

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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	Class Meeting Times
Advanced Seminar in Psychology of Movement Focus: Inclusive Approaches to Sport Psychology	KIN 486B (001)	3 credits	Geography 101	Mondays and Wednesdays 3:30-5pm

PRE-REQUISITES

KIN 150: Sport and Exercise Psychology
KIN 160: Leisure and Sport in Society

INSTRUCTOR CONTACT INFORMATION

Course Instructor	Contact Details	Office Hours
Erica Bennett, PhD	Email: erica.bennett@ubc.ca	Wednesdays 2-3pm Online through Zoom . I am available to meet one on one with students if a student wishes to discuss a question or concern that is private in nature. Please send me an email to schedule a time that is convenient for both of us.

Students are always welcome to contact me via email. When contacting me, please use professional [email etiquette](#) and include the course code (KIN 486B) in the subject line. It may take me up to 48 hours to respond to your email during the week and I will not respond on weekends. Please keep this in mind around assignment due dates. Some questions can be answered through email while others need to be discussed in a meeting. As such, students are *strongly encouraged to attend virtual office hours*.

COURSE DESCRIPTION

In this course, we will examine the psychological and behavioural processes of athletes from a social justice perspective. We will focus on the role of social structures, sociocultural norms, power relations, and social identities (for example, sex and gender, sexuality, race, disability, and socioeconomic status) in shaping athletes' perceptions and lived experiences in sport, with a focus on their cognitions, emotions, behaviours, and adaptational processes.

COURSE RATIONALE

Sport psychology is a core discipline within kinesiology. Sport psychology researchers and practitioners are interested in human cognition, emotion, and behaviour within sport contexts. Knowledge of sport psychology theory and constructs and relevant applications underpinned by a social justice approach will assist students in understanding how interrelated sociocultural and psychological processes shape sport performance and participation. The aims of attending to sport psychology from a social justice perspective will be to: 1. illuminate how athletes' thoughts, emotions, and behaviours are impacted by their experiences of inclusion and exclusion in sport; 2. develop and build capacity for cultural humility in sport psychology research and practice, and 3. move towards a more inclusive sport psychology that takes into consideration the sociocultural environment, power relations, and experiences of privilege and marginalization.

COURSE LEARNING AIMS AND OUTCOMES

The overarching aim of this course is for students to develop an understanding of key ideas related to social justice, inclusion, and their relationships to sport psychology. Frameworks focusing on how psychological aspects of human sport participation and performance are embedded within and shaped by the sociocultural milieu are relevant to many kinesiology and health related professional practices (e.g., Kinesiologist, mental performance consultant, sport psychologist, physiotherapist, occupational therapist, physical education instructor, coach, physician, dietician etc.) that seek to maximize performance and change behaviour from inclusive and affirming perspectives. Students who are interested in pursuing a career specifically in sport psychology can expand their understanding of the discipline by taking courses in kinesiology (including other advanced seminars in the psychology of movement such as KIN 486A and KIN 486C), psychology, sociology, and by pursuing graduate education.

Specific Learning Objectives:

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

- Understand the psychological and behavioural processes and experiences of athletes from diverse social locations
- Understand how racism, colonialism, (cis/hetero)sexism, misogyny, homophobia, transphobia, ableism, and classism impact psychological and behavioural processes in sport
- Understand and explain how to approach sport psychology research and practice from a social justice perspective
- Explain how and why women, disabled, queer, trans, racialized, and working class voices have often been excluded from sport psychology research and practice

By the end of this course, students will have developed the following competencies/skills:

- Developed cultural humility to attend to athletes' experiences with empathy, self-awareness, and relationality (in research and practice)
- Increased capacity to understand and consider how experiences of inclusion/exclusion impact athletes' thoughts, emotions, behaviours, and wellbeing
- Ability to critically assess and reflect on sport psychology research and applied practice from a social justice perspective
- Communicate scholarly arguments in written form

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- Provide evidence-based recommendations to sport sector collaborators in how to build capacity to support all athletes to thrive

CLASS FORMAT

KIN 486B (001) is a 3-credit course that occurs over one semester from September 5 to December 7, 2023:

1. **In person classes.** In person classes (Geography 101) will take place during scheduled class time (Mondays and Wednesdays 3:30-5pm). In person classes will include course content delivery (e.g., lectures), discussions, and interactive and applied activities. Class attendance is expected and in person class meetings will not be recorded.
2. **Work to be done outside of class time.** Self-paced activities including course content, videos, self-assessment questions, reflection exercises, applied activities, readings, and completion of assignments.

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

Learning activities will be communicated to students each week through the Canvas course announcements. Questions during class time are always welcome and student participation in all class formats is essential for success in the course. The course will emphasize individual responsibility and require significant outside of class involvement in learning course content, reading, activities, and assignments.

