

Course Outline

Course Title:	Psychology Of Sport	Approval Date:	2017/8/14
Course Number:	GNED35	Academic Year:	2017
Course Hours:	45 hours		
Academic School:	School of General Arts & Sciences		
Faculty:	Stuart Keenan - stuart.keenan@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Lisa Stefaniak - lisa.stefaniak@flemingcollege.ca		
Dean (or Chair):	Silvana Macdonald - silvana.macdonald@flemingcollege.ca		

Course Description

This course is designed to assist students' personal development in the areas of sport and exercise. As such, the student will be provided with the basic understanding of psychological principles as they relate to their behaviour in sport and exercise contexts. Sport psychology applies to a broad population base such as: elite athletes, children, the physically and mentally challenged, seniors, and the average participant. The focus is on the application of research findings in order to understand how participating in physical activity affects a person's psychological development.

Prerequisites: None.

Corequisites: None.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Apply appropriate sports psychology concepts to sport and exercise settings.
2. Evaluate intervention techniques and know when to use any appropriate intervention technique in order to enhance the performance of an individual
3. Apply critical thinking skills in the analysis and critique of current issues and trends in a sports and exercise context
4. Enhance personal athletic performance or coaching effectiveness through the application of appropriate psychological concepts
5. Operate as an effective member of a team and give appropriate feedback to class members

6. Develop strategies to support the needs of diverse populations in a sport or exercise context.

This course focuses on teamwork in sport. As such, students are required to work on specific assignments in teams, using the information of the course to help them navigate the challenges inherent in group work.

Psychology of Sport is a **blended course** which requires students to complete both online and classroom work in order to achieve the learning outcomes for the course.

Learning Resources

1. Required Text : Crocker, Peter R.E. (2011) *Sport and Exercise Psychology : A Canadian perspective*, (2nd Cnd Ed) Ontario: Canada Pearson Education.
2. As a blended course, materials will be posted on the course homepage including lecture prep guides and ppt slides, as well as links to external resources.
3. These resources will be augmented with class handouts

Assessment Summary

Assessment Task	Percentage
In-class activities	14%
Assignments	40%
Presentations	16%
Tests	30%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Student Rights and Responsibilities](http://flemingcollege.ca/PDF/Student-Rights-And-Responsibilities.pdf)
(flemingcollege.ca/PDF/Student-Rights-And-Responsibilities.pdf)
- [Grading and Academic Standing](https://department.flemingcollege.ca/hr/attachment/7752/download)
(https://department.flemingcollege.ca/hr/attachment/7752/download)
- [Academic Integrity](http://department.flemingcollege.ca/hr/attachment/7750/download)
(http://department.flemingcollege.ca/hr/attachment/7750/download)

- [Guidelines for Professional Practice: Students and Faculty](http://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The Ministry of Advanced Education and Skills Development oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Advanced Education and Skills Development](#) (MAESD). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MAESD link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/)

Detail Plan

Term:	2018 Winter	Session Code:	DC
Faculty:	Kyler Amsbury - Kyler.Amsbury@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Lisa Stefaniak - lisa.stefaniak@flemingcollege.ca		
Dean (or Chair):	Judith Limkilde - judith.limkilde@flemingcollege.ca Silvana Macdonald - silvana.macdonald@flemingcollege.ca		
Academic Planning and Operations Department:	William Howe - William.Howe2@flemingcollege.ca		

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Lecture: Introduction to Psychology of Sport Seminar: Introduction to Psychology of Sport	1	
Week 2	Lecture: Personality and Sport Seminar: Personality and Sport	1	Critical Thinking Assign 2%
Week 3	Lecture: Understanding Motivation Seminar: Understanding Motivation	3	Critical Thinking Assign 2%
Week 4	Lecture: Anxiety in Sport and Exercise Seminar: Anxiety in Sport and Exercise	1,2,&5	Critical Thinking Assign 2%
Week 5	Lecture: Sport Psych Interventions: Improving Performance Seminar: Sport Psych Interventions: Improving Performance	1,2,3&6	Critical Thinking Assign 2%
Week 6	Lecture: Special Populations and Aging Seminar: Special Populations and Aging	1,3 ,5&6	Critical Thinking Assign 2%, Case Study #1 10%
Week 7	Lecture: Youth Involvement in Sport	4 & 7	Test #1 15% Critical Thinking Assign
Week 8	Lecture: Coaching Psychology and Attribution Seminar: Coaching Psychology and Coach Attribution	2,4& 7	Critical Thinking Assign 2%
Week 9	Lecture:Group Cohesion: / Power Issues/ Hazing and Initiation Seminar: Group Cohesion: / Power Issues/ Hazing and Initiation	4&5	Critical Thinking Assign 2%, Case Study #2 10%
Week 10	Lecture: Aggression in Sports Seminar: Aggression in Sports	1&4	Debates 15% Debate Precis Due 6%
Week 11	Lecture: Audience Effects in Sports: Emotional and Aggressive Reactions of Sports Fans. Seminar: Audience Effects in Sports: Emotional and Aggressive Reactions of Sports Fans.	1&4	Debates 15%

