Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HPED 333 Psychology of Coaching

Instructor(s) of Record: Dr. Joshua Castle

Phone: 724-357-6248   **Email:** j.l.castle@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____   03/27/2014
Signature of Department Designee   Date

Endorsed: _____   4 21 14
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.
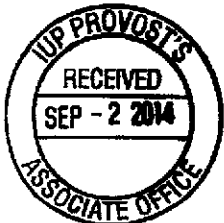

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

_____   8/26/14
Signature of Committee Co-Chair   Date

IUP PROVOST'S
RECEIVED
SEP - 2 2014
ASSOCIATE OFFICE

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

APR 2 3 2014

Step Four: Provost Approval

☑ Approved as distance education course   ☐ Rejected as distance education course

Signature of Provost   9/8/14
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
Dr. Joshua Castle has coached in variety of settings. He has worked with both males and females ranging from college athletes to 7 year olds. Through these experiences he has developed a full understanding of the concepts that will be covered in this course. Additionally some of these concepts are discussed in other courses that Dr. Castle has instructed including but not limited to HPED 209 Motor Behavior, HPED 143- Physical Well-Being, HPED 292 Introduction to Sport Management. Dr. Castle's education has included courses in psychology, coaching, and motor behavior. Dr. Castle readily uses Moodle in all of the other courses he has taught at IUP. These include HPED 143, HPED 209, HPED 256, HPED 292, HPED 320, and HPED 460. He utilizes Moodle to post communications, his lectures (Power Point presentations), educational videos, and grades. Additionally, Dr. Castle converted HPED 256 for online delivery and has taught HPED 256 via distance education.

2. How will each objective in the course be met using distance education technologies?

Objective #A - Describe the roots of sport and exercise psychology
How Objective #A will be met - The readings cover these concepts and the online presentation will further review the material. Students will need a strong understanding of this material since it is the foundation for sport psychology concepts. In addition, students will have to demonstrate this knowledge through an online quiz.

Objective #B - Discuss the relationships between sport psychology theory and practice
How Objective #B will be met - Course-related readings will include these concepts throughout the course. Online presentations will further enforce the related readings. In addition, students will have to demonstrate this knowledge through an online quiz and a research paper.

Objective #C - Identify how personality types influence sport performance
How Objective #C will be met - Course-related readings will include these concepts throughout the course. Online presentations will further enforce the related readings. Exercises are assigned that require students identify how personality types influence sport performance. In addition, students will have to demonstrate this knowledge through an online quiz.

Objective #D - Develop guidelines for effective goal setting in sport to promote self-confidence
How Objective #D will be met - Case studies will be assigned to develop students' understanding and critical thinking regarding goal setting and the promotion of self-confidence. In addition, assigned readings, online presentations and online videos in the area will help students gain an in-depth understanding of these concepts.

Objective #E - Create strategies to use imagery theory in training athletes
How Objective #E will be met Case studies will be assigned to develop students' understanding and critical thinking of the use of imagery. In addition, assigned readings, online presentations and online videos in the area will help students gain an in-depth understanding of these concepts.

Objective #F - Analyze the influence of reinforcement, punishment, and shaping on the motivation of athletes.
How Objective #F will be met - Course-related readings will include these concepts throughout the course. Online presentations and videos will further enforce the related readings. Exercises are assigned that require students to the influence of reinforcement, punishment, and shaping on the motivation of athletes. In addition, students will have to demonstrate this knowledge through an online quiz.

Objective #G - Implement a strategy for promoting task and social team cohesion.
How Objective #G will be met - Case studies will be assigned to develop students' understanding and strategies for promoting task and social team cohesion. In addition, assigned readings, online presentations and online videos in the area will help students gain an in-depth understanding of these concepts.

Objective #H - Analyze the effect of anxiety on peak performance
How Objective #H will be met - Course-related readings will include these concepts throughout the course. Online presentations and videos will further enforce the related readings. Exercises are assigned that require students to analyze the effect of anxiety on peak performance. In addition, students will have to demonstrate this knowledge through an online quiz.

Objective #I - Construct strategies to manage stress, control "choking" and promote effective cognitive interventions
How Objective #I will be met - Case studies will be assigned to develop students' understanding and strategies to manage stress, control "choking" and promote effective cognitive interventions. In addition, assigned readings, online presentations and online videos in the area will help students gain an in-depth understanding of these concepts.

Objective #J - Construct a plan of character development to control aggressive behavior in sport.
How Objective #J will be met - Case studies will be assigned to help students construct a plan of character development to control aggressive behavior in sport. In addition, assigned readings, online presentations and online videos in the area will help students gain an in-depth understanding of these concepts.

Objective #K - Compare the difference between exercise adherence and exercise addiction.
How Objective #K will be met - Course-related readings will include these concepts throughout the course. Online presentations and videos will further enforce the related readings. Exercises are assigned that require students to understand the difference between exercise adherence and exercise addiction. In addition, students will have to demonstrate this knowledge through an online quiz.

In summary, learning management systems technologies for distance education will be applied to meet the above objectives. The design of this course will focus on students' learning, motivation and satisfaction. The instructor will implement use of modules, and discussion boards in this particular online course to facilitate teaching and discussion. Each student is required to submit his/her questions at the end of each module and is required to participate in discussions. This approach is being used to foster learning efficiency for each individual student and encourage self-motivation.

3. How will instructor-student and student-student, if applicable, interaction take place?
   The online software affords opportunities for students to be involved in the class with the instructor and other students via an active online bulletin board, chat room, e-mail, assignments drop box, and discussion board. Assignments will prompt students to complete a self-test of their understanding of the text content and discuss results with the instructor.