Course Communication

The instructor (Erica) will use Canvas course announcements as a primary means to communicate the 'plan for the week', 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.

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>.

If you miss class because of illness:

- Make a connection early in the term to another student or group of students in the class. You can help each other by sharing notes. You will be provided with opportunities to get to know other students in the class early on in the term.
- Consult the class resources on Canvas.
- Attend office hours if you have questions after reviewing the content.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

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If I (Erica) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by announcements on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you to join the class via Zoom (same link as what we use for office hours).
- Another instructor who is familiar with the course will substitute.
- I may ask you to do an activity, watch a video, or read something in place of class time.

LEARNING MATERIALS

Course Readings

Students are responsible for all readings assigned in the course syllabus and during class time. The course readings are noted in the week-by-week outline (see below), and available on the course Canvas page.

Course Website

Course readings, information about the course, handouts, and important reminders can be accessed through the Canvas course website at <http://canvas.ubc.ca>.

Class Notes

Class notes will be made available in PDF format through the Canvas course website at <http://canvas.ubc.ca>. Students are encouraged to bring these notes along with paper and pen to class. Notes will typically be posted 24 hours prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class activities, or detailed explanations and examples. Please ensure that you are taking additional notes.

ASSESSMENTS OF LEARNING

Assessment 1

Journal Reflections (x2)

Format

Canvas Post

Details

Students will write 2 journal reflections (800-1000 words each) throughout the course of the term. The journal reflections will be guided by specific questions. The goal of the journal reflections is to apply course content to explain 'real-world' experiences.

Due Date

Wednesday September 20, 2023

Wednesday October 23, 2023

Weighting

20% (10% each)

Assessment 2

Workshop Assignments (x2)

Format

Applied workshop activity

Details

Students will complete two workshop activities throughout the course of the term. The workbook activities are designed to reflect the application of course content. In completing the workbook activities, you will

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develop your critical thinking skills through the application of sport psychology content to 'real-world' scenarios from a social justice perspective.

Due Date Wednesday October 4, 2023
Wednesday, November 8, 2023

Weighting 30% (15% each)

Assessment 3

Final Assignment Outline

Format

Outline and rubric

Details

Students will be asked to i) write a 2–3 page detailed outline of and ii) create a marking rubric for their final “unessay” assignment (details below in assessment #4 section).

Due Date Wednesday November 1, 2023

Weighting 10%

Assessment 4

Final Assignment

Format

The “unessay”

Details

This project will bring together the topics in the course in students' own interpretive ways. Students will be asked to choose one topic that was covered in the course that was of interest to them for their final project, and to dive deeper into this topic, showcasing their understanding of the theory, research, and application of the literature on the topic via a means of their choice (example projects will be presented in class to provide a scaffold for students with which to think about their final project).

Due Date Wednesday December 6, 2023

Weighting 40%

Grading

Assessment	Weight	Due Date
Journal Reflections #1 & #2	20% (10% each)	September 20, October 23
Workshop Assignment #1 & #2	30% (15% each)	October 4, November 8
Final Assignment Outline	10%	November 1
Final Assignment	40%	December 6

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Due dates will not be rescheduled for any reason other than a medical issue or family emergency. If you miss a due date for an emergency, you must contact your instructor as soon as possible following the class/assignment due date. If you do not contact your instructor, your assignment will be considered late (see below). All extensions or other concessions are at the discretion of the instructor.

Assignments are due at 3:30pm 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 3:30pm, it can be handed in up until the following Sunday at 3:30pm 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

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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.

The [UBC policy on Academic Misconduct](#) can be accessed via the UBC Calendar.

Artificial Intelligence (AI) Tools Policy:

Students are **permitted** to use generative AI technology in the following circumstances:

1. To assist in the generation and brainstorming of initial topic ideas (e.g., how experiences of oppression impact athlete wellbeing) for their workshop assignments, final assignment outline, and final assignment prior to engaging with the academic literature and other media content on the topic (students must read, interpret, and cite original academic sources to formulate their assignments). You should be aware that material generated by AI programs may be biased and perpetuate bias, inaccurate, offensive, and/or otherwise problematic content. Students are responsible for thinking critically about any topic ideas they generate using AI tools. Students may not submit any work generated by an AI program as their own (e.g., any part of an assignment).
2. To use generative AI technology such as [Goblin Tools](#) to assist in the creation of to do lists to complete assignments and coursework.

Students are **not permitted** to use generative AI technology in the following circumstances:

1. To assist in the generation of ideas for their journal reflection assignments.

Any other use of Chat GPT and/or generative AI tools for any components of an assessment is **prohibited** in this course, and will be treated as academic misconduct, per the guidelines which are outlined via [UBC's policy on academic misconduct](#). Upon submission of workbook assignments, final assignment outline, and the final assignment, students will be required to complete an AI declaration form describing how they used AI in relation to any process of assignment construction and submit screen shots or files that support their declaration.

