

# **P.G DIPLOMA IN SPORT PSYCHOLOGY**

**Course Structure and Syllabi**  
(w.e.f- 2025-26 Admitted Batch)



**THE APOLLO UNIVERSITY MURUKAMBATTU - CHITTOOR (Dt) 517127  
ANDHRA PRADESH**

**Preamble:**

Sport psychology is an interdisciplinary field that explores the psychological and emotional factors influencing athletic performance and physical activity. With the growing emphasis on mental health and well-being in the competitive world of sports, there is an increasing demand for trained professionals who can bridge the gap between psychology and athletic performance.

The Post Graduate Diploma in Sport Psychology is designed to meet this need by equipping students with a comprehensive understanding of psychological principles and their application in sports contexts. This course emphasizes the importance of mental resilience, motivation, team dynamics, stress management, and peak performance strategies. It aims to develop skilled professionals capable of supporting athletes, coaches, and teams at all levels, from grassroots to elite sports.

The program integrates theoretical knowledge with practical applications, offering insights into diverse topics such as psychological assessment, intervention strategies, counseling, and performance enhancement. Additionally, students will gain hands-on experience through internships, case studies, and interaction with experts in the field.

By introducing this diploma, we aspire to foster a generation of sport psychology professionals who will contribute to the holistic development of athletes, enhancing their psychological well-being and overall performance. The course aligns with global trends in sports and mental health, paving the way for participants to excel in a variety of professional roles, including sport psychologists, consultants, and educators in sports organizations and academic institutions.

**Objectives and outcomes of the programme:**

The objectives of the program are:

1. To provide foundational knowledge of psychological concepts, theories, and methodologies relevant to understanding and enhancing athletic performance and well-being.
2. To train students in psychological assessment techniques and intervention strategies, such as mental conditioning, stress management, and motivation enhancement for athletes and teams.
3. To build expertise in managing team dynamics, enhancing communication, and developing leadership skills within sports environments.
4. To equip students with the skills to identify and address mental health challenges in athletes and implement effective strategies to foster resilience and coping mechanisms.

**Programme Educational Objectives (PEOs):****1. Foundational Knowledge & Application**

Graduates will develop a strong foundation in sport psychology principles and apply psychological theories to enhance athletic performance, mental resilience, and overall well-being in sports settings.

## **2. Assessment & Intervention Skills**

Graduates will acquire skills in psychological assessment, counselling techniques, and intervention strategies to address the cognitive, emotional, and behavioural needs of athletes and sports teams.

## **3. Research & Evidence-Based Practice**

Graduates will engage in research-driven methodologies, applying scientific findings to develop and implement evidence-based psychological practices in sports training, competition, and rehabilitation.

## **4. Ethical & Professional Competence**

Graduates will uphold ethical standards, cultural sensitivity, and professional integrity in working with athletes, coaches, and sports organizations while maintaining confidentiality and promoting fair play.

## **5. Interdisciplinary Collaboration & Career Readiness**

Graduates will develop the ability to collaborate with sports scientists, physiotherapists, coaches, and nutritionists, preparing for careers in sports teams, rehabilitation centres, academic institutions, and private consultancy.

### **Program Outcomes:**

PO1: Demonstrate a fundamental and systematic understanding of both theoretical and practical skills in Sport psychology.

PO2: Cultivate awareness of current trends and emerging developments in the field of Sport psychology.

PO3: Plan and conduct sport psychology-related experiments or investigations, analyze and interpret data using appropriate statistical methods, and accurately report findings.

PO4: Communicate effectively in person and through electronic media, fostering connections among people, ideas, literature, and technology to make sense of the world.

### **Program Specific Outcomes (PSOs)**

PSO1: Exhibit knowledge of major theoretical approaches and findings in sports sport psychology.

PSO2: Apply psychological assessment methods and principles to evaluate mental health in sports-related contexts.

PSO3: Acquire skills essential for future psychologists, including counseling, guidance, and mental training for performance enhancement, supported by practical experience through internships.

PSO4: Employ creative skills in applying basic research methods in sport psychology through projects, with a strong commitment to ethical principles.

### **Demand for the programme:**

The demand for the Post Graduate Diploma in Sport Psychology is driven by the growing recognition of mental health's critical role in athletic performance and well-being. With the sports industry expanding and becoming increasingly competitive, there is a rising need for professionals skilled in

psychological assessment, mental training, and resilience training to support athletes and teams. Career opportunities span diverse fields, including professional sports organizations, academic institutions, and wellness programs, with additional demand fueled by government initiatives and inclusive policies. This program addresses the need for skilled professionals who can enhance performance, promote mental health, and contribute to research and innovation in sports psychology.

**Eligibility criteria:**

Bachelor's degree in Psychology or related disciplines (e.g., Physical Education, Sports Science, or Social Work and Sociology) from a recognized university. Candidates with a bachelor's degree in any field accompanied by relevant experience or certification in sports, fitness, or psychology may also be considered. A minimum aggregate of 50% marks in the qualifying degree (may vary as per institutional requirements).

**Institutional/ industrial tie ups:** Sport Authority of India, Sports Authority of Andhra Pradesh, and Local Sports Clubs

**Manpower requirement:**

**Core Faculty:** Specialists in sport psychology, clinical psychology, and sports science to teach core and elective subjects.

**Guest Faculty:** Industry experts, coaches, and psychologists for practical insights and workshops. Coaches and fitness trainers to assist in practical demonstrations and athlete assessments.

**Infrastructure requirement:**

Access to on-campus or partner sports complexes for hands-on training with athletes.

Equipment for fitness assessment, performance analysis, and injury rehabilitation.

**Career opportunities:**

Graduates of the Post Graduate Diploma in Sport Psychology have diverse career opportunities, including roles as sport psychologists, performance enhancement specialists, and mental health counselors for athletes. They can work with sports organizations, teams, and academies to optimize performance and mental well-being or support injury rehabilitation and youth development programs. Opportunities also exist in academic teaching, research, corporate wellness, and fitness training, as well as in policy-making and program development for mental health and performance initiatives in sports.

**Intake of students proposed: 20 seats Tentative tuition Fees =Rs 60,000 to 65, 000 / semester (proposed)**

Admissions based on: The selection will be based on their performance in the Entrance Test and selection will be determined by the basis of marks obtained in entrance test conducted by the respective university/affiliating university/ institution.

