

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

**INFORMATION ABOUT THE MODULE**

1. **MODULE TITLE:** Counseling principles
2. **MODULE CODE:** M9
3. **MAIN LECTURER:** Asterios Patsiaouras Tel:+30.2431047062, Email: spats@pe.uth.gr
4. **OTHER LECTURERS:**
5. **TEACHING MODE:** Twelve 3-hour meetings
6. **MODULE ID:** Module of the 3<sup>rd</sup> semester

**Module Keywords:** counseling theories/practices, athletes, exercisers, clinical populations

**7. AIM OF THE MODULE:**

Students will acquire the necessary knowledge (a) on special issues encountered in sport and physical activity settings and (b) on counseling theories and practices that can be applied when working with athletes and/or exercise participants.

**8. LEARNING OUTCOMES:**

At the end of this module students should:

- have the knowledge on special issues and situations that arise in the real sport settings and physical activity that may require their services
- understand the theoretical background of the counseling skills and techniques often involved in exercise and sport psychology that provide a solid consulting basis for working effectively with clients

**9. TEACHING METHOD:**

Lectures, exercises and discussions-

**10. TIMETABLE & PLANNING:**

	<b>Lecturer</b>	<b>Topic</b>
01	Patsiaouras	Intro to class
01	Patsiaouras	Coach athlete dyad. The honeymoon is over: taking the next steps
02	Patsiaouras	Crisis management and crisis intervention How do I react in crisis situations?
03	Patsiaouras	Communication skills
04	Patsiaouras	Approaching counseling: The psychodynamic model
05	Patsiaouras	Approaching counseling: The behavioral model
06	Patsiaouras	Approaching counseling: The cognitive model
07	Patsiaouras	Approaching counseling: The humanistic model
08	Patsiaouras	Applying psychodynamic counseling techniques
09	Patsiaouras	Applying humanistic counseling techniques
10	Patsiaouras	Applying behavioral and social-cognitive counseling techniques
11	Patsiaouras-	Students' presentations
12	Guest Lecturer	

**11. STUDENT EVALUATION**

- Stimulus –Response Exercise 60%
  - √ Write up (30%)
  - √ Oral presentation (30%)
- Written exam 40% (take home exam given out on April 21<sup>st</sup> and turned in on May 21<sup>st</sup>)

Grading system in effect

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A	90-100	C	70-79	E	50-59
B	80-89	D	60-69	Failed	<49

**12. SUGGESTED TEXTBOOKS**

- Cox, R.H. (2007). *Sport Psychology: Concepts and applications* -- Int'l Edition (6<sup>th</sup> ed.). London: McGraw Hill.
- Hill, K. L. (2000). *Frameworks for Sport Psychologists*. Champaign, IL: Human Kinetics.
- Murphy, S. (Ed.) (2005). *The sport psych handbook*. Champaign, IL: Human Kinetics
- Tenenbaum, G., Eklund, R.C. (Eds.) (2007). *Handbook of Sport Psychology* (3<sup>rd</sup> ed.). London: Wiley.
- Williams, J.M. (Ed.) (2006). *Applied sport psychology: Personal growth to peak performance* (5<sup>th</sup> ed.). London: McGraw Hill.
- Brown, S.D., Lent, W.R. (1992). *Handbook of Counseling Psychology* (2<sup>nd</sup> ed.). NY: John Willey & Sons Inc.
- Mottram D.R. (1996). *Drugs in Sport* (2<sup>nd</sup> ed.). London: Chapman & Hall.
- Παπαδάτου, Δ., & Μπελλάλη, Θ. (2008). *Βασικές Γνώσεις Ψυχολογίας για Επαγγελματίες Υγείας*. Αθήνα: Εκδόσεις Κριτική.

**OUTLINE**

The assigned readings ought to be done before you come to class. When in the instructor assumes the readings were done, you know the basics, and expect you to be in position to express your opinion critically.

