

<b>Course ID:</b>	<b>Course Title:</b>	<b>Spring 2022</b>
KIN 334	Sports Psychology	<b>Prerequisite: PS 121</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Blended	<b>Instructor:</b>	Joey Bouchard M.Ed	<b>First Day of Class:</b>	May 16, 2022
<b>Days:</b>	May 16-20	<b>Email:</b>	<a href="mailto:joey.bouchard@ambrose.edu">joey.bouchard@ambrose.edu</a>	<b>Last Day to Add/Drop:</b>	End of the First Day of Class
<b>Time:</b>	9am-4pm	<b>Phone:</b>		<b>Last Day to Withdraw:</b>	End of the Last Day of Class
<b>Room:</b>	May 16-17 online; May 18-20 in A2133	<b>Office:</b>		<b>Last Day to Apply for Coursework Extension:</b>	End of the Last Day of Class
		<b>Office Hours:</b>		<b>Last Day of Class:</b>	May 20, 2022 - Final assignments to be submitted as early as July 1

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

Sport psychology is the scientific study of people involved in sport and exercise activities. In this course, students will learn about how factors such as personality, motivational and emotional states can affect sport performance and exercise. Topics covered will include: sport and exercise environments, group processes, performance improvement, enhancing health and well-being, and facilitating psychological growth and development. Students will also learn how to effectively apply the latest knowledge and theories into various real life situations. Sport psychology is a foundational course for students who plan on pursuing a career in coaching, sport and exercise psychology, as well as kinesiology.

### Expected Learning Outcomes

After successfully completing the course, students will be able to:

- Increase your understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings
- Increase your understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved
- Help you acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader
- Increase your understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings

#### LECTURE SCHEDULE & ASSIGNED READINGS:

Date	Topic	Chapter #	Online / In Person
May 16, 2022	Introduction / Review of Course Syllabus / Welcome to Sport and Exercise Psychology	Chapter 1	Online / Zoom
May 16, 2022	Personality and Sport	Chapter 2	Online / Zoom
May 16, 2022	Motivation	Chapter 3	Online / Zoom
May 17, 2022	Arousal, Stress, and Anxiety	Chapter 4	Online / Zoom
May 17, 2022	Group and Team Dynamics / Cohesion	Chapter 7-8	Online / Zoom
May 17, 2022	Leadership	Chapter 9	Online / Zoom
May 18, 2022	Communication	Chapter 10	In person / A2133
May 18, 2022	Introduction to Psychological Skills Training	Chapter 11	In person / A2133
May 18, 2022	Arousal Regulation	Chapter 12	In person / A2133
May 18, 2022	Imagery	Chapter 13	In person / A2133
<b>May 18, 2022</b>	<b>Midterm Exam</b>	Chp 1 -13	In person / A2133
May 19, 2022	Self-Confidence	Chapter 14	In person / A2133
May 19, 2022	Goal Setting	Chapter 15	In person / A2133
May 19, 2022	Concentration	Chapter 16	In person / A2133
May 19, 2022	Exercise and Psychological Well-Being Exercise	Chapter 17	In person / A2133
May 19, 2022	Athletic Injuries / Character Development and Good Sporting Behavior	Chapter 19	In person / A2133
May 20, 2022	Burnout and Overtraining	Chapter 21	In person / A2133

May 20, 2022	FINAL EXAM		In person / A2133
May 20, 2022	Group Presentations		In person / A2133

**Textbooks**

Weinberg, R.S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.

**Requirements:**

<u>Grade Evaluation</u>	<u>WEIGHT</u>
Participation	15%
Group Presentation	20%
Case Study	25%
Midterm Examination	15%
Final Examination	25%

**Participation:**

Each student is expected to attend all classes and actively participate in discussion. Students are expected to read (and re-read) the assigned material, come prepared for class, share perspectives, and provide constructive feedback to fellow classmates.

**Group Presentation:**

Presentations will be 8-10 minutes in length and should be interactive (question period). Topics must be approved by the instructor to ensure there is no duplication (first come first serve). The presentation must be completed and presented on May 20<sup>th</sup>.

**Case Study:**

Students will be assigned a case study and make recommendations from key concepts covered in class. Due June 3<sup>rd</sup>.

**Format of Exams:**

The exams will consist of a combination of multiple choice, true or false, and short answer questions based on the textbook and material covered in class. Students who attend and participate in class discussions should do well on the exams. Students must verify the date, time, and location of the final exam.

**Attendance:**

Each student is expected to attend all classes and actively participate in discussion. Students are expected to read (and re-read) the assigned material, come prepared for class, share perspectives, and provide constructive feedback to fellow classmates.

**Grade Summary:**

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Grading Rubric

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next  Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and points out relationships between them.  Number and quality of main points are sufficient  Presentation of ideas develops to a logical conclusion and/or summary  Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>B</b> <b>72-85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research )	Clear central thesis  Appropriate details/synthesis most of the time.  Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors  Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation.  Ideas follow a general logical flow with presenter providing some synthesis between points  Number and quality of main points are sufficient  Logical conclusion and/or summary provided that develops from the presenter's points  Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>C 60-71</b>	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	Adequately limited central thesis  Details/syntheses may be repetitious or absent altogether.  Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors  Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved	Unclear presentation of main theme, thesis or focus of presentation  Little order to ideas and relationships between points not clarified clearly  Number and quality of main points are lacking in sufficiency  Weak conclusion and/or summary  Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact  <i>And so on....</i>

## Ambrose University Important Policies & Procedures:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that



may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

**Note:** Students are strongly advised to retain this syllabus for their records.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888