2	<u>Reading</u> Anshel, M. H. (2012). S*port psychology: From theory to practice* (5th ed., pp. 1-19). CA: Pearson Education. <u>Activity</u>

			E learning discussion forum
3	Working Models for Sport Psychologists	1, 2	1. Boutcher, S. H. & Rotella, R. J. (1987). A psychological skills educational programme for closed-skill performance enhancement. *The Sport Psychologist*, *1*, 127-137.
			2. Hardy, L., Jones, G., & Gould, D. (1996). Implications for guiding practice. *Understanding psychological preparation for sport: Theory and practice of elite performers* (pp. 279-296). New York: Wiley.
			3. Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed., pp. 261-284). Champaign, IL: Human Kinetics.
			4. Weinberg, R. S. & Williams, J. M. (2015). Integrating and implementing a psychological

			skills training program. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (7th ed., pp. 329-358). New York, NY: McGraw-Hill.
4	Planning, implementing & evaluating a PST Programme	1, 2, 4, 5	1. Taylor, J. (1995). A conceptual model for integrating athletes' needs and sport demands in the development of competitive mental preparation strategies. *Sport Psychologist, 9*(3), 339-357. 2. Weinberg, R. S., & Williams, J. M. (2015). Integrating and implementing a psychological skills training program. In J. M. Williams & V. Krane (Eds.), *Applied sport psychology: Personal growth to peak performance* (7th ed., pp. 329-358). NY: McGraw-Hill.

			3. Vealey, R.S. (2007). Mental skills training in sport. In G. Tenenbaum & R. Eklund (Eds.), *Handbook of sport psychology* (3rd ed., pp. 287-309). NY: Wiley.
5	Needs Assessment & Performance Profiling	2, 4	1. Butler, R. J., & Hardy, L. (1992). The performance profile: theory and application. *The Sport Psychologist, 6*, 253-264.
			2. Dale, G. A., & Wrisberg, C. A. (1996). The use of a performance profiling technique in a team setting: Getting the athletes and coach on the "same page". *The Sport Psychologist, 10,* 261-277.
			3. Doyle, J. M., & Parfitt, G. (1997). Performance profiling and construct validity. *The Sport*

				Psychologist, 11, 411-425. 4. Jones, G. (1993). The role of performance profiling in cognitive behavioural interventions in sport. *The Sport Psychologist, 7,* 160-172.
6	Goal Setting for Peak Performance	2, 3		1. Burton, D., & Weiss, C. (2008). The fundamental goal concept: The path to process and performance success. In T. S. Horn (ed.), *Advances in sport psychology* (3rd ed., 339-375). Champaign, IL: Human Kinetics. 2. Cox, R. H. (2007). *Sport psychology: Concepts and applications* (6th ed., pp. 273-322). New York: McGraw-Hill. 3. Hall, H. K., & Kerr, A. W. (2001). Goal setting in sport and physical activity: Tracing empirical developments and establishing conceptual direction. In G. C. Roberts

(Ed.), *Advances in motivation in sport and exercise* (pp. 183-233). Champaign, IL: Human Kinetics.

4. Hardy, L., Jones, G., & Gould, D. (1996). *Understanding psychological preparation for sport: Theory and practice of elite performers* (pp.19-26). New York: Wiley.

5. Gould, D. (2015). Goal setting for peak performance. In J. M. Williams & V. Krane (Eds.), *Applied sport psychology: Personal growth to peak performance* (7th ed., pp. 188-206). New York: McGraw-Hill.

6. Roberts, G. C., & Kristiansen, E. (2012). Goal setting to enhance motivation in sport. In G. C. Roberts & D. C. Treasure (Eds.), *Advances in motivation in sport and exercise* (3rd ed., pp. 207-227). Champaign, IL: Human Kinetics.

7	Revision		
8	<u>Written test</u> Topics tested are based on those listed under course content 1 to 6	1, 2, 5	References are based on those listed from wk 1 to 6.
9	Anxiety & Coping Strategies	2, 3	1. Annesi, J.J. (1998). Applications of the Individual Zones of Optimal Functioning Model for the multimodal treatment of precompetitive anxiety. *The Sport Psychologist, 12*, 300-316. 2. Hardy, L., Jones, G., & Gould, D. (1996). *Understanding psychological preparation for sport: Theory and practice of elite performers* (pp.139-172). New York: Wiley 3. Jokela, M., & Hanin, Y.L. (1999). Does the individual zone of optimal functioning model discriminate between successful and less successful athletes? A meta-analysis. *Journal of Sports Sciences, 17,* 873-887.