## Syllabus - P.G Diploma in Sport Psychology

**Duration: 1 Year (Two Semesters)**

**Total Credits: 44 Credits**

### Semester I

SEMESTER_1						
Course Code	Course Name	Periods/ week			Credits	Hours per week
		L	T	P		
SPST8501	Introduction to Sport Psychology	3	1	0	4	4
SPST8502	Introduction to Exercise Psychology in Sports	3	1	0	4	4
SPST8503	Cognitive Psychology in Sports	3	1	0	4	4
SPST8504	Social Psychology in Sports	3	1	0	4	4
SPST8505	Psychological Skills Training in Sports	3	1	0	4	4
SPSL8501	Practicum in Sport psychology	0	0	4	2	4
--	Mentoring	0	0	0	0	1
--	Physical Activity	0	0	0	0	2
--	Library	0	0	0	0	3
--	Co-Curricular	0	0	0	0	2
--	Extra curricular	0	0	0	0	2
--	Soft Skills	0	0	0	0	2
<b>TOTAL</b>		15	5	4	22	<b>36</b>

Course Code	Course Title	Course	Credit	Evaluation			Time allotted for exam
				CE	SEE	Total	
SPST8501	Introduction to Sport Psychology	Core	4	40	60	100	3 hrs
SPST8502	Introduction to Exercise Psychology in Sports	Core	4	40	60	100	3 hrs
SPST8503	Cognitive Psychology in Sports	Core	4	40	60	100	3 hrs
SPST8504	Social Psychology in Sports	Core	4	40	60	100	3 hrs
SPST8505	Psychological Skills Training in Sports	Core	4	40	60	100	3 hrs
SPSL8501	Practicum in Sport psychology	Lab	2	80	20	100	2 hrs
<b>TOTAL</b>			<b>22</b>	<b>600</b>			

CE- Continuous Evaluation

SEE- Semester-end examination

SEMESTER_2						
Course Code	Course Name	Periods/week			Credits	Hours/week
		L	T	P		
SPST8506	Advanced Trends in Sport Psychology	3	1	0	4	4
SPST8507	Injury and Rehabilitation in Sports	3	1	0	4	4
SPST8508	Introduction to Counselling in Sport Psychology	3	1	0	4	4
SPST8509	Research Methods in Sports	3	1	0	4	4
SPST8510	Youth Development in Sports	3	1	0	4	4
SPSC8501	Field Work and Case Studies	0	0	4	2	4
--	Mentoring	0	0	0	0	1
--	Physical Activity	0	0	0	0	2
--	Library	0	0	0	0	3
--	Co-Curricular	0	0	0	0	2
--	Extra curricular	0	0	0	0	2
--	Soft Skills	0	0	0	0	2
<b>TOTAL</b>		15	5	4	22	<b>36</b>

Course Code	Course Title	Course	Credit	Evaluation			Time allotted for exam
				CE	SEE	Total	
SPST8506	Advanced Trends in Sport Psychology	Core	4	40	60	100	3 hrs
SPST8507	Injury and Rehabilitation in Sports	Core	4	40	60	100	3 hrs
SPST8508	Introduction to Counselling in Sport Psychology	Core	4	40	60	100	3 hrs
SPST8509	Research Methods in Sports	Core	4	40	60	100	3 hrs
SPST8510	Youth Development in Sports	Core	4	40	60	100	3 hrs
SPSC8501	Field Work and Case Studies	Lab	2	80	20	100	2 hrs
<b>TOTAL</b>			<b>22</b>			<b>600</b>	

CE- Continuous Evaluation

SEE- Semester-end examination

**P.G DIPLOMA IN SPORT PSYCHOLOGY  
SEMESTER-I**

**SPST8501**

**Course Name: INTRODUCTION TO SPORT PSYCHOLOGY**

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**Course Description:**

This course introduces students to the fundamentals of sport psychology, covering its meaning, historical development, and the scope of its application in sports settings. Topics include the relationship between sport psychology and other sports sciences, various psychological methods, and the importance of sport psychology for athletes, coaches, and sports professionals. The course also delves into exercise psychology, addressing psychological benefits and barriers to physical activity, strategies for exercise adherence, and the ethical principles guiding sports psychologists. Additionally, the course emphasizes psychological assessments, their role in performance enhancement, and the application of various psychological tests in sports contexts.

**Course Objectives:**

1. To introduce the fundamentals of sport psychology, including its historical development, scope, and relationship with other sport sciences.
2. To explore the concepts, theories, and techniques of motivation and their application in sports.
3. To understand the dynamics of arousal, stress, and anxiety, along with their impact on sports performance.
4. To examine the role of personality in sports performance, emphasizing key theories and practical implications.
5. To study motor learning and skill acquisition processes, emphasizing principles, stages, and influencing factors.

**Unit 1: Introduction to Sport Psychology**

**( 12Hours )**

Meaning, Definition, Historical Development need and scope OF sports psychology, History of Sports Psychology in India, Relationship of Sports Psychology with other Sports Sciences, Methods of sport Psychology: Introspection method, Observation method, Experimental method, Case study method. Questionnaire method, Interview method, Survey method, Importance of Sport Psychology for Athletes, Coaches and other related to Sport Setting.

**Unit 2: Motor Learning and Motor Skill Acquisition**

**( 12Hours )**

Introduction to Motor Learning,,: Definition and importance in sports,Key concepts: motor skills, motor control, and learning, Stages of Motor Learning, Cognitive stage, Associative stage, Autonomous stage,

Principles of Motor Skill Acquisition: Practice and repetition, Feedback (intrinsic and extrinsic),Transfer of learning, Factors Influencing Motor Skill Learning, Individual differences (age, gender, experience),Motivation and mental readiness, and Physical and psychological fatigue

**Unit -3: Motivation in sports**

**(12Hours )**

Meaning, Definition and Structure of Motivation: Need, Drive, Motive, Motivation Types. Theories of

motivation: Abraham Maslow, Need Achievement by McClelland Self-Determination model. Techniques for Developing Motivation, Motivation-Performance Relationship.

**Unit 3: Arousal, Stress, and Anxiety ( 12Hours )**

Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress and Stress Process. Theories: Drive theory, Inverted –U theory & IZOF

**Unit 5. Personality in sports ( 12Hours )**

Meaning, Definition and Structure of Personality. Personality theories: Psychoanalysis, Humanistic, Trait and state Theories, and Social Learning. Personality and Performance in Sports (Ice Berg Profile by Morgan).

**Tutorial Class Plan**

**Topic:** Motivation in Sports

**Duration:** 1 Hour

**Mode:** Interactive Session

**Objective:**

- To understand the concept of motivation in sports.
- To explore types of motivation and their impact on athletic performance.
- To discuss practical techniques for enhancing motivation in sports contexts.

**Course Outcomes:**

1. Understand the foundational concepts, scope, and historical evolution of sport psychology, especially in the Indian context.
2. Apply motivational theories and techniques to enhance athletic performance and address individual needs.
3. Analyze the influence of arousal, stress, and anxiety on performance using relevant psychological theories.
4. Evaluate personality traits and their impact on athletic performance through established theories and profiles.
5. Demonstrate a clear understanding of motor learning stages and principles for effective skill acquisition in sports contexts.

**Suggested Readings**

1. Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
2. Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.
3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour.McGraw-Hill Education.UK
4. Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.



SPST8502      Course:    EXERCISE PSYCHOLOGY IN SPORTS

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### Course Description

The course "Exercise Psychology in Sport" explores the psychological principles and theories related to exercise and physical activity within a sport context. It emphasizes understanding the mental processes and emotional responses involved in exercise behaviour, motivation, and adherence. Students will delve into the impact of exercise on mental health, cognitive function, and overall well-being, while also exploring practical strategies for enhancing performance and promoting lifelong physical activity. Through theoretical and practical approaches, the course aims to equip students with the skills to apply exercise psychology in various settings, including competitive sports, fitness programs, and community health initiatives.

