

MPHY104 Sport Psychology

ECTS Value: 3 ECTS
Self-Study Hours: 36

Contact Hours: 15
Assessment Hours: 24

Overall Objectives and Outcomes

The aim of this module is to enable the course participant to develop a very thorough understanding of psychological skills and to learn how to use such skills to impact the lesson through a host of strategies that can be applied to improve the quality of the PE lesson. The course participant will be able to implement goal setting strategies, further develop decision making and problem solving skills in the learners, develop motivation and foster self-efficacy strategies, foster mind-set growth, improve attentional demands, regulate arousal and enhance learning through imagery.

By the end of this module, the learner will be able to:

Competences:

- a) Create a sound mental aspect in each and every lesson or physical activity;
- b) Manage the mental aspect in learning and enhance individual development;
- c) Establish mental techniques in each lesson or physical activity.

Knowledge:

- a) Systematically comprehend the key psychological concepts contributing to enhanced learning and performance;
- b) Comprehensively identify the key psychological techniques that are fundamental to improving learning and performance.

Skills:

- a) Display a good mastery of psychological skills and their application in specific situations;
- b) Systematically plan intervention to enhance learning and performance;
- c) Design a strategy to build psychological skills by providing methods and guidelines for mental practice.

Assessment Methods

This module will be assessed through: Assignment.

Suggested Readings

Core Reading List:

- 1) Afonso, J., Garganta, J., Mesquita, I. (2012) Decision making in sports: the role of attention, anticipation and memory. *Brazilian Journal of Kinanthropometry and Human Performance*. 14 (5), 592-601
- 2) Barkley R. (2012) *Executive Functions—What They Are, How They Work, and Why They Evolved*. Guilford Publications.

- 3) Biddle, S.J.H., & Asare, M. (2011) Physical activity and mental health in children and adolescents: a review of reviews. *Br J Sports Med.* 45, 886-895. Available at <https://pdfs.semanticscholar.org/c243/5ef7595f6912731ce115bdd088ceb643ef7a.pdf> [Accessed on 8 January 2018]
- 4) Carvalho, J., Correia, V. & Araújo, D. (2013). A constraints-led approach to skill enhancement in tennis. *Coaching & Sport Science Review.* 10-11.
- 5) Center on the Developing Child (2011) Building the brain's "air traffic control" system: how early experiences shape the development of executive function. Working paper 11. Harvard University
- 6) Diamond, A. (2015). Effects of Physical Exercise on Executive Functions: Going beyond Simply Moving to Moving with Thought. *Annals of Sports Medicine and Research*, 2(1), 1011.
- 7) Huijgen BC, Leemhuis S, Kok NM, Verburgh L, Oosterlaan J, Elferink-Gemser MT, et al. Cognitive Functions in Elite and Sub-Elite Youth Soccer Players Aged 13 to 17 Years. *PloS one.* 2015; 10(12): e0144580. doi: 10.1371/journal.pone.0144580 PMID: 26657073
- 8) Marchetti, R., Forte, R., Borzacchini, M., Vazou, S., Tomporowski, P.D. & Pesce C. (2015) Physical and Motor Fitness, Sport Skills and Executive Function in Adolescents: A Moderated Prediction Model. *Psychology*, 6, 1915-1929.
- 9) McAuley, Edward & Blissmer, Bryan. (2000). Self-Efficacy Determinants and Consequences of Physical Activity. *Exercise and sport sciences reviews.* 28, 85-88.
- 10) McEwan D, Ruissen GR, Eys MA, Zumbo BD, Beauchamp MR (2017) The Effectiveness of Teamwork Training on Teamwork Behaviors and Team Performance: A Systematic Review and Meta-Analysis of Controlled Interventions. *PLoS ONE* 12(1): e0169604. <https://doi.org/10.1371/journal.pone.0169604>
- 11) Ministry for Education and Employment. (2016). Learning Outcomes Framework. Retrievable from: <http://www.schoolslearningoutcomes.edu.mt/en/subjects/pe--sports>
- 12) Nideffer, R.M. (1992). ACT: Attention Control Training in Handbook on Research in Sport Psychology, Singer, R.N., Murphey, M., and Tennant, L.K. (Eds.). To be published by Macmillian.
- 13) Nideffer, R.M. (1992). *Psyched to win*, Champaign, IL., Lesiure Press.
- 14) Schack T, Essig K, Frank C and Koester D (2014) Mental representation and motor imagery training. *Front. Hum. Neurosci.* 8:328. doi: 10.3389/fnhum.2014.00328
- 15) Vestberg T, Reinebo G, Maurex L, Ingvar M, Petrovic P (2017) Core executive functions are associated with success in young elite soccer players. *PLoS ONE* 12(2)
- 16) Zakrajsek, R. A., Abildso, C. G., Hurst, J. R., & Watson, J. C. (2007). *The relationships among coaches' and athletes' perceptions of coaching staff cohesion, team cohesion, and performance.* *Athletic Insight*, 9, 1–12.

Supplementary Reading List:

- 1) Calfas K.J., Taylor W.C. (1994) Effects of physical-activity on psychological variables in adolescents. *Paediatric Exercise Science.* 6, 406-423.
- 2) Katwala, A. (2016) *The Athletic Brain - How Neuroscience is Revolutionising Sport and Can Help You Perform Better.* Simon & Schuster UK.