



WELCOME TO PSYC 311 - PSYCHOLOGY OF SPORT

COURSE INFORMATION & KEY CONTACTS

Course Title	Course Code & Section	Credit Value
Psychology of Sport	PSYC 311-921 – Summer 1	3
Course Instructor	Contact Information	Office Hours
Jeffrey Sauvé, BA, BPHE, MHK., Ph.D. Candidate	E. jeff.sauve@ubc.ca Personal Zoom Link: https://ubc.zoom.us/j/9140843906?pwd=SFVHVjZFakRLRkdmTWtOcmNrSXZpdz09 Meeting ID: 914 084 3906 Passcode: 338367	Zoom meetings available by appointment if a student wishes to discuss a question or concern that is private in nature.
Teaching Assistants	Contact Information	Office Hours
Chantelle Cocquyt	E. ccocquyt@psych.ubc.ca Personal Zoom Link: https://us04web.zoom.us/j/8703709396?pwd=SDdCRXh0UG9rNjBhVHpKYnc1SWpkZz09 Meeting ID: 870 370 9396 Passcode: 571149	Drop-in office hours will be held via Zoom 4:00-5:00 PM PST each day an online class is held, and also by appointment. For last names A to Ryan Lee.
Teaching Assistant	Contact Information	Office Hours
Brittany Zhang	E. tianrui.zhang@alumni.ubc.ca Personal Zoom Link: https://ubc.zoom.us/j/64644744246?pwd=WnBLbEpoL1dwcTBWZk85dnN3LzcvUT09 Meeting ID: 646 4474 4246 Passcode: 263032	Drop-in office hours will be held via Zoom 4:00-5:00 PM PST each day an online class is held, and also by appointment. For last names Soyun Lee to Z.



COURSE DESCRIPTION

This course introduces students to fundamental concepts and theories within sport psychology. The goal of this course is to provide students with a broad overview of major topics of interest, with a special focus on applied practice within sport and exercise settings.

AIMS & OUTCOMES

The overarching aim of this course is for students to develop an understanding of key areas within sport psychology. Sport psychology researchers and practitioners are interested in human cognition, emotion, and behaviour within physical activity and performance contexts. Knowledge of sport and exercise psychology theory, constructs, and relevant applications will assist students in understanding underlying psychological processes as they relate to sport performance and participation. Such frameworks are relevant to many health-related professional practices that seek to maximize performance and change behaviour (e.g., psychologists, mental performance consultants, kinesiologists, physiotherapists, physical education instructors, coaches, physicians, dieticians). 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 psychology, counselling psychology, kinesiology, and by pursuing graduate education.

LEARNING OBJECTIVES

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

- Describe and apply sport psychology theories and constructs and discuss their relevance to physical activity and performance contexts
- Describe and apply the reciprocal relationships between social, environmental, and psychological factors on sport performance and participation.
- Critically assess sport psychology theory, constructs, and knowledge application.

PREREQUISITES

Either (a) PSYC 100 or (b) two of PSYC 101, PSYC 102, PSYC 205, PSYC 207, PSYC 208, PSYC 216, and PSYC 217, PSYC 277. Strongly recommended: PSYC 216 or one of PSYC 217 or 277.

Please note that in previous years, the syllabus stated that “credit will not be given for both PSYC 311 and HKIN 231 or HKIN 364”. If this may be applicable to you, please check with your department (Psychology or Kinesiology).



COURSE MATERIALS

PSYC 311 has a required textbook and course website as follows:

1. **Course Text:** Crocker, P. R. E. (2021). *Sport and exercise psychology: A Canadian perspective* (4th edition). Toronto, ON: Pearson Education.

This text is now available as an e-textbook for \$79.99 and can be accessed here:

<https://console.pearson.com/enrollment/dhw8iv>

The e-textbook is available for purchase from online sources other than Pearson (possibly for a lower cost; e.g., VitalSource). The instructor supports you selecting the source that you deem appropriate, as long as the content of the e-textbook is the same as the one published by Pearson. The instructor has not personally vetted sources other than Pearson so please do your due diligence. Further, you may use the 3rd edition at your own risk. The Instructor does not know how substantive the changes are between the 3rd to 4th editions so you may wish to investigate this further.

2. **Course Website.** Synchronous and asynchronous course content including Zoom links, notes, information about the course, assignments, handouts, and important reminders can be accessed through the Canvas course website at: <http://canvas.ubc.ca>.

