



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

**AS/SC KINE 3000 3.0  
Psychology of Physical Activity and Health  
Winter 2019**

**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:**

Dr. Bassett-Gunter: Wednesdays 11:00-12:00pm January 10– January 30

Dr. Fraser-Thomas: Mondays 11:00-12:00pm February 4 –March 4

Dr. Baker: Mondays 11:00-12:00pm March 6 – April 3

**COURSE DETAILS**

M: ACW109 Monday, Wednesday, Friday 12:30 – 1:20pm

N: ACW 109 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 be listed on the Moodle Course page.

## EVALUATION AND IMPORTANT DATES

Students will be evaluated on two midterms, one final examination, and one written assignment. We will have a “class trip” to Tait MacKenzie for a class exercise experiment.

Exercise Class at Tait MacKenzie on January 18<sup>th</sup>

Midterm Exam #1 on February 4 (~50 multiple choice)	25%
Midterm Exam #2 on March 11 (~50 multiple choice)	25%
Final Exam During Final Exam Period (~150 multiple choice)	35%
Written Assignment due on or before April 3	15%

### Examination Details:

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. 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.

### Written Assignment Details:

The written assignment instructions will be posted on Moodle. The written assignment is due – in hard copy format and on Turnitin - on or before April 3<sup>rd</sup>. The hard copy of the assignment should be submitted to the course director in class on or before April 3<sup>rd</sup>. The hard copy format of the assignment will be evaluated. The Turnitin copy will be used to explore potential academic honesty violations. BOTH hard copy and Turnitin format are required on or before April 3<sup>rd</sup> to receive a mark on the assignment. Technical difficulties with Turnitin will not be accepted as a reason for late submission.

## REGISTRAR OFFICE DEADLINE TO DROP COURSE:

The last date to drop this course without a mark being assigned is March 8, 2019.

## 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. We will only respond to course-related emails sent to the [KINE3000@yorku.ca](mailto:KINE3000@yorku.ca) email address.
- 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. Unfortunately there are no exceptions.
- 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. 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 or before the due date specified (April 3<sup>rd</sup>) and is to be handed in as a hard-copy in class. The assignment must also be submitted through Turnitin by midnight on April 3<sup>rd</sup> 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 AND CONTENT**

<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 and Mental Health</li> <li>• Physical Activity and Body Image</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 BEHAVIOUR?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Motivation and Behaviour Change for Physical Activity</li> <li>• Physical Activity Interventions</li> <li>• Self-regulation and Physical Activity</li> </ul>	RBG
<b>WHAT IS SPORT PSYCHOLOGY? HOW CAN WE CHANGE SPORT BEHAVIOUR?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
<ul style="list-style-type: none"> <li>• Sport Psychology: An Introduction</li> <li>• Motivation and Behaviour Change for Sport</li> </ul>	JFT

<b>HOW DOES ANXIETY AFFECT SPORT AND PHYSICAL ACTIVITY BEHAVIOUR?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Anxiety and Stress	JFT
<b>WHAT ARE SOME APPROACHES TO OPTIMIZING PERFORMANCE IN SPORT (AND LIFE)?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Sport Psychology Skills	JFT
<b>HOW DO WE OPTIMIZE YOUTH DEVELOPMENT THROUGH SPORT?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Children and Youth: Sport Participation and Development	JFT
<b>HOW DO WE OPTIMIZE SPORT TRANSITIONS?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Retirement and Transitions in Sport and exercise.	JFT
<b>WHAT IS THE ROLE OF PERSONALITY IN SPORT AND EXERCISE?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Personality and Sport and Exercise	JB
<b>HOW DOES YOUR BRAIN ADAPT TO HELP YOU PERFORM?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• The expert brain: Attention, focus and concentration	JB
<b>HOW DOES YOUR ENVIRONMENT CONSTRAIN YOUR DEVELOPMENT?</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Talent, skill development and expertise	JB
<b>SPECIAL TOPICS</b>	
<b>Lecture Topics</b>	<b>Lecturer</b>
• Special Topics: Aggression, sports injury	JB

## 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.