

**CDA4 Programme Design Template  
Module specification (with KIS)**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Therapeutic Skills in Sport and Exercise				
Module Code	USPJTH-30-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Sport and Exercise Psychology				
UWE Credit Rating	30	ECTS Credit Rating		Module Type	Standard
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	29/05/2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast a range of therapeutic approaches commonly used in a sport &amp; exercise context.</li> <li>• Critically discuss the different contexts necessitating therapeutic intervention (performance enhancement, lifestyle management, clinical &amp; sub-clinical issues) within the sport &amp; exercise domain</li> <li>• Demonstrate a critical awareness of both the diagnostic criteria and assessment protocols for a range of clinical conditions (e.g. injury, eating disorders, OCD, PTSD, athlete abuse, depression, anxiety).</li> <li>• Understand the processes of referral (what, when, why, where).</li> <li>• Critically discuss a range of ethical issues in relation to therapeutic intervention.</li> <li>• Critically discuss the theoretical underpinnings of motivational interviewing.</li> <li>• Demonstrate the application of motivational interviewing skills in a role play setting.</li> <li>• Critically discuss the theoretical underpinnings of cognitive behavioural therapy.</li> <li>• Demonstrate the application of cognitive behavioural interventions in a role play setting.</li> <li>• Critically discuss supervisory models in relation to professional development.</li> </ul>

Syllabus Outline	<ul style="list-style-type: none"> <li>• This module will introduce students to a range of counselling/therapeutic approaches that underpin the work of the applied sport psychologist. There will be a focus on underpinning theory, practical skill development, ethical issues, referral processes and supervision. There will be two skill development blocks addressing both motivational interviewing and cognitive behaviour therapy. As part of this process students will be expected to participate in role play activities designed to add depth to their understanding of relevant issues. The module will be delivered across both semesters. During the module students will have the opportunity to take part in a number of learning activities and discussion groups designed to allow them to elaborate and challenge the knowledge they have gained each week. As well as the Motivational Interviewing workshop &amp; the Cognitive Behaviour Therapy sessions, the module will address the following: - <ul style="list-style-type: none"> <li>• Psychological underpinnings of therapeutic interventions in sport.</li> <li>• “Lost” adolescence</li> <li>• Depression in sport</li> <li>• Anxiety in sport</li> <li>• Addiction in sport</li> <li>• Eating Disorders in sport</li> <li>• Injury in a sporting context.</li> </ul> </li> </ul> <p>During the module, students will take part in a range of virtual and face-to-face learning activities and discussion groups designed to allow them to elaborate and challenge the knowledge they have gained each week</p> <p><b>N.B The teaching blocks for the module ‘Therapeutic skills in sport and exercise’ are delivered early in semester 1 in order for students to use knowledge of applied techniques in assessments for the sport and social process module. It is envisaged students will ‘do’ MI or CBT in their sport and/or exercise settings rather they will use this knowledge to develop hypothetical formulations and plans working with athletes, as part of formative assessments throughout this module.</b></p>
Contact Hours	<ul style="list-style-type: none"> <li>• Interactive workshops, group based activities, seminars and interactive role-play in 2 x 2 day blocked teaching sessions per semester (28 hours).</li> <li>• There will also be support via a virtual learning environment (VLE) and specific support from a named tutor. Independent learning associated with online teaching sessions will include recorded lectures, guided reading, blogs, paper critiques, podcasts, discussion group work, intervention design, wikis, virtual presentations.</li> <li>• There will be 6 on-line sessions (three per semester) scheduled to address topic areas identified in the syllabus outline (36 hours).</li> <li>• 48 hours is allocated to assessment preparation and submission (228 hours of independent learning in total over the course of the module)</li> </ul>
Teaching and Learning Methods	<p>The underlying ethos of the module is “the application of psychological interventions”. This will require students to gain an in-depth understanding of both good mental health &amp; situations where mental health is compromised. They will then have the knowledge base on which to contextualise potential interventions. This will be reflected in the teaching and learning methods which will include the following: -</p> <ul style="list-style-type: none"> <li>• Interactive workshops: These involve group based activities, lectures and interactive role-play in 2 x 3 day blocked teaching sessions per semester.</li> </ul>

	<ul style="list-style-type: none"> <li>• Video analysis: The module will, in part, utilise video role plays as part of the assessment process. The students will learn to use video feedback in a critically analytical way.</li> <li>• Small group work: The nature of the material that is covered in the module, allied to the practical approach, means that small group work is utilised to optimise student learning and student safety.</li> <li>• On-line material involving the presentation of theoretical material, further reading &amp; stimulus questions leading to a virtual discussion board that students will contribute to.</li> </ul> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, and workshops;</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p><b>TEL Strategy:</b> this module is delivered via a blended delivery approach using TEL and active learning pedagogies to make a flexible, challenging and enjoyable module for students. In between this face to face content for this module (2 teaching blocks) TEL is used to delivery teaching and learning activities on a weekly basis, i.e. taking the form of recorded lectures, podcasts, guided reading, discussion forums, wikki and blog development and completion of reflective logs. Prior to the face to face teaching blogs student engage in learning prior to the blocks, further activie learning and consolidation takes place in the face to face teaching blocks and afterwards learning is further guided via activities online.</p>
Key Information Sets Information	N/A
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, with the majority of material available through e-journals and e-books through the library. This guidance will be available in the module handbook and through the blackboard page for the module. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases and blackboard</p>
Indicative Reading List	<p><b>Core Module Reading:</b></p> <ul style="list-style-type: none"> <li>• Miller,W. &amp; Rollnick,S. (2013) – Motivational Interviewing (3<sup>rd</sup> Ed) London. Guildford.</li> </ul> <p><b>Indicative Reading:</b></p> <ul style="list-style-type: none"> <li>• Andersen,M.(ed) – (2000) – <b><u>Doing Sport Psychology</u></b> Champaign,IL. Human Kinetics</li> </ul>

