

# **Faculty of Sports Medicine & Physiotherapy**

## **SYLLABUS**

### **FOR**

#### **M.A. SPORTS PSYCHOLOGY**

**(SEMESTER: I – IV)**

**(Credit Based Evaluation and Grading System)**

**Session: 2019-20**



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## **GURU NANAK DEV UNIVERSITY AMRITSAR**

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- (ii) Subject to change in the syllabi at any time.  
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M.A. (Sports Psychology)  
(Credit Based Evaluation and Grading System)

**Semester-I**

Course No.	C/E/I	Course Title	L	T	P	Total Credits	Marks (Mid Semester + Major Exam)
<b>Core Courses</b>							
SYL401	C	Physiological Psychology	4	0	0	4	20+80:100
SYL402	C	Developmental Psychology	4	0	0	4	20+80:100
SPL504	C	Research and Educational Methodology	4	0	0	4	20+80:100
SYL403	C	Fundamental Psychology – I	4	0	0	4	20+80:100
SYE411	C	Psychological Training-I	0	0	12	6	* C.F.
<b>Total</b>			16	0	12	22	

\* C.F. (carried forward to 4<sup>th</sup> semester)

**Semester-II**

Course No.	C/E/I	Course Title	L	T	P	Total Credits	Marks (Mid Semester + Major Exam)
<b>Core Courses</b>							
SYL451	C	Positive Psychology	4	0	0	4	20+80:100
SYL452	C	Applied Social Psychology In Sports	4	0	0	4	20+80:100
SYL453	C	Fundamental Psychology – II	4	0	0	4	20+80:100
SYE461	C	Psychological Training – II	0	0	12	6	* C.F.
SYD462	C	Dissertation	0	0	8	8	* C.F.
<b>Elective Course (3 Credits)</b>							
	E	Elective Course	3	0	0	3	20+80:100
<b>Total</b>			15	0	20	29	

\* C.F. (carried forward to 4<sup>th</sup> semester)

**\* List of Elective Courses:**

1. Evidence Based Practice in Allied Health Sciences- SPL590
2. Women Health and Exercise- SPL591

**Note:-**

**PSL-053 ID Course Human Rights & Constitutional Duties (Compulsory Paper) Students can opt. in any semester except Semester 1<sup>st</sup>. This ID Paper is one of the total ID Papers of this course.**

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**Semester-III:**

Course No.	C/E/I	Course Title	L	T	P	Total Credits	Marks (Mid Semester + Major Exam)
<b>Core Courses</b>							
SYL501	C	Exercise Testing for Health and Skill Related Components of Fitness	4	0	0	4	20+80:100
SYL502	C	Practicum in Dietary Analysis	4	0	0	4	20+80:100
SYL503	C	Clinical Sports Psychology	4	0	0	4	20+80:100
SYE511	C	Psychological Training III	0	0	12	6	* C.F.
SYD512	C	Dissertation	0	0	8	8	* C.F.
<b>Interdisciplinary Course</b>							
	I	Interdisciplinary	4	0	0	4	20+80:100
<b>Total</b>			16	0	20	30	

\* C.F. (carried forward to 4<sup>th</sup> semester)

**Semester-IV:**

Course No.	C/E/I	Course Title	L	T	P	Total Credits	Marks (Mid Semester + Major Exam)
<b>Core Courses</b>							
SYL551	C	Sports Psychology	4	0	0	4	20+80:100
SYL552	C	Current Concepts in Sports and Fitness	4	0	0	4	20+80:100
SYL553	C	Counselling Skills for Sports Psychologists	4	0	0	4	20+80:100
SYE561	C	Psychological Training - IV	0	0	12	6	*600
SYD562	C	Dissertation	0	0	6	6	*600
<b>Total</b>			12	0	18	24	

\*Total marks from I to IV semesters

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**A. Theory (Examination)**

**Instructions to Paper Setters:**

The paper setters should set 8 questions (of equal marks), two in each of the four sections (Section A to D, corresponding to the distribution in the syllabi). Further, the paper setters shall be instructed to make sub-sections (not exceeding 4) of the questions and allocate appropriate marks to the each section. The candidates shall be asked to attempt five questions by selecting one question from each section and the fifth question may be attempted from any section.

\* 1 hr of theory and dissertation is counted as 1 credit. 2 hrs of practical /clinical training is counted as 1 credit.

**B. Practical Examination**

A single final practical examination for all clinical/psychological training subjects (SYE411, SYE461, SYE511 and SYE 561) will be conducted at the end of 4<sup>th</sup> semester which includes patient evaluation and management, viva-voce etc.

**C. Dissertation**

The topic of dissertation will be allocated in second semester and candidate will work for all three semesters and submit a written thesis in 4<sup>th</sup> semester. The final dissertation will be evaluated at the end of fourth semester for the total work done in all three semesters (SYD 462, SYD512 and SYD 562) and grades will be awarded at the end of fourth semester.

***Practical Attachments for clinical training will include the following work. The credit hours are reflected in each semester scheme.***

To enable the students to acquire counselling skills, maximum emphasis will be laid on regular practical classes, demonstration and clinical practice. The students will undergo Clinical / Field training in GNDU Campus/Sports Authority of India (Various Centres), other sporting centers and to the coverage of various tournaments as and when required and decided by BOC. The students will attend on field clinical and psychological training which consists of early morning hours and evening late hours inclusive of weekends.

***Dissertation will include the following work. The credit hours are reflected in each semester scheme.***

At the end of first semester students are expected to have a research proposal ready. At the end of second semester the students are expected to be familiar with equipment handling and pilot study. At the end of third semester data collection, analysis and results should be completed. In fourth semester the work should be presented in the form of final dissertation and manuscripts should be ready for communication.

\* A candidate shall be required to maintain minimum of 4 SGPA at the end of each semester. A student getting 'F' grade in any course in this discipline will be treated as having failed in that course and shall have to repeat the core/elective courses/or repeat/opt. another course in lieu of interdisciplinary/outside department course with approval of Board of Control, and will have to obtain at least 'P' grade in that course within specified period as per the prevailing rules. The weights of 'F' Grade will not be counted in SGPA or CGPA (according to syndicate proceeding, dated: 24.5.2010, para no. 34).

\*\* Interdisciplinary/Optional Course: to be offered from outside the department.

