



WELCOME TO PSYC 311 - PSYCHOLOGY OF SPORT

COURSE INFORMATION & KEY CONTACTS

Course Title	Course Code & Section	Credit Value
Psychology of Sport	PSYC_V 311 902 2025W2	3
Course Instructor	Contact Information	Office Hours
Jeffrey Sauvé, PhD	E. jeff.sauve@ubc.ca	Zoom meetings available by appointment if a student wishes to discuss a question or concern that is private.
Teaching Assistant	Contact Information	Office Hours
Sonia Milani	E. smilani@psych.ubc.ca	Drop-in office hours will be held via Zoom at strategic times throughout the term.

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 constructs 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 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

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

Credit will be granted for only one of PSYC 311 & KIN 150 & 231. Strongly recommended: PSYC 101 & one of PSYC 216, 217, or 277. Restricted to students with second-year standing or higher.

WITHDRAWAL DATES

Last day to drop without a W standing through Workday is January 16, 2026. Student self-service in Workday available for course withdrawals with a W standing is Jan 17 – Mar 6, 2026.

COURSE MATERIALS

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

1. **Course Text:** Sport and Exercise Psychology: A Canadian Perspective, 5th edition. Peter R. Crocker, Catherine Sabiston, Meghan McDonough

The eText is sold through the Pearson website for \$77.99 for 6-month access. It can be purchased through the following: [link to text here](#)

2. **Course Website.** Lecture notes, marking rubrics, quizzes, announcements and all information can be accessed through the course website at: <http://canvas.ubc.ca>

CLASS FORMAT

PSYC 311 is a 3-credit course held over Winter Term 2 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 held during scheduled class times (Wednesdays between 6:00PM to 8:30PM). We will discuss more specific timing in the first class. Classes will be held in in the **UBCV | Buchanan Building (BUCH) | Floor: 1 | Room: A101**. Students are strongly encouraged to attend 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.



WEEKLY SCHEDULE

Construct	Class#	Date	Action Steps
Introduction to PSYC 311 – Psychology of Sport	Intro	January 7	<ul style="list-style-type: none"> Attend class
Personality (Chapter 2)	1	January 14	<ul style="list-style-type: none"> Pre-read Chapter 2 Attend class
Motivation & Behaviour Change (Chapter 3)	2	January 21	<ul style="list-style-type: none"> Pre-read Chapter 3 Attend class
Power, Control, and the Dark Side of Sport Psychology	3	January 28	<ul style="list-style-type: none"> Attend class
Stress, Emotion, Coping (Chapter 4)	4	February 4	<ul style="list-style-type: none"> Pre-read Chapter 4 Attend class Complete Quiz 1 (Class# 1, 2 & 3)
Anxiety (Chapter 5)	5	February 11	<ul style="list-style-type: none"> Pre-read Chapter 5 Asynchronous lecture
Moral Behaviour and Aggression (Chapter 6)	6	February 25	<ul style="list-style-type: none"> Pre-read Chapter 6 Attend class
Leadership (Chapter 8)	7	March 4	<ul style="list-style-type: none"> Pre-read Chapter 8 Attend class Complete Quiz 2 (Class# 4, 5 + 6)
Group Cohesion (Chapter 9)	8	March 11	<ul style="list-style-type: none"> Pre-read Chapter 9 Attend class
Youth Involvement and Positive Development (Chapter 10)	9	March 18	<ul style="list-style-type: none"> Pre-read Chapter 10 Asynchronous lecture
Aging and Involvement in Sport and Physical Activity (Chapter 12)	10	March 25	<ul style="list-style-type: none"> Pre-read Chapter 12 Asynchronous lecture Complete Quiz 3 (Class# 7, 8 & 9)
Coaching Psychology (Chapter 11)	11	April 1	<ul style="list-style-type: none"> Pre-read Chapter 11 Attend class
Physical Activity and Mental Health (Chapter 13)	12	April 8	<ul style="list-style-type: none"> Pre-read Chapter 13 Attend class Complete Quiz 4 *on April 10th (Chapter 10, 11 & 12)



COURSE ASSESSMENT AND GRADING

Online Quizzes		30%
Format	Quizzes will be completed through the course Canvas website, accessible on the left-hand menu under “Quizzes”.	
Details and Dates	Students are required to complete four (4) quizzes. Each quiz consists of 25 multiple choice or true and false questions which will need to be answered in 25 minutes. All quizzes are open book. Students will have between 6:00AM to 6:00PM to complete the quiz on the following days: <ul style="list-style-type: none">• Quiz 1 = Wednesday, February 4th• Quiz 2 = Wednesday, March 4th• Quiz 3 = Wednesday, March 25th• Quiz 4 = Friday, April 10th	
Weighting	30% in total (7.5% for each of the four [4] quizzes, 0.3% per question).	
Learning Outcomes	To identify and apply relevant sport and exercise psychology theoretical perspectives and constructs.	

