

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE:	Social and Psychological Aspects of Physical Activity
CODE:	CFI 101
PREREQUISITE:	N/A
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

The course offers a theoretical explanation of different psychological aspects that affect physical activities and sports participation. Some discussion topics are recreation, women in sports, coaching, and performance improvement, among others. The course offers an in-depth analysis of research studies and introduces the use of appropriate techniques for the evaluation and prevention of socio-psychological situations affecting athletes.

JUSTIFICATION

In the last twenty years, physical activity has become an extremely important aspect of society. Modernization has come to sport and has raised the physical quality of all athletes, not only the elite, but also the recreational one. The psychology aspect is one that has not been thoroughly studied and which has a lot of importance in the final results. Several high-caliber athletes have expressed the importance of being psychologically prepared for a sporting performance. The course will examine the importance of those human aspects, such as the social and psychological, that are used to increase participation and outcomes of an athletic activity.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Research and exploration**
- **Ethical sense and social justice**

OBJECTIVES

After completion of the course, students will be able to:

1. Identify the psychological and social aspects that affect athletic production.
2. Identify the principles of sports psychology in sporting events, athletes, and personalities.
3. Explain psychological and social knowledge when participating in exercise and sports.
4. Analyze how participation in sport and exercise affects the psychological process of participants.
5. Discuss the approach and scope of psychological aspects in physical activity and sport within the context of Exercise Sciences.
6. Demonstrate proficiency related to concepts discussed in class using peer-reviewed scientific literature.

CONTENTS

- I. Introduction
 - A. The nature of sports psychology
 - B. Research strategies
- II. Psychological perspectives of sport
 - A. Personality studies and theories
 - B. Personality models
 - C. Personality assessment methods and techniques
 - D. Effects of personality on sport and exercise
 - E. Social influence on sports participation and development
- III. Motivation
 - A. Motivation & athletic performance
 - B. Intrinsic and extrinsic orientation
 - C. Achievement orientation
 - D. Theories of attribution
- IV. Self-Fulfilling Prophecy
- V. Psychological Characteristics of Peak Performance
- VI. Cultural and Family Influences on Recreational and Sports Participation
- VII. VII. Self-Confidence
- VIII. VIII. Conduct and Enforcement
 - A. Anticipation
 - B. Anxiety
 - C. Coping

- IX. Effective Leadership and Decision Making
 - A. Emotion, tension, and activation
 - B. Stress management
 - C. Effective communication
- X. Aggression in sports
 - A. Definition
 - B. Theories
 - C. Aggression in sport
 - D. Concepts of violence
- XI. Ethics
 - A. Healthy athlete development
 - B. Referrals
 - C. Substance abuse
 - D. Anabolics
 - E. Relationships
- XII. Burnout
 - A. Psychological responses to injuries
- XIII. Disabilities and psychosocial well-being
 - A. Identity
 - B. Mental health
- XIV. Group Dynamics
 - A. The group
 - B. Dynamics in groups executing a task
 - C. Group cohesion
 - D. Socialization through sport
- XV. The spectator
 - A. Social facilitation
 - B. Modeling

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Lectures
- Case method
- Collaborative learning
- Research based learning

EVALUATION

Partial assignments	40%
Compositions	30%
Final project or exam	30%
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

TEXTBOOK

Williams, J.M., Krane, V. (2015). *Applied Sport Psychology: Personal Growth to Peak Performance* (7th ed.). McGraw-Hill.

REFERENCES

Carter, L. (2019). *Feminist Applied Sport Psychologies: From Theory to Practice*. Routledge.

Cosh, S., Tully, P.J., & Crabb, S. (2019). Discursive practices around the body of the female athlete: An analysis of sport psychology interaction in elite sport. *Psychology of Sport and Exercise*, 43, 90-104.

Cropley, B., Thelwell, R., Mallet, C.J., & Dieffenbach, K. (2019). Exploring sport psychology in the discipline of sport coaching. *Journal of Applied Sport Psychology*, 32(1).

Horn, T.S., Smith T.L. (2019). *Advances in sport and exercise Psychology* (4th ed.). Human Kinetics.

Murphy, S.M. (Ed.). (2012). *The Oxford handbook of sport and performance psychology*. Oxford University Press.

Moran, A.P. (2016). *The Psychology of Concentration in Sport Performers: A Cognitive Analysis*. Psychology Press.

Moran, A.P., Toner, J. (2017). *A Critical Introduction to Sport Psychology* (3rd ed.). Routledge.

Ronkainen, J.N. (2015). An existential approach to sport psychology: Theory and applied practice. *International Journal of Sport and Exercise Psychology*, 15(1), 12-24.

Sarkar, T., Fletcher, D. (2014). Psychological resilience in sport performers: A review of stressors and protective factors. *Journal of Sport Sciences*, 32(15), 1419-1434.

Schinke, R.J., Blodgett, A.T., Ryba, T.V., Kao, S.F., & Middleton, T. (2019). Cultural Sport Psychology as a Pathway to Advances in Identity and Settlement Research Practice. *Psychology of Sport and Exercise*, 42, 58-65.

Schinke, R.J., McGannon, K.R., & Brett, S. (2016). *Routledge International Handbook of Sports Psychology*. Routledge.

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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