### Course Objectives:

1. To understand the foundations of exercise psychology and its relationship with mental health.
2. To explore the psychological effects of exercise on mood, cognition, and stress reduction.
3. To develop mental preparation techniques for sport performance and understand psychological skills training.
4. To examine practical applications of exercise psychology, focusing on special populations and emerging trends.
5. To analyse gender-related issues in exercise psychology and promote inclusivity in sports settings.

### Unit 1: Foundations of Exercise Psychology ( 12Hours )

Introduction to Exercise Psychology: Definition and scope, Relationship between exercise and psychology, Benefits of exercise on mental health, Motivation for Exercise: Intrinsic vs. extrinsic motivation, Goal-setting and adherence strategies, Barriers to Exercise: Individual, social, and environmental barriers, Strategies to overcome barriers

### Unit 2: Psychological Effects of Exercise ( 12Hours )

Exercise and Mood Enhancement: Neurobiological mechanisms (e.g., endorphins, serotonin), Role of exercise in reducing anxiety and depression, Cognitive Benefits of Exercise: Impact on memory, attention, and decision-making, Exercise and neuroplasticity, Stress and Exercise Stress-reduction mechanisms, Exercise as a coping strategy, Sleep and Exercise: Relationship between physical activity and sleep quality.

### Unit 3: Psychology of Sport Performance ( 12Hours )

Mental Preparation for Exercise and Sport: Confidence and Self-Efficacy in Sport: Building self-confidence, Bandura's theory of self-efficacy in exercise, Personality and Individual Differences in Exercise, Trait vs. state approaches, Influence of personality on exercise behaviour and performance. The role of exercise psychology in team sports, Building team cohesion through exercise interventions

### Unit 4: Gender and Exercise Psychology in Sport ( 12Hours )

Psychological differences in exercise preferences and performance across genders, addressing

stereotypes and promoting inclusivity in sports settings. Promoting gender equity in sports environments. Supporting participation of transgender and non-binary individuals in exercise and sports.

### **Unit 5: Practical Applications and Emerging Trends**

**(12Hours)**

Exercise Interventions for Special Populations: Psychological considerations for older adults, Exercise psychology for individuals with disabilities. Technology and Exercise Psychology: Wearable technology and motivation, Virtual reality, and gamification in exercise, Cultural and Social Aspects of Exercise Psychology: Influence of cultural norms on exercise behaviour, Role of social support in promoting exercise, Current Research and Future Directions.

### **Tutorial Class Topic: Practical Applications and Emerging Trends in Exercise Psychology**

**Duration: 1 Hour**

**Mode: Interactive and Discussion-Based Session**

#### **Objective:**

To explore the practical applications of exercise psychology in promoting physical and mental health.  
To discuss emerging trends and advancements in the field.

#### **Course Outcomes:**

1. Students will gain an understanding of the scope and impact of exercise psychology on mental health.
2. Students will identify psychological benefits of exercise, including mood enhancement and cognitive improvements.
3. Students will apply psychological techniques to enhance sport performance and manage stress.
4. Students will design exercise interventions for diverse populations, including older adults and individuals with disabilities.
5. Students will assess gender differences in exercise psychology and promote inclusivity in sports.

#### **Suggested Readings**

1. Weinberg, R. S., & Gould, D. (2023). *Foundations of sport and exercise psychology* (8th ed.). Human Kinetics.
2. Horn, T. S., & Smith, A. L. (Eds.). (2018). *Advances in sport and exercise psychology* (4th ed.). Human Kinetics.
3. Anshel, M. H., Petrie, T. A., & Lox, J. D. (Eds.). (2019). *APA handbook of sport and exercise psychology* (Vols. 1–2). American Psychological Association.
4. Giacobbi, P. R., Jr., et al. (Eds.). (2021). *Essentials of exercise and sport psychology: An open access textbook*. Open Textbook Library. <https://open.umn.edu>
5. McArdle, W. D., Katch, F. I., & Katch, V. L. (2009). *Sport and exercise science: A student's guide to biomechanics, physiology, and psychology*. Wolters Kluwer.

**Course Description:**

This course explores the fundamental principles of cognitive psychology and their application in sports contexts. By examining processes such as decision-making, problem-solving, attention, and cognitive biases, students will gain insights into optimizing mental performance in sports. The course is designed to enhance the understanding of cognitive functions and develop strategies for improving athletic performance through mental training and cognitive skill enhancement.

**Course Objectives:**

1. To understand the basics of cognitive psychology and its relevance to sports performance.
2. To explore decision-making processes under pressure and strategies for improvement in sports contexts.
3. To develop problem-solving techniques applicable to sports situations.
4. To enhance attention and concentration in sports through various techniques and strategies.
5. To examine the role of memory in sports psychology, focusing on procedural, declarative, and working memory.

**Unit 1. Introduction to Cognitive Psychology: Basics and Relevance to Sports (12Hours)**

Definition and scope of cognitive psychology, Key cognitive processes: Perception, memory, and thinking, Historical evolution and foundational theories, Relevance of cognitive psychology in sports, Cognitive skills for athletes: An overview

**Unit 2. Decision-Making: Under Pressure and Strategies for Improvement in sport (12Hours)**

Understanding decision-making processes, Cognitive load and its effect on decision-making, psychological responses to high-pressure situations, Techniques to improve decision-making: Visualization, pre-performance routines, Role of experience and expertise in decision-making, Reaction time and anticipation in sport.

**Unit 3. Problem-Solving: Techniques and Applications in sport (12Hours)**

Definition and stages of problem-solving, Types of problems in sports (strategic, technical, psychological), Heuristics and their role in problem-solving, Creative problem-solving techniques in sports, Case studies: Problem-solving in team and individual sports.

**Unit 4. Attention and concentration: Types, Challenges in sport (12Hours)**

Types of attention: Sustained, selective, and divided, types of Attention control and concentration in sports, Challenges to maintaining attention: Distractions, fatigue, and anxiety, Theories of Attention, Role of Attention & Concentration in Sports

**Unit 5: Memory in Sport Psychology (12Hours)**

Types of Memory in Sports, Procedural Memory: Role in skill acquisition and motor learning. Declarative Memory: Importance in understanding game rules and strategies, Short-Term vs. Long-

Term Memory: Applications in training and performance, Memory, and Decision-Making in Sports.

**Tutorial Class Plan: Attention and Concentration in Sports: Types and Challenges**

**Duration:** 1 Hour

**Mode:** Interactive Session

**Objective**

- To understand the concepts of attention and concentration.
- To explore types of attention and concentration relevant to sports.
- To identify challenges athletes face in maintaining focus.
- To discuss strategies for improving attention and concentration in sports.

**Course Outcomes:**

1. Students will demonstrate an understanding of cognitive psychology and its application to sports.
2. Students will apply decision-making techniques to improve performance under pressure.
3. Students will implement creative problem-solving strategies in various sports settings.
4. Students will enhance their ability to concentrate and maintain attention during high-stress situations.
5. Students will assess and apply memory techniques to optimize sports training and performance.

Reference books

1. Cappuccio, M. L. (Ed.). (2019). *Handbook of embodied cognition and sport psychology*. The MIT Press.
2. Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). Wiley.
3. Moran, A. P. (1996). *The psychology of concentration in sport performers: A cognitive analysis*. Psychology Press.

