

PSYC170 : Sports Psychology

General Information

Author:	<ul style="list-style-type: none">Nancy Traynor
Course Code (CB01) :	PSYC170
Course Title (CB02) :	Sports Psychology
Department:	PSYCH
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2003.00) Behavioral Science
CIP Code:	(42.9999) Psychology, Other.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000618044
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	02/01/2020
Course Description and Course Note:	PSYC 170 is designed for students who would like to develop a proficiency in using psychological knowledge and skills to improve athletic performance and promote the well-being of athletes. Topics covered include developmental psychology, identity theory, motivation, emotion, stress, and arousal. The course also focuses on the communication dynamics needed to establish healthy relationships. Both individual and team sports are reviewed in order to apply class concepts.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Psychology
Alternate Discipline:	No value
Alternate Discipline:	No value

File Upload

File Upload

No Value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade Only

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU GE-Breadth Area

E-Lifelong Learning and Self-Development

Area

Lifelong Learning and Self-Development

Status

Approved

Approval Date

08/28/2023

Comparable Course

No Comparable Course defined.

D-Social Sciences

Social Sciences

Denied

08/28/2023

IGETC Area

4-Social Sciences

Area

Social Sciences

Status

Denied

Approval Date

08/28/2023

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Studio 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Studio 0

Total 108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Prerequisite

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings;
- Summarize readings;
- organize fully-developed essays in both expository and argumentative modes;
- compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;
- revise writing to eliminate errors in syntax, and grammatical constructions;
- employ basic library research techniques;
- compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

Prerequisite

ENGL100 - *Writing Workshop

Entry Standards

Entry Standards	Description
Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone	ENGL 100
read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence	ENGL 100
read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form	ENGL 100
write a summary of a contemporary article or story with correct citation techniques	ENGL 100
write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization	ENGL 100
write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations	ENGL 100

write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques	ENGL 100
write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings	ENGL 100
write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist	ENGL 100
proofread and edit essays for content, language, citation, and formatting problems	ENGL 100

Course Limitations	
Cross Listed or Equivalent Course	Description
No value	No value

Requisite Validation
Upload Statistical Validation and/or other documents (if necessary)
No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Studio

Methods of Instruction	Discussion			
Methods of Instruction	Multimedia			
Methods of Instruction	Independent Study			
Methods of Instruction	Collaborative Learning			
Methods of Instruction	Demonstrations			
Methods of Instruction	Field Activities (Trips)			
Methods of Instruction	Guest Speakers			
Methods of Instruction	Presentations			
Out of Class Assignments				
homework assignments (e.g., written explanation of the role of social identity in team formation); short essays demonstrating application of concepts and critical thinking skills (e.g., written application of a peer-reviewed journal article).				
Methods of Evaluation	Rationale			
Exam/Quiz/Test	unit examinations;			
Presentation (group or individual)	student presentations or projects (e.g., presentation of a performance improvement plan for athletes);			
Exam/Quiz/Test	final examination.			
Textbook Rationale				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes**Course Objectives**

Critically evaluate psychological research;

analyze the psychological factors associated with optimal performance among athletes;

identify and discuss concepts associated with identity, motivation, emotion, stress, and arousal as they relate to sports;

describe the interdisciplinary nature of the study of sports and athletic performance;

synthesize psychological concepts to describe and improve athletic performance.

SLOs**Identify various psychological concepts and skills that can be applied to sports and other competitive situations** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>KIN</i> Sports Coaching-- Certificate	Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.
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	Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.
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<i>KIN</i> Sports Coaching - A.S. Degree Major	Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.
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	Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.
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<i>ILOs</i> General Education	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
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Explain the psychological theories and principles used by athletes and coaches to enhance the performance and enjoyment of sports

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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KIN
Sports Coaching - A.S.
Degree Major

Develop and examine the value of effective communication with administration, parents, officials and student athletes to facilitate positive social growth.

Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.

Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.

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ILOs
General Education

recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No Value

Is this proposal submitted in response to learning outcomes assessment data?

No Value

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Psychological Underpinnings - 6 hours

- Development of Psychology and Sports Psychology
- Research methods in Sports Psychology

Development Factors in Sports Psychology - 12 hours

- Childhood
- Adolescence
- Adulthood

Motivation and Emotion - 6 hours

- Biological factors
- Attribution theory
- Emotional intelligence

Stress and Arousal - 6 hours

- Distress vs. eustress
- Stress appraisal

- Coping

Identity in Sport - 9 hours

- Personal identity
- Social identity theory
- Racial identity theory

Enhancing Performance - 9 hours

- Goal setting
- Practice
- Imagery
- Concentration

Understanding Team Dynamics - 6 hours

- Creating a positive team environment
- Effective communication
- Leadership
- Character and ethics

Total - 54 hours

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No Value

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No Value

What term(s) will this course be offered?

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value