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**SYL401: PHYSIOLOGICAL PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**  
**Mid Term: 20**  
**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

**Understanding Human Consciousness:**

A Physiological Approach, the Nature of Physiological Psychology.

**Structure and Functions of Cells of the Nervous System:** Cells of the Nervous System, Communication within a Neuron, Communication between Neurons Structure of the Nervous System: Basic Features of the Nervous System. The Central Nervous System, The Peripheral Nervous System.

**Psychopharmacology:** Principles of Psychopharmacology, Sites of Drug Action, Neurotransmitters and Neuromodulators.

**Methods and Strategies of Research:** Experimental Ablation, Recording And Stimulating Neural Activity, Neurochemical Methods, Genetic Methods.

**SECTION – B**

**Vision:** The Stimulus, Anatomy of the Visual System, Coding Of Visual Information in the Retina, Role of the Striate Cortex, Role of the Visual Association Cortex Audition.

The Body Senses and the Chemical Sense.

**Control of Movement:**

Muscles, Reflexive Control of Movement, Control of Movement by the Brain.

**Sleep and Biological Rhythms:** A Physiological and Behavioural Description Of Sleep, Disorders of Sleep, Need of Sleep, Physiological Mechanisms of Sleep And Waking, Biological Clocks.

Emotion: Emotions as Response Patterns, Communication of Emotions, Feelings of Emotions.

**SECTION – C**

**Ingestive Behaviour:** Physiological Regulatory Mechanisms. Drinking, Eating

**Some Facts about Metabolism:** Brain Mechanisms, Obesity, Anorexia Nervosa/Bulimia Nervosa.

**Learning and Memory:** The Nature of Learning, Synaptic Plasticity: Long-Term Potentiation and Long-Term Depression, Perceptual Learning, Classical Conditioning, Instrumental Conditioning, Relational Learning.

**Human Communication:** Speech Production and Comprehension: Brain Mechanisms, Disorders of Reading and Writing

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### **SECTION – D**

**Neurological Disorders:** Tumours, Seizure Disorders, Cerebrovascular Accidents, Disorders of Development, Degenerative Disorders, Disorders Caused By Infectious Diseases. Schizophrenia and the Affective Disorders.

Anxiety Disorders, Autistic Disorder, Attention-Deficit/Hyperactivity Disorder, and Stress Disorders.

**Drug Abuse:** Common Features of Addiction, Commonly Abused Drugs Heredity and Drug Abuse, Therapy for Drug Abuse

### **References**

Neil R. Carlson,. (2013). Physiology of Behavior: 11th Edition, ISBN-13: 9780205239399

John P. J. Pinel, Pearson (2014), Biopsychology (9th Edition), ISBN: 9780205988273

Wilson,J. F. (2003). Biological Foundations of Human Behavior. Thompson/Wadsworth:  
Belmont , CA .

M.A. (Sports Psychology) (Semester – I)  
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**SYL402: DEVELOPMENTAL PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid Term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

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**SECTION – A**

1. The Study of Human Development
2. The Human Heritage
3. Prenatal Development and Birth
4. Infant Capacities and the Process of Change
5. The achievements of the first year
6. The end of infancy
7. Child-caretaker relations: attachment

**SECTION – B**

1. Language acquisition in early childhood
2. Social development in early childhood
3. Cognitive and biological attainments of middle childhood
4. Schooling and development in middle childhood
5. Social development in middle childhood

**SECTION – C**

1. Biological and social foundations of adolescence
2. Formal operational thought and morality
3. The cognitive and psychological achievements of adolescence

**SECTION – D**

1. The psychodynamics of the family
2. Parenting and social class
3. Ageing

**References:**

1. Cole, M., Cole, S., & Lightfoot, C. The Development of Children, 5th ed., Worth Pub., 2005
2. Lareau, A. Unequal Childhoods, Univ. of California Press, 2003
3. Paley, V. Boys and Girls: Superheroes in the Doll Corner, Univ. of Chicago Press, 1984
4. Rubin, L. Families on the Fault Line, Harper Perennial, 1994

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**SPL504: RESEARCH AND EDUCATIONAL METHODOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid Term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

1. **Basic concepts**-Importance of research in clinical practice, Problem identification, Ethical issues in research, Literature review, meta-analysis
2. **Types of Research**-Qualitative & Quantitative, Descriptive & Experimental, Longitudinal & Cross-sectional, Survey Research.
3. **Sample Designs**-Types of sampling, Reliability, Validity, Variables, sample size.

**SECTION – B**

1. **Processing and analysis of data**-Central tendency, Dispersion, Correlation, regression analysis, multiple correlation and regression.
2. **Sampling and testing of hypothesis**-Concept of probability, Standard deviation, confidence intervals, null and alternate hypothesis, level of significance, correlation coefficients, ANOVA, Tukey's HSD.
3. **Non parametric tests**-Fisher Irwin test, Mc Nemar test, Wilcoxon Mali test, Mann Whitney test, Kruskal Walis test, Spearman's rank correlation.

**SECTION – C**

1. **Define**-Symposia, Seminar, Conference, Journal, Thesis, Book, Key elements of scientific writing.
2. **Presenting Research**-Strategies of paper writing, Design of paper writing, Tactics of paper writing, Reasons for rejection, Where to publish, Poster presentation (Poster space, Standard format), Plagiarism.
3. **Oral Presentations at Conferences/Seminars**-Preparing presentation, Duration of presentation, What to present



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**SECTION – D**

**Educational Methodology**-Principles and methods of teaching, Strategies and planning of teaching, curriculum development, formation of course objective, time management, role of Audio – visual aids, method of knowledge dissemination.

**Practicals:**

The student will be required to review the literature thoroughly and prepare a research proposal for dissertation in consultation with his/her supervisor by the end of the semester.

