



MODULE TITLE: Psychological skills in physical activities and sports
MODULE CODE: A3
MAIN LECTURER: Nikos Zourbanos, Antonis Hatzigeorgiadis
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TEACHING MODE: 3-hour meetings
MODULE ID: Module of the 1st semester
Module Keywords: psychological skills, psychological techniques, competitive sports, exercise, physical activities

AIM OF THE MODULE

For students to acquire essential knowledge on the theoretical background of the psychological skills and techniques sports psychologists' use to enhance and facilitate participation and performance in sport and exercise.

LEARNING OUTCOMES

At the end of this module students should:

- Understand the theoretical background of cardinal psychological skills
- Develop a solid basis for techniques that will be used in their practicum
- Become acquainted with processes exploring/evaluating psychological needs, skills and techniques that help or hinder performance
- Connect theory and practice in order to use the acquired knowledge to maximize participation benefits for exercisers and athletes
- Develop awareness of their own psychological skills and ways of thinking and acting
- Become comfortable with their presence in small groups of people by leading discussions with students on cardinal psychological skills

TEACHING METHOD

Lectures, group meetings, and assignments

TIMETABLE & PLANNING

Lecturer	Topic	Assignment due
Zourbanos	1. The role of psychological skills in sport and physical activity	
Zourbanos	2. Developing self-confidence/Evaluating psychological skills and needs	
Theodorakis	3. Theoretical background of goal setting: Why/how it works?	
Theodorakis	4. Theoretical background of self-talk: Why & how it works?	
Theodorakis	5. Theoretical background of imagery: Why & how it works?	
Theodorakis	6. Regulating attention and concentration	
Zourbanos	7. Group meeting (Discussion about Assignment #1) Applying psychological techniques in the real setting	
Goudas Zourbanos	EXPERT SELF-REGULATION 8. Stress, arousal, and anxiety regulation in sports	Assignment #1
Zourbanos	9. Pre-game & Pre-execution routines / Applying psychological techniques in the real setting	Assignment #1

Zourbanos	Group meeting (Discussion about Assignment #2)	
Hatzigeorgiadis	EXPERT SELF-TALK	
Zourbanos	10. Students presentations	Assignment #2
Zourbanos	11. Students presentations	Assignment #2
Zourbanos	12. Group meeting (Discussion about Assignment #3)	

STUDENT EVALUATION

- Assignment 1: Group leading 10% - Applying 2 psychological techniques (e.g., self-talk, goal-setting, relaxation, imagery) of your choice in a group of undergraduate physical education students. 10%
- Assignment 2: Presentation (10-15 slides, 10-15min) of psychological skills/techniques' in a club of a sport of your choice. Your goal is to present the psychological skills or techniques of your choice as a product to the manager and the coaches of the club and to persuade them to "buy" it. 30%
- Assignment 3: Essay of a 2000 words (without including the references) of a sport psychology scenario. The essay will include at the beginning a short description of the scenario/problem. Then include a short introduction of the theory that you will apply and a detailed description of the way that you will handle the problem. 60%

SUGGESTED TEXTBOOKS

- Williams, J.M. (2009). *Applied sport psychology: Personal growth to peak performance* (6th ed.). London: McGraw-Hill Humanities.
- Schinke, R.J. & Hanrahan, S.J. (2009). *Cultural sport psychology*. Champaign, IL: Human Kinetics
- Tenenbaum, G., Eklund, R.C. (Eds.) (2007). *Handbook of Sport Psychology* (3rd ed.). London: Wiley.
- Weinberg, R.S., & Gould, D. (2007). *Foundations of sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics.
- Berger, B.G., Pargman, D., & Weinberg, R.S. (2002). *Foundations of exercise psychology*. Morgantown, WV: Fitness Information Technology
- Horn, T (Ed.) (2008). *Advances in sport psychology* (3rd ed.). Champaign, IL: Human Kinetics
- Ostrow, A.C. (2002). *Directory of psychological tests in the sport and exercise sciences* (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Murphy, S. (2012). *Oxford Handbook of Sport and Performance Psychology*. New York. Oxford University Press.
- Roberts, G., & D. Treasure (2012). *Advances in motivation in sport and exercise* (3rd Ed). Champaign, IL: Human Kinetics.
- Papaioannou, A., & Hackfort, D. (2014). *Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts*. London. Taylor & Francis.

