Class Location: ONLINE
Class Meeting Times: Classes are scheduled for 2-3.30 pm on Tuesdays and Thursdays. However, as will be explained in the first class, the content will primarily be delivered asynchronously (supplemented by optional ‘live’ tutorials on Thursdays from 2-2.40pm).
Pre/Co-Requisites: None
Credit Value: 3
Instructor: Mark R. Beauchamp, PhD
Email: mark.beauchamp@ubc.ca
Office: War Memorial Gym Room 122.
Office Hours: By appointment (via zoom). Details to be provided in the first class.
Teaching Assistants: Jaqueline Lee (jackie.lee@ubc.ca)
Lisa Trainor (lisa.trainor@ubc.ca)

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.

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.

Aims and Outcomes
The aim of this course is for students to develop an understanding of key areas within sport and exercise psychology. Frameworks that focus on psychological aspects of human participation and performance within physical activity contexts are relevant to several kinesiology and health-related professional practices (e.g., kinesiology, physiotherapy, occupational therapy, physical education, coaching, preventive and behavioural medicine) that seek to maximize performance and change behaviour. Students interested in pursuing a career in sport and exercise psychology can expand their understanding of the discipline by taking courses in kinesiology, psychology, and 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 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 for intervention and applied practice.
• Critically assess sport and exercise psychology theory, constructs, and knowledge application.
Class Format
In light of the current pandemic, and with this course being delivered on-line, a number of adaptations have been made to optimize learning and student engagement and minimize undue stress that comes with remote delivery. Classes will, for the most part, be delivered asynchronously so that students can access and work through the lecture/class materials in their own time. Those asynchronous classes will be augmented with ‘real-time’ (synchronous) optional tutorials in which students can ask questions and address any difficult content matter with the instructor. Students will also be expected to take part in one ‘real-time’ synchronous case study activity, that is designed to prepare students for the major assignments to be undertaken in this course. Students will also be provided with directed reading and mini-quizzes to check for their own understanding of the subject matter. Students must attend the very first class (delivered asynchronously via a pre-recorded class), in which they will be provided with an explanation of the course content, scheduling, assessments, and processes involved for accessing support from the course instructor and teaching assistants. The first real-time tutorial will take place on Thursday 10th September at 2pm; this will provide students with an opportunity to ask the instructor any questions about the course. Details for how to access class slides, pre-recorded classes, and the real-time tutorial sessions will be provided on the Canvas web-platform for this course (https://canvas.ubc.ca).

Readings and Resources
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.

Required Text


This text is now available as an Ebook: $79.99 and can be accessed here:

https://console.pearson.com/enrollment/biboyj

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: https://canvas.ubc.ca

Class Notes
Powerpoint slides will be made available on canvas. Recordings of classes that use these slides will also be provided on canvas. Slides and recorded classes will typically be posted at least one week prior to the respective class at https://canvas.ubc.ca

Evaluation
In previous years, assessment for this course has involve 1-2 mid-term exams, as well as a final exam. Although it is certainly possible to have exams ‘online’, this year’s iteration of this course will NOT have any exams. Instead, the assessment will take the form of (a) class attendance (10%), (b) completing all readings associated with the course (10%), (c) two written case study assignments (40%), and (d) the production of a short case study film and peer review (40%). Full details of each assignment/assessment are provided on the following page:
Evaluation – Breakdown of Course Components and Mark Allocations

**Class Attendance**

**Format**
Students are expected to watch each pre-recorded class (in full) that is posted on Canvas (there are 23 classes).

**Details**
For every class that is missed students will be deducted ½ a mark (note classes can be accessed in students’ own time). If students watch/attend each class they will obtain 10/10 marks.

**Weighting**
10%

**Class Readings**

Students are expected to complete the quizzes embedded within the Revel text for each allocated chapter (there are 15 required chapter readings).

**Details**
For every chapter, for which chapter quizzes are not completed students will be deducted 1 mark. If students complete all of the readings they will obtain 10/10 marks.

