

The University of British Columbia - School of Kinesiology
KIN 564 (001) Psycho-Social Aspects of Physical Activity - 2022W Term 1

Class Location: War Memorial Gym, Room 206/208
Class Meeting Times: Wednesday 9:00am to 12:00pm
Credit Value: 3

Instructor: Mark Beauchamp, PhD
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Office: Zoom or in-person
Office Hours: By appointment

COURSE OVERVIEW

Over the past decade notable advances have been made in the psychological science applied to understanding athletic endeavour and health-enhancing physical activity. This work has used a number of novel theoretical, methodological, and data analytic approaches, that provide unique insights into what makes athletes 'tick' in high pressure, publicly visible contexts, as well as factors that lead people to engage or disengage in health-enhancing physical activity behaviour. In this course, students will be explore the psychological factors that contribute to sport performance and physical activity participation, consider contemporary theoretical/conceptual models that explain these psychological processes, examine the most up-to-date empirical evidence related to these research questions, and develop critical thinking, academic writing, and presentation skills.

COURSE OBJECTIVES

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

- Critically analyze the theory and methods employed in physical activity psychology research
- Appraise the empirical evidence base related to the psychology of sport participation and health-enhancing physical activity engagement.
- Extrapolate knowledge translation and applied implications associated with the extant evidence base in the field of sport and exercise psychology.

COURSE STRUCTURE

This is a seminar style course in which participation in all class formats by students is essential. Each week, the instructor or members of the class will facilitate a discussion of the week's topic. The discussion will be based around assigned readings and thought-provoking questions sent (by the facilitator) to class members prior to class, as well as activities designed by the facilitator. During the last weeks of the course students will deliver presentations to the class based on a topic of particular interest (which will be accompanied by a final paper).

COURSE TOOLS AND RESOURCES

A reading list will be provided at the beginning of the course. Students are responsible for accessing all required readings. Copies of all assigned readings will be available through the "Library Course Reserves" link on the course Canvas page. Information about the course, handouts, and important reminders will also be made available on the course website. This information can be accessed at: www.canvas.ubc.ca

ASSIGNMENTS AND MARK DISTRIBUTION

Course assignments and evaluation strategies are designed to support (a) students' learning of the subject matter covered during the course, (b) critical thinking, and (c) articulation of well-reasoned arguments and positions. Students will receive marks for 'participation' (30%), a brief critical writing assignment (20%), giving a short presentation to the class (25%), and submitting a final paper (25%). Details related to each of these assignments and evaluation methods are described below.

Participation: As highlighted above, this is a seminar style course in which participation in all class formats by students is essential. Participation marks will be allocated for two components. First, students will be tasked with leading in-class discussions (either individually or with another student) and facilitating class engagement for one seminar. The seminars will often cover complex material. The role of the seminar facilitators is to inspire discussion, raise thought provoking questions, and encourage deep engagement with the subject matter. Seminar facilitators are free to augment their discussions with complementary materials (e.g., film clips, short activities, a media article, worksheet, short supplementary reading, brief debates, and so forth). Seminar facilitators are asked to provide the class with a list of questions (by email) prior to the seminar that they are leading (at least 2 days before the class). There are many different ways that each seminar can be structured; however, it is expected that discussion and coverage should include appraisal/consideration of the designated articles/readings for that class. Students will receive **20%** of their overall course marks for facilitating a single seminar (scheduling and mark breakdown will be covered in the first class). Students will also receive marks (**10%** of total course marks) for their engagement with, and contributions to, the weekly class discussions. This will require that students read each of the assigned readings and contribute actively to the weekly seminars.

Brief Critical Writing Assignment: An important element of psychological research and practice is the ability to make an evidence-informed critical argument, and articulate this in a concise, informative, and engaging manner. With this in mind students will be asked to submit a brief critical writing assignment. This can take one of two forms:

1. Students can provide a book review of <1500 words related to a book of their choice that has to have some connection to the material covered in the course (students must inform the instructor prior to conducting the review and explain the anticipated appropriateness). For an example see <https://www.nature.com/articles/d41586-020-02147-1>
2. Students can write a letter to the editor related to a recently published article, in an area that relates to any of the content covered in this course. Letters to the editor usually involve a thought-provoking response to a recently published paper, as either/both an extension of the recent article content or a point of disagreement (Gillette, 1982, JAMA). The letter should endeavour to clarify an observation, add thoughtful insight, or challenge points that may be erroneous or misleading (Gillette, 1982). Such letters are usually provided within a very narrow timeframe. For example, for JAMA, this is within 4 weeks of the publication of the original article (<https://jamanetwork.com/journals/jama/pages/instructions-for-authors#SecLettertotheEditor>) and for *Circulation* this is within 6 weeks (<https://www.ahajournals.org/circ/article-types>). Students should follow the timelines (i.e., time since the original article was published) and criteria for word length as articulated by the target journal. Students must inform the instructor before commencing writing, to ascertain appropriateness of the target research article.

