

Psychology 285
Mental Training for Personal Growth & Peak Performance
Class Schedule & Assignments
(Subject to Change)

Day	Date	Topic	Assignment
Monday	4/2	Introduction	
Tuesday	4/3	Unit 1: Psychological Skills Training	Unit 1 Readings
Wednesday	4/4		
Thursday	4/5		
Friday	4/6		
Monday	4/9		
Tuesday	4/10	Unit 2: Goal Setting	Unit 2 Readings
Wednesday	4/11		
Thursday	4/12		
Friday	4/13	Unit 3: Time Management	Unit 3 Readings
Monday	4/16		Optional Reaction Paper #1 Due
Tuesday	4/17		
Wednesday	4/18	Unit 4: Behavioral Self Regulation	Unit 4 Readings
Thursday	4/19		
Friday	4/20		
Monday	4/23		PEP Proposal Due
Tuesday	4/24		
Wednesday	4/25		
Thursday	4/26		
Friday	4/27		
Monday	4/30	Unit 5: Imagery	Unit 5 Readings
Tuesday	5/1		
Wednesday	5/2		
Thursday	5/3	EXAM 1 (Units 1-5)	
Friday	5/4	In-class cooperative extra credit session	
Monday	5/7	Unit 6: Stress & Anger Management	Unit 6 Readings
Tuesday	5/8		
Wednesday	5/9		
Thursday	5/10		
Friday	5/11		
Monday	5/14		Optional Reaction Paper #2 Due
Tuesday	5/15		
Wednesday	5/16		
Thursday	5/17		
Friday	5/18		

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(Continued)

Day	Date		
Monday	5/21		Article Summary Due
Tuesday	5/22	Unit 7: Attention Control	Unit 7 Readings
Wednesday	5/23		
Thursday	5/24		
Friday	5/25	Unit 8: Communication Skills	Unit 8 Readings
Monday	5/28	NO CLASS – MEMORIAL DAY	
Tuesday	5/29		
Wednesday	5/30		
Thursday	5/31		
Friday	6/1		Final PEP Due
Monday	6/4	Unit 9: Conflict Resolution	Unit 9 Readings
Tuesday	6/5		
Wednesday	6/6		
Thursday	6/7		
Friday	6/8	EXAM 2 (Units 6-9)	
Tuesday	6/12	OPTIONAL FINAL (11:00 – 12:00) In-class cooperative extra credit (12:00 – 1:00)	

Reading Assignments

Unit 1: Psychological Skills Training

Smith, R. E. (2007). Psychology and human effectiveness. In *Enhancing human performance: A psychological skills approach* (pp. 1-6). Seattle, WA: Performance Enhancement Associates.

Krakovsky, M. (2007). The effort effect. *Stanford Magazine*, pp. 46-52.

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S., (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.

Unit 2: Goal Setting

Smith, R. E. (2007). Goal Setting: Mapping the road to success. In *Enhancing human performance: A psychological skills approach* (pp. 7-14). Seattle, WA: Performance Enhancement Associates.

Gould, D. (2006). Goal setting for peak performance. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (5th ed., pp. 240-259). Boston, MA: McGraw-Hill.

Unit 3: Time Management

Smith, R. E. (2007). Successful time management. In *Enhancing human performance: A psychological skills approach* (pp. 33-42). Seattle, WA: Performance Enhancement Associates.

Unit 4: Behavioral Self-Regulation

Watson, D. L., & Tharp, R. G. (2002). Adjustment and the skills of self-direction: The principles of self-regulation. In *Self-directed behavior: Self-modification for personal adjustment* (8th ed., pp. 1-24, 105-130). Belmont, CA: Wadsworth/Thompson Learning.

Smith, R. E. (2007). Self-regulation of behavior: Principles and techniques. In *Enhancing human performance: A psychological skills approach* (pp. 15-23). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Self-regulation of behavior: Principles and techniques. In *Enhancing human performance: A psychological skills approach* (pp. 23-32). Seattle, WA: Performance Enhancement Associates.