CLASS FORMAT

PSYC 311 (921) is a 3-credit course provided over one semester (May-June 2021) with content delivered in two formats:

1. **Asynchronous:** the online independent self-paced activities for this course will include textbook readings, and the written assignments.
2. **Synchronous:** the weekly online Zoom classes held during scheduled class time (Mondays and Wednesdays 2:00PM – 5:00PM PST). The Zoom access link for classes is available on Canvas. Students are strongly encouraged to attend all classes and for the following primary reasons: (1) Course content will be presented (e.g., live lectures), assignments will be discussed (quizzes, written assignments), and interactive activities will occur; (2) Classes will not be recorded due to student privacy concerns. Recording these meetings are strictly prohibited.



SYNCHRONOUS WEEKLY SCHEDULE

Week		Topic(s)	Chapter	Notes
1	Mon, May 10 & Wed, May 12	Introduction to the Psychology of Sport	1	There are no quizzes or assignments this week. Please read Ch 1 before the Wed. class
2	Mon, May 17 & Wed, May 19	Personality in Sport & Exercise	2	Please read Ch 2 before the Mon. class. Quiz (Chapter 2) will take place on Wed, May 19
3	Wed, May 26	Motivation & Behaviour Change	3	Victoria Day long weekend - no class on Monday. Quiz (Chapter 3) will take place on Wed, May 26
4	Mon, May 31 & Wed, June 2	Stress, Coping, & Emotion + Anxiety	4 & 5	Please read Ch 4 & 5 before the Mon. class. Quiz (Chapter 4 & 5) will take place on Wed, June 2
5	Mon, June 7 & Wed, June 9	Aggression & Moral Behaviour in Sport	6	Please read Ch 6 before the Mon. class. Quiz (Ch 6) will take place on Wed, June 9
6	Mon, June 14 & Wed, June 16	Leadership in Sport & Exercise	8	Please read Ch 8 before the Mon. class. Quiz (Ch 8) will take place on Wed, June 16



COURSE ASSESSMENT AND GRADING

Your grade in this course will be made up of four (4) quizzes, two (2) assignments and one (1) engagement portfolio. Specific details for quizzes, assignments, and your engagement portfolio will be discussed in class. Here is an overview of each:

Online Quizzes (40%)	
Format	Quizzes will be completed through the course Canvas website. All quizzes will be accessible on the left-hand menu under "Quizzes"
Details	<p>Students are required to complete four (4) quizzes. Each quiz consists of approximately 20-30 multiple choice or true and false questions which will need to be answered in approx. 30-40 minutes. Quizzes are open book.</p> <p>There are five (5) opportunities to take the weekly quiz. Students are only required to complete four (4) of the five (5) quizzes. Alternatively, students can complete all five (5) quizzes and the lowest mark will not be counted.</p>
Due Date	<p>Quizzes are open twenty-four (24) hours prior to the start of Wed. classes (not wk. 1). Quizzes must be completed in the following windows of time:</p> <ul style="list-style-type: none">• Week 2 Quiz 1/5:<ul style="list-style-type: none">○ Tues May 18 @ 2PM PST to Wed May 19 @1:59PM PST• Week 3 Quiz 2/5:<ul style="list-style-type: none">○ Tues May 25 @ 2PM PST to Wed May 26 @1:59PM PST• Week 4 Quiz 3/5:<ul style="list-style-type: none">○ Tues June 1 @ 2PM PST to Wed June 2 @1:59PM PST• Week 5 Quiz 4/5:<ul style="list-style-type: none">○ Tues June 8 @ 2PM PST to Wed June 9 @1:59PM PST• Week 6 Quiz 5/5:<ul style="list-style-type: none">○ Tues June 15 @ 2PM PST to Wed June 16 @1:59PM PST
Weighting	40% in total (10% for each of the four [4] quizzes).
Learning Outcomes	To identify and apply relevant sport and exercise psychology theoretical perspectives and constructs.



Engagement Portfolio (5%)	
Format	PDF document to be uploaded to the course Canvas website
Details	Students are required to submit a “portfolio” of their personal two best examples of engagement, and one best example of a fellow classmate’s engagement. These examples can come from a variety of sources, such as class discussions, support of classmates, attending office hours, emails, topic reflexivity, and more. Submissions should not exceed 300 words.
Due Date	Friday, June 18
Weighting	5%
Learning Outcomes	Put forward a convincing argument of how you engaged in the course.

Assignment 1 - Proposal (15%)	
Format	PDF document in APA format to be uploaded to the course Canvas website
Details	Students are required to submit a “proposal” outlining a sport story they have selected, and three (3) psychology of sport constructs (topics) to be applied. For each construct, one (1) peer-reviewed journal article published in the last ten (10) years must be referenced. The proposal should not exceed 600 words. Assignment 1 provides a foundation for Assignment 2. Assignment details (including the marking rubric) will be uploaded to the Canvas website and discussed in class.
Due Date	Friday, June 4
Weighting	15%
Learning Outcomes	Describe and apply psychology of sport theories and constructs and discuss their relevance in the context of sport scenarios.