4. How will student achievement be evaluated?
   The course is divided into 3 units, with each unit containing 5 modules for a total of 15 modules. After each unit, tests will be administered using learning management systems technologies for a total of 3 exams for the course. In addition, 15 quizzes/ assignments will be assigned. To facilitate students' critical thinking students will be assigned two article critiques in which classmates will respond to on discussion board within the learning management system. Also there will be a case study assignment. This will be posted for classmates to the learning management system for classmates to comment on a discussion board. Further, there is one research paper. The research paper will be done on a topic of the student's choice within the discipline of athletic coaching psychology. Concepts from the class need to be integrated within the paper.

5. How will academic honesty for tests and assignments be addressed?
   A wide variety of evaluation methods will be used including examinations, discussion boards, and a paper so that students are evaluated on a wide scope to identify academic dishonesty. All evaluation techniques will use all the safe guards available. The learning management systems technologies software provides several functions for the instructor to prevent academic dishonesty. The instructor has full control of the exam time. Learning management systems technologies also have a function that allows the computer to randomly select test questions from a question bank in order to make sure students get different questions. All of the above examples are methods for the instructor to prevent academic dishonesty.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

-1 Syllabus of Record

I. Catalog Description

SYLLABUS OF RECORD

I. Catalog Description

HPED 333 Psychology of Coaching	2 class hours
	0 lab hours
	2 credits

| Prerequisite: None | 2c-0l-2cr |

Emphasizes the interaction between sport psychology and coaching strategies. Topics include history of sports psychology, motivating athletes, coaching various personality types, controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examination of aggression in sport as well as gender differences and cultural diversity issues.

II. Course Outcomes
Upon completion of this course the student will be able to:

1. Describe the roots of sport and exercise psychology
2. Discuss the relationships between sport psychology theory and practice
3. Identify how personality types influence sport performance
4. Develop guidelines for effective goal setting in sport to promote self-confidence
5. Create strategies to use imagery theory in training athletes
6. Analyze the influence of reinforcement, punishment, and shaping on the motivation of athletes
7. Implement a strategy for promoting task and social team cohesion
8. Analyze the effect of anxiety on peak performance
9. Construct strategies to manage stress, control "choking" and promote effective cognitive interventions
10. Construct a plan of character development to control aggressive behavior in sport
11. Compare the difference between exercise adherence and exercise addiction

III. Course Outline

A. History of Sport and Exercise Psychology — 2 hours
1. Early roots and Griffith's sport psychology theories
2. Emergence of sport psychology as a sub-discipline
3. Sport psychology today

B. Personality attention and cognitive skills — 4 hours
1. Personality measures
2. Personality characteristics in sport

    3. Imagery models and attention
    4. Cognitive control strategies
    5. Goal setting in sport

C. Motivation   4 hours
    1. Motivation in sport
    2. Cognitive approaches to motivation
    3. Attributions and sport
    4. Participation motivation
    5. Exercise dependence

D. Exam   1 hour

E. Emotions, stress and coping   3 hours
    1. Positive and negative emotions
    2. Competitive anxiety and performance
    3. Emotional control and stress management techniques
    4. Relaxation exercises

F. Social Influence   4 hours
    1. Social reinforcement and performance
    2. Group dynamics
    3. Cohesion in sport and exercise groups
    4. Social cohesion and task cohesion

G. Exam   1 hour

H. Aggression in sport and character development   4 hours
    1. Theories of sport aggression
    2. Theories of sport fan aggression
    3. Interventions for character development
    4. Strategies to control aggression in sport

I. Gender differences and cultural diversity   4 hours
    1. Multi-cultural framework
    2. Gender differences in sport
    3. Gender differences in exercise psychology
    4. Race and ethnicity in sport
    5. Social class and sport participation

J. Exam   1 hours

O. Culminating Activity   2 hours

IV.   **Evaluation Methods**
Evaluation of the students will consist of:

30% Examinations: Three exams will be given throughout the semester.

30% Article Critiques: Articles will be critiqued and summarized on topics related to the course content. Articles will be chosen from professional journals.

20% Research Paper: Students will research a topic of sport psychology of their chose.

20% Case Study Analysis: Case studies will be evaluated with proposed plans of action by the student as they assume the role of coach

V.   Grading Scale
> 90 = A; 80 – 89%   = B; 70 – 79%   = C; 60 – 69%   = D; < 60% = F

VI.   Attendance Policy
The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII.   Required Textbook

Weinberg, R. & Gould, D. (2011). *Foundations of Sport and Exercise Psychology 5th Edition*. Human Kinetics. Champaign IL.

VIII. Special Resource Requirements
None

IX.   Bibliography

Burton, D. & Raedeke, T. (2008). *Sport Psychology for Coaches*. Human Kinetics. Champaign IL.

Cox, R. (2007). *Sport Psychology* 6th ed. McGraw Hill. New York.

Dorfman, H. (2005). *Coaching the Mental Game*. Taylor Trade Publishing.

Gill, D. & Williams, L. (2008). *Psychological Dynamic of Sport and Exercise*. (3rd ed.). Human Kinetics. Champaign, IL.

Horn, T. (2008). *Advances in Sport Psychology*. 3rd Edition. Human Kinetics. Champaign IL.

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Journal of Sport & Exercise Psychology. Human Kinetics. Champaign IL.

LeUnes, A. (2008). *Sport Psychology*. Psychology Press.

Murphy, S. (2005). *The Sport Psych Handbook*. Human Kinetics. Champaign IL.

