

Kinesiology & Physical Education (EDKP 498)

Sport Psychology (Fall 2020)

(3 credits; Tuesday and Thursday: 16:05-17:25; Online)

General Information:

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Office hours: By appointment only

Prerequisite: EDKP 261 Motor Development. This is an upper-level undergraduate course.

Course Description: This course is designed to lead students to an understanding of the concepts, applied principles, and research methodologies related to psychological aspects of sport.

Instructional Method: Two lectures per week. William will be teaching all of the material leading up to Lecture 13 (tentatively on October 15). After that, Danielle will be teaching the material until the end of the semester. The lectures and topics covered by each instructor are indicated on the class schedule below. Given the extraordinary circumstances of COVID-19, the course will be delivered in an online format (via Zoom, pre-recorded lectures, and MyCourses). Students are responsible for checking MyCourses frequently as course materials, announcements, and adjustments will be posted on this platform.

Learning Outcomes: At the completion of this course, the student should be able to:

1. Describe how participation in coaching, sport, and physical education influences the psychological make-up of the individual.
2. Describe the history, growth, and development of the discipline of sport psychology.
3. Describe how psychological factors, such as leadership, imagery, communication, goal setting, and cohesion, influence involvement and performance in coaching, sport, and physical education settings.
4. Analyze how skills and knowledge about sport psychology can be applied as a coach, teacher, and/or physical activity leader.
5. Compare and contrast the psychological and social effects of youth sport on its participants, including the role of coaches, parents, and peers.
6. Evaluate the impact of psychological factors on athletic injuries.
7. Understand mechanisms for enhancing performance in sport by designing a psychological skills training program.
8. Analyze and evaluate various forms of aggression and violence in sport.
9. Describe effective coaching behaviours, particularly those that involve an athlete-centered approach.

10. Describe the acquisition and application of coaching knowledge.
11. Understand the unique contextual factors inherent with Paralympic sport, including coaching.
12. Identify current research topics in sport psychology.

Course Content: This course is concerned with psychological aspects of participation in sport and physical activity. It examines the application of psychological knowledge and methodology within sport and the findings of such sport related physical activity research. The course will consider theory and evidence on *selected topics* (see calendar below), related to the broad theme of development within the psychological aspects in sport and physical activity.

Course Material:

1. *Sport and Exercise Psychology: A Canadian Perspective, 4th edition* (2020). Edited by Peter Crocker, Catherine Sabiston, and Meghan McDonough. Toronto: Pearson.

*This text will be supplemented with online materials. If and when this occurs, information will be provided in class and materials will be provided on MyCourses.

Evaluation:

Written Assignment:	1 x 20%
Reflective Paper:	1 x 20%
Tests:	2 x 30%

Written Assignment: Students will be required to submit one individual assignment on a topic covered before Test 1. Students will be allowed to choose their topic from the titles of the lectures given by William (see calendar below). This assignment will be an examination of any factual case in sports, which the students will examine using the research and theory discussed in class. For example, an assignment may examine the behaviours and strategies of Chris Kelly, the 2018 Canadian National Ice Hockey Team Captain, using the content discussed in the Leadership in Sport and Exercise chapter (Lectures 3 and 4). As this is a take-home assignment, you may also rely on lecture slides and the textbook. Lecture slides do not need to be cited, however if you use content from lecture slides that is found within the textbook, please cite the textbook. More information, including a rubric, will be provided by the start of week 3 (Sept 15th). The written assignment is tentatively due on Tuesday October 6th and must be submitted on MyCourses *before the beginning of class*.

Reflective Paper: Students will be expected to complete a reflective paper on a video pertaining to sport psychology that will be posted on MyCourses by October 6th. Students will be graded on their ability to identify various sport psychology topics that have been discussed within the course (either in William or Danielle's section), critically discuss the psychological component of each topic (e.g., coach leadership and its influence on athlete confidence), and reflect on how these topics can be applied within a physical activity/physical education setting. Students are expected to include at least **two** academic journal articles to support their critical discussion. As this is a take-home assignment, you may also rely on lecture slides and the textbook. Lecture slides do not need to be cited, however if you use content from lecture slides that is found within the textbook, please cite the textbook. **The textbook will not count as an**

academic source (only journal articles count). More information, including a rubric, will be provided by the start of week 6 (Oct 6th). The assignment is tentatively due on Tuesday November 17th and must be submitted on MyCourses *before the beginning of class*.

The body of both written evaluations above must not exceed 1500 words. The title page and reference section at the end of your assignment will **not** be included in the final word count, however in-text citations will be counted. Students will be evaluated on their ability to (a) present their work through a coherent flow of ideas, (b) demonstrate quality writing (i.e., proper paragraph and sentence structure, no typos, etc.), and (c) follow the 7th edition of the Publication Manual of the American Psychological Association guidelines (i.e., formatting and referencing). Please note, this is not simply a referencing guide but a guide for the entire document. For example, according to APA 7, the document must be written in size-12 Times New Roman font, double spaced, and 1" margins. Refer to the APA Manual for more information regarding title page, page numbers, headings, writing style, grammar, etc.

