

KINE-203: INTRODUCTION TO APPLIED SPORTS PSYCHOLOGY

Justification for this inactivation request

Unable to offer

Effective Term

Fall 2026

CC Approval

08/22/2025

AS Approval

10/09/2025

BOT Approval

10/16/2025

COCI Approval

02/23/2026

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Physical Education (Master's Degree)	

Subject Code

KINE - Kinesiology

Course Number

203

Department

Kinesiology

Division

KINE

Full Course Title

Introduction to Applied Sports Psychology

Short Title

Intro to Applied Sports Psych

CB03 TOP Code

1270.00 - Kinesiology

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

SECTION B - Course Description

Catalog Course Description

Introduction to Applied Sports Psychology provides and introduction to psychological theories, strategies and skills as applied to athletic performance. The course is designed to help individuals and coaches optimize performance in exercise, athletics and health activities. Topics will include imagery, goals setting, cognitive restructuring, attentional focusing, arousal regulation, motivation and self actualization during sports participation.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

	Upon satisfactory completion of the course, students will be able to:
1.	Students will demonstrate knowledge of psychological concepts, principles and strategies that apply to physical activity and sport.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1.	Discuss how psychological variables influence participation and performance in sport and physical activity.

2.	Examine the effects of anxiety and arousal on competitive performance.
3.	Compare and contrast the principles and effectiveness of goal setting.
4.	Examine motivation theories and their application to sport performance.
5.	Describe how sports psychology is used to prepare athletes for peak performance.
6.	Examine the ethical standards and professional responsibilities of using psychological skills and performance training.
7.	Identify the relationship between good communication skills, effective coaching, and athlete performance.
8.	Describe the relationship between lifetime sport participation, fitness, and optimal psychophysiological health.

Course Content

1. Overview of Psychology and its Role in Sport
 - a. Historical development
 - b. Current trends
2. Personality and Sport
 - a. Definition of personality and how personality impacts sport performance
 - b. Tools used by coaches/ sport psychologists to measure personality
 - c. Personality research as applied to sport performance
 - d. A sports psychologist's role in understanding personality
3. The Role of Motivation in Sport
 - a. Defining motivation in sport and performance and outlining approaches to motivation
 - b. Achievement motivation and competitiveness
 - c. Identifying four theories of achievement motivation as applied to sport performance
 - d. Developing achievement motivation and competitiveness
 - e. Using achievement motivation in professional coaching practice
4. Arousal, Stress, and Anxiety as applied to athletic performance
 - a. Evaluating athletic performance and responses to internal and external stress
 - b. Defining stress and examining the stress process
 - c. Identifying sources of stress and anxiety for the student athlete and athletic performer
 - d. Connecting arousal and anxiety to performance
 - e. Applying knowledge to coaching practice
5. Competition and Cooperation
 - a. Defining competition and cooperation
 - b. Viewing competition as a process
 - c. Enhancing cooperation
 - d. Evaluating studies of competition and cooperation
6. Feedback, Reinforcement, and Intrinsic Motivation
 - a. Principles of reinforcement
 - b. Approaches to influencing behavior
 - c. Guidelines for using positive reinforcement /punishment
 - d. Behavior modification and cognitive behavior therapy tools as applied to athletic competition
 - e. Intrinsic motivation and extrinsic rewards
 - f. Impacts of both positive and negative influences
 - g. How extrinsic rewards affect intrinsic motivation in sport
 - h. Strategies for increasing intrinsic motivation and flow
7. Team Dynamics and Cohesion
 - a. Recognizing the difference between groups and teams
 - b. Identifying three theories of group development
 - c. Understanding group structure
 - d. Creating an effective team climate
 - e. Maximizing individual performance in team sports
 - f. Conceptual model of cohesion
 - g. Tools for measuring cohesion

