

**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.

**YORK UNIVERSITY**  
**Faculty of Health**  
**School of Kinesiology and Health Science**  
**AS/SC KINE 4520 3.0**  
**Sport Psychology Seminar**  
**Winter 2024**

**COURSE DIRECTOR**

Anthony Battaglia, PhD, CMPC

**EMAIL CONTACT**

anthony.battaglia@mail.utoronto.ca

**OFFICE HOURS**

Please arrange appointment by email.

**COMMUNICATION:**

**For questions related to course content:** Please post in the “Questions about the course?” discussion forum on eclass.

**For personal messages/appointments:** Send a direct email to the contact information listed above. Please indicate “KINE4520” in the subject field. Response time to e-mail inquiries is within 48 hours (weekends excluded). If the course code is not included in the subject line of the e-mail, a response cannot be guaranteed.

**Lecture:** During and following the completion of each class, time will be provided for students who may have clarification questions

**TEACHING ASSISTANT**

Erin Teschuk: [erin.teschuk@gmail.com](mailto:erin.teschuk@gmail.com)

**COURSE LOCATION, DAYS, AND TIME**

January 9, 2023 – April 4<sup>th</sup>, 2023

Location:

Tuesday 1:00pm-2:30pm (YK ACE 005)

Thursday 1:00pm-2:30pm (YK ACW 204)

**PREREQUISITES**

KINE 3000 – Psychology of Physical Activity and Health

**OBJECTIVES**

This 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, anxiety, mental skills and tools, and interpersonal dynamics. In addition, the course will explore the appropriateness of interventions to train and improve varying elements of athletic development and performance. The emphasis is on engaging in professional practice and applying 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, or the link to an open-access source will be provided.

## EVALUATION COMPONENTS

<b>Component I</b>	<b>Value: 15%</b>	<b>Date: Thursday February 8<sup>th</sup></b>
Psychological Toolkit Reflection	As a future expert in sport psychology, athletes will rely on your advice to help improve their development and performance. You are required to select one mental tool you believe is important for athletes to understand and answer questions (see assignment outline) by integrating lecture material and peer-reviewed sources to demonstrate critical thinking. Responses should be no more than 2 pages not including references (APA 7 <sup>th</sup> formatting, double spaced, 12 pt. Times New Roman font). Reflection responses are to be submitted via Turnitin and uploaded on the due date by 11:59pm.	
<b>Component II</b>	<b>Value: 30%</b>	<b>Date: Thursday March 14<sup>th</sup></b>
Midterm	Midterm questions will be drawn from weekly lecture material and the required readings, with the greatest focus on content presented in class and overlapping with the readings. The format of the questions will be multiple choice, covering material from January 9 <sup>th</sup> - March 7 <sup>th</sup> . Test location will be announced in class and online.	
<b>Component III</b>	<b>Value: Presentation 15% Research Paper 30%</b>	<b>Date: Presentations March 19<sup>th</sup>-April 4<sup>th</sup> Research paper April 4<sup>th</sup></b>
Examining Issues in Sport Psychology	<p>There are several issues/factors in sport (e.g., mental health, anxiety, doping, motivation, injury, coach-athlete relationships, etc.) that impact athletes' development and performance. The purpose of this research paper is to choose and critically examine one issue/factor in sport psychology. Specifically with the support of lecture material and literature, the paper should provide a comprehensive overview/critique of the issue/factor selected and provide critical interpretations regarding the implications for athlete development and performance. The research paper should conclude with recommendations/suggestions for how to improve athletes' development and performance related to the factor/issue selected (suggestions should be informed by the literature). The paper should be no more than 5-6 pages not including title page or references (APA 7<sup>th</sup> formatting, double-spaced, 12 pt. Times New Roman Font). Assignments are to be submitted via Turnitin and uploaded on the due date by 11:59 pm.</p> <p>Students will also be responsible for creating a presentation where they will discuss their topic and demonstrate their critique (5 minutes). For participation marks related to student presentations (see details below).</p>	
<b>Component IV</b>	<b>Value: 10% 5% Exit Card Questions 5% Attendance &amp; Feedback</b>	<b>Date: Throughout the term</b>
Participation/Engagement	5%- Students are required to complete "exit questions" for 3 out of the 8 modules of their choosing throughout the term. Exit questions provide students an opportunity to reflect on their	

	<p>learning experiences, ask questions, and seek clarification on topics of interest discussed throughout class. Submissions are due prior to the start of a new module topic (see due dates online).</p> <p>5% Students are required to attend 3 out of the 6 peer presentation dates (March 19<sup>th</sup>-April 4<sup>th</sup>). On the dates students are in attendance they will be required to sign-in and complete feedback forms (e.g., strengths, areas for improvement, etc.) related to the specific presentations. All feedback is to be submitted once the students have attended 3 presentation dates.</p>
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## Grading, Assignment Submission, Lateness Penalties and Missed Tests

**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, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

The last date to drop this course without a mark being assigned is March 11<sup>th</sup>, 2024.

