The University of British Columbia - School of Kinesiology  
KIN 150 (001) Sport and Exercise Psychology [Formerly KIN 231] 2021W Term 1

Class Location: SCARFE Room 100  
Class Meeting Times: Classes are scheduled for 2:00 to 3.20 pm on Tuesdays and Thursdays. However, as will be explained in the first class, the content will primarily be delivered asynchronously (augmented by ‘live’ tutorials on Thursdays from 2:00 to 3:20pm). 
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 (in-person or via zoom). Details to be provided in the first class.

Teaching Assistants:  
Victoria Whiteford (vwhitefo@student.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**

Given the current state of the COVID-19 pandemic (as per September 2, 2021), the course has been designed to optimize access options, while still ensuring that students receive a high-quality educational offering. Students will be provided with a mixture of in-person and asynchronous instruction, with a notable degree of autonomy built into the course. 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’ tutorials in which students can ask questions and address any difficult content matter with the instructor. Those tutorials can be accessed in-person or via live streaming. 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 on Thurs September 9th** (this can be accessed in person or via live streaming: the link is provided on the Canvas page for this course -- [https://canvas.ubc.ca](https://canvas.ubc.ca)), 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 class will also provide students with an opportunity to ask the instructor any questions about the course. Details for how to access class slides, asynchronous material, and the real-time tutorial sessions will be provided in the first class.

It is strongly recommended that students read the relevant reading material **prior to each class**. Active involvement in all aspects is an important part of the course. Powerpoint slides and resources for each lecture will be made available at least one week beforehand. Any additional information concerning this course will be emailed to students. If you have a problem with specific academic material, such as lecture content, then you should first try to solve it for yourself, perhaps in consultation with your friends and by looking at the course readings and resources. If you cannot sort it out, speak to Dr. Beauchamp at the end of class, or make an appointment (via email) to arrange a meeting.

**Please show your respect for the health and well-being of (y)our classmates, and all of our loved ones by wearing a mask over your mouth and nose for every in-person encounter this term, and staying home if you do or may have COVID19. We'll discuss all relevant COVID-related considerations at the first class.**

**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/g6ngrc](https://console.pearson.com/enrollment/g6ngrc)

**Other Course Materials**

Powerpoint slides will be made available on canvas. Slides will typically be posted at least one week prior to the respective class at [https://canvas.ubc.ca](https://canvas.ubc.ca). 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](https://canvas.ubc.ca).
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Assessment 1</strong></td>
<td>Class Attendance</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Students are expected to watch each pre-recorded/asynchronous class (in full) that is posted on Canvas.</td>
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<tr>
<td><strong>Details</strong></td>
<td>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.</td>
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<tr>
<td><strong>Weighting</strong></td>
<td>10%</td>
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| **Assessment 2** | Case Study |
| **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). Specific details will be outlined at the end of the second week of the course. Details will also be posted on Canvas. |
| **Due Date** | Tuesday October 19th by 5pm PST |
| **Weighting** | 15% |

| **Assessment 3** | Midterm Exam |
| **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 1-5, 7) is testable. |
| **Date** | Tuesday November 2nd (scheduled during class time). At the moment this is scheduled to take place in-person, but may be scheduled to be an open-book take-home exam. |
| **Weighting** | 30% |

| **Assessment 4** | Final Exam |
| **Format** | Multiple choice, true and false, short answer and essay questions |
| **Details** | The exam will be 3 hours long and consist of two sections. The first component will contain a series of multiple choice and short answer questions (50%), and the second section will include an essay (50%). 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. Note: If students perform better in the final exam than in the midterm they are be able to substitute their final exam percentage for their midterm mark. |
| **Due Date** | TBD (in scheduled UBC exam period) |
| **Weighting** | 35% |
Assessment 4

Reading

As a means of demonstrating completion of the required readings, students are expected to complete the quizzes embedded within the Revel text for each allocated chapter (there are 15 required chapter readings). Students are encouraged to complete the allocated reading before the class, but must do so (to earn credit) by the dates specified on the Revel platform.

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%

Grading

Due dates for the main assignments are highlighted above. Late assignments are 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). Students are required to submit the case study assignment to both Canvas and Turnitin (details will be provided on Canvas). Assignments will not be accepted through email. Assignments must have the student’s name and student number on the front page.

If you are sick (see also below the section on Absences) or have a family emergency, which means that you cannot complete an exam (mid-term or final) or complete the case study assignment, you must contact your instructor as soon as you are able. All extensions, rescheduling, or other concessions are at the discretion of the instructor.

Please note that the final exam is typically more difficult compared to the midterm exam since it covers the entire course. If students miss the mid-term they will receive zero. If students perform better on the final exam than in the midterm they are be able to substitute their final exam percentage for their midterm mark.

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 assessment 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.

Absences due to Illness

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.
If you miss class because of illness:

- Access the asynchronous classes in your own time.
- Make an appointment to speak with one of the course Teaching Assistants.
- If you are concerned that you will miss a key activity due to illness, contact the instructor (or Teaching Assistant) to discuss.

As highlighted above, if you are feeling ill and cannot attend class for the mid-term exam, please email the instructor right away. If you arrive for an exam and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

If you are feeling ill at the time of the final exam, do not attend the exam. You must apply for deferred standing (an academic concession) through The School of Kinesiology Academic Advising. Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

**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*
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; however, the instructor can meet with students at mutually convenient time either in person or via zoom.

*Important Dates*
Please note the following dates:
Term dates: **Tuesday September 8, 2020- Thursday December 7, 2021**
Last date for withdrawal without a W on your transcript: **September 17, 2021**
Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **November 5, 2021**
Final exam period: **11th to 22nd Dec 2021**

*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.
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. 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 case study to Turnitin.com.

Students may work in groups consisting of up to 2 people for the case study assignment. 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.
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<thead>
<tr>
<th>Week No</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
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| 1       | No class (UBC Imagine Day) | Course outline.  
Introduction to Sport and Exercise Psychology (Reading: Ch. 1) |
| 2       | Personality I (Reading Ch. 2) | Personality II (Reading Ch. 2) |
| 3       | Motivation I (Reading Ch 3.) | Motivation II (Reading Ch. 3) |
| 4       | Social cognitive theory and self-efficacy (Reading Ch. 3) | National Day for Truth and Reconciliation.  
No class this day (public holiday) |
| 5       | Stress, emotion, and coping (Reading Ch 4) | Case Study Experiential Activity |
| 6       | Anxiety and sport performance. (Reading Ch. 5) | Anxiety and arousal regulation (Reading Ch. 5 and 7) |
| 7       | Case Study Assignment (Due by 5pm PST) | Introduction to psychological skills training and goal setting (Reading Ch. 7) |
|         | No class this day | |
| 8       | Mental imagery (Reading Ch. 7) | Self-talk and attention (Reading Ch 7.) |
| 9       | Mid-term Exam | Leadership (Reading Ch. 8) |
| 10      | Group dynamics and cohesion (Reading Ch. 9) | Mid-term Break  
(No class this day) |
| 11      | Group-based physical activity interventions (Reading Ch. 9) | Aggression and moral behaviour (Reading Ch. 6) |
| 12      | Child and youth development (Reading Ch. 10) | Aging and physical activity (Reading Ch. 12) |
| 13      | Body Image (Reading Ch 14) | Physical activity and mental health (Reading Ch. 13) |
| 14      | Final review | |