Nichols, A. & Jones, L. (2013). *Psychology in Sports Coaching*. Routledge. New York.

Smith, R. & Smoll, F. (2012). *Sport Psychology for Youth Coaches: Developing Champions in Sports and Life*. Rowman & Littlefield Publishers.

The Sport Psychologist. Human Kinetics. Champaign IL.

Weinberg, R. & Gould, D. (2011). *Foundations of Sport and Exercise Psychology 5th Edition.* Human Kinetics. Champaign IL.

Williams, J. (2009). *Applied Sport Psychology.* McGraw-Hill.

HPED 333 Psychology of Coaching Credits: 2.00

Emphasizes the interaction between sport psychology and coaching strategies. Topics include history of sports psychology, motivating athletes, coaching various personality types, controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examination of aggression in sport as well as gender differences and cultural diversity issues.

Lecture: 2.00
College: College of Health and Hum Service
Department: Health and Physical Education
Restrictions:
Must be enrolled in one of the following Levels:
Undergraduate
Must be enrolled in one of the following Campuses:
Indiana

-2 Online Syllabus

Welcome to

HPED 333 Psychology of Coaching

I would like to take this opportunity to welcome you all to the online version of the course. I look forward to communicating with you as you take on the role of an online student. I hope that this online experience will be helpful and enjoyable.

To be successful as an online student, you must be an independent learner who can work well on your own. You need to be self-directed and motivated with good time management skills. If you need the traditional classroom experience with face-to-face interaction between students and instructor to be a successful learner, then an online course probably is not suitable for you.

Because this is an online course and we will not be meeting in person, please feel free to contact me via email at anytime with any questions or comments.

Best wishes for a successful semester,

Dr. Joshua Castle

General Information:

Course Title: Psychology of Coaching
Course Number: HPED 333
Prerequisite: None
Credit: 2
Instructor: Dr. Joshua Castle
Mailbox Location: 238 Zink Hall
Online Office Hours: Via e-mail
Semester: Summer 2014
Day and Time: Online
E-mail: j.l.castle@iup.edu
Office Phone: 724-357-6248

Course Description:

Emphasizes the interaction between sport psychology and coaching strategies. Topics include history of sports psychology, motivating athletes, coaching various personality types, controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examination of aggression in sport as well as gender differences and cultural diversity issues.

Course Objectives:

Upon completion of this course the student will be able to:

X. **Course Outcomes**
Upon completion of this course the student will be able to:

1. Describe the roots of sport and exercise psychology
2. Discuss the relationships between sport psychology theory and practice
3. Identify how personality types influence sport performance
4. Develop guidelines for effective goal setting in sport to promote self-confidence
5. Create strategies to use imagery theory in training athletes
6. Analyze the influence of reinforcement, punishment, and shaping on the motivation of athletes
7. Implement a strategy for promoting task and social team cohesion
8. Analyze the effect of anxiety on peak performance
9. Construct strategies to manage stress, control "choking" and promote effective cognitive interventions
10. Construct a plan of character development to control aggressive behavior in sport
11. Compare the difference between exercise adherence and exercise addiction

Required Texts:

Weinberg, R. & Gould, D. (2011). *Foundations of Sport and Exercise Psychology 5th Edition.* Human Kinetics. Champaign IL.

Grading Policies:

20% Examinations: Three exams will be given throughout the semester.

10% Quizzes: There will be quizzes on each chapter.

20% Article Critiques: Articles will be critiqued and summarized on topics related to the course content. Articles will be chosen from professional journals.

10% Discussion Board: Article Critiques will be posted on learning management system and other students must make comments regarding the information presented.

20% Research Paper: Students will research a topic of sport psychology of their chose.

20% Case Study Analysis: Case studies will be evaluated with proposed plans of action by the student as they assume the role of coach

TOTAL POINTS FOR EACH CATEGORY ARE SUBJECT TO CHANGE

GRADING SCALE:			
	90% to 100%	=	A
	80% to 89%	=	B
	70% to 79%	=	C
	60% to 69%	=	D
	Below 60%	=	F

Students who miss a test or do not submit material by the due date and time will receive a "0" for that test/assignment. It is important for the student to remember that all delays in the completion of the module and unit assignments are potentially detrimental to effective and efficient functioning and should be avoided.

Unit I Outline (Modules 1-5)

Unit I

MODULE 1
Weinberg Chapter 1: "History of Sport and Exercise Psychology"
Completion date:

MODULE 2
Weinberg Chapter 2: "Personality and Sport"
Completion date:

MODULE 3
Weinberg Chapter 3: "Motivation"
Completion date:

MODULE 4
Weinberg Chapter 6: "Feedback, Reinforcement and Intrinsic Motivation"
Completion date:

MODULE 5
Weinberg: Chapter 13 "Imagery"
Completion date:

UNIT I EVALUATION
Completion date:

Unit II Outline (Modules 6-10)

UNIT II

MODULE 6
Weinberg Chapter 17 "Exercise and Physical Well-being
Completion date:

MODULE 7
Weinberg Chapter 4 "Arousal Stress and Anxiety"
Completion date:

MODULE 8
Weinberg Chapter 12 "Arousal Regulation"
Completion date:

MODULE 9
Weinberg Chapter 7 "Group and Team Dynamics"
Completion date:

MODULE 10
Weinberg Chapter 8 "Group Cohesion"
Completion date:

UNIT II EVALUATION
Completion date:

Unit III Outline (Modules 11-15)

UNIT III

MODULE 11
Weinberg Chapter 5 "Competition and Cooperation"
Completion date:

