



Rice University
Lifetime Physical Activity Program
LPAP 113: Mental Training
Spring 2025 Course Outline

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Class Time/Location: Rec Center room 160A - Wednesdays, 6:40 – 8:10 p.m.

Student Hours: Available often – request an appointment.

Course Overview Scenario Introduction:

It was seven o'clock in the morning as I watched the Tokyo Olympics women's soccer final between Canada and Sweden. As I recall, I was amazed to see the performance of one player – the Canadian goalkeeper. I was aware of her journey of struggles up to that point as one of the key players in the field. She was an athlete with career ups and downs, dealing with depression, and having little professional stability, but then having greater mental strength to “survive” and succeed.

As you may recall some of your struggles in your life, hopefully with less intensity than the above scenario, you may have experienced too much to stand on your own. You may have asked yourself, “Am I going to succeed in my objectives?”, or “Will I be able to write well that paper, finish my project, get along with my group, and do well on my final exams? If you are a student-athlete you may also have asked yourself, “how can I have greater success in my sport and still do well in academics?”. Perhaps, you may have gone with the flow of daily living, dealing with pressures, stresses (and/or anxieties), and “knowing” that everything will “be alright” at the end.

Sure, you may have experienced some struggles at perhaps greater expenses, distress, and other emotional and physical cost. I am sure you know that you are not the only person who faces situations like so. Everyone struggles, especially nowadays dealing with a post-pandemic, achievement pressures in academic or performing events, and the uncertainties that come with such activities. It affected all of us, even Olympic athletes. We might have considered such individuals strong-minded earthlings, always successful, and achieving great feats.

The Olympic soccer player I mentioned earlier overcame her struggles with optimal performance and won the gold medal. It was thrilling to witness such triumph despite her past struggles and shortcomings. I knew her story, and I felt that I was happier than her on recalling such a trajectory and witnessing a strong ‘bounce back’ with a happy ending. So, this course brings knowledge and insights to practical applications on the daily improvement of your talent, performance, personality, and qualities, utilizing performance psychology and mental training applications. You will identify how you will engage and train yourself to become more self-

aware, endure and overcome obstacles, achieve your objectives, and enjoy better the journey ahead.

Your first task: After reading the syllabus content, please share with our class one (1) item/passage you can take from the individual scenario described, how you see it, and expand on telling us why you want to make a note on the performer's individual story. Perhaps, you may write about how you may relate to the scenario, and what you have experienced similarly in the past or observed from others. Next, take the time to envision what you want to accomplish by taking this class (related to the scenario or not). Lastly, look at the class schedule and pick one (1) subject you are most interested in and why. I will be looking forward to reading your content in this first task in the class. It is up to you how much information or how long you want to share with others in the discussion forum.

Course Description:

It will provide a broad overview of sports psychology concepts that are relevant to most performance-based activities (e.g.: sports, dance, theater, music). Specifically, the class will cover topics designed to enhance performance such as arousal and anxiety regulation, goal setting, leadership and communication skills, intrinsic and extrinsic motivation, concentration, and self-confidence.

Course Objectives:

The purpose of this course is to:

- Increase your understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
- Identify how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.
- Understand how to apply skills and knowledge about performance psychology that have a practical application both personally and professionally (daily living, academics, future career, performance activities, etc.).

Here are your learning outcomes/objectives:

Upon completion of this course, you are expected to be able to:

- Develop a personal goal-setting approach related to various facets of your life (e.g., movement activities, academic career, occupational, personal and social responsibility, etc.).
- Define and describe the motivational process, particularly as it relates to performance.
- Describe the influence of behavior modification techniques in relation to motivation level, especially regarding intrinsic and extrinsic levels of motivation.
- Define and distinguish the concepts of arousal, anxiety, and stress.
- Explain the effects of various emotional states on performance and injury.

