

KINESIOLOGY AND HEALTH SCIENCE COURSE OUTLINE

Course: HH/AS/SC KINE 4520 3.0 A – Sport Psychology Seminar

Term: Winter, 2016

Prerequisite: AS/SC KINE 2000 3.0 – Psychology of Physical Activity

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Time and Location: KINE 4520 3.0M - Tues/Thurs - 1:00 - 2:30 pm - ACW 106
KINE 4520 3.0N - Tues/Thurs - 2:30 - 4:00 pm - ACW 106

Course Description

In recent years sport psychology research has provided the foundation for performance in sport from a theoretical and empirical perspective. However, integrating these research findings into a sport context has been challenging. This course will examine the most effective means to integrate scientific research with applied sport psychology. Various strategies will be used to teach psychological factors deemed most relevant to athletes and coaches. These discussions and coping strategies will also be applied to assist individuals in getting out of their comfort zones and alleviating stressful life situations in order to maximize one's ability.

Topics to be covered include: Intro to Sports Psychology , Growth vs. Fixed Mindset, Motivation, Team cohesion, Stress and Anxiety, Goal-setting, Imagery and Visualization, Self Confidence, Mental Toughness, and more.

Course Objectives

The purpose of this course is to provide the theoretical and empirical foundations for topics related to sport psychology and the most effective methods used to bridge the gap between research and the application of sport psychology. Students will be able to identify specific mental factors that impact on athletic performance and the intervention methods coaches and athletes adopt to enhance individual and team performance. This is an INTERACTIVE course and students are expected to get involved in the discussion of the various topics

Specific Objectives

The specific objectives of the course are that students will be able to:

- understand the application of recent sport psychology research on individual and team performance as well as apply it to every day
- examine the impact that mental preparation has on performance
- demonstrate the ability to apply theory into practice

- develop the ability to discuss and write about the application of psychological issues in sport (i.e., presentation skills and writing a formal paper).

A) Knowledge of Methodologies for Inquiry	Activities
1. Work individually or in a group to obtain, record, collate and analyze data using techniques appropriate to the field of study.	Experiential learning group project
2. Demonstrate a working knowledge of common computer applications [word-processing, spreadsheets, and communication tools] appropriate for the task	Individual mental skills manual
3. Prepare, interpret and present data using appropriate qualitative and quantitative methods	Experiential learning group project
6. Evaluate information about physical activity and human health that is disseminated via popular media and discipline related research journals.	Group discussions, case studies, guest speaker
7. Describe the ethical issues faced by investigators in the Kinesiology and Health Science field.	Group discussions and case studies
8. Explain the need for ethical standards and professional codes of conduct.	Lecture

B) Application of Knowledge	
1. Apply multi-disciplinary knowledge of physical activity and health to life situations.	Group project
2. Use knowledge and skills to advocate for the fundamentals of physical activity and health from general to specific situations.	Group project, case studies
3. Apply subject-based theories, concepts or principles to solve problems.	Group and individual assignments
7. Apply practical skills for assessing fitness, health and movement.	Group and individual assignments

Course text

There is no textbook for this course. Articles will be assigned throughout the semester.

Topics include:

Teamwork

Anger and violence

Motivation and psychology of the athlete
Anxiety
Focus under pressure
Imagery, goal-setting, positive self-talk
Relaxation

Leadership
Youth Sports
Mental Toughness
Growth vs. Fixed Mindset

Evaluation

Test One	25%	February 11th - multiple choice and true or false
Group Project	25%	March 22nd, 24th and 29th
Individual Manual	30%	March 31st
Test Two	20%	March 31st (multiple choice and true or false from February 23rd to end of term as well as (one) true or false questions from each group presentation).

Group Project

There will be a maximum five students per group. The aim of the **group project** is to create a DVD or perform a skit that deals with an athlete/counsellor situation. The project will be between 10 and 15 minutes, but cannot exceed 15 minutes in length. Upon conclusion, there is a question and answer period. There are many issues that may require an athlete to seek counselling..

These are potential topics. Groups are not restricted to the list below:

1. Dealing with significant injuries (including, concussion)
2. Eating disorder
3. Substance abuse
4. Burnout
5. Perfectionism
6. Trash talk
7. Choking
8. Superstitions
9. Abusive coaching
10. Depression
11. Problem parents

Individual Manual (Due date: March 31st, 2016)

Description: Athletes and coaches alike often ask the question, “how exactly does the mind influence performance?” It would appear that they believe physical conditioning and skill acquisition are more important than one’s mindset. Yet, when an athlete fails to perform well, he/she’ll often say, “I had a lapse in concentration, or my focus wasn’t where it should have been,

or I wasn't as motivated as I needed to be". These explanations have nothing to do with physical conditioning or skill, yet they are often the difference between winning and losing.

In short, the components of performance generally include physical conditioning, skill level and psychological preparedness, regardless of the athlete or sport. The degree of physical conditioning and skill will vary. However, an athlete's psychologically readiness to compete should remain constant in any performance or practice situation.

The mental skills that are essential for an athlete to be the best he/she can be include confidence, concentration, mental toughness, motivation and coping with pressure. Athletes who can manage these states effectively, can control their performance. These skills are like physical skills, they can be taught and learned.

The objective of this assignment is to assist athletes in the development of mental skills to achieve performance success and personal well-being. The paper should be written with a specific sport in mind. Upon completion, this paper (manual) should be of such quality that a minor sports organization could distribute the document for coaches to implement with their athletes. Essentially, you are preparing a manual to act as a guide for coaches.

Grading Assignment Submission

The grading scheme for this course conforms to the 9-point grading system used in undergraduate programs at York, i.e., A+ = 9, A = 8, B+ = 7, C+ = 5. Assignments, seminars, term test and final examination will include a number grade, i.e., A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79 etc.

Assignment Submission

Assignments for this course must be received on the due date specified. These dates will be provided within the first two weeks of class.

Lateness Penalty

Papers received later than the due date will be penalized 1 grade point per day. Exceptions may be granted due to illness (doctor's letter), compassionate grounds, etc.

Missed Test

Students will be required to submit a formal petition to the School if supporting documentation for illness is not presented to the course instructor.

Senate Committee on Curriculum & Academic Standards

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum and Academic Standards webpage (see Reports, Initiatives, Documents) – http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

York's Academic Honesty Policy and Procedures/Academic Integrity Website

Students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty. Please refer to the following website <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) need accommodation related to teaching and evaluation methods/materials.

It is the student's responsibility to register with disability services as soon as possible to ensure that appropriate academic accommodation is provided.

Ethics Review Process

Students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research.

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 conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose a conflict, contact the Course Director.

Student Conduct Standards

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. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. 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>