LECTURE OUTLINE

Lecture 01 –

Title	Content	Keywords
Role of Psychological Skills in sports and physical activities	<ul style="list-style-type: none"> ▪ Intro to class and class assignments ▪ Why do athletes need skills ▪ How do athletes acquire them 	Psychological skills, techniques, attributes performance, personality
Assigned Readings:	<p>Botterill, C. (2005). Competitive drive: Embracing positive rivalries (pp. 37-48). In S. Murphy (Ed.) <i>The sport psych handbook</i>. Champaign, IL: Human Kinetics.</p> <p>Krane, V., & Williams, J.M. (2009). Psychological characteristics of peak performance. In J.M. Williams (Ed.) <i>Applied sport psychology: Personal growth to peak performance</i> (6th ed.). London: McGraw-Hill Humanities.</p> <p>Durand-Bush, N., Salmela, J.H. (2002). The development and maintenance of expert athletic performance: Perceptions of World and Olympic champions. <i>Journal of Applied Sport Psychology</i>, 14, 154-171.</p> <p>Gould, D., Dieffenbach, K., & Moffett, A. (2002). Psychological characteristics and their development in Olympic champions. <i>Journal of Applied Sport Psychology</i>, 14, 172-204.</p> <p>Jones, G. (2002). What Is This Thing Called Mental Toughness? An Investigation of Elite Sport Performers. <i>Journal of Applied Sport Psychology</i>, 14, 205-218.</p> <p>DOSIL, J. J., CREMADES, G., & RIVERA, S. (2014). Psychological skills training and</p>	

	programs. <i>Fundamental concepts in sport and exercise psychology</i> (pp. 327-342). London: Taylor & Francis.
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Lecture 02 –

Title	Content	Keywords
Developing self-confidence	<ul style="list-style-type: none"> ▪ Definitions ▪ Self-confidence and performance ▪ Self-efficacy ▪ Expectations ▪ Relevant research ▪ Applications in the real world of sports 	Self-confidence, self-efficacy, expectations
Assigned Readings:	<p>Weinberg, R.S. & Gould, D. (2007) Self-confidence (pp. 322-344). In <i>Foundations of sport and exercise psychology</i> (4th ed.). Champaign, IL: Human Kinetics.</p> <p>Hays, K., Maynard, I., Thomas, O., & Bawden, M. (2007). Sources and Types of Confidence Identified by World Class Sport Performers. <i>Journal of Applied Sport Psychology</i>, 19, 434-456.</p> <p>Woodman, T. & Hardy, L. (2003). The relative impact of cognitive anxiety and self-confidence upon sport performance: a meta-analysis. <i>Journal of Sport Sciences</i>, 21, 443-457.</p> <p>Vealey, R., Walter Hayashi, S., Garner-Holman, M. & Giacobbi, P. (1998). Sources of sport confidence: Conceptualization and instrument development. <i>Journal of Sport & Exercise Psychology</i>, 20, 54-80.</p> <p>Moore, W.E. & Stevenson, J.R. (1991). Training for Trust in Sport Skills. <i>The Sport Psychologist</i>, 8, 1-12.</p> <p>Feltz, D. L., & Öncü, E. (2014). Self-confidence and self-efficacy. In A. Papaioannou & D. Hackfort (Eds.), <i>Fundamental concepts in sport and exercise psychology</i> (pp. 417-429). London: Taylor & Francis.</p>	

