

University of British Columbia
The Psychology of Sport
Psych 311-901(3 credits)

Course Outline

Course Weeks	September 2 nd - November 25 th , 2014
Course Dates	Tuesdays, 5:00-7:30pm
Room	Biology 2000
Instructor:	Dr. Andrea Perrino
E-Mail:	aperrino@psych.ubc.ca
Office Hours	by appointment; typically before class
Office Location	TBD
Messages	Main Psychology Office UBC: 604-822-2755

Teaching Assistant:

	Josh Larkin
E-mail:	josh.larkin@psych.ubc.ca
Office Hours	by appointment
Office Location	Kenny 3506

1. Course Description: The purpose of the course is to introduce students to the world of sport and exercise psychology. Students will be able to answer questions regarding how research is conducted in sport psychology, how stress and arousal affect performance, how to foster teamwork, how to provide effective criticism, how to encourage successful exercise adherence, how to recognize overtraining, and psychological reactions to injury, as well as several other topics. As a focus, students will be expected to learn and practice evaluative and critical thinking, and to apply what they study in the course to situations that may be encountered in the “life of a Sport and Exercise Psychologist”. This will be accomplished by means of discussion within the class, and in the preparation and completion of the assignments and exams.

2. Prerequisites: Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102 OR six credits of 200-level Psychology (but not 205 or 263). Credit will not be given for both PSYC 311, and Psych 205 – entitled Sport and Exercise Psychology, and HKIN 231 or HKIN 364.

3. Format of the course: The format of the course will be lectures in which active and lively discussion will be encouraged.

4. Required Textbook:

Cox, R. H. (2012). Sport Psychology: Concepts and Application (7th Edition). Boston IL: McGraw Hill

5. Course Requirements and Grading:

1. Exams:

- In-class Exam 1 (35%): 2 hour exam (October 14th)
- Final Exam (45%): 2.5-3 hour exam (Scheduled by the Registrar)

2. Assignments (chosen options):

- 2 Individual Papers (10% each, for a total of 20%)
- OR
- 1 Group Paper (20%), written in a group of 2-3 students

More details.....

i. Exams

You are responsible for all material in the textbook, and any assigned readings, and all lecture material (which will most certainly differ as well as reflect content in the text).

The exams will be presented in multiple-choice (e.g., an answer sheet in scan-tron format), and short answer format. The exams will be generally non-cumulative, meaning that understanding of the information presented early in the course is crucial to the integration of knowledge needed for the final exam, although direct testing regarding details which appear in the earlier material, will be avoided.

Please bring a HB pencil and eraser each time you write an exam for electronic scoring, **PEN WILL NOT BE ACCEPTED BY THE MACHINE.** For the written sections, black or blue pen is required.

ii Papers

You will have a choice between writing two short individual papers, or one longer paper completed in a group of students. Within each of these options you will have several topic content alternatives from which to choose as well.

The paper assignment topics will be provided via email with a short discussion in lecture. Each topic will reflect a real-life situation in which you may find yourself as a “real” practicing sport or exercise psychologist. The topics range from a problem identified by a client or team, or a request by the media, or a business/Government Department or academic institution who requires your knowledge, consultation, and ability to communicate. You will be asked to either answer a question, solve a problem, conduct a small study and provide advice or direction, all the while considering and referring to the literature.

You **must** reference in APA style and some topic choices may require this to a greater degree than others. These references will be appended to the text. Be sure to follow the paper min-max requirements as well. As a note to this, references and any appendices are not included in the total count of pages. Please ensure to double-space, use font size 11 point, Times New Roman, with 1-inch margins. Proper organization and an academic writing style (correct grammatical structure, spelling, etc) will be considered in the marks allotted. No direct quotes, please.

OPTION A: TWO INDIVIDUAL PAPERS, two different deadlines; a min. of 6 “quality” references with minimum of 5 pages and to a maximum of 6 pages of written text. Note that if you select this option and officially submit the first assignment, you cannot select Option B at a later time.

OPTION B: ONE PAIRS PAPER, written by two previously known (e.g., two friends) or a group of three (previously known or not), self-chosen students, with one deadline; a min. of 14 “quality” references with a minimum of 10 pages to a maximum of 14 pages of written text. If you choose this option it is assumed that you will gain a varied perspective from your partner and that you will be communicative, diplomatic, cooperative, and able to resolve any possible conflicts. There will be a method of peer review that will be instituted to attempt to address social loafing, as well as reward effort.

More information on the papers will be provided in the lecture. You are welcome to discuss these with your TA, or Proff for further details or assistance as well.

6. Policies:

Attendance and class participation – The purpose of the lectures will be to amplify, explain, demonstrate, and expand on the material in the texts. Although there naturally will be overlap, unique material will be presented in lecture – we will discuss the literature, but many real athlete cases and stories will be discussed! Although no marks will be either allotted or subtracted, participation in the discussions in a positive and inquisitive manner will be strongly encouraged for learning and interest enhancement. Furthermore, many examples discussed in class appear on the exams.

Communication – all announcements regarding class schedule or content changes, practice exams, policies, and other information will be presented at the BEGINNING of class, and via electronically. If you are late, rely on your fellow classmates in order to obtain this information. Also, make friends with those who have legible writing/have made notes electronically, in order to obtain notes that you may have missed.

Also, considering the use of e-mail: I send messages to transmit information to the entire class when we are not meeting. Please ensure that your address is up-to-date with the University system, and do check it regularly. If you have trouble with your system, please be in contact with a fellow student.