***References***

1. Mohsin S.M.: Research Methods in Behavioral Sciences: Orient Publications.
2. Colton: Statistics in medicine, Little Brown Company, Boston.
3. Mahajan: Methods in Biostatistics, Jay Pee Brothers.
4. Vincent: Statistics in Kinesiology, Human Kinetics.
5. Hicks: Research for Physiotherapists, Churchill Livingstone

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**SYL403: FUNDAMENTAL PSYCHOLOGY – I**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid Term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

**Individual Aspects of Sports Performance in:**

**Personality:**

- a. Knowledge of theories of personality
- b. Structure of personality (Hollander)
- c. Trait perspectives (including the characteristics of extroversion/introversion, neuroticism/stability, type A/type B)
- d. Social learning perspective, Interactionist approaches
- e. Limitations of personality profiling in sport
- f. Personality tests

**Attitudes:**

- a. Knowledge of the nature of attitudes, Identify the components of attitudes (cognitive, affective, behavioural)
- b. Identify the links between attitudes and behaviour in sporting situations
- c. Ways of measuring attitudes

**SECTION – B**

**Individual Aspects of Sports Performance in:**

**Motivation:**

- a. Sport-Specific Definition, sources ,impact and theories of motivation
- b. Identifying and strengthening optimal motivation levels

**Learning and Performance**

- a. Definition and characteristics of motor and perceptual skills
- b. Classification of skills
- c. Learning– definition and theories
- d. The performance of movement skills –memory, reaction time, movement control, motivation and control.

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**SECTION – C**

**Mental Preparation for Sport Performance:**

Awareness of the use of the NCF's four Cs: Commitment, Confidence (self), concentration, and Control (emotional)

**Commitment:**

- a. Knowledge of goal setting
- b. importance and relevance to sport (related to anxiety management)
- c. Identify factors affecting the setting of goals (“SMARTER” principle)

**Confidence:**

- a. Defining confidence in sport (Vealey)
- b. Assessing and Developing confidence
- c. Defining and Developing optimistic mind-set
- d. Knowledge of self-efficacy (Bandura) and the influence of performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal

**Concentration:**

- a. Understanding concentration in sport
- b. Components, Assessment, Strategies of concentration
- c. Knowledge of attentional control
- d. Awareness of cue utilisation (Easterbrook) and its links with arousal
- e. Knowledge of attentional styles

**Emotional Control:**

- a. Definition of activation and arousal
- b. Awareness of their relationship to personality, ability level and complexity of task
- c. Knowledge of the peak flow experience, the zone of optimum functioning theory (Hanin) and the definition of anxiety
- d. Trait anxiety tests
- e. Knowledge of the nature and influences of anxiety, multidimensional theory (cognitive anxiety and somatic anxiety) and sports competition anxiety
- f. Knowledge of anxiety management to improve performance

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**SECTION – D**

**Practical ethics in sport management**

- a. Fundamentals of ethics and leadership in sports management
- b. Youth sports issues
- c. Academics for athletes in colleges
- d. Ethical decision making in sports
- e. Burnout in athletes: Overtraining and Overreaching, Recommended Intervention
- f. The psychology of athletic injuries: Personality Factors, Coping Resources

**References:**

1. Advances in Motivation in Sport & Exercise by Glyn Roberts, Human Kinetics.
2. Motivation and Emotion in Sport: Reversal Theory by John H. Kerr, Psychology Press.
3. Human Motivation by David C. McClelland, Cambridge University Press.
4. Psychology of Motivation by Denis Waitley, Nova Publishers.
5. Personality, Individual Differences and Intelligence by John Maltby, Liz Day, Ann Macaskill, Pearson Education limited
6. Theories of Personality by Jess Feist, Gregory J Feist, Irwin/McGraw–Hill
7. Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers by Lew Hardy, Graham Jones, Daniel Gould, Wiley–Blackwell
8. Assessment in Sport Psychology by Robert M. Nideffer and Marc–Simon Sagal, Fitness Information Technology
9. Sport Psychology by Arnold Leunes and Jack Nation, Wadsworth Pub Co
10. Sport Psychology: Concepts and Applications Cox, R.H., McGraw–Hill Humanities
11. Attitudes and Attitude Change by William D. Crano, Radmila Prislin, Psychology Press.
12. Attitudes: Their Structure, Function and Consequences by Russell H. Fazio, Richard E. Petty, Psychology Press
13. Imagery in Sport by Tony Morris, Michael Spittle Anthony, P Watt., Human Kinetics.
14. Applying Sport Psychology: Four Perspectives by Jim Taylor, Gregory Scott Wilson, Human Kinetics.
15. Weinberg, R.S., & Gould, D. Foundations of Sport and Exercise Psychology, Human Kinetics.
16. Schmidt and Wrisberg. Motor Learning and Performance: A Problem Based Learning Approach, Human Kinetics.

M.A. (Sports Psychology) (Semester – II)  
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**SYL451: POSITIVE PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid Term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

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**SECTION – A**

1. Major Developments in Positive Psychology
2. Positive Emotions
3. Classifying and Measuring Strengths of Character
4. Positive Psychology Applications
5. Positive Psychology With in a Cultural Context

**SECTION – B**

1. Positive Psychology Perspectives on Human Behavior
2. Positive Psychology for Children and Adolescents: Development, Prevention, and Promotion
3. The Positive Youth Development Challenges and Opportunities In ageing Wisdom and Life Longings

**SECTION – C**

1. Cognitive approaches: creativity, personal control, optimism, self efficacy, determination and courage
2. Emotional approaches: happiness, satisfaction, self esteem, coping with stress, emotional intelligence, emotional creativity.
3. Interpersonal approaches: compassion, empathy and altruism, forgiveness, gratitude and love

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**SECTION – D**

1. Self based approaches: self verification, reality negotiation, humility, distinctiveness  
Biological approaches: role of neuropsychology on social behaviour and cognitive process, social support, heart and emotions, toughness.
2. Positive institutions: family, school, workplace, law and policies  
Specific coping approaches: meditation, spirituality, sharing, resilience and therapeutic interventions
3. Future of positive psychology

**References**

1. The Oxford Handbook of Positive Psychology (2 ed.) , Shane J. Lopez and C.R. Snyder, Jul 2009. ISBN: 9780195187243
2. The Wiley Blackwell Handbook of Positive Psychological Interventions, 2014 John Wiley & Sons, Ltd. Acacia C. Parks, Stephen M. Schueller, 2014, John Wiley & Sons, Ltd. ISBN: 9781119950561

M.A. (Sports Psychology) (Semester – II)  
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**SYL452: APPLIED SOCIAL PSYCHOLOGY IN SPORTS**

