Number: KIN G110  
TITLE: Mental Skills for Performance

ORIGINATOR: Jen Schumacher  
EFF TERM: Fall 2015

FORMERLY KNOWN AS:  
DATE OF OUTLINE/REVIEW: 03-17-2015

CROSS LISTED COURSE:  
TOP NO: 1270.00

SEMESTER UNITS: 3.0  
HRS LEC: 54.0  
HRS LAB: 0.0  
HRS OTHER: 0.0  
CONTACT HRS TOTAL: 54.0

STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
Students will develop an understanding of the mental aspects of performance in sport and other areas of life and learn mental skills that can be used to enhance performance. This course will cover theory and application of how performance impacts one's psychology, as well as how one's psychology impacts performance. UC credit limitations: This course plus any PE Theory Courses combined – maximum credit, 8 units.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
Physical education
Psychology

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[X]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:
CSU GE Area E: Lifelong Understanding and Self-Development
   E1 - Lifelong Understanding and Self-Development

CSU Transfer Course
   A. Transfers to CSU

GWC AA - Area E Lifelong Understanding and Self-Development
   Area E Lifelong Understanding and Self-Development
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Apply the basic mental skills (relaxation/activation, imagery, and cognitive restructuring techniques) to performance situations.
2. Develop a personal plan of action to integrate the mental skills to enhance performance both on and off the field.
3. Incorporate the skills of goal setting, self-assessment, time management, and effective communication into daily living strategies.
4. Provide “home practice” programs to enhance the learning of the basic mental skills.
5. Provide measurement strategies to monitor the learning and application of mental skill strategies.

COURSE OBJECTIVES:
1. Understand and be able to describe the nature of stress and how it affects performance in sport and academics.
2. Learn the basic mental skills of relaxation/activation, imagery, and cognitive restructuring techniques as they relate to performance.
3. Apply the basic mental skills (relaxation/activation, imagery, and cognitive restructuring techniques) to performance situations outside of class and demonstrate the ability to assist others with mental skill recommendations to enhance performance.
4. Understand and articulate how the mental skills used to enhance sport performance apply to other aspects of one's life.

COURSE CONTENT:

LECTURE CONTENT:

A. Introduction to the course
   1. What are mental skills?
      a. Overview goals of the course
      b. Outline basic mental skills
      c. Discuss our plan for incorporating these into academics and performance
   2. Understanding purpose
      a. Having a personal philosophy
      b. Motivating factors
      c. Why do you do what you do?
      d. Developing passion

B. Goal Setting and Time Management
   1. Identify values and priorities
   2. Purpose of goal setting
   3. Types of goals
      a. Outcome v. process goals
      b. Long-term v. short-term goals
      c. SMART goals
      d. Daily goals
   4. Benefits of time management
   5. Methods for keeping a planner
   6. Backwards planning
   7. To-do lists: best practices and pitfalls
   8. Procrastination

C. Mission Development
   1. A look into the future:
      a. What do you want to have accomplished?
b. What type of performer do you want to be?
c. What do you want your legacy to be?

2. Purpose of having a mission
3. Implementing mission on a daily basis
4. Creating your personal mission
5. Developing class mission

D. Stress Management and the Breath: Foundational Mental Skills
   1. Self control
   2. The slow, steady breath
   3. Breathing exercises
   4. Importance and uses of diaphragmatic breathing
   5. Understanding stress
      a. Stress v. stressors
      b. Eustress v. distress
      c. Factors that impact stress
      d. Symptoms of stress
   6. Dealing with stress
      a. Appraisal and resources
      b. Why do we worry?
      c. Tools for stress management
         i. Physical
         ii. Cognitive
         iii. Behavioral

E. Peak Performances
   1. Dualism v. holism
      a. Our sport experiences
      b. New approaches in sport
      c. The whole athlete
   2. Maslow's Hierarchy of Needs
   3. Maslow's Peak Experience
   4. The peak experience in sport
      a. Qualities of the peak experience
      b. What can we learn from the peak experience?
      c. Strategies to improve our performing experiences

F. Awareness and Arousal Regulation
   1. Arousal theories
      a. Inverted-U Theory
      b. Individual Zones of Optimal Functioning (IZOF)
      c. Catastrophe Model
      d. Reversal Theory
   2. Importance of arousal theories
      a. How we can optimize arousal
      b. Arousal regulation strategies
   3. Understand anxiety and fear
   4. The importance of awareness
      a. Techniques to increase awareness

G. Responsibility and Accountability
   1. Fundamentals of self-control
   2. Understanding responsibility for one's performance
      a. Honest evaluation of performance
      b. Reframing failures and getting the lessons learned
      c. Barriers to change
   3. Models for dealing with adversity
      a. Ravizza's R's
      b. Recognize - Release - Refocus
c. Strategies for letting go
d. Problem-focused and emotion-focused coping strategies
e. Cognitive restructuring