All brief critical writing assignments (**20%** of overall course marks) should be submitted by November 1st 2022.

Presentation: Students will provide a presentation (25% of overall course marks) to the class related to a topic of particular interest to the student (and one that broadly relates to the psychology of athletic performance or health-enhancing physical activity). Below, is a list of potential topics. This is not a finite list, and if students would like to cover a different topic they can do so (but they must run this by the instructor in advance). The presentation should include 20 minutes for delivery plus 10-12 minutes for questions. Students' presentations will be assessed on (a) coverage of the topic, (b) explanation of the underpinning theory, (c) explanation of the underpinning empirical evidence (including appraisal of the quality of evidence base), and (d) conclusions drawn (based on the extant evidence base).

Exemplar topics for student-led seminars (dependent on student interest, these can focus on the application of these topics to sport performance OR health-enhancing physical activity participation):

1. Emotion regulation
2. Self-regulation
3. Ego-depletion
4. Leadership
5. Personality
6. Mindfulness
7. Resilience
8. Ageing
9. Self-compassion
10. Burnout
11. Self-efficacy
12. Behavioral economics
13. Judgement and decision making
14. Anticipation and perceptual cognitive skills
15. Aggression
16. Moral Functioning
17. Body Image
18. Habits

In students' final papers, give thought to the diversity of participants represented in the included research (as per our discussion in week 2 about WEIRD participants - <https://www.nature.com/articles/466029a#citeas>). Students must also (a) confirm with the instructor their topic before they begin this assignment (to avoid duplication of efforts and prevent more than one student presenting on the same topic), and (b) liaise with the instructor to identify a suitable presentation date.

Final Paper: As a complement to the seminar presentation, students will submit a written paper (25% of course marks) that relates to the topic covered during their seminar presentations. Final papers must be submitted **within one week of delivering the corresponding seminar**. The same criteria used to evaluate the presentation will also be used to appraise the written paper. That is, final papers will be assessed on (a) coverage of the topic, (b) explanation of the underpinning theory, (c) explanation of the underpinning empirical evidence (including appraisal of the quality of evidence base), and (d) conclusions drawn (based on the extant evidence base).

Papers should include the following:

1. A title page containing the title of the article and student name.
2. A word count (from abstract to conclusions, not counting references) of 3000 to 4000 words.
3. An abstract (75 to 150 words) clearly labeled as such.
4. An introduction and conclusion clearly labeled as such.

5. No more than 50 references. The references must have bullets and annotations. Please bullet a few, recent references (**published from 2017 to present only**) and denote a single bullet (or asterisk) for “of importance” and a double bullet for “of outstanding importance.” For each reference you bullet, please include a 1- to 3-sentence annotation explaining to the reader why the reference is of importance.
6. A figure count of 1 maximum.
7. A table count of 2 maximum. Tables must include titles.

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 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.

If you miss class because of illness, please make an appointment to speak with the instructor to discuss options/alternative arrangements.

POLICIES AND EXPECTATIONS

Email Etiquette

Students are always welcome to contact the instructor via email. When contacting the instructor, students should use professional email etiquette and should have the course code (KIN 564) in the subject line. Please keep in mind that it may take the instructor up to 48 hours to respond to emails during the week and they do not check their email on weekends. Please keep this in mind around assignment due dates.

Office Hours

Students can address questions with the instructor after the weekly class or during a mutually convenient time for both the student and instructor. If questions cannot be addressed during or after class students are asked to email the instructor to arrange a time to meet in-person or via zoom.

Important Dates

Please note the following dates:

Term dates: **Tuesday September 6, 2022- Wednesday December 7, 2022**

Mid-term Break: **November 9-11, 2022**

Last date for withdrawal without a W on your transcript: **September 19, 2022**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **October 28, 2022**

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. 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.

