



Course Outline KNES 399: Sport Psychology Spring 2012

Instructor: Dave Paskevich, Ph.D.	Room: KNB 131
Phone: 403 220-3434	Days: Tuesday, Thursday
Email: dpaskevi@ucalgary.ca	Time: 8:00 am - 10:50 am
Office: KNB 267	Course Website: Blackboard
Office Hours: Drop-in or by appointment	

Contacting the Instructor:

Students requiring assistance are encouraged to speak with their instructor during class or by appointment. Should you wish to meet with the instructor outside of office hours, please phone or email the instructor to make an appointment.

Email, while commonly used, does limit the effectiveness of communications and may not be the best way for instructors to answer student questions. Therefore, the instructor may request a telephone call or personal meeting. Your instructor will inform you as to his expectations about emails.

Course Description:

An analysis of personality and social psychological variables affecting the athlete/coach in the context of sport.

COURSE OBJECTIVES

1. To increase awareness and understanding of phenomena involved in sport psychology
2. To develop an ability to systematically analyze, investigate, and assess psychological effects in sport and physical activity.
3. To identify and appreciate practical implications for the people involved or affected.
4. To provide practical experience and develop practical capabilities in students whenever possible.
5. To develop an ability to communicate effectively on the topic and with those involved.
6. To contribute to the refinement of student goals/aspirations in the area.
7. To identify methods and resources for further learning in the area.
8. To provide a satisfying and enjoyable learning experience.

COURSE FORMAT

The course will promote an interactive information sharing approach. Students will be expected to complete readings before class and be prepared to discuss and debate one or more of the following questions for each topic:

1. What is/are the most important psychological effect(s) in this topic? Give examples?
2. What are the most important contributing factors?
3. What are the most important recommendations for those involved or affected?

The professor will act as moderator for the classes offering comments and examples pertaining to the questions above and asking questions and encouraging debate to facilitate insights regarding these questions on each topic.

By the time the course ends graduates would be comfortable developing a discussion “profile” and conducting a “townhall” meeting in their community on any topic in the field. Profile and fieldwork research assignments will help develop related skills as well as provide insight on topics of particular interest.

All components outlined will be graded out of the percentage indicated. At the end of the course a final percentage out of 100 will be calculated.

METHODS OF EVALUATION

- | | | |
|----|------------------------------------------------------------------|-----|
| A. | Written Tests (May 24 – 35%, June 7 – 35%, June 21 – 10%) | 80% |
| B. | Psychological Effect “Profile” Report (due June 12)... .. | 10% |
| C. | Class Participation/Contribution..... | 10% |

Final grades are based on the following scale:

Grading Scale:

<i>Grade</i>	<i>Percent</i>	<i>Grade Point Value</i>	<i>Description</i>
<i>A+</i>	<i>95.0 – 100%</i>	<i>4.00</i>	<i>Outstanding</i>
<i>A</i>	<i>86.0 – 94.9%</i>	<i>4.00</i>	<i>Excellent - superior performance, showing comprehensive understanding of subject matter.</i>
<i>A-</i>	<i>82.0 – 85.9%</i>	<i>3.70</i>	
<i>B+</i>	<i>78.0 – 81.9%</i>	<i>3.30</i>	
<i>B</i>	<i>74.0 – 77.9%</i>	<i>3.00</i>	<i>Good-clearly above average performance with knowledge of subject matter generally complete.</i>
<i>B-</i>	<i>70.0 – 73.9%</i>	<i>2.70</i>	
<i>C+</i>	<i>66.0 – 69.9%</i>	<i>2.30</i>	
<i>C</i>	<i>62.0 – 65.9%</i>	<i>2.00</i>	<i>Satisfactory - basic understanding of the subject matter. Grade point average below 2.00 is not sufficient for promotion.</i>
<i>C-</i>	<i>58.0 – 61.9%</i>	<i>1.70</i>	
<i>D+</i>	<i>54.0 – 57.9%</i>	<i>1.30</i>	
<i>D</i>	<i>50.0 – 53.9%</i>	<i>1.00</i>	<i>Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.</i>
<i>F</i>	<i>below 50.0%</i>	<i>0</i>	<i>Fail - unsatisfactory performance or failure to meet course requirements.</i>

NOTE: Students are expected to carefully analyze course requirements and project due dates and plan/work/study accordingly. Time and project management skills are considered important in this field and overdue assignments will be penalized 10% of their grade value for each day late.

A. Written Tests

Format of tests will be primarily multiple choice and short answer in nature and students should be prepared to list, outline, illustrate, or briefly describe key psychological effects, key theories or contributing factors, and important practical implications or recommendations from your text or classroom discussion/experience. Test and test preparations are great opportunities to work on some of the most important implications of the course!

B. Psychological Effect “Profile” Report

Each student is expected to complete a one-page two-sided “profile” report on a selected psychological topic. The goal of this assignment is to have students produce concise, factual “profile” reports that would effectively sensitize a community, individual or agency to some important psychological effect(s) that should be appreciated and acted upon. This “profile” report should include:

- i) psychological effect(s) – short- and long-term with examples
- ii) contributing factors/influences
- iii) recommendations – short- and long-term – for those involved or affected

Evaluation will be on the basis of content in the categories and clarity/effectiveness of presentation. Make it something that would be an effective “handout” for a group meeting on the topic!

