

THE UNIVERSITY OF BRITISH COLUMBIA  
SCHOOL OF HUMAN KINETICS

Course Outline: *HKIN 489D*

Course Title: *Social Processes in Sport and Exercise Psychology*



**Course Instructor: Dr. Mark Beauchamp**  
Office Location: Room 156B Auditorium Annex  
Office Phone: (604) 822 4864  
Office Hours: By appointment  
Email Address: [mark.beauchamp@ubc.ca](mailto:mark.beauchamp@ubc.ca)

**Student Name:**  
**Year: 2007**

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## **Course Aims and Objectives**

The overall purpose of this course is to provide students with an overview of contemporary theory and research as it relates to the social psychology in sport and exercise settings. Delivered as an advanced 400-level undergraduate course, students will critique key social psychological theories and research, and propose effective strategies for achieving outcomes such as self-determined motivation, group cohesion, exercise adherence, social development, and sporting performance. Topics covered in the course will deal with various contemporary themes, related (but not limited) to: social influence, group processes, close relationships, social support, leadership, self-efficacy, stress and anxiety, achievement motivation, and talent development. Theory, research, and applied implications will be considered in relation to *sport* as well as *exercise* contexts. Students will have the opportunity to complete coursework with due consideration to either (or both) of these physical activity settings, depending on their own research interests.

By the end of this course students should be able to:

- Explain how group processes influence individual and group functioning in sport and exercise.
- Describe contemporary theories of leadership and critically evaluate current practices employed in leadership and talent development.
- Demonstrate an understanding of psychological approaches used to modify behaviour in sport and exercise. Explain how those concerned with intervention are able to manipulate the environment to influence 'key' cognitive, behavioural and affective outcomes.
- Examine and comment on issues related to competition, co-operation, and social development through sport and exercise and propose models for future practice in a variety of sport and exercise settings.
- Work in small groups to critically evaluate a newsworthy expedition, sports tour, or a recent team event.
- Understand the role of theory in supporting research.
- Critically read and evaluate contemporary sport and exercise psychology research.

## **Course Format**

This course will involve lectures, group discussions, students-directed seminars, and self-directed study. Active involvement in *all* aspects is an important part of the course. Powerpoint slides and resources for each lecture will be made available at least one week before each lecture. Any additional information concerning this course will be emailed to students. If you have a problem with specific academic material, such as lecture content, then you should first try to solve it for yourself, perhaps in consultation with your friends and by looking at the course readings and resources. If you cannot sort it out, speak to Dr. Beauchamp at the end of class, or make an appointment (via email) to arrange a meeting.

## **Course Timetable**

Lectures: Tuesdays and Thursdays 3.30pm to 5pm in War Memorial Gym Room 206.

Dates: Teaching period: 8th January to 12<sup>th</sup> April 2007. Exam period 16th to 30<sup>th</sup> April.

## Week-By-Week Timetable

<b>Week No</b>	<b>TUESDAY</b>	<b>THURSDAY</b>
1 Week starting: 8.01.2007	Course outline and introduction.	Self-efficacy in sport and exercise.
2 Week starting: 15.01.2002	Achievement motivation in sport and exercise.	Intrinsic motivation and self-determination in sport and exercise.
3 Week starting: 22.01.2006	Adherence behaviours and exercise preferences.	Group structure and development.
4 Week starting: 29.01.2007	Group cohesion and team building in sport and exercise.	Leadership in sport and exercise.
5 Week starting: 05.02.2007	Transformational leadership: A new paradigm for sport and exercise psychology?	Group dynamics case studies
6 Week starting: 12.02.2007	The stress process and competitive anxiety in sport.	Measurement and control of competitive anxiety.
7 Week starting: 19.02.2007	<b>MID-TERM BREAK</b>	
8 Week starting: 26.02.2007	Relationships in sport.	Presentation 1.
9 Week starting: 05.03.2007	Competition, co-operation, and communication in sport.	Presentation 2.
10 Week starting: 12.03.2007	Interpersonal conflict in sport.	Presentation 3.
11 Week starting: 19.03.2007	Weapons of social influence in sport and exercise.	Presentation 4.
12 Week starting: 26.03.2007	Presentation 5.	Talent development in sport.
13 Week starting: 02.03.2007	Presentation 6.	Presentation 7.
14 Week starting 09.03.2007	Revision Class.	Tutorials

## Assessment and Feedback

Assessment for this course will involve **coursework (60%)** as well as an end of course **final exam (40%)**. Specifically, the assessment will involve:

- (A) **Presentation:** Coursework will involve two distinct but related components. You will notice from the timetable that seven slots have been allocated for presentations in the second half of the semester. In week 1 you will be asked to identify a topic of personal interest, either from the list below or another in consultation with Dr. Beauchamp, and asked to lead a seminar in one of those 'slots'. You may either present in pairs (collaboration is an important part of academia and you may find it beneficial to work with a partner) or individually (if you would prefer to work alone). Whether you choose to work alone or with a partner, both scenarios will be subjected to exactly the same marking criteria. In both cases, you will be required to organize and deliver a 35-40 minute seminar to the rest of the class that should deal with (i) theoretical bases, (ii) research, (iii) practical implications, and (iv) future research directions. This presentation will constitute **50% of the coursework marks**, and thus **30% of the overall marks** for this course (i.e., it's a major piece of work!). You will be marked according to the following criteria:

