

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Renata Barić, Ph.D.	1.6. Year of the study programme	2
1.2. Name of the course	PSYCHOLOGY OF SPORT AND PHYSICAL EXERCISE	1.7. Credits (ECTS)	1.5
1.3. Associate teachers	Prof. Ksenija Bosnar, Ph.D. Zrinka Greblo, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	220
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2 (10%)
2. COURSE DESCRIPTION			
1.1. Course objectives	<p>The students will be familiarized in detail with contemporary theories and constructs from the area of psychology of sport and physical exercise and with the positive and negative influence of physical exercise and sport on psychological development, psychological characteristics and quality of life. They will be acquainted with the models of behaviour transformation of those involved in physical exercise. They will learn about the influence diverse psychological processes (like concentration, decision making, emotions) have on sports performance as well as about the possible ways in which kinesiologists/trainer's can influence those processes with the aim to make sport performance optimal. They will learn about influence that the personality traits of athletes and various situational variables (trainers, sports environment, etc.) can have on motivation, anxiety, aggressiveness and group dynamics in sport. They will gain basic knowledge about specific features of sports and exercise for children and the young. They will also learn how the teacher/coach can underpin the development of self-confidence, self-respect and social skills through sport. They will learn how to recognize, analyse and differentiate needs of athletes and those who exercise, as well as issues and challenges of psychological nature the kinesiologists can meet in their profession; therefore, they will adopt efficient modes of satisfying needs and problem solving. Their knowledge will be evaluated through quizzes, tests, homework, work-shops, case analyses and the written exam.</p>		
1.2. Course enrolment requirements and entry competences required for the course	Completed <i>Elements of Psychology</i> course.		
1.3. Learning outcomes at the level of the programme to which the course contributes	<p>The students will:</p> <ul style="list-style-type: none"> - understand how the psychological factors may influence the selection of sports and physical exercise, i.e. the adoption of active lifestyle and its association with psychological and physical health and quality of life; - learn about the influence psychological factors have on sport performance; - recognize and understand diverse aspects of individual development through sport and physical exercise; - gain certain behaviour manners and procedures harmonized with the impact of socio-emotional variables' principles (management, leadership, group dynamics, anxiety, aggressiveness, attention, motivation, etc.) on sports performance; they will be able to apply those manners in sports surroundings, in the process of teaching/learning motor knowledge/skills and in competitions. 		

<p>1.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - The students will: - adopt basic conceptual knowledge on contemporary theories from the areas of psychology of sport and physical exercise; they will be able to define and differentiate among their constructs and to understand the contribution of psychology to and the role of the profession of psychology in the areas of sport and physical exercise; - understand the mechanisms in the background of benefits emerging from physical exercise; they will be familiarized with findings of contemporary research studies on physical exercise and quality of life as well as with practical recommendations emerging from them; - learn basic behaviour and communication patterns with the aim to reinforce feeling of competence, hence satisfaction, self-respect, and motivation of students and trainees; - adopt the strategies of successful coaching and positive motivational climate generation in PE classes, physical recreation classes and within sports team; - differentiate among and learn how to recognize basic motivational patterns as well as psychological principles of goal setting; - understand importance of cognitive processes in sports (attention, memory) and their association with sport performance; - learn to recognize signs of elevated arousal and stage fright in sport; adopt certain behavioural techniques for the reduction of these symptoms; - familiarize themselves with the negative effects of and phenomena within sports and physical exercise as well as with harmful and unwanted patterns of social relationships, behaviour, and experiencing sport and personal role in sports environment; - develop critical thinking and improve ability of problem-situation recognizing and solving in sport and physical exercise on the basis of exercises; - develop sensibility for the recognition of diverse needs of children, athletes and those involved in physical exercising in compliance with their developmental and psychological characteristics; - raise awareness about the importance of encouragement and feeling of competence nurture at all levels as a basic precondition of intrinsic motivation and self-satisfaction as well as of satisfaction with the sport environment; some practical recommendations how to realize it in practice will be given to the students.
<p>1.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercise</p> <ol style="list-style-type: none"> 1. Introduction: Psychology of sport and physical exercise; psychology in kinesiological education; the role of sport psychologist & psychological preparation in sport (2P) <ol style="list-style-type: none"> (1) Characteristics of applied psychology in sports, physical exercise and education (a debate) (2V) 2. Psychological benefits of physical exercise (2P) <ol style="list-style-type: none"> (2) SITA – needs to and drives to exercise physically (2V) 3. Exercising and self-concept, self-respect and self-efficiency (2P) <ol style="list-style-type: none"> (3) Constructive feed-back (commendation vs. criticism) – influence on self-respect, self-competence and positive self-perception (2V) 4. Physical exercise and quality of life (2P) <ol style="list-style-type: none"> (4) Training characteristics and performance with the aim to positively influence psychological health status (2V) 5. Models of behaviour change (2P) <ol style="list-style-type: none"> (5) Motivation for physical exercise in target participation groups – practical examples of behaviour change models (2V) 6. Attention in sport (2P) <ol style="list-style-type: none"> (6) Attention and arousal in sport – recognition and adaptation of individual attention style to sports characteristics; regulation of physical arousal (2V)