**L      T      P**  
**4      0      0**

**Max Marks: 100**

**Mid Term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

**Relationships in Sport:**

- 1) Defining, Importance, Current Concepts of the Coach–Athlete Relationship
- 2) Integrated Research Model
- 3) Communication
- 4) Conflict
- 5) Relational Expertise
- 6) Youth Peer Relationships in Sport
- 7) Guiding Theoretical Frameworks

**Coach Leadership and Group Dynamics (Part I)**

- 1) Multidimensional Model of Coach Leadership
- 2) Social–Cognitive Approach to Coaching Behaviours
- 3) Initial Mediation Model
- 4) Expanded Mediation Model and Research Implications
- 5) Development and Evaluation of Coach Effectiveness Training

**SECTION – B**

**Coach Leadership and Group Dynamics (Part II)**

- 1) Team Cohesion: Nature, Correlates, and Development
- 2) Conceptual Model for Team Cohesion, Relationship of Team Cohesion to Team Success, Correlates of Cohesion
- 3) Benefits and Liabilities of Cohesion
- 4) Team Building
- 5) Impact of an Audience on Sport Performers
- 6) Athletes Respond to an Audience and Positive and Negative Effects of Audiences on Athlete Performance

**Motivational Climate:**

- 1) Coach–Created Motivational Climate
- 2) Conceptual Issues and Measurement Challenges
- 3) Parent–Created and Peer Created Motivational Climate
- 4) Achievement Goal Theory and Motivational Climate

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**SECTION – C**

**Key Social and Cognitive Processes in Sport (Part I)**

- 1) Physical Self–Concept and Sport
- 2) Critical Issues in Self–Concept Research
- 3) Self–Description Questionnaires, Physical Self–Description Questionnaire (PSDQ), Elite Athlete Self–Description Questionnaire
- 4) Causal Ordering of Self–Concept and Performance

**Key Social and Cognitive Processes in Sport (Part II)**

- 1) Efficacy Beliefs
- 2) Role Efficacy and Collective Efficacy Within Sport Teams
- 3) Coaching Efficacy in Sport
- 4) Approaches to Person Perception

**SECTION – D**

**The Athlete in the Wider Sport Environment**

- 1) Defining Social Support, Principles, Influence of Social Support on Athletes
- 2) Lifespan Perspective on the Athletic Career
- 3) Multistage Perspective on Parental Involvement
- 4) Stages of Parental Involvement
- 5) Passion for Sport in Athletes
- 6) Theory and Research on Passion
- 7) Theories of Morality
- 8) Cross–Cultural Issues in Sport Psychology Research
- 9) Goals of Cross–Cultural Research
- 10) Methodological Issues

**References:**

1. Social Psychology in Sport by Sophia Jowett, David Lavalley, Human Kinetics.
2. Group Dynamics by Donelson R. Forsyth, Wadsworth Publishing.
3. Group Dynamics in Exercise and Sports Psychology: Cotemporary Themes by Mark A Eys, Routledge.
4. Group Dynamics in Sport by Albert V. Canon, HealtherHausenblas, Mark A. Eys, Fitness Information Technology.
5. Advances in Sports Psychology by Thelma S Horn, Human Kinetics.
6. Psychological Dynamics of Sport and Exercise by Danel. Gill, Lavon Williamsy, Human Kinetics.
7. Anxiety in Sports: An International Perspective. by Dieter Hackfort, Hemisphere Publishing Corporation.



M.A. (Sports Psychology) (Semester – II)  
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**SYL453: FUNDAMENTAL PSYCHOLOGY – II**

**L      T      P**  
**4      0      0**

**Max Marks: 100**  
**Mid Term: 20**  
**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

**Goal Setting:**

1. Understanding Goal Setting and Sport Performance
2. Goal-Setting Interventions, Principles, Program

**Mental Imagery:**

1. Understanding the use Working, Impact, Contribution, Structuring of Mental Imagery in Sport
2. Maximizing the value of Mental Imagery

**Group Dynamics of Sport Performance:**

**1) Groups and Teams:**

- a. Definition of a group/team
- b. Knowledge of Steiner's model of group performance
- c. Awareness of problems associated with productivity of a group/team
- d. Knowledge of factors affecting the formation and development of a cohesive group/team
- e. Cooperation and competition f. Social loafing

**SECTION – B**

**1) Leadership:**

- a. Understanding the importance of effective leadership
- b. Identify characteristics of leaders
- c. Great Man theory v Social Learning theory
- d. Knowledge of theories of leadership

**2) Competition Effects on Sport Performance:**

**Social Facilitation and Audience Effects:**

- a. Knowledge of the positive (facilitation) and negative (inhibition) effects of others
- b. Knowledge of the causes and effects of evaluation apprehension (Cottrell)
- c. Awareness of the distraction effect and home field advantage phenomenon
- d. The use of strategies to combat the effects of social inhibition

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**SECTION – C**

**1) Aggression:**

- a. Definition of channelled / instructional aggression
- b. Knowledge of the causes of aggressive behaviour
- c. Knowledge of theories of aggression and methods of eliminating tendencies of performers
- d. Strategies to control reactive aggression
- e. Differences between aggressive and assertive behaviour

**2) Consequences of Sport Performance:**

- a. Attribution theory
- b. Identify reasons for success and failure
- c. Knowledge of Weiner's model
- d. Justify the use of attributional retraining
- e. Awareness of strategies for the promotion of mastery orientation and the avoidance of learned helplessness

**SECTION – D**

**1) Psychological Problems of Athletes:**

**Injury**

- a. Understanding the Psychological Factors of Injury and Rehabilitation
- b. Path to Rehabilitation Failure and to Rehabilitation Success

**2) Eating Disorders:**

- a. Defining Eating Disorders
- b. Prevalence Symptoms, Causes of Eating Disorders
- c. Treatment of Eating Disorders
- d. Prevention of Eating Disorders

**3) Substance Abuse:**

- a. Commonly Used Substances
- b. Recognition, Prevention, and Intervention
- c. Treatment for Substance Abuse
- d. Drug Treatment Professionals

**4) Career Transitions:**

- a. Definitions and Causes of Career Transitions
- b. Psychological Reactions to Career Transition
- c. Coping Factors Related to Quality of Career Transition
- d. Career Transition Interventions

