

LSC Use Only
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Number: 91-25j
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 441 Psychosocial Implications for HPE
Suggested 20 Character Course Title: Psychos Implic HPE
Department: Health and Physical Education
Contact Person: Dr. Barbara Aierstock

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Lois A. Clark</i></u> Department Curriculum Committee	<u><i>James D. Mull</i></u> Department Chairperson
<u><i>Traci T. ...</i></u> College Curriculum Committee	<u><i>David E. Wingard</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

I. CATALOG DESCRIPTION

HP 441 Psychosocial Implications for Health and
Physical Education

3 credits
3 lecture hours
(3c-01-3sh)

A study of psychological and sociological influences, both theoretical and empirical, and their effects upon health and physical performance.

PART II DESCRIPTION OF CURRICULUM CHANGE

1. HP 441 Psychosocial Implications for Health and Physical Education

3 credits
3 lecture hours
(3c-01-3sh)

A study of psychological and sociological influences, both theoretical and empirical, and their effects upon health and physical performance.

2. SUMMARY OF THE PROPOSED REVISIONS

This revision reflects the increased emphasis that has been placed in the relationship of health education and the behavioral sciences. Of particular note is the impact of social issues on health behavior and the need to integrate this information into the existing course.

3. Old syllabus and new course syllabus are enclosed in the proposal.

4. JUSTIFICATION FOR REVISION

This course fulfills Standard II in the Pennsylvania Standards For Program Approval and Teacher Certification.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

HP 441 Psychosocial Implications for Health and
Physical Education

3 credits
3 lecture hours
(3c-01-3sh)

A study of psychological and sociological influences, both theoretical and empirical, and their effects upon health and physical performance.

II. COURSE OBJECTIVES:

- A. Students will recognize psychological factors that facilitate or inhibit achievement of health and wellness, motor learning and physical performance.
- B. Students will analyze the influence of various factors such as, mass media communication, economics, education, politics, gender, and race and their impact on health and sport.
- C. Students will describe the role, significance, diversity and commonality of physical education and health in various cultures of man.
- D. Students will identify and discuss various principles of group dynamics within the context of physical education and health education.
- E. Students will identify and discuss issues underlying the debate between legislation of health behaviors vs. personal freedoms.
- F. Students will analyze differences between traditional health care providers (eg., Blue Cross/Blue Shield) and health maintenance organizations in terms of philosophical, political and economic factors.
- G. Students will identify available literature related to psychology and sociology of sport and health education.
- H. Students will identify and discuss impact of economic and social policies upon health related behaviors.

III. COURSE OUTLINE

- A. Developmental psychology applied to health and sport
(4 hours)
 - 1. Erik Erickson's stages of psychosocial development
 - 2. Perceptual motor developmental characteristics of infants, children, adolescents, adults and aged.

- B. Psychobiology applied to health and sport
(9 hours)
 - 1. Physiology of emotional stress
 - 2. Physiological measurements of stress
 - 3. Laboratory experiences with perceptual motor tools, i.e. pursuit rotor, reaction timer, steadiness indicator
 - 4. Relaxation techniques: Benson Relaxation Techniques, Transcendental Meditation, Biofeedback, Hatha Yoga
 - 5. Endorphins: The body's own painkillers
 - 6. Alternative forms of medicine: acupuncture, acupressure
 - 7. Drugs and the athlete

- C. Cognitive psychology applied to health and sport
(5 hours)
 - 1. Perception and learning
 - 2. Practice factors in learning and retention
 - 3. Cognitive techniques for stress management and sport

- D. Clinical psychology applied to health and sport
(5 hours)
 - 1. Body concept and performance
 - 2. Personality evaluation
 - 3. Personality and performance

- E. Social psychology applied to health and sport
(6 hours)
 - 1. Social facilitation
 - 2. Social reinforcement
 - 3. Competition and aggression