## 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 (see contact information above), who will respond to your email as soon as possible. Email will be answered on weekdays only and will generally be responded to within 48 hours.
- Unofficial grades will be posted on the course website as soon as they are available.
- Proper academic performance depends on students completing their work not only well, but on time. Accordingly, the assignments for this course must be received on the due date specified (see evaluation components). 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). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by Dr. Battaglia but will require supporting documentation (Deferred Standing Agreement Form doctor's letter).
- **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. Battaglia. A supplemental examination will be scheduled in May 2024. 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. For more information on rescheduling an exam for students currently registered with Student Accessibility Services or as a Religious Accommodation please visit: <https://altexams.students.yorku.ca/reschedule-yourexam>.

## Notice of Generative AI

The use of generative artificial intelligence tools or apps including tools like ChatGPT and other AI writing or coding assistants, for assignments, term tests, or any other form of academic assessment in this course, is prohibited. The use of such tool may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

## COURSE SCHEDULE & READING OUTLINE:

Schedule is tentative and may change. Any changes will be communicated via the eclass.

Module	Lecture Date	Topic	Readings
1	January 9 <sup>th</sup> -11 <sup>th</sup>	Introduction to Course; Motivation in Sport	Roberts, G. C., Nerstad, C. G., & Lemyre, P. N. (2018). Motivation in sport and performance. In O. Braddick (Ed.), <i>Oxford research encyclopedia of psychology</i> . <a href="https://doi.org/10.1093/acrefore/9780190236557.013.150">https://doi.org/10.1093/acrefore/9780190236557.013.150</a>
2	January 16 <sup>th</sup> -18 <sup>th</sup>	Anxiety & Performance in Sport	
3	January 23 <sup>rd</sup> -25 <sup>th</sup>	Psychological Toolkit-Mental Tools Related to Sport Development & Performance	Van Raalte, J. L., Vincent, A., & Brewer, B. W. (2016). Self-talk: Review and sport-specific model. <i>Psychology of Sport and Exercise</i> , 22, 139-148. <a href="https://doi.org/10.1016/j.psychsport.2015.08.004">https://doi.org/10.1016/j.psychsport.2015.08.004</a>
4	January 30 <sup>th</sup> -February 1 <sup>st</sup>	Coach-Athlete Dynamics	Jowett, S. (2017). Coaching effectiveness: The coach-athlete relationship at its heart. <i>Current opinion in psychology</i> , 16, 154-158. <a href="https://doi.org/10.1016/j.copsyc.2017.05.006">https://doi.org/10.1016/j.copsyc.2017.05.006</a>
5	February 6 <sup>th</sup> -8 <sup>th</sup>	Parent-Athlete Dynamics  ▪ Psychological Toolkit Reflection Due February 8th	Knight, C. J., Berrow, S. R., & Harwood, C. G. (2017). Parenting in sport. <i>Current Opinion in Psychology</i> , 16, 93-97. <a href="https://doi.org/10.1016/j.copsyc.2017.03.011">https://doi.org/10.1016/j.copsyc.2017.03.011</a>
6	February 13 <sup>th</sup> -15 <sup>th</sup>	Peer & Group Dynamics	Smith, A. L., & Delli Paoli, A. G. (2018). Fostering adaptive peer relationships in youth sport. In C. J. Knight, C. G. Harwood, & D. R. Gould (Eds.), <i>Sport psychology for young athletes</i> (pp. 196-205). Routledge.
	February 17 <sup>th</sup> -23 <sup>rd</sup>	<b>No Class- Reading Week</b>	
7	February 27 <sup>th</sup> -February 29 <sup>th</sup>	Sport Psychology Consultants	Woolway, T., & Harwood, C. G. (2020). Consultant characteristics in sport psychology service provision: A critical review and future research directions. <i>International Journal of Sport and Exercise Psychology</i> , 18(1), 46-63. <a href="https://doi.org/10.1080/1612197X.2018.1462230">https://doi.org/10.1080/1612197X.2018.1462230</a>
8	March 5 <sup>th</sup> -7 <sup>th</sup>	Maltreatment in Sport	Kerr, G., Battaglia, A., & Stirling, A. (2019). Maltreatment in youth sport: A systemic issue. <i>Kinesiology Review</i> , 8(3), 237-243. <a href="https://doi.org/10.1123/kr.2019-0016">https://doi.org/10.1123/kr.2019-0016</a>
9	March 12 <sup>th</sup>	Midterm Exam Review- Q & A Session	
	March 14 <sup>th</sup>	<b>Midterm Exam</b>	
	March 19 <sup>th</sup> -April 4 <sup>th</sup>	In-Class Presentations ▪ Research Paper Due April 4th	