M.A. (Sports Psychology) (Semester – II)  
(Credit Based Evaluation and Grading System)

**References:**

1. Advances In Motivation In Sport & Exercise by Glyn Roberts, Human Kinetics
2. Motivation and Emotion in Sport: Reversal Theory by John H. Kerr, Psychology Press
3. Human motivation by David C. McClelland, Cambridge University Press
4. Psychology of Motivation by Denis Waitley, Nova Publishers
5. Personality, Individual Differences and Intelligence by John Maltby, Liz Day, Ann Macaskill, Pearson Education limited
6. Theories of Personality by Jess Feist, Gregory J Feist, Irwin/McGraw–Hill
7. Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers by Lew Hardy, Graham Jones, Daniel Gould, Wiley–Blackwell
8. Assessment in Sport Psychology by Robert M. Nideffer and Marc–Simon Sagal, Fitness Information Technology
9. Sport Psychology by Arnold Leunes and Jack Nation, Wadsworth Pub Co
10. Sport Psychology: Concepts and Applications Cox, R.H., McGraw–Hill Humanities
11. Attitudes and Attitude Change by William D. Crano, RadmilaPrislin, Psychology Press.
12. Attitudes: Their Structure, Function and Consequences by Russell H. Fazio, Richard E. Petty, Psychology Press.
13. Imagery in Sport by Tony Morris, Michael spittle Anthony , P Watt., Human Kinetics.
14. Applying Sport Psychology: four perspectives by Jim Taylor, Gregory Scott Wilson, Human Kinetics.
15. Weinberg, R.S., & Gould, D. Foundations of Sport and Exercise Psychology, Human Kinetics.
16. Schmidt and Wrisberg. Motor Learning and Performance: A Problem Based Learning Approach, Human Kinetics.
17. Sharp B., Acquiring Skill in Sport, Sports Dynamics.
18. Webster S. Sport Psychology: An A Level Guide for Teachers and Students, Jan Roscoe Publications.

M.A. (Sports Psychology) (Semester – II)  
(Credit Based Evaluation and Grading System)

***SPL590: EVIDENCE BASED PRACTICE IN ALLIED HEALTH SCIENCES (ELECTIVE)***

**L      T      P**  
**3      0      0**

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

1. Introduction to evidence– based complementary medicine
2. Evidence–based health care
3. Evidence–based practices
4. Evidence–based decision making and management

**SECTION – B**

1. Types of evidence
  - a. Definition of evidence
  - b. Forms of evidence
  - c. Randomized controlled trials

**SECTION – C**

1. Case–control studies
2. Cohort studies

**SECTION – D**

1. Applying the evidence
  - a. Pathways, guidelines and protocols
  - b. Future directions for clinical effectiveness
2. Evaluation of effectiveness and efficiency of the process

**References:**

1. Martin Dawes, Philip Davies, and Alistair Gray, Evidence–Based Practice: A Primer for Health Care Professionals. Elsevier Publication.
2. Albert R. Roberts and Kenneth R. Yeager, Evidence–Based Practice Manual: Research and Outcome Measures in Health and Human Services, Oxford University Press.
3. Allen Rubin, Practitioner's Guide to Using Research for Evidence–Based Practice. John Wiley & Sons Publication.
4. Domhnall MacAuley Thomas M Best, Evidence–based Sports Medicine. BMJ Books.
5. Kathryn Refshauge and Elizabeth Gass, Musculoskeletal Physiotherapy: Its Clinical Science and Evidence–Based Practice. Churchill Livingstone.
6. Allen Rubin, Statistics for Evidence–Based Practice and Evaluation. Cengage learning. Bernadette Melnyk, Ellen Fineout–Overholt, Evidence–Based Practice in Nursing and Healthcare: A Guide to Best Practice, Lippincott Williams & Wilkins.

M.A. (Sports Psychology) (Semester – II)  
(Credit Based Evaluation and Grading System)

**SPL 591: WOMEN HEALTH AND EXERCISE (ELECTIVE)**

**L      T      P**  
**3      0      0**

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

1. Gender difference in muscle morphology
2. Diagnosis and Treatment of Urinary Incontinence and Prolapse

**SECTION – B**

1. Anemia
2. Hypertension in Women

**SECTION – C**

1. Bone health: assessment and treatment of osteopenia and osteoporosis
2. Evaluation and Treatment of Common Musculoskeletal Complaints

**SECTION – D**

1. Exercise for the childbearing year
2. Exercise for adolescence
3. Exercise for the older woman

**References:**

1. Nadya Swedan (2001): Women's Sports Medicine and Rehabilitation. An Aspen Publication.
2. Mary Lloyd Ireland & Aurelia Nattiv (2002): The Female Athlete. Saunders Publication.
3. Cardozo L and Staskin D (2006): Textbook of Female Urology and Urogynaecology (2nd edn). London: Isis Medical Media Ltd.
4. Mantle J, Haslam J and Barton S (2004): Physiotherapy in Obstetrics and Gynaecology. (2nd ed.) London: Butterworth-Heinemann.
5. Sapsford R, Markwell S and Bullock-Saxton J (1998): Women's Health: A Textbook for Physiotherapists. London: WB Saunders Company Ltd.
6. Bo, K., Berghmans, L.C.M., Van Kampen, M., Morkved, S. (2007). Evidence-Based Physical Therapy for the Pelvic Floor: Bridging Science and Clinical Practice. London: Churchill Livingstone.