Unit 5: Imagery

Vealey, R. S., & Greenleaf, C. A. (2006). Seeing is believing: Understanding and using imagery in sport. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (5th ed., pp. 244-283). Boston, MA: McGraw-Hill.

Unit 6: Stress and Anger Management

Smith, R. E. (2007). Stress, coping and the relaxation response. In *Enhancing human performance: A psychological skills approach* (pp. 43-48). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Stress, coping and the relaxation response. In *Enhancing human performance: A psychological skills approach* (pp. 48-58). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Mental control of emotions and stress. In *Enhancing human performance: A psychological skills approach* (pp. 59-69). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Mental control of emotions and stress. In *Enhancing human performance: A psychological skills approach* (pp. 70-72). Seattle, WA: Performance Enhancement Associates.

Unit 7: Attention Control

Nideffer, R. M., & Sagal, M-S. (2006). Concentration and attention control training. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (4th ed., pp. 312-332). Boston, MA: McGraw-Hill.

Unit 8: Communication Skills

McKay, M., Davis, M. & Fanning, P. (1993). Listening. In *Messages: The communication book* (pp. 12-28). Oakland, CA: New Harbinger.

McKay, M., Davis, M. & Fanning, P. (1993). Expressing. Body language. Paralanguage and metamesages. In *Messages: The communication book* (pp. 39-55, 59-67, 69-76, 77-83). Oakland, CA: New Harbinger.

Unit 9: Conflict Resolution

McKay, M., Davis, M. & Fanning, P. (1993). Negotiation. In *Messages: The communication book* (pp. 147-158). Oakland, CA: New Harbinger.

Psychology 285 **Mental Training for Personal Growth & Peak Performance**

Basic Information

Instructor: Don S. Christensen, Ph.D.
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Phone: (206) 546-5885
Office: 5300 (FOSS Building)
Office Hours: & by appointment
Course Location: 2904
Course Meeting Time: 11:30 -12:20, Daily

Course Description

This course involves the application of psychological theories, research, and intervention strategies to performance enhancement in a variety of life settings. You will participate in various psychological training procedures and you will design your own performance enhancement manual. Topics to be covered in the course include:

- Unit 1: Psychological Skills Training: A Cognitive-Behavioral Approach to Performance Enhancement
- Unit 2: Goal Setting: Mapping the Road to Success
- Unit 3: Time Management: Making the Clock Work for You
- Unit 4: Behavioral Self-Regulation: Controlling Your Environment and Actions
- Unit 5: Imagery: Programming Your Mind and Body
- Unit 6: Stress & Anger Management: Coping with Stressors
- Unit 7: Attention Control: Maintaining Focus and Concentration
- Unit 8: Communication Skills: Sending and Receiving Messages
- Unit 9: Conflict Resolution: Interpersonal Relationship Skills

Course Outcomes

After completing this course, students will be able to:

- Understand and apply the principles of systematic goal-setting when selecting personal goals.
- Identify the basic components of self-regulatory systems and describe their inter-relationships.
- List and describe the different characteristics of peak performance states and understand how mental skills training can be applied to regulate these characteristics.
- Describe the different mental characteristics and habits of successful and “mentally tough” individuals.
- Define the essential components of effective imagery, explain and compare different theories regarding why imagery is effective, and apply imagery skills in a wide variety of relevant contexts.
- Identify the various components of a mediational model of stress and describe their interactions.
- Apply knowledge of mental skills training to the areas of stress management and emotion regulation.
- Describe the various dimensions of attention and use different attention regulation strategies to maintain and/or regain concentration.
- Describe the key elements of effective communication.
- Understand the different causes of interpersonal conflict and different strategies for effective conflict resolution.

Reading Materials

There is no textbook for this course. A required readings packet for the course is on sale at the Shoreline Community College Bookstore.

Examinations

There will be two required exams in this course and an optional comprehensive final. Items on all tests will be multiple-choice and short answer questions based upon the required readings, lectures, and the content of videos shown in class. Each exam is worth 50 points. Students may elect to try to improve their lowest required exam score by taking the optional final. If a student's optional Final is higher than their lowest exam score, then their optional final score will replace it. If their score on the optional the final is worse, then this score will simply be thrown out and not used to calculate the student's grade. Please talk to me in advance if you will miss an exam. Please bring a #2 pencil and a Scan-Tron form answer sheet to each exam. These sheets can be purchased at the SCC Bookstore.