Title	Content	Keywords
Evaluating psychological skills	<ul style="list-style-type: none"> ▪ Quantitative evaluation ▪ Qualitative evaluation ▪ Evaluation issues and concerns ▪ Evaluation in the real world of sports 	Evaluation, qualitative, quantitative, questionnaire, interview
Assigned Readings:	<p>Straus, B. et al. (2007) New perspectives on measurement and testing in sport psychology. In G. Tenenbaum & R.C. Eklund (Eds.) <i>Handbook of sport psychology</i> (3rd ed.). London: Wiley.</p> <p>Biddle, S.J.H., Markland, D., Gilbourne, D., Chatzisarantis, N.L.D., & Sparkes, A.C. (2001). Research methods in sport and exercise psychology: quantitative and qualitative issues. <i>Journal of Sport Sciences</i>, 19, 777-809.</p> <p>Orlick, T., & Partington, J. (1998). Modeling mental links to excellence: MTE-1 for quality practice. <i>Journal of Excellence</i>, 1, 76-94. Available at www.zoneofexcellence.ca</p> <p>Orlick, T., & Partington, J. (1999). Modeling mental links to excellence: MTE-2 for quality performance. <i>Journal of Excellence</i>, 2, 65-83. Available at www.zoneofexcellence.ca</p> <p>Zourbanos, N., Hatzigeorgiadis, A., Chroni, S., Theodorakis, Y., & Papaioannou, A. (2009). Automatic Self-Talk Questionnaire for Sports (ASTQS): Development and preliminary validation of a measure identifying the structure of athletes' self-talk. <i>The Sport Psychologist</i>, 23, 233-251.</p> <p>PSYCHOUNTAKI, M., STAVROU, N. A., VLACHOPOULOS, S. P., VAN RAALTE, J. L., & MINNITI, A. M. (2014). Using quantitative psychological assessment to optimize athletes' and exercise participants' physical performance. In A. Papaioannou & D. Hackfort: <i>Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts</i>, (pp. 922-935). London. Taylor & Francis</p>	

Lecture 03 –

Title	Content	Keywords
Goal-setting: why and how it works	<ul style="list-style-type: none"> ▪ Goal setting theories and principles ▪ Relevant research ▪ Applications in the real world of sports 	Goal setting, performance
Assigned Readings:	<p>Cox, R.H. (2007). Goal setting in sport (pp. 273-290). In <i>Sport psychology: Concepts and applications</i> (6th ed., Int'l ed.). London: McGraw Hill.</p> <p>Theodorakis, Y., Hatzigeorgiadis, A., Chroni, S., & Goudas, M. (2007). Goal setting in physical education. In J. Liukkonen, Vanden Auweele, Y., Vereijken, B., Alferman, D., & Theodorakis, Y. (Eds.), <i>Psychology for physical educators</i> (pp. 21-34). Champaign, IL: Human Kinetics.</p> <p>Munroe-Chandler, K.J., Hall, G.R., & Weinberg, R.S. (2004). A qualitative analysis of the types of goals athletes set in training and competition. <i>Journal of Sport Behavior</i>, 27, xx-xx.</p> <p>Theodorakis, Y. (1995). Effects of self-efficacy, satisfaction and personal goals on swimming performance. <i>The Sport Psychologist</i>, 9, 245-253.</p>	

	<p>Weinberg, R., Burton, D., Yukelson, D., Weingand, D. (2000). Perceived goal setting practices of Olympic athletes: An exploratory investigation. <i>The Sport Psychologist</i>, 14, 279-295</p> <p>Weinberg, R., Butt, G. & Knight, B. (2001). High school coaches' perceptions of the process of goal setting. <i>The Sport Psychologist</i>, 15, 20-47.</p> <p>WEINBERG, R., & BUTT, J. (2014). Goal-setting and sport performance: research findings and practical applications. In A. Papaioannou & D. Hackfort: Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts, (pp. 343-355). London. Taylor & Francis.</p>
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Lecture 04 –