M.A. (Sports Psychology) (Semester – III)  
(Credit Based Evaluation and Grading System)

***SYL501: EXERCISE TESTING FOR HEALTH AND SKILL RELATED  
COMPONENTS OF FITNESS***

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

1. Pre-test considerations
  - Benefits associated with physical activity
  - Physical activity and fitness terminology
  - Public health perspective for current recommendations
  - Benefits of regular physical activity
  - Exercise dose response relationship
  - Risks associated with physical activity
2. Sudden death among young individuals and athletes
  - Exercise events in those with sickle cell trait
  - Exercise-related cardiac events in adults
  - Safety considerations
3. Risks associated with exercise testing
  - Pre-participation screening algorithm
  - Risk stratification and medical clearance
  - Pre-exercise test evaluations
  - Baseline measurements
  - Calculation of HR MAX and 85% HR max depending on protocol
  - Additional pre participation assessments
  - Exercise testing and testing supervision recommendations
  - Population considerations
  - Children, elderly, apparently healthy, etc.
  - Test Order
4. Equations used to estimate aerobic power from TM protocols
  - Cycle ergometer protocols (arm and leg)
  - Equations used to estimate aerobic power from cycle ergometer protocols
  - ACSM guidelines for when to stop a test
  - Calculations used to estimate aerobic power from other variables

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(Credit Based Evaluation and Grading System)

**SECTION – B**

**Test protocols used for measuring the health- and skill-related components of fitness**

1. CV endurance field tests
  - VO2max testing
  - Norm tables
  - Maximal vs submaximal tests
  - Modes of testing
2. Muscular strength, endurance and flexibility
3. Body composition
4. Balance, agility, coordination, reaction time and anaerobic power

**SECTION – C**

**Exercise testing modifications for cardiac patients**

1. Pre-participation screening and risk stratification
  - Medical history
  - Medical clearance
  - Physician approval for testing
  - Risk factor identification
  - Medical emergency equipment
  - Risks of cardiac events during exercise testing
2. Diagnostic exercise testing
  - Exercise testing for disease severity and prognosis
  - Functional exercise testing
  - Measurements during exercise testing
  - Exercise testing after an MI
  - Exercise testing protocols, modalities, and testing supervision recommendations
  - Exercise testing for return to work
  - Indications for stopping a test
  - Post-exercise period
  - Cognitive skills required to competently supervise exercise tests
  - Exercise testing with imaging
  - Modalities Exercise echocardiography
  - Exercise nuclear imaging
  - Pharmacologic Stress testing
  - Electron beam computed tomography
  - Interpretation of clinical exercise test data

M.A. (Sports Psychology) (Semester – III)  
(Credit Based Evaluation and Grading System)

**SECTION – D**

1. Risk stratification for cardiac patients  
Inpatient rehabilitation programs  
Clinical indications and contraindications for inpatient and outpatient cardiac rehabilitation  
Outpatient exercise programs  
Recommendations for supervision and monitoring of exercise  
Signs and symptoms below which an upper limit for exercise intensity should be set
2. FITT principle and progression of exercise for the cardiac patient  
Guidelines for exercise prescription for cardiac patients without an entry exercise stress test  
Benefits of endurance exercise training in cardiac patients  
Benefits of resistance training for cardiac patients Risks of cardiac events during cardiac rehabilitation Prevention of exercise-related cardiac events Exercise training for return to work
3. Special cardiac patient populations  
Myocardial ischemia  
Congestive heart failure  
Pacemakers and implantable cardioverter defibrillators  
Cardiac transplant recipient  
Coronary bypass graft and percutaneous transluminal coronary intervention

**References:**

1. Heyward, Vivian. Advanced Fitness Assessment and Exercise Prescription, 5<sup>th</sup> ed., Human Kinetics, 2006.
2. ACSM's Guidelines for Exercise Testing and Prescription, 8<sup>th</sup> ed., Lippincott Williams and Wilkins, 2009.
3. Ed. Durstine and Moore. ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities, 2<sup>nd</sup> ed. Human Kinetics, 2003
4. ACSM's Health-Related Physical Fitness Assessment Manual, 3<sup>rd</sup>ed, 2009.

**Peer-Reviewed Journals**

Strength and Conditioning Journal  
Journal of Strength and Conditioning Research  
Medicine and Science in Sports and Exercise

**Online Resources**

[www.acsm.org/](http://www.acsm.org/)  
[www.nscs-lift.org/](http://www.nscs-lift.org/)



M.A. (Sports Psychology) (Semester – III)  
(Credit Based Evaluation and Grading System)

***SYL502: PRACTICUM IN DIETARY ANALYSIS***

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

**Overview of Dietary Assessment**

1. Historical comparisons of RDI and RDA
2. Dietary Guidelines for normal individuals
3. Dietary Guidelines for special needs
4. Formulate interview questions
5. Guidelines for keeping a diary/log

**SECTION – B**

**Dietary Assessment: the DRI**

1. Dietary Reference Intake tables
2. Dietary Reference Intake reports
3. Individual macronutrients, phytonutrients, vitamins and minerals
4. Interpret lab data
5. Write a care plan
6. Document in a medical record
7. Assessment of Nutritional Status
  - Anthropometry
  - Dietary Survey
  - Clinical Examination
  - Biochemical Estimations

**SECTION – C**

**Clinical Nutrition**

1. Role of dietician and Nutritionist
2. Basic concept of diet therapy
3. Therapeutic adaptation of normal diet
4. Obesity – causes, prevention and dietary modification
5. Underweight – causes and Dietary modifications
6. Dietary Counseling
7. Special feeding methods (enteral, parenteral) feeding the patients and psychology of feeding.

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**SECTION – D**

Incidence, etiology, pathology and metabolic aberrations, clinical manifestations, complications and dietary management and counseling for the following diseases:

- Fevers (acute & chronic), effects upon metabolism and diet.
- GIT Diseases – peptic ulcer, ulcerative Colitis, Malabsorption Syndrome, Carbohydrate and Fat intolerance, Celiac disease.
- Liver disease –Hepatitis, Cirrhosis
- Diseases of Pancreas and Gall bladder
- Cardiovascular diseases – Hypertension, Hyperlipidemia, Coronary Heart diseases
- Diabetes mellitus (Juvenile and adult onset types)
- Renal diseases – Glomerulonephritis, Nephrotic Syndrome

**References:**

**Textbooks:**

1. Shils, M.E. and Young V.R. (vi edition 1988) Modern Nutrition in Health and
2. Disease. Bombay K.M. Varghese Company
3. Antia, F.P. (1989) Clinical Dietetics and Nutrition. Oxford University Press,
4. Bombay, 3rd Edition
5. Passmore, P. and M.A. Eastwood. (1986). Human Nutrition and Dietetics. ELBS,
6. Churchill, Livingstone, 8th Edition
7. Mahan, L.K. & Ecott-Stump, S. (2000) : Krause's Food, Nutrition and Diet
8. Therapy, 10th Edition, W.B. Saunders Pvt. Ltd.
9. Jacqueline Morris, RD, MPH, CDN, Executive Director, Annex Nutrition Services, Elmsford, New York, *Dietitian's Guide to Assessment and Documentation*, Jones and Bartlett Publishers, 2011.

