

## ACKNOWLEDGEMENT

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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

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Course Title	Course Code	Credit Value	Class Meeting Times
Inclusive Approaches to Sport Psychology	KIN 450 (001)	3 credits	

## PRE-REQUISITES

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KIN 150: Sport and Exercise Psychology

KIN 160: Leisure and Sport in Society

Third year standing

## INSTRUCTOR CONTACT INFORMATION

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Course Instructor	Contact Details	Office Hours
Erica Bennett, PhD (she/her)	Email: <a href="mailto:erica.bennett@ubc.ca">erica.bennett@ubc.ca</a>	Wednesdays 2-3pm  Online through <a href="#">Zoom</a> .  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 450) 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*.

## TEACHING ASSISTANT CONTACT INFORMATION

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Course Instructor	Contact Details	Office Hours
Regan Thompson, MA (she/her)	Email: <a href="mailto:regan.thompson@ubc.ca">regan.thompson@ubc.ca</a>	By appointment  I am available to meet one on one with students. Please send me an email to schedule a time that is convenient for both of us.

## **KIN 450 (001) Inclusive Approaches to Sport Psychology**

### **COURSE DESCRIPTION**

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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 the sociocultural environment, experiences of privilege and marginalization, 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**

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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**

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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.

#### **Learning Objectives:**

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

- Discuss and articulate how power relations and social structures shape the psychological and behavioural processes of athletes diverse in social location
- Identify and consider how experiences of privilege and marginalization impact athletes' thoughts, emotions, behaviours, and wellbeing
- Discuss and articulate how racism, colonialism, (cis/hetero)sexism, misogyny, homophobia, transphobia, ableism, and classism impact psychological and behavioural processes in sport
- Demonstrate cultural humility to attend to athletes' experiences with empathy, self-awareness, and relationality (in research and practice)
- Critically assess and reflect on sport psychology research and applied practice from a social justice perspective

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- Discuss and articulate evidence-based recommendations for sport sector collaborators in how to build capacity to support all athletes to thrive

### CLASS FORMAT

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KIN 450 (001) is a 3-credit course that occurs over one semester from September 3 to December 6, 2024:

1. **In person classes.** In person classes (LSK 460) 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).
- Regan, your teaching assistant, or 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

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### 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

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### **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 23, 2024 at 12pm

Monday October 21, 2024 at 12pm

*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

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of course content. In completing the workbook activities, you will develop your critical thinking skills through the application of sport psychology content to ‘real-world’ scenarios from a social justice perspective.

*Due Date* Monday October 7, 2024 at 12pm  
Monday, November 18, 2024 at 12pm

*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 October 30, 2024 at 12pm

*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 (e.g. podcast, toolkit for practitioners, infographic, etc.).

*Due Date* Wednesday December 4, 2024 at 12pm

*Weighting* 40%

## **Grading**

<b>Assessment</b>	<b>Weight</b>	<b>Due Date</b>
Journal Reflections #1 & #2	20% (10% each)	September 23, October 21
Workshop Assignment #1 & #2	30% (15% each)	October 7, November 18
Final Assignment Outline	10%	October 30
Final Assignment	40%	December 4

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If you miss a due date or require an extension or concession, please contact the instructor (Erica) as soon as possible to discuss. All extensions and concessions are at the discretion of the instructor.

Assignments are due at 12pm 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. 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, 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](mailto: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

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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

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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, and assignments.

Please note the following dates:

Term Dates: **Tuesday September 3, 2024 – Friday December 6 2024**

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Last date for withdrawal without a W on your transcript: **September 16, 2024**

Workday available for course withdrawals with a W standing: **September 17-October 25, 2024**

Workday unavailable; Faculty approval required for course withdrawals: **After October 25, 2024**

Exam period dates: **December 10-21, 2024**

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### **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, 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