OTHER COURSE POLICIES

STUDENT RESPONSIBILITIES

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You are responsible for all material covered in the course (including course announcements and missed classes). 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, and assignments.

Please note the following dates:

Term Dates: **Tuesday September 5, 2023 – Thursday December 7 2023**

Last date for withdrawal without a W on your transcript: **September 18, 2023**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **October 27, 2023**

Exam period dates: **December 11-22, 2023**

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, and H5P. 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, 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	READINGS
1	Sept. 6	Course Introduction	Syllabus
2	Sept. 11 & 13	Sport Psychology and Social Justice	Schinke, R. J., Blodgett, A. T., Ryba, T. V., Kao, S. F., & Middleton, T. R. F. (2019). Cultural sport psychology as a pathway to advances in identity and settlement research to practice. <i>Psychology of Sport and Exercise</i> , 42, 58-65.
3	Sept. 18 & 20	Athlete Body Image	Willson, E., & Kerr, G. (2022). Body shaming as a form of emotional abuse in sport. <i>International Journal of Sport and Exercise Psychology</i> , 20, 1452-1470.
4	Sept. 25 & 27	Stress, Coping, and Psychological Wellbeing in Sport	Podcast: The Story of Simone Biles: https://www.nytimes.com/2021/07/30/podcasts/the-daily/simone-biles-tokyo-olympics.html?showTranscript=1
5	Oct. 4	Critical Disability Approaches to Sport Psychology	Mannella, S., Clark, B., & Sachs, M. L. (2023). Athletes with sensory disabilities. In T. David, K. Hodge, and V. Krane (Eds.), <i>Routledge handbook of applied sport psychology: A comprehensive guide for students and practitioners</i> (pp. 504-512). Routledge.
6	Oct. 11 & 12 (Guest Lecture) **"Make up Monday" Thursday October 12	Disability, Gender, and Sex in Sport	Semerjian, T. Z. (2018). Making space: Transgender athletes. In V. Krane (Ed.), <i>Sex, gender and sexuality in sport</i> (pp. 145-162). Routledge. Documentary: Ness Murby: Transcending: https://www.ami.ca/NMT/episodes
7	Oct. 16 & 18 (Guest lecture)	2S/LGTBQIA+ Experiences in Sport and Health	Herrick, S. S., & Duncan, L. R. (2023). "There may not be a rainbow sticker at the door, but there are my rainbow shoes": A qualitative exploration of resilience among LGBTQ+ adults in physical activity contexts. <i>Psychology of Sport and Exercise</i> , 64, 102324.
8	Oct. 23 & 25	Eating Disorders in Sport	Arthur-Camesell, J. N., & Reel, J. (2023). Eating disorders in competitive athletes. In T. David, K. Hodge, and V. Krane (Eds.), <i>Routledge handbook of applied sport psychology: A comprehensive guide for students and practitioners</i> (pp. 263-272). Routledge.

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9	Oct. 30 & Nov. 1	Safe Sport and Athlete Mental Health	Willson, E., Kerr, G., Battaglia, A., & Stirling, A. (2022). Listening to athletes' voices: National team athletes' perspectives on advancing safe sport in Canada. <i>Frontiers in Sports and Active Living</i> , 4, 107. CBC article: Ahmed (August 29, 2023). <i>Furor over Luis Rubiales is not about a kiss, it's about females feeling safe playing a sport they love</i> : https://www.cbc.ca/sports/soccer/worldcup/opinion-womens-world-cup-aug29-shireen-ahmed-1.6950391
10	Nov. 6 (Guest lecture) & 8	Race, Racism, and Identity in Sport	Lee, S., Leedeman, J., & Bernstein, M. B. (2023). Negotiating white normativity in sport. <i>Journal of Applied Sport Psychology</i> , 35, 23-45.
11	Nov. 13 & 15	Reading Week (No classes)	
12	Nov. 20 & 22	Flourishing and Identity in Sport	Ferguson, L., Epp, G. B., Wuttunee, K., Dunn, M., McHugh, T. L., & Humbert, M. L. (2019). 'It's more than just performing well in your sport. It's also about being healthy physically, mentally, emotionally, and spiritually': Indigenous women athletes' meanings and experiences of flourishing in sport. <i>Qualitative Research in Sport, Exercise and Health</i> , 11, 1-19.
13	Nov. 27 & 29	Self-compassion in Sport	Mosewich, A. D. (2020). Self-compassion in sport and exercise. In G. Tenenbaum & R. C. Eklund (Eds.), <i>Handbook of sport psychology</i> (4 th ed.) (pp. 158-176). Wiley.
14	Dec. 4 & 6	From theory to practice: Where do we go from here?	Final project sharing

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