



## WELCOME TO PSYC 311 - PSYCHOLOGY OF SPORT

### COURSE INFORMATION & KEY CONTACTS

Course Title	Course Code & Section	Credit Value
Psychology of Sport	PSYC 311-921 – 2022S1	3
Course Instructor	Contact Information	Office Hours
Jeffrey Sauvé, BA, BPHE, MHK., Ph.D. Candidate	E. <a href="mailto:jeff.sauve@ubc.ca">jeff.sauve@ubc.ca</a>  Jeff's Personal Zoom Link: <a href="https://ubc.zoom.us/j/9140843906?pwd=SFVHVjZFakRLRkdmTWtOcmNrSXZpdz09">https://ubc.zoom.us/j/9140843906?pwd=SFVHVjZFakRLRkdmTWtOcmNrSXZpdz09</a>  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
Sonia Jafari	E. <a href="mailto:smilani@psych.ubc.ca">smilani@psych.ubc.ca</a>  Sonia's Personal Zoom Link: <a href="https://ubc.zoom.us/j/64517165978?pwd=RE5PVFlZa3d1SmNgMzJNeHBNL1c0Zz09">https://ubc.zoom.us/j/64517165978?pwd=RE5PVFlZa3d1SmNgMzJNeHBNL1c0Zz09</a>  Meeting ID: 645 1716 5978 Passcode: 370675	Drop-in office hours will be held via Zoom at strategic times throughout the term.  For last names A to Stacey Lin.
Teaching Assistant	Contact Information	Office Hours
Andre Zamani	E. <a href="mailto:azamani@psych.ubc.ca">azamani@psych.ubc.ca</a>  Andre's Personal Zoom Link: <a href="https://ubc.zoom.us/j/68804544822?pwd=bHA3SnVhSkVGcjBHTE5yY0ZRskZnZz09">https://ubc.zoom.us/j/68804544822?pwd=bHA3SnVhSkVGcjBHTE5yY0ZRskZnZz09</a>  Meeting ID: 645 1716 5978 Passcode: 238714	Drop-in office hours will be held via Zoom at strategic times throughout the term.  For last names Cici Liu to Z.



## **COURSE DESCRIPTION**

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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 constructs of interest, with a special focus on applied practice within sport and exercise settings.

## **AIMS & OUTCOMES**

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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 related 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, performance consultants, kinesiologists, physiotherapists, physical education instructors, coaches, physicians, dieticians). Students interested in pursuing a career 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**

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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**

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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 credit will be granted for only one of PSYC 311 and KIN 150 and 231.

## **WITHDRAWAL DATES**

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Last day to withdraw from this course without W standing is May 20, 2022. The last day to withdraw with a W standing (course cannot be dropped after this date) is June 10, 2022.



## COURSE MATERIALS

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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* (4<sup>th</sup> edition). Toronto, ON: Pearson Education.

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

<https://console.pearson.com/enrollment/jw4j4u>

If the e-textbook is available for purchase from online sources other than Pearson the instructor supports you selecting the source that you deem appropriate (as long as the content is the same as the one published by Pearson). The instructor has not vetted sources other than Pearson so please do your due diligence. 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.** Course content including lecture notes, Zoom links, marking rubrics, quizzes, information about the course, and important reminders can be accessed through the Canvas course website at: <http://canvas.ubc.ca>.

## CLASS FORMAT

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PSYC 311 (921) is a 3-credit course provided over summer semester 1 (May-June 2022) with content delivered in two formats:

1. **Asynchronous:** the online independent self-paced activities for this course will include textbook readings, written assignments, and quizzes.
2. **Synchronous:** the synchronous component of this course will include in-person classes (with some on-line sessions), all of which will be held during scheduled class times (Monday and Wednesday, 6:00PM to 8:30PM). For any online classes, the Zoom access link is provided on the course Canvas page. All in-person classes will be held in Buchanan – A201. 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.



## COVID-19 SAFETY

Face coverings are required for all indoor public areas at UBC including lobbies, hallways, stairwells, elevators, classrooms, and labs. There may be students who have medical accommodations for not wearing a mask. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the Center for Accessibility (Vancouver campus). If you are sick, it is important you stay home no matter what you think you may be sick with (cold, flu, other illness). Complete a [self-assessment for COVID-19 symptoms](#) if needed.