<u>Feature of Presentation</u>	<u>Marks Awarded</u>
<b>Theoretical basis:</b> Relevance and quality of explanation?	20
<b>Research:</b> Up-to-date, well-chosen and explained?	25
<b>Practical implications:</b> Considered with respect to specific populations. Evidence based?	10
<b>Future research:</b> Suggestions and considerations?	10
<b>Delivery:</b> Verbal delivery and visual delivery (e.g., powerpoint) Stimulation of class engagement/discussions Logical structure Original, creative, and imaginative	10 5 5 10
<b>Time management</b>	5
<b>Total marks</b>	<b>/100</b>

## Presentation Topics

- (1) Is burnout really a problem in sport?
- (2) Is exercise effective in stress-management?
- (3) Home advantage or disadvantage in sports?
- (4) Social support: What is it and how can we effectively provide it?
- (5) Managing career transitions in sport.
- (6) Aggression in sport: Is it a problem?
- (7) Efficacy beliefs within close relationships in sport: Sources and consequences.
- (8) Proxy efficacy and exercise adherence.
- (9) Does morality and sportspersonship matter in sport?

(B) **Individual paper:** Within one week of your presentation you must submit a 1500-word individual paper that relates to the topic covered in the presentation [The word limit does not include the reference list. However, the limit is just that ‘a limit’ and students will be deducted 5 marks for every 200 words they go over the limit]. The individual paper will constitute **50% of the coursework marks**, and thus **30% of the overall marks for this course**. This paper should be in APA style, 12-point font, double-spaced, 1 inch margins, Times New Roman font, and your references should go at the end of your paper. Your paper should be submitted electronically to Dr. Beauchamp at [mark.beauchamp@ubc.ca](mailto:mark.beauchamp@ubc.ca).

<b>Individual Paper</b>	<b>Marks Awarded (/100)</b>
Clarity of expression	10
Identification and description of relevant studies	40
Appropriateness and explanation of theory	20
Applied implications	10
Future research suggestions	10
Presentation (APA Style, grammar, spelling)	5
References	5
In addition, 5 marks will be deducted for every 200 words in excess of the 2500-word limit.	
<b>Total</b>	<b>/100</b>

### **Feedback**

In order to be able to turn work around and provide marks plus feedback to students in an expedient manner it is essential that all assignments are submitted on time. Extensions will only be granted in cases of a medical or serious family emergency, and only with the appropriate medical certificates. Extensions will **NOT** be provided for academic workload or for any other reason. Late written assignments will be downgraded by 10% per weekday. The **presentation must occur in your specified ‘slot’**, and failure to do so at the specified time will result in 0/30 marks being awarded for the presentation. **Special Needs Arrangements:** Please let me know within the first week of class if you have any special needs that interfere with your ability to participate in assignments or write exams.

## Grade Scheme

Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent.

<u>Percentage</u>	<u>Letter Grade</u>
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

## Written Examination

**Final Exam:** There will be no midterm-exam for this course. However, there will be a final exam that will constitute **40% of the overall marks for this course**. The exam will be three hours long and will take place during the official examination period (**16<sup>th</sup> - 30<sup>th</sup> April 2007**). In the exam you will be required to answer three essay questions from a choice of eight. Alternative exam dates will only be provided for students experiencing medical or serious family emergencies (and only where medical documentation is provided). Do not book flights or make travel arrangements for the holiday period until you know your exam schedule! All students must attend the exam on the date allotted. This date is not negotiable and failure to show up at these times will result in a zero.

## Academic Dishonesty and Plagiarism

Plagiarism, cheating or any other form of academic dishonesty will not be tolerated. **This especially means that individual assignments must be completed individually.** Violations will be taken seriously and will be dealt with according to the University policy regarding academic dishonesty (See Academic Calendar, <http://www.students.ubc.ca/calendar/>). Any transgression could result in failure of the course.

For group projects, all contributors have joint ownership of the work, and therefore intellectual property rights. Along with joint ownership comes joint responsibility. If group work contains material which has been plagiarised all members of the group will be deemed responsible and will be liable for the same penalty.

## Course Review

We are continually trying to improve our teaching, and student opinion is an important factor which influences this. At the end of the course every student should fill in a questionnaire. This involves a set of predetermined questions to grade all aspects of the course, as well as the opportunity to add any written comments. Make sure you do this if you want your opinion to be considered.

## **Required and Recommended Reading**

One of the major objectives of this course is to deal with recent issues and contemporary research within sport and exercise psychology. As such, you will be required to read a number of recent articles that will form a basis for discussion in class. In the following section I've just highlighted **essential readings** for each week. In addition, I will also highlight (in class) recommended readings for those interested in examining topics in greater depth.