**Weighting**
10%

**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 1**

**Case Study #1**

**Format**
Paper

**Details**
Students will perform a case study analysis by identifying and applying appropriate theoretical perspectives and concepts to a physical activity context. Students may complete the case study individually or in groups of two (maximum).

**Due Date**
Thursday October 15 by 5pm PST

**Weighting**
20%

**Learning Outcomes**
To identify relevant sport and exercise psychology theoretical perspectives and constructs within a case study; To apply theoretical perspectives and constructs within sport and exercise psychology to explain a case study and provide recommendations; Critically assess sport and exercise psychology theory, constructs, and knowledge application.

**Assessment 2**

**Case Study #2**

**Format**
Paper

**Details**
Students will perform a case study analysis by identifying and applying appropriate theoretical perspectives and concepts to a physical activity context. Students may complete the case study individually or in groups of two (maximum).
Due Date
Thursday November 12 by 5pm PST

Weighting
20%

Learning Outcomes
To identify relevant sport and exercise psychology theoretical perspectives and constructs within a case study; To apply theoretical perspectives and constructs within sport and exercise psychology to explain a case study and provide recommendations; Critically assess sport and exercise psychology theory, constructs, and knowledge application.

Assessment 3
Case Study Film (Part I) and Peer Review (Part II)

Format
Short film (case study and peer reviews)

Details
Part I:
Students will perform a case study analysis by identifying and applying appropriate theoretical perspectives and concepts to a physical activity context (30%). Students may complete the case study film assignment individually or in groups of two (maximum).

Part II:
In addition, students will also be asked to conduct a peer-review of two other student film submissions (produced by their peers). The peer-review component of this major assignment constitutes 10% of the overall marks for this course (i.e., 5% for each peer-review).

Due Date
Part I: Monday November 30th (uploaded to Canvas) by 5pm PST
Part II: Thursday December 10th by 5pm PST

Weighting
40% (Part I: 30% and Part II: 10%)

Learning Outcomes
To identify relevant sport and exercise psychology theoretical perspectives and constructs within a case study; To apply theoretical perspectives and constructs within sport and exercise psychology to explain case studies and provide recommendations. Critically assess sport and exercise psychology theory, constructs, and knowledge application.

Grading
Due dates for the three main assignments are highlighted above. Due dates will NOT be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for extensions on assignments. If you miss a due date for an emergency, you must contact your instructor as soon as you are able. If you do not contact your instructor, your assignment will be considered late (see below). All extensions, rescheduling, or other concessions are at the discretion of the instructor.

Late assignments will be deducted at a rate of 10% per day (as a proportion of the total assignment mark). Deductions will commence from the date and time the assignment is due, and will accumulate for each subsequent 24-hour period, including weekends. Assignments are not accepted after 6 days (e.g. if an assignment is due on a Thursday at 5pm, it can be handed in up until the following Wednesday at 5pm with a 60% deduction). You are required to submit all written assignments, as well as the film assignment to Canvas. In addition, the first two case study written assignments must be submitted to both Canvas and
**Turnitin** (details will be provided on Canvas for the submission of each assignment). Assignments will not be accepted through email. Assignments must have the student’s name and student number on the front page.

Occasionally students disagree with the marks they receive. To request a review of a mark the following procedure must be followed. The student should write a one-page typed memo describing in detail the nature of the perceived marking error and the basis for the request to review. This memo must be submitted to the instructor by email. Requests may be submitted for review **no sooner than 48 hours, and no later than one week after the case study assignment is handed back.** Please note that when a mark is reviewed by the instructor, the final re-graded mark may stay the same, go up, or go down from the originally assigned grade.

**Policies and Expectations**

**Email Etiquette**
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 150) 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.

**Office Hours**
Due to the physical distancing mandates, and with the course taking place on-line, there will be no in-person meetings between students, Teaching Assistants, and the class instructor. Every week time will be allocated for ‘real-time’ (synchronous) tutorials that will support discussions and clarification of the relevant subject matter.

