



**Acknowledgement of Indigenous Peoples and Traditional Territories:**

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

While we engage in remote learning during this term, we encourage you to educate yourself about the traditional territories of the land upon which you are learning.

[Understanding the Land Acknowledgement](#)

**YORK UNIVERSITY**  
**Faculty of Health**  
**School of Kinesiology and Health Science**

**KINE 3000 3.0**  
**Psychology of Physical Activity and Health**  
**Winter 2023**

**COURSE DIRECTORS**

Joe Baker, PhD

Jessica Fraser-Thomas, PhD

**EMAIL CONTACT**

All course related emails should be directed to [KINE3000@yorku.ca](mailto:KINE3000@yorku.ca). Course emails sent to course directors' YorkU email accounts will not be addressed.

**OFFICE HOURS**

Mondays 11:30am - 12:15pm

Dr. Baker – 338 Bethune College (Jan 9 - February 3 and March 27 to April 10)

Dr. Fraser-Thomas – 350 Bethune College (February 6 - March 22)

We will be happy to meet with you to discuss any matters related to the course. You will need to make an appointment to meet outside these office hours. You can email us at [KINE3000@yorku.ca](mailto:KINE3000@yorku.ca) to set up a meeting (in person or via zoom).

**COURSE LOCATION, DAYS, AND TIME**

January 9, 2023 – April 10, 2023

**Section M 12:30-1:20pm**

**Monday** Curtis Lecture Hall I

**Wednesday** Curtis Lecture Hall I

**Friday** Curtis Lecture Hall L

**Section N 1:30-2:20pm**

Vanier College 135

Curtis Lecture Hall L

**Vari Hall A**

**Note.** In the case of inclement weather or professor illness, a lecture may be delivered asynchronously. Should this be the case, students will be notified through eClass by 8am on the date of the affected lecture.

### **General Expectations**

Although we remain in a global pandemic/endemic, we are still adapting to the constant changes and challenges. We are all navigating this “new normal” together, yet it still feels far from normal! Through some trial and error, and respect for each other, we hope to have a wonderful term learning together. We are passionate about the psychology of physical activity and health, and we will face the term prepared and eager to share what we know with you. You will need to be prepared and eager to learn as well. The expectation is that you will be keeping up with weekly lecture material and readings. In doing so you will prepare yourself to fully engage in activities that align with the course material.

### **eClass**

Throughout the semester, we will be using eClass **as the main communication method** to provide you with information about the course, assignments, and tests, as well as recordings of course lectures. It is ***your responsibility to consult eClass*** regularly to ensure that you receive all relevant course documentation and information. Make sure the email address you have linked with eClass is the email address you use regularly so that you can receive updates. “I did not know because I was not online” or “I did not check eClass” are not excuses that will be accepted under any circumstances for the course. As noted below, both midterms and the final exam will be delivered through e-class.

### **IMPORTANT INFORMATION FROM YU SENATE:**

Online platforms will be used in this course (e.g., eClass) through which students will interact with the course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. In addition, students should note the following:

- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Students must make arrangements for adequate internet connection (on or off campus) for the two midterms and the final exam. If a student has concerns about their internet connection, they should seek all available options for writing their exam in a location with a stable internet connection. In the event a student is not confident they can access a reliable internet connection, they should communicate their concerns to their instructor well in advance of the exams.

### ***Please Take Care of Yourself and Each Other***

There are a number of online free resources available to help support you. If you For **immediate** and interactive resources:

- Free, confidential support services (professional counsellor, volunteer crisis responder, peer-to-peer community forum) <https://good2talk.ca/>
- Call **1-866-925-5454** or text **GOOD2TALKON to 686868**

For **Student Counselling Services** (free for students)

- Scheduled appointments, as well as emergency walk-in appointments during regular business hours. Students may request their preference to meet with counsellors of a particular identity (e.g. male, female, Black-identifying, 2SLGBTQIA+-identifying, etc.). [Student Counselling](#)

For **Self-Care/Management**:

- [Tiips for how to cope with stress](#)
- [Guide meditation \(audiofiles\)](#)

