University of British Columbia
School of Kinesiology
KIN 530 – Directed Studies

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KIN 530– Directed Studies
This course will require students to investigate relevant and current literature, academic research, statistical methods and expert opinion in a topic area of their choosing. The completion of this course will support the application of research methods to investigate an intervention / study in High Performance Coaching or Leadership in KIN 596: High Performance Sport Inquiry.

Pre/Co-Requisites
>	Kin 572 Research Methods

Learning Outcomes:
On completion of this course, students will be able to:
1. Source current literature on a topic or project area of interest in High Performance Sport.
2. Critically appraise research methods that have been used to investigate topic area.
3. Source expert opinion in topic area from academic community, mentor, and or UBC Kinesiology faculty and staff.
4. Reflect on how topics impact High performance sport and current coaching context.
5. Write a comprehensive literature review on topic area rationalizing a need for further research and a clear research question that could be investigated, or, provide a detailed report with academic support related to project implementation.

Example Topic areas 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
- High Performance observation – Conduct a systematic analysis of a high performance environment that may have been observed through the HPCTL program
- High Performance Coach Education: Investigate the efficacy of coaching education on a variety of outcomes that may include, athlete performance, gender differences, pedagogical differences, etc..

COURSE FORMAT

This course is designed to be a community of practice for students engaging masters program and will provide students with opportunities to interact through synchronous webinars and reflective practice using blogs. The main intent of the course is to complete a literature review that can be used to investigate a specific intervention or study that will be implemented in KIN 596: High Performance Sport Inquiry. To this end, the course builds on learning in KIN 572 research methods. Orientation to the course will occur during the UBC High Performance Coaching and Technical Leadership residential week.

The course will have selected dates for checking in and interacting through synchronous webinars as well as having regularly scheduled blog posts to reflect on learning in the masters program. The table below provides a list of key dates. Dates may change or be accelerated based on your own progress or timelines.

Due Date	Type	Content/Material
Week 4	Blog Posting	What's my starting point? What am I interested in? What is my big question? Is there evidence that I can add to my portfolio that demonstrates a particular theme?
Week 4	Webinar	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
Week 8	Blog Posting	Where am I going? What have I learned in the other courses that might help my research or project interests? Who are potential experts that I can use?
Week 8	Webinar	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
Week 16	Blog Posting	What have done to move forward? What relevant academic evidence is there to support my project / research question? Who have I contacted in order to get peer and expert advise?
Week 16	Webinar	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
Week 24	Blog Posting	What are your main findings? How has the review of academic evidence influenced your thinking? How I am going to write my literature review?
Week 24	Webinar	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
Week 32	Assignment	Literature Review Due
Week 36	Assignment	RIP: Research Implementation Plan - Investigating the methods and statistics that will assist in answering my research question.
Week 38	Blog Posting	I am ready to move forward in my research (KIN596), what am I looking forward to? What are some potential challenges? Where can I get the support that I need. Which of the 4 themes will be most impacted by my research? Is there evidence that I can add to my portfolio that demonstrates a particular theme?

Evaluation:

Assignment: Blog Portfolio and Reflections (20%)
You will be required to reflect on your learning and coaching / leadership practice using your UBC blog. Ideally you will make regular blog posts and respond to your peers through by leaving comments.

Assignment: Peer and Expert Consultation reflection (10%)

You will be required to identify at least two peers (at least one within UBC HPCTL cohort or external) and at least one expert (UBC Kinesiology Faculty or external expert) who you can share comments and gain greater insight into your topic area.

Assignment: Literature Review (50%)
The final paper is an opportunity for you to write a comprehensive review of literature related to your topic area. The review is an extension of your annotated bibliography. The paper should be a comprehensive review of the literature and organized in a way the assists the reader to understand the problem and or gaps that are to be investigated in the study.

Assignment: Research Implementation Plan (20%)
The purpose of this assignment is the help you transition from your literature review into your research design. The goal for this assignment is to identify the concepts and variables relevant to your research study, identify a statistical analysis used in the study and to reflect on any potential ethical considerations for your research. This assignment is divided in the three sections; 1. Purpose and goal of your research, 2. Analysis of your research, and 3. Ethical considerations.

Grade Scheme:
Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent.
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
55-59 C-
50-54 D
0-49 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/). Any transgression could result in failure of the course.

