Course Instructor: Guy Faulkner, PhD

School of Kinesiology, University of British Columbia

Lower Marine Research Station, Room 337

2259 Lower Mall V6T 1Z4

Phone: 604 822 2990

Email: guy.faulkner@ubc.ca

Twitter: @GuyFaulkner

Web: kin.ubc.ca/pop-palab
ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Credit Value</th>
<th>Location</th>
<th>Class Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport and Exercise Psychology</td>
<td>KIN 150/231</td>
<td>3 credits</td>
<td>Woodward IRC 2</td>
<td>Monday 5-8 p.m</td>
</tr>
</tbody>
</table>

INSTRUCTOR CONTACT INFORMATION

Students are always welcome to contact the instructor and teaching assistants via email. When contacting the instructor and teaching assistants, students should use professional email etiquette and should have the course code (KIN 231) in the subject line. Please keep in mind that it may take us (myself and the teaching assistants) up to 48 hours to respond to your email during the week and we do not check our email on weekends. Please keep this in mind around assignment due dates and just before the midterms and final exam.

Some questions can be answered through email while others need to be discussed in person. As such, students are strongly encouraged to stop by during office hours. If you are not available to meet during office hours, please send me an email and we will arrange a mutually convenient time to meet. For course work questions you can also contact your assigned TA (see Canvas for your TA).

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guy Faulkner, PhD</td>
<td>Email: <a href="mailto:guy.faulkner@ubc.ca">guy.faulkner@ubc.ca</a></td>
<td>Lower Mall Research Station (LMRS), Room 337</td>
<td>Fridays 1-3 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I am available to meet with students in person by appointment if you are not able to attend office hours. Appointments can be made by email.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Fagan</td>
<td><a href="mailto:Matthew.fagan@ubc.ca">Matthew.fagan@ubc.ca</a></td>
<td>LMRS, 337B; Tuesdays 12-2 p.m.</td>
<td></td>
</tr>
<tr>
<td>Mahabhir Kandola</td>
<td><a href="mailto:Mahabhir.kandola@ubc.ca">Mahabhir.kandola@ubc.ca</a></td>
<td>LMRS, 337C; Tuesdays 12-2 p.m.</td>
<td></td>
</tr>
<tr>
<td>Joe O’Rourke</td>
<td><a href="mailto:Joseph.orourke@ubc.ca">Joseph.orourke@ubc.ca</a></td>
<td>War Memorial Gym Room 122; Tuesdays 12-2 p.m.</td>
<td></td>
</tr>
<tr>
<td>Negin Riazi</td>
<td><a href="mailto:Negin.riazi@ubc.ca">Negin.riazi@ubc.ca</a></td>
<td>LMRS, 337C; Time to be confirmed</td>
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</table>
COURSE DESCRIPTION

This course introduces students to fundamental concepts and theories within sport and exercise psychology. The goal of this course is to provide students with a broad overview of major topics of interest within the area of physical activity psychology.

COURSE RATIONALE

Sport and exercise psychology is a core discipline within kinesiology. Sport and exercise psychology researchers and practitioners are interested in human cognition, emotion, and behaviour within physical activity contexts. Knowledge of sport and exercise psychology theory, constructs, and relevant applications will assist students in understanding underlying psychological processes as they relate to physical activity performance and participation.

COURSE LEARNING AIMS AND OUTCOMES

The overarching aim of this course is for students to develop an understanding of key areas within sport and exercise psychology. Frameworks focusing on psychological aspects of human participation and performance within physical activity contexts are relevant to many kinesiology and health related professional practices (e.g., Kinesiologist, physiotherapist, occupational therapist, physical education instructor, coach, physician, dietician etc.) that seek to maximize performance and change behaviour. Students who are interested in pursuing a career specifically in sport and exercise psychology can expand their understanding of the discipline by taking courses in kinesiology (e.g., KIN 489M), psychology, and by pursuing graduate education.

Specific Learning Objectives:

By the end of this course, students will be able to:

- Describe sport and exercise psychology theories and constructs and discuss their relevance to physical activity contexts
- Describe the reciprocal relationships between social, environmental, and psychological factors on physical activity performance and participation
- Apply theoretical perspectives and constructs within sport and exercise psychology to case studies and provide recommendations
- Critically assess sport and exercise psychology theory, constructs, and knowledge application

CLASS FORMAT

There are several approaches to learning in this course that include traditional lecture, discussion in partners, small and large groups, team-based learning, student reflections, and worksheets.

Questions during class time are always welcome and student participation in all class formats is essential for success in the course.
LEARNING MATERIALS

Students are responsible for all readings assigned in the course syllabus and during class time. This course has a required textbook (see below). Not all concepts in the textbook will be covered in class. Concepts from the assigned readings in the textbook will be tested on the midterms and final exam.

Required Text


Approximate book store prices: New $167.45; EBook $78.50
Approximate online prices: New $137

Other Course Materials

Other required course materials such as media articles, podcasts, or videos may also be assigned to enhance students’ understanding of course content. Students will be able to access these materials on the course webpage (http://elearning.ubc.ca/connect/).