	<p>7. Emotions and emotional control in sport (2P) (7) Influence emotions and moods have on sport performance (POMS) – Which emotion do I need in the competition? (emotions: cognitive-behavioural approach: association of thinking, emotions and behaviour; positive and negative influence of either pleasant or unpleasant emotions on sport performance (2V)</p> <p>8. Motivation in sports and exercise (2P)</p> <p>9. Goal orientation in sports (2P) (8) Task-orientation vs. goal-orientation in sport: motivation, goal setting principles (perfectionism, causal attribution (2V)</p> <p>10. Group psychology (4P) (9) Who is a good coach? (leadership, cohesiveness, coach-athlete relationship, motivational climate) (2V)</p> <p>11. Personality and sport (4P) (10) Anxiety (stage-fright) in sport (2V) (11) Aggressiveness in sport (2V)</p> <p>12. Cognitive abilities in sport (2P) (12) Assessment of cognitive load of any sport activity (2V)</p> <p>13. Sport of children and the young (2V) (13) Learning social skills through kinesiological activities (2V) (14) Dark side of sports (negative aspects of sports, hyper-competitiveness, bullying, Machiavellian approach, punishment, psychological/emotional/physical/sexual abuse) (2V) (15) Analyses of cases and practical examples from sports. i.e.exercising. Closing discussion and instruction evaluation. (2V)</p>				
1.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> participation in scientific research	<p>1.7. Comments:</p> <p>All grading elements are components of the final grade. They are results of transparent students' work monitoring and evaluation throughout the entire year, the table records of which are regularly published on the web site of the course.</p>		
1.8. Student responsibilities	<p>The students are expected to attend classes regularly and to be active during lectures and exercises in all types of instruction (workshops, discussions, group work, debates). Also, they are expected to learn course contents continuously and prepare themselves for classes. Their work will be systematically controlled through several quizzes and three tests. The students may participate, if they wish, in scientific research and earn additional points.</p>				
1.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		Activity and participation during classes
					0 . 5

	Essay		Seminar essay		(other)	
	Tests	1.25	Oral exam	1	(other)	
	Written exam	1.25	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Tests / Quiz 30% Written exam 30% Oral exam 20% Activity and participation during classes 10%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Horga, S. (2009). Psihologija sporta. Zagreb: Kineziološki fakultet.				20	
	2. Cox, R.H. (2005). Psihologija sporta. Jastrebarsko: Naklada Slap.				4	
	3. Perspektivno se planira pisanje udžbenika Psihologija sporta i tjelesnog vježbanja kao osnovnog udžbenika za ovaj predmet (autori: Barić, R. i Greblo, Z.)					
2.2. Optional literature (at the time of submission of study programme proposal)	1. Barić, R. (2010). Psihološki aspekti košarkaške igre – motivacija . u: Matković, B. (ur.) Antropološka analiza košarkaške igre. Zagreb: Kineziološki fakultet, 131-166. 2. Liukkonen, J. (2007) . Psychology for physical educators. New York: Human Kinetics. 3. Weinberg, R., Gould, D. (2007). Foundations of Sport and Exercise psychology, 4th Ed. New York: Human Kinetics.					
2.3. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					