H. Relaxation and Imagery
   1. Herbert Benson and transcendental meditation
   2. Benefits of relaxation
      a. Physiological
      b. Psychological
      c. Performance
   3. Types of relaxation
      a. Meditation
      b. Progressive relaxation
      c. Autogenic training
      d. Applied relaxation training
   4. Imagery
      a. Purpose of imagery
      b. Types of imagery
         i. Internal v. external
         ii. Mastery v. coping
      c. Best practices for imagery
      d. Applied uses for imagery

I. Routines and Concentration
   1. Keys to concentration
      a. Centering
      b. Familiarity
      c. Focus
         i. Nideffer's Model
      d. Routines
   2. Maintaining concentration
   3. Routines and mental preparation
      a. Importance of establishing routines
      b. Elements of routines
      c. Types of routines
         i. Pre-performance routines
         ii. Routines during performance
         iii. Post-performance routines

J. Quality Practice and Excellence
   1. Factors that impact practice quality
   2. Dominant response: Why quality practice is essential
   3. Elements of high quality practice
      a. Preparing to prepare
      b. Daily goals
      c. Specificity of training
      d. Mindfulness
      e. After-action review
   4. Strategies to enhance practice
      a. Before practice
      b. During practice
      c. After practice
   5. Excellence
      a. Defining excellence
      b. Pursuit of excellence
      c. Enjoying the path

K. Self-Talk
   1. Relationship between thoughts, emotions, and performance
2. Forms of self-talk
   a. Negative v. positive
   b. Outcome v. process
   c. Uncontrollable v. controllable
   d. Past or future v. present
   e. Perfectionism v. realistic
3. Strategies to improve self-talk
   a. 3 R’s
   b. Thought stopping
   c. Cognitive restructuring
4. Utilizing self-talk
   a. Self-talk in routines
   b. Self-talk for distraction control
   c. Self-talk to prepare for performance
   d. Self-talk for arousal regulation
L. Confidence
   1. What is confidence?
   2. Understanding ups and downs and impact on performance
   3. Strategies to increase confidence
      a. Building self-trust
      b. Knowing self as a performer
      c. Taking responsibility for preparation
      d. Reviewing past successes
      e. Imagery
M. Teamwork and Communication
   1. Who is involved?
   2. Common goal and commitment to that goal
   3. Barriers to teamwork
   4. Strategies to improve teamwork
      a. Common commitment
      b. Leadership development
      c. Positive, open communication
      d. Team reflections after performances
      e. Teamwork activities
   5. Forms of communication
      a. Verbal
      b. Non-verbal
      c. Written
   6. Communication pitfalls
   7. Strategies to improve communication
      a. Active listening
      b. Open-minded listening
      c. Assertiveness
      d. Constructive criticism
N. Transitions
   1. Psychology of injury
   2. Transitional stages in life
      a. School
      b. Sport
      c. Graduation
      d. Work
      e. Family
      f. Empty next
   3. Athletic transitions
      a. Implications of early sport specialization
b. Narrow or foreclosed identities

4. Factors that influence transitions
   a. Anticipatory socialization
   b. Identity and self-esteem
   c. Personal management
   d. Social support systems
   e. Redirecting skills acquired

METHODS OF INSTRUCTION:

A. Lecture:
B. Work Experience:
C. Video One Way – Audio Two Way:
D. Other simultaneous interactive: Activities and small group discussions.
E. Text – One Way:
F. Audio – One Way:
G. Online:
H. Field Experience:
I. Independent Study:

INSTRUCTIONAL TECHNIQUES:

Students will learn through a variety of formats, including lectures, class discussions, experiential activities, small-group discussion, observation, video, reading, writing, research, and critical thinking.

COURSE ASSIGNMENTS:

Reading Assignments

Heads-Up Baseball (required textbook)

Various supplemental articles provided by the instructor. Examples:

- *Regulation and Energizing Techniques for Regulation of Arousal*, by Harris and Williams
- *Teaching Preperformance Routines to Beginners*, by Lidor and Singer
- *Life After Sport: Athletic Career Transition and Transferable Skills*, by McKnight et. al
- *Consistency in Athletic Performance: The Coach’s Role*, by Ravizza
- *Developing the Ability to Concentrate in Sport Performances*, by Ravizza

Out-of-class Assignments

- Student Introduction Assignment
- Mood Introspection Scale
- Class Mission Statement
- Pre- and Post-Performance Routines
- Practice Feedback Assignment
- Self-Talk Assignment

Writing Assignments

- Peak Experience Paper
- Goal Development and Goal Setting
- Performance Follow-Up Paper

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Demonstration of Critical Thinking:

Students will be required to demonstrate critical thinking through meaningful contribution to class discussions, evaluation of course readings, and written assignments.

Required Writing, Problem Solving, Skills Demonstration:

Students will be expected to set personal goals and honestly evaluate their own performances to determine which mental skills they can improve upon to reach those goals. The final assignment will assess how students have used mental skills to increase their performance throughout the semester.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files