If you e-mail me, please permit more than 24 hours before a response can be expected (I do my best). If you have questions that require a long response or discussion, we would be happy to help you “in person” at a pre-arranged office hour, or after class. I will stay as long as necessary after class to ensure all question are addressed.

Electronics – To show consideration for your fellow students and the instructor, please turn off and put away electronics that have sound (e.g., phones, headsets). Laptop computers are welcomed for note taking purposes (but do avoid using them to display other material). If you decide to text or surf the net in lecture, I reserve the right to ask you to leave the class at any time since you are clearly disinterested and likely distracting others. Also, no electronics will be permitted for use in any exam (e.g., phones).

Food and Scents– If you would like to bring food to class, simply be considerate of the students who surround you (and the instructor) by refraining from very odorous food or noisy wrapping. Furthermore, please refrain from wearing scents to class as many people (including your instructor) may have severe allergies to many airborne fragrances (e.g., skin creams, hairspray, cologne/perfume).

Missed exams and/or assignments – The University accommodates students with disabilities who have registered with the Disability Resource Centre (Access and Diversity). The University also accommodates students whose religious obligations conflict with attendance, and examinations. Please let your instructor know in advance- in the first week of class, if you will require any special requirements as such. Also note that current mental (depression, stress or anxiety, etc), or physical disabilities or injuries will not be diagnosed by your instructor, nor can these be accommodated without the registration with the Access and Diversity Resource Centre. Furthermore, students who plan to be absent for family obligations, vacations, work scheduling, or other similar commitments, WILL NOT be accommodated (in exams or assignment deadlines).

ESSAYS AND EXAMS: If you believe that you do have a valid reason to miss an exam you *must* contact the instructor, and/or your TA, and discuss your situation, previous to the exam time and date (no later than 24 hours before; not the day of, nor after the exam). Do not assume that your definition of “valid”, is shared by the Instructor. If you are “deathly ill” or cannot access your e-mail yourself, please have your caregiver or friend contact the instructor. As such, valid documentation must be provided to the instructor (not just Arts Advising or another administrator), as soon as possible and previous to a make-up being provided. If a makeup is permitted, the exam will be scheduled within the shortest time period possible (within a few days to a week), and it may conflict with other courses, times or commitments. Make-up exams for mid-terms cannot be provided after several weeks have passed. A new exam will be created

for you, and the exam may be in any form, and can differ considerably from that of the original exam format. (e.g., oral exam is possible...and it has been done in the past).

Also, do avoid being late for exams. Exams cannot be written by anyone if one person has already completed the exam and left the room.

ASSIGNMENTS: Please submit papers ONLY in class. Please avoid putting a paper under the door/mailbox of the Proff or TA, and we will not accept your paper via email. If you choose to drop it at the Psychology Office, only do so if your paper will be handed in early. Ensure that the administrator documents your submission by placing a date and time stamp on the front page. Please ensure your hardware is working well (e.g., to avoid all technical problems), you have reliable transportation and budget your time wisely as you cannot, and will not, be accommodated for any of the above.

Therefore, missed exams without contacting an instructor or assignments not submitted during class time AND previous discussion with the instructor will be graded at 0%.

Something else to consider, regarding the assignments and exams....

Midterm exams can be reviewed with your TA, for 1 week following the grade posting. If there is any dispute, both instructors reserve the right to remark the entire exam and the grade that was originally assigned can either change to an increase or decrease or remain the same. Review of multiple choice questions would be for learning purposes only (and not alteration).

If you wish to view your final exam the discussion of grades is not permitted, but the viewing is for a solely pedagogical purpose. If you wish to dispute your final examination or grade you may make an official request from the Registrar's Office (within 4 weeks of the announcement of the final grades). The examination remains the property of the university.

7. Psychology Department's Policy on Grade Distributions and Scaling

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13. The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. **Scaling** is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record.

8. The 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 handed in, in this manner and thus 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 a 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 or teaching assistant. 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>).

Finally, note that during exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

Psychology 311- 901: The Psychology of Sport

(Sept-December, 2014)

Schedule of Topics and Assigned Readings

Note: This list is meant for general reference, as a guide. It will likely undergo changes and adjustments given presently unforeseen circumstances. *Please be aware that changes and announcements that are pertinent to you will be provided in the beginning of the lectures.*

DAY, WEEK	Topics or Exams	Readings
Sept 2 nd	Intro to Sport and Exercise Psych	Cox (2012) Chpt 1
Sept 9 th	Personality and Sport	Chpt 2
Sept 16 th	Motivation	Chpt 3
Sept 23 rd	Goal Setting	Chpt 4, 10
Sept 30 th	Group and Team Dynamics Self Presentation Effects	Chpt 14, 15
October 7 th	Leadership and Communication ...and information for midterm	Chpt 16
October 14 th	<i>MIDTERM EXAM</i>	
October 21 st	Psychological Skills Training <i>OPTION A: Individual Paper #1 Due</i>	Chpt 12
October 28 th	Arousal Effects	Chpt 7, 8
November 4 th	Arousal Regulation <i>OPTION B: Pairs Paper Due</i>	Chpt 6, 9, 11
November 11 th	NO CLASS, University Closed	
November 18 th	Burnout and Overtraining Addictive and Unhealthy Behaviours <i>OPTION A: Individual Paper #2 Due</i>	Chpt 17 (pgs 432-435) Chpt 19 (pgs 472-489)
November 25 th	Psychology of Injury ...and any catch up (<i>Final Exam scheduled by the Registrar</i>)	Chpt 18