- F. Societal/Cultural values (3 hours)
 - 1. Culturally prescribed criteria
 - 2. Consistency of values with behavior
 - 3. Competitive and success values
- G. Sport and societal institutions (7 hours)
 - 1. Politics and sport
 - 2. Economics of sport-consumer attitudes
 - 3. Education and sport
 - 4. Racism and sexism in sport
- H. Social policy and health behaviors (4 hours)
 - 1. Legislation vs. personal behavior
 - 2. Bioethical issues
 - 3. Socioeconomic factors influencing health status
 - 4. Sociology of health and illness

IV. EVALUATION METHODS

The final grade for students will be determined as a result of contractual agreement between the instructor and the student. The actual contract follows:

- A. Earned grade of "A"
 - 1. Mini-experiment in Sport or Health & Wellness Psychology: Perform a mini-experiment in the area of Sport Psychology or Health & Wellness. Follow the scientific experimental design in writing your project (i.e., Introduction, Review of Related Literature, Procedures, Statistical Analysis and Conclusions). The subject of the mini-experiment will be mutually determined between you and the instructor. Report findings to the class and in typed report. (After this date no approval will be given.) Outline of topic date: (After this date, if topic has not been planned and thoroughly researched, you will drop to a "B").
 - 2. Sociological Topics: Using agreed upon assignment topics, supplement the information provided by your text and prepare a one hour class presentation.

Approximately one-third of the period should be spent discussing the chapters and the other two-thirds, providing additional material from relevant professional literature. Hand in an annotated bibliography plus an outline of the presentation one period prior to date due.

3. Sociology of Sport and Health Education
Examination: Score at least 85% on a written examination that covers the material presented in Sociology of Sport/Health.

B. Earned Grade of "B"

1. Health & Sport Psychology Learning Experiences: Complete a typewritten report following the directions specified in the manual "Learning Experiences in Sport Psychology" and give a summary oral report of the experience to the class.
2. Psychology of Sport & Health Education Oral Examination: Score at least 75% on an oral examination that covers assigned materials presented in Psychology of Sport/Health.
3. Sociology Observation: Observe a sport, exercise, group counseling (i.e., weight loss, Alcoholics Anonymous) or dance activity that meets criteria for definition of a social system. Four observations of the same activity are required. Submit to the instructor a typed paper which includes:
 - a. Detailed log of four observations of the same activity (include time and date of observations)
 - b. Description of the activity as a social system
 - c. Analysis of the future survival of the system including continuity observed and existing or anticipated problems.
4. Sociology of Sport & Health Education Examination: Score at least 75% on a written examination that covers assigned materials presented in Sociology of Sport/Health.

C. Earned Grade of "C"

1. Health or Sport Psychology Critiques: Summarize and critique three different articles from professional journals on psychology and sport/health education. The summary should consist of ONE-THIRD of the paper. The critique should focus on the application of the principles of psychology of sport/health

education that you have learned in lectures in this class. Each paper should be three pages minimum, typed and references presented in proper bibliographical citation.

2. Psychology of Sport and Health Education Oral Examination: Score at least 65% on the material presented in Psychology of Sport/Health.
3. Sport/Health Education Sociology News Items: Collect 5 articles related to sociological topics in health and/or sport and type a two page analytical commentary on the topic using your text as a the appropriate frame of reference. Include copies of the 5 articles with your paper.
4. Sociology of Sport and Health Education Examination: Score at least 65% on a written examination that covers the material presented in Sociology of Sport/Health and Wellness.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

A. TEXTS

Eitzen, D.S. & Sage, G.H. (1989). Sociology of North American sport (4th Ed.), Dubuque: William C. Brown.

Hafen, B.Q., Thygerson, A.L., Frandsen, K.J. (1988). Behavioral guidelines for health & wellness. Englewood, Colo.: Morton Publishing Co.

Roberts, Glyn; Spink, Kevin; Pemberton, Cynthia; Learning experiences in sport psychology. (1986). Champaign, IL: Human Kinetics.

B. SPECIAL RESOURCE REQUIREMENTS

The Human Performance Laboratory will be utilized for laboratory sessions.

