

**UNIVERSITY OF THESSALY**  
**DEPARTMENT OF PHYSICAL EDUCATION AND SPORT SCIENCE**  
**MSc “PSYCHOLOGY OF PHYSICAL EDUCATION AND SPORT”**

**INFORMATION ABOUT THE MODULE**

1. **MODULE TITLE:** PSYCHOLOGICAL SKILLS IN SPORTS
2. **MODULE CODE:** MA03
3. **MAIN LECTURER:** Yannis Theodorakis Tel:+30.2431047001, Email: theodorakis@pe.uth.gr
4. **OTHER LECTURERS:** Komoutos Nikolaos Tel:+30.2431047027, Email:nzourba@hotmail.com
5. **TEACHING MODE:** Twelve 3-hour meetings
6. **MODULE ID:** Module of the 1<sup>st</sup> semester

**Module Keywords:** psychological skills, competitive sports, exercise, physical activities

**7. AIM OF THE MODULE:**

Students will acquire the necessary knowledge on the theoretical background of the psychological skills and techniques that sports psychologists use to enhance and facilitate participation and performance in sport and exercise.

**8. LEARNING OUTCOMES:**

At the end of this module students should:

- understand the theoretical background of the psychological skills involved in exercise and sports, which provide a solid basis for working effectively with clients
- have the knowledge to evaluate efficiently individual's psychological skills
- be in position to connect theory and practice and use their acquired knowledge to maximize participation benefits for exercisers and athletes.
- become more self-aware by exploring the psychological skills and techniques in themselves and thus cognizant of their own ways of thinking and acting
- become comfortable with small group meetings by leading in depth discussions about psychological skills with small undergraduate student groups

**9. TEACHING METHOD:**

Lectures, workshops, and papers

**10. TIMETABLE & PLANNING:**

	<b>Lecturer</b>	<b>Topic</b>
01	Komoutos	The role of psychological skills in sport and physical activity
02	Komoutos	Stress, arousal, and anxiety regulation in sports
03	Theodorakis	Developing self-confidence
04	Theodorakis	Regulating attention and concentration
05	Komoutos	Coping with adversity
06	Komoutos	Evaluating psychological skills in sport and exercise
07	Komoutos	Student presentations I: Critiquing sport questionnaires
08	Komoutos	Student presentations II: Critiquing exercise questionnaires
09	Komoutos	Student presentations III: Qualitative evaluation
10	Theodorakis	Theoretical background of goal setting: Why & how it works?
11	Theodorakis	Theoretical background of self-talk: Why & how it works?
12	Theodorakis	Theoretical background of imagery: Why & how it works?

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**11. STUDENT EVALUATION**

- Six self-awareness short papers 20%
- Communication skills by leading undergraduate discussion groups' 20%
- Presentation and critique of evaluative instrument/s 20%
- Presentation skills 20%
- Final exam 20%

**12. SUGGESTED TEXTBOOKS**

1. Tenenbaum, G., Eklund, R.C. (Eds.) (2007). *Handbook of Sport Psychology* (3<sup>rd</sup> ed.). London: Wiley.
2. Weinberg, R.S., & Gould, D. (2006). *Foundations of sport and exercise psychology* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.
3. Berger, B.G., Pargman, D., & Weinberg, R.S. (2002). *Foundations of exercise psychology*. Morgantown, WV: Fitness Information Technology
4. Horn, T (Ed.) (2002). *Advances in sport psychology* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics
5. Duda, J.L. (1998). *Advances in Sport and Exercise Psychology Measurement*. Morgantown, WV: Fitness Information Technology.
6. Ostrow, A.C. (1996). *Directory of psychological tests in the sport and exercise sciences*. Morgantown, WV: Fitness Information Technology.

**OUTLINE**

**Lecture 01 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Role of Psychological Skills in sports and physical activities	<ul style="list-style-type: none"> <li>▪ Intro to class and class assignments</li> <li>▪ Why do athletes need skills</li> <li>▪ How do athletes acquire them</li> </ul>	Psychological skills, techniques, attributes performance, personality
<b>Assigned Readings:</b>	<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., &amp; Williams, J.M. (2006). Psychological characteristics of peak performance (pp. 207-227). In J.M. Williams (Ed.) <i>Applied sport psychology: Personal growth to peak performance</i> (5<sup>th</sup> ed.). London: McGraw Hill.</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., &amp; Moffett, A. (2002). Psychological characteristics and their development in Olympic champions. <i>Journal of Applied Sport Psychology</i>, 14, xx-xx.</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>	