**SPST8504**

**Course: SOCIAL PSYCHOLOGY IN SPORTS**

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**Course description:**

Social psychology in sports explores how social interactions and psychological principles influence athletes' behavior, team dynamics, and performance. It examines group cohesion, leadership, communication, and conflict resolution to enhance teamwork. Social identity theory highlights the impact of team membership on morale and collaboration, while cultural factors shape sports behaviors. Aggression in sports is addressed through theories, with strategies promoting sportsmanship and fair play. Coaches play a pivotal role in influencing athletes through leadership styles, psychological training, and ethical practices, fostering trust, motivation, and overall success in sports settings

**Course Objectives:**

1. To understand the scope and theories of social psychology in sports and its importance for athletes and coaches.
2. To explore group dynamics in sports, including team cohesion, leadership, and communication.
3. To examine the role of social identity in sports and its impact on performance and participation.
4. To analyze aggression in sports and implement strategies to promote sportsmanship and manage aggression.
5. To develop effective leadership and communication skills in sports settings.

**Unit 1. Introduction to Social Psychology in Sports (12 Hours)**

Definition and scope of social psychology in sports, Importance of understanding social psychology for athletes and coaches, Key theories in social psychology related to sports (e.g., social learning theory, self-determination theory).

**Unit 2. Group Dynamics in Sports (12Hours)**

Concept of group dynamics in team settings, Team cohesion: factors, measurement, and strategies to enhance, Team Cohesion: Nature, Correlates and Development, Conceptual model of Team cohesion, Relationship of team cohesion to Team Success, Team Building  
Impact of audience on Sport Performance (12 hours)

**Unit 3. Social Identity and Sports (12Hours)**

Social identity theory, social categorical theory and its application in sports, Team identity and its effects on performance and morale. Cultural influences on sports behaviour and participation.

**Unit 4. Aggression and Sportsmanship (12Hours)**

Definition, Theories of aggression in sports, Factors contributing to aggressive behaviour in athletes, Strategies to promote sportsmanship and fair play, Role of spectators in influencing aggression, strategies manage aggression.

**Unit 5. leadership and communication in sport (12Hours)**

Leadership Styles in Sports: Autocratic vs. democratic leadership in team management, , Situational

leadership in adapting to diverse team dynamics, Qualities of Effective Sports Leaders: Emotional intelligence in leadership, Role of Communication in Leadership, Verbal and non-verbal communication skills for leaders, Active listening and providing constructive feedback, Importance of clarity and consistency in communication,

### **Tutorial Class Plan: Aggression and Sportsmanship in Sports**

**Duration:** 1 Hour

**Mode:** Interactive Session

#### **Objective**

- To understand the concepts of aggression and sportsmanship in sports.
- To differentiate between positive and negative forms of aggression.
- To discuss the importance of sportsmanship in promoting fair play.
- To explore strategies for managing aggression and fostering sportsmanship.

#### **Course Outcomes:**

1. Students will demonstrate knowledge of social psychology theories and their application in sports.
2. Students will apply strategies to enhance team cohesion and resolve conflicts within sports teams.
3. Students will assess the impact of social identity on sports behavior and performance.
4. Students will identify and manage aggression in sports while promoting fair play and sportsmanship.
5. Students will develop leadership and communication skills to effectively manage sports teams and foster positive team dynamics.

#### **REFERENCE BOOKS**

1. Davis, L., Keegan, R., & Jowett, S. (2020) *Social Psychology in Sport* (2nd ed.). Human Kinetics. Available at: <https://us.humankinetics.com/products/social-psychology-in-sport-2nd-edition>
2. Knowles, A., Lorimer, R., & Shanmugam, V. (2018). *Social Psychology in Sport and Exercise: Linking Theory to Practice*. Bloomsbury Academic. Available at: <https://www.bloomsbury.com/us/academic/psychology/sport-psychology>
3. Lavalley, D., & Wylleman, P. (2019). *The New Psychology of Sport and Exercise*. SAGE Publications. Available at: <https://uk.sagepub.com/en-gb/eur/the-new-psychology-of-sport-and-exercise/book265588>
4. Weinberg, R. S., & Gould, D. (2022). *Foundations of Sport and Exercise Psychology* (8th ed.). Human Kinetics. Available at: <https://us.humankinetics.com/collections/psychology-of-sport-and-exercise>
5. Keegan, R. (2021). *Being a Sport Psychologist*. Bloomsbury Academic. Available at: <https://www.bloomsbury.com/us/academic/psychology/sport-psychology>

**SPST8505**

**Course: PSYCHOLOGICAL SKILLS TRAINING SKILLS IN SPORTS.**

**L T P C**

**3 1 0 4**

### **Course Description**

Psychological Skills Training in Sports focuses on developing mental skills essential for athletes' optimal performance. The course introduces psychological techniques that enhance concentration, stress management, motivation, and self-confidence, aiming to improve both individual and team performance in competitive sports. Topics include imagery, relaxation techniques, goal setting, and self-talk, providing athletes with tools to handle pressure, stay focused, and overcome mental barriers.

### **Course Objectives:**

1. To understand the importance and scope of mental training skills in sports and psychological skills training (PST).
2. To explore arousal regulation, stress management, and techniques for coping with anxiety and adversity in sports.
3. To examine the use of imagery in sports and its effectiveness in enhancing performance.
4. To analyze self-confidence, self-efficacy, and techniques for building and maintaining confidence in athletes.
5. To develop concentration training techniques to enhance focus and attention during sports performance.

### **Unit 1: Introduction to mental training skills (12Hours)**

Importance of Mental Skills in Sports, Definition, and scope of mental training Skills, Psychological Skills Training Entails, Myths About PST, PST Effectiveness, Three Phases of PST Programs,

### **Chapter 2: Arousal Regulation and Stress Management (12Hours)**

Increasing Self-Awareness of Arousal, Using Anxiety Reduction Techniques, Exploring the Matching Hypothesis, Coping with Adversity, Using Arousal-Inducing Techniques

### **Chapter 3: Imagery training in sport (12Hours)**

Defining Imagery, Uses of Imagery, Evidence of Imagery's Effectiveness, Imagery in Sport: Where, When, why, and What. How Imagery Works, Keys to Effective Imagery, How to Develop an Imagery Training Program

### **Chapter 4: Self-Confidence, (12Hours)**

Defining Self-Confidence, Understanding How Expectations Influence Performance, Examining Self-Efficacy Theory, Assessing Self-Confidence, self-efficacy theory, Building Self-Confidence and techniques to enhance concentration in sport.

### **Unit 5: Concentration training in sport. (12Hours)**

Concentration Exercises and Drills: Eye-tracking exercises to improve visual focus, Reaction time drills for sustained attention, Simulated pressure scenarios to train focus under stress, Role of Routine in Concentration: Pre-performance rituals to enhance focus, Self-Talk and Concentration: Positive self-talk for maintaining focus, Techniques to block negative or intrusive thoughts.

## **Tutorial Class Plan: Imagery Training in Sport**

**Duration:** 1 Hour

**Mode:** Interactive Session

### **Objective**

- To understand the concept of imagery training in sports.
- To explore the types and techniques of imagery.
- To apply imagery training in sport-specific contexts.
- To discuss its benefits for performance enhancement.