Title	Content	Keywords
Self-talk: why and how it works	<ul style="list-style-type: none"> ▪ Self-talk theoretical background ▪ Instructional and motivational self-talk ▪ Relevant research ▪ Applications in the real world sports ▪ Future studies 	Self talk, positive thinking, instructional, motivational
Assigned Readings:	<p>Hardy, J., Hall, C., Hardy, L. (2005). Quantifying athlete self-talk. <i>Journal of Sports Science</i>, 23, 905-917.</p> <p>Hardy, J. (2006). Speaking clearly: A critical review of the self-talk literature. <i>Psychology of Sport and Exercise</i>, 7, 81-97.</p> <p>Hatzigeorgiadis, A., Theodorakis, Y., & Zourbanos, N.,(2004). Self-talk in the swimming pool: The effects of self-talk on thought. <i>Journal of Applied Sport Psychology</i>, 16, 138-150.</p> <p>Theodorakis, Y., Weinberg, R., Natsis, P., Douma, E., & Kazakas, P. (2000). The effects of motivational versus instructional self-talk on improving motor performance. <i>The Sport Psychologist</i>, 14, 253-272.</p> <p>Theodorakis, Y., Hatzigeorgiadis, A., & Zourbanos, N. (2012). <i>Cognitions: Self-talk and Performance</i>. In S. Murphy: Oxford Handbook of Sport and Performance Psychology. Part Two: Individual Psychological Processes in Performance, (pp. 191-212). New York. Oxford University Press.</p> <p>Hatzigeorgiadis, A., Zourbanos, N., Latinjak, A., & Theodorakis, Y. (2014). <i>Self-talk</i>. In A. Papaioannou & D. Hackfort: Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts, (pp. 372-385). London. Taylor & Francis.</p>	

Lecture 05 –

Title	Content	Keywords
Imagery: why and how it works	<ul style="list-style-type: none"> ▪ Definitions ▪ Athletes' point of view ▪ Theories of how imagery works ▪ Relevant research ▪ When, Where, and How to use it ▪ Future studies 	Imagery, mental practice, mental rehearsal
Assigned Readings:	<p>Cox, R.H. (2007). Imagery and self-hypnosis in sport (pp. 291-322). In <i>Sport psychology: Concepts and applications</i> (6th ed., Int'l ed.). London: McGraw Hill.</p> <p>Gammage, K.L., Hall, C., & Rodgers, W.M. (2000). More about exercise imagery. <i>The Sport Psychologist</i>, 14, 348-359.</p> <p>Giacobbi, P.R., Jr., Hausenblas, H.A., Fallon, E.A., Hall, C. (2003). Even more about exercise imagery: A grounded theory of exercise imagery. <i>Journal of Applied Sport Psychology</i>, 15, 160-175.</p> <p>Giacobbi, P.R., Jr., Hausenblas, H. A., & Penfield, R.D. (2005). Further refinements in the measurement of exercise imagery: The exercise imagery inventory. <i>Measurement in Physical Education and Exercise Sciences</i>, 9(4), 251-266.</p> <p>Munroe, K. & Giacobbi, P., Hall, G., Weinberg, R. (2000). The four Ws of imagery use: Where, when, why, and what. <i>The Sport Psychologist</i>, 14, 119-137.</p> <p>Short, S.E., Bruggeman, J.M., Engel, S.G., Marback, T.L., Wang, L.J., Willadsen, A. & Short, M.W. (2002). The effect of imagery function and imagery direction on self-efficacy and performance on a golf-putting task. <i>The Sport Psychologist</i>, 16, 48-67.</p> <p>Weinberg, R., Butt, J., Knight, B., Burke, K.L., Jackson, A. (2003). The relationship between the use and effectiveness of imagery: An exploratory investigation. <i>Journal of Applied Sport Psychology</i>, 15, 26-40.</p> <p>Arvinen-Barrow, M., Weigand, D. A., Thomas, S., Hemmings, B., & Walley, M. (2007). Elite and novice athletes' imagery use in open and closed sports. <i>Journal of Applied Sport Psychology</i>, 19, 93-104.</p> <p>BHASAVANIJA, T., & MORRIS, T. (2014). Imagery. In A. Papaioannou & D. Hackfort: Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts (pp. 356-371). London. Taylor & Francis.</p>	