MODULE 12
Weinberg Chapter 23 "Aggression in Sport"
Completion date:

MODULE 13
Weinberg Chapter 24 "Character Development and Good Sporting Behavior"
Completion date:

MODULE 14
Weinberg Chapter 22 "Children and Sport Psychology"

Completion date:

MODULE 15
Weinberg Chapter 21 "Gender differences and cultural diversity"
Completion date:

UNIT III EVALUATION
Completion date:

Research Paper

Utilizing the information from the book and outside sources, choose a topic of your choice within the psychology of coaching discipline. Your assignment is to develop a five page research paper on this topic. Your paper must include at least 5 references from academic resources. All aspects of this assignment must be typed and presented in a neat and orderly fashion. Your assignment must be handed in by _____. You need to type it using Microsoft Word software and save it as ".doc" file and upload the file to the "Assignment" section on Learning Management System. If you wish to further discuss your topics with me, please e-mail me with your questions. This accounts for 20% of your grade.

Discussion Board Posting Instructions

In the Communication section, you will find an icon for the Discussion Board. Please use this function to post responses to article critiques and case studies completed by your classmates. You will be able to review responses submitted by other students in the course and they will be able to view your responses. Your participation in the Discussion Board is worth a possible total of 10%.

Article Critiques

During this course you are required to complete two article critiques. Relevant articles are posted to each module. Choose an article to summarize and provide your personal thoughts/insights on the topic and article. You will be required to post your critiques for your classmates to review and comment on. The article critiques account for 20% of your grade.

Case Study

You will be randomly assigned a case study to read, summarize and respond to. Each case study is accompanied by a specific set of questions that you need to answer. You will post your responses to the learning management system for your classmates to read and respond to. The case study accounts for 20% of your grade.

Quizzes

Includes Module 1
Includes Weinberg Chapter 1
Dates available:

Type of test: Online

Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 2
Includes Weinberg Chapter 2
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible
Unit Evaluations

Includes Module 3
Includes Weinberg Chapter 3
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 4
Includes Weinberg Chapter 6
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 5
Includes Weinberg Chapter 13
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

UNIT I EVALUATION
Includes Modules 1, 2, 3, 4 and 5
Includes Weinberg Chapter1, 2, 3, 6 and 13
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
50 points possible

Includes Module 6
Includes Weinberg Chapter 17
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 7
Includes Weinberg Chapter 4
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible
Unit Evaluations

Includes Module 8
Includes Weinberg Chapter 12
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 9
Includes Weinberg Chapter 7
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 10
Includes Weinberg Chapter 8
Dates available:

UNIT II EVALUATION
Includes Modules 6, 7, 8, 9 and 10
Includes Weinberg Chapters 17, 4, 12, 7 and 8
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
50 points possible

Includes Module 11
Includes Weinberg Chapter 5
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 12
Includes Weinberg Chapter 23
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible
Unit Evaluations

Includes Module 13
Includes Weinberg Chapter 24
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 14
Includes Weinberg Chapter 22
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
10 points possible

Includes Module 15
Includes Weinberg Chapter 21
Dates available:

UNIT III EVALUATION
Includes Modules 11, 12, 13, 14 and 15
Includes Weinberg Chapters 5, 23, 24, 22 and 21
Dates available:

Type of test: Online
Type of questions: Multiple Choice and True/False
50 points possible

Bibliography

Burton, D. & Raedeke, T. (2008). *Sport Psychology for Coaches*. Human Kinetics. Champaign IL.

Cox, R. (2007). *Sport Psychology* 6th ed. McGraw Hill. New York.

Dorfman, H. (2005). *Coaching the Mental Game*. Taylor Trade Publishing.

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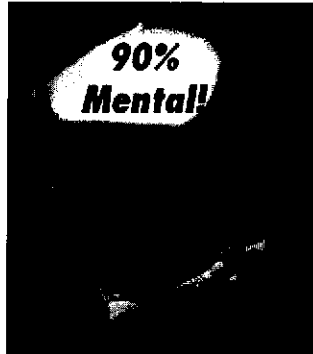
The Sport Psychologist. Human Kinetics. Champaign IL.

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Williams, J. (2009). *Applied Sport Psychology*. McGraw-Hill.

MODULE 5

IMAGERY

OBJECTIVES:

After completing this module, you should be able to:

1. Define Imagery.
2. Discuss the effectiveness of imagery in enhancing sport performance.
3. Discuss the where, when, why and what of imagery use by athletes.
4. Discuss the factors influencing imagery effectiveness.
5. Describe how imagery works.
6. Discuss the uses of imagery.
7. Explain how to develop a program of imagery training.
8. Explain when to use imagery.

ASSIGNMENTS

1. Read Weinberg Chapter 13 of the textbook "Imagery".
2. Look over the Powerpoint slides prepared by the Instructor and post any questions you have on Discussion Board.
3. Review the Key Words found in Chapter 13 on page 317.
4. Post a short statement on the Discussion Board in the Communication section to highlight one concept that you learned in this module that you think is the most important point in this chapter. Also comment on the discussion board regarding article critique.
5. Post any questions about this module or case study that you may have on the Discussion board in the Communication section so that others in the class can benefit from your questions.
6. The information from this module will be included in the Quiz 5 and the Unit I Test.
7. All assignments and readings related to module 5 need to be completed by

ADDITIONAL RESOURCES:

Articles for Critique
  -The Relationship Between Efficacy Beliefs and Imagery Use in Coaches
      http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=e06e133d-a7d5-447c-b0bcc8b3dfd42cd5%40sessionmgr4003&vid=2&hid=4202