VI. BIBLIOGRAPHY

Benson, H. & Proctor, W. (1984). Beyond the relaxation response. New York: Times Books.

Cox, R. (1985). Sport psychology - Concepts & applications. Dubuque: William C. Brown.

- *Edwards, Betty, (1979). Drawing on the right side of the brain. Los Angeles: J.P. Tarcher.
- *Eitzen, D.S. (1984). Sport in contemporary society. New York: St. Martins Press.
- Insel, P.M. & Roth, W.T. (1990). Core concepts in health. Polo Alto: Mayfield Publishing Co.
- Kari, C.S. (1985). The realities of aging. Boston: Allyn & Bacon, Inc.
- Leonard, Wilbert Marcus. (1988). Sociological perspective of sport, New York: Macmillian.
- *Maslowe, A.H. (1968). Toward a psychology of being. Princeton: Van Nostrand-Reinhold.
- *Pollard, Michael R. Competition or regulation. 1860-1863. Journal of the American Medical Association, 249, Vo. 14 (8 Apr 1983).
- *Proceedings of the North American Society for the Psychology of Sport and Physical Activity, Michael G. Vade and Rainer Martens (Ed.) (1974). Psychology of motor behavior and sport. Urbana, Illinois: Human Kinetics Publishing Co.
- Report of the secretary's task force on black and minority health. (1985). U.S. Department of Health and Human Services: U.S. Government Printing Office.
- *Rudov, Melvin H. & Santangelo, Nancy. (1979). Health status of minorities and low-income group, Washington, D.C., U.S. Government Printing Office.
- *Seyle, H. (1976). The stress of life. New York: McGraw Hill.
- *Singer, Robert N., et.al. (1972). Physical education - An interdisciplinary approach. New York: The MacMillian Company.
- *Suinn, Richard M. (1980). Psychology in sports - Methods and applications, Minneapolis: Burgess Publishing Co.
- *Twaddle, Andrew c. & Hessler, Richard M. (1977). A sociology of health, Saint Louis: C.V. Mosby.
- Williams, Jr. M. (1986). Applied sport psychology. Polo Alto: Mayfield Publishers.

*historical reference

HP 441 - PSYCHOSOCIAL IMPLICATIONS FOR PHYSICAL EDUCATION

SPRING SEMESTER, 1987

- A. TEXTS: Eitzen, D. Stanley, SPORT IN CONTEMPORARY SOCIETY: AN ANTHOLOGY. New York: St. Martin's Press, 1984.

Roberts, Glyn C., Spink, Kevin S., Pemberton, Cynthia L.,
LEARNING EXPERIENCES IN SPORT PSYCHOLOGY. Champaign, Ill., 1986.

B. ADDITIONAL REFERENCES:

1. Alderman, R. B., Psychological Behavior in Sport, Philadelphia: W. B. Saunders Company, 1974.
2. Cratty, Bryant J., Psychology and Physical Activity. New Jersey: Prentice-Hall, Inc., 1968.
3. Dickinson, John, A Behavioral Analysis of Sport. New Jersey: Princeton Book Co., 1977.
4. Edwards, Betty, Drawing on the Right Side of the Brain. Los Angeles: J. P. Tarcher, 1979.
5. Fisher, A. Craig, Psychology of Sport. California: Mayfield Publishing Company, 1976.
6. Kane, J. E. (Ed.), Psychological Aspects of Physical Education and Sport. Boston: Routledge & Kegan Paul, 1971.
7. Lawther, John D., Sport Psychology. New Jersey: Prentice-Hall, Inc., 1972.
8. Proceedings of the North American Society for the Psychology of Sport and Physical Activity, Michael G. Vade and Rainer Martens (Ed.), Psychology of Motor Behavior and Sport. Urbana, Illinois: Human Kinetics Publishing Co., 1974.
9. Proceedings of the Second International Congress of Sport Psychology, Gerald S. Keonon, (Ed.), Contemporary Psychology of Sport. Washington, D.C.: The Athletic Institute, 1970.
10. Singer, Robert N., et.al., Physical Education - An Interdisciplinary Approach. New York: The MacMillan Company, 1972.
11. Singer, Robert N., Coaching, Athletics and Psychology, New York: McGraw-Hill Book Company, 1972.
12. Slusher, Howard, Man, Sport, and Existence: A Critical Analysis, Philadelphia: Lea & Febiger, 1967.
13. Suinn, Richard M., Psychology In Sports - Methods and Applications, Minneapolis: Burgess Publishing Co., 1980.
14. Yiannakis, Andrew, Thomas D. McIntyre, Merrill J. Melnick, and Dale P. Hart. Sport Sociology--Contemporary Themes. Dubuque: Kendall/Hunt Publishing Company, 1979.