If you have questions or would like clarification with regard to ANY of the course content students are asked to follow the following stepwise process:

1. First, attend/review the applicable slides and pre-recorded class on Canvas.
2. Second, read the applicable chapter in Revel and complete the quizzes embedded within the Revel text.
3. Third, contact your allocated class Teaching Assistants and arrange a meeting to discuss the relevant subject matter.
4. If, after completing steps 1 to 3, you are still unclear about the subject matter, please feel free to email your instructor and arrange a time to meet and discuss the relevant material. There are no fixed office hours (as students will be all across the world in different time zones); however, the instructor can meet with students at mutually convenient time.

**Important Dates**
Please note the following dates:
**Term dates:** **Tuesday September 8, 2020 - Thursday December 3, 2020**
Last date for withdrawal without a W on your transcript: **September 21, 2020**
Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **October 30, 2020**

**Technology**
All classes will be pre-recorded using Camtasia and uploaded on Canvas, along with the Powerpoint slides for each of the applicable classes. All ‘live’ tutorial sessions will take place via zoom (the link and
relevant meeting ID and passwords will be provided on Canvas). Please ensure that you download zoom (to download this software go to https://zoom.us/download).

For the final/major assignment in this course, students will be asked to produce a short film. This can be created using various video editing software, including iMovie, MovieMakers, Windows Video Editor 2020 (to name but a few). Students will have autonomy in terms of which software they choose to use.

**Inclusivity**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise. 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 and cultural 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: https://senate.ubc.ca/policies-resources-support-student-success

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 pronouns 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. Breaches 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 (including video 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 their written assignments to TurnItIn.com.

Students may work in groups consisting of up to 2 people for the case study assignments. When working in groups, students will submit only one final copy of the assignment for grading and each group member will receive the same grade for the submitted assignment. It is expected that each student will have contributed to the submitted assignment. Groups and individuals must submit unique and distinct assignments from other groups and/or individuals.

**Copyright**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.
Distribution of lectures and/or class materials is strictly prohibited unless permission is obtained from the instructor.

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.

TENTATIVE COURSE SCHEDULE
The topics and assigned readings for each class are listed below, although this may be subject to change. Note that all live tutorial sessions will be from 2pm to 2.40pm PST on Thursdays (as per below). Students are encouraged to access the two pre-recorded classes for each week BEFORE attending the live tutorial session.

There is no class on Tues 8th September as this is UBC Imagine day for first year students.

The first class involves two components. The first 30 mins provides a broad overview of what the class entails, and the second half of the class involves providing an introduction to the material to be covered in this course. **I would strongly encourage students to attend the first live tutorial on zoom at 2pm (PST) on Thurs 10th September (see Canvas for details).**
<table>
<thead>
<tr>
<th>Week No</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>1</td>
<td>Week starting: 07.09.2020</td>
<td>No Class (UBC Imagine Day)</td>
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<td>2</td>
<td>Week starting: 14.09.2020</td>
<td>Personality I</td>
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<td>3</td>
<td>Week starting: 21.09.2020</td>
<td>Motivation I</td>
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<td>4</td>
<td>Week starting: 28.09.2020</td>
<td><strong>Case Study Experiential Activity (synchronous breakout groups)</strong></td>
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<td>5</td>
<td>Week starting: 05.10.2020</td>
<td>Stress, Emotion, and Coping</td>
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<td>6</td>
<td>Week starting: 12.10.2020</td>
<td>Anxiety and sport performance.</td>
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<td>7</td>
<td>Week starting: 19.10.2020</td>
<td>Introduction to psychological skills training and goal setting</td>
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<td>8</td>
<td>Week starting: 26.10.2020</td>
<td>Self-talk and attention</td>
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<td>9</td>
<td>Week starting: 2.11.2020</td>
<td>Group processes</td>
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<td>10</td>
<td>Week starting: 09.11.2020</td>
<td>Aggression</td>
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<td>11</td>
<td>Week starting: 16.11.2020</td>
<td>Child development</td>
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<td>12</td>
<td>Week starting: 23.11.2020</td>
<td>Body Image</td>
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<tr>
<td>13</td>
<td>Week starting: 30.11.2020</td>
<td>Physical activity interventions I</td>
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