- h. Relationship between cohesion and performance
 - i. Strategies for enhancing and building team cohesion
 - 8. Communication with team and individual athletes and coaches
 - a. Understanding the communication process as applied to team, individual and athletic performance
 - b. Sending and receiving messages effectively
 - c. Recognizing breakdowns in communication
 - d. Dealing with confrontation and conflict
 - e. Delivering constructive criticism
 - 9. Psychological Skills Training (PST)
 - a. What psychological skills training entails
 - b. Four goals of PST as applied to athletic performance-imagery, goal setting, self talk and physical relaxation
- 10. Arousal Regulation
 - a. Increasing self-awareness of arousal
 - b. Using anxiety reduction techniques
 - c. Coping with adversity
 - d. Using arousal-inducing techniques
- 11. Imagery used in sport and athletic performance
 - a. Defining imagery
 - b. Uses of imagery
 - c. Evidence of imagery's effectiveness
 - d. Imagery in sport: Where, when, why, and what
 - e. Factors affecting the effectiveness of imagery
 - f. How imagery works
 - g. Keys to effective imagery
 - h. How to develop an imagery training program
 - i. When to use imagery
- 12. Self-Confidence
 - a. Defining self-confidence
 - b. Understanding how expectations influence performance Tools used to develop and promote positive self-confidence
 - c. Goal Setting
 - d. Definition of goals
 - e. Effectiveness of goal setting
 - f. Principles of goal setting
 - g. Development of group goals
 - h. Design of a goal-setting system
 - i. Common problems in goal setting
- 13. Concentration and athletic performance
 - a. Defining concentration
 - b. Explaining attentional focus: three processes
 - c. Connecting concentration to optimal performance
 - d. Identifying types of attentional focus
 - e. Recognizing attentional problems
 - f. Using self-talk to enhance concentration
 - g. Assessing physical performance and attention
 - h. Improving concentration
- 14. Burnout and Overtraining
 - a. Definitions of overtraining, staleness, and burnout
 - b. Models of burnout
 - c. Factors leading to athlete overtraining and burnout
 - d. Symptoms of overtraining and burnout; ways to measure burnout
 - e. Treatment and prevention of burnout
 - f. Relationship between stress and injury
 - g. Role of sport psychology in injury rehabilitation

15. Children and Sport Psychology
 - a. Importance of studying the psychology of young athletes
 - b. Children's reasons for participation and nonparticipation
 - c. Stress and burnout in children's competitive sport
 - d. Effective coaching practices for young athletes
 - e. Role of parents
16. Exercise and Psychological Well-Being
 - a. Reducing anxiety and depression with exercise
 - b. Understanding the effect of exercise on psychological well-being
 - c. Changing personality and cognitive functioning with exercise
 - d. Enhancing quality of life with exercise
 - e. Examining the runner's high
 - f. Using exercise as an adjunct to therapy

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Students will discuss and analyze sports technologies used with various individual and team sport activities. All levels from youth sports to professional will be discussed.
Lecture	In class lectures will include use of film, PowerPoint and guest lecturers.

Online Adaptation

Types	Examples of learning activities
Lecture	Methods of instruction will directly reinforce the student learning outcomes. Students will be asked to examine and evaluate sports psychology concepts and principles and will apply to development of sports psychology plans to be used with teams or clients. Online lectures will present concepts and case studies for analysis.
Group Work	Group work and discussions will provide student with feedback on the integration of principles into plans.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Discussion Boards
 E-mail Communication
 Telephone Conversations

Student-Initiated Online Contact Types

Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Multiple choice, essay and short answer.
Essays/Papers	Develop an analysis of current sport psychology practices to establish validity, assess and develop sports psychology plans for various clients based on criteria provided.

Assignments

Reading Assignments

Students will read chapters from text. Example: Chapter 3-personality and Sport, chapter 4-Fitness Motivation

Writing Assignments

Written assignments directly from text or supplemental reading

Example 1. Identify sources of stress and anxiety; create a written plan to tailor coaching strategies to individuals based on needs

Example 2. Discuss three phases of psychological skills training program. Develop program and outline potential problems of implementing program.

Outside-of-Class Assignments

Research: Student will evaluate academic path and job opportunities for sports psychologist

Research paper on current usage of sport psychology tools and techniques and applicability to multiple levels of sport activity.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Weinberg, R. Gould, D.

Title

Foundations of Sport and Exercise Psychology

Edition/Version

7th

Publisher

Human Kinetics

Year

2018

Rationale

Current textbook used at transfer institutions.

ISBN

978-149257059

SECTION G - Diversity, Equity and Inclusivity

Course Codes (Admin Only)

CB00 State ID

CCC000623968

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No