Tests: Two tests will be given. Test 1 in mid-October and Test 2 during the exam period in December. Examinations will cover materials from lecture notes and required readings, as well as any class videos or guest speakers. The tests are not cumulative. Both will be take-home test and students will be given 48 hours to complete. **Submission of both tests is mandatory.** A missed submission deadline will result in a grade of *zero* for that evaluation. Students expecting to miss a deadline must contact the instructor as soon as possible, provide documentation to support the reason for the delay, and be given permission to submit late. Acceptability for this exception may be limited to medical and personal emergencies but will be evaluated on a case-by-case basis. A student may be allowed to write a supplemental take home exam, which will not be the same in content as the original.

Content: Section 1. Introduction to sport and exercise psychology, motivation and behavioural change, physical activity interventions, leadership in sport and exercise, group cohesion and team building, aggression and moral behaviours, and youth sport and positive development. **Section 2.** Personality, stress, emotion, coping, anxiety, sport psychology interventions, coaching psychology (including special topics, such as parasport and coach-athlete relationships), aging and involvement in sport and physical activity, body image, and creating a winning culture.

* The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar. As well, students are encouraged to read and print out a copy of each day's lecture prior to class.

* As instructors of this course, we endeavour to provide an inclusive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with the relevant instructor and the *Office for Students with Disabilities*, 514-398-6009.

*Contacting the Instructors: Appointments will be held virtually. Please email the either of the instructors by email for more information.

* To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis.

*In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

University Grading Scale

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49

Online Learning

This course will use a remote delivery format for the fall semester. The remote learning context presents new challenges for all involved, and student engagement is of particular concern. This course is designed to consider the challenges that students may be experiencing due to the pandemic and is committed to providing a supportive learning environment. Please visit the following links related the remote delivery of this course: [Student-specific Guidelines for Remote Teaching and Learning](#) and [Remote Learning Resources](#).”

Consent to Recorded Lectures: Please read the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>]. You will be notified through a ‘pop-up’ box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in MyCourses to students registered in the course.

McGill University Policy on Academic Conduct: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Course Calendar

Listed below is the order and list of topics for this course. Students are expected to have completed the assigned reading(s) prior to each lecture.

Lectures by William Falcão

Lecture	Week	Date	Topics	Readings
1	1	September 3	Course intro Introducing sport and exercise psychology	- Chapter 1
2	2	September 8	Motivation and Behavioural Change	- Chapter 3 - Chapter 15 - Case study: ParticipACTION: Overview and introduction of baseline research on the "new" ParticipACTION
3		September 10	PA interventions	
4	3	September 15	Leadership in Sport and Exercise	- Chapter 8 - Articles: Vallée & Bloom (2005; 2016)
5		September 17		
6	4	September 22	Group cohesion	- Chapter 9 - Article: Falcão et al. (2015)
7		September 24	Team building	- Guest lecturer
8	5	September 29	Aggression and Moral Behaviours	- Chapter 6 - Case study: Zdeno Chara
9		October 1		
10	6	October 6	Youth sport (Assignment 1 due)	- Chapter 10 - Article: Falcão et al. (2019)
11		October 8	Positive Development	- Documentary: The Short Game
12	7	October 13	Test 1	** Tentative Date
13		October 15	Coaching Psychology	- Chapter 11

Lectures by Danielle Alexander

Lecture	Week	Date	Topics	Readings
14	8	October 20	Coaching Psychology	Chapter 11
15		October 22	Coaching Psychology	Chapter 11
16	9	October 27	Creating a Winning Culture	<i>Guest Lecture</i> Supplemental Readings to be posted on MyCourses
17		October 29	Athlete Maltreatment	Supplemental Readings to be posted on MyCourses
18	10	November 3	Personality in Sport and Exercise	Chapter 2
19		November 5	Anxiety in Sport and Exercise	Chapter 5
20	11	November 10	Stress, Emotion, and Coping in Sport and Exercise	Chapter 4: <i>Guest Lecture</i>
21		November 12	Resilience and Adversity	Supplemental Readings to be posted on MyCourses
22	12	November 17	Sport Psychology Interventions	Chapter 7
23		November 19	Sport Psychology Interventions	Chapter 7
24	13	November 24	Consulting in Sport Psychology	<i>Guest Lecture: Dr. Gordon Bloom</i>
25		November 26	Body Image in Sport and Exercise	Chapter 14
26	14	December 1	Ageing and Involvement in Sport and Physical Activity	Chapter 12