

Kinesiology & Physical Education – EDKP 654

Sport Psychology (2023)

(3 credits; Wednesday, 2:30-5:20, Tassone Room)

General Information:

Professor: Gordon A. Bloom, Ph.D.

Offices: Currie Gym, A221

Phone: 398-4184, ext. 0516

E-mail: gordon.bloom@mcgill.ca

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

Instructional Method: One three-hour lecture per week.

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

1. Describe how participation in sport influences the psychological make-up of the individual involved.
2. Describe how psychological factors, such as self-confidence, leadership, imagery, motivation, personality, and goal setting influence involvement and performance in sport.
3. Describe, analyze, and evaluate the practical and theoretical significance of the group in sport settings.
4. Analyze how skills and knowledge about sport psychology can be applied as a consultant, coach, and/or physical activity leader.
5. Evaluate the impact of psychological factors on some of the current research topics in sport psychology.
6. Obtain an appreciation for the field of sport psychology and a desire to continue further study.
7. Effectively utilize the tools of research, e.g., library resources and information retrieval technologies, to familiarize yourself with the current research results in a specific area of sport psychology.

Course Content: This course is concerned with the psychological aspects of participation in sport. 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* related to the broad theme of the psychological aspects in sport.

Course Materials:

Readings will be assigned and made available by the individual leading the lecture each week.

Supporting Text: Hackfort, D., & Schinke, R.J. (Eds.) (2020). *The Routledge international encyclopedia of sport and exercise psychology, Volumes 1 and 2*. New York: Routledge.

Listed below are the leading journals related to the material presented in this course:

Psychology of Sport & Exercise (PSE)

Journal of Applied Sport Psychology (JASP)

International Journal of Sport (and Exercise) Psychology (IJSP and IJSEP)

The Sport Psychologist (TSP)

Journal of Sport and Exercise Psychology (JSEP)

Research Quarterly for Exercise and Sport (RQES)

Qualitative Research in Sport, Exercise and Health (QRSEH)

Journal of Sport Psychology in Action (JSPA)

Evaluation:

1)	Class Participation	15%
2)	Class Presentation	40%
3)	Research Paper	45%

Class Participation:

For the class to be successful, everyone involved must contribute. Students will receive a grade out of 10 in each class where assigned readings are discussed. It is important to recognize that this participation grade will not be a token assessment. Those who contribute will be rewarded for their efforts. Class participation is worth 15% of the final grade and will be assessed by the following two criteria:

1. *Interaction* refers to “active” participation in the class and involves indicators of input into and output derived from the dialogue pertaining to the topic under discussion in class. Examples may include posing and answering questions based on the topic under discussion.
2. *Preparation* refers to indicators of work done outside of designated class time that shows evidence of planning for class discussion, including notes pertaining to the topic under discussion and or solicitation and transmission of additional input beyond the confines of the class (e.g., asking experts in the field, e-mail interactions, listserv materials).

Class Presentation:

Each student is responsible for leading 1 discussion/seminar during the semester. The student is expected to facilitate a discussion suitable for the academic community based on the information provided in the assigned readings – he/she is not expected to lecture on the material. The classmates are expected to have read the lecture material and will be able to provide comments, insights, and opinions.

The goal of your presentation should focus on three main areas: 1) theory, 2) research, 3) applied practice. While the first two areas will primarily focus on the material covered in the assigned readings, you have a lot of flexibility with respect to the third area. For example, you may discuss an intervention that you have implemented, witnessed, or read about, or you may distribute and explain an important assessment tool used in past research in this area. Your

presentation is worth 40% of your final grade. You will be graded on your comprehension and application of the three main areas listed above, as well as on your method of teaching/communicating with the class. You should create questions that will stimulate class discussion and get everyone involved.

- You must email two to three supplemental journal articles to each of your classmates (and professor) the week before your presentation. These articles must be incorporated into your presentation in a substantial manner.
- A one page outline of your presentation must be emailed to the students (and professor) at least 12 hours before your presentation begins, and must include the 4 or 5 references that had the greatest influence on your presentation.
- You must create a PowerPoint presentation for part (or all) of your presentation. You may use other teaching techniques (i.e., videos, photographs, newspaper articles, etc.) that you feel will make your presentation more educational and interesting for your classmates. This must be emailed to Dr. Bloom no later than 2:00am the night before your presentation, along with your one page outline.
- A maximum two-page reflection of your presentation must be emailed to Dr. Bloom no later than Friday at 11:00am. This is your chance to express your feelings on the overall quality of your presentation before a grade is assigned to you. You should list the strengths and weaknesses of your presentation.
- Please see Appendix for an example of a grading summary that was provided to a previous student.

Research Paper:

Research is a dynamic process that often involves the evolution of ideas and the scientists/scholars that created them in the first place. The purpose of this assignment is to provide you with an opportunity to develop, nurture your scientific ideas, and “grow” as a scholar in your own way (with a little guidance).

Each student will research and write a term paper on an area of sport psychology that personally interests him/her and is different from his/her thesis. It should include the three components of theory, research, and practice. You should begin thinking about your topic immediately and you will hand in a 1-2 page (bulleted/point form) outline to your professor by January 30th. This will count as part of your grade.

Your term research paper is due on April 1st (April 10th for the people who are presenting on March 22nd or later). The length can vary between 15-25 pages, not including a title page, table of contents, appendix, and bibliography. Your paper must be double-spaced in 12-point times new roman font with 1-inch margins and page numbers listed in the top right-hand corner of each page. The use of subheadings are recommended and special attention should be given to referencing all your sources, and following the guidelines specified in the 7th edition of the Publication Manual of the American Psychological Association. Your term paper is worth 45% of your final grade. Although you may incorporate individual and/or applied experiences into your paper, you must also use a minimum of fifteen refereed journal articles.

Caveat:

This is a graduate class and as such students are expected to attend every class meeting. Those who fail to attend a lecture may have to complete a written make-up assignment based on that week's chapter and supplemental readings. The assignment will be 8-10 pages in length. It is a research-based assignment that will involve gathering additional sources. Each assignment will be evaluated and will form part of the student's final course grade.

**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/).

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