

Kinesiology & Physical Education (EDKP 498)

Sport Psychology (Fall 2022)

(3 credits; Monday and Wednesday: 16:05-17:25; Location: Stewart Biology N2/2)

General Information:

Professors: Danielle Alexander, PhD (c)

Roxane Carrière, PhD (c)

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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. Danielle will be teaching all material leading up to the Midterm. After that, Roxane 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. 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. 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:

Term Paper: 1 x 30%

Midterm Exam 1 x 35%

Final Exam: 1 x 35%

Term Paper: In groups of two, or on your own, students will research and write a term paper on a select area of sport psychology. Term papers should include three components: (a) theory, (b) research, and (c) practice. For this assignment, you will write a 6-page (double spaced) paper (not including title page and references) on **one** of the four topics presented below. Your paper should begin with a brief introduction defining your topic and its relevance to the field (~1 page), followed by the description of one or two pertinent theoretical models or frameworks associated with your topic (~1-2 page). Then include a literature review that describes some of the key research related to your topic (~2-3 pages). Based on the information you find, you will write a final section called conclusions, which will include practical recommendations and future research avenues related to your topic (~1 page). Please note: As this is a Sport Psychology class, students should place focal emphasis on discussing their topic using a psychological lens. Some degree of overlap to sociological or biological factors (e.g., physiological aspects of concussions) can be briefly mentioned in the introduction, however the majority of the paper should focus on psychological components of the topic (e.g., psychological characteristics, needs, behaviours). Rubric can be found in the Term Paper Attachment on MyCourses under the Assignments tab.

Topics (Choose 1):

1. Concussions
2. Leadership
3. Athlete Retirement

Guidelines: The report should be 6 pages, double-spaced, using 12-point Times New Roman font with one-inch page margins. It is expected that students adhere to the guidelines specified in the 7th edition of the Publication Manual of the American Psychological Association. You will

also need to include at least 4 references that are from journal articles (e.g., *The Sport Psychologist*; *Research Quarterly for Exercise and Sport*; *Journal of Applied Sport Psychology*). These can be accessed using online databases, such as [SPORTDiscus](#) or [Google Scholar](#). Rubric can be found in the Assignments tab in MyCourses.

Deadline: The term paper must be submitted on MyCourses by November 1, 2022.

Examinations: Two exams will be given. The Midterm in mid-October and the Final Exam 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.

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.

Notes:

* The course is on MyCourses. Students are expected to regularly check MyCourses for course updates and information, especially the calendar.

* 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 *Student Accessibility and Achievement Office*, 514-398-6009.

*Contacting the Instructors: Appointments will be held virtually. Please email 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

Letter Grades Percentages

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

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.

EQUITY, DIVERSITY AND INCLUSION:

Professor statement: We support equity, diversity and inclusion in the academic setting (well, actually, all settings but academic pertains here). Having said that, there is no way that we can know all of your individual experiences and backgrounds but we will try our best. If we have unintentionally offended you, please come and talk to us about it. Education is the best way to solve situations and to ensure that everyone has an opportunity for a safe space during your time at McGill and, specifically, in our classes. Open discussion is how we will improve our understanding of each other... and isn't this what university should be about? Please do not be hesitant to approach us on this topic as we feel very strongly about this. Thank you in advance for your co-operation.

As the instructors of this course, we endeavor to provide an **inclusive learning environment**. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the [Office for Student Accessibility & Achievement](#) at 514-398-6009.

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 Danielle Alexander

Lecture	Date	Topics	Readings
1	August 31	Introducing Sport and Exercise Psychology	Chapter 1 Supplemental Reading: 1. Durand Bush & McNeill (2016)
2	September 7	Personality in Sport and Exercise Psychology	Chapter 2
3	September 12	Coaching Psychology – Theory	Chapter 11
4	September 14	Coaching Psychology – High Performance	Chapter 11
5	September 19	Coaching Psychology – Parasport	Supplemental Readings: 1. Alexander et al. (2020) 2. Tawse et al. (2012)
6	September 21	Body Image in Sport and Exercise	Chapter 14
7	September 26	Athlete Maltreatment	Supplemental Readings: 1. Stirling (2008) 2. Stirling & Kerr (2009)
8	September 28	Diversity, Equity, and Inclusion	Supplemental Reading: To be announced (check MyCourses)
9	October 5	Sport Psychology Interventions (cont.)	Chapter 7
10	October 13 (Make-up day for Election)	Sport Psychology Interventions (cont.)	Chapter 7 Supplemental Reading: Weinberg & Gould: Imagery
11	October 17	Mental Health in Sport	Supplemental Reading: To be announced (Check MyCourses)
12	October 18	Midterm Exam Location: TBD Time: 5:35-7:25pm	
	October 19	NO CLASS	

Lectures by Roxane Carrière

Lecture	Date	Topics	Readings
13	October 24	Stress, Emotions & Coping	Chapter 4
14	October 26	Stress, Emotions & Coping (cont.) Anxiety in Sport & Exercise	Chapter 5
15	October 31	Anxiety in Sport & Exercise	Chapter 5
16	November 2	Motivation & Behavioural Change	Chapter 3
17	November 7	Leadership in Sport & Exercise	Chapter 8 Supplemental Reading: <i>Authentic leadership</i> 1. Malloy & Kavussanu (2021)
18	November 9	Leadership in Sport & Exercise (cont.)	Chapter 8 Supplemental Reading: 1. Cotterill et al. (2022)
19	November 14	Group Cohesion	Chapter 9
20	November 16	Team Building Guest lecture by Dr. Gordon Bloom – Tentative Date	Supplemental Reading: 1. Bloom & Stevens (2002)
21	November 21	Youth Involvement & Positive Development in Sport	Chapter 10
22	November 23	Youth Involvement & Positive Development in Sport • Life skills	Supplemental Reading: To be announced (Check My Courses)
23	November 28	Concussions (online) Guest lecture by Dr. Jeff Caron	Supplemental Reading: 1. Bloom et al. (2022)
24	November 30	Aggression & Moral Behaviour	Chapter 6
25	December 2 (Labour Day make-up day)	Office Hours (4:05-5:25pm; Email 48 hours for notice of attendance)	N/A

26	December 5	Aging & Involvement in Sport and Physical Activity	Chapter 12
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