### **COURSE OBJECTIVES**

This course introduces students to theory and research in psychology of physical activity, sport, and health. Theories and concepts relate to practical issues drawn from these domains. Upon completion of this course, students should be able to select the appropriate approaches for enhancing sport performance and physical activity participation in fitness, recreation, health, and sport settings. More specific objectives of this course are to:

- Help physical activity, sport and health professionals develop an understanding of the challenges associated with behaviour change and performance enhancement
- Provide physical activity, sport and health professionals with the knowledge and skills that will enable them to address psychological challenges among individuals and groups in diverse sport and physical activity settings
- Help sport, physical activity and health professionals develop a positive attitude towards athletes and clients

**RESOURCES: *Required readings*** for specific lecture topics are listed below; these are the only readings for the course. Students are expected to have the relevant reading completed prior to the lectures so that we can maximize participation and discussion in class.

#### **Dr. Baker Readings (Covered on Midterm 1):**

Petruzzello, S. J, & Box, A. G (2020). The kids are alright – right? Physical Activity and Mental Health in College Students. *Kinesiology Review*, 9, 279-286. <https://journals.humankinetics.com/view/journals/krij/9/4/article-p279.xml?content=pdf-6970>

Williams, S. L., & French, D. P. (2011). What are the most effective intervention techniques for physical activity self-efficacy and physical activity behaviour - and are they the same? *Health Education Research*, 26 (2), 308-322.

[http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/02681153/v26i0002/308\\_watmeiabatts.xml](http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/02681153/v26i0002/308_watmeiabatts.xml)

### **Dr. Fraser-Thomas Readings (Covered on Midterm 2 and Final Exam)**

Ford, J., Ildefonso, K., Joes, M. L., & Arvinen-Barrow, M. (2017). Sport-related anxiety: Current insights. *Journal of Sports Medicine*, 8, 205-212.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5667788/pdf/oajsm-8-205.pdf>

Pankow, K., McHugh, T.-L. F., Mosewich, A. D., & Holt, N. L. (2021). Mental health protective factors among flourishing Canadian women university student-athletes. *Psychology of Sport and Exercise*, 52, 19.

[https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/14690292/v52icomplete/nfp\\_mhpfafcwus.xml](https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/14690292/v52icomplete/nfp_mhpfafcwus.xml)

Lassman, M. E., Rathwell, S., Black, A. M., & Caron, J. G. (2022). Exploring student-athletes' perceptions of their psychological readiness to return to sport following a concussion. *Sport, Exercise, and Performance Psychology*, 11(4), 444-458.

<https://www.proquest.com/docview/2719052604/fulltextPDF/63008DF0A185494CPQ/1?accountid=15182>

Baker, J., Mosher, A., & Fraser-Thomas, J. (2021). Is it too early to condemn early sport specialisation? *British Journal of Sports Medicine*, 55, 179-180.

<https://bjsm-bmj-com.ezproxy.library.yorku.ca/content/bjsports/55/3/179.full.pdf>

Hall, T., (2012). When the games are over. *The Walrus*.

<https://thewalrus.ca/when-the-games-are-over/>

### **Dr. Baker Readings (Covered on Final Exam)**

Johnston, K., & Baker, J. (2019). Waste reduction strategies: factors affecting talent wastage and the efficacy of talent selection in sport. *Frontiers in Psychology*, 10.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02925/full>

Meisner, B. A., Weir, P. L., & Baker, J. (2013). The relationship between aging expectations and various modes of physical activity among aging adults. *Psychology of Sport and Exercise*, 14(4), 569-576.

[https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/14690292/v14i0004/569\\_trbaeaopaaaa.xml](https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/14690292/v14i0004/569_trbaeaopaaaa.xml)

## **EVALUATION AND IMPORTANT DATES**

### **Mini-Assignments**

**5%**

There are five mini-assignments (e.g., journal reflections, reading quiz) that will be shared with students via eClass (see schedule below). Each mini-assignment

will be worth 1% as detailed within the assignment instructions. The purpose of these mini-assignments is to help students stay on track and reflect on and engage with the lecture material.

**Midterms and Final Exam (~50 multiple choice each) 3 x 25%**

Midterm 1 - **Wednesday February 8<sup>th</sup>** (Covers January 11 - February 3)

Midterm 2 - **Monday March 13<sup>th</sup>** (Covers February 6 – March 8)

Final Exam - **During Final Exam Period** (Covers March 10 – April 5)

Each exam will include ~50 multiple choice questions based on lecture material and listed readings, with the greatest focus on content presented in class.

