



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 Winter 2021 term, we encourage you to educate yourself about the traditional territories of the land upon which you are learning.

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

**AS/SC KINE 4520 3.0
Sport Psychology Seminar
Winter 2023**

COURSE DIRECTOR

Joe Baker, PhD

EMAIL CONTACT

bakerj@yorku.ca

OFFICE HOURS (338 Bethune College)

Dr. Baker: Mondays 11:00am-12:00pm

TEACHING ASSISTANT

Gillian Ramsay - gramsay@yorku.ca

COURSE LOCATION, DAYS, AND TIME

January 9, 2023 – April 10, 2023

Location: Tuesday 1:00-2:30 (ACW 303)
Thursday 1:00-2:30 (DB 1016)

PREREQUISITES

KINE 3000 – Psychology of Physical Activity and Health

OBJECTIVES

The course focuses on the design and application of psychological research and techniques in applied sport settings. These include applied sport psychology topics such as motivation, imagery, self-regulation and attention. In addition, the course will explore the appropriateness of interventions to train and improve varying elements of perceptual cognitive skill. The emphasis is on the application of these skills in applied sport settings.

RESOURCES

There is no textbook for this course. Links to readings available in the York library will be provided.

EVALUATION

Midterm Exam on March 14	30%
In Class Presentation	30%
Written Assignment (Due April 10)	30%
In Class Participation/Engagement	10%

Midterm questions will be drawn from weekly lecture material and the listed readings, with the greatest focus on content presented in class and overlapping with the readings. The format of the questions will be multiple choice and short answer. In Class Participation will be determined through participation in the final 3 weeks of lectures (i.e., during the student presentations).

The In Class Presentation will involve identifying a situation in sport that demonstrates a concept related to content for this class. Each student will give a short (5 minute) presentation providing an overview of the concept and how it might be effectively dealt with to reduce its effects on performance. The class will provide written and verbal feedback to each presenter. The written assignment (due on April 10) will involve a short (4 pages) write up of the situation used for the In Class Presentation with the feedback from their fellow students. The written assignment should be typed, double spaced, **no more than 4 pages in length**, and use APA format (for more info search 'APA format' in Google). The paper should consist of three key sections: a) a brief introduction and description of the situation under review, b) an in depth discussion of the sport psychology concepts related to this situation and c) a strategy to reduce the overall impact of this situation on athlete performance.

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 for questions of interest to other students to be posed.
 - Email regarding student-specific issues should be directed to the course director via eclass, who will respond to your email as soon as possible. Email will be answered on weekdays only, and will generally be responded to within 3 business days. Please DO NOT send course related emails to Dr. Baker's yorku email address.
 - Unofficial grades will be posted on the course website as soon as they are available.
 - **Missed midterm exams.** If a student misses a midterm examination, a makeup exam will be scheduled in May 2023 at the Professor's convenience. Students who miss the makeup exam must submit a Deferred Standing Agreement Form (see document on course website), and provide documentation for missing the exam (e.g. York University Attending Physician Statement as posted on the course website, death certificate, obituary notice, automobile accident report) to Dr. Baker. A supplemental examination will be scheduled in May 2023. The time and location of the make-up final examination will be posted on the course website. Although the content examined will be the same, the format may not follow that of the original test. Students who have been granted deferred standing and do not complete the supplemental examination must petition to the Office of the Registrar.
 - Proper academic performance depends on students completing their work not only well, but on time. Accordingly, the written assignment for this course must be received on the due date specified (April 10th) via turnitin. Assignments will not be accepted via email. Assignments received later than the due date will be penalized (10% per day starting immediately following the due date – assignments handed in after the instructor leaves the classroom are considered one day late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by Dr. Baker but will require supporting documentation (Deferred Standing Agreement Form doctor's letter).
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TENTATIVE COURSE TIMELINE, CONTENT AND READING MATERIAL

Section I: Basic Building Blocks

1. *Introduction to sport psychology: Bridging science and application*
 2. *It all starts with... motivation.*
 3. *Building your psychological toolkit: Imagery, relaxation, and controlling arousal*
 4. *Aggression*
 5. *Psychology of Sports Injury*
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Section II: Psychology of Optimal Performance

6. How arousal interferes with performance

7. Why do athletes choke under pressure? How do we prevent it?

8. How your brain interferes with your judgment.

Section III: Developing the Exceptional Performer

9. Maximizing time spent with athletes: Deliberate practice

10. Understanding ‘talent’ and its relevance to sport science

11. The power of negative experiences? The Rocky Road to Success

Section IV: Bringing it all Together

March 20th to April 10th – Student Presentations (see section above)

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 the bio-science, behavioural, and socio-cultural 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 Kinesiology and Health Science in one or more 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.

IMPORTANT COURSE INFORMATION FOR STUDENTS

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 (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).
- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities

(<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; **and** <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)

- Student Conduct Standards
(<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
 - Religious Observance Accommodation
(<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>)
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Calumet and Stong Colleges' Student Success Programming:

[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, 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, 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.