- Andersen,M. (2005) - **Sport Psychology in Practice.** Champaign,IL. Human Kinetics.
- Andersen, M. (2010) - **Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners** (Routledge International Handbooks)
- Arvinen-Barrow,M. & Walker,N. (eds) (2013) – **The Psychology of Sport Injury & Rehabilitation** London. Routledge
- Clarke,D. & Beck,A.T. (2009) - **Cognitive Therapy of Anxiety Disorders** London. Guildford Press.
- Cox,R. (2011) – **Sport Psychology: Concepts and Applications (7<sup>th</sup> ed).** London. McGraw-Hill.
- Gardner,F. & Moore,Z. (2006) – **Clinical Sport Psychology.** Champaign,IL. Human Kinetics.
- Mearns,D. & Thorne,B. (2007) – **Person Centred Counselling in Action (3<sup>rd</sup> ed)** London. Sage.
- Pargman,D.(ed) – (2007) – **Psychological Bases of Sport Injuries (3<sup>rd</sup> ed)** Morgantown. Fitness Information Technology.
- Sanders,D. & Wills,F. (2005) – **Cognitive Therapy: An Introduction (2<sup>nd</sup> ed)** London. Sage.
- Stewart,I. (2007) – **Transactional Counselling in Action (3<sup>rd</sup> ed)** London. Sage
- TenenbaumG. & Eklund,R.C. (2007) - **Handbook of Sport Psychology (3<sup>rd</sup> ed)** London. John Wiley and Sons.

**The following journals are especially useful to material on this module and will be consulted to support independent study.**

- Journal of Sport and Exercise Psychology.
- Journal of Sport and Exercise Science.
- Journal of Applied Sports Psychology.
- Research Quarterly for Exercise and Sport.
- Journal of Sports Sciences
- Journal of Clinical Sport Psychology
- Journal of Health Psychology
- British Journal of Health Psychology

### Part 3: Assessment

#### Assessment Strategy

The module has two pieces of summative assessment: A 3000 word essay, a video role play/reflective essay.

Video role play: Students are required to undertake an 8-10 minute interview to demonstrate their abilities in working with an individual within a motivational interviewing context. After the “role play” element of the assessment they will be asked to give a short verbal summary/evaluation of the brief interview. They are not required to “get it right” during the role play. Their reflection/analysis of the role play will provide them with an opportunity to demonstrate a deeper understanding of the process. The motivational

	<p>interviewing treatment integrity code (miti) will be used as an aid to marking.</p> <p><b>Reflection on role play:</b> A 2000 word reflection on the role play. Students are expected to draw upon current theoretical material in a critically analytical manner as part of their reflection.</p> <p><b>Essay:</b> 3000 words focusing on an exploration of clinical and sub-clinical issues in a sporting context.</p> <p>The essay is designed to provide students with the opportunity to do the following:-</p> <ul style="list-style-type: none"> <li>• Select a clinical/subclinical issue of their choice.</li> <li>• Explore the definitions, diagnostic criteria &amp; treatment options in relation to the chosen topic.</li> <li>• Explore the chosen topic in relation to the sport and/or exercise context.</li> <li>• Utilise the knowledge gained to date to construct an in-depth, critical exploration of the chosen topic.</li> <li>• Explore and offer some evaluation of the relative merits of different interventions in relation to clinical/sub clinical issues.</li> <li>• Consider the ethical issues pertinent to these situations</li> </ul>
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Identify final assessment component and element			
% weighting between components A and B (Standard modules only)	A:	B:	
<b>First Sit</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting (as % of component)</b>	
<b>Description of each element</b>			
1. Video role play in which students conduct an 8-10 minute interview demonstrating their practical understanding of motivational interviewing		25%	
2. A 2000 word reflective essay in which students draw upon current research to demonstrate a critically analytical understanding of their intervention.		75%	
<b>Component B</b>		<b>Element weighting (as % of component)</b>	
<b>Description of each element</b>			
1. A 3000 word essay focusing on an exploration of clinical and sub-clinical issues in a sporting context.		100%	

Comment [JD1]: Needs completing

<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting (as % of component)</b>	
<b>Description of each element</b>			
1. Video role play in which students <u>submit</u> an 8-10 minute interview demonstrating their practical understanding of motivational interviewing		25%	
2. A 2000 word reflective essay in which students draw upon current research to demonstrate a critically analytical understanding of their intervention.		75%	
<b>Component B</b>		<b>Element weighting</b>	

Description of each element	(as % of component)
1. A 3000 word essay focusing on an exploration of clinical and sub-clinical issues in a sporting context.	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	