Assignment Details:

Assignment: Blog Portfolio and Reflections (20%)

In order to share and reflect on learning students will be required to maintain a portfolio and make reflections related to their topic area of interest and or project. As the Master's program culminates in a presentation on your experience related to four themes; Coaching Effectiveness, Coaching Leadership; Performance Planning and Training and Competition Readiness, you are encouraged to weave these themes into your blog reflections. A description of the 4 themes is as follows:

- Coaching Effectiveness examines the relationship between athlete performance and coach intervention with a primary focus on technical and tactical skill intervention. An effective coach will enable better athlete performance

- Performance Planning focuses on the physiological factors associated with athlete performance, the linkages among them and their relationship with performance factors into a comprehensive long term training plan.

- Coaching Leadership focuses on the impact of effective leadership practices on all aspects of coaching and leading. Leadership may encompasses an examination of ones' philosophy, values and behaviour and how these practices can impact positive changes and effective teams

- Training and Competitive Readiness focuses on the factors that optimize an athlete's training and maximize their performance during competition, and ancillary factors that affect an athlete's performance such as health and safety, talent identification and strategic planning.

The course will have selected dates for checking in and interacting through synchronous webinars as well as having regularly scheduled blog posts to reflect on learning in the masters program. The table below provides a list of key dates. Date may change or be accelerated based on your own progress or timing of webinars with other courses.

Due Date	Type	Content/Material
October 19, 2018	Blog Posting #1	What's my starting point? What am I interested in? What is my big question? Is there evidence that I can add to my portfolio that demonstrates a particular theme?
October 25, 2018	Webinar #1	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
January 25, 2019	Blog Posting #2	Where am I going? What have I learned in the other courses that might help my research or project interests? Who are potential experts that I can use?
January 31, 2019	Webinar #2	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
April 12, 2019	Blog Posting #3	What have done to move forward? What relevant academic evidence is there to support my project / research question? Who have I contacted in order to get peer and expert advise?
April 18, 2019	Webinar #3	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
September 13, 2019	Blog Posting #4	What are your main findings? How has the review of academic evidence influenced your thinking? How I am going to write my literature review?
September 19, 2019	Webinar #4	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.
November 29, 2019	Blog Posting #5	I am ready to move forward in my research (KIN596), what am I looking forward to? What are some potential challenges? Where can I get the support that I need. Which of the 4 themes will be most impacted by my research? Is there evidence that I can add to my portfolio that demonstrates a particular theme?
December 5, 2019	Webinar #5	Discussion on program progress, successes and or challenges. Sharing of ideas and proposed topic areas.

Grading:

The following rubric will be used for grading.

	5.0 to >4.0 pts Outstanding	4.0 to >3.0 pts Above Expectations	3.0 to >2.0 pts Below Expectations	2.0 to >0 pts Limited
Number of Entries	Substantial number of entries – Excellent adherence to schedule and consistently timed. Excellent clarity and organization of entries. Categorization shows clear linkages that build on previous entries. Easy to navigate and takes full advantage of technology. Comments are easily accessed with all relevant comments posted.	Has expected number of entries with good adherence to schedule and timing of entries. Good clarity and organization of entries. Very good categorization of posts that show linkages to, and build on previous entries. Navigation is easy with basic ability to find and link to relevant information. All relevant comments are posted and new comments are easily found	Has expected entries however, limited adherence to schedule. and timing of entries. Some clarity and organization of entries. Good categorization of entries to previous blog posts. Navigation structure inconsistent with some challenges finding information. Most comments are posted, but are difficult to find	Has expected entries however, limited adherence to schedule. and timing of entries. Some clarity and organization of entries. Good categorization of entries to previous blog posts. Navigation structure inconsistent with some challenges finding information. Most comments are posted, but are difficult to find
Reflection	Critically reflects on topic / literature in relation to four main thematic areas and how these relate to coaching / leader strengths and areas of improvement. Clearly identifies how topic / literature relates to current or future HP context and consistently reflects on gaps in literature and or research	Critically reflects and provides good awareness topics / literature to coaching / leader (or program) strengths and areas of improvement. Defines impact of topic / literature in relation to coaching or leadership practices and provides some reflection on four thematic areas	Reflects and provides adequate application of topics / Literature to coaching / leader (or program) practices. Reflects on personal strengths and areas for improvement but may not relate topic / literature to coaching or HP context, or four theme areas.	Limited reflection and application of topics / literature to coach / leader practices and or themes areas. Limited awareness and relationship to personal strengths and or areas for improvement
Portfolio	Excellent evidence or example to support topic / literature related to coaching / leader context. Explains clearly how the evidence applies to topic / literature. Excellent examples of evidence that demonstrate portfolio of coaching / leader practice	Good evidence or example to demonstrate application of topic / literature with some rational linking evidence to coaching or leader practices. Some evidence is posted or linked to blog and shows application of coaching / leadership practices.	Some evidence or examples provided to demonstrate application of topic / literature, however, little explanation identifying how the evidence supports coaching / leader practices	Very few examples of evidence with limited explanation linking the evidence to the topic / leadership. Evidence is narrative and lacks portfolio items that have been implemented in coaching / leader context.
Comments	Excellent response to comments to further reflective practice and provide more evidence to portfolio. Regularly comments on peer blogs.	Good response to comments in blog to further reflection on competency, and regularly provides comments to peers.	Some response to comments in own blog helping to further reflect on competency, and comments on at least one other peer blog	Does not respond to comments in blog and does not make comments in other blogs.

