

Course Title	SPORTS PSYCHOLOGY				
Course Code	SSPSY204-1				
Course Type	MANDATORY				
Level	BSc (Level 1)				
Year / Semester	2nd / Spring				
Teacher's Name	Dr. Angelos Rodafinos				
ECTS	6	Lectures / week	3	Laboratories / week	0
Course Purpose	The course aims to develop critical thinking skills and a positive attitude towards lifelong learning, to acquire basic knowledge about the theories of sports psychology and to become familiar with the design and implementation of research projects in the field of Sports Psychology, to learn to use effective tools for the analysis and presentation of data and findings and to develop transferable skills related to teamwork, oral/written/visual communication and time management.				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Familiarize themselves with the basic concepts, terms and topics that Sports Psychology focuses on. 2. Describe the existing theories of sports psychology and understand how they can contribute to maximizing the results of the training process and participation in competitions. 3. Integrate and apply psychological theories and techniques in teaching, sports and exercise. 4. Seek, review and critically evaluate the information provided in the literature. 5. To provide basic consulting services in both competitive sport and a wide range of health-related sports activities. 				
Prerequisites	No	Corequisites	No		
Course Content	<ol style="list-style-type: none"> 1. Introduction to the psychology of exercise and sports. 2. The role of motivation, motivation and achievement orientations in sports behavior. 				

	<ol style="list-style-type: none"> 3. Change attitudes and adopt healthy behaviors. 4. Setting goals. 5. Imagery. 6. Self-efficacy. 7. Attention control and concentration. 8. Stress measurement and coping strategies. 9. Positive thinking and self-talk. 10. The "routine" 11. Team dynamics and cohesion. 12. Children's sports: The role of the coach and parents 13. Critical analysis and evaluation of teaching units - Summary.
Teaching Methodology	<p>Theory</p> <p>The teaching of the course includes lectures to provide the theoretical background. Detailed notes with PowerPoint and material rich in images and videos are used in teaching. Methods such as case studies, clinical scenarios, discussion, questions/answers are used in the teaching methodology depending on the nature of the course. In addition, workshops and site visits with hands-on experiences are provided to deliver the practical background of the content of the course. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course. Group exercises and workshops, video screenings, kahoot, kialo and paddlet for interaction.</p>
Bibliography	<ol style="list-style-type: none"> 1. Θεοδωράκης, Ι., Χατζηγεωργιάδης, Α., Ζουρμπάνος, Ν. (2015). Ψυχολογική υποστήριξη στον αθλητισμό και την άσκηση για υγεία. [ηλεκτρ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο lab.pe.uth.gr/psych/images/Pdf_Journal_articles/final_kallipos_book.pdf 2. Μπάουμαν, Σ., & Τσορμπατζούδης, Χ. (2017). Ψυχολογία στον αθλητισμό. Θεσσαλονίκη. Copy City. <p>Additional bibliography</p> <ol style="list-style-type: none"> 1. Δογάνης, Γ. (2017). Αθλητική ψυχολογία. Θεσσαλονίκη: Κυριακίδης. 2. Cox, R. (2004). Αθλητική ψυχολογία: Έννοιες και εφαρμογές. Αθήνα: Παρισιάνος. 3. Horn, T.S. (2008). Advances in sport psychology (3rd ed.) Champaign, IL: Human Kinetics. 4. Jowett, S., & Lavalle, D. (2011). Κοινωνική ψυχολογία των σπορ. Αθήνα: ΙΩΝ.

	<p>5. Weinberg, R., & Gould, D. (2010). Foundations of sport and exercise psychology (5th ed.). Champaign, IL: Human Kinetics.</p> <p>6. Θεοδωράκης, Γ., Γούδας, Μ., & Παπαϊωάννου, Α. (2017). Ψυχολογική υπεροχή στον αθλητισμό. Θεσσαλονίκη: Κυριακίδης.</p> <p>Journal articles</p> <p>7. Anshel, M. H., & Kaissidis, A. (1997). Coping style and situational appraisals as predictors of coping strategies following stressful events in sport as a function of gender and skill level. <i>British Journal of Psychology</i>, 88, 263-276.</p> <p>8. Barkoukis, V., Lazuras, L., Tsorbatzoudis, H., & Rodafinos, A. (2013). Motivational and social cognitive predictors of doping intentions in elite sports: An integrated approach. <i>Scandinavian Journal of Medicine & Science in Sports</i>, 23(5), 330-340. doi: 10.1111/sms.12068.</p> <p>9. Barkoukis, V., Rodafinos, A., Koidou, E., & Tsorbatzoudis, H. (2012). Development of a scale measuring trait anxiety in physical education. <i>Measurement in Physical Education & Exercise Science</i>, 16, 237-253.</p> <p>10. Kaissidis-Rodafinos, A., Anshel, M. H., & Sideridis, G. (1998). Sources, intensity and responses to stress in Greek and Australian basketball referees. <i>International Journal of Sport Psychology</i>, 29, 1-22.</p> <p>11. Lazuras, L., Barkoukis, V., & Tsorbatzoudis, H. (2015). Toward and integrative model of doping use: An empirical study with adolescent athletes. <i>Journal of Sport and Exercise Psychology</i>, 37, 37-50. http://dx.doi.org/10.1123/jsep.2013-0232</p> <p>12. Tsorbatzoudis, H., Barkoukis, V., Sideridis, G., & Grouios, G. (2002). Confirmatory factor analysis of the Greek version of the Competitive State Anxiety Inventory-2 (CSAI-2). <i>International Journal of Sport Psychology</i>, 32, 182-194.</p> <p>13. Tsorbatzoudis, H., Daroglou, G., Zahariadis, P., & Grouios G. (2003). Examination of coaches' self-efficacy: Preliminary analysis of the Coaching Efficacy Scale. <i>Perceptual and Motor Skills</i>, 97, 1297-1306.</p>
Assessment	<p>Continuous evaluation (50%):</p> <p>The evaluation shall include the following:</p> <p>Use case studies or problem-solving exercises (40%) to assess how students can apply theoretical knowledge in real-life situations. Students are presented with scenarios that require analysis, critical thinking, and</p>

	<p>application of theoretical contents and are assessed based on their ability to make oral presentations, to be examined with <i>viva voce</i>, identify and evaluate relevant information, propose solutions, and justify their choices. Example case study: "How would you approach an athlete who feels disappointed in his/her performance and is considering quitting his/her sport and what advice would you give him/her?"</p> <p>Final exam (60%): Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.</p>
Language	Greek / English