



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

**AS/SC KINE 3000 3.0  
Psychology of Physical Activity and Health**

**Winter 2017**

**COURSE DIRECTORS**

Rebecca Bassett-Gunter, PhD Ph: 22072 Office: 310 SC	Jessica Fraser-Thomas, PhD Ph: 20952 Office: 350 BC	Joe Baker, PhD Ph: 22361 Office: 338 BC
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Course Directors' Office Hours or by appointment:

<b>Dr. Bassett-Gunter: Mondays 10:30-11:30am</b>	<b>January 9 – January 30</b>
<b>Dr. Fraser-Thomas: Mondays 11:15-12:15pm</b>	<b>February 1 – March 3.</b>
<b>Dr. Baker: Mondays 11:30-12:30pm</b>	<b>March 8 – April 5.</b>

**COURSE DETAILS**

M: CLH - I Monday, Wednesday, Friday 12:30 – 1:20pm  
N: CLH - I Monday, Wednesday, Friday 1:30 – 2:20pm

Course email: KINE3000@yorku.ca

**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 are 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 physical sport, physical activity and health professionals develop a positive attitude towards athletes and clients

## RESOURCES

Required Readings will listed on the Moodle Course page.

## EVALUATION

Midterm Exam #1 on February 6 (~50 multiple choice)	25%
Midterm Exam #2 on March 6 (~50 multiple choice)	25%
Final Exam During Final Exam Period (~150 multiple choice)	35%
Written Assignment due April 5	15%

Students will be evaluated on two midterms, one final examination, and one written assignment.

Midterm and final exam 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. The two midterms will not be cumulative. The final examination will cover material from the entire course, but will be more heavily weighted toward material presented in the last third of the course. The final examination will be held during the final exam period in April.

The written assignment will be discussed in additional detail on the first day of class, and will be due – in hard copy format and on Turnitin - on the final day of class (April 5). Students are required to read one of the films from the list outlined on Moodle that showcases themes related to sport and/or exercise psychology. (If a student would prefer to read a book (e.g., athlete biography) rather than view a film for this assignment, please verify appropriateness of the book with instructors through email KINE3000@yorku.ca). 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 book/film, b) an in depth discussion of some of the sport and/or exercise psychology concepts presented in the book/film (i.e., this section should include specific examples, and relate these examples to theoretical and/or practical material discussed in class, and c) students' brief comments offering personal insight as to whether the depiction of the sport/exercise psych concept was accurate (i.e., why or why not)? Students should review the marking key, which will be posted on Moodle during the term.

The last date to drop this course without a mark being assigned is March 10, 2017.

## COURSE POLICIES

- The discussion board is available on the course Moodle 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 email [KINE3000@yorku.ca](mailto:KINE3000@yorku.ca). 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 the instructors' yorku email addresses.
- Unofficial grades will be posted on the course website as soon as they are available.
- ***There are no makeups for missed midterm exams.*** If a student misses a midterm examination, the weight of the exam is automatically transferred to the final exam. No documentation is required.
- If a student misses the final examination, the student 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. **Students who miss the final exam** will only be allowed to write a deferred final exam if the student provides a completed Registrar's Office Attending Physician's Statement showing a physical incapability of writing the final exam, **dated the day of the final exam**. A supplemental examination will be scheduled in May 2016. 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.
- A student exam review committee made up of three or four volunteers from the class will be formed to review specific test questions that the class felt were problematic, and then meet with the professor to negotiate potential adjustments. For example, if half the class felt that question 3 was unfair, the committee may suggest tossing it out. The professor makes the final decision after hearing from the committee. All students in the class will be informed of subsequent grade adjustment decisions. If you are interested in serving on the committee, please contact [KINE3000@yorku.ca](mailto:KINE3000@yorku.ca) directly during the first two weeks of class and please be sure you are available during office hours.
- All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards 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)
  - ▶ York's Academic Honesty Policy and Procedures/Academic Integrity Website

- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
  - Student Conduct Standards
  - Religious Observance Accommodation
- 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 5<sup>th</sup>) and is to be handed in as a hard-copy in class. The assignment must also be submitted through Turnitin to support the evaluators in identifying material that is plagiarized. Assignments will not be accepted via email. Assignments received later than the due date in class (i.e., 2:31pm) will be penalized (10% per day). Late assignments can be submitted to the KINE office 341 Bethune. 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 (Deferred Standing Agreement Form doctor's letter).