C. COURSE OBJECTIVES

1. To become familiar with the available literature related to psychology and sport and sociology and sport.
2. To understand the interrelationship between movement and psychological make-up, development and expression.
3. To explore the psychological states that facilitate or inhibit motor and performance.
4. To explore the influence of various systems which control sport including mass-media communication, economics, education and politics.
5. To understand the role, significance, diversity and commonality of physical education in the cultures of man.
6. To examine the various aspects of group dynamics as they relate to physical education.
7. To compare and analytically review the various theories of play and its significance to man.

D. Philosophy of Contract Teaching

For many of you, this is the first experience that you have had with a contractual agreement in the learning process. Contracting is a method of having two or more parties agreeing to do or not to do specific things. In a legal interpretation, the outcome of a contract is absolute. In education, we add another dimension to contracting - contingency. Contingency contracting refers to a method of teaching whereby reinforcements (grades) are given to a student upon the completion of various contractual assignments. As an adjunct to classroom learning, it allows you to work independently on acquiring and demonstrating competencies, which when brought to the classroom, help create a more dynamic and stimulating learning situation. You are purposefully engaged in the educational process and, as such, must assume responsibilities concurrent with this philosophy. These responsibilities include:

1. Fulfilling the "minimum responsibilities" to pass the course.
2. Selection of a grade contract by February 2.
3. Individual appointments with the instructor regarding specified fulfillment of the contractual agreement.
4. Making sure you keep for yourself a xerox copy of everything you turn in.
5. Typing (double-spaced) of all papers and reports is preferred but not mandatory.

Limits on this agreement includes:

1. After initial contract agreement, the student may opt for a higher grade but the decision must be made no later than February 6.
2. Failure to meet the responsibilities for the signed contractual agreement automatically places the student in the position of fulfilling the contract for the next lower grade.
3. If you wait until the due dates, you will not have the opportunity to rework and resubmit. Turn in work ahead of time.

E. Minimal Responsibility

1. Preparation and participation in seminar discussion form
2. Reading, as listed in this outline and other related reading including answering check lists, performing laboratory experiences, and answering discussion questions in class assigned learning experiences.
3. Examinations or reports (depending on your choice of contract).
4. Prepare a report following the directions specified in Experience (9) found in the manual, "Learning Experiences in Sport Psychology".
Due Date: March 25.

F. Contracted Responsibilities

1. Earned grade of "A"
 - A. Mini-experiment in Sport Psychology: Perform a mini-experiment in the area of Sport Psychology. Follow the scientific experimental design in writing your project (i.e., Introduction, Review of Related Literature, Procedures, Statistical Analysis and Conclusions). The subject of the mini-experiment will be mutually determined between you and the instructor. Report findings to the class and hand in typed report. Approval of topic date: February 4. (After this date no approval will be given.) Outline of topic date: February 20. (After this date, if topic has not been planned and thoroughly researched, student will drop to a "B".) DUE DATE: March 30.
 - B. Sociological Topics: Using agreed upon assignment topics along with chapters from your text, supplement the information provided by your text and prepare a one hour class presentation. Approximately one-third of the period should be spent discussing the chapters and the other two-thirds, in providing additional materials that will help shed light on the issue. Hand in an annotated bibliography plus an outline of the presentation one period prior to date due.