-Introducing the revised applied model of deliberate imagery use for sport, dance, exercise, and rehabilitation
http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=f00cb848-0f7c-41e4-9306-c93bd5fbdbe5%40sessionmgr4003&hid=4202
-Effects of an Imagery Workshop on Coaches' Encouragement of Imagery Use
http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=f00cb848-0f7c-41e4-9306-c93bd5fbdbe5%40sessionmgr4003&hid=4202

Case Study
-Motor imagery and serving precision: A case study
http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=f00cb848-0f7c-41e4-9306-c93bd5fbdbe5%40sessionmgr4003&hid=4202
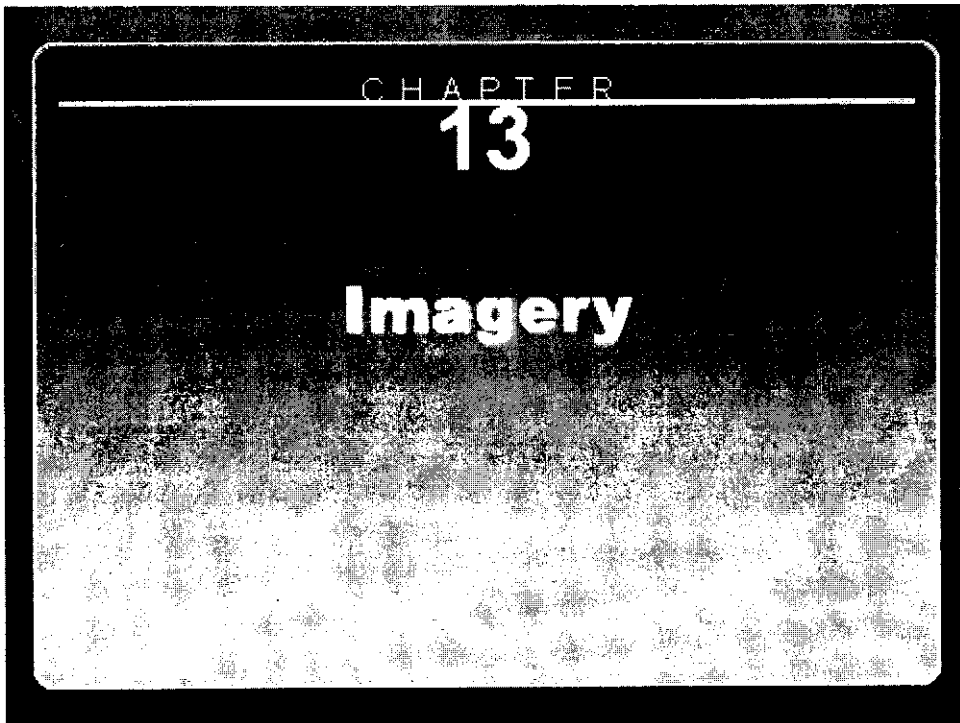
Additional Videos
Sports Psychology - Want to visualize like Tiger?
http://www.youtube.com/watch?v=NjZE4sOzvco
Evan Longoria's mental emphasis
http://www.youtube.com/watch?v=eCH4zelZFNk

POWERPOINT SLIDES:

Session Outline

- What is imagery?
- Does imagery work?
- Imagery in sport: Where, when, why, and what
- Factors in the effectiveness of imagery
- How imagery works: Five theories

(continued)

Session Outline *(continued)*

- Uses of imagery
- Keys to effective imagery
- Developing an imagery training program
- When to use imagery

What Is Imagery?

- Equivalent terms are *visualization, mental rehearsal, symbolic rehearsal, covert practice,* and *mental practice.*

- Imagery involves creating or re-creating an experience in your mind.

- Imagery involves all the senses: Visual, kinesthetic, auditory, tactile, olfactory.

(continued)

What Is Imagery? *(continued)*

- Imagery is a form of simulation that involves recalling from memory pieces of information stored from experience and shaping those pieces into meaningful images.

- The kinesthetic sense is particularly important for athletes.

- Imagery involves moods and emotions.

Does Imagery Work?

- **Anecdotal reports: Jack Nicklaus, Tiger Woods, Chris Evert, Olympic athletes, and coaches**

- **Multiple-baseline case studies: VMBR investigations with skiers and karate performers**

(continued)

Does Imagery Work? *(continued)*

- **Psychological intervention studies show that imagery combined with other psychological strategies enhances performance and other psychological variables such as confidence and coping.**

- **Scientific experiments: Studies clearly demonstrate the value of imagery in learning and performing motor skills.**

(continued)

Does Imagery Work? *(continued)*

- Qualitative studies provide support for a positive relationship between imagery and performance and skill learning.

- Experimental evidence: There are many supportive experiments.

- However, imagery effectiveness depends on several factors.

Imagery in Sport: Where, When, Why, and What

- Where do athletes use imagery? Athletes employ imagery more in competition than in training.

- When do athletes use imagery? Athletes use imagery before, during, and after practice; outside of practice; before, during, or after competition; and for injury rehabilitation.