- Define and distinguish the concepts of self-confidence, self-efficacy, and self-fulfilling prophecy.
- Describe the relationship between self-confidence and performance, and discuss methods used to help individuals regulate levels of self-confidence.
- Define attention and concentration, identify different attentional styles, and discuss various methods used to help individuals regulate levels of concentration.
- Define and distinguish the concepts of imagery, visualization, and mental practice, and discuss methods used to help individuals enhance their imagery ability.
- Define and describe effective communication strategies and explain how barriers to effective communication can influence individual performance.

The information below is for your class textbook (optional). We will use content from:

Glass, C., Kaufman, K., Pineau, T. (2018). Mindful Sport Performance Enhancement: Mental Training for Athletes and Coaches. American Psychological Association.

Subotnik, R., Olszewski-Kubilius, P., Worrell, F. (2019). The Psychology of High Performance. (1st Edition). Washington, D.C. American Psychological Association.

Williams, J. M. & Krane, V. (2021). Applied Sport Psychology: Personal Growth to Peak Performance. (8th Edition). New York. McGraw Hill Education.

How your assignments and grades will be calculated:

Attendance and Participation (50 points): You are expected to attend all class sessions, including virtual class sessions if needed. You must actively participate while in attendance, as your attendance and participation in class are critical to the learning process. Missing class or lack of participation will result in 1-3 points being deducted for each class when you fail to show up or engage with the topic and classmates. Please note that your level of participation is subject to my judgment and observations.

If you choose to sleep, play on your computer, daydream, use social media, or text during class time, you will lose the point(s) for that class. If you miss class on a day when there is an exam or quiz, you will lose the point for that class, but you will be allowed to make up the work if you provide me (your instructor) with an official excuse recognized by the university (e.g.: illness accompanied by a doctor's note, athletic contest, etc.).

Your final will have **two (2)** options to choose one: **Option 1. Sports/Exercise Writing**

Reflection (50 points): The purpose of this paper is to have you reflect on your life, how sport participation or regular exercise has impacted you, and how mental training could have played a role in your journey. If you are a musician, this item applies to you as well.

The essay will be at least 1000 words and should incorporate information from the text/class content as it pertains to your personal experiences (e.g.: the impact of sports participation on your leadership abilities).

Option 2. Logic Model (50 points): From the notes and drafts worked on throughout the semester, utilize the Logic Model final form provided. Fill out with the pertained items from INPUT to IMPACT aligning its tasks to flow with the next area building to your impactful objective. A writing reflection section will be required in any length you prefer.

You may choose any option that feels more natural to you and suits your interest. Most importantly, make sure you will be covering many areas of mental training experienced in class. You may utilize AI generated content in your final by improving the original level of content researched and providing also its references.

- A** 90-100 points
- B** 80-89 points
- C** 70-79 points
- D** 60-69 points
- F** < 59 points

If you cheat and/or have misconduct behaviors about anything related to class: Every member of the academic community is expected to uphold their pledge to the Rice University Honor Code. In this course, any student suspected of cheating on an exam or written assignment will be reported and an investigation will ensue.

Class Schedule

Module 1 – Introduction to Performance Psychology/Mental Training: Class Structure
Module 2 – Personality and Sport (Ch. 3): Performance Profile, Logic Model, Goal Setting
Module 3 – Psychology of High Performance: Week 1
Module 4 – Psychology of High Performance: Week 2
Module 5 – Attention Management, Imagery and Visualization
Module 6 – Arousal, Stress, and Anxiety
Module 7 – Burnout and injury
Module 8 – Psychological Skills Training and Motivation (Behavior modification?)
Module 9 – Self-Confidence and Emotions
Module 10 – Concentration and focus
Module 11 – Communication
Module 12 – Applied Training
Module 13 – Final Project Draft
Module 14 – Final Project Due: Friday, May 2, 2025 (Canvas)

Students with Disabilities.

Students with disabilities must contact the Office of Counseling Services for Students with Disability Resource Center by calling 713-348-5841. Any student with a documented disability needing academic adjustments or accommodations must speak with the professor during the first two weeks of class. All discussions remain confidential.