



MODULE SPECIFICATION

Part 1: Information			
Module Title	Professional Practice in Sports Psychology		
Module Code	USPJTH-30-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Educational Aims: See learning outcomes.</p> <p>Outline Syllabus: This module will introduce students to the lifecycle of the process of delivery of sport psychology support to target populations including individual athletes, teams of athletes, parents of athletes and coaching staff. The module will include key topics such as philosophical assumptions underpinning sport psychology service delivery and the ethics of psychological support. The module is designed to provide students will a detailed understanding of “how” to deliver sport psychology services from intake, needs analysis, case formulation, planning, delivery, monitoring and evaluating. Within the module key topics such as supervision and referral will be covered, followed by an indepth examination of the counselling and therapeutic approaches used in sport psychology delivery. The counselling and therapeutic approaches that underpin the work of applied sport psychologists will be contemporary, featuring MI, CBT, REBT, ACT and mindfulness and EMDR. Furthermore, intervention techniques and exercises for use with teams of athletes will also be covered.</p> <p>As part of the module students will be required to demonstrate their understanding of sport</p>

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psychology delivery, by:

Participating in role play activities designed to add depth to their understanding of relevant issues;

Engage with opportunities provided throughout the module to observe the delivery of psychoeducational support to target populations 3

Engage in peer learning by designing and delivering group psychoeducational workshops to the 3rd year undergraduate students studying the Psychology of Sport & Exercise

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.

N.B The teaching blocks for the module 'Professional Practice in Sport Psychology are delivered early in semester 1 in order for students to use knowledge of applied techniques in assessments for at the end of semester 1 and in semester 2. It is not 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.

Teaching and Learning Methods: The underlying ethos of the module is "understanding the delivery of sport psychology". It is envisaged that the students will then have the knowledge base on which to contextualise potential interventions, and in preparation for stage 2 training for those that desire to progress in this field. This will be reflected in the teaching and learning methods which will include the following: -

Interactive workshops: These involve group based activities, lectures and interactive role-play in 2 x 2 day blocked teaching sessions per semester.

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.

On-line material involving the presentation of theoretical material, further reading & stimulus questions leading to, amongst other things, a virtual discussion board that students will contribute to, wiki development, group online presentations.

Regular opportunities provided by the module team to observe their psychoeducational work in group settings to target populations.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, and workshops;

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

TEL Strategy: this module is delivered via a flexible 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 deliver 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.

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Part 3: Assessment			
<p>The module has three pieces of summative assessment: Component A is comprised of a role play and a subsequent reflective essay based on this experience. Component B is the delivery of a psychoeducational workshop on a topic of sport psychology for a fictional "team" (delivered to Undergraduate Sport & Exercise Psychology students).</p> <p>Component A: Role-play: Students are required to undertake an 15 minute role play to demonstrate their intake abilities and counselling skills in working with an individual "client". After the "role play" element of the assessment they will be asked to give a short verbal reflection/evaluation of the exercise. They will also be provided with informal feedback from their assessors. They are not required to "get it right" during the role play.</p> <p>Role play reflection: Students will then produce a 2000 word reflection based on their role play experience. They will be expected to draw upon current theoretical material in a critically analytical manner as part of their reflection.</p> <p>Component B: Psychoeducational Workshop Delivery: Students will design and deliver a 20-minute psychoeducational workshop for a fictitious team of athletes. The 3rd year undergraduate students studying Sport & Exercise Psychology will play the role of the "fictional team" in semester 2, thereby making this an exercise in peer learning.</p>			
First Sit Components	Final Assessment	Element weighting	Description
Set Exercise - Component B		50 %	The design and delivery of a 20-minute psychoeducational workshop for a fictional team of athletes (3rd year undergraduate students).
Performance - Component A		15 %	Role play (15 minutes)
Written Assignment - Component A	✓	35 %	A 2000 word reflective essay
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	35 %	A 2000 word reflective essay.
Performance - Component A		15 %	A video role play (15 minutes)
Set Exercise - Component B		50 %	A verbal defence of a session plan of the design of a psychoeducational workshop for a hypothetical team of athletes, complete with an evidence-based justification of the topics and interventions suggested.

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Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Critically discuss a range of ethical issues in relation to therapeutic intervention</td> <td>MO1</td> </