### **Course Outcomes:**

1. Students will gain a comprehensive understanding of mental training skills and their role in sports performance.
2. Students will apply arousal regulation and stress management techniques to optimize athletic performance.
3. Students will design and implement imagery training programs to improve sport performance.
4. Students will assess and enhance self-confidence and self-efficacy to improve athletic performance.
5. Students will utilize concentration exercises and self-talk strategies to improve focus and mental clarity in sports.

### **Recommended Books:**

1. Weinberg, R. S., & Gould, D. (2023). *Foundations of Sport and Exercise Psychology*.
2. Williams, J. M., & Krane, V. (2021). *Applied Sport Psychology: Personal Growth to Peak Performance*.
3. Gardner, F. L., & Moore, Z. E. (2017). *Mindfulness and Acceptance in Sport*.
4. Hardy, J. (2020). *Self-Talk in Sport*.
5. Sarkar, M., & Fletcher, D. (2014). *Psychological Resilience in Sport Performer*



**Course Objectives:**

1. To learn and practice progressive muscle relaxation (PMR) for tension reduction.
2. To understand and apply deep breathing techniques to promote calmness and mental clarity.
3. To explore visualization and imagery techniques for enhancing athletic performance.
4. To practice autogenic training to facilitate relaxation and self-suggestions.
5. To assess and evaluate athletes' psychological states using paper-pencil tests in sport psychology.

**Name of the practicum**

1. Progressive Muscle Relaxation (PMR): Tensing and then relaxing different muscle groups to reduce tension.
2. Autogenic Training: Athletes use self-suggestions to promote relaxation, such as "My arms are heavy and warm."
3. Mindfulness based Cognitive Therapy.

Paper-pencil tests in sport psychology are assessments often used to evaluate athletes' psychological states, attitudes, or behaviours.

1. Sport Anxiety Scale-2 (SAS-2): Measures anxiety levels in athletes.
2. Athletic Coping Skills Inventory (ACSI-28): Assesses coping skills in athletes.
3. Profile of Mood States (POMS): Measures mood states, such as tension, depression, and vigor.
4. Mental Toughness Questionnaire (MTQ48): Assesses mental toughness, including confidence, focus, and resilience.
5. Sport Confidence scale.
6. Reaction time

**Course Outcomes:**

1. Students will demonstrate proficiency in progressive muscle relaxation (PMR) to reduce muscle tension.
2. Students will effectively utilize deep breathing techniques to manage anxiety and improve focus.
3. Students will apply visualization/imagery techniques to enhance mental preparedness for sports.
4. Students will use autogenic training to foster relaxation and mental calmness.
5. Students will assess athletes' psychological states and behaviors using standard sport psychology tests like SAS-2, ACSI-28, POMS, and MTQ48.

**Reference Books:**

1. Vealey, R. S. (2007). *Mental Skills Training in Sport*.
2. Weinberg, R. S., & Gould, D. (2014). *Foundations of Sport and Exercise Psychology*.
3. Williams, S. E., & Reilly, T. (2009). *The Psychology of Sport Injury*.
4. Murphy, S. M. (2005). *The Sport Psychologist's Handbook: A Guide for Sport-Specific Performance Enhancement*.

## SEMESTER II

**SPST8506 Course: ADVANCED TRENDS IN SPORT PSYCHOLOGY L T P C**  
**3 1 0 4**

### Course Description

This course explores the intersection of neuroscience, technology, and psychology in sports. It emphasizes the mechanisms of the brain in athletic performance, the application of wearable technologies in psychological monitoring, the role of biofeedback in training, and the integration of virtual reality in developing mental skills. Students will also critically examine ethical implications, ensuring the responsible use of these advancements in sports.

### Course Objectives:

1. To understand the neuroscience behind athletic performance and the brain-body connection.
2. To explore the applications and benefits of wearable technology in monitoring athletes' psychological states and performance.
3. To learn the principles and benefits of biofeedback in improving sports performance and managing stress.
4. To examine the role of virtual reality in mental skills training and enhancing athletic performance.
5. To explore positive psychology concepts and their impact on athlete well-being and performance.

### **Unit 1: Neuroscience in Sports: Brain Mechanisms and Performance (12Hours)**

Brain-Body Connection: Neurological pathways influencing athletic performance. Cognitive Functions: Decision-making, focus, and attention in sports. Neuroplasticity: Training the brain for skill acquisition, Stress and Anxiety: Neurological responses and their impact on performance, Applications of Neuroimaging: Functional MRI and EEG in sports, Mental Fatigue: Effects on motor skills and endurance, Enhancing Performance: The role of mental rehearsal and visualization.

### **Unit 2: Wearable Technology: Applications in Psychological Monitoring (12 HOURS)**

Types of Wearable Devices: Heart rate monitors, EEG headbands, and more. Measuring Stress: Wearables for cortisol and heart rate variability. Tracking Recovery: Sleep monitoring and muscle recovery insights. Data Analytics: Interpreting wearable data for psychological insights. Real-time Feedback: Enhancing training effectiveness. Limitations and Challenges: Data accuracy and ethical concerns. Future Trends: Innovations in wearable technology for sports psychology.

### **Unit 3: Biofeedback: Tools and Benefits (12Hours)**

Principles of Biofeedback: How it works and its relevance to sports. Biofeedback Modalities: EMG, HRV, GSR, and EEG. Stress Management: Relaxation techniques using biofeedback. Enhancing Focus: Real-time applications in concentration improvement. Integrating Biofeedback: Role in team sports versus individual sports. Training Protocols: Steps for effective biofeedback sessions. Case Studies: Success stories in applying biofeedback in sports.

**Unit 4: Virtual Reality Training: Emerging Technologies in Mental Skills (12Hours)**

Introduction to Virtual Reality: Tools and techniques. Simulating Game Scenarios: Role-playing under pressure. Enhancing Visualization: Immersive environments for skill development. Confidence Building: VR applications in overcoming performance anxiety. Assessing Performance: Real-time feedback in virtual settings. Challenges and Limitations: Technical, financial, and ethical aspects. Future Prospects: Integrating AI and VR in sports training.

**Unit 5: Positive Psychology and Athlete Well-Being (12 HOURS)**

Optimism in athletes, Role of gratitude, mindfulness, and flow in sports. Programs to promote overall well-being and prevent burnout.

**Tutorial Class Plan: Virtual Reality (VR) Training: Emerging Technologies in Mental Skills in Sport**

**Duration:** 1 Hour

**Mode:** Interactive Session

**Objective**

- To understand the concept and applications of virtual reality (VR) training in sports.
  - To explore how VR enhances mental skills training for athletes.
- To evaluate the benefits and challenges of VR technology in sports performance.

**Course Outcomes:**

1. Students will apply neuroscience concepts to understand the brain mechanisms influencing athletic performance.
2. Students will utilize wearable technology to monitor and analyze athletes' psychological states, enhancing performance.
3. Students will demonstrate the use of biofeedback techniques for stress management and focus enhancement.
4. Students will integrate virtual reality tools into mental skills training to improve athletic performance and confidence.
5. Students will implement positive psychology strategies to promote athlete well-being, prevent burnout, and enhance motivation.