#### LEARNING OUTCOMES:

1. Develop subject-specific knowledge
  - a. Demonstrate knowledge related to the theoretical and empirical findings
  - b. Understand various perspectives and methods for conducting research

2. Apply knowledge to sports settings
  - a. Apply theoretical and empirical findings to hypothetical situations in sport
  - b. Be able to identify challenges of the sports environment and successfully identify solutions
3. Develop communication skills
  - a. Effectively communicate new knowledge using verbal and written methods
  - b. Ask questions and show respect for other students
  - c. Answer questions by drawing on new knowledge and experience
  - d. Engage in critical discussion

## IMPORTANT COURSE INFORMATION FOR STUDENTS

**Academic Honesty and Integrity.** York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty ([secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/](http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/)). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: [www.yorku.ca/academicintegrity/](http://www.yorku.ca/academicintegrity/)

**Conduct in Academic Situations.** Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class in keeping with the Senate Policy and Procedures on Disruptive and/or Harassing Behaviour in Academic Situations ([secretariatpolicies.info.yorku.ca/policies/disruptive-and-or-harassing-behaviour-in-academic-situations-senate-policy/](http://secretariatpolicies.info.yorku.ca/policies/disruptive-and-or-harassing-behaviour-in-academic-situations-senate-policy/)).

**Ethics Review Process.** York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants ([secretariatpolicies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/](http://secretariatpolicies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/)). Ethics approval must be obtained prior to the starting any research activities involving human participants, including research conducted by students in a graduate or undergraduate course, for an undergraduate thesis or project, or for a Major Research Paper, Thesis or Dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately. More information can be found at: [www.yorku.ca/research/humanparticipants/](http://www.yorku.ca/research/humanparticipants/)

**Religious 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 your course syllabus pose such a conflict for you, contact the Course Director within 14 days of the date for which accommodation is sought. Other procedures are outlined in the York University policy, guidelines and procedures on Academic Accommodation for Students' Religious Observances ([secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/](http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/)). Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Religious Accommodation Agreement, which can be found at: [registrar.yorku.ca/pdf/exam-accommodation.pdf](http://registrar.yorku.ca/pdf/exam-accommodation.pdf)

**Accessibility Services.** Student Accessibility Services ([accessibility.students.yorku.ca/](http://accessibility.students.yorku.ca/)) provides academic accommodations and supports for students with temporary and permanent disability including physical, sensory, medial, learning, and mental health disabilities. Students who had an Individualized Education Plan (IEP) in high school are eligible for support. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

**Academic Skills Support.** York University Libraries ([www.library.yorku.ca](http://www.library.yorku.ca)) and the Learning Commons ([learningcommons.yorku.ca/](http://learningcommons.yorku.ca/)) provide students with academic support for their course assignments and research

requirements. The Libraries offer an array of supports, services, workshops, resources and people available to help ensure continued success during a student's academic career.

**Centre for Human Rights, Equity, and Inclusion.** The Centre for Human Rights, Equity and Inclusion ([rights.info.yorku.ca/](https://rights.info.yorku.ca/)) facilitates confidential processes to discuss allegations of discrimination and harassment by York Community members. There are also robust training opportunities and workshops available to the community year round.

**Counselling, Health and Well Being.** Student Counselling, Health & Well Being ([counselling.students.yorku.ca](https://counselling.students.yorku.ca)) supports students in realizing and developing their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. Services include: peer-led workshops, certificate training programs, support groups, same-day and appointment-based counselling, short-term therapy, and more.

**Sexual Violence Response and Support.** The Centre for Sexual Violence Response, Support and Education ([thecentre.yorku.ca](https://thecentre.yorku.ca)) facilitates support, services and accommodations for those who have experienced sexual violence. The support offered is based on the needs and wishes of the person disclosing/reporting.

**Student Community Relations.** The Office of Student Community Relations ([oscr.students.yorku.ca/](https://oscr.students.yorku.ca/)) supports students impacted by critical incidents, facing personal crises or multiple complex issues, such as, but not limited to, critical illness or injury of a student, student death, attempted suicide and sexual assault. OSCR provides advice, referrals, alternate dispute resolution methods and judicial processes (local adjudication, tribunals).

### **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](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.