(continued)

Imagery in Sport:
Where, When, Why, and What *(continued)*

- **Why do athletes use imagery?**

    – For motivational and cognitive functions

- **Functions of imagery: Motivational**

    – Motivational general mastery
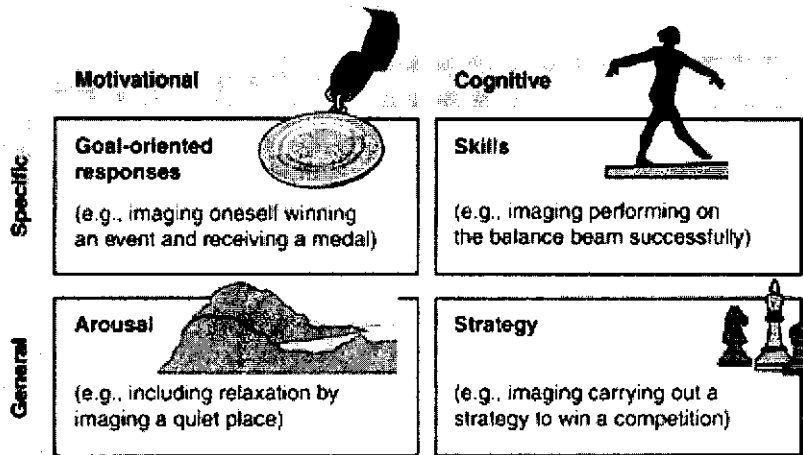
    – Motivational general arousal

(continued)

Imagery in Sport: Where, When, Why, and What *(continued)*

- **Functions of imagery: Cognitive**

    • Cognitive specific

    • Cognitive general

- **What do athletes image?**

    – Aspects: Surroundings, the positive or negative character of images, the senses involved, the perspective (internal vs. external)

(continued)

Figure 13.1

	Motivational	Cognitive
Specific	**Goal-oriented responses** (e.g., imaging oneself winning an event and receiving a medal)	**Skills** (e.g., imaging performing on the balance beam successfully)
General	**Arousal** (e.g., including relaxation by imaging a quiet place)	**Strategy** (e.g., imaging carrying out a strategy to win a competition)

Adapted by permission from Pavio 1985.

Imagery in Sport:
Where, When, Why, and What *(continued)*

- **Imagery perspective**
  - Internal perspective is visualizing the execution of a skill from your own vantage point (as if you had a camera on your head).
  - External perspective is visualizing yourself from the perspective of an outside observer (as if you were watching yourself in a movie).
  - No one imagery perspective is best to use at all times.

Uses of Imagery

Whether a person uses an internal or external image appears to be less important than choosing a comfortable style that produces clear, controllable images.

Factors in the Effectiveness of Imagery

- **Nature of the task: Imagery affects performance the most on cognitive tasks.**

- **Skill level of the performer: Imagery helps performance for both novice and experienced performers; effects are somewhat stronger for experienced performers.**

(continued)

Factors in the Effectiveness of Imagery *(continued)*

- **Imaging ability: Imagery is more effective when individuals are higher in their ability to imagine (have better vividness and control).**

- **Combination with practice: Imagery should be used in addition to (not instead of) physical practice.**

How Imagery Works: Five Theories

- **Psychoneuromuscular theory**

- **Symbolic learning theory**

- **Triple code model**

- **Bioinformational theory**

- **Psychological skills explanations**

How Imagery Works

- **Theory 1: Psychoneuromuscular theory**
  - Imagery programs muscles for action.
  - Imagery facilitates the learning of motor skills because imagined events innervate the muscles as physical practice of the movement does; they strengthen neural pathways.

(continued)

How Imagery Works *(continued)*

- **Theory 2: Symbolic learning theory**
  - Imagery helps us understand movement patterns.
  - Imagery functions as a coding system (as mental blueprints) to help people understand and acquire movement patterns.

(continued)

How Imagery Works *(continued)*

- **Theory 3: Bioinformational theory**
  - Images are made of stimulus and response propositions.
  - It is critical to imagine not only stimulus propositions (statements that describe the scenario to be imagined) but also response propositions (imaginer's response to the scenario).

(continued)

How Imagery Works *(continued)*

- **Theory 4: Triple code model**
  - Imagery comprises the image, somatic response, and image meaning.
  - Primary importance is placed on the psychophysiology of imagery and understanding the imagery parts: The image, the somatic response, and the meaning of the image.

(continued)

How Imagery Works *(continued)*

- **Theory 5: Psychological skills hypothesis**
  - Imagery develops mental skills.
  - Imagery develops and refines mental skills (e.g., concentration and confidence) and reduces anxiety.

Psychological Explanations for Imagery Effects

- **Attention–arousal set theory: Imagery functions as a predatory set that assists in reaching optimal arousal.**

- **Psychological skills hypothesis: Imagery enhances feelings of confidence, reduces anxiety levels, and increases concentration.**

- **Motivational function: Imagery serves a motivational function.**

Uses of Imagery

- **Improve concentration.**

- **Enhance motivation.**

- **Build confidence.**

- **Control emotional responses.**

- **Acquire, practice, and correct sport skills.**

(continued)

Uses of Imagery *(continued)*

- **Acquire and practice strategy.**
- **Prepare for competition.**
- **Cope with pain and adversity.**
- **Solve problems.**

Keys to Effective Imagery

- **Vividness: Use all the senses to make images as vivid and detailed as possible.**
- **Exercise**
  - Imagine being at home.
  - Imagine a positive performance of skills.
  - Imagine a best performance.

(continued)

Keys to Effective Imagery *(continued)*

- **Controllability: Learn to manipulate your images so they do what you want them to do.**

- **Exercise**

    - Imagine controlling a performance.

    - Imagine controlling your emotions.

    - Imagine controlling a performance against a tough opponent.