Examples of Topics include:

- Sport & the Media
- Sports & Children
- Intercollegiate Sports
- Professional Sports
- Sport & Politics
- Economics of Sport
- Religion & Sport
- Racism & Sport
- Sexism in Sport

C. Sociology of Sport Examination: Score at least 85% on a written examination that covers the material presented in Sociology of Sport.

2. Earned Grade of "B"

A. Sport Psychology Learning Experiences: Conduct assigned learning experiences and hand the instructor a typewritten report following the directions specified in the manual "Learning Experiences in Sport Psychology" and give a summary oral report of the experience to the class.

B. Psychology of Sport Oral Examination: Score at least 75% on the material presented in Psychology of Sport. DUE DATE: April 3.

C. Sport Sociology News Items: Collect articles related to three incidents reported in the newspapers and write a two page analytical commentary on each incident, using your text as the appropriate frame of reference. DUE DATE: April 27.

D. Sociology of Sport Examination: Score at least 75% on a written examination that covers the materials presented in Sociology of Sport.

3. Earned Grade of "C"

A. Sport Psychology Critiques: Summarize and critique three different articles from learned journals on psychology and sport. The summary should consist of ONE-THIRD of the paper. The critique should consist of APPLYING the principles of psychology of sport that you have learned in lectures in this class. Each paper should be three pages minimum, typed and proper BIBLIOGRAPHICAL CITATION. DUE DATE: . March 30

B. Psychology of Sport Oral Examination: Score at least 65% on the material presented in Psychology of Sport. DUE DATE: April 3.

- C. Sport Sociology Critiques: Summarize and critique two different articles from learned journals on sociology of sport. The summary should consist of 1/3 of the paper. The critique should consist of principles of sociology of sport. The summary should consist of principles of sociology of sport that you have learned in this class. Each paper should be three pages minimum, typed and proper BIBLIOGRAPHICAL CITATION. DUE DATE: May 4
- D. Sociology of Sport Examination: Score at least 65% on a written examination that covers the material presented in Sociology of Sport.

G. COURSE OUTLINE

<u>Date</u>	<u>Class Discussion</u>
January 21	Introduction
January 23	A psychological approach to sport; Learning Experience 1
January 26	<u>Developmental Psychology</u> ; Learning Experience 2
January 28	Sport Psychology with the adult, Learning Experience 3
January 30	<u>Physiological Psychology</u>
February 2	The physiology of emotional stress, Learning Experience 4
February 4	Psychic stress and sport
February 6	Laboratory period
February 9	Laboratory period
February 11	Split brain research
February 13	Relaxation techniques, biofeedback, TM, Yoga
February 16	Drugs and the athlete
February 18	Videotape "Mysteries of the Mind"
February 20	<u>Learning Psychology</u>
February 23	Perception and motor learning
February 25	Practice factors in learning and retention
February 27	<u>Clinical Psychology</u>
March 2	Body concept and performance
March 4	Personality Evaluation
March 6	Personality and performance
March 9	<u>Social Psychology</u>
March 11	Social facilitation
March 13	Social reinforcement
S P R I N G R E C E S S	
March 23	Competition
March 25	Learning Experience 9
March 27	Violence and Aggression
March 30	Mini-Experiments
April 1	Mini-Experiments
April 3	Psychology of Sport Oral Examination
April 6	A sociological approach to sport
April 8	Eitzen: Chapter 1
April 10	Religion and Sport

April 13	Eitzen: Chapter 2
April 15	Eitzen: Chapter 3
April 17	Eitzen: Chapter 4
April 20	EASTER MONDAY
April 21	Eitzen: Chapter 5 - Professional Sport
April 22	Eitzen: Chapter 6 - Intercollegiate Sport
April 24	Eitzen: Chapter 7 - Economics of Sport
April 27	Eitzen: Chapter 8 - Sport and Mass Media
April 29	Eitzen: Chapter 9 - Racism and Sport
May 1	Eitzen: Chapter 10 - Sexism and Sport
May 4	Eitzen: Chapter 11 - Sport and Politics