

SAGRADO

Universidad del Sagrado Corazón

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. Likewise, 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 20 years, physical activity has become an aspect of utmost importance for society. Modernization has reached sports and elevated the physical quality of athletes, not only elite ones, but also recreational athletes. The psychological aspect is vital for final results but has not been thoroughly studied. Several high-performance athletes have expressed the importance of being psychologically prepared for a sports performance. The course will examine the importance of those human aspects such as the social and psychological aspects that are used to increase participation in and improve results on an athletic activity.

COMPETENCIES

The course develops the following competencies 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 sport psychology principles in sports events, athletes, and personalities.

3. Explain the psychological and social knowledge when participating in sports and exercises.
4. Analyze how participation in sports and exercise affects the psychological process of participants.
5. Discuss the focus and scope of psychological aspects in physical activity and sports within the context of Exercise Sciences.
6. Demonstrate competency in concepts discussed in class using peer-reviewed scientific literature.

CONTENTS

- I. Introduction
 - A. The Nature of Sports Psychology
 - B. Research Strategies
- II. Psychological Perspectives in Sports
 - A. Personality Studies and Theories
 - B. Personality Models
 - C. Personality Assessment: Methods and Techniques
 - D. Effects of Personality in Sports and Exercise
 - E. Social Influence in Athletic Participation and Development
- III. Motivation
 - A. Motivation and Athletic Performance
 - B. Intrinsic and Extrinsic Coaching
 - C. Achievement Coaching
 - D. Attribution Theories
- IV. Self-Fulfilling Prophecy
- V. Psychological Characteristics of Peak Performance
- VI. Cultural and Family Influences on Recreational and Sports Participation
- VII. Self-confidence
- VIII. Behavior and Performance
 - 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 Sports

Commented [MZFC1]: Es el mismo título que el capítulo 9 del libro de texto.

D. Concepts of Violence

XI.Ethics

- A. Healthy Development of the Athlete
- B. Referrals
- C. Substances Abuse
- D. Anabolic Agents
- E. Relationships

XII.Athlete 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 Running a Task
- C. Group Cohesion
- D. Socialization Through Sports

XV.The Spectator

- A. Social Facilitation
- B. Modeling

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Conferences
- Case method
- Collaborative learning
- Research-based learning

EVALUATION

Partial assignments	40%
Compositions	30%
Final exam or project	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. (Ed.). (2019). *Feminist Applied Sport Psychology: 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 interactions in elite sport. *Psychology of Sport and Exercise, 43*, 90-104.
- Cropley, B., Thelwell, R., Mallet, C.J, & Dieffenbach, K. (2020). Exploring Sport Psychology in the Discipline of Sports Coaching. *Journal of Applied Sport Psychology, 32*(1).
- Horn, T., Smith, A. (Eds.) (2019). *Advances in Sport and Exercise Psychology*. Human Kinetics. (4th ed.).
- Moran, A.P. (2016). *The Psychology of Concentration in Sport Performers: A Cognitive Analysis* [eBook]. Psychology Press.
- Moran, A.P., Toner, J. (2017). *A Critical Introduction to Sport Psychology: A Critical Introduction* (3rd ed.). Routledge.
- Murphy, S.M.(Ed.). (2012). *The Oxford Handbook of Sport and Performance Psychology*. Oxford University Press.
- Ronkainen, N.J. (2017). An existential approach to sport psychology: Theory and applied practice. *International Journal of Sport and Exercise Psychology, 15*(1), 12-24.

Sarkar, M., 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.R. (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., & Smith, B. (2016). *Routledge International Handbook of Sport 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 HONESTY, FRAUD, AND PLAIGARISM

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(*) in the course, suspension or expulsion as established in the document, *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.

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