

**University of British Columbia**  
**School of Kinesiology**  
**KIN 596 – High Performance Sport Inquiry**  
**6 Credits**

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**Course Description:**

This course is designed to strengthen students' research knowledge and skills by requiring them to design and conduct research in an area of interest. A blended learning approach is taken and applied in a problem-based setting so that students complete tasks to support their own research interests within the high performance sport context. Topics are selected by the student. Student and Supervisor will formally meet at various times throughout the academic term to guarantee course requirements are being met in a timely and proficient manner.

**Pre/Co-requisite(s):**

Kin 572 Research Methods  
KIN 530A Directed Studies

Please note that this course is restricted to students in the Master of High Performance and Technical Leadership (unless permission is granted otherwise).

**Learning Outcomes:**

On completion of this course, students will be able to:

1. Source and critically appraise research in an identified Sports Studies research field.
2. Design and conduct a research project to a standard acceptable to their field of study.
3. Communicate project ideas in a form acceptable to the field of study.
4. Identify problems and analyze the main features of problems relevant to high performance sport.
5. Express knowledge, ideas and opinions in their professional field, both orally and in written form, with confidence and clarity.
6. Present arguments and ideas effectively.

Example of areas of study:

- Physiology: Relating vertical Jump to start performance in sport X.
- Biomechanics: Examining technical modification in sport skill x on force production
- Nutrition: Effects of macronutrient monitoring on weight loss strategies in x sport
- Nutrition/Psychology: Evaluating the efficacy of quality nutritional compliance and monitoring.
- Psychology: Monitoring psychological factors in relation to training and performance in competition
- Psychology: Assessing coach interaction on athletes perception of skill learning
- Skill Acquisition: Use of augmented feedback through technological interventions on athlete performance in skill x.

- Coaching effectiveness: Assessing coaching competency to creating greater coach self-regulation
- Talent Identification: Retrospective analysis high performance athlete milestones on development of sport specific expertise.
- Economics: Coaching sustainability – an analysis of high performance employment and retention in sport

**Course Format**

This course is designed to investigate a specific intervention or study relevant to the High Performance sport context. This course is built upon KIN 572 research methods and KIN 530 Directed Studies and will apply a research study, design and implementation in chosen topic area. Orientation to the course will occur during the UBC High Performance Coaching and Technical Leadership residential week. The table below provides a suggested timeline for the course, but will be dependent on things like ethics approval prior to research being conducted.

Alternatively the if the HPCTL masters is spread over two or three years, KIN596 could be started in the final year.

**Scope and Schedule:**

Time frame	Content/Material
Aug - Sept	Orientation and identification of topic – UBC residential week.
Sept	Research question development
Sept – Nov	Proposal started (Literature Review KIN 530)
	Register with RISE – Researcher Information Services) complete TCPS2 Tutorial (KIN 572 Research Method)
Dec – April	Complete research proposal
	Acquire Ethical Approval
	Collect Data
April – June	Collect Data
	Analyze and Interpret data
	Write-up and submit paper
July - August	Final Oral presentation

**Evaluation:**

**Participation and Efficiency - 10%**

Students will receive marks for being proactive in the development of their research question(s), study design and project execution. Numerous touch points are strongly encouraged throughout the year to guarantee meeting deadlines for this is a self-directed course.

Credit will be given for leadership, critical contribution, interpersonal skills, support activities, punctual attendance, on-time completion of class activities, positive attitude and effort according to the following schedule.

## **Proposal - 20%**

You will be required to submit a detailed proposal on your research project (<http://www.grantfacilitation.ubc.ca/process/write-proposal/>). The proposal will be based on information obtained in KIN 530 - Directed studies and KIN 572 Research methods. The purpose of the proposal is to clearly outline the scope and depth of your research project and to initiate human ethics approval. While the proposal is graded, it also will serve as approval for the research project and will require the endorsement of the Kin 596 supervisor (Dr. Maria Gallo). More details on the proposal is available in the assignment description online (course shell). Recommended length: 2000-3000 words, not including title page, table of contents and references.

## **Ethics Approval – 10%**

All research conducted at UBC using human subjects requires ethical approval. You will therefore need ethics approval prior to gathering any data on your research project or formally initiating interventions that can be used in your final submission. Ethics approval requires that:

1. Registration with RISE
2. Completion of TCPS2 Tutorial (KIN 572 Research Method)
3. Identify Principal Investigator and complete research proposal (Faculty of Kinesiology review)
4. Create new application
5. Submit application
6. Achieve approval (Make changes / provisions as required)

Detailed information can be found on UBC Behavioural Research Ethics Board (BREB) Tip sheet [https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/BREB\\_Tip\\_Sheet.pdf](https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/BREB_Tip_Sheet.pdf). More details on the ethics approval is available in the assignment description online (course shell).

\*If ethics approval is not required due to the nature of the project, then the 10% will be added to the research project paper and presentation (5% to each).

## **Research Project Paper - 30% due 2 wks prior to presentation date**

The research project is the culminating report on the specific research that was conducted and should include:

1. Title page
2. Abstract (approximately 200 words)
3. Table of Contents
4. Introduction (purpose/objectives)
5. Methods
6. Results
7. Discussion and Limitations
8. Conclusion and Implications
9. References (APA format): minimum 15 references
10. Appendices (figures, tables)

The submission of the paper will complete the research project and form the major component of the academic integrity in the High Performance Coaching and Technical Leadership masters. While not a requirement, you may wish to seek publication of the paper upon completion of the

course. Recommended length: minimum 5000 words, excluding title page, table of contents and references.

### **Oral Presentation of Project - 30%**

The oral presentation is the culmination of the High Performance Coaching and Technical Leadership program. The purpose of the presentation is to have you synthesize both the scope and breadth of professional, interpersonal and intrapersonal knowledge derived throughout the whole program. The formal presentation can be divided into two parts: one for your project and one serving as a capstone for your program. For the latter, you will highlight from the two thematic areas:

1. Performance Planning and Gap Analysis or
2. Training and Competition Readiness

AND

1. Coaching Effectiveness or
2. Coaching Leadership

Work with your program supervisor to identify:

- A panel with expertise in a thematic area.
- The structure of your presentation and topic areas to be cover

Ultimately the presentation should provide the following:

1. Description of project (intro, methods), findings (results) and discussion (application) – Part 1
2. An indication of the change / strategy that was realized in the thematic area; and
3. Evidence for how the change / strategy was implemented, monitored or assessed (using examples from portfolio, assignments or projects throughout the masters program); and
4. Demonstration of how the change / strategy was integrated their coaching or technical leadership practices – Part 2

The format of the presentation will require the student to make a 45-60 minute presentation followed by a 30-45 minute moderated discussion (questions and comments). Presentation will be done online through collaborate or face to face where possible.

Grading of paper will be discussed with student at the end of the presentation, and minor to major revisions may be required for grade submission.

### **Grade Scheme**

Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent. For master's students registered in the Faculty of Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 60%:

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

### **Academic Dishonesty and Plagiarism**

Plagiarism, cheating or any other form of academic dishonesty will not be tolerated. Violations will be taken seriously and will be dealt with according to the University policy regarding academic dishonesty (See Academic Calendar, <http://www.students.ubc.ca/calendar/> and [help.library.ubc.ca/researching/academic-integrity](http://help.library.ubc.ca/researching/academic-integrity)). Also note, all plagiarism transgressions require reporting to Graduate and Post-Doctoral Studies and could result in failure of the course.