## WEEKLY SCHEDULE

Location	Construct/Chapter	Date	Action Required
A201	Introduction to PSYC 311 – Psychology of Sport	Monday, May 16	<ul style="list-style-type: none"> <li>Attend Lecture</li> </ul>
Zoom	Introduction to Sport and Exercise Psychology (Chapter 1)	Wednesday, May 18	<ul style="list-style-type: none"> <li>Read Chapter 1</li> <li>Select and start Sport Story</li> <li>Complete ‘Discussion Post’</li> </ul>
Monday, May 23 – Victoria Day Long Weekend			
A201	Personality in Sport and Exercise (Chapter 2)	Wednesday, May 25	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Pre-read Chapter 2</li> </ul>
Zoom		Monday, May 30	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Complete Quiz 1 between 6:30AM and 6:30PM</li> </ul>
A201	Motivation & Behaviour Change (Chapter 3)	Wednesday, June 1	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Pre-read Chapter 3</li> </ul>
A201		Monday, June 6	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Complete Quiz 2 between 6:30AM and 6:30PM</li> </ul>



A201	Stress, Coping, Emotion (Chapter 4), and Anxiety (Chapter 5) in Sport and Exercise	Wednesday, June 8	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Pre-read Chapter 4 and 5</li> </ul>
Zoom		Monday, June 13	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Complete Quiz 3 between 6:30AM and 6:30PM</li> </ul>
A201	Aggression and Moral Behaviour in Sport (Chapter 6)	Wednesday, June 15	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Pre-read Chapter 6</li> </ul>
A201		Monday, June 20	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Complete Quiz 4 between 6:30AM and 6:30PM</li> </ul>
A201	Leadership (Chapter 8), and Group Cohesion (Chapter 9) in Sport and Exercise	Wednesday, June 22	<ul style="list-style-type: none"> <li>Attend Lecture</li> <li>Pre-read Chapter 8 and 9</li> </ul>
Canvas		Monday, June 27	<ul style="list-style-type: none"> <li>Complete Quiz 5 between 6:30AM and 6:30PM</li> </ul>

### COURSE ASSESSMENT AND GRADING

Your grade in this course will be made up of four (4) quizzes, three (2) assignments, and one (1) engagement portfolio. 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	Students are required to complete four (4) quizzes. There are five (5) opportunities to take the weekly quizzes. 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.	



	Each quiz consists of 20 multiple choice or true and false questions which will need to be answered in 30 minutes. All quizzes are open book. Students will have between 6:30AM to 6:30PM to complete the quizzes.
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.

<b>Assignment 1 - Sport Story + One Construct ('SS_1C Assignment')</b>		<b>15%</b>
Format	Submit a PDF document in APA format, uploaded to Canvas.	
Details	Students submit a paper outlining a sport story they have selected, and one (1) psychology of sport construct (topics) to be applied. For the construct, three (3) peer-reviewed journal article published in the last ten (10) years must be referenced. The proposal should not exceed 700 words. The rubric is uploaded to the course Canvas page. All questions regarding this assignment are to be directed to your assigned TA.	
Due Date	Thursday, June 9th	
Learning Outcomes	Describe and apply psychology of sport theories and constructs and discuss their relevance in the context of sport scenarios.	

<b>Assignment 2 - Sport Story + Three Constructs ('SS_3C Assignment')</b>		<b>40%</b>
Format	Submit a PDF document in APA format, uploaded to Canvas.	
Details	Students 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 2100 words. The rubric is uploaded to the course Canvas page. All questions regarding this assignment are to be directed to your assigned TA.	
Due Date	Tuesday, June 28th	
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.	



Engagement Portfolio		5%
Format	Submit a PDF document, uploaded to the course Canvas website.	
Details	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, attendance, support of classmates, attending office hours, class panel, topic reflexivity, etc. Submissions should not exceed 300 words.	
Due Date	Friday, June 17th	
Learning Outcomes	Put forward a convincing argument of how you engaged in the course.	

**Note:** The schedule outlined in the syllabus may be subject to change, as needed, to best realize the educational goals of the course. Revisions will be announced in class and posted to Canvas.

## 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. However, in the spirit of flexibility and compassion in light of the pandemic, departmental norms have been adjusted upwards 5%. According to these adjusted norms, the average grade in a 300-level class is 75% for an excellent class, 73% for an average class, 71% for a weak class, and 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 accordingly:

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**

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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

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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 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.

## ACADEMIC INTEGRITY

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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. For guides to APA visit:

- <https://guides.library.ubc.ca/apacitationstyle>
- [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](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**

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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**

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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 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/](http://blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/).

## LEARNING AND WELLNESS RESOURCES

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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:

- 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>

Take a moment to view various 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

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