

Course Description Form

Course Description

This course description provides a concise summary of the main characteristics of the course and the learning outcomes expected of students, demonstrating whether maximum benefit has been gained from the learning opportunities available. It must be linked to the program description.

1. Educational Institution:	College of Physical Education and Sports Sciences
2. Scientific Department/Center	Sport Sciences Branch
3. Course Name/Code	Sports Psychology, Fourth Stage/ SESS24F4021
4. Available attendance forms	theoretical
5. Chapter/Year	2023- 2024
6. Number of study hours (total)	2 hours per week
7. Date this description was prepared	2023 – 2024
8. Course objectives:	
	- To teach students the general concepts of general psychology and sports psychology, their theories and applications in the sports field. - The possibility of applying psychological research in the public domain.

9. Course outcomes, teaching, learning and assessment methods:

A- Cognitive objectives

1. At the end of the course, students will be able to define (general psychology and sports psychology) and the extent to which sports psychology research can be applied to students.
2. At the end of the course, students should be able to understand the nature of sports psychology and its impact on building the sports personality.

B - Course specific skill objectives

- 1- At the end of the course, students should be able to perform some psychological skills.
- 2 - At the end of the course, students will be able to benefit from sports psychology in their future practical life.
- 3 - At the end of the course, students will be able to use the subject of sports psychology to support other subjects.

Teaching and learning methods:

- 1- Lecture method
- 2- Advanced Lecture Method
- 3- Blended learning method
- 4- E-learning method

Evaluation methods:

- 1- Individual assessment
- 2- Group evaluation
- 4-Project evaluation

C- Emotional and value goals

- 1- The curriculum should develop a spirit of challenge.
- 2- The curriculum should develop the spirit of courage.
- 3- The curriculum should develop self-confidence.
- 4- The curriculum should develop the spirit of altruism.

Teaching and learning methods:

- 1- Guidance programs
- 2-Academic workshops
- 3- Specialized courses

Evaluation methods:

- 1- Value standards
- 2-Ethical standards

3- Behavioral standards

D - General and transferable skills (other skills related to employability and personal development):

D1- Safety and security skills

D2- Helping methods skills

10.Course structure:

The week	Hours	Required learning outcomes	Unit name/topic	Teaching method	Evaluation method
1	2 hours	Sports Psychology	What is sports psychology / History of the emergence of sports psychology Fields of sports psychology Sports psychology tasks	The lecture	Group evaluation
2	2 hours	Learning foundations	Motor learning / Definition of learning / Learning necessities / Learning conditions	The lecture	Group evaluation
3	2 hours	Motor learning	Learning Steps / Learning Theories / Thorndike's Theory (Association Theory)	The lecture	Group evaluation
4	2 hours	The educational process	Reinforcement/Remembering and Forgetting	The lecture	Group evaluation
5	2 hours	Learning conditions	Time division / mental exercise / privacy in learning	Advanced Lecture	Group evaluation
6	2 hours	Character	Personality concept / Personality components / Personality Theories / Personality Scales	Advanced Lecture	Group evaluation
7	2 hours	The impact of physical education lessons on personality formation	The relationship between personality and activity Developing traits through sports activities The role of school sports in developing personality	Advanced Lecture	Group evaluation
8	2 hours	Motives for Sports Activity and Their Development / Incentives, Motivations and Needs	The concept of motivation and needs / purposes of motivation / sources of motivation / ways of using needs to motivate athletes	Advanced Lecture	Group evaluation

9	2 hours	The concept of motives and needs	Ways to use needs to motivate athletes	Advanced Lecture	Group evaluation
10	2 hours	Incentives, Motivations and Needs	Motivational purposes / Motivational sources Ways to use needs to motivate athletes	Blended learning	Group evaluation
11	2 hours	The relationship between motivation and activity	Motivation formation Individual and collective motivations	Advanced Lecture	Group evaluation
12	2 hours	The relationship between motivation and activity	Developing motivations and desires	Advanced Lecture	Group evaluation
13	2 hours	Psychological trend	Concept of psychological attitude / Components of psychological attitude / Changing attitudes / Types of attitudes	Blended learning	Group evaluation
14	2 hours	Mental processes in sports activity Intelligence	Sensation and perception / The relationship between skill development and the processes of sensation and perception / The concept of intelligence / Methods of measuring intelligence / The relationship between intelligence and excellence in sports events	Blended learning	Group evaluation
15	2 hours	First semester theoretical exam for previous theoretical subjects			
Mid-year holiday					
16	2 hours	Review of first semester materials			
17	2 hours	low level students	Characteristics of students with weak levels The impact of low level on personality development	Advanced Lecture	Group evaluation
18	2 hours	Social factors affecting the sports level	Group concept / Group types / Group cohesion / Group disintegration / Importance of social factors in physical education lesson	Advanced Lecture	Group evaluation
19	2 hours	Psychological reactions	Fear and anxiety	Advanced Lecture	Group evaluation

20	2 hours	Courage and boldness	General concepts	Advanced Lecture	Group evaluation
21	2 hours	Courage and boldness	Courage and Boldness in Physical Education Developing a spirit of courage	Advanced Lecture	Group evaluation
22	2 hours	psychological shock	The concept of psychological trauma / types of psychological trauma / effects of psychological trauma	The lecture	Group evaluation
23	2 hours	High level sports	Psychological problems in racing pre-onset cases	Education Lecture	Group evaluation
24	2 hours	High level sports	Components of success and failure experiences	Education Lecture	Group evaluation
25	2 hours	Long-term psychological preparation	Fever onset/indifference state	Education Lecture	Group evaluation
26	2 hours	Factors affecting pre-onset condition	Neurotype / Previous experience / Training status / Competition level / Importance of competition Competition system	Education Lecture	Group evaluation
27	2 hours	Short-term psychological preparation	Dimensions / Shipping / Organizing Getting used to match situations	Education Lecture	Group evaluation
28	2 hours	Experiences of success and failure	The importance of success and failure experiences		Group evaluation
29	2 hours	The importance of success and failure experiences	Ambition level		Group evaluation
30	2 hours	Second semester theoretical exam Final theoretical exam for all subjects			

11. Infrastructure:

1- Required Textbooks	- Sports Psychology (2000) Nizar Al-Talib, Kamel Louis
2- Main References (Sources)	
1) Recommended books and references (scientific journals, reports, etc.) 2) Electronic references, websites	Osama Kamel (1998)

12. Curriculum Development Plan

- Periodic review of academic courses
- Diversifying the methods used in the teaching process