**Peer-reviewed journals:**

*Journal of Nutrition Education and Behavior*

**Online resources:**

Nutrition Analysis Tool 2.0

<http://www.nat.uiuc.edu/>

[http://fnic.nal.usda.gov/nal\\_display/index.php?info\\_center=4&tax\\_level=2&tax\\_subject=256&topic\\_id=1325](http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=256&topic_id=1325)

Diet History Questionnaire

<http://riskfactor.cancer.gov/DHQ/>

Dietary Assessment Calibration/Validation Register

<http://appliedresearch.cancer.gov/cgi-bin/dacv/index.pl>

M.A. (Sports Psychology) (Semester – III)  
(Credit Based Evaluation and Grading System)

**Other:**

United States Department of Agriculture National Agricultural Library, Food and Nutrition Information Center

[http://fnic.nal.usda.gov/nal\\_display/index.php?info\\_center=4&tax\\_level=2&tax\\_subject=256&topic\\_id=1342](http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=256&topic_id=1342)

WHO Experts Raise Antiquated Nutrition Standards – Major implications for millions of malnourished children, 2008. [http://www.msfaccess.org/media-room/press-releases/press-release-detail/?tx\\_ttnews%5Btt\\_news%5D=1486&cHash=2e040b6c20](http://www.msfaccess.org/media-room/press-releases/press-release-detail/?tx_ttnews%5Btt_news%5D=1486&cHash=2e040b6c20)

World Health Organization, topics on diet and nutrition <http://www.who.int/topics/diet/en/>

Nutrigrade Software, Song, et al

M.A. (Sports Psychology) (Semester – III)  
(Credit Based Evaluation and Grading System)

***SYL503: CLINICAL SPORTS PSYCHOLOGY***

**L      T      P**  
**4      0      0**

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

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**SECTION – A**

**Theoretical and Scientific Foundations:**

- 1) Introduction to Clinical Sport Psychology
- 2) Integrating Clinical and Sport Science

**Assessment and Classification:**

- 1) The Multilevel Classification System for Sport Psychology (MCS-SP)
- 2) Psychological Assessment in Sport Psychology

**SECTION – B**

**Abnormality in behaviour**

- a) Neurodevelopmental Disorders
- b) Schizophrenia Spectrum and Other Psychotic Disorders
- c) Depressive and Bipolar Disorders Anxiety, Obsessive-Compulsive disorder
- d) Trauma and Stressor-Related Disorders
- e) Dissociative and Somatic Symptom Disorders
- f) Eating Disorders and obesity
- g) Neurocognitive Disorders Personality Disorders
- h) Impulse-Control and Conduct Disorders
- i) Substance-Related and Addictive Disorders

**SECTION – C**

**Interventions in Clinical Sport Psychology:**

- 1) Evaluating the Efficacy of Traditional Performance Enhancement Interventions
- 2) Mindfulness-Acceptance-Commitment (MAC) for Performance Development
- 3) Performance Dysfunction
- 4) Performance Impairment-I
- 5) Performance Impairment-II
- 6) Performance Termination
- 7) Case Formulation in Clinical Sport Psychology

M.A. (Sports Psychology) (Semester – III)  
(Credit Based Evaluation and Grading System)

**SECTION – D**

**Special Considerations:**

- 1) Ethics in Clinical Sport Psychology
- 2) Professional Development and Supervision in Clinical Sport Psychology
- 3) Future Directions

**References:**

1. Sport Psychology Intervention by Shane M Murphy, Human Kinetics
2. Counseling in Sports Medicine by Richard Ray, Dian M. Wiese, Human Kinetics
3. Counseling Athletes: Applying Reversal Theory by John H.Kerr, Routledge
4. Coping with Sports Injuries: Psychological Strategies for Rehabilitation by Jane Crossman, Oxford University Press, USA
5. Doing Sport Psychology by Mark B.Anderson, Human Kinetics
6. Clinical sport psychology by Frank L. Gardner, Zella Moore, Zella E. Moore, Human Kinetics
7. Abnormal Psychology: DSM-5 Update, 12th Edition Wiley International Edition, Ann M. Kring, Sheri L. Johnson, Gerald C. Davison, John M. Neale. ISBN: 978 -1-118-96433-0
8. Clinical Perspectives on Psychological Disorders (2014). Halgin, Richard & Whitbourne, Susan. 7th Edition, McGraw-Hill Publishers. ISBN 9781-259-13338-1

M.A. (Sports Psychology) (Semester – IV)  
(Credit Based Evaluation and Grading System)

***SYL551: SPORTS PSYCHOLOGY***

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

- 1. History and current status of Sports Psychology.**
- 2. Personality Assessment and sports personality.**
  - a. Theories of personality
  - b. Personality assessment
- 3. Attention and perception in sports.**
  - a. Attention
  - b. Perception
- 4. Concentration training in sports.**
  - a. Basic principles of concentration
  - b. Concentration training
  - c. Concentration awareness exercises
- 5. Motivational orientation in sports.**
  - a. Athlete's needs of motivation
  - b. Motivational inhibitors
  - c. Motivational techniques

**SECTION – B**

- 1. 1. Pre-competitive anxiety.**
  - a. Source of PCA
  - b. Effect of PCA on performance
- 2. Relaxation Training.**
  - a. Definition
  - b. Types of relaxation trainings
    - i) Progressive muscle relaxation
    - ii) Breathing exercises
    - iii) Yognidra
    - iv) Transcendental meditation
- 3. Aggression in sports.**
  - a. Theories of aggression
  - b. Management of aggression

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(Credit Based Evaluation and Grading System)

4. **Role of Psychology in Dealing with injuries.**
5. **Eating disorders.**
  - a. Etiology of eating disorders
  - b. Types of eating disorders
  - c. Complications of eating disorders
6. **Goal setting**
  - a Principles
  - b Strategies

### SECTION – C

#### **Doping and Stress Management**

1. **Psychological aspect of doping**
2. **Psychological preparation of elite athletes**
  - a. Concept of psychological preparation
3. **Biofeedback training**
4. **Mental imagery**
5. **Stress management**
  - a.Principles of Stress management
  - b.Stress Management techniques

### SECTION – D

#### **1. Group Behaviour and leadership**

- Nature of group behaviour and group.
- b.Types of group.
- c.Educational implication of group behaviour.
- d.Meaning of leadership, types of leadership quality of leadership, training and functioning of leadership.