Assignment 1 – Proposal Assignment		10%
Format	Submit a PDF document in APA format, uploaded to Canvas.	
Details	Submit a paper outlining a sport story selected, and one (1) psychology of sport construct to be applied in Assignment 2. For the construct, three (3) peer-reviewed journal article published in the last ten (10) years must be identified. The assignment should not exceed 500 words. The rubric will be uploaded to the course Canvas page. All questions regarding this assignment are to be directed to your TA. See Appendix A: Selecting your Sport Story	
Due Date	Thursday, February 12 th	
Learning Outcomes	Describe psychology of sport theories and constructs and discuss their relevance in the context of sport scenarios, to be applied in Assignment 2.	



Assignment 2 – Final Assignment		30%
Format	Submit a PDF document in APA format, uploaded to Canvas.	
Details	Submit a final assignment applying three (3) psychology of sport constructs (topics) to your sport story, including no less than nine (9) cited sources, six (6) of which are peer-reviewed journal articles published in the last ten (10) years. The assignment should not exceed 2000 words. The rubric will be loaded to Canvas. Questions regarding the assignment are directed to your TA.	
Due Date	Thursday, March 26 th	
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 your two best personal examples of engagement in the course, and your best example of a fellow classmate’s engagement. Submissions not to exceed 300 words.	
Due Date	Friday, April 10 th	
Learning Outcomes	Put forward a convincing argument of how you engaged in the course.	
Final Exam		25%
Details	The final exam is cumulative and will consist of both multiple choice and short answer questions. Any recording of questions, consulting with others during the exam time, or sharing exam content is strictly prohibited.	
Due Date	TBD, but within exams period of Tuesday, April 14 to Saturday, April 25th	

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. According to these adjusted norms, the average grade in a 300-level class is between 72-75%. This does not include HSP credits.

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.



HUMAN SUBJECT POOL (HSP) CREDITS

As part of this course, you are invited to earn **3% extra credit**.

Most students will choose to earn these credits by spending **three hours participating in psychology studies (worth 1% point for each hour)** through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. **Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.**

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of class for the term, the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since **many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course.** Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

Alternative assignment:

The Library Option: As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.



For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes**.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment the class ID is 51268460, class name is "HSP 2025 Winter 2" and password is "Research"**. See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

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 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

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

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. 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. Additionally, you may find the following UBC resources helpful:

Academic Advising

UBC's Students Services' [Academic Advisors](#) provide guidance on academic progress, degree requirements, program planning, etc. They can help you apply for in-term [academic concessions](#) if you face circumstances that prevent you from completing work for your courses.

Writing Support

The [UBC Centre for Writing and Scholarly Communication](#) offers tutoring services and resources and has an amazing [collection of information and resources about writing](#).

UBC Learning Commons

[UBC's Chapman Learning Commons](#) provides info re academic resources, from tutoring and workshops to study groups and online tech tools - on a variety of academic topics.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Psychology

Faculty of Arts

AMS Tutoring

Your UBC student society (AMS), offers [free group tutoring](#) covering a variety of courses.

Health and Wellbeing

It's important to take care of your physical, mental, and emotional health as you navigate university life. Be sure to check out the resources available through the [Wellness Centre](#), [Student Counselling Services](#), and other health resources posted on the [health section of the Student Services website](#).

If you or someone you know is in crisis: <https://students.ubc.ca/health/crisis-support>

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.



APPENDIX A: SELECTING A “SPORT STORY”

To help in selecting your “sport story” for assignment 1 and 2, below is a list of examples. You do not need to select from this list – they are examples of the ‘types’ of sport story you could select. At the same time, you are free to use any of these stories for your assignments. Please note, some of these examples will have difficult content that may be triggering. Please watch trailers, read a review, etc. in advance. You do not need to have your sport story “approved”. However, feel free to send me an email to double check if you are concerned that your sport story may not be a good fit.

Here are the rules for selecting your sport story:

- Non-fiction;
- Not “based on a true story” (e.g., Moneyball movie = no, Moneyball book = yes);
- If it is a production acted out by others it is not a good fit (e.g., Friday Night Lights tv series – no, Friday Night Lights book by HG Bassinger – yes).

WATCH:		
14 Peaks	Athlete A	Being Serena
When We Were Kings	Fittest on Earth	Free Solo
Hoop Dreams	Icarus	Lance
Murderball	Naomi Osaka	Neymar: The Perfect Chaos
Pelé	Simone Biles	Rising Phoenix
Screwball	Senna	Short Game
The Last Dance	The Mind of Aaron Hernandez	The Redeem Team
Tiger	Tough Guy: Bob Probert Story	Tour de France Unchained
Full Swing	The Carter Effect	Schumacher
Iverson	Quarterback	Sprint
Aaron Rodgers, Enigma	Beckham	The Comeback–2004 Red Sox
It’s All Over	The Deepest Breath	Harley and Katya
Heart of Invictus	McGregor Forever	30for30 (Series of Episodes)
All or Nothing (Series)	Untold (Series of Episodes)	Cheer (Seasons)
Break Point (Seasons)	Last Chance U (Seasons)	Drive to Survive (Seasons)
READ:		
Ali: A Life	Friday Night Lights	Into Thin Air
Moneyball	The Game	The Blind Side