Lecture 06 –

Title	Content	Keywords
Regulating attention and concentration	<ul style="list-style-type: none"> ▪ Definitions ▪ Focal points ▪ Dimensions of attention ▪ Relevant research ▪ Dealing with distractions ▪ Applications in the real world of sports 	Attention, focus, concentration, TAIS, distraction
Assigned Readings:	<p>Abernethy, B., Maxwell, J.P., Masters, R.S.W., van der Kamp, J., & Jackson, R.C. (2007). Attentional processes in skill learning and expert performance. In G. Tenenbaum & R.C. Eklund (Eds.) <i>Handbook of sport psychology</i> (3rd ed.). London: Wiley.</p> <p>Baden, D., Warwick-Evans, L., Lakomy, J. (2004). Am I nearly there? The effect of anticipated running distance on perceived exertion and attentional focus. <i>The Sport Psychologist</i>, 26, 215-231.</p> <p>Couture, R., Jerome, W., & Tihayi, J. (1999). Can associative and dissociative strategies affect the swimming performance of recreational swimmers? <i>The Sport Psychologist</i>, 13, 334-343.</p> <p>Janelle, C., Singer, R., & Williams, M. (1999). External distraction and attentional narrowing: visual search evidence. <i>Journal of Sport Exercise Psychology</i>, 21, 70-91.</p> <p>Castaneda, B., & Gray, R. (2007). Effects of focus of attention on baseball batting performance in players of differing skill levels, <i>Journal of Sport & Exercise Psychology</i>, 29, 60-77.</p> <p>Werthner, P. (2002). The nature of effective concentration before and during a high performance event. <i>Journal of Excellence</i>, 6, 15-35. Accessed at www.zoneofexcellence.com.</p> <p>BLUMENSTEIN, B., TSUNG-MIN HUNG, E., ORBACH, I. (2014). Self-regulation and biofeedback. In A. Papaioannou & D. Hackfort: <i>Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts</i> (pp.402-416). London. Taylor & Francis.</p>	

Lecture 07 –

Title	Content	Keywords
Applying psychological techniques in the real setting	<ul style="list-style-type: none"> ▪ How do we apply performance enhancement in the real world ▪ Resonance ▪ The process of performance 	
Assigned Readings:	<p>Anderson, A. G., Miles, A., Mahoney, C. & Robinson (2002). Evaluating the Effectiveness of Applied Sport Psychology Practice: Making the Case for a Case Study Approach. <i>The Sport Psychologist</i>, 16, 432-453</p> <p>Newburg, D., et al. (2002). The role of resonance in performance excellence and life engagement. <i>Journal of Applied Sport Psychology</i>, 14, 249–267</p> <p>Weder, G (2000). Excelling in speed. <i>Journal of Excellence</i>, 3, www.zoneofexcellence.com</p> <p>Tribble, Newburg, & Rouse, (2000). Patients as performers. <i>Journal of Excellence</i>, 3, www.zoneofexcellence.com</p> <p>Orlick, T. (2005). Excelling in the Olympic context. <i>Journal of Excellence</i>, 6, www.zoneofexcellence.com</p> <p>Gould, D., et al (2001). Pursuing performance excellence: lessons learned from Olympic coaches and athletes. <i>Journal of Excellence</i>, 4, www.zoneofexcellence.com</p> <p>Hacker, (2001). The quest for gold. <i>Journal of Excellence</i>, 43, www.zoneofexcellence.com</p> <p>Brady, A. & Maynard, I. (2010). Debate: At an elite level the role of a sport psychologist is entirely about performance enhancement. <i>Sport & Exercise Psychology Review</i>, 6, 59-66.</p> <p>Haberl, P., & Peterson, K. (2006). Olympic-size ethical dilemmas: Issues and challenges for sport psychology consultants on the road and at the Olympic Games. <i>Ethics & Behavior</i>, 16, 25-40.</p> <p>Fifer, A., Henschen, K., Gould, D. & Ravizza, K. (2009). What works when working with athletes. <i>The Sport Psychologist</i>, 22, 356-377.</p> <p>GANGYAN SI, STATLER, T., & DIETMAR, S. (2014). Preparing athletes for major competitions. In A. Papaioannou & D. Hackfort: <i>Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts</i> (pp.495-510). London. Taylor & Francis.</p>	