COURSE TOPICS AND READINGS

*This is a tentative course schedule and all topics and readings are subject to change. All articles can be accessed through UBC library at: <https://courses.library.ubc.ca/c.3QsQtk> as well as the "Library Course Reserves" link on the course Canvas page (www.canvas.ubc.ca).

Weekly Topics	Readings
Week #1: September 6 <ul style="list-style-type: none">Course introduction<ul style="list-style-type: none">Course overviewCourse planningStudent interestsAssessment	No required readings for this class.
Week #2: September 13 <ul style="list-style-type: none">Theory and empirical evidence: Towards an evidence-informed knowledge baseArticle discussion facilitator = Dr. Beauchamp	<u>Readings</u> Beauchamp, M. R., Crawford, K.L., & Jackson, B. (2019). Social cognitive theory and physical activity: Mechanisms of behavior change, critique, and legacy. <i>Psychology of Sport and Exercise</i> , 42, 110-117. https://doi.org/10.1016/j.psychsport.2018.11.009

	<p>Henrich, J., Heine, S. & Norenzayan, A. (2010). Most people are not WEIRD. <i>Nature</i>, 466, 29 (2010). https://doi.org/10.1038/466029a</p> <p>Macnamara, B. N., Hambrick, D. Z., & Oswald, F. L. (2014). Deliberate practice and performance in music, games, sports, education, and professions: A meta-analysis. <i>Psychological Science</i>, 25(8), 1608–1618. https://doi.org/10.1177/0956797614535810</p> <p>McEwan, D., Harden, S., Zumbo, B. D., Sylvester, B., Kaulius, M., Ruissen, G., Dowd, J., & Beauchamp, M. R., (2016). The effectiveness of multi-component goal setting interventions for changing physical activity behaviour: A systematic review and meta-analysis. <i>Health Psychology Review</i>, 10(1), 67-88. doi: 10.1080/17437199.2015.1104258</p> <p>Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. <i>Implementation Science</i>, 6, 42. doi:10.1186/1748-5908-6-42</p>
<p>Week #3: September 20</p> <ul style="list-style-type: none"> • Group processes • Article discussion facilitator = Dr. Beauchamp 	<p><u>Readings</u></p> <p>Grijalva, E., Maynes, T. D., Badura, K. L., & Whiting, S. W. (2020). Examining the “I” in team: A longitudinal investigation of the influence of team narcissism composition on team outcomes in the NBA. <i>Academy of Management Journal</i>, 63(1), 7–33. https://doi.org/10.5465/amj.2017.0218</p> <p>Carleton, E., Barling J., Christie, A.M., Trivisonno, M., Tulloch, K., & Beauchamp, M. R. (2016). Scarred for the rest of my career? Career-long effects of abusive leadership on professional athlete aggression and task performance. <i>Journal of Sport and Exercise Psychology</i>, 38(4), 409-422. doi: http://dx.doi.org/10.1123/jsep.2015-0333.</p> <p>Swaab, R. I., Schaerer, M., Anicich, E. M., Ronay, R., & Galinsky, A. D. (2014). The too-much-talent effect: Team interdependence determines when more talent is too much or not enough. <i>Psychological Science</i>, 25(8), 1581-1591.</p> <p>Hüffmeier, J., Filusch, M., Mazei, J., Hertel, G., Mojzisch, A., & Krumm, S. (2017). On the boundary conditions of effort losses and effort gains in action teams. <i>Journal of Applied Psychology</i>, 102(12), 1673–1685. https://doi.org/10.1037/apl0000245</p>