Assignment 2 – Final Report (40%)	
Format	PDF document in APA format uploaded to the course Canvas website
Details	Students are required to submit a “final report” applying three (3) psychology of sport constructs (topics) to their sport story, including no less than six (6) peer-reviewed journal articles published in the last ten (10) years. The proposal should not exceed 2000 words. Assignment 2 builds on Assignment 1. All assignment details (including marking rubric) will be uploaded to the Canvas website and discussed in class.
Due Date	Tuesday, June 22
Weighting	40%
Learning Outcomes	Apply psychology of sport theories and constructs and discuss their relevance in the context of sport scenarios. Critically assess and analyze the relationship between social, environment, and psychological factors.

SUMMARY OF KEY DATES

Monday, May 10	First class
Wednesday, May 12	Class
Monday, May 17	Class
Wednesday, May 19	Class and complete Chapter 2 Quiz
Wednesday, May 26	Class and complete Chapter 3 Quiz
Friday, June 4	Assignment 1 – Proposal due
Monday, May 31	Class
Wednesday, June 2	Class and complete Chapter 4/5 Quiz
Monday, June 7	Class
Wednesday, June 9	Class and complete Chapter 6 Quiz
Monday, June 14	Class
Wednesday, June 16	Class and complete Chapter 8 Quiz
Friday, June 18	Engagement Portfolio due
Tuesday, June 22	Assignment 2 – Final Report due



GRADING

In order to reduce grade inflation and maintain equity across course sections, all psychology courses are required to comply with departmental norms for grade distributions. According to departmental norms (during the pandemic only), the mean grade in a 300-level class is 75 for a good class, 73 for an average class, and 71 for a weak class (with a standard deviation of 13). Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by us or the department. Grades are not official until they appear on your transcript. You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted to a letter grade according to the following key:

A+	90-100%	A	85-89%	A-	80-84%
B+	76-79%	B	72-75%	B-	68-79%
C+	64-67%	C	60-63%	C-	55-59%
D	50-54%	F	0-49%		

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective. Please note that adequate performance is in the C range.

A Range: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Range: Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C-D Range: Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

F Range: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.



ATTENDANCE AND CENTRE FOR ACCESSIBILITY

In this course, material that is taught in lectures may be different from or supplement the text material. Moreover, lecture slides are designed to provide a framework for the lecture and any discussions--thus, not everything in the lecture is in the slides.

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us as soon as possible, as well as your Faculty Academic Advising Office. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Centre for Accessibility (see below). The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated. Please discuss this with me before the withdrawal dates (see above).

CENTRE FOR ACCESSIBILITY

UBC is committed to equal opportunity in education for all students including those with documented physical or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

DIVERSITY AND INCLUSION

Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!).

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me



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or a TA know. I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive space in our course, I encourage you to let me or a TA know.

STUDENTS STUDYING ABROAD AND REMOTELY

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects.

If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:

<http://academic.ubc.ca/support-resources/freedom-expression>

ACADEMIC INTEGRITY

We are all—students, professors, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (i.e., we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (i.e., we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>



CITING VS. PLAGIARISM

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate sources. Useful guides to APA style can be found at:

- <https://guides.library.ubc.ca/apacitationstyle>
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas. If you have questions on citing or what may constitute plagiarism, please discuss with us before any assessment is begun.

PSYCHOLOGY DEPARTMENT’S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students’ responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn’s own proprietary databases. The results of these comparisons are compiled into customized “Originality Reports” containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student’s transcript.



All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at: <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

UBC VALUES STATEMENT

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 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 here (<https://senate.ubc.ca/policiesresources-support-student-success>).

We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with their education, their wellness or both. For answers to frequently asked questions regarding the early alert program, please visit blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/.

LEARNING AND WELLNESS RESOURCES

Your well-being is more important than anything going on in this course! I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action—along with likely having you discuss with your faculty's advising office. UBC's resources may also help:



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- On learning through online classes: <https://keeplearning.ubc.ca/>
- UBC's COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
- On managing mental health during the pandemic: <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>
- UBC IT guide to working remotely: <https://it.ubc.ca/ubc-it-guide-working-campus>

Please take a moment to view the various wellness resources available to you:

<https://students.ubc.ca/health>

If you or someone you know is in crisis:

<https://students.ubc.ca/health/crisis-support>

Learning resources are available on this UBC page:

<https://students.ubc.ca/enrolment/academic-learning-resources>

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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.