**Reference Books**

1. Anshel, M. H., Labbé, E. E., Petrie, T. A., Petruzzello, S. J., & Steinfeldt, J. A. (Eds.). (2019). *APA handbook of sport and exercise psychology*. American Psychological Association.
2. [American Psychological Association](#)
3. Williams, J. M., & Krane, V. (Eds.). (2020). *Applied sport psychology: Personal growth to peak performance* (8th ed.). McGraw-Hill Education.

**SPST8507**

**Course: INJURY AND REHABILITATION IN SPORTS**

**L T P C**

**3 1 0 4**

**Course Description:**

This course provides an in-depth understanding of sports injuries, their causes, types, and psychological impact on athletes. It explores physical and psychological rehabilitation techniques, including physiotherapy, exercise science, and mental health strategies. The course also covers the role of medical professionals in sports rehabilitation and reintegration, focusing on injury prevention, recovery techniques, and return-to-play protocols. Students will develop knowledge in injury management, psychological resilience, and rehabilitation strategies essential for athletes' well-being and performance.

**Course Objectives.**

1. understand the classification, causes, and risk factors of physical injuries in athletes, including acute, chronic, and catastrophic injuries.
2. Analyse rehabilitation strategies for sports injuries, focusing on physiotherapy, pain management, and psychological recovery techniques.
3. Examine the psychological impact of injuries on athletes, including stress, anxiety, PTSD, and motivation loss.
4. Explore psychological rehabilitation strategies such as cognitive-behavioural therapy, visualization, and mindfulness in sports injury recovery.
5. Evaluate reintegration strategies for athletes' post-injury, considering physical conditioning, psychological readiness, and the role of medical professionals.

**Unit 1: Physical Injuries in Athletes:**

**(12 HOurs)**

Meaning definition of injury, Types of Physical Injuries in Athletes: Acute vs. Chronic Injuries. Common Sports Injuries: sprains, fractures, dislocations, concussions, Overuse Injuries: stress fractures, tendinitis, Catastrophic Sports Injuries: spinal cord injuries, traumatic brain injuries Causes and Risk Factors of Sports Injuries: Intrinsic Factors: biomechanics, flexibility, muscle imbalances Extrinsic Factors: training load, playing surface, equipment, Psychological Factors: stress, anxiety, risk-taking behaviour. Common Cardiac Problems in Athletes; Hypertrophic cardiomyopathy (HCM), Arrhythmias, Coronary artery anomalies, Myocarditis and its impact on sports performance, Sudden cardiac arrest (SCA) in athletes.

**Unit 2: Physical Rehabilitations for Sports Injuries**

**(12 hours)**

Phases of Rehabilitation: Acute, Subacute, Return to Play, Role of Physiotherapy in Recovery, Strengthening and Conditioning Exercises, Pain Management Techniques: Cold Therapy, Heat Therapy, Electrotherapy, Psychological Aspects of Rehabilitation: Coping Strategies, Motivation. First Aid for Cardiac Emergencies in Sports; recognizing signs and symptoms of cardiac distress, Immediate response to cardiac arrest (CPR and AED use), Emergency protocols during sports events, Role of team physicians and medical staff in on-field emergencies.

### **Unit 3: Psychological Trauma in Injured Athletes**

**(12 Hours)**

Definition of Psychological Trauma in Sports, Psychological Impact of Injuries, Emotional Responses to Injury: Shock, Denial, Anger, Depression, Psychological Responses to Sports Injuries Stress and Anxiety Related to Injury, Fear of Re-injury and Its Impact on Performance, Post-Traumatic Stress Disorder (PTSD) in Athletes, Impact of Psychological Trauma on Athletic Performance: Loss of Confidence and Self-Efficacy, Avoidance Behaviour and Fear of Return to Play

Burnout and Loss of Motivation

### **Unit 4: Psychological Rehabilitation of Sport Injuries:**

**(12 hours)**

Definition and Importance of Psychological Rehabilitation, The Role of Sports Psychology in Injury Rehabilitation, Psychological Strategies for Injury Rehabilitation, Goal-Setting and Motivation Techniques, Cognitive-Behavioural Therapy (CBT) for Injured Athletes, Relaxation Techniques: Breathing Exercises, Progressive Muscle Relaxation. Mindfulness and Meditation in Recovery, Coping Mechanisms and Resilience Building, Imagery and Visualization in Sports Injury Recovery, Social Support and Team Involvement in Recovery.

### **Unit 5: Reintegration into Sport Post-Injury**

**(12Hours)**

Psychological aspects of returning to sport, Load management and injury prevention. Case studies of successful reintegration, Orthopaedics in Sports: Common orthopaedic injuries in athletes, Advances in orthopaedic treatments, Role of Exercise Physiologists in Sports: Assessing physical fitness and endurance, designing training and conditioning programs, Role of Physicians in Sports Medicine, Diagnosis.

#### **Course outcomes.**

1. Identify and classify sports injuries based on severity, type, and cause.
2. Explain rehabilitation phases and techniques for sports injuries, including physiotherapy, pain management, and psychological support.
3. Assess the emotional and psychological impact of sports injuries and apply appropriate coping strategies.
4. Implement psychological rehabilitation techniques to support athlete recovery and prevent mental health issues.
5. Develop reintegration plans for injured athletes, ensuring physical and psychological readiness for return to sport.

**Tutorial Class Plan: Psychological Rehabilitation of Sport Injuries: 1 Hour**  
**Mode: Interactive Session**

**Objective**

1. Understand the importance of psychological rehabilitation in sports injury recovery.
2. Explore psychological strategies like CBT, goal-setting, and relaxation techniques for injured athletes.
3. Analyse the role of social support, resilience, and mental training in reintegration post-injury.

**Course Outcomes:**

**Reference Books:**

1. Williams, J. M., & Andersen, M. B. (2012). *Psychological Aspects of Sport Injury and Rehabilitation*.
2. Wiese-Bjornstal, D. M. (2014). *Psychology of Sport Injury*.
3. Gervis, M. (2019). *Sports Psychology: A Case Study Approach*.
4. Brewer, B. W. (2009). *Psychological Aspects of Sport Injury Rehabilitation*.
5. Rainer, S., & Keinan, G. (2018). *The Role of Social Support in Injury Recovery*.

**Course Description:**

This course provides a comprehensive overview of counselling theories and their relevance to sport psychology, emphasizing the sport psychologist's role in addressing athletes' mental health and ethical considerations. It explores the importance of building therapeutic relationships through trust, empathy, and effective communication while equipping professionals with skills to recognize and evaluate psychological issues using assessment tools. The course also delves into evidence-based interventions, including cognitive-behavioral strategies to manage performance anxiety and motivational interviewing techniques to enhance athletes' commitment and drive, fostering holistic support for their mental well-being and performance.

**Course Objectives:**

1. To explore foundational counselling theories and their relevance to sport psychology.
2. To develop effective communication skills for building therapeutic relationships with athletes.
3. To understand psychological assessment tools and identify mental health issues in athletes.
4. To learn and apply counseling techniques and interventions such as cognitive-behavioural strategies and motivational interviewing.
5. To implement psychological preparation techniques to enhance athlete motivation, commitment, and overall performance.