C. Class Participation/Contribution

Obviously active participation and interaction is an important part of learning and skill development for each individual **and** our collective group. **Ten percent** of the final grade is reserved to reward those who attend regularly, are active empathetic listeners, seem prepared and periodically share their insights and examples.

Everyone’s right to his/her own opinion will be respected so fear of disapproval should be eliminated. Focused debate will be encouraged but ideas rather than people are to be assessed and challenged in pursuit of a better world. People are to be supported for expressing their thoughts.

Experiential activities, (e.g., video clips, guests, etc.) that sensitize us to key psychological effects will be encouraged and efforts in identifying and sharing them will be recognized and rewarded as part of class participation/contribution.

E.g., Relaxation & Imagery Activities
Injury Effects
Team Building Exercises
Win-Win vs. Win-Lose Games

Burnout Testimony
Gender & Stereotype Surveys
Motivation & Confidence Activities
Communication Games

REQUIRED TEXT

Weinberg, R.S., & Gould, D. (2011). Foundations of sport & exercise psychology (5th ed.). Champaign, Ill: Human Kinetics.

REFERENCE LIST

Related Journals

- Journal of Performance Education
- Journal of Applied Sport Psychology
- The Sport Psychologist
- Journal of Sport & Exercise Psychology
- International Journal of Sport Psychology
- Psychology of Motor Behavior & Sport
- Journal of Sport Behavior
- Canadian Journal of Applied Sport Sciences
- CAHPER Journal
- Coaching Review
- Coaching Science Update
- SIRC Index
- psycINFO
- Sport Bibliography (Reference Dept.)

NOTE: The library can help you do effective computer “searches” on topics of interest!

TOPICS**RELATED TEXT READING**

UNDERSTANDING PARTICIPANTS & SPORT ENVIRONMENTS

Personality and Sport Ch 2

LEADERSHIP & TEAM BUILDING

Group and Team Dynamics Ch 7
Group Cohesion Ch 8
Leadership Ch 9
Communication Ch 10

MENTAL SKILLS IDEAS & IMPLICATIONS

Intro to Psychological Skills Training Ch 11
Arousal, Stress & Anxiety Ch 4
Arousal Regulation Ch 12
Imagery Ch 13
Self-Confidence Ch 14
Concentration Ch 16
Goal Setting Ch 15

PSYCHOLOGICAL EFFECTS IN SPORT

Burnout & Over-training Ch 21
Athletic Injuries & Psychology Ch 19
Addictive & Unhealthy Behaviors Ch 20

VALUES, ATTITUDES, & BEHAVIOR

Competition & Cooperation Ch 5
Aggression in Sport Ch 23
Character Development & Sportsmanship Ch 24
Children and Sport Psychology Ch 22

Supplementary Course Information

In accordance with the University of Calgary Calendar

**Academic
Accommodation
Awareness Information:**

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the commencement of this course. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation.

Plagiarism/Cheating/

Other Academic

Misconduct:

(see Calendar)

A single offence of cheating, plagiarism, or other academic misconduct is a serious act that will not be tolerated in the Faculty of Kinesiology. Penalties for such acts will be determined by the Dean and may result in a failing grade, probation, suspension, or expulsion. Any student who is uncertain if an action falls into this category should consult the instructor and/or the Calendar.

Midterm Exam Policy:

The Faculty of Kinesiology policy is that all students are expected to write midterm exams on the dates listed on the course outline. Special accommodation may be granted by the instructor in **exceptional circumstances only** which include illness, participation in athletic events (varsity, national or international), domestic affliction, and religious conviction. It is the student's responsibility to supply proper documentation and/or notification **prior** to the originally scheduled midterm to support their circumstance. Personal travel plans and arrangements are **not** valid reasons for requesting a special accommodation for a midterm exam. Failure to comply with this policy will result in a grade of zero for the midterm and possible failure in the course.

FOIP Policy:

Please note that the University is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. Please refer to the website for details: <http://www.ucalgary.ca/secretariat/privacy>

**Internet and Electronic
Communication Device
Information:**

Any surfing of the Internet during lectures that is not directly related to the class discussion is distracting and strictly forbidden. Additionally, the use of any electronic devices (e.g., cellular phones, Blackberrys) for e-mailing, texting, etc. is strictly prohibited. Please turn OFF your phone before the beginning of each lecture.

Instructors have the authority, at the discretion of the dean of their faculty, to require that specific course assignments, term papers and academic exercises be submitted in an electronic format. Instructors cannot require that multiple copies of an assignment be submitted.

**Emergency
Evacuation/Assembly
Points:**

For classes in the Kinesiology buildings Primary assembly point is the MacEwan Student Centre - North Courtyard and the Alternate assembly point is University Theatres Lobby

Safewalk Information:

Safewalk volunteers walk people safely to their destination on campus (including Health Sciences, Children's Hospital, McMahon Stadium, and University LRT station). This service is free and available to students, staff and campus visitors. Call 403-220-5333 (24 hours a day/7 days a week/365 days a year).

Student's Union:

The Kinesiology Representative is Calindy Ramsden - E-mail: kinesrep@su.ucalgary.ca