Uses of Imagery in Exercise Settings

- **Exercise technique: Imagery to help develop perfect exercise technique**

- **Aerobics routines: Imagery to help develop routines**

- **Exercise context: Imagery to create a particular scene or environment**

- **Appearance images: Imagine your body as you would like it to be**

Uses of Imagery in Exercise Settings
(continued)

- **Competitive outcomes: Images doing well**

- **Fitness and health outcomes: Images related to improvements in fitness and health**

- **Emotions and feelings associated with imagery: Images that increase arousal and excitement or reductions in stress**

- **Exercise self-efficacy: Images that provide confidence to sustain workouts**

Developing an Imagery Training Program

- **Tailor imagery programs to an athlete's individual needs, abilities, and interests.**

- **The first step in developing an imagery program is evaluating the athlete's imagery skills.**

- **Imagery must be individualized and practiced. Hence, it should be built into an athlete's daily routine.**

(continued)

Developing an Imagery Training Program *(continued)*

- **Imagery guidelines**
  - Practice in many settings.
  - Aim for relaxed concentration.
  - Set realistic expectations, sufficient motivation.
  - Use vivid and controllable images.
  - Apply imagery to specific situations.
  - Maintain positive focus.
  - Consider use of videotapes, DVDs, and audiotapes.
  - Include execution and outcomes.
  - Image timing.

(continued)

When to Use Imagery

- **Before and after practice**
- **Before and after competition**
- **During the off-season**
- **During breaks in action (in practice and competition)**
- **During personal time**
- **When recovering from injury**

Imagery Use in Youth Sport

- **Athletes as young as 11 were able to show imagery ability similar to that of adults.**

- **Older children (11-14) had structured imagery training, whereas younger athletes (7-10) mostly had spontaneous imagery.**

- **Only 11- to 14-year-old athletes used kinesthetic imagery, although athletes across the age ranges used visual and auditory imagery.**

QUIZ:

After completing the module students will be required to take a quiz. The quiz will be timed and take 15 minutes. Ten Questions will be randomly selected by the learning management system from the list below.

Module 3 Quiz

Quiz Directions: Do not enter this quiz until you are absolutely sure you are ready. This means you have read the chapter and reviewed the Powerpoint slides. The Quiz is 10 questions of either multiple choice or true and false. You will have 15 minutes to complete the quiz. You must have this quiz completed by _____.

```
1. Imagery
Basic imagery training involves

        a. controllability and awareness
        *b. controllability and vividness
        c. vividness and relaxation
        d. relaxation and awareness
        e. relaxation and controllability


2. Imagery 2
Imagery involves which of the following senses?

        a. visual
        b. auditory
        c. kinesthetic
        *d. all of the above
        e. a and b


3. Imagery 3
Which of the following is NOT a use of imagery?

        a. building confidence
        b. improving concentration
        *c. reducing the amount of physical practice time
        d. controlling emotional responses
        e. coping with pain and injury


4. Imagery 4
Research using U.S. and Canadian Olympic athletes has shown that approximately
what percent of athletes use imagery?

        a. 50%
        b. 75%
        *c. 95%
        d. 85%
        e. 60%


5. Imagery 5
Vividly imagined events produce an innervation in muscles that is similar to the
```

innervation produced by physically practicing the movement. This is an illustration of

     a. symbolic learning theory
     *b. psychoneuromuscular theory
     c. muscular contraction theory
     d. innervation theory
     e. psychodynamic theory

6. Imagery 6
Which of the following is (are) true?

     *a. Imagery is used most often prior to competition.
     b. Imagery has both motivational and affective roles in changing behavior.
     c. The most often-used imagery is known as cognitive general imagery.
     d. a and c

7. Imagery 7
Imagery functions as a coding system to help individuals acquire movement patterns. This describes

     *a. symbolic learning theory
     b. psychoneuromuscular theory
     c. psychodynamic theory
     d. psychoinnervation theory
     e. symbolic interaction theory

8. Imagery 8
Suinn's research showing that electrical activity was present in skiers' legs as they imagined skiing down the slope provided support for

     a. symbolic learning theory
     *b. psychoneuromuscular theory
     c. psychoinnervation theory
     d. muscular contraction theory
     e. innervation theory

9. Imagery 9
What theory was supported by the research literature showing that subjects using imagery performed consistently better on tasks that were cognitive than on those that were motoric in nature?

     a. psychoneuromuscular theory
     b. symbolic interaction theory
     *c. symbolic learning theory
     d. psychodynamic theory
     e. psychoinnervation theory

10. Imagery10
To determine whether using imagery is effective, evidence has been gathered from which of the following methods?

a. anecdotal reports
b. case studies
c. archival research
*d. a and b
e. b and c

11. Imagery11
According to the experimental evidence, which of the following is (are) true?

a. Imagery is effective in improving the learning and performance of motor skills.
b. Tasks involving mostly cognitive components demonstrate the greatest positive benefits.
c. Imagery helps individuals only in learning a new skill; it does not help performance once the skill is well learned.
*d. a and b
e. b and c

12. Imagery12
The main reason(s) that exercisers give for using imagery is (are)

a. appearance
b. energy
c. relaxation
*d. a and b

13. Imagery13
Which of the following athletes use(s) imagery as part of preparation for competition?

a. Dwight Stones
b. Jean-Claude Killy
c. Jack Nicklaus
*d. all of the above
e. a and c

14. Imagery14
Internal imagery (as compared to external imagery) makes it easier for an athlete to experience which of the following senses?

