



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-160-DX01**  
**Sport & Exercise Psychology 1**  
**Online using D2L and Blackboard Collaborate**  
**meeting sessions on Thursdays from 9:30 am to 10:50 am**  
**Fall 2020**

## **COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

<b>(a) Instructor</b>	Anneke van Alderwegen Bsc. MA. BCRPA Trainer of Fitness Leaders
<b>(b) Office hours</b>	By appointment via email and on Collaborate
<b>(c) Location</b>	online
<b>(d) Phone</b>	
<b>(e) E-mail</b>	vanalderwegen@camosun.bc.ca
<b>(f) Website</b>	D2L

**Acknowledgement:** Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

**Course Description:** This course is an introduction to the concepts and principles of psychology that apply to the facilitating of sport and exercise activity. Suitable for athletes, coaches, teachers and trainers, the course will examine and apply knowledge and skills to selected sport and exercise environments with a focus on communication competency.

### **2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Apply the concepts and principles of sport psychology to selected sporting activities to improve performance.
2. Apply the concepts and principles of exercise psychology to selected exercise activities to improve participant satisfaction.
3. Demonstrate effective interpersonal communication skills appropriate for a client/facilitator relationship.
4. Identify how participation in sport or exercise influences the psychological development of the individual player/participant.

### 3. Required Materials

- (a) Texts  
Revel for Sport and Exercise Psychology: A Canadian Perspective -- Access Card, 4/E

**Peter R. Crocker, University of British Columbia**

**Catherine Sabiston, University of Toronto**

**Meghan McDonough, University of Calgary**

ISBN-10: 0135168104 • ISBN-13: 9780135168103

### 4. Course Content and Schedule

- I. Introduction to the field
- II. Understanding Participants
- III. Understanding Sport & Exercise Environments
- IV. Understanding Group Processes
- V. Communication Essentials
- VI. Enhancing Performance

#### SCHEDULE OF CLASSES

DATE	READINGS	ACTIVITY	ASSIGNMENTS
Week of Sept. 7 <sup>th</sup>		Introduction to the course	Read Anneke's email and prepare for our first online Collaborate meeting
Meet online Sept. 10 <sup>th</sup> 9:30-10:50 am		Introduction to the course	Collaborate introduction to the course and each other
Week of Sept. 14 <sup>th</sup>	Ch. 1	Intro. to the field of sports & exercise psych	Chapter 1, view chapter videos and prepare for online discussion
Meet online Sept. 17 <sup>th</sup> 9:30-10:50 am	Ch. 1	Intro. to the field of sports & exercise psych	Collaborate session looking at the field of sport and exercise psych.
Week of Sept. 21 <sup>st</sup>	Ch. 2	Personality & Sport	Chapter 2 and Chapter 2 videos and prepare for online discussion
Meet online Sept. 24 <sup>th</sup> 9:30-10:50 am	Ch. 2	Personality & Sport	Collaborate session looking at personality
Week of Sept. 28 <sup>th</sup>	Ch. 2	Personality & Sport	Chapter 2 and Chapter 2 videos and prepare for online discussion
Meet online Oct. 1 <sup>st</sup> 9:30-10:50 am	Ch. 2	Personality & Sport	Collaborate session looking at personality
Week of Oct. 5 <sup>th</sup>	Ch. 3	Motivation & Behaviour	Chapter 3 and Chapter 3 videos and prepare for online discussion
Meet online Oct. 8 <sup>th</sup> 9:30-10:50 am	Ch. 3	Motivation & Behaviour <b>Case Study #1</b>	Collaborate session looking at motivation