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 12	Lecture: Gender Issues in Sport Seminar: Gender Issues in Sport	3&6	Debates 15%
Week 13	Lecture: Sport, Exercise and Wellness Seminar: Sport, Exercise and Wellness	3&6	Debates 15%
Week 14	Lecture: Test #2 Review	1,2,3, 4, 5&6	Test #2 15%

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
7 CTRs @ 2% (14%) Students will be required to write and apply critical thinking and reflection to concepts discussed.	Critical Thinking Application		14%
Students will be required to conduct an informational interview with a coach or an elite level athlete with respect to course material covered.	Informational Interview		15%
Debates will be prepared and delivered according to specific requirements. Feedback will be given by both the teacher and peers. All students are expected to participate in and attend all debates. There are no alternative assignments.	Debate		15%
This test will cover the material delivered prior to the test date. It will be composed of multiple choice questions and short answer questions.	Test #1		15%
This final test will cover the material presented after the first test. It will be composed of multiple choice questions and short answer questions	Test #2		15%
This case study will consist of short answer questions that require students to apply a range of theoretical knowledge to hypothetical situations. Students will work in small groups to complete the case study.	Case Study #1		10%
This case study will consist of short answer questions that require students to apply a range of theoretical knowledge to hypothetical situations. Students will work in small groups to complete the case study.	Case Study #2		10%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
An overview of your debate will be word processed and submitted at a specific date, prior to the debates. All team members must meet the requirements for the precis. The precis is your debate "working plan". It should included your general argument, as well as legitimate and supportive evidence.	Precis		6%

Exemption Contact

Information about the Transfer Credit process can be accessed through your myCampus Portal under the Registrar's Office and Resources Tabs or by contacting the Transfer Credit Coordinator, Allison Ludgate (transfercredit@flemingcollege.ca) in the Registrar's Office.

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

LATE POLICY

You must submit/present all written/oral assignments on their assigned dates unless you make specific arrangements in writing/voice mail/E-mail with your professor at least 24 hours prior to the due date in question. In the case of any emergency, make arrangements (in writing, if necessary) immediately upon your return. Your professor will make special arrangements for valid reasons only. In the case of illness, you may be required to provide a medical note. Other extenuating circumstances will be discussed on an individual basis. A penalty of 10% per day will be applied to an assignment not

submitted by the original or extended due date. An assignment more than three days late will receive a grade of zero ("0"). Weekends are counted as two days. No assignment will be accepted after the last day of classes without prior arrangement with your professor.

No assignment will be accepted by email without prior arrangement with your professor. There are no extra credit assignments or assignments in addition to those listed on this outline.

ACADEMIC INTEGRITY

Academic Integrity refers to honoring an ethical and moral code regarding the honest creation of an individual's own work and the acknowledgement of contributions from others to that work.

Academic Integrity Violations and Sanctions

Academic integrity breaches are assessed according to the severity and number of offences. A breach will be assessed based on a system that includes four (4) types of violations and corresponding sanctions as depicted below.

1. TYPE I violations may be deemed to be minor in nature and to have affected a small portion of the work in question

Mandatory sanction: Mandatory completion of an Academic Integrity module.

Optional sanctions: 1. Resubmission of the original assessment piece 2. Submission of a new assessment piece 3. Portion of assessment piece receives a grade of "0" resulting in a reduced overall grade.

2. TYPE II violations are of a more serious or extensive nature than the ones described in Type I or are those which affect a more significant aspect or portion of the work.

Mandatory sanction: A grade of "0" on the assignment and completion of an Academic Integrity Education module.

3. TYPE III violations affect a substantial portion of work done to meet course requirements and/or involve premeditation, or a student has repeated Type I or II violations. Students will not receive refunds for disciplinary actions.

Mandatory sanction: Grade of "0" for the course and completion of an Academic Integrity Education module.

4. TYPE IV violations are reserved for the most serious breaches of academic integrity and/or incidents preceded by repeated violations at all previous levels. Students will not receive refunds for disciplinary actions.

Mandatory sanction: Suspension from the College for a minimum of one semester.

Please refer to the following documents for additional information: 1. College Policy #2-201A Academic Integrity and 2. Administrative Operating Procedure #OP 2-201A Academic Integrity.

PLAGIARISM

In essence, plagiarism is the submission for credit of work taken without due documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form). The following are all types of plagiarism:

1. Copying text word-for-word from the Internet without giving proper credit.
2. Incorporating text from the Internet, but inadequately paraphrasing or summarizing (for example, just changing a few words). Note that this is plagiarism *whether or not it is properly cited*. A paraphrase, in particular, must be unrecognizably related to the original source text.
3. Submitting an assignment and claiming it as your own when it was actually written by someone else or copied from someone else.

See the Fleming College Library website for information on documentation:

<http://flemingcollege.ca.libguides.com/apastyle>.