Modesto Junior College
Course Outline of Record

PE 109

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**PE 109 Peak Performance Through Mental Training 3 Units**
Techniques for maximizing sport and dance performance through the development of mental skills and strategies for stress control, imagery, goal setting and concentration.

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours
**Grading:** A-F or P/NP - Student choice **Transfer:** CSU, UC

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Introduction of course materials/assessment forms

      i. Performance continuum

         a. Choking

         b. Flow state

      ii. Fluid mind-body connection

   b. Arousal

      i. Optimal arousal

      ii. Arousal control

   c. Relaxation

      i. Body to mind relaxation methods

      ii. Mind to body relaxation methods

   d. Imagery

      i. Relaxation

      ii. Mental practice

      iii. Confidence building

      iv. Visual-motor behavior rehearsal

   e. Biofeedback/focus/concentration
i. Cue words
ii. Self-talk, positive vs. negative
iii. Participation frequency

f. Goal setting
   i. Motivation issues
   ii. Performance problems

g. Personalizing peak performance methods
   i. Significant personal relationships and their influence on behavior
   ii. Reviewing important events and performances
   iii. Personal motives of competitions and fears
   iv. Utilization of peak performance techniques for competition

B. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Demonstration and description of skills
2. Lecture/handouts
3. Group interaction between peers and instructor
4. Videotape
5. Cooperative learning through small group discussion and evaluation
6. Major concepts notebook and personal journal

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly readings from texts and research material
   b. Daily written journals
c. Weekly assignments

d. Per term research papers

e. Per term self-improvement papers

f. Weekly analysis of competitions

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

   a. Self-improvement papers that require in-depth analysis of behavior.

   b. Goal setting assignment in which student sets short and long term goals relative to performance.

   c. Analyze case studies of athletic successes and failures.

   d. List and explain the qualities of winning behavior.

   e. Compare the winning attitudes of Jesse Owens and Roger Bannister.

   f. In "Mastering Your Inner Game," what type of intervention is suggested for Bonnie, the figure skater?

   g. How does self-confidence affect an athlete's performance?

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   design and implement a mental training plan for individual success, identify short and long term goals, and assess their commitment level, attitude, and confidence as it relates to peak performance.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Explain the advantage of integrating mind and body for maximizing athletic performance.

   b. Identify experiences of mental strength and weakness during practice and performance.

   c. Establish goal-setting strategies with the ability to assess progress and make necessary changes if applicable.

   d. Utilize exercises and techniques to mentally prepare for performance.

   e. Demonstrate improved skills in the control of arousal, attention and self-thought prior to and during performance.

   f. Design coping strategies to overcome difficult areas during performance.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. In-class assignments
   2. In-class group discussions
   3. Quizzes
   4. Movie summaries and applications
   5. In-class journal entries

B. SUMMATIVE ASSESSMENT
   1. Personal journal
   2. Student projects
   3. Participation in relevant discussions
   4. Imagery script/tape
   5. Final exam