Week of Oct. 12 <sup>th</sup>	Ch. 4 & 5	Arousal, Stress & Anxiety	Chapter 4 & 5 and Chapter 4 & 5 videos and prepare for online discussion
Meet online Oct.15 <sup>th</sup> 9:30-10:50 am	Ch. 4 & 5	Arousal, Stress & Anxiety	Collaborate session looking at arousal, stress and anxiety.
Week of Oct. 19 <sup>th</sup>	Ch. 4 & 5	Arousal, Stress & Anxiety	Chapter 4 & 5 and Chapter 4 & 5 videos and prepare for online discussion Case study due (one of only one or first of two)
Meet online Oct. 22 <sup>nd</sup> 9:30-10:50 am	Ch 4 & 5	Arousal, Stress & Anxiety	Collaborate session looking at arousal, stress and anxiety.
Week of Oct. 26 <sup>th</sup> , Collaborate session on Oct. 29 <sup>th</sup> 9:30- 10:50 am	Ch 10 & 12	Youth and Aging and Involvement in Sport and Physical Activity <b>Assignment</b>	Chapter 10 & 12 and Chapter 10 & 12 videos and prepare for online discussion
Week of Nov. 2 <sup>nd</sup>	Ch. 9	Group and Team dynamics	Chapter 9 and Chapter 9 videos and prepare for online discussion <b>Second Case study due (if applicable)</b>
Meet online Nov.5 <sup>th</sup> 9:30- 10:50 am	Ch. 9	Group and Team dynamics	Collaborate session looking at group and team cohesion and dynamics
Week of Nov. 9 <sup>th</sup>		Communication	Communication videos and prepare for online discussion
Meet online Nov.12 <sup>th</sup> 9:30- 10:50 am		Communication	<b>Seniors assignment due</b> Collaborate session looking at communications
Week of Nov. 16 <sup>th</sup>		Communication & listening practice	Communication videos and prepare for online discussion
Meet online Nov.19 <sup>th</sup> 9:30-10:50 am		Communication & <b>Listening Skills Assignment</b>	Collaborate session looking at communications
Week of Nov. 23 <sup>rd</sup> , collaborate session on Nov. 26 <sup>th</sup> 9:30 -10:50 am	Chap 13	Exercise and Mental Health	Chapter 13 and Chapter 13 videos and prepare for online discussion
Week of Nov. 30 <sup>th</sup>	Chap 7	Sport Psychology Interventions	Chapter 7 and Chapter 7 videos and prepare for online discussion
Meet online Collaborate session Dec. 3 <sup>rd</sup> 9:30-10:50 am	Chap 7	Sport Psychology Interventions	Collaborate session looking at Sport psychology interventions <b>Listening Skills Assignment due</b>
Week of Dec. 7 <sup>th</sup>		Final exam	D2L details tba

## 5. Basis of Student Assessment (Weighting)

Quizzes	15 marks
Case Study & assignments 3 @	10 marks
Communication Project	20 marks
Final exam	15 marks
Participation	20 marks

### 1. Quizzes: 15% of your grade

You will have short quizzes in class based on the readings for that class. There will be a total of 10 quizzes and the best 8 will count. There are no make-ups on these quizzes.

### 2. Final Exam: 15% of your grade

You will have final quiz that tests your ability to apply the knowledge you have learned. The test format will include a case study.

### 3. Case Study & Assignment: 30% of your grade

Two cases will be examined. You will be required to examine the case and suggest appropriate responses based on the topics to date. A short write-up will be required that marries practice with theory. You will have one assignment that will be in the form of either a bibliography or interview. Each exercise is worth 10 marks.

### 4. Communication Project: 20% of your grade

You will be conducting an interview with a potential client, determining their exercise/sport goals and needs. You will be demonstrating your ability to apply the concepts of listening, giving feedback, facilitating, and establishing a professional relationship. You will make an audio-file of your interview and provide a write-up of your analysis of your skills. Detailed instructions and handouts will be provided when we begin the section on Communication.

### 5. Class participation: 20% of your grade

It is expected that you will participate in the online discussions both asynchronously and synchronously. Each week you will have required readings, videos and questions to prepare for real time online discussions in large and small groups. There will be 12 specific group discussions and you will need to show your participation in each for the full 20% of the grade.

#### APA STYLE:

All writing in psychology must follow American Psychological Assoc. (A.P.A.) style. Papers must be well-proofed, typed, have a title page and follow APA rules for writing and referencing. See the Psychology Department home page or [www.apastyle.org](http://www.apastyle.org) or [www.wooster.edu/psychology/apacrib.html](http://www.wooster.edu/psychology/apacrib.html) for online assistance with APA or the reference section of the library.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.

DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.