

KIN 340

Psychological Bases of Physical Activity

Spring, 2008

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Office Hours: Wednesday, 10 a.m. – 11:30 a.m. or by appointment

Course Description

Knowledge and application of learning theories and principles to the acquisition of motor skills; factors affecting skill acquisition and performance; instructional considerations.

Course Objectives

Acquire knowledge and understanding of the major ideas in motor skill acquisition and psychology of physical activity. Upon completion of this course the student should be able to (orally or in writing):

1. Demonstrate an understanding of the major ideas in the areas of motor skill acquisition and the psychology of physical activity.
2. Discuss the influence of factors affecting motor skill acquisition and performance.
3. Apply principles and ideas of motor learning and the psychology of physical activity to teaching, counseling, training, etc.

Course Requirements:

1. Reading Materials:

- A. Textbooks: Weinberg, R., & Gould, D. (2007). *Foundations of Sport Psychology*. (4th ed.). Champaign, IL: Human Kinetics.
- Schmidt, R. A. & Wrisberg, C.A. (2008). *Motor Learning and Performance*, (4th ed.). Champaign, IL: Human Kinetics.
- B. Additional articles and written assignments will be placed on Angel. Please check for periodic updates.

2. **Written Assignments:**

- A. Summary of Articles: (10 pts. each) You are required to summarize in your own words **TWO** articles. Instructions for each of the summaries can be found on Angel and will explain the assignment in greater detail.
- B. Written Summaries of Labs: (10 pts. each) There will be **TWO** labs in this course which will require a written assignment. For each lab there will be a set of instructions on Angel describing the assignment.

3. **Three Examinations:** (65 pts. each) Each examination will cover readings from the texts, discussions, and lectures.

4. **NOTE ON PLAGIARISM:** Plagiarism is using the ideas or writings of another as one's own. It varies in degree of severity. The most severe is the use of another's entire paper word for word. The least severe is the use of another's sentence, paragraph, or ideas without giving credit to that individual (i.e., without providing a reference). If the Instructor discovers an instance of plagiarism, the student will receive a failing grade for the assignment in the least severe case and a failing grade for the course in the most severe case. In addition, in the most severe case, the incident will be reported to the Dean of the College of Education.

5. Note on Late Assignments: **TWO POINTS** will be deducted for each assignment for each day that the assignment is late, up to a maximum of **THREE DAYS**, after which papers will not be accepted and a **ZERO GRADE** for the paper will be given. **LATE means anytime following the conclusion of class for the day the assignment was due.**

6. Note on Typing: All assignments must be typed in 12 pt. Times font, double-spaced, and stapled. Handwritten assignments will not be accepted.

7. Grading Scale:

| <u>Grade</u> | <u>Points Earned</u> |
|--------------|----------------------|
| 4.0 | 212 - 235 |
| 3.5 | 200 - 211 |
| 3.0 | 188 - 199 |
| 2.5 | 176 - 187 |
| 2.0 | 164 - 175 |
| 1.5 | 153 - 163 |
| 1.0 | 141 - 152 |
| 0.0 | 140 and lower |

TENTATIVE COURSE SCHEDULE

PROJECT AND READING ASSIGNMENTS - DUE DATES

| <u>Date</u> | | <u>Topic</u> | <u>Reading Assignment</u> |
|-------------|----|--|---------------------------|
| January | 7 | Introduction to class | ---- |
| | 9 | Defining Psychology | 1 |
| | 14 | Scientific Approach | 1 |
| | 16 | Understanding Skill Acquisition Inference Phases | 2, 3 |
| | 21 | MARTIN LUTHER KING DAY (NO CLASS) | |
| | 23 | Understanding Skill Acquisition Classification Measurement | 4, 5 |
| | 28 | Effective Demonstrations (Summary of Boyce due) | 6 |
| | 30 | Reaction time and memory | 7 |
| February | 4 | EXAM 1 | 1 - 7 |
| | 6 | Theories of Attention (Selective Attention) | 8 |
| | 11 | Theories of Attention (Performance) | 9 |
| | 13 | Attentional Focus/Arousal Relationship | 10 |
| | 18 | Arousal, Anxiety | 11 |
| | 20 | Focusing Attention | 11 |
| | 25 | Individual Differences | 12 |
| | 27 | Transfer of learning (Summary of Scientific Article due) | 13 |
| March | 3 | SPRING BREAK | |