#### **2. Emotion:**

- a. Meaning of emotion.
- b. Characteristics of emotion.
- c. Meaning of controlling and training of emotions and its importance.
- d. Contribution of sports to emotional health.
- e. Meaning of sentiment, its type, importance and formation.

#### **Practicals:**

1. Students will undergo practical training at Sports Psychology Lab at GNDU Campus, Amritsar.

#### **References:**

1. Morgan and King: Introduction to Psychology - Tata McGraw Hill.
2. Suinn: Psychology in Sports: Methods and applications, Surjeet Publications.
3. Grafton: Psychology in contemporary sports, Prentice Hall.
4. Basmajian: Biofeedback
5. Sanjiv P. Sahni: Handbook of Sports Psychology – A comprehensive manual of Mental Training

M.A. (Sports Psychology) (Semester – IV)  
(Credit Based Evaluation and Grading System)

***SYL552: CURRENT CONCEPTS IN SPORTS AND FITNESS***

**L      T      P**  
**4      0      0**

**Max Marks: 100**

**Mid term: 20**

**Major Exam: 80**

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

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**SECTION – A**

**Trends in Fitness Facilities and Exercise Equipment**

History of physical education, fitness activities, exercise facilities

Types of equipment: past and present

**SECTION – B**

**Trends in Physical Activity, Health, and Chronic Disease**

1. Reports from World Health Organization, Centers for Disease Control, Indian Authorities
2. Risk factors associated with chronic disease: prevalence in different parts of the world
  - Hypertension
  - Diabetes
  - Hyperlipidemia
  - Metabolic syndrome
  - Obesity

**SECTION – C**

**Trends in Physical Activity, Health, and Chronic Disease**

1. Sports-related deaths
  - Sudden deaths
2. Position Stands:
  - American College of Sports Medicine
  - National Strength and Conditioning Association
  - International Olympic Committee



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**SECTION – D**

**Health Benefits of Exercise**

1. Health benefits of exercise Effects on morbidity Effects on mortality
2. The Exercise and Physical Activity Pyramid
3. Role of physical activity and exercise in disease prevention and rehabilitation

**References:**

**Textbooks**

*NASM Essentials of Personal Fitness Training*, 3<sup>rd</sup> Ed., Lippincott Williams & Wilkins, 2007.  
*Risk Management for Health/Fitness Professionals*, Lippincott Williams & Wilkins, 2008.

**Peer-reviewed Journals**

*ACSM's Health & Fitness Journal*  
*Current Sports Medicine Reports*  
*Exercise and Sport Sciences Reviews*

**Online Resources**

[www.acsm.org/](http://www.acsm.org/)  
[www.nscs-lift.org/](http://www.nscs-lift.org/)

M.A. (Sports Psychology) (Semester – IV)  
(Credit Based Evaluation and Grading System)

**SYL553: COUNSELING SKILLS FOR SPORTS PSYCHOLOGISTS**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Max Marks: 100</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>Mid term: 20</b>
			<b>Major Exam: 80</b>

**Mid Semester Examination: 20% Weightage**

**End Semester Examination: 80% Weightage**

**Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**SECTION – A**

**1. Introduction to the Counseling**

- a. Definition, Role and Importance

**2. Counseling Process**

- a. Strategies, Ways, Role of Clients and Counselor and Physical Settings

**SECTION – B**

**1. Injury and Sport – The Problem: Conceptual and Practical Approaches**

- a. Sports Injuries: An Overview of Psychological Perspectives
- b. Pain in Sport: A Biopsychological Perspective
- c. Ethical and Legal Issues for Sport Professional
- d. Psychological and Emotional Response to Athletic Injury

**2. Psychological Perspectives on Athletic Injury**

- a. Assessing and Monitoring Injuries and Psychological Characteristics in Intercollegiate Athletes: A Counseling/Prediction Model.
- b. The Paradox of Injuries: Unexpected Positive Consequences
- c. Personality Correlates of Psychological Processes During Injury Rehabilitation
- d. The Malingering Athlete: Psychological Considerations

**3. Practical Aspects**

- a. Psychosocial Dimensions of Sport Injury
- b. Psychosocial Intervention Strategies in Sports Medicine
- c. Effective Interaction Skills for Sports Medicine Professionals
- d. Assessing Athletes Through Individual Interview
- e. Effective Group Health Education Counseling
- f. Using Family Systems Theory to Counsel the Injured Athlete
- g. Referral of Injured Athletes for Counseling and Psychotherapy
- h. Documentation in Counseling
- i. Ethical Perspectives in Counseling

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(Credit Based Evaluation and Grading System)

**SECTION – C**

- 1. Specific Counselling Issues in Athletic Health Care**
  - a. Counselling for Substance Abuse Problems
  - b. Recognizing and Assisting Athletes with Eating Disorders
  - c. Counselling Athletes With Nutritional Concerns
  - d. Counselling Athletes With Catastrophic Injury and Illness
- 2. Counselling Athletes with Permanent Disabilities**
  - a. Providing Psychological Assistance to Injured and Disabled College Student-Athletes
  - b. Suicide in Sport

**SECTION – D**

- 1. Counselling for the Management of Stress and Anxiety**
  - a. A Conceptual Framework of Stress
  - b. Injury as A Source of Stress
  - c. Stress as A Precursor to Injury
  - d. Multidimensional Anxiety Theory
  - e. Multidimensional Anxiety and Athletic Injury
  - f. The Interrelationship Among Stress, Anxiety, and Injury
  - g. Effectiveness of Stress and Anxiety Management Interventions
  - h. Stress Management
  - i. Anxiety Management
- 2. Counselling for Improved Rehabilitation Adherence**
  - a. Challenges that Injured Athletes Face
  - b. The Nature of Program Adherence
  - c. Counselling Strategies to Promote Rehabilitation Adherence
  - d. The Outlook-Pessimistic or Optimistic?

**References:**

1. Medical and Psychological Aspects of Sport and Exercise by David L. Mostofsky, Leonard D. Zaichkowsky, Fitness Information Technology.
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