

## 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
Sport and Exercise Psychology	KIN 150 (901) This course was formerly listed as KIN 231	3 credits	West Mall Swing Space Room 222	Mondays 5pm-8pm

## INSTRUCTOR CONTACT INFORMATION

Course Instructor	Contact Details	Office Hours
Erica Bennett, PhD	Email: <a href="mailto:erica.bennett@ubc.ca">erica.bennett@ubc.ca</a>  Typically, I am able to respond to email inquiries within 48 hours during business hours (Monday-Friday, 9am-5pm PT).	Mondays (3-4pm)  Office hours will be hosted online through <a href="#">Zoom</a> . The Zoom link for office hours is posted on the course Canvas page.  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 ( <a href="mailto:erica.bennett@ubc.ca">erica.bennett@ubc.ca</a> ) to schedule a time that is convenient for both of us.

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 attend 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.

Students are 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)
Kimberley Ekstrand	<a href="mailto:kimberley.ekstrand@ubc.ca">kimberley.ekstrand@ubc.ca</a>	Abbas to Khatra
Kassandra Welch	<a href="mailto:kassi.welch@ubc.ca">kassi.welch@ubc.ca</a>	Khosla to Zastre

## COURSE DESCRIPTION

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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

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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

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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

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## KIN 150 (901) Sport and Exercise Psychology

KIN 150 (901) is a 3-credit course that occurs over one semester from January 8<sup>th</sup> to April 12<sup>th</sup>:

1. **In person classes.** In person classes (Swing Space 222) will take place during scheduled class time (Mondays 5-8pm PT). In person classes will include course content delivery (e.g., lectures), review exercises, and interactive activities. Class time will be recorded and posted to Canvas (under the corresponding module). Class recordings will only capture the front of the classroom and may not capture all of the content presented. Students are responsible for all content covered in class time regardless of whether it is captured in the recording or if the technology fails. Students are strongly encouraged to attend in-person meetings to benefit from interacting with the instructor (e.g., ask questions) and other students. The intent of recording the in-person classes is to provide access to course material for students who may be ill and to encourage them to stay home if ill.
2. **Work to be done outside of class time.** Online self-paced activities include course content, videos, self-assessment questions, reflection exercises, textbook readings, textbook quizzes, and completion of assignments.

There are several approaches to learning in this course that include traditional lecture, discussion in partners, small and large groups, team-based learning, student reflections, 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, 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> . Please see the above policy on class recordings under in-person classes.

### 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. If you don't yet know anyone in the class, you will be provided with opportunities within class to meet students.
- Consult the class resources on Canvas. Please see the information stated above in 'in-person classes' with regards to class recordings.
- 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.

**If you are feeling ill and cannot attend class for the midterm or case study in-class essay:**

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- Please email the instructor ([erica.bennett@ubc.ca](mailto:erica.bennett@ubc.ca)) right away. If you arrive for the midterm or case study in-class essay 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 (and academic concession) through KIN Academic Advising ([kin.advising@ubc.ca](mailto:kin.advising@ubc.ca)). Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

**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).
- One of the TAs or a former TA 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

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### 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. Concepts from the assigned readings in the textbook will be tested on the midterm and final exam.

### Required Materials

#### 1. Required Text

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

This text is now available as an Ebook: \$84.99 and can be accessed here:

<https://console.pearson.com/enrollment/xhqk2d>

- #### 2. Other Course Materials.
- Other 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 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

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<b>Assessment 1</b>	<b>Journal Reflections (x2)</b>
<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 22, 2024 5:00pm PT Monday February 12, 2024 5:00pm PT Monday March 18, 2024 5:00pm PT <i>*Students choose 2 dates (out of the possible 3)</i>
<i>Weighting</i>	10% (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.
<b>Assessment 2</b>	<b>Midterm Exam #1 (Chapters 1-5)</b>
<i>Format</i>	Multiple choice and short answer questions
<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 February 26, 2024
<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.
<b>Assessment 3</b>	<b>Case Study Paper</b>
<i>Format</i>	<b>In-class Essay</b>
<i>Details</i>	Students will perform a case study analysis in class by identifying and applying appropriate theoretical perspectives and concepts to a physical activity context.
<i>Due Date</i>	Monday March 25, 2024
<i>Weighting</i>	25%
<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

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sport and exercise psychology theory, constructs, and knowledge application.

### **Assessment 4**

### **Final Exam**

#### *Format*

Multiple choice and short answer questions

#### *Details*

Students will be required to answer questions based on prescribed textbook readings and lectures. **The final exam is cumulative.** ALL information presented in class and in the textbook is testable.

#### *Due Date*

TBD (in scheduled UBC exam period)

#### *Weighting*

40%

#### *Learning Outcomes*

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	10% (5% each)	January 22, February 12, March 18 <i>*Choose 2 dates (out of the 3)</i>
Midterm Exam	25%	February 26
Case Study Paper	25%	March 25
Final Exam	40%	TBD

Students unable to write the midterm or case study paper 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

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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.

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

1. To assist in the generation and brainstorming of initial topic ideas for their journal reflection assignments 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.

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 journal reflection assignments, 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

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### 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, assignments, and information pertaining to any exams.

Please note the following dates:

Term Dates: **Monday January 8, 2024 – Thursday April 12, 2024**

Last date for withdrawal without a W on your transcript: **January 22, 2024**

Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **March 1, 2024**

Exam dates: **April 16-27, 2024**

### ACADEMIC ACCOMODATION FOR STUDENTS WITH DISABILITIES

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#### 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.



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## **LEARNING ANALYTICS**

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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 the Revel textbook. 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

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## **COPYRIGHT**

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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.

**COURSE READING SCHEDULE**

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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. 8	Introduction to Sport and Exercise Psychology	Chapter 1
2	Jan. 15	Personality	Chapter 2
3	Jan. 22	Motivation and Behavioural Change Part 1 <b>Journal reflection #1 due</b>	Chapter 3
4	Jan. 29	Motivation and Behavioural Change Part 2	Chapter 3
5	Feb. 5	Stress, Emotion, and Coping	Chapter 4
6	Feb. 12	Anxiety and Sport Performance <b>Journal reflection #2 due</b>	Chapter 5
7	Feb. 19	<i>Reading Week</i>	
8	Feb. 26	<b>Midterm exam (Chapters 1-5)</b>	
9	Mar. 4	Sport Psychology Interventions Part 1	Chapter 7
10	Mar. 11	Sport Psychology Interventions Part 2	Chapter 7
11	Mar. 18	Aggression and Moral Behaviour <b>Journal reflection #3 due</b>	Chapter 6
12	Mar. 25	Group Dynamics <b>Case study in-class essay (Chapters 1-7)</b>	Chapter 9
13	Apr. 1	Physical Activity Across the Life Course	Chapters 10 & 12
14	Apr. 8	Body Image	Chapter 14

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