An essential text, and one that we'll make a great deal of use, corresponds to the book 'Influence' by Robert Cialdini. It's a great read and is pretty inexpensive to purchase. Its available through the University Bookshop (\$20CDN) and can also be purchased through Aamazon.com. The full reference is:

Cialdini, R. (2000). *Influence: Science and Practice* (4<sup>th</sup> edition). Allyn & Bacon.

### **Week 1 – Thurs (Self-efficacy in sport and exercise)**

Bray, S. R., & Cowan, H. (2004). Proxy efficacy: Implications for self-efficacy and exercise intentions in cardiac rehabilitation. *Rehabilitation Psychology, 49*, 71-75.

### **Week 2 – Tues (Achievement motivation in sport and exercise)**

Standage, M., & Treasure, D.C. (2002). Relationship among achievement goal orientations and multidimensional situational motivation in physical education. *British Journal of Educational Psychology, 72*, 87-103.

### **Week 2 – Thurs (Intrinsic motivation and self-determination in sport and exercise)**

Wilson, P. M., Blanchard, C. M., Nehl, E., & Baker, F. (2006). Predicting physical activity and outcome expectations in cancer survivors: An application of self-determination theory. *Psycho-Oncology, 15*, 567-578.

Cialdini text (Chapter 1)

### **Week 3 – Tuesday (Adherence behaviours and exercise preferences)**

Beauchamp, M.R., Carron, A.V., McCutcheon, S., & Harper, O. (2007). Older exercisers' preferences for exercising alone versus in groups: Considering Contextual Congruence. *Annals of Behavioral Medicine, 49*, 1-10.

### **Week 3 – Thursday (Group structure and development)**

Beauchamp, M. R., Bray, S. R., Eys, M. A., & Carron, A. V. (2002). Role ambiguity, role efficacy, and role performance: Multidimensional and mediational relationships within interdependent sport teams. *Group Dynamics: Theory, Research, and Practice, 6*(3), 229-242.

Cialdini text (Chapter 2)

### **Week 4 – Tuesday (Group cohesion and team building in sport and exercise)**

Carron, A. V., Colman, M. M, Wheeler, J., & Stevens, D. (2002). Cohesion and performance in sport: A meta analysis. *Journal of Sport and Exercise Psychology, 24*, 168-188.

**Week 4 – Thursday (Leadership in sport and exercise)**

Smith, R. E., & Smoll, F. L. (2007). Social cognitive approach to coaching behaviours. In S. Jowett and D. Lavallee (Eds.), *Social psychology of sport* (pp. 75-90). Champaign, IL: Human Kinetics.

Cialdini text (Chapter 3)

**Week 5 – Tuesday (Transformational leadership)**

Zacharatos, A., Barling, J., & Kelloway, E. K. (2000). Development and effects of transformational leadership in adolescents. *Leadership Quarterly, 11*, 211-226.

**Week 5 - Thursday (Group dynamics case studies)**

Rejeski, W.J., Brawley, L.R., Ambrosius, W.T., Brubaker, P.H., Focht, B.C., Foy, C.G., Fox, L.D. (2003). Older adults with chronic disease: The benefits of group-mediated counseling in the promotion of physically active lifestyles. *Health Psychology, 22*, 414-423.

Cialdini text (Chapter 4)

**Week 6 – Tuesday (The stress process and competitive anxiety in sport)**

Ntoumanis, N., Biddle, S. J. H. (2000). Relationship of intensity and direction of competitive anxiety with coping strategies. *The Sport Psychologist, 14*, 360-371.

**Week 6 – Thursday (Measurement and control of competitive anxiety)**

Woodman, T. & Hardy, L. (2003). The relative impact of cognitive anxiety and self-confidence upon sports performance: a meta-analysis. *Journal of Sports Sciences, 21*, 443-457.

Cialdini text (Chapter 5)

**Week 7 – Mid-Term Break**

**Week 8 – Tuesday (Relationships in sport)**

Jowett & Cockerill, (2003). Olympic medallists perspective of the athlete-coach relationship. *Psychology of Sport and Exercise, 4*, 313 – 331.

Cialdini text (Chapter 6)

**Week 8 – Thursday**

Presentation Readings

**Week 9 – Tuesday (Competition, cooperation, and communication in sport)**

Tauer, J. M., & Harachiewicz, J. M. (2004). The effect of cooperation and competition on intrinsic motivation and performance. *Journal of Personality & Social Psychology, 86*, 849-861.

Cialdini (Chapter 7)

**Week 9 – Thursday**

Presentation Readings

**Week 10 – Tuesday (Interpersonal conflict in sport)**

Jehn, K. & Mannix, E. (2001) . The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, 44, 238-251.

**Week 10 – Thursday**

Presentation Readings

**Week 11 – Tuesday (Weapons of social influence in sport and exercise)**

Cialdini text (Chapter 8)

**Week 11 – Thursday**

Presentation Readings

**Week 12 – Tuesday**

Presentation Readings

**Week 12 – Thursday (Talent development in sport)**

Soberlak, P. and Cote, J. (2003). The developmental activities of elite ice hockey players. *Journal of Applied Sport Psychology*, 15, 41-49.

**Week 13 – Tuesday**

Presentation Readings

**Week 13 – Thursday**

Presentation Readings

**Week 14 – Tuesday**

No Readings