Peer and Expert Consultation (10%)

You will be required to identify at least two peers from within UBC HPCTL cohort and at least two who you can share comments and gain greater insight into your topic area. Ideally one of the two experts should be from the UBC school of Kinesiology.   Two consultations should be done during the directed study, the first to better assist in identifying your topic area and research

questions, and the second to gather feedback on your literature review. Submission of a critical reflection (2-3 pages) on consultations (or link to blog discussions / comments) will be graded and should include;

1. A brief outline of the process used to make consultations and questions or discussions related to topic area.
2. A reflection on consultations that potentially considers learning, application and actions that were made.

You will work with your KIN 530 supervisor to identify expert consultant in your topic area. You will be required to contact the expert and ideally establish meeting to discuss your topic. The introductory email to the expert should clearly identify the purpose, rationale and research question as identified in your contract and identify how you would like to consultation to occur. To better facilitate a discussion on the topic area you may consider a number of questions that could include.

1. What are your thoughts on *Topic* related to High Performance Sport in Canada or Internationally
2. Are you aware of other research in this area or key questions that would likely need to be addressed?
3. How relevant is this topic on performance in X sport?
4. What are some of the gaps or areas for improvement based on your experience?
5. Are there other areas of investigation that could warrant assist in providing relevance to the topic?
6. Would you be able to provide feedback on my literature review?

Note: Peer consultation could be derived through KIN 572 presentations but should assist in providing greater depth to your directed study and or to exchange and discuss ideas. Students may wish to set up a discussion thread through connect or other sharing software.

Grading Rubric

Criteria	10.0 to >8.0 pts Outstanding	8.0 to >6.0 pts Met Expectations	6.0 to >4.0 pts Below Expectations	4.0 to >0 pts Not There
Peer consultation	Excellent evidence of establishing a group learning community of peers and experts. Demonstrate ability to moderate discussion and to develop strategy to interact with peer/expert group. Excellent evidence of critical thinking and or initiatives undertaken due to further topic area or depth of topic studied. At least one expert is from UBC Kinesiology	Establishes group learning community of peers and experts and provide some evidence of interaction among peer/expert group. Good evidence of critical thinking and further development of topic area related to area of studied.	Some evidence of consultations with peers or experts. Some reflections, comments and or discussions to show interaction and critical thinking on chosen topic.	Limited evidence of consultations with peers or experts. Limited reflection, comments and or discussions to show interaction and critical thinking on chosen topic

Literature review

The review of literature will consist of two phases, one an annotated bibliography and, two a formal paper reviewing literature.   The purpose of these phases is to help you to scope relevant literature in a topic area, which will then help you to organize your paper into relevant sub areas or topics. Please see the Literature Review area under the Course Content menu for more assignment details.

Final Paper (50%):

The final paper is an opportunity for you to write a comprehensive review of literature related to your topic area. The review is an extension of your annotated bibliography. The paper should be a comprehensive review of the literature and organized in a way the assists the reader to understand the problem and or gaps that are to be investigated in the study. The review should critically reflect on research methods used in previous works and provide relevant factual information to support a particular intervention of strategy that can be investigated in KIN 596 High Performance Sport Inquiry.

Students should review resources available at the UBC library (online) about creating a literature review. http://guides.library.ubc.ca/litreviews

Prior to starting your directed study you should watch the video below.
Literature Review Overview [Embed code] <iframe width="854" height="480" src="https://www.youtube.com/embed/t2d7y_r65HU" frameborder="0" allowfullscreen></iframe>

Guidelines for the review:

Length of paper (quantity): It is difficult to specify the length of the review because works identified will depend on the topic area selected.   However, approximately 7000-8000 word paper (arial, 12 font and double-spaced) is adequate: not including title page, abstract, table of contents, reference and appendices)

Quality: Ask yourself is this final product of graduate standard? (Are sources up-to-date, relevant scientific information based on peer-reviewed data?) Is it thoroughly investigated, well-communicated but more importantly critically evaluated.