				4. Jones, G. (1995). More than just a game: Research developments and issues in competitive anxiety in sport. *British Journal of Psychology, 86*, 449-478.
				5. Landers, D. M., & Arent, S. M. (2010). Arousal-performance relationships. In J. M. Williams (Ed.), *Applied sport psychology* (6th ed., pp. 221-246). New York: McGraw-Hill.
				6. Ntoumanis, N., & Jones, G. (1998). Interpretation of competitive trait anxiety symptoms as a function of locus of control beliefs*. International Journal of Sport Psychology, 29*, 99-114.
				7. Weinberg, R. S., & D. Gould, D. (2015). *Foundations of sport and exercise psychology* (6th ed., pp. 75-98). Champaign IL: Human Kinetics.
				8. Woodman, T., & Hardy, L. (2001).

			Stress and anxiety. In R.N. Singer, H.A. Hausenblas, and C.M. Janelle (Eds.), *Handbook of sport psychology* (2nd ed., pp.290-318). New York: Wiley.
10	Improving Concentration in Sport	2, 3	Williams, J. M., Nideffer, R. M., Wilson, V. E. & Sagal, M-S. (2015). Concentration and strategies for controlling it. In J. M. Williams & V. Krane (Eds.), *Applied sport psychology: Personal growth to peak performance* (7th ed., pp. 304-325). NY: McGraw-Hill.
11	Building Self-Confidence	2, 3	1. Feltz, D. L., & Lirg, C.D. (2001). Self-efficacy beliefs of athletes, teams, and coaches. In R.N. Singer, H.A. Hausenblas, and C.M. Janelle (Eds.), *Handbook of sport psychology* (2nd ed., pp.340-361). New York: Wiley. 2. Hardy, L., Jones, G., & Gould, D.

			(1996). *Understanding psychological preparation for sport: Theory and practice of elite performers* (Chapter 3). New York: Wiley.
			3. Vealey, R.S. (2001). Understanding and enhancing self-confidence in athletes. In R.N. Singer, H.A. Hausenblas, and C.M. Janelle (Eds.), *Handbook of sport psychology* (2nd ed., pp.550-565). New York: Wiley.
			4. Williams, J. M., Zinsser, N, & Bunker, L. (2015). Cognitive techniques for building confidence and enhancing performance. In J. M. Williams & V. Krane (Eds.), *Applied sport psychology: Personal growth to peak performance* (7th ed., pp. 274-303). NY: McGraw-Hill.
12	Imagery in Sport	2, 3	1. Vealey, R. S. & Greenleaf, C. A.

			(2010). Seeing is believing: Understanding and using imagery in sport. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (6th ed., pp. 267-304). NY: McGraw-Hill
			2. Weinberg, R.S., & Gould, D. (2015). *Foundations of sport and exercise psychology* (6th ed., pp. 295-322). Champaign IL: Human Kinetics.
13	<u>Class Presentation</u> Developing a PST Programme	1, 2, 4, 5	Students are expected to tap on relevant references listed from wk 1 to 12.

Appendix 1: Assessment Criteria for E-learning Assignment (30%)