**Lecture 02 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Stress, arousal, and anxiety regulation in sports	<ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ From theory to practice</li> <li>▪ Relevant research</li> <li>▪ Managing anxiety in the real world of sports</li> </ul>	Stress, arousal, anxiety, pressure, choking, hardness
<b>Assigned Readings:</b>	<p>Beilock, S.L., &amp; Gray, R. (2007). Why do athletes choke under pressure. In G. Tenenbaum &amp; R.C. Eklund (Eds.) <i>Handbook of sport psychology</i> (3<sup>rd</sup> ed.). London: Wiley.</p> <p>Rotella, R. J. &amp; Lerner, J. D. (1992) Responding to competitive pressure. In R. N. Singer, M. Murphey, &amp; 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., &amp; 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., &amp; 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. &amp; Hanton, S. (2001). Pre-competitive feeling states and directional anxiety interpretations. <i>Journal of Sports Sciences</i>, 19, 385-395.</p>	

**Lecture 03 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Developing self-confidence	<ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Self-confidence and performance</li> <li>▪ Self-efficacy</li> <li>▪ Expectations</li> <li>▪ Relevant research</li> <li>▪ Applications in the real world of sports</li> </ul>	Self-confidence, self-efficacy, expectations
<b>Assigned Readings:</b>	<p>Weinberg, R.S. &amp; Gould, D. (2007) Self-confidence (pp. 322-344). In <i>Foundations of sport and exercise psychology</i> (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.</p> <p>Hays, K., Maynard, I., Thomas, O., &amp; 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>Theodorakis, Y. (1996). The influence of goals, commitment, self-efficacy and self-satisfaction on motor performance. <i>Journal of Applied Sport Psychology</i>, 8, 171-182.</p> <p>Vealey, R., Walter Hayashi, S., Garner-Holman, M. &amp; Giacobbi, P. (1998). Sources of sport confidence: Conceptualization and instrument development. <i>Journal of Sport &amp; Exercise Psychology</i>, 20, 54-80.</p>	

**Lecture 04 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Regulating attention and concentration	<ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Focal points</li> <li>▪ Dimensions of attention</li> <li>▪ Relevant research</li> <li>▪ Dealing with distractions</li> <li>▪ Applications in the real world of sports</li> </ul>	Attention, focus, concentration, TAIS, distraction
<b>Assigned Readings:</b>	<p>Abernethy, B., Maxwell, J.P., Masters, R.S.W., van der Kamp, J., &amp; Jackson, R.C. (2007). Attentional processes in skill learning and expert performance. In G. Tenenbaum &amp; R.C. Eklund (Eds.) <i>Handbook of sport psychology</i> (3<sup>rd</sup> 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., &amp; 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>	

**Lecture 05 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Coping with adversity	<ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Types of coping</li> <li>▪ Theories of coping with adversity</li> <li>▪ Relevant research</li> <li>▪ Coping skills in the real world</li> </ul>	Coping skills, coping strategies, adversity
<b>Assigned Readings:</b>	<p>Hardy, L., Jones, G., &amp; Gould, D. (1996) <i>Understanding Psychological Preparation</i>. Chichester, UK: John Wiley &amp; Sons.</p> <p>Crocker, P. R. E., &amp; Graham, T. R. (1995) Coping by competitive athletes with performance stress: Gender differences and relationships with affect. <i>The Sport Psychologist</i>, 9, 325-38.</p> <p>Endler, N. S., &amp; Parker, J. P. A. (1990) Multidimensional assessment of coping: A critical evaluation. <i>Journal of Personality and Social Psychology</i>, 58, 844-54.</p> <p>Haney, C. J., &amp; Long, B. C. (1995) Coping effectiveness: A path analysis of self-efficacy, control, coping, and performance in sport competition. <i>Journal of Applied Social Psychology</i>, 25, 1726-46.</p> <p>Nicholls, A. R., Holt, N. L., Polman, R. C. J. (2005). A phenomenological analysis of coping effectiveness in golf. <i>The Sport Psychologist</i>, 19, 111-130.</p> <p>Poczwardowski, A., Conroy, D.E. (2002). Coping responses to failure and success among elite athletes and performing artists <i>Journal of Applied Sport Psychology</i>, 14, 313-329.</p>	

**Lecture 06 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Evaluating psychological skills	<ul style="list-style-type: none"> <li>▪ Quantitative evaluation</li> <li>▪ Qualitative evaluation</li> <li>▪ Evaluation issues and concerns</li> <li>▪ Evaluation in the real world of sports</li> </ul>	Evaluation, qualitative, quantitative, questionnaire, interview
<b>Assigned Readings:</b>	<p>Duda, J. L. (1998). <i>Advances in sport and exercise psychology measurement</i>. Morgantown, WV: Fitness Information Technology.</p> <p>Ostrow, A. C. (1996). <i>Directory of psychological tests in the sport and exercise sciences</i>. Morgantown, WV: Fitness Information Technology.</p> <p>Straus, B. et al. (2007) New perspectives on measurement and testing in sport psychology. In G. Tenenbaum &amp; R.C. Eklund (Eds.) <i>Handbook of sport psychology</i> (3<sup>rd</sup> ed.). London: Wiley.</p> <p>Orlick, T., &amp; 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., &amp; 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>	

**Lecture 07 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Students' presentations I	<ul style="list-style-type: none"> <li>▪ Evaluating athletes' psychological skills</li> <li>▪ Sport Questionnaires for review according to BASES accreditation</li> </ul>	
<b>Assigned Readings:</b>	<p>Competitive State Anxiety Inventory – 2 (CSAI-2); Brunel Mood Scale (BRUMS); Sport Anxiety Scale (SAS); Task and Ego Orientation in Sport Questionnaire (TEOSQ); Perceptions of Success Questionnaire (POSQ); Test of Performance Strategies (TOPS); Psychological Skills Inventory for Sports (PSIS); Flow State Scale (FSS-2) ; Group Environment Questionnaire (GEQ); Sport Motivation Scale (SMS) – Situational Motivational Scale (SiMS); Leadership Scale for Sports (LSS); Perceived Motivational Climate in Sport Questionnaire – 2 (PMCSQ-2); Causal Dimension Scale II</p>	

**Lecture 08 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Students' presentations II	<ul style="list-style-type: none"> <li>▪ Evaluating exercisers' psychological skills</li> <li>▪ Exercise Questionnaires for review according to BASES accreditation</li> </ul>	
<b>Assigned Readings:</b>	<p>SF12/36; Nottingham Health Profile; Exercise-Induced Feeling Inventory; EuroQoL; Physical self perception profile; Self Perception Profile; BDI-II; Children's Depression Inventory; Behavioural Regulations in Exercise Questionnaire; Exercise Motivation Inventory; Borg Scale; General Health Questionnaire; Multidimensional Body Self-Relations Questionnaire; Self-Efficacy Scale; Social Support Scale; Stage of Change Ladder; Decisional Balance Feeling Scale; Felt Arousal Scale; AD-ACL; IPAQ; RPE; SAPAC</p>	

**Lecture 09 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Students' presentations III	<ul style="list-style-type: none"> <li>▪ Evaluating athletes'/exercisers' psychological skills</li> <li>▪ Qualitative evaluation</li> </ul>	Interview, unstructured, structured, semi-structured
<b>Assigned Readings:</b>		

**Lecture 10 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Goal-setting: why and how it works	<ul style="list-style-type: none"> <li>▪ Goal setting theories and principles</li> <li>▪ Relevant research</li> <li>▪ Applications in the real world of sports</li> </ul>	Goal setting, performance
<b>Assigned Readings:</b>	<p>Cox, R.H. (2007). Goal setting in sport (pp. 273-290). In <i>Sport psychology: Concepts and applications</i> (6<sup>th</sup> ed., Int'l ed.). London: McGraw Hill.</p> <p>Munroe-Chandler, K.J., Hall, G.R., &amp; 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. &amp; Knight, B. (2001). High school coaches' perceptions of the process of goal setting. <i>The Sport Psychologist</i>, 15, 20-47.</p>	

**Lecture11 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Self-talk: why and how it works	<ul style="list-style-type: none"> <li>▪ Self-talk theoretical background</li> <li>▪ Instructional and motivational self-talk</li> <li>▪ Relevant research</li> <li>▪ Applications in the real world sports</li> <li>▪ Future studies</li> </ul>	Self talk, positive thinking, instructional, motivational
<b>Assigned Readings:</b>	<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., &amp; 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>Johnson, J., Hrycaiko, D., Johnson, G., Halas, J. (2004). Self talk and female youth soccer performance. <i>The Sport Psychologist</i>, 18, 44-59.</p> <p>Theodorakis, Y., Weinberg, R., Natsis, P., Douma, E., &amp; Kazakas, P. (2000). The effects of motivational versus instructional self-talk on improving motor performance. <i>The Sport Psychologist</i>, 14, 253-272.</p>	

**Lecture 12 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Imagery: why and how it works	<ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Athletes' point of view</li> <li>▪ Theories of how imagery works</li> <li>▪ Relevant research</li> <li>▪ When, Where, and How to use it</li> <li>▪ Future studies</li> </ul>	Imagery, mental practice, mental rehearsal
<b>Assigned Readings:</b>	<p>Cox, R.H. (2007). Imagery and self-hypnosis in sport (pp. 291-322). In <i>Sport psychology: Concepts and applications</i> (6<sup>th</sup> ed., Int'l ed.). London: McGraw Hill.</p> <p>Gammage, K.L., Hall, C., &amp; Rodgers, W.M. (2000). More about exercise imagery. <i>The Sport Psychologist</i>, 14, 348-359.</p> <p>Munroe, K. &amp; 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. &amp; 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>	

**General guidelines for course 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, please follow the guidelines provided by the latest American Psychological Association manual. Before turning in your homework, please proofread it: If I can't read it, I cannot assign a proper grade!