**Unit 1: Overview of Counselling Theories****(12Hours)**

Exploration of foundational counselling models and their relevance to sport psychology. Role of the Sport Psychologist, Understanding the responsibilities and ethical considerations in counselling athletes.

**Unit 2: Building Therapeutic Relationships****(12Hours)**

Establishing Rapport with Athletes, Techniques for building trust and effective communication, Active Listening and Empathy, developing skills to understand and respond to athletes' concerns.

**Unit 3: Assessment and Evaluation****(12Hours)**

Psychological Assessment Tools, Introduction to instruments used to evaluate athletes' mental states, Identifying Mental Health Issues, Recognizing signs of psychological distress in athletes.

**Unit 4: Counselling Techniques and Interventions****(12Hours)**

Cognitive-Behavioural Strategies, Application of CBT methods to address performance anxiety and other issues, Motivational Interviewing

**Unit 5: Psychological preparation of athletes****(12Hours)**

Psychological Assessment stage, Psychological Skills Recommendations stage, Implementation

and Practice stage and review and feed back stage. Techniques to enhance athletes' motivation and commitment. Understanding SDG 3 and the role of sports in promoting physical and mental well-being. Role of sport psychologists in health promotion, policy development, and sustainable well-being.

### **Tutorial Class Plan: Building Therapeutic Relationships**

**Duration:** 1 Hour

**Total Course Duration:** 12 Hours (Overview for a series of classes)

#### **Objective**

- To understand the key components of building a strong therapeutic relationship in counseling and psychological practices.
- To explore the principles, techniques, and barriers to effective therapeutic relationships.
- To provide practical strategies for fostering trust, empathy, and rapport in client-counselor interactions.

#### **Course Outcomes:**

1. Students will analyze and apply foundational counseling models in the context of sport psychology.
2. Students will demonstrate effective rapport-building and active listening techniques to establish trust with athletes.
3. Students will assess athletes' mental states using psychological tools and recognize signs of distress.
4. Students will implement counseling strategies, including cognitive-behavioral methods and motivational interviewing, to address athlete concerns.
5. Students will create psychological preparation plans for athletes, enhancing motivation and commitment to training and competition.

#### **Reference Books:**

1. Anderson, M. B., & Williams, J. M. (2012). *Applied Sport Psychology: Personal Growth to Peak Performance*.
2. Nicholls, A. R., & Polman, R. C. (2015). *Sport Psychology: A Practical Guide to Training and Performance*.
3. Vealey, R. S., & Chase, M. A. (2016). *The Mental Game Plan: Getting Psyched for Sports Success*.
4. Grant, A. M., & Green, L. S. (2016). *Motivational Interviewing and Cognitive-Behavioral Therapy in Sports*.
5. Cox, R. H. (2017). *Sport Psychology: Concepts and Applications* (7th ed.).



**Course description:**

The "Research Methods in Sports" course provides an in-depth exploration of research design, methodologies, and statistical techniques used in sports science. Students will learn how to conduct both qualitative and quantitative research, analyze data, and apply findings to improve athletic performance, coaching, and sports management. The course also emphasizes ethical considerations and the importance of evidence-based practices in the field. Practical skills for interpreting and presenting research outcomes are developed to support informed decision-making in sports-related environments.

**Course Objectives:**

1. Understand the nature and characteristics of the research process, including ethical issues and plagiarism.
2. Develop skills in identifying research problems, formulating hypotheses, and reviewing related literature.
3. Learn statistical methods, including probability, distributions, and sampling techniques.
4. Master hypothesis testing, including parametric and non-parametric methods and ANOVA.
5. Acquire the ability to write a comprehensive research report with proper structure and ethical considerations.

**UNIT 1: Introduction****( 12Hours )**

Nature and Characteristics of Research Process; Scientific & Unscientific, Types of Research: Basic & Applied, Quantitative & Qualitative Research, Nature and Type of Data, Measures of Central Tendency & Measures of Dispersion, Concept of Standard Error of Estimates, Graphical Representation of Data Ethical Issues in Research,

**UNIT 2: Developing the Problem,****(12Hours )**

Review of Related Literature, writing a Proposal (Thesis), Identifying the Research Problem, Meaning and Formulation of Research Hypothesis, Delimitations and Limitations, Needs of Significance of the Study. Need, Purpose, Kinds and Steps of Literature Review, Methods of Data Collection: Participants, Variables & Instruments Selection, Research Design ,Thesis Format, Writing of abstract and Research Proposal.

**UNIT 3: Introduction to Statistics,****( 12Hours )**

Probability Sampling, Distribution and Estimation. Statistics – Definition, Types. Types of variables – Organizing data; Descriptive Measures: Need, Purpose and Kinds. Basic Definitions and rules for probability, conditional probability independence of events, random variables, Probability distributions: Binomial, Uniform and Normal distributions. Introduction to sampling distributions, sampling distribution of mean and proportion, sampling techniques.

**UNIT 4: Testing of Hypothesis,****( 12Hours )**

Meaning and definition of hypothesis, types of hypothesis Parametric and Non-Parametric Methods,

Hypothesis testing: one sample and two sample tests for means and proportions of large samples (z-test), one sample and two sample tests for means of small samples (t-test), F-test for two sample standard deviations. Unit 5: ANOVA one and two way – Design of experiments. Correlation analysis,

### **Unit 5: Report Writing in Research.**

**( 12Hours )**

Structure of a Research Report: Title page, abstract, Writing the Introduction; Setting the research context, defining the research problem, Literature Review: Importance of reviewing existing research, synthesizing key findings, and identifying research gaps. Methodology Section: Detailing research design, sampling methods, data collection procedures, and ethical considerations. Results Section: Presenting data through tables, figures, and descriptive statistics; interpretation of findings., Discussion and Interpretation: Analyzing and interpreting results, comparing findings with previous research, and addressing research questions., conclusion: Summarizing key findings, implications of the research, limitations, and recommendations for future studies.; References and Citations. Ethical Considerations in Reporting: Maintaining integrity, avoiding plagiarism, and adhering to ethical guidelines in presenting research data. Formatting and Presentation.

### **Tutorial Plan: Testing of Hypothesis**

**Duration:** 1 Hour

**Mode:** Interactive Session

#### **Objective**

- To understand the concept and importance of hypothesis testing in research.
  - To learn the steps involved in testing a hypothesis.
  - To explore common statistical tests used for hypothesis testing.
  - To apply these concepts through practical examples.

#### **Course Outcomes:**

1. Demonstrate knowledge of the research process, types of research, and ethical considerations.
2. Formulate research problems and hypotheses, conduct literature reviews, and develop research proposals.
3. Apply statistical methods and sampling techniques to analyze data.
4. Conduct hypothesis testing, including t-tests and F-tests, and perform ANOVA.
5. Write a well-structured research report with clear methodology, results, discussion, and conclusions.

#### **Reference Books:**

1. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
2. Wilkinson, T.S., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*. Routledge.
3. Gravetter, F.J., & Wallnau, L.B. (2014). *Statistics for the Behavioral Sciences*. Cengage Learning.
4. Babbie, E. (2013). *The Practice of Social Research*. Cengage Learning.
5. Cooper, D.R., & Schindler, P.S. (2014). *Business Research Methods*. McGraw-Hill.