**Lecture 01 –**

Title	Content	Keywords
Introduction	<ul style="list-style-type: none"> <li>Intro to class and class assignments</li> </ul>	Introduction to themes during the semester . Setting schedule and timetable for assignments
<b>Assigned Readings:</b>		

**Lecture 01 –**

Title	Content	Keywords
Coach - athlete dyad. The honeymoon is over: taking the next steps	<ul style="list-style-type: none"> <li>Coach- athlete dyad</li> <li>Definitions</li> <li>Issues for support personnel</li> <li>Relevant research</li> <li>Is prevention a possibility?</li> <li>Relationship between athlete coach</li> <li>Relationship based intervention between coach – athlete</li> <li>Coping with problems</li> <li>Crisis and obstacles overcoming between coach - athlete</li> <li>Prevention</li> </ul>	Coach –athlete dyad,
<b>Assigned Readings:</b>		
<p>Jowett, S. (2003). When the” honeymoon” is over: A case study of a coach-athlete dyad in crisis. <i>Sport Psychologist</i>, 17(4), 444-460.</p> <p>Louise Davis, Sophia Jowett, and Marc-André K. Lafrenière (2013). An Attachment Theory Perspective in the Examination of Relational Processes Associated With Coach-Athlete Dyads. <i>Journal of Sport &amp; Exercise Psychology</i>, 35, 156-167</p> <p>Ben Jackson, Mark R. Beauchamp (2010). Efficacy Beliefs in Coach–Athlete Dyads: Prospective Relationships Using Actor–Partner Interdependence Models. <i>Applied Psychology: An International Review</i>, 59(2), 220–242. doi: 10.1111/j.1464-0597.2009.00388.x</p> <p>Garyfallos Anagnostou, Asterios Patsiaouras (2017).Coach – Athlete:Taking the Next Steps When the “Simplicities” of This Relationship are Over.. In Columbus M.A (Ed.), <i>Advances in Psychology Research</i>, Vol. 122. Nova Science Publishers ISBN:978-1-53610-702-9.</p>		

**Lecture 02 –**

Title	Content	Keywords
Crisis management and intervention	<ul style="list-style-type: none"> <li>What is a crisis management</li> <li>Definition</li> <li>Psychological factors, coping with problems</li> </ul>	crisis management, coping, intervention strategies, relevant

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**INFORMATION ABOUT THE MODULE**

- Relevant research
- Approaching techniques

techniques to handle  
difficult situations

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	<ul style="list-style-type: none"> <li>▪ ractical interventions</li> </ul>	
<b>Assigned Readings:</b>	<p>Brown, S.D., Lent, W.R. (1992). <i>Handbook of Counseling Psychology</i> (2<sup>nd</sup> ed.). NY: John Willey &amp; Sons Inc.</p> <p>Mikusova, M., Horvathova P. (2011). <i>Psychological And Sociological Approaches On The Crisis And Its Management</i>. International Conference on Business and Economics Research vol.1. ACSIT Press, Kuala Lumpur, Malaysia.</p> <p>Buchko, K.J. (2005). Team Consultation Following an Athlete’s Suicide: A Crisis Intervention Model. <i>The Sport Psychologist</i>, 19, 288-302.</p>	

**Lecture 03 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Communication skills	<ul style="list-style-type: none"> <li>• Verbal communication skills</li> <li>• Listening</li> <li>• Type of listening</li> <li>• Nonverbal communication</li> <li>• How to use Nonverbal communication</li> <li>• Developing personal communication skills</li> </ul>	communication strategies, relevant techniques to improve communication skills
<b>Assigned Readings:</b>	<p>Brown, S.D., Lent, W.R. (1992). <i>Handbook of Counseling Psychology</i> (2<sup>nd</sup> ed.). NY: John Willey &amp; Sons Inc.</p> <p>Damon Burton, Thomas Raedeke (2008). <i>Sport Psychology for Coaches</i>. Human Kinetics.</p> <p>Jack Watson, Robert Hilliard, and William Way (2017). <i>Counseling and Communication Skills in Sport and Performance Psychology</i>. <i>Oxford Research Encyclopedia of Psychology</i>. DOI: 10.1093/acrefore/9780190236557.013.140</p>	

**Lecture 04 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
The psychodynamic model and its application to sport psychology	<ul style="list-style-type: none"> <li>▪ Psychodynamic learning theories</li> <li>▪ Definitions</li> <li>▪ Basic concepts</li> <li>▪ Application to sport</li> <li>▪ The transference concept and the athlete-coach projection</li> </ul>	psychodynamic model, transference, projection
<b>Assigned Readings:</b>	<p>Hill, K.L. (2000). Chapter 1. <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i>. Human Kinetics Publishers.</p> <p>Strean B.W., &amp; Strean S.H. (1998). Applying psychodynamic concepts to sport psychology practice. <i>The Sport Psychologist</i>, 12, 208-222.</p> <p>Conroy, D.E. (2003). Representational models associated with fear of failure in adolescents and young adults. <i>Journal of Personality</i> 71/ 5, 757-783.</p> <p>Conroy, D.E. &amp; Benjamin L.S. (2001). Psychodynamics in sport performance enhancement consultation: Application of an interpersonal theory. <i>The Sport Psychologist</i>, 15, 103-107.</p>	