The midterms and the final exam **will not be cumulative**.

Both midterms and the final exam **will take place on eClass**. Exams are to be **completed individually**. Students are NOT to seek or receive any help from other students on the exams and are NOT to provide help to other students. This policy will be strictly enforced.

**Written Assignment: April 10<sup>th</sup>, 11:59pm EST (Turnitin) 20%**

The details of the assignment and the marking scheme will be shared via eClass.

***Missed Exams:***

Students who miss any of the exams (midterms or final) will need to present suitable documentation for missing the exam and will be required to write a make-up exam. Unfortunately, there are no exceptions. If you have to miss an exam then please follow these steps:

- 1) Communicate with the appropriate course director as soon as possible via emailing [kine3000@yorku.ca](mailto:kine3000@yorku.ca) to request permission to write a make-up exam: the opportunity to write a make-up exam is NOT guaranteed.
  - 2) Submit suitable documentation/rationale (e.g., attending physician's statement, court notice, other documents).
  - 3) Submit a Deferred Standing Agreement form (final exam only).
- Note: Very late requests for extensions or accommodations will require students to submit a formal petition to the Faculty of Health
  - Note: Only ONE make-up exam will be offered (date TBD). You must be available to write the make-up final exam on the designated date. No exceptions will be made for any student.
  - Note: The Course Directors reserve the right to change the format of the make-up exams. That is, although the content of the exam will be the same, the format may not follow that of the original test.

***Written Assignment Submission:***

Proper academic performance depends on students completing their work not only well, but on time. Accordingly, the written assignment is due on Turnitin - on or before April 10th at 11:59pm EST. Assignments submitted after the deadline will not be accepted or evaluated. Assignments will not be accepted via email.

Technical difficulties with Turnitin will not be accepted as a reason for late submission. **Please do not leave it to the last minute to submit this assignment!** Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Director but will require supporting documentation (e.g., doctor's letter).

***Grading:***

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79). For a full description of York grading system see the York University [Undergraduate Calendar](#)

***Registrar's Office Deadline to Drop Course:***

The last date to drop this course without a mark being assigned is March 17, 2023.

**COURSE POLICIES**

- The discussion board is available on the course eClass website for students to communicate regarding issues in the course, and to pose questions of interest to other students.
- Emails regarding student-specific issues should be directed to the course email KINE3000@yorku.ca. Email will be answered on weekdays only and will generally be responded to within 3 BUSINESS days. Students SHOULD NOT send course related emails to course directors' Yorku email addresses.
- Unofficial grades will be posted on eClass as soon as they are available.

**IMPORTANT COURSE INFORMATION FOR STUDENTS**

***Copyright Information***

*These course materials are designed for use as part of the HH/KINE 3000 course at York University and are the intellectual property of the instructors unless otherwise stated. **Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.*** The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found at [here](#).

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- [Senate Policy on Academic Honesty](#) and the [Academic Integrity Module](#)
- [Ethics Review Process](#) for research involving human participants
- Course requirement [accommodation](#) for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- [Student Conduct Standards](#)
- [Religious Observance](#)

### ***Academic Honesty and Integrity***

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity Module](#) at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

To promote academic integrity in this course, students will be required to submit their written assignment to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

You are expected to meet York University standards related to academic honesty, including cheating, impersonation, plagiarism, improper research practices, abuse of confidentiality, falsification, or unauthorized modification of an academic record. Accurate referencing is critical. Please be advised that cutting and pasting from a website with no appropriate referencing is considered plagiarism.

York students are required to maintain high standards of academic integrity and are subject to the [Senate Policy on Academic Honesty](#).

- There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the website ([Academic Integrity Module](#)).

### ***Access/Disability***

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation

needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). Please let the course directors know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.