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### **COPYRIGHT**

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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. 4	Course Introduction	Syllabus
2	Sept. 9 & 11	Sport Psychology and Social Justice	Gill, D. L. (2019). History of feminist sport psychology. In L. Carter (Ed.), <i>Feminist applied sport psychology: From theory to practice</i> (pp. 19-35). Routledge.  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. 16 & 18	Cultural Humility and Reflexivity in Sport Psychology	Tibbetts, E. (2019). Feminist sport psychology ethics. In L. Carter (Ed.), <i>Feminist applied sport psychology: From theory to practice</i> (pp. 46-57). Routledge.
4	Sept. 23 & 25	Stress, Coping, and Psychological Wellbeing in Sport	Trainor, L. R., Crocker, P. R., Bundon, A., & Ferguson, L. (2020). The rebalancing act: Injured varsity women athletes' experiences of global and sport psychological well-being. <i>Psychology of Sport and Exercise</i> , 49, 101713.  Podcast: Simone Biles: I thought America Hated Me <a href="https://www.youtube.com/watch?v=Jj-jNbQm7io">https://www.youtube.com/watch?v=Jj-jNbQm7io</a>
5	Oct. 2	Athlete Mental Health and Safe Sport	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.  Vargas, M. L., Papatomas, A., Kinnafick, F.-E., & Rhodes, P. (2024). Stories of acceptance and resistance: Illness identity construction in athletes (mis)diagnosed with a personality disorder. <i>Qualitative Research in Sport, Exercise, and Health</i> , 16, 117-133.

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6	Oct. 7 & 9	Body Image and Eating Disorders in Sport	<p>Eke, A. O., Erlandson, M. C., Humbert, M. L., Johnson, K. L., Martin, S. L., &amp; Ferguson, L. J. (2024). "That's too stereotypical... I don't want that to be how I identify": Identity and body-related sport experiences of racialized young women athletes in Canada. <i>Psychology of Sport and Exercise, 70</i>, 102517.</p> <p>Willson, E., &amp; Kerr, G. (2022). Body shaming as a form of emotional abuse in sport. <i>International Journal of Sport and Exercise Psychology, 20</i>, 1452-1470.</p>
7	Oct. 16	Flourishing, Race, and Identity in Sport	<p>Ferguson, L., Epp, G. B., Wuttunee, K., Dunn, M., McHugh, T. L., &amp; 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, 11</i>, 1-19.</p> <p>Podcast: Misty Copeland on the Art of Resilience: <a href="https://findingmastery.com/podcasts/misty-copeland/">https://findingmastery.com/podcasts/misty-copeland/</a></p>
8	Oct. 21 (guest lecture) & 23	Critical Disability Approaches to Sport Psychology	<p>Mannella, S., Clark, B., &amp; 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.</p> <p>Mannella, S., &amp; Bundon, A. (2024). Building bridges: A Qualitative exploration of the athlete-guide partnership in high-performance parasport. <i>Qualitative Research in Sport, Exercise and Health, 16</i>(2), 134-150.</p>
9	Oct. 28 & 30	Disability, Gender, and Sex in Sport	<p>Semerjian, T. Z. (2018). Making space: Transgender athletes. In V. Krane (Ed.), <i>Sex, gender and sexuality in sport</i> (pp. 145-162). Routledge.</p> <p>Documentary: Ness Murby: Transcending: <a href="https://www.ami.ca/NMT/episodes">https://www.ami.ca/NMT/episodes</a></p>
10	Nov. 4 (Guest Lecture) & 6	2S/LGTBQIA+ Experiences in Sport	<p>Herrick, S. S., &amp; 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</p>

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			among LGBTQ+ adults in physical activity contexts. <i>Psychology of Sport and Exercise</i> , 64, 102324.
11	Nov. 11 & 13	<i>Reading Week (No classes)</i>	
12	Nov. 18 & 20	Self-compassion in Sport	<p>Mosewich, A. D. (2020). Self-compassion in sport and exercise. In G. Tenenbaum &amp; R. C. Eklund (Eds.), <i>Handbook of sport psychology</i> (4<sup>th</sup> ed.) (pp. 158-176). Wiley.</p> <p>Tremblay, M. I., Bennett, E. V., Mosewich, A. D., Norman, M. E., &amp; Crocker, P. R. (2023). "I think the best athletes use it": Masculinities and self-compassion among men varsity athletes. <i>Psychology of Sport and Exercise</i>, 69, 102486.</p>
13	Nov. 25 & 27	Exploring Sport-related Experiences from a Social Justice Perspective	Body mapping activity
14	Dec. 2 & 4	Revisiting Cultural Humility & Reflexivity in Sport Psychology  Final Project Sharing	