Class Notes

Class notes will be made available in PPT file-format through the course website. Students are encouraged to bring these notes along with paper and pen to class. Notes will typically be posted the day prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class assignments, or detailed examples, which will be covered in class. The instructor will not make a full set of notes available online. This information can be accessed at the following address:

http://canvas.ubc.ca

ASSESSMENTS OF LEARNING

Evaluation

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Midterm 1 (Chapters 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Multiple choice, true and false, and short answer</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Students will be required to answer questions based on prescribed textbook readings and lectures. ALL information presented in class and in the textbook (Chapters 1-5) is testable.</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td>February 3rd</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Describe sport and exercise psychology theories and constructs and discuss their relevance to physical activity contexts; Describe the reciprocal relationships between social, environmental, and psychological factors on physical activity performance and participation; Critically assess sport and exercise psychology</td>
</tr>
</tbody>
</table>
theory, constructs, and knowledge application

**Assessment 2**  
**Midterm 2 (Chapters 6-9)**

*Format*  
Multiple choice, true and false, and short answer

*Details*  
Students will be required to answer questions based on prescribed textbook readings and lectures. ALL information presented in class and in the textbook (Chapters 6-9) is testable. Please note that the midterms are not cumulative and thus the midterm will only test chapters 6-9 and related in class course content.

*Date*  
March 9th

*Weighting*  
25%

*Learning Outcomes*  
Describe sport and exercise psychology theories and constructs and discuss their relevance to physical activity contexts; Describe the reciprocal relationships between social, environmental, and psychological factors on physical activity performance and participation; Critically assess sport and exercise psychology theory, constructs, and knowledge application

**Assessment 3**  
**Final Exam (Chapters 1-10, 12, 14)**

*Format*  
Multiple choice, true and false, and short answer

*Details*  
Students will be required to answer questions based on prescribed textbook readings and lectures. ALL information presented in class and in the textbook is testable. The final exam is cumulative and students will be tested on all course content.

*Date*  
To Be Determined

*Weighting*  
50%

*Learning Outcomes*  
Describe sport and exercise psychology theories and constructs and discuss their relevance to physical activity contexts; Describe the reciprocal relationships between social, environmental, and psychological factors on physical activity performance and participation; Critically assess sport and exercise psychology theory, constructs, and knowledge application

**Grading**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>25%</td>
<td>February 3rd</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>25%</td>
<td>March 9th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>To be determined</td>
</tr>
</tbody>
</table>
Students unable to write a midterm (illness with medical documentation or other approved accommodation) will have the percentage transferred to the final exam. **NO** exceptions.

Due dates/exams will not be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for an exam to be rescheduled or for extensions on assignments. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible following the class/exam. If you do not contact your instructor, your assignment will be considered late (see below) or in the case of missing an exam, it will be given a score of zero. All extensions, rescheduling, or other concessions are at the discretion of the instructor.
**Tentative Course Schedule**

The topics and assigned readings for each class are listed below although specific pages maybe set for each chapter.

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 6</td>
<td>Course overview &amp; Introduction to Sport Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 13</td>
<td>Personality; Motivation &amp; Behaviour Change</td>
<td>Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 20</td>
<td>Motivation &amp; Behaviour Change (continued)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 27</td>
<td>Stress, Coping, &amp; Emotion (focus on anxiety)</td>
<td>Chapter 4 &amp; 5</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 3</td>
<td><strong>Midterm 1 (Chapters 1-5)</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb. 10</td>
<td>Aggression and Moral Behaviour</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 17</td>
<td>Reading week (no class)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Feb. 24</td>
<td>Psychological Skills Training</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>March 2</td>
<td>Leadership (Professor Mark Beauchamp); Group Dynamics</td>
<td>Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>10</td>
<td>March 9</td>
<td><strong>Midterm 2 (Chapters 6-9); Physical Activity Across the Lifespan</strong></td>
<td>Chapters 10 &amp; 12</td>
</tr>
<tr>
<td>11</td>
<td>March 16</td>
<td>Physical Activity Across the Lifespan (continued)</td>
<td>Chapters 10 &amp; 12</td>
</tr>
<tr>
<td>12</td>
<td>March 23</td>
<td>Physical activity and mental health</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>13</td>
<td>March 30</td>
<td>Body Image (Dr Erica Bennett); Physical activity interventions</td>
<td>Chapter 14 &amp; 15</td>
</tr>
<tr>
<td>14</td>
<td>April 6</td>
<td><strong>Recap and exam preparation</strong></td>
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</table>

**UNIVERSITY POLICIES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.
Inclusivity
Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

Academic Integrity
All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia’s Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct. Students will also be required to submit a copy of all of their assignments to TurnItIn.com.

OTHER COURSE POLICIES

CLASS ATTENDANCE

Although attendance is not formally taken in class, regular attendance is required to succeed in the course. You are responsible for all material covered in class and any information given whether in attendance or not. You are also responsible for getting your own notes from class as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any exams. Students who are unavoidably absent because of illness or disability should report to their instructors upon return to classes.

Please note the following dates:

Term Dates: Monday January 6 – Wednesday April 8, 2020

Last date for withdrawal without a W on your transcript: January 17, 2020
Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): February 14, 2020

Exam dates (do not book travel until the date of the final exam is confirmed): April 14 to April 29 inclusive 2020

**POLICY ON TEXT-MATCHING SOFTWARE**

UBC subscribes to Turnitin, an online system that compares written material with the Web and with other material submitted to its database. Faculty, staff and students can upload submissions and check for duplication of material in other sources and possible plagiarism.

**TECHNOLOGY IN THE CLASSROOM**

Laptops and tablets will be allowed in the classroom. However, please make sure that you are focused on what is happening in the classroom and engaged in the discussion. Students may be asked to turn their computer off or leave the room if the computer becomes a disruption for the instructor or for other students.

**LEARNING ANALYTICS**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course

**COPYRIGHT**

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Students are not permitted to record classes or take photographs during class unless they are granted prior permission from the instructor.