**Lecture 05 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
The behavioral model and its application to sport psychology	<ul style="list-style-type: none"> <li>▪ Behavioral learning theories</li> <li>▪ Definitions</li> <li>▪ Basic concepts</li> <li>▪ Application to sport</li> <li>▪ Learning environment in sport settings</li> </ul>	behavioral model, classic conditioning, operant conditioning, objectivism, mechanism, positivism
<b>Assigned Readings:</b>	<p>Hill, K. L. (2000). Chapter 2. <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i>. Human Kinetics Publishers.</p> <p>Bandura, A. (1977). <i>Self-efficacy: Toward a unifying theory of behavioral change</i>. Englewood Cliffs, N.J. Prentice-Hall</p> <p>Bandura, A. (1982). Self-efficacy mechanism in human agency. <i>American Psychologist</i>. 37/2, 122-174.</p> <p>Allison, M., &amp; Ayllon, T. (1980). Behavioral coaching in the development of skills in football, gymnastics, and tennis. <i>J Appl Behav Anal.</i>, 13 /2, 297-314.</p> <p>Harding, J., Wacker D., Berf, W., Rick, G., &amp; Lee, J. (2004). Promoting response variability and stimulus generalization in martial arts training. <i>J Appl Behav Anal.</i>, 37, 185-195</p>	

**Lecture 06 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
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The cognitive model and its application to sport psychology	<ul style="list-style-type: none"><li>▪ Cognitive/constructivist learning theories</li><li>▪ Social-cognitive learning theories</li><li>▪ Definitions</li></ul>	cognitive model, social skills, locus of control, explanatory
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	<ul style="list-style-type: none"> <li>▪ Basic concepts</li> <li>▪ Application to sport</li> <li>▪ Transferring skills between the athlete and the coach</li> </ul>	style
<b>Assigned Readings:</b>	<p>Hill, K.L. (2000). Chapter 3. <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i>. Human Kinetics Publishers.</p> <p>Baldwin, T.T., &amp; Ford, J. K. (1988). Transfer of training: A review and directions for future research. <i>Personnel Psychology</i>, 4/1, 63-105</p> <p>Thomas, J.R., Yan, J.H., &amp; Stelmach, G.E. (2000). Movement substructures change as a function of practice in children and adults. <i>Journal of Experimental Child Psychology</i>, 75, 228-244.</p> <p>Huitt, W., &amp; Hummel, J. (2003). Piaget's theory of cognitive development. <i>Educational Psychology Interactive</i>. Valdosta, GA: Valdosta State University. Accessed at <a href="http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html">http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html</a></p>	

**Lecture 07 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
The humanistic model and its application to sport psychology	<ul style="list-style-type: none"> <li>▪ Humanities learning theories</li> <li>▪ Definitions</li> <li>▪ Basic concepts</li> <li>▪ Application to sport</li> <li>▪ Motivation and its relation to athletes' personal development</li> </ul>	Humanistic approach, person-centered method, self-actualization
<b>Assigned Readings:</b>	<p>Hill, K. L. (2000). Chapter 4. <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i>. Human Kinetics Publishers.</p> <p>Rogers, C. (1986). <i>Client-centered therapy</i>. London: Constable.</p> <p>Buckley, S., Hasen, G., &amp; Ainley, M. (2004). <i>Affective engagement: A person-centred approach to understanding the structure of subjective learning experiences</i>. Paper presented at the annual meeting of the Australian Association for Research in Education, Melbourne. Retrieved on 03/12/2007 from <a href="http://www.aare.edu.au/04pap/buc04762.pdf">http://www.aare.edu.au/04pap/buc04762.pdf</a></p> <p>Ravizza, K. (1977). Peak experiences in sport. <i>Journal of Humanistic Psychology</i>, 17, 35-40.</p> <p>Patterson, T. G., and Joseph, S. (2007). Person-Centered Personality Theory: Support from Self-Determination Theory And Positive Psychology. <i>Journal of Humanistic Psychology</i>, 47, 117-139.</p> <p>Asterios Patsiaouras, Garyfallos Anagnostou (2014). Person-Centered Approach As a Part of the Humanistic Paradigm for Motivation in Sport Settings: A Review. In Morisson, R. (Ed.) <i>Motivation: Psychology, Strategies and Impact on Performance</i>. Nova Science Publishers ISBN:978-1-63321-725-6.</p>	