Format:
1. APA (American Psychological Association) or CSEP (Canadian Society of Exercise Physiology) Style guides are available at UBC library: http://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/

2. Double spaced, 12 pt times new roman or arial (font), top and bottom margins at 1", left and right margins at 1.25"(justified). Include page numbers (not on title page or abstract, top right corner)

Content:
You will have some flexibility in how you organize your content. This said minimum formatting should include:

1. Title Page: First page of report (on its own), it must contain (no page number) and a running head on the top left of page (in italics). Remaining text to be centered, double space and include:
   a. Title of paper (ALL CAPS)
   b. "By:" Name of Student and ID Number in brackets
   c. "Research Paper or Written Project"
   d. "Submitted in fulfillment of the requirements for KIN530—Directed Studies to" Supervisor name
   e. School Name, University Name
   f. Due date
2. Abstract: On a new page with running head and the page number 2 in the top right hand corner. You should also center the word *Abstract* at the top of the page. The abstract should be a brief summary, no more than 150-250 words.
3. Table of Content: on new page with running head and the page number 3 in the top right hand corner.
4. Paper: This is where you will organize your ideas and arguments which will highlight relevant literature and or supporting documentation. While there is flexibility to create an outline the paper should include:
   a. Introduction: This section should identify the purpose of the review and potential gaps that are to be investigated. It should summarize some of the key elements that will be discussed in the paper.
   b. Body: Use sub-categories to assist in guiding the reader into different parts of your review. This can be useful when there are several different aspects defined by the work within a topic area.
   c. Conclusion: This section should summarized the key arguments within the paper and link back to the introduction to examine the purpose and gaps that were to be discussed. The conclusion can give you the opportunity to provide your own thoughts on future study, particularly where you may like to focus you KIN 596 inquiry research project.
5. References: "References" centered on new page, citations in alphabetical order, in APA or CSEP format).
6. Appendix: This is the last section, on new page and includes Tables and Figures referenced in the review: Include only one page per table or figure. Title of tables on top and title of figure below illustration.

Grading Rubric:

Criteria	Excellent	Good	Limited	Not There	Total
Abstract	**6.0 to >4.0 pts**	**4.0 to >2.0 pts**	**2.0 to >0.0 pts**	**0.0 pts**	
	Outstanding clarity in describing summary of the literature review including purpose / background, research questions / objectives, key evidence / findings and conclusions that are non-biased. Writing is concise yet assists in understanding the scope and depth of the review	Provides a good summary of the review and addresses background, method, finding and conclusions that may be biased. Writing is awkward but does convey scope and depth of the review.	Abstract does not identify scope and depth of the review and lacks one or more key elements (Background, Objectives, Finding and or conclusions). Writing is not concise or easily understood.	No abstract provided	**6**
Introduction	**6.0 to >4.0 pts**	**4.0 to >2.0 pts**	**2.0 to >0.0 pts**	**0.0 pts**	
	Clearly states the problem and or gap, and purpose for the review. Identifies key questions to be addressed and operationally defines key terms that are being investigated. Effectively leads reader into the body of the review and the main areas to be addressed.	Lacks clarity in identifying the problem and or purpose of the review. Key questions may not be addressed and or limited preview of topics that will be discussed or reviewed.	Introduction is poorly constructed and does not identify problem and or purpose of the review. No evidence of questions being sought and lacks preview of topic to be reviewed.	No or limited introduction provided	**6**
	9.0 to >7.0 pts	**7.0 to >5.0 pts**	**5.0 to >2.0 pts**	**2.0 to >0 pts**	

