LPCR 200 ~ Advanced Mental Training ~ Syllabus

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Semester/Year: Spring 2012
Time/Location: Friday 12:00-1:30/ Recreation 160A

Course Description

This course is designed to focus on the psychology of performance excellence. Specifically, it will highlight the relationship between mental toughness and performance and will explore the ways in which psychological skills training can be applied to a variety of performance settings (e.g. business, music, drama and sport).

Learner Objectives

Upon completion of this course, students are expected to be able to:
1. Define mental toughness and understand the attributes of the ideal mentally tough performer.
2. Describe the influence of behavior modification techniques in relation to motivation level, with specific regard to the creation of a goal-setting program.
3. Define and distinguish the concepts of arousal, anxiety, and stress and discuss methods used to help individuals regulate arousal levels and manage emotions before, during and after performance.
4. Define and distinguish the concepts of self-confidence, self-efficacy, and self-fulfilling prophecy and discuss methods used to help individuals regulate levels of self-confidence.
5. Define attention and concentration, identify different attentional styles, and discuss various methods used to help individuals enhance their imagery ability.
6. Define and distinguish the concepts of imagery, visualization, and mental practice, and discuss methods used to help individuals enhance their imagery ability.
7. Define cognitive restructuring/self-talk and understand its usefulness as a psychological skill.
8. Define and describe effective communication strategies, and explain how barriers to effective communication can influence individual performance.

Assignments and Grading Scale

Psychological Skills Intervention (50 points): Students will design a Psychological Skills Intervention program that addresses an issue or problem that he/she encounters regularly in a performance setting. The program should be tailored to fit the specific situation, personality, and needs of the individual. The intervention will then be incorporated into the daily practice of the student, and the program’s effectiveness will be evaluated at the end of the semester.

Performance Psychology Journal (50 points): Throughout the semester, students are to keep a reflective course journal in which they will write a short summary of what each major topic area means to them and how the information presented in lecture might help to guide future professional practice. There will be 5 total journal entries for the class, worth 10 points each.
Every member of the academic community is expected to uphold their pledge to the Rice Honor Code. In this course, any student suspected of cheating on an exam or written assignment will be reported to the Chair of the Honor Council, and an investigation will ensue. Any questions that you may have about what constitutes an honor code violation in this class can be directed to the instructor.

This instructor, in conjunction with Rice University, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodation, please contact the Disability Support Services Office in the Ley Student Center. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

This course introduces you to many important topics in performance psychology. Successfully completing the course will provide you with ample knowledge in the area. However, learning about performance psychology and successfully applying it are two different matters. You must spend time thinking about what the various topics mean to you and actively analyze how to incorporate this knowledge in your practice. Logging your remarks or keeping a journal will assist you in accomplishing this important task. Grading criteria will include:

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<th>Criteria</th>
<th>Weight</th>
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<tr>
<td>Demonstration of critical thinking skills as to how course information is relevant to professional practice</td>
<td>6.5 points</td>
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<td>Completeness of work</td>
<td>1.5 points</td>
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<td>Grammar</td>
<td>2 points</td>
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<td><strong>Total:</strong></td>
<td><strong>10 points</strong></td>
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This project is designed to give you experience applying your knowledge of performance psychology to a practical setting.

Select a problem or situation that you have experienced in a performance setting that could be prevented or ameliorated using the psychological skills training principles that you have learned in advanced mental training. Please limit your selection of problems or situations to the following areas:

- Teamwork or cohesion
- Arousal regulation
- Imagery
- Self-confidence
- Motivation or burnout
- Attention or concentration

Project Guidelines

Your PST intervention strategy should be typed, double-spaced with 1-inch margins, and should include the following details:

- An introduction describing how the skill you chose is vital to success in your performance setting. (10 points)
- An explanation as to why you chose to focus on this component of mental toughness and the impact that it has had on your success in performance settings. (5 points)
- A complete description of an intervention strategy including why you chose it, how it will work, and all of the stages of application. Please incorporate any samples of forms, imagery scripts, journals, etc. that you plan to implement as a part of your program. Be creative and specific. (20 points)

This document will be turned in midway through the semester. At that point, you will actually incorporate this PST intervention into your everyday practice. At the end of the semester you will turn in an evaluation of your program. Consider the following questions: Was it effective (why or why not)? What would you modify? What techniques worked best? Was enough time allotted to practice psychological skills? Should anything be added to or deleted from the program? (15 points)