*a. kinesthetic
b. auditory
c. visual
d. olfactory

15. Imagery15
Triple code theory refers to what three parts of the image?

*a. image itself, image meaning, somatic response to the image
b. image itself, image meaning, cognitive response to the image
c. image itself, image timing, somatic response to the image
d. image meaning, image timing, cognitive response to the image

e. image consistency, image meaning, image timing

16. Imagery16
An athlete tries to image shooting a free throw under pressure, but the ball keeps hitting the rim and bouncing off. This is an example of a lack of

    a. vividness
    b. coordination
    *c. controllability
    d. experimental control
    e. emotionality

17. Imagery17
The PETTLEP model emphasizes which of the following critical factors in imagery practice?

    a. learning
    b. evaluation
    c. perspective
    *d. a and c
    e. a and b

18. Imagery18
Athletes who incorporate all the senses into their image will score high on what aspect of imagery?

    a. controllability
    b. coordination
    *c. vividness
    d. motivation
    e. simplicity

19. Imagery19
Which of the following is (are) basic to a successful imagery training program?

    a. realistic expectations
    b. relaxed concentration
    c. image in slow motion
    *d. a and b

20. Imagery20
Which of the following statements is (are) true?

    a. Imagery can't help performance; only hard physical practice can.
    b. Imagery can make an average athlete great.
    *c. Imagery can improve performance if it is done systematically.
    d. a and c
    e. b and c

21. Imagery21

An optimal time to use imagery is

    a. before and after practice
    b. before and after competition
    c. during breaks in the action
    *d. all of the above
    e. a and b

22. Imagery22
Which of the following statements is (are) true?

    a. Individuals should image only successful events.
    b. Individuals should image mostly unsuccessful events.
    *c. Individuals should image mostly successful events but also learn to cope with an occasional failure.
    d. a and c

23. Imagery23
In terms of the timing of imagery, it is best to image in

    *a. real time
    b. slow motion
    c. fast motion
    d. a combination of slow and fast motion

24. Imagery24
Which of the following statements is (are) FALSE?

    a. Imagery is more effective when individuals are higher in imagery ability.
    b. Imagery ability is defined in terms of image vividness and controllability.
    *c. There are no differences in imagery ability between successful and less successful performers.
    d. a and c
    e. a and b

25. Imagery25
Which of the following statements is (are) true?

    a. A combination of physical and mental practice is better than physical practice alone, given the same time frame.
    b. Mental practice can be employed as a substitute for physical practice if an athlete is injured.
    c. Mental practice should be used as a supplement to physical practice rather than as a replacement for physical practice.
    d. a and b
    *e. b and c

26. Imagery26
Bioinformational theory states that images have two propositions called

    a. stimulus and appraisal propositions

b. neuromuscular and cognitive propositions
c. neuromuscular and stimulus propositions
*d. response and stimulus propositions
e. response and neuromuscular propositions

27. Imagery27
According to researcher Pavio, what are the two primary functions of imagery?

a. cognitive and somatic
b. cognitive and emotional
c. social and cognitive
*d. cognitive and motivational
e. motivational and somatic

28. Imagery28
According to Pavio's work on the different functions of imagery, a person's imagery of staying relaxed under pressure would be an example of

*a. motivational-specific imagery
b. motivational-general imagery
c. cognitive-general imagery
d. cognitive-specific imagery
e. somatic-motivational imagery

29. Imagery29
Which of the following statements is (are) true?

a. According to Mahoney and Avener's study, gymnasts who qualified for the 1976 Olympic team tended to use external imagery.
*b. External imagery refers to viewing yourself from the perspective of an external observer.
c. External imagery produces significantly better performance than internal imagery.
d. a and b
e. b and c

30. Imagery30
Which of the following situations involving the use of imagery might result in negative consequences or outcomes?

a. imagery creating too much anxiety
b. imagery directing attention to irrelevant cues
c. imagery that makes a performer overconfident
*d. all of the above
e. a and b

31. Imagery31
In a study comparing the use of visual and kinesthetic imagery in the learning of a skill, it was found that

a. kinesthetic imagery produced better performance than visual imagery
*b. visual imagery produced better performance than kinesthetic imagery

c. neither visual nor kinesthetic imagery was better than a control
condition
d. a and c
e. b and c

32. Imagery32
Psychological explanations for the effectiveness of imagery include a focus on

a. perfectionism
b. enhancing motivation
c. achieving optimal arousal and focus on task-relevant cues
*d. b and c
e. a and c

33. Imagery33
Exercise imagery has been shown to have several functions, including

a. improving exercise technique
b. helping develop routines
c. enhancing self-concept
*d. a and b

34. Imagery34
According to research, the most effective types of imagery scripts are

*a. video and audio
b. video and written
c. written and audio
d. kinesthetic and audio
e. kinesthetic and written

35. Imagery35
The most effective type of imagery for helping athletes maintain confidence and
stay focused is

a. cognitive general
*b. cognitive specific
c. motivational specific
d. motivational general-arousal
e. motivational general-mastery

36. Imagery36
The new Motor Imagery Integrative Model targets which specific areas where imagery
can be effective?

a. strategies and problem solving
b. injury rehabilitation
c. motivation, self-confidence, and anxiety
*d. all of the above
e. a and c

37. Imagery37
According to the latest research (e.g., Caliari, 2008), a player in a sport using an implement (e.g., baseball, tennis) should focus their imagery on

    a. the direction of the ball
    b. external stimuli
    c. the opposition
    *d. the movement itself
    e. the outcome of performance

38. Imagery38
In a recent study on imagery use in youth sport (Munroe-Chandler et. al, 2007), which of the following categories of imagery was NOT found?

    a. surroundings
    b. type of imagery
    c. nature of imagery
    d. effectiveness of imagery
    *e. individual differences

39. Imagery39
The latest research on the timing of imagery would suggest that imagery timing might be different based on

    *a. the task
    b. the person
    c. individual differences
    d. imagery ability
    e. stimulus versus response propositions