Performance Enhancement Project (PEP)

As part of the requirements for this course, you will be asked to design and write-up a behavior change project of your own choosing. The purpose of this project is to give you an opportunity to apply the techniques learned in the course to your own life and to develop a self-change program for yourself. The foundation for your program should be the performance enhancement techniques covered in the course. The objective is to develop a mini-manual for self-change that is based on a clear specification of the target behaviors that you wish to change, a detailed plan for doing so, and a method for self-monitoring and/or graphing the target behaviors throughout the self-change process. You are not required to actually implement the program. However, the PEP manual should be explicit enough so that you or anyone else who wanted to apply the self-change program could do so on the basis of your manual. The manual should not exceed 10 double-spaced typewritten pages. The following are some required PEP guidelines:

1. Select and then describe (in a general way) a performance area in your life in which you would like to make positive changes. Briefly discuss the history of the behavior(s) you are choosing. Ideally you should select a behavior that is important to you. The objective is to make this a meaningful assignment that you will hopefully apply on your own.
2. Identify the precise target behaviors you want to change (either increase or decrease), as well as the situations in which you want to change them. Remember to be as specific as possible
3. Specify what you want to accomplish in goal-setting terms using both long-term and short-term goals.
4. Provide a detailed description of an action plan, with timelines specified for each element of the program. Make your goals and sub-goals challenging but realistic and sequence them in the most reasonable fashion.
5. Using the course readings and relevant lecture material, provide a theoretical rationale for the specific interventions you are planning to use. In other words, what evidence or theory is there to suggest that your program will be effective?
6. Indicate how you are going to measure change in the target behaviors on which you are focusing. How will you know whether or not your program is working?
7. In organizing the manual and typing the final product, please use the following headings:
 - I. Performance Area
 - II. Target Behaviors
 - III. Goal Setting
 - IV. Action Plan
 - V. Theoretical Rationale
 - VI. Measurement of Change

In addition to the manual, a project proposal is also required (See Class Schedule and Assignments for due date). The proposal should be a single type written paragraph (double-spaced) addressing items #1 and #2 above. The goals you create for this particular assignment may be listed in bullet-point form if you wish.

A sample tongue-in-check PEP manual is included in your reading packet. PEP proposals or manuals turned in late will have two points deducted for each day that they are late. The PEP proposal is worth 5 points so if it is turned more than two days late, it will not be worth any points. The final PEP manual is worth 20 points.

Experience indicates that some word processors and printers have an uncanny flaw: they break down when papers are due. To avoid putting yourself in a bind relate to the PEP deadlines, plan ahead and have backups available in the event of an equipment failure. Please note that excuses based on computer/printer problems will not be accepted.

Additional Written Assignments

In addition to the PEP assignments, there is one additional required writing assignment that will ask you to find two articles on the same performance enhancement-related topic. One article must be from an academic journal while the other should come from a non-academic source, such as a web site, newspaper, or magazine article. Students will summarize their articles and then share their personal reaction to them in a short 2-3 page paper. This assignment is worth 10 points. Students may also choose to do up to two optional reaction paper assignments as well. For these optional assignments, student will be asked to read an article posted on the class web site, summarize it, and share their personal reaction to it. Each optional assignment is worth 5 points.

Course Grade and Grading Scale

The final grade you receive for the course will be based on the number of points you earn. In other words, there is no automatic curve grading. Listed below is the grading scale that I will use to assign final course grades. You should view this scale as a "guaranteed minimum grade scale." If you achieve a given point total, then your course grade cannot be any lower than the grade on the scale. However, if the grade distribution using this scale comes out so that less than 50% of the class receives a final grade of 2.5 or above, then I will curve everyone's score up until 50% of the class has a grade of at least 2.5. This is a "back-up curve" which will only be used if the class is doing poorly. I am including the grading scale in this syllabus so that you will know exactly how well you have to do in order to receive a particular final grade.