Lecture 08 –

Title	Content	Keywords
Stress, arousal, and anxiety regulation in sports	<ul style="list-style-type: none"> ▪ Definitions ▪ From theory to practice ▪ Relevant research 	Stress, arousal, anxiety, pressure, choking, hardiness

	<ul style="list-style-type: none"> ▪ Managing anxiety in the real world of sports 	
Assigned Readings:	<p>Beilock, S.L., & Gray, R. (2007). Why do athletes choke under pressure. In G. Tenenbaum & R.C. Eklund (Eds.) <i>Handbook of sport psychology</i> (3rd ed.). London: Wiley.</p> <p>Rotella, R. J. & Lerner, J. D. (1992) Responding to competitive pressure. In R. N. Singer, M. Murphey, & L. K. Tennant (Eds.), <i>Handbook of research in sport psychology</i>, (pp. 528-41). New York: Macmillan Publishing Company.</p> <p>Hanton, S., Mellalieu, S.D., & Hall, R. (2004). Self-confidence and anxiety interpretation: A qualitative investigation. <i>Psychology of Sport and Exercise</i>, 5, 477-495.</p> <p>Hanton, S., Mellalieu, S.D., & Young, S.G. (2002). A qualitative investigation of the temporal patterning of the precompetitive anxiety response. <i>Journal of Sport Science</i>, 20, 912-928.</p> <p>Jones, G. & Hanton, S. (2001). Pre-competitive feeling states and directional anxiety interpretations. <i>Journal of Sports Sciences</i>, 19, 385-395.</p> <p>Hanton, S., & Mellalieu, S.D. (2014). Coping with stress and anxiety. In A. Papaioannou & D. Hackfort: Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts (pp.430-445). London. Taylor & Francis.</p>	

Lecture 09 –

Title	Content	Keywords
Pre-game & Pre-execution routines	<ul style="list-style-type: none"> ▪ Performance routine or superstitions? ▪ Pre-execution routine ▪ Pre-game routines and preparation 	Pre-shot routines, pre-game routines.
Assigned Readings:	<p>Gooding, A. & Gardner F.L. (2009). An investigation of the relationship between mindfulness, pre-shot routine, and basketball free throw percentage. <i>Journal of Clinical Sports Psychology</i>, 4, 303-319.</p> <p>Foster D.J., Weigand, D.A., & Baines, D. (2006). The Effect of Removing Superstitious Behavior and Introducing a Pre-Performance Routine on Basketball Free-Throw Performance. <i>Journal of Applied Sport Psychology</i>, 18, 167-171.</p> <p>Uphill, M.A. & Jones, M.V. (2005). Coping with, and reducing the number of careless shots: A case study with a county golfer. <i>Sport & Exercise Psychology Review</i>, 1, 14-22.</p> <p>Boutcher, S. (1990). The role of pre-performance routines in sport. In G. Jones & L. Hardy (Eds.), <i>Stress and performance in sport</i> (pp. 231–245). Chichester: Wiley.</p> <p>Holder, T. (2003). Concentration training for closed skills: Pre-performance routines. In I. Greenlees & A.P. Moran (Eds.), <i>Concentration skills training in sport</i> (pp. 67–75). Leicester: British Psychological Society.</p> <p>Lidor, R., Hackfort, D., & Schack, T. (2014). Pre-performance routines in sport, meaning and practice. In A. Papaioannou & D. Hackfort: Routledge Companion to Sport and Exercise Psychology. Global Perspectives and Fundamental Concepts (pp.480-494). London. Taylor & Francis.</p>	

General guidelines for all assignments

The structure and content of all written and oral assignments will be discussed and explained in details during our first class meeting. For any written assignment, follow the guidelines provided by the 6th American Psychological Association manual. Before turning in your homework, please proofread it.