Dimensions	5-6 marks	3-4 marks	2 marks	0 - 1 mark
Knowledge Synthesis and Articulation	● **Consistently translated** the literature into well-articulated tasks and thinking processes. Presented knowledge that was **complete**.	● **Somewhat translated** the literature into tasks. ■ A need to address **some minor gaps** in knowledge.	● **Sporadically translated** the literature into tasks. A need to address **obvious gaps** in knowledge.	● **Has not translated** the literature into tasks. ■ A need to address a **significant number of gaps** in knowledge.
Relevance, Clarity & Accuracy	● Scope and thrust of the project was **very clearly** represented. The project content was **very** organised, thoroughly researched, and ideas are well-developed with evidence.	● Scope and thrust of the project was **well** represented. ● The project content was **well-organised,** ideas are relevant and substantiated with evidence.	● Scope and thrust of the project was **adequately** represented. ● The project content was **adequately** organised but ideas not developed, evidence may be misinterpreted or distrust.	● Scope and thrust of the project was **poorly** represented ● The project content was **poorly** organised and does not adhere to academic standard.
Breadth & Depth	The breadth and depth of the project content was **very appropriate** and **very well** defined, including the critical / core content	The breadth and depth of the project content was **appropriate and fairly well** defined, including the critical / core content.	● The breadth and depth of project content was **somewhat too narrow/ shallow**, not so clearly defined. The critical/ core content was **implied / unclear.**	● The breadth and depth of the project content was **unrealistic/ vague**. ● The critical / core content was **ignored / missing.**
Format & Presentation - **References** - **Appendices** **(Materials Reflected)**	● References are comprehensive and consistently well presented, with **full**	● References were fairly comprehensive and well presented. Conventions are adhered to.	● References were incomplete or inconsistently presented, with lapses in convention. Appendices were slim, giving a	● References were absent, skimpy, or poorly presented. ● Appendices were not included or reflect little useful information.

	adherence to APA conventions. Appendices were comprehensive and reflected useful resources and materials meaningfully.	Appendices reflect relevant resources and materials.	vague idea of resources and materials used.	
Q & A	Responses to posts or answers questions precisely, convincingly and with confidence	Responses to posts or answers questions with some level convincingly	Responses to posts or answers questions with unconvincing answers.	Not able to response to posts

Appendix 2: Assessment Criteria for End-of-Course Assignment (30%)

Dimensions	5 - 6 marks	3 - 4 marks	2 marks	0 - 1 mark
Knowledge synthesis and articulation	■ **Consistently translated** the literature into well-articulated tasks and thinking processes. ■ Presented knowledge that was **complete**.	■ **Somewhat translated** the literature into tasks. ■ A need to address **some minor gaps** in knowledge.	■ **Sporadically translated** the literature into tasks. ■ A need to address **obvious gaps** in knowledge.	■ **Has not translated** the literature into tasks. ■ A need to address a **significant number of gaps** in knowledge.
Relevance, clarity & accuracy	● Scope and thrust of the project was **very clearly** represented. ● The project content was **very** organised, thoroughly researched, and ideas are well-developed with evidence.	● Scope and thrust of the project was **well** represented. ● The project content was **well-**organised, ideas are relevant and substantiated with evidence.	● Scope and thrust of the project was **adequately** represented. ● The project content was **adequately** organised but ideas not developed, evidence may be misinterpreted or distrust.	● Scope and thrust of the project was **poorly** represented. ● The project content was **poorly** organised and does not adhere to academic standard.
Breadth & depth	● The breadth and depth of the project content was **very appropriate** and **very well** defined, including the critical / core content	● The breadth and depth of the project content was **appropriate** and **fairly well** defined, including the critical / core content.	● The breadth and depth of project content was somewhat **too narrow/shallow, not so clearly defined**. ● The critical/ core content was **implied / unclear**.	● The breadth and depth of the project content was **unrealistic/ vague**. ● The critical / core content was **ignored / missing**.
Pride in work / Attention to detail	■ Work submitted was **complete and well-substantiated** and consistently of a high quality.	■ Work submitted was **fairly well-substantiated.** ■ Some **minor gaps** in the work where further effort	■ Work submitted was **incomplete** and/or **unsubstantiated**. ■ **Some major gaps** in the work where further effort and/or	■ **Significant number** of major gaps observed. ■ Work submitted is of poor quality.

		and/or more complete thinking was needed.	more complete thinking was needed.	
Format & Presentation ● **References** ● **Appendices** **(Materials reflected)**	● References are comprehensive and consistently well presented, with **full adherence** to APA conventions. ● Appendices were comprehensive and reflected useful resources and materials meaningfully.	● References were fairly comprehensive and well presented. Conventions are adhered to. ● Appendices reflect relevant resources and materials.	● References were incomplete or inconsistently presented, with lapses in convention. ● Appendices were slim, giving a vague idea of resources and materials used.	● References were absent, skimpy, or poorly presented. ● Appendices were not included or reflect little useful information.

Note: The individual scores in the group assignment may vary according to feedback or observations, expectations of individual's contribution to the team's final product and one another's learning.