Additional information is available at [www.yorku.ca/disabilityservices](http://www.yorku.ca/disabilityservices) or from disability service providers:

- **Office for Persons with Disabilities:**
  - N108 Ross, 416-736-5140, [www.yorku.ca/opd](http://www.yorku.ca/opd)
- **Learning and Psychiatric Disabilities Programs - Counselling & Development Centre:**
  - 130 BSB, 416-736-5297, [www.yorku.ca/cdc](http://www.yorku.ca/cdc)
- **Atkinson students - Atkinson Counselling & Supervision Centre:**
  - 114 Atkinson, 416 - 736 - 5225, [www.yorku.ca/atkcsc](http://www.yorku.ca/atkcsc)
- **Glendon students - Glendon Counselling & Career Centre:**
  - Glendon Hall 111, 416 - 487  
- 6709, [www.glendon.yorku.ca/counselling](http://www.glendon.yorku.ca/counselling)

### ***Religious Observance Accommodation***

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (i.e., April), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services online at [http://www.registrar.yorku.ca/pdf/exam\\_accommodation.pdf](http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf) (PDF)

### ***Student Direction/Conduct***

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the online (Zoom) classroom and eClass discussion forums. It is the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website <http://www.yorku.ca/secretariat/legislation/senate/harass.htm>

***Please note that this information is subject to periodic update. For the most current information, please go to the CCAS webpage (see Reports,***



**Initiatives, Documents):**

[http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm).

**RESOURCES TO SUPPORT STUDENT SUCCESS**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information

**TENTATIVE CLASS SCHEDULE**

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>	<b>Lecturer</b>
1	<a href="#">January 9</a>	<a href="#">January 11</a>	<a href="#">January 13</a>	Baker
2	<a href="#">January 16</a>	<a href="#">January 18</a>	<a href="#">January 20</a>	Baker

3	January 23 Mini-assignment #1	January 25	January 27	Baker
4	January 30 Mini-assignment #2	February 1	February 3	Baker
5	February 6	February 8 Midterm #1 (eClass)	February 10	Fraser-Thomas
6	February 13	February 15	February 17	Fraser-Thomas
7	February 20 Family Day	February 23 Reading week	February 25 Reading week	
8	February 27 Mini-assignment #3	March 1	March 3	Fraser-Thomas
9	March 6 Mini-assignment #4	March 8	March 10	Fraser-Thomas
10	March 13 Midterm #2 (eClass)	March 15	March 17	Fraser-Thomas
11	March 20	March 22	March 24 No Lecture Today ECSEPS	Fraser-Thomas
12	March 27 Mini-assignment #5	March 29	March 31	Baker
13	April 3	April 5	April 7 No Lecture Today Good Friday	Baker
14	April 10 Movie/Book Assignment (Turnitin)			Baker Fraser-Thomas

## UNIVERSITY UNDERGRADUATE DEGREE LEVEL EXPECTATIONS

### Depth and Breadth of Knowledge

- Demonstrate knowledge of the terminology and nomenclature in Kinesiology and Health Science.
- Critically reflect on physical activity and health from individual to societal and local to global contexts.
- Integrate and critically analyze behavioural aspects of physical activity and health.
- Critically evaluate and discuss current issues relating to Kinesiology and Health Science.
- Demonstrate a breadth and depth of knowledge in specialized areas.

### Knowledge of Methodologies for Inquiry

- Describe the process of research that is used to develop knowledge in the field of Kinesiology and Health Science.
- Apply research methods to kinesiology and human health topics and solve problems using their knowledge of research methods in the discipline.

- Evaluate information about physical activity and human health that is disseminated via popular media and discipline related research journals.

#### Application of Knowledge

- Apply multi-disciplinary knowledge of physical activity and health to life situations.
- Use knowledge and skills to advocate for the fundamentals of physical activity and health from general to specific situations.
- Apply subject-based theories, concepts or principles to solve problems.

#### Communication Skills

- Access Kinesiology and Health Science information from a variety of sources.
- Use appropriate academic terminology and notation when preparing and presenting information.
- Present ideas and arguments in a well-structured and coherent manner using appropriate communications formats.

#### Awareness of Limits of Knowledge

- Understand and appreciate the dynamic nature of information in Kinesiology and Health Science.
- Be aware of the limits in knowledge and methodologies when analyzing, evaluating, interpreting and disseminating information.

#### Autonomy and Professional Capacity

- Be able to identify areas for personal and professional development.
- Be able to think independently, problem solve, and set tasks.
- Have developed mutually beneficial peer relationships for the purposes of mentoring and networking.