GRADING SCALE

<u>%</u>	<u>Course Grade</u>	<u>%</u>	<u>Course Grade</u>	<u>%</u>	<u>Course Grade</u>
93%	4.0 (A)	81%	2.8	69%	1.6
92%	3.9	80%	2.7	68%	1.5
91%	3.8	70%	2.6	67%	1.4
90%	3.7	78%	2.5	66%	1.3
89%	3.6	77%	2.4	65%	1.2
88%	3.5	76%	2.3	64%	1.1
87%	3.4	75%	2.2	63%	1.0 (D)
86%	3.3	74%	2.1	62%	0.9
85%	3.2	73%	2.0 (C)	61%	0.8
84%	3.1	72%	1.9	60%	0.7
83%	3.0 (B)	71%	1.8	Below 60%	0.0 (F)
82%	2.9	70%	1.7		

Appeal Procedure

If your answer to an exam question is marked as being incorrect but you feel that it is correct, you may write a justification as to why you feel it is correct based upon the material presented in the textbook or in class. In other words, don't merely state your personal opinion; rather, specifically justify your answer based on course material. Any appeals should be handed in to me within 1 week after the official exam grades are posted. I will review your appeal and if I think it justifies your answer, you will receive credit. If not, I'll explain why.

Incompletes and Make-ups

If you feel that you are unable to complete all the coursework this quarter you must see me in advance so that I can decide whether to assign a grade of Incomplete. As a rule, incompletes must be made up by the end of the following quarter. Because I may not teach this course every quarter, you may have to complete the course with different instructor.

Similarly, if justifiable and uncontrollable circumstances will prevent you from taking an exam at the scheduled time, see me in advance if at all possible so that we can discuss the possibility of a make-up exam. If you are facing circumstances (e.g., personal or family illness or crisis) that you feel will significantly impair your performance, see me ahead of time and then we can discuss what to do about it. If you go ahead and take an exam or quiz, or turn in an assignment, and then tell me after-the-fact that some personal circumstance affected your performance, it will be too late. If you are having difficulty with the course material please see me as soon as possible. I'm here to help you learn.

Student Responsibilities and Ethics

These remarks aren't meant to offend anyone's sense of honesty, but I believe it's best to discuss ethics up front. It is the official policy of Shoreline Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action. Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise which in fact has not been mastered. Examples of cheating include such things as looking at other students' exams, using notes during an exam, submitting the exact same or very similar work as another student, or receiving unauthorized outside assistance. Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. Examples of plagiarism include such things as copying sentences from texts or the Internet. Ways to avoid plagiarism are to use quotation marks when including other people's actual words in your papers and to properly acknowledge the source(s) of your information. It is also extremely helpful to use your own words when writing a paper. If cheating or plagiarism occurs, a grade of zero will be given for that piece of work. I will also notify the appropriate administrative official and disciplinary action may follow. Cheating and plagiarism are both serious offenses that can have substantial consequences, including being expelled from school so I strongly encourage you to be aware of and avoid these potential student conduct problems.

(The following paragraph is from the SCC Student Guide, page 29) College Policy 5030, the Student Code of Conduct and Discipline, outlines general expectations for student behavior and procedures for resolving issues of student conduct and discipline. College Policy 5033, Dishonesty in Academics, describes behavior that is unacceptable in the classroom and procedures for resolving situations involving academic dishonesty. College Policy 5035, Student Grievance Procedures—Academic Evaluation, provides procedures for resolving disputes that arise between students and faculty members regarding grades. A complete list of student standards of conduct, as well as campus rules and procedures, is printed in the College Policy Manual, which is available in the Ray W. Howard Library/Media Center, the Student Programs Office, the Student Government Office and other administrative offices.

Additional Campus Resources

Some campus resources you may wish to utilize are the Academic Skills Center (206 546-4308, Room 1501) and Services for Students with Disabilities Program (206 546-5832, TDD 206 546-4520, FOSS Building, Room 5241). If you are a student with a disability and believe you are entitled to accommodations on exams and homework assignments or to particular services such as note taking, I need a formal letter from the Services for Students with Disabilities office in order to honor your request(s). Students are responsible for contacting this office themselves.