**Lecture 08 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Applying psychodynamic counseling techniques	<ul style="list-style-type: none"> <li>▪ strategies for using psychodynamic counseling techniques</li> <li>▪ application, exercises</li> <li>▪ Relevant research</li> </ul>	Free associations Transference, projection, defense mechanisms
<b>Assigned Readings:</b>	<p>Hill, K.L. (2000). Chapter 1. <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i>. Human Kinetics Publishers.</p> <p>Strean B.W., &amp; Strean S.H. (1998). Applying psychodynamic concepts to sport psychology practice. <i>The Sport Psychologist</i>, 12, 208-222.</p> <p>Conroy, D.E. (2003). Representational models associated with fear of failure in adolescents and young adults. <i>Journal of Personality</i> 71/ 5, 757-783.</p> <p>Conroy, D.E. &amp; Benjamin L.S. (2001). Psychodynamics in sport performance enhancement consultation: Application of an interpersonal theory. <i>The Sport Psychologist</i>, 15, 103-107.</p>	

**Lecture 09 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Applying humanistic counseling techniques	<ul style="list-style-type: none"> <li>▪ Understanding the values of humanistic approaches</li> <li>▪ Strategies for using humanistic counseling techniques</li> <li>▪ Application, exercises</li> <li>▪ Relevant research</li> </ul>	Empathy, respect-warmth, congruence-genuineness, mirroring

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<b>Assigned Readings:</b>	Hill, K. L. (2000). Chapter 4. <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i> . Human Kinetics Publishers. Rogers, C. (1986). <i>Client-centered therapy</i> . London: Constable.  Buckley, S., Hasen, G., & Ainley, M. (2004). <i>Affective engagement: A person-centred approach to understanding the structure of subjective learning experiences</i> . Paper presented at the
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	<p>annual meeting of the Australian Association for Research in Education, Melbourne. Retrieved on 03/12/2007 from <a href="http://www.aare.edu.au/04pap/buc04762.pdf">http://www.aare.edu.au/04pap/buc04762.pdf</a></p> <p>Ravizza, K. (1977). Peak experiences in sport. <i>Journal of Humanistic Psychology</i>, 17, 35-40.</p> <p>Patterson, T. G., and Joseph, S. (2007). Person-Centered Personality Theory: Support from Self-Determination Theory And Positive Psychology. <i>Journal of Humanistic Psychology</i>, 47, 117-139..</p>
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**Lecture 10 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Applying behavioral and social-cognitive counseling techniques	<ul style="list-style-type: none"> <li>▪ Strategies for using behavioral and social-cognitive counseling techniques</li> <li>▪ Application, exercises</li> </ul> <p>Relevant research</p>	social skills, locus of control, explanatory style classic conditioning, operant conditioning, objectivism, mechanism, positivism
<b>Assigned Readings:</b>	<p>Hill, K. L. (2000). <i>Frameworks for Sport Psychologists: Enhancing Sport Performance</i>. Human Kinetics Publishers.</p> <p>Bandura, A. (1982). Self-efficacy mechanism in human agency. <i>American Psychologist</i>. 37/2, 122-174.</p> <p>Allison, M., &amp; Ayllon, T. (1980). Behavioral coaching in the development of skills in football, gymnastics, and tennis. <i>J Appl Behav Anal.</i>, 13 /2, 297-314.</p> <p>Harding, J., Wacker D., Berf, W., Rick, G., &amp; Lee, J. (2004). Promoting response variability and stimulus generalization in martial arts training. <i>J Appl Behav Anal.</i>, 37, 185-195</p> <p>Baldwin, T.T., &amp; Ford, J. K. (1988). Transfer of training: A review and directions for future research. <i>Personnel Psychology</i>, 4/1, 63-105</p> <p>Thomas, J.R., Yan, J.H., &amp; Stelmach, G.E. (2000). Movement substructures change as a function of practice in children and adults. <i>Journal of Experimental Child Psychology</i>, 75, 228-244.</p> <p>Huitt, W., &amp; Hummel, J. (2003). Piaget's theory of cognitive development. <i>Educational Psychology Interactive</i>. Valdosta, GA: Valdosta State University. Accessed at <a href="http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html">http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html</a></p>	

**Lecture 11 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Students' presentations II	Write-up of a case study presented and discussed	Content & student's presentation skills!!!!
<b>Assigned Readings:</b>		

**Lecture 12 –**

<b>Title</b>	<b>Content</b>	<b>Keywords</b>
Guest Lecturer		
<b>Assigned Readings:</b>		

**General guidelines for course assignments**

The structure and content of all written and oral assignments will be discussed and explained in detail 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 work, please proofread it: If I can't read it, I cannot assign a proper grade!