

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. I would also like to acknowledge that you are joining us during this course from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

COURSE INFORMATION

Course Title	Course Code	Credit Value	Location	Synchronous Class Meeting Times
Sport and Exercise Psychology	KIN 150 (901) This course was formerly listed as KIN 231	3 credits	Web-oriented course	Mondays 5pm-8pm PT

INSTRUCTOR CONTACT INFORMATION

Course Instructor	Contact Details	Office Hours
Erica Bennett, PhD	Email: erica.bennett@ubc.ca Typically, I am able to respond to email inquiries within 48 hours during business hours (Monday-Friday, 9am-5pm PT).	Wednesdays (4pm-5pm PT) Fridays (3:30pm-4:30pm PT) Office hours will be hosted online through Zoom . The Zoom link for office hours will be posted on the course Canvas page. I am available to meet one on one with students online through Zoom if a student wishes to discuss a question or concern that is private in nature. Please send me an email (erica.bennett@ubc.ca) to schedule a time that is convenient for both of us. Once a time has been set for our meeting, I will send a link for the Zoom meeting via email.

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 and exams.

Some questions can be answered through email while others need to be discussed in a meeting. As such, students are *strongly encouraged to stop by during virtual office hours*.

Teaching Assistant Information and Office Hours

Teaching assistants (TAs) are available to meet with students online through [Zoom](#). Please send an email to the TA assigned (by your last name) to you with your availability to schedule a time that is convenient for both you and the TA. Once a time has been set the TA will send you a link for the Zoom meeting.

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Students will be assigned alphabetically by their last name to a teaching assistant. This teaching assistant will be a point of contact for students throughout the term if students have questions or concerns.

Teaching Assistant	Contact Details	TA will be working with students (assigned by last name)
Matthew Fagan	matthew.fagan@ubc.ca	Afshar-Kan
Yiling Tang	yilingtt@student.ubc.ca	Kelly-Zhou

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, 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 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

KIN 150 (901) is a 3 credit course that will be delivered over one semester (January-April 2021).

The course content is delivered in two formats:

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1. The **online asynchronous** self-paced activities include course content, recorded videos, reflection exercises, textbook readings, and completion of assignments.
2. **Synchronous online meetings via Zoom** (the Zoom link will be available on Canvas). Synchronous online meetings will be held during scheduled class time (Mondays 5-8pm PT). Synchronous online meetings will include course content delivery (e.g., live lectures), review exercises, and interactive activities. Synchronous class time will be recorded and posted to Canvas (under the corresponding module) with the exception of any breakout room activities. Breakout room activities will not be recorded. Students are strongly encouraged to attend synchronous online meetings to benefit from interacting with the instructor (e.g., ask questions) and other students. The intent of recording the synchronous classes is to provide access for students who may be learning in substantially different time zones and for students to go back and revisit course content.

Synchronous and asynchronous learning activities will be communicated to students each week through the Canvas course announcements. The course will emphasize individual responsibility and require significant asynchronous class involvement in learning course content, reading, reflection activities, and assignments.

Instructor's Technology Failing During Synchronous Meetings

If the instructor's (Erica) technology or internet connection fails during a synchronous meeting, please carry on with the activity you are working on or if course content is being delivered, please wait up to fifteen minutes or to the end of the scheduled class time (whichever comes first) to allow Erica to resolve the issue. If the issue is not resolved within the outlined time period than students are free to 'leave' the Zoom classroom and Erica will follow up in a Canvas course announcement with next steps.

Course Communication

The instructor (Erica) will use Canvas course announcements as a primary means to communicate the 'plan for the week' (including synchronous and asynchronous learning activities), any changes to the course, and friendly reminders. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is one you frequently check.

LEARNING MATERIALS

Course Readings

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 Materials

1. Required Text

Crocker, P. R. E. (2021). *Sport and exercise psychology: A Canadian perspective (4th edition)*. Toronto, ON: Pearson Education.

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

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<https://console.pearson.com/enrollment/pvaixb>

2. *Course Website.* Synchronous and asynchronous course content including Zoom links, videos, lecture notes, information about the course, exams, handouts, and important reminders can be accessed through the Canvas course website at <http://canvas.ubc.ca>.
3. *Respondus LockDown Browser.* Respondus LockDown Browser is required to complete all exams. Click [here](#) to download Respondus LockDown Browser and [here](#) for information about how to access exams through the Respondus LockDown Browser.

Summary of Technology in the Course

In this course students will use Canvas (+ extensions and integrated apps), Mentimeter, H5P, Zoom, and Respondus LockDown Browser. All technologies will be integrated into the course webpage in Canvas with the exception of [Zoom](#) and [Respondus LockDown Browser](#).

Class Notes

Class notes to synchronous online meetings and asynchronous videos will be made available in PDF format through the Canvas course website. 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 activities, or detailed explanations and examples. Please ensure that you are taking additional notes. This information can be accessed through the Canvas course website at <http://canvas.ubc.ca>

ASSESSMENTS OF LEARNING

Assessment 1	Journal Reflections (x2)
<i>Format</i>	Canvas Post
<i>Details</i>	Students will write 2 journal reflections (300-400 words each) throughout the term. The journal reflections will be guided by specific questions. The goal of the journal reflections is to apply course concepts to explain personal experiences.
<i>Due Date</i>	Monday January 25, 2021 5:00pm PT Monday February 22, 2021 5:00pm PT Monday March 15, 2021 5:00pm PT <i>*Students choose 2 dates (out of the possible 3)</i>
<i>Weighting</i>	15% (7.5% each)
<i>Learning Outcomes</i>	Describe sport and exercise psychology theories and constructs and discuss their relevance to physical activity contexts; Critically assess sport and exercise psychology theory, constructs, and knowledge application.
Assessment 2	Case Study #1
<i>Format</i>	Paper
<i>Details</i>	Students will perform a case study analysis by identifying and applying appropriate theoretical perspectives and concepts to a physical activity

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	context. Students may complete the case study individually or in groups of two (maximum).
<i>Due Date</i>	Friday February 12, 2021 5:00pm PT
<i>Weighting</i>	20%
<i>Learning Outcomes</i>	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 #2
<i>Format</i>	Paper
<i>Details</i>	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).
<i>Weighting</i>	20%
<i>Due Date</i>	Monday March 22, 2021 5:00pm PT
<i>Learning Outcomes</i>	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 4	Midterm (Chapters 1, 2, 3, 4, 5)
<i>Format</i>	Multiple choice and short answer
<i>Details</i>	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.
<i>Due Date</i>	Monday March 1, 2021 5:00-6:30pm PT
<i>Weighting</i>	20%
<i>Learning Outcomes</i>	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; Critically assess sport and exercise psychology theory, constructs, and knowledge application

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Assessment 5	Final Exam (Chapters 6, 7, 9, 10, 12, 13, 14)
<i>Format</i>	Multiple choice and short answer
<i>Details</i>	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.
<i>Due Date</i>	TBD
<i>Weighting</i>	25%
<i>Learning Outcomes</i>	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; Critically assess sport and exercise psychology theory, constructs, and knowledge application

Grading

Assessment	Weight	Due Date
Journal Reflections #1 & #2	15% (7.5% each)	January 25, February 22, March 15 <i>*Choose 2 dates (out of the 3)</i>
Case Study #1	20%	February 12
Case Study #2	20%	March 22
Midterm	20%	March 1
Final Exam	25%	TBD

Students unable to write the midterm with an approved reason will have the percentage of the missed assessment transferred to the final exam.

Due dates/exams will not be rescheduled for any reason other than a medical issue or family emergency. 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.

Assignments are due at 5:00pm PT on the corresponding due date. Assignments are considered late ten minutes after the due date time. Late assignments will be deducted at a rate of 10% per day. 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 Monday at 5:00pm PT, it can be handed in up until the following Sunday at 5:00pm PT with a 60% deduction). All assignments should be submitted through Canvas (see Canvas for further instructions). Assignments will not be accepted through email. Assignments must have the student's name and student number on the front page.

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.

School of Kinesiology 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 School of Kinesiology classes, course content, discussions and assignments.

Please feel welcome to e-mail your instructor (erica.bennett@ubc.ca) 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. 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 may work in groups consisting of up to 2 people for the case study papers. 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

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contributed to the submitted assignment. Groups and individuals must submit unique and distinct assignments from other groups and/or individuals.

Students Learning Outside of Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>

OTHER COURSE POLICIES

STUDENT RESPONSIBILITIES

You are responsible for all material covered in the course (including course announcements and missed synchronous meetings). You are also responsible for getting your own notes from classes and videos as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any exams.

Please note the following dates:

Term Dates: **Monday January 11, 2021 – Wednesday April 14, 2021**

Last date for withdrawal without a W on your transcript: **January 22, 2021**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **March 12, 2021**

Exam dates: **April 18-29, 2021**

ACADEMIC ACCOMODATION FOR STUDENTS WITH DISABILITIES

Academic Accommodation for Students with Disabilities

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact and register with the [Centre for accessibility](#) without delay. Please contact the instructor (Erica) early to discuss any accommodations that you require. I (Erica) also welcome feedback and suggestions on how to make this course more widely accessible to students with a disability.

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 (+ extensions and integrated apps), Mentimeter, H5P, and Collaborate Ultra. 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
- Track your progress in order to provide personalized feedback
- Understand your engagement with the course

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, instructor recorded videos 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.

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

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COURSE READING SCHEDULE

The topics and assigned readings for each class are listed below, although they may be subject to change. Any changes to the schedule of topics and corresponding readings will be communicated to students through an announcement on Canvas.

WEEK	DATES	TOPIC	TEXTBOOK READINGS
1	Jan. 11-15	Course Overview & Introduction to Sport and Exercise Psychology	Chapter 1
2	Jan. 18-22	Personality	Chapter 2
3	Jan. 25-29	Motivation and Behavioural Change	Chapter 3
4	Feb. 1-5	Motivation and Behavioural Change	Chapter 3
5	Feb. 8-12	Stress, Emotion, and Coping	Chapter 4
6	Feb. 15-19	<i>Reading Week</i>	
7	Feb. 22-26	Anxiety and Sport Performance	Chapter 5
8	Mar. 1-5	Psychological Skills Training	Chapter 7
9	Mar. 8-12	Psychological Skills Training	Chapter 7
10	Mar. 15-19	Group Cohesion	Chapter 9
11	Mar. 22-26	Aggression	Chapter 6
12	Mar. 29-Apr. 2	Physical Activity and Mental Health	Chapter 13
13	Apr. 5-9	Physical Activity Across the Life Course	Chapter 10 and Chapter 12
14	Apr. 12-14	Body Image	Chapter 14

Version: January 11, 2021