**SPST8510: YOUTH DEVELOPMENT IN SPORTS**

**L T P C  
3 1 0 4**

**Course Description**

This course delves into the psychological principles that underpin youth development through sports. It examines the role of sports in fostering physical, emotional, social, and cognitive growth in young individuals. The course emphasizes the importance of motivation, goal-setting, leadership, teamwork, and resilience in youth sports. Students will learn strategies to address the challenges young athletes face and explore the role of coaches, parents, and peers in promoting positive youth development

**Course Objectives:**

1. Understand the foundations of youth development through sports and its impact on physical, social, emotional, and cognitive growth.
2. Explore motivational theories and performance enhancement techniques to foster intrinsic and extrinsic motivation in youth athletes.
3. Examine the role of parents, coaches, and peers in shaping social and environmental factors that influence youth participation in sports.
4. Analyze the challenges and ethical considerations faced by young athletes, including managing stress, burnout, and academic balance.
5. Develop leadership and life skills in youth through sports, emphasizing character development and the application of skills in real-life settings.

**Unit 1: Foundations of Youth Development in Sports**

**(12hours)**

Definitions and Key Concepts, Benefits of Sports Participation in Youth Development, Developmental Domains in Youth Sports: Physical, Social, Emotional, and Cognitive Development, Theoretical Perspectives on Youth Development: Erickson's Psychosocial Development Theory, Bronfenbrenner's Ecological Systems Theory

**Unit 2: Motivation and Performance in Youth Sports**

**(12hours)**

Understanding Motivation in Youth Athletes: Intrinsic vs. Extrinsic Motivation, Achievement Goal Theory, Self-Determination Theory, Building Confidence and Resilience: Enhancing Self-Efficacy in Young Athletes, Strategies for Overcoming Fear of Failure, Performance Enhancement Techniques, Goal Setting and Visualization, Mental Toughness Training

**Unit 3: Social and Environmental Influences on Youth in Sports**

**(12hours)**

Role of Parents, Coaches, and Peers: Positive and Negative Influences, Effective Communication Strategies, Team Dynamics and Leadership Development: Importance of Teamwork in Youth

Sports, Developing Leadership Skills Among Youth, Impact of Culture and Socioeconomic Factors: Access to Sports Opportunities, Diversity and Inclusion in Youth Sports

**Unit 4: Challenges and Ethical Considerations in Youth Sports (12hours)**

Common Challenges Faced by Young Athletes: Stress, Burnout, and Overtraining, Balancing Sports and Academics, Ethical Issues in Youth Sports, Early Specialization vs. Multisport Participation, Managing Pressure and Expectations: Interventions for Healthy Youth Sports Participation, Mental Health Support for Young Athletes, Promoting Long-Term Athletic and Personal Development

**Unit 5: Developing Leadership and Life Skills Through Sports (12hours)**

Introduction to Leadership in Youth Sports: Defining leadership and its importance in youth sports. Building Leadership Skills: Developing communication, decision-making, and problem-solving abilities. Life Skills Gained Through Sports: Self-discipline, teamwork, goal-setting, and conflict resolution. Sports as a Tool for Character Development: Fostering values such as respect, responsibility, and integrity. Coaching for Leadership: Strategies for coaches to foster leadership qualities in young athletes. Transfer of Skills to Real-Life Contexts: How leadership and life skills learned in sports apply to academic, social, and future career settings.

**Course Outcomes:**

1. Ability to apply developmental theories to understand the influence of sports on youth and design programs to enhance holistic growth.
2. Skill in using motivational theories and performance enhancement techniques to improve athletes' confidence, resilience, and mental toughness.
3. Understanding the social dynamics in youth sports and the ability to create inclusive and supportive sports environments.
4. Proficiency in addressing ethical issues and challenges in youth sports, while promoting a balanced and healthy sports experience.
5. Competence in fostering leadership, communication, and life skills in young athletes to help them succeed both in sports and beyond.

**Reference Books:**

1. Gould, D., & Carson, S. (2008). *Life Skills in Sport: Applied Psychological Perspectives*. Human Kinetics.
2. Macdonald, D., & Tinning, R. (2005). *Physical Education, Sport, and Social Theory: An Introduction*. Routledge.
3. Côté, J., & Vierimaa, M. (2014). *The Developmental Model of Sport Participation: 15 Years After Its Introduction*. *Journal of Sport and Exercise Psychology*.
4. Weiss, M. R., & Wiese-Bjornstal, D. M. (2009). *Developmental Sport and Exercise Psychology: A Lifespan Perspective*. Fitness Information Technology.
5. Fraser-Thomas, J., Côté, J., & Deakin, J. (2005). *Youth Sport and Positive Development: An Introduction to the Special Issue on Youth Sport and Positive Development*. *International Journal of Sport Psychology*.

**Course description:**

The Field Work and Case Studies in Sports Psychology course offers students practical experience in applying sports psychology theories to real-world scenarios. Through fieldwork and case studies, students will assess psychological challenges faced by athletes, such as anxiety, burnout, and injury recovery, and implement intervention strategies to enhance performance and well-being. The course includes working directly with athletes and sports organizations, conducting psychological assessments, and developing evidence-based interventions. Emphasis is placed on communication, counseling skills, and critical reflection to address mental health issues and improve athletic performance. It is designed for students pursuing careers in sports psychology, counseling, or coaching.

**Course Objectives:**

1. Identify and understand the major psychological problems faced by athletes, including anxiety, depression, and burnout.
2. Explore the impact of psychological problems on athletes' performance, mental health, and overall well-being.
3. Learn psychological intervention techniques to address common psychological issues, such as stress management and performance anxiety.
4. Examine the relationship between injury, recovery, and mental health, and develop strategies to cope with injury-related stress.
5. Develop skills in supporting athletes with mental health challenges through effective communication, counseling techniques, and mental skills training.

**Case study Topics**

1. Anxiety
2. Stress
3. Depression
4. Burnout
5. Eating Disorders
6. Injury-Related Stress
7. Low Self-Esteem
8. Fear of Failure
9. Competitive Anxiety
10. Obsessive-Compulsive Disorder (OCD)
11. Sleep Disorders
12. Overtraining Syndrome
13. Social Anxiety
14. Mood Profiles
15. Low Motivation
16. Addiction
17. Imposter Syndrome
18. Over workload and burnout

19. Perfectionism
20. Team Dynamics Issues

**Course Outcomes:**

1. Ability to recognize various psychological problems in athletes and understand their effects on both personal and athletic performance.
2. Proficiency in applying mental health interventions and coping strategies to help athletes overcome issues like stress, anxiety, and burnout.
3. Skill in designing psychological support plans for athletes that include mental skills training, relaxation techniques, and performance enhancement strategies.
4. Competence in addressing injury-related psychological challenges and providing support to athletes through recovery.
5. Capacity to create a supportive environment for athletes, addressing social dynamics, mental health concerns, and fostering resilience and self-esteem.

**Text Books:**

1. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders (4th.ed.): Text revision (DSM-IV-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt.) Ltd. 159
2. World Health Organization. (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical descriptions and diagnostic guidelines (10th ed.). Geneva.

**References:**

1. Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi: Jaypee Brothers.
2. Sadock, B.J. & Sadock, V. A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.