### TENTATIVE COURSE TIMELINE, CONTENT AND READING MATERIAL

<b>WHAT IS SPORT AND EXERCISE PSYCHOLOGY?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	RBG
<b>HOW DO WE CONDUCT AND INTERPRET RESEARCH IN SPORT AND EXERCISE PSYCHOLOGY?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Sport and Exercise Psychology Research 101</li> </ul>	RBG
<b>WHY DO WE CONDUCT RESEARCH IN SPORT AND EXERCISE PSYCHOLOGY?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Physical Activity Interventions</li> <li>• Physical Activity and Mental Health</li> </ul>	RBG
<b>WHAT ARE THE INDIVIDUAL AND ENVIRONMENTAL CORRELATES OF PHYSICAL ACTIVITY?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Individual Correlates of Physical Activity</li> <li>• Environmental Correlates of Physical Activity</li> </ul>	RBG
<b>HOW CAN WE CHANGE PHYSICAL ACTIVITY AND SPORT BEHAVIOUR?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Motivation and Behaviour Change</li> </ul>	JFT
<b>WHAT IS SPORT PSYCHOLOGY?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Sport Psychology: An Introduction</li> </ul>	JFT
<b>HOW DOES ANXIETY AFFECT SPORT AND PHYSICAL ACTIVITY</b>	

<b>BEHAVIOUR?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>Anxiety and Stress</li> </ul>	JFT
<b>WHAT ARE SOME APPROACHES TO OPTIMIZING PERFORMANCE IN SPORT (AND LIFE)?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>Sport Psychology Skills</li> </ul>	JFT
<b>HOW DO WE FACILITATE POSITIVE YOUTH DEVELOPMENT THROUGH SPORT?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>Positive youth development through sport</li> </ul>	JFT
<b>WHAT IS THE ROLE OF PERSONALITY IN SPORT AND EXERCISE?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>Personality and Sport and Exercise</li> </ul>	JB
<b>SPORT, EXERCISE AND THE BRAIN</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>The expert brain: Attention, focus and concentration</li> </ul>	JB
<b>SKILL DEVELOPMENT, PERFORMANCE AND TALENT</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>How your environment affects skill development and performance</li> <li>Talent</li> </ul>	JB
<b>SPORT AND EXERCISE AMONG AN AGING POPULATION</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>Special Topics: Aging, Aggression</li> </ul>	JB

## COURSE READING LIST

### Midterm 1 Readings:

Eather, N., Morgan, P.J., Lubans, D.R., Effects of exercise on mental health outcomes in adolescents: Findings from the CrossFit™ teens randomized controlled trial, *Psychology of Sport & Exercise* (2016), doi: 10.1016/j.psychsport.2016.05.008.

Williams, S. L., and 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*, 25 (2), 308-322. doi:10.1093/her/cyr005

### Midterm 2 Readings:

Zenko, Z., Ekkekakis, P., & Ariely, D. (2016). Can you have your vigorous exercise and enjoy it too? Ramping intensity down increases post exercise, remembered, and forecasted pleasure. *Journal of Sport and Exercise Psychology*, 38, 149-159.

Hall, T. (2016, August 22). When the games are over. The Walrus. Retrieved from <https://thewalrus.ca/when-the-games-are-over/>

### Final Exam Readings:\*

\*Note: The final exam is cumulative and therefore all readings could be tested on the final exam. Below are the two readings that will be unique to the final exam:

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

Developing Expertise Reading - Baker, J. & Horton, S. (2004). A review of primary and secondary influences on sport expertise. *High Ability Studies*, 15, 211-228.

## 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.
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### 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.