<p>Week #4: September 27</p> <ul style="list-style-type: none"> • Social identity • Article discussion facilitator = Dr. Beauchamp 	<p><u>Readings</u></p> <p>Beauchamp, M. R. (2019). Promoting exercise adherence through groups: A self-categorization theory perspective. <i>Exercise and Sport Sciences Reviews</i>. 47(1), 54–61. doi: 10.1249/JES.0000000000000177.</p> <p>Carroll, D., Ebrahim, S., Tilling, K., Macleod, J., & Smith, G. D. (2002). Admissions for myocardial infarction and World Cup football: database survey. <i>British Medical Journal</i>, 325(7378), 1439–1442. https://doi.org/10.1136/bmj.325.7378.1439</p> <p>Fransen, K., Haslam, S. A., Steffens, N. K., Vanbeselaere, N., De Cuyper, B., & Boen, F. (2015). Believing in “us”: Exploring leaders’ capacity to enhance team confidence and performance by building a sense of shared social identity. <i>Journal of Experimental Psychology: Applied</i>, 21(1), 89–100. https://doi.org/10.1037/xap0000033</p> <p>Mousa S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. <i>Science</i>, 369(6505), 866–870. https://doi.org/10.1126/science.abb3153</p> <p>Slater, M. J., Turner, M. J., Evans, A. L., Jones, M. V. (2018). Capturing hearts and minds: The influence of relational identification with the leader on followers' mobilization and cardiovascular reactivity. <i>The Leadership Quarterly</i>, 29(3), 379-388</p>
<p>Week #5: October 4</p> <ul style="list-style-type: none"> • (Physical and Human) Environmental influences • Article discussion facilitator = Dr. Beauchamp 	<p><u>Readings</u></p> <p>Allen, M. S., & Jones, M. V. (2014). The “home advantage” in athletic competitions. <i>Current Directions in Psychological Science</i>, 23(1), 48–53. https://doi.org/10.1177/0963721413513267</p> <p>Coatsworth, J. D., & Conroy, D. E. (2009). The effects of autonomy-supportive coaching, need satisfaction, and self-perceptions on initiative and identity in youth swimmers. <i>Developmental Psychology</i>, 45(2), 320–328. https://doi.org/10.1037/a0014027</p> <p>Smith, R. E., Shoda, Y., Cumming, S. P., & Smoll, F. L. (2009). Behavioral signatures at the ballpark: Intraindividual consistency of adults' situation-behavior patterns and their interpersonal consequences. <i>Journal of Research in</i></p>

	<p><i>Personality</i>, 43(2), 187–195. https://doi.org/10.1016/j.jrp.2008.12.006</p> <p>Smith RE, Smoll FL, Cumming SP. (2007). Effects of a motivational climate intervention for coaches on young athletes' sport performance anxiety. <i>Journal of Sport and Exercise Psychology</i>, 29(1):39-59. doi:10.1123/jsep.29.1.39</p> <p>Ntoumanis, N., Taylor, I., & Thøgersen-Ntoumani, C. (2012). A longitudinal examination of coach and peer motivational climates in youth sport: Implications for moral attitudes, well-being, and behavioral investment. <i>Developmental Psychology</i>, 48, 213-223.</p>
<p>Week #6: October 11</p> <ul style="list-style-type: none"> • Motives, Needs, Self-Regulatory Processes • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Moller, A. C., & Sheldon, K. M. (2020). Athletic scholarships are negatively associated with intrinsic motivation for sports, even decades later: Evidence for long-term undermining. <i>Motivation Science</i>, 6(1), 43–48. https://doi.org/10.1037/mot0000133</p> <p>Ntoumanis, N., & Sedikides, C. (2018). Holding on (to the goal) or letting it go and move on? A tripartite model of goal striving. <i>Current Directions in Psychological Science</i>, 27, 363-368.</p> <p>Ntoumanis, N., Ng, Y.Y., Prestwich, A., Quested, E., Hancox, J.E., Thøgersen-Ntoumani, C., Deci, E.L., Ryan, R.M., Lonsdale, R.M., & Williams G.C. (2021). A meta-analysis of self-determination theory-informed intervention studies in the health domain: Effects on motivation, health behavior, physical, and psychological health. <i>Health Psychology Review</i>. 15(2):214-244. doi: 10.1080/17437199.2020.1718529.</p>
<p>Week #7: October 18</p> <ul style="list-style-type: none"> • Developmental processes • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Allen, M.S., Vella, S.A., Laborde, S. (2015) Sport participation, screen time, and personality trait development during childhood. <i>British Journal of Developmental Psychology</i>, 33(3):375-390. doi:10.1111/bjdp.12102</p> <p>Baker, J., & Logan, A. J. (2007). Developmental contexts and sporting success: birth date and birthplace effects in national hockey league draftees 2000-2005. <i>British Journal of Sports Medicine</i>, 41(8), 515–517. https://doi.org/10.1136/bjism.2006.033977</p>

	<p>Güllich, A., Hardy, L., Kuncheva, L., Woodman, T., Laing, S., Barlow, M., ... Wraith, L. (2019). Developmental biographies of Olympic super-elite and elite athletes: A multidisciplinary pattern recognition analysis. <i>Journal of Expertise</i>, 2 (1).</p> <p>Kalwij A (2018). The effects of competition outcomes on health: Evidence from the lifespans of U.S. Olympic medalists. <i>Economics and Human Biology</i>, 31, 276-286. doi: 10.1016/j.ehb.2018.10.001.</p>
<p>Week #8: October 25</p> <ul style="list-style-type: none"> • Specialization • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Güllich, A., Macnamara, B. N., & Hambrick, D. Z. (2022). What makes a champion? Early multidisciplinary practice, not early specialization, predicts world-class performance. <i>Perspectives on Psychological Science</i>, 17(1), 6–29. https://doi.org/10.1177/1745691620974772</p> <p>Bradley, B., Johnson, D., Hill, M., McGee, D., Kana-Ah, A, Sharpin, C.,... Malina, R. M. (2019). Bio-banding in academy football: Player's perceptions of a maturity matched tournament. <i>Annals of Human Biology</i>, 46(5):400-408. doi:10.1080/03014460.2019.1640284</p> <p>Kliethermes SA, Nagle K, Côté J, Malina, R. M., Faigenbaum, A., Watson, A., ...Jayanthi, N. (2020). Impact of youth sports specialisation on career and task-specific athletic performance: a systematic review following the American Medical Society for Sports Medicine (AMSSM) Collaborative Research Network's 2019 Youth Early Sport Specialisation Summit. <i>British Journal of Sports Medicine</i>, 54, 221-230.</p>
<p>Week #9: November 1</p> <ul style="list-style-type: none"> • Perfectionism and excellencism • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Curran, T., & Hill, A. P. (2022). Young people's perceptions of their parents' expectations and criticism are increasing over time: Implications for perfectionism. <i>Psychological Bulletin</i>, 148(1-2), 107–128. https://doi.org/10.1037/bul0000347</p> <p>Curran, T. & Hill, A. P. (2018) A test of perfectionistic vulnerability following competitive failure among college athletes. <i>Journal of Sport and Exercise Psychology</i>, 40(5). pp. 269-279.</p>

	<p>Gaudreau, P. (2019) On the distinction between personal standards perfectionism and excellencism: A theory elaboration and a research agenda, <i>Perspectives on Psychological Science</i>, 14, 197-215. doi: 10.1177/1745691618797940</p>
<p>Week #10: November 8</p> <ul style="list-style-type: none"> • Methodological Innovation • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Nahum-Shani, I., Smith, S. N., Spring, B. J., Collins, L. M., Witkiewitz, K., Tewari, A., & Murphy, S. A. (2018). Just-in-time adaptive interventions (JITAIs) in mobile health: Key components and design principles for ongoing health behavior support. <i>Annals of Behavioral Medicine</i>, 52(6), 446–462. https://doi.org/10.1007/s12160-016-9830-8</p> <p>Milkman, K. L., Gromet, D., Ho, H., Kay, J. S., Lee, T. W., Pandiloski, P., Park, Y., Rai, A., Bazerman, M., Beshears, J., Bonacorsi, L., Camerer, C., Chang, E., Chapman, G., Cialdini, R., Dai, H., Eskreis-Winkler, L., Fishbach, A., Gross, J. J., Horn, S., ... Duckworth, A. L. (2021). Megastudies improve the impact of applied behavioural science. <i>Nature</i>, 600(7889), 478–483. https://doi.org/10.1038/s41586-021-04128-4</p> <p>Mukherjee, S., Huang, Y., Neidhardt, J., Uzzi, B. & Contractor, N. (2019). Prior shared success predicts victory in team competitions. <i>Nature Human Behaviour</i>, 3, 74–81. https://doi.org/10.1038/s41562-018-0460-y</p>
<p>Week #11: November 15</p> <ul style="list-style-type: none"> • Stress and resilience • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Gröpel, P., & Mesagno, C. (2019) Choking interventions in sports: A systematic review. <i>International Review of Sport and Exercise Psychology</i>, 12(1), 176-201, DOI:10.1080/1750984X.2017.1408134</p> <p>Gucciardi, D.F., & Jones, M. (2012). Beyond optimal performance: Mental toughness profiles and indicators of developmental success in adolescent cricketers. <i>Journal of Sport & Exercise Psychology</i>, 34, 16-36.</p> <p>Lawrence, G.P., Cassell, V.E., Beattie, S. Woodman, T., Khan, M. A., Hardy, L. & Gottwald, V. M. (2014). Practice with anxiety improves performance, but only when anxious: evidence for the specificity of practice hypothesis. <i>Psychological Research</i>, 78, 634–650 (2014). https://doi.org/10.1007/s00426-013-0521-9</p> <p>Low, W. R., Sandercock, G. R. H., Freeman, P., Winter, M. E., Butt, J., & Maynard, I. (2020). Pressure training for</p>

	<p>performance domains: A meta-analysis. <i>Sport, Exercise, and Performance Psychology</i>. Advance online publication. https://doi.org/10.1037/spy0000202</p>
<p>Week #12: November 22</p> <ul style="list-style-type: none"> • Attention and Cognition • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Beilock, S.L., Carr, T.H., MacMahon, C., Starkes, J. L. (2002). When paying attention becomes counterproductive: impact of divided versus skill-focused attention on novice and experienced performance of sensorimotor skills. <i>Journal of Experimental Psychology: Applied</i>, 8(1), 6-16. doi: 10.1037//1076-898x.8.1.6.</p> <p>Beilock, S. L., Gonso, S. (2008) Putting in the mind versus putting on the green: Expertise, performance time, and the linking of imagery and action. <i>Quarterly Journal of Experimental Psychology</i>, 61(6), 920-932</p> <p>Hatzigeorgiadis, A., Zourbanos, N., Galanis, E., & Theodorakis, Y. (2011). Self-talk and sports performance: A meta-analysis. <i>Perspectives on Psychological Science</i>, 6(4), 348–356. https://doi.org/10.1177/1745691611413136</p> <p>Liu, S., Ferris, L.M., Hilbig, S., Asamo, E., LaRue, J. L., Lyon, D. Gregory Appelbaum (2020). Dynamic vision training transfers positively to batting performance among collegiate baseball batters. <i>Psychology of Sport and Exercise</i>, 101759, https://doi.org/10.1016/j.psychsport.2020.101759.</p>
<p>Week #13: November 29</p> <ul style="list-style-type: none"> • Psychological Skills Interventions • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Callow, N., Roberts, R., Hardy, L., Jiang, D., Edwards, M.G. (2013). Performance improvements from imagery: Evidence that internal visual imagery is superior to external visual imagery for slalom performance. <i>Frontiers in Human Neuroscience</i>, 7, 697. doi:10.3389/fnhum.2013.00697</p> <p>Terry, P. C., Karageorghis, C. I., Curran, M. L., Martin, O. V., & Parsons-Smith, R. L. (2020). Effects of music in exercise and sport: A meta-analytic review. <i>Psychological Bulletin</i>, 146(2), 91-117. http://dx.doi.org/10.1037/bul0000216</p> <p>Conroy D, Hagger MS. (2018) Imagery interventions in health behavior: A meta-analysis. <i>Health Psychology</i>, 37(7):668-679. doi:10.1037/hea0000625</p>

<p>Week #14: December 6</p> <ul style="list-style-type: none"> • Athletic endeavor and physical activity behaviour: What has the COVID-19 pandemic taught us? • Two student co-facilitators of article discussion • Two student led presentations 	<p><u>Readings</u></p> <p>Jurecka, A., Skucińska, P., & Gądek, A. (2021). Impact of the SARS-CoV-2 coronavirus pandemic on physical activity, mental health and quality of life in professional athletes: A systematic review. <i>International Journal of Environmental Research and Public Health</i>, 18(17), 9423. https://doi.org/10.3390/ijerph18179423</p> <p>Puterman, E., Hives, B., Mazara, N., Grishin, N., Webster, J., Hutton, S., Koehle, M.S., Liu, Y., & Beauchamp, M. R. (2022). The COvid-19 Pandemic and Exercise (COPE) Trial: A multi-group pragmatic randomized controlled trial examining effects of app-based at-home exercise programs on depressive symptoms. <i>British Journal of Sports Medicine</i>, 56(10):546-552. doi: 10.1136/bjsports-2021-104379</p> <p>Roche, M., Sainani, K., Noordsy, D., & Fredericson, M. (2021). Impacts of COVID-19 on mental health and training in US professional endurance athletes. <i>Clinical Journal of Sport Medicine</i>. Advance Online Publication. doi: 10.1097/JSM.0000000000000983</p>
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