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|-------|----|--|----------------|
| | 5 | SPRING BREAK | |
| | 10 | Feedback | 14 |
| | 12 | Feedback | 15 - 16 |
| | 17 | Feedback (KR Lab Due) | 16 |
| | 19 | EXAM 2 | 8 -16 |
| | 24 | Practice Organization | 17 |
| | 26 | Practice Organization | 17 |
| | 30 | Motivation Process and Participant Motivation | 18 |
| April | 2 | Motivational Climate | 18 |
| | 7 | Learned Helplessness (Attribution Lab) | 18 |
| | 9 | Intrinsic and Extrinsic Motivation (Attribution Lab Due) | 19 |
| | 14 | Expectations and Self-confidence | 20 |
| | 16 | Performance Enhancement Skills - Goal Setting | 21 |
| | 21 | Goal Setting (Goal setting Lab)/Relaxation | 22 |
| | 23 | Stress Management/Imagery | 22, 23 |
| May | 1 | FINAL EXAM (7:45 a.m. – 9:45 a.m.) | 17 - 23 |

READING LIST

1. Weinberg & Gould TEXT, Chapter 1, pp. 3 - 23.
2. Schmidt & Wrisberg TEXT, Chapter 1, pp. 3 - 23.
3. Schmidt & Wrisberg, TEXT, Chapter 7, pp. 200 - 203.
4. Boyce, B. A. (1991). Beyond show and tell: Teaching the feel of the movement. (Angel Folder)
5. Schmidt & Wrisberg, TEXT, Chapter 7, pp. 203 – 217.
6. Schmidt & Wrisberg TEXT, Chapter 8, pp. 228 - 238.
7. Schmidt & Wrisberg TEXT, Chapter 3, pp. 77 – 89; Chapter 2, 54 - 57.
8. Schmidt & Wrisberg TEXT, Chapter 2, pp. 25 – 39.
9. Schmidt & Wrisberg TEXT, Chapter 3, pp. 44 – 54; 39 - 43.
10. Weinberg & Gould TEXT, Chapter 16, pp. 365 - 394.
11. Weinberg & Gould TEXT, Chapter 4, pp. 77 - 99.
12. Schmidt & Wrisberg TEXT, Chapter 6, pp. 160 - 185.
13. Schmidt & Wrisberg, TEXT, Chapter 7, pp. 189 – 199.
14. Schmidt & Wrisberg TEXT, Chapter 10, pp. 283 - 319.
15. Docheff, D. M. (1990). The feedback sandwich. (Angel Folder)
16. Weinberg & Gould TEXT, Chapter 6, pp. 125 - 145 (STOP at Intrinsic Motivation).
17. Schmidt & Wrisberg TEXT, Chapter 8, pp. 238 - 253; Chapter 9, pp. 255 - 281.
18. Weinberg & Gould TEXT, Chapter 3, pp. 51 – 76, 513 – 518 (STOP at Role of friends in youth sport), 415 – 445.
19. Weinberg & Gould TEXT, Chapter 6, pp. 145 - 155 (Begin with Intrinsic Motivation).
20. Weinberg & Gould TEXT, Chapter 14, pp. 322 - 343.

21. Weinberg & Gould TEXT, Chapter 15, pp.345 - 364.
22. Weinberg & Gould TEXT, Chapter 12, pp. 273 - 293.
23. Weinberg & Gould TEXT, Chapter 13, pp. 293 - 319.

CAATE COMPETENCIES AND PROFICIENCIES COVERED:

PS-C1 Explain the psychosocial requirements (i.e., motivation and self-confidence) of various activities that relate to the readiness of the injured or ill individual to resume participation.

PS-C2 Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.

PS-C3 Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning.

PS-C4 Describe the basic principles of mental preparation, relaxation, visualization, and desensitization techniques.

PS-C5 Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environment interactions.

PS-C6 Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient.

PS-C12 Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies.

PS-C13 Describe the acceptance and grieving processes that follow a catastrophic event and the need for a psychological intervention and referral plan for all parties affected by the event.

PS-C15 Describe the psychosocial factors that affect persistent pain perception (i.e., emotional state, locus of control, psychodynamic issues, sociocultural factors, and personal values and beliefs) and identify multidisciplinary approaches for managing patients with persistent pain.