

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programmes)

Course unit title:	SPORTS PSYCHOLOGY		
Course unit code:	SSPS400		
Type of course unit:	ELECTIVE		
Level of course unit:	B.SC		
Year of study:	4th		
Semester when the unit is delivered:	SPRING/FALL		
Number of ECTS credits allocated :	6		
Name of lecturer(s):	TBA		
Learning outcomes of the course unit:	<p>Upon completion of the course students are expected to :</p> <ul style="list-style-type: none"> • Comprehend and familiarize with basic concepts, terms and content of Sports Psychology. • Understand the ways in which Sports Psychology contributes to the maximization of the outcome of the training process but also the participation in sports competitions • Learn and recall theories, models and approaches for the understanding of the behavior of athletes • Apply strategies and models for the appropriate preparation of athletes for sports competitions. • Understand the motives and the mechanisms of team building. • Understand leadership in sports teams as well as team cohesion and its relation to athletic performance. 		
Mode of delivery:	<ul style="list-style-type: none"> • Lectures using slides [PowerPoint] • Short documentary screenings on issues relevant to development • Group assignments • Discussion in class – development of critical thinking • Presentations by students 		
Prerequisites:	NONE	Co-requisites:	NONE
Course contents:	<ul style="list-style-type: none"> • Introduction to the conceptual framework of Sports Psychology • The role of motives and achievement motivation in the interpretation of athletic behavior/ performance. • Feelings in sports and their relationship to sports performance. • Theoretical approaches and models for the interpretation of arousal, anxiety and stress. • Assessment and coping strategies for anxiety and stress in sports. 		

	<ul style="list-style-type: none"> • Theories for attention and concentration in sports and their relationship to sports performance. • Aggression and violence in sports: Theoretical approaches in the interpretation of violence and aggression. • Factors in the creation of athletic groups / teams and types of groups/ teams in sports. • Leadership models, group cohesion, and their relationship to sports performance. • Communication and conflict resolution in sports teams. • Psychology of sports injuries, psychology of rehabilitation from sports injuries. • Use of substances in competitive and recreational sports. • Ethics in sports. • Critical analysis and evaluation
Recommended and/or required reading:	<ol style="list-style-type: none"> 1. Jowett, S., & Lavalle, D. (2011). Κοινωνική ψυχολογία των σπορ. Αθήνα: ΙΩΝ.. 2. Θεοδωράκης, Γ., Γούδας, Μ., & Παπαϊωάννου, Α. (2017). Ψυχολογική υπεροχή στον αθλητισμό. Θεσσαλονίκη: Κυριακίδης. 3. Tenenbaum, G., & Eklund, R.C. (Eds.) (2007). Handbook of sport psychology (3rd ed.). New York: Wiley. 4. Weinberg, R., & Gould, D. (2010). Foundations of sport and exercise psychology (5th ed.). Champaign, IL: Human Kinetics. 5. Horn, T.S. (2008). Advances in sport psychology (3rd ed.) Champaign, IL: Human Kinetics. 6. Δογάνης, Γ. (2017) Αθλητική Ψυχολογία. Θεσσαλονίκη: Κυριακίδης. 7. Μπάουμαν, Σ., & Τσορμπατζούδης, Χ. (2007). Ψυχολογία στον Αθλητισμό. Θεσσαλονίκη. Copy City. 8. Tsoarbatzoudis, H., Daroglou, G., Zahariadis, P., & Grouios G. (2003). Examination of coaches' self-efficacy: Preliminary analysis of the Coaching Efficacy Scale. Perceptual and Motor Skills, 97, 1297-1306. 9. Tsoarbatzoudis, H., Barkoukis, V., Sideridis, G., & Grouios, G. (2002). Confirmatory factor analysis of the Greek version of the Competitive State Anxiety Inventory-2 (CSAI-2). International Journal of Sport Psychology, 32, 182-194.
Textbooks:	<ol style="list-style-type: none"> 1. Cox, R. (2004). Αθλητική Ψυχολογία: Έννοιες και εφαρμογές. Αθήνα: Παρισιάνος
References:	<p>Lazuras, L., Barkoukis, V., & Tsoarbatzoudis, H. (2015). Toward and integrative model of doping use: An empirical study with adolescent athletes. Journal of Sport and Exercise Psychology, 37, 37-50. http://dx.doi.org/10.1123/jsep.2013-0232</p> <p>Barkoukis, V., Lazuras, L., Tsoarbatzoudis, H., & Rodafinos, A. (2013). Motivational and social cognitive predictors of doping intentions in elite sports: An integrated approach. Scandinavian Journal of Medicine and Science in Sport, doi: 10.1111/sms.12068.</p>

Planned learning activities and teaching methods:	<ul style="list-style-type: none"> ✓ Presentation / Lecture – with the use of PowerPoint slides). ✓ Discussion (s) in class: Small group discussions using case studies ✓ Presentation of short assignments by students.
Assessment methods and criteria:	<ol style="list-style-type: none"> I. Mandatory class attendance II. Completion of assignments and participation in classroom activities (discussions). III. Completion of personal or group assignments [20%] IV. Participation in the Midterm(s) [30%] V. Participation in the final exams [50%]
Language of instruction:	GREEK
Work placement(s):	NONE