Scope and depth of the review	Excellent summary of literature that includes clarification / definition of terminology, research methods used (subjects, results, conclusions), and relevancy of literature to the research question and arguments proposed.	Good summary of literature that but may lack certain elements including; definition of key terminology, research methods and relevancy of literature to the research question / purpose.	Limited summary of literature with few empirical research. Review lacks elements including; definition of terminology, research methods and relevancy of literature to the arguments and or explored theoretical construct (s).	Few academic articles identified with very limited summary. Review is largely based on personal opinion	**9**
Breadth and citing of literature	**9.0 to >7.0 pts** All arguments and topics are supported by meaningful literature and empirical studies. Identifies seminal research and connects purpose to theoretical construct. Consistency in citing arguments throughout review and appropriately referencing research	**7.0 to >5.0 pts** Most arguments and topics are supported by meaningful literature and empirical studies. Limited evidence examining seminal research that connects to the overall purpose and or theoretical construct. Citing of literature tends to be inconsistent where statements are not supported by appropriate citation.	**5.0 to >2.0 pts** Limited summary of literature with few empirical research. Review lacks elements including; definition of terminology, research methods and relevancy of literature to the arguments and or explored theoretical construct (s).	**2.0 to >0 pts** Few academic articles identified with very limited summary. Review is largely based on personal opinion	**9**
Critical Assessment and Thinking	**9.0 to >7.0 pts** Demonstrates ability to support arguments with literature and identify strengths and or limitations of research. Makes coherent linkages to other research or academic work. Assessment of literature reinforces the problem and purpose of the review.	**7.0 to >5.0 pts** Inconsistent ability to support arguments with literature and to identify strengths and or limitations of research. Limited ability to make coherent linkages to other research or academic work. Some assessment of literature that assists in reinforcing the problem and purpose of the review.	**5.0 to >2.0 pts** Limited ability to support arguments with literature and to identify strengths and or limitations of research. Linkages to other research or academic work is lacking in many cases. Limited assessment of literature and how it relates to the problem and purpose of the review.	**2.0 to >0 pts** No or limited assessment of literature and or linkage to overall purpose	**9**
Organization and Grammar	**6.0 to >4.0 pts** Outstanding flow of key arguments used throughout the review with linkages between sections and subsections that help to guide reader through the document and assist in building evidence that addresses the purpose and or research questions identified in the review. Excellent and consistent use of grammar throughout.	**4.0 to >2.0 pts** Limited flow and or linkages between arguments. Key section or subsections are not evident and would assist in guiding the reader to the main arguments presented in the review. Linkages are made back to the purpose and or research questions / objectives sought. Good and consistent use of grammar throughout	**2.0 to >0.0 pts** Poor construction of ideas and arguments with few linkages to purpose or questions / objectives. Limited structure to help guide the reader to important concepts. Poor and inconsistent use of grammar throughout.	**0.0 pts** Writing is poor with limited flow. Reader is confused and unable to see linkages to purpose and or objectives sought. Poor and inconsistent use of grammar throughout.	**6**
APA Formatting	**5.0 to >4.0 pts** All formatting is outstanding and uses correct APA style guidelines throughout document with few or minor errors evidenced.	**4.0 to >3.0 pts** Good APA style throughout however many errors may be evident.	**3.0 to >0.0 pts** Inconsistency in APA Style throughout document with several formatting errors.	**0.0 pts** No APA style evidenced	**5**

Research Implementation Plan – 20%

Overview

The purpose of this assignment is the help you transition from your literature review into your research design. The goal for this assignment is to identify the concepts and variables relevant to your research study, identify a statistical analysis used in the study and to reflect on any potential ethical considerations for your research. This assignment is divided in the three sections as identified below:

A. Purpose and goal of your research

This section will summarize the key findings in your literature review and will require you to:

1. Clearly identify the purpose for your research and brief rationale for choosing the research topic.
2. Identify your research hypotheses (quantitative) or research questions (qualitative),
3. Operationally define the constructs (qualitative) and or variables (qualitative) that are relevant to your research question(s)
4. Identify the subjects and or data that you will study, and how you will obtain subjects.

5. Identify how you will gather your data (e.g., what measures will you use? Interviews / observations? Surveys?)

B. Analysis of your research

This section will help you to examine an analysis that will address the research question and or purpose identified above.   This section will require you to:

1. Define criterion or dependent variables in this study or key outcomes to be assessed? (if applicable)
2. Define predictor or independent variables in this study that will be examined and level of independence, If applicable,
3. Identify possible extraneous variables that may impact your results? How will you control or attempt to minimized the impact of these extraneous variables
4. Choose a statistical or qualitative method that could be used to analyze your results. Explain how the method will be used based on the variables (quantitative) and or research constructs (qualitative)
5. Model or present a statistical analysis using previous academic research or sample data set that resembles your variables. If applicable. The aim here is to attempt to present data in a graph or table that helps you to compare variables and identify statistical significance.
6. Model a qualitative analysis using previous academic research or sample case study that resembles the constructs investigate.

C. Ethical Considerations

You will be required to identify potential ethical concerns relevant to your research question and study design, explain why it is an ethical concern, and how you will address the ethical concern within your study to minimize risk to participants. The ethical considerations for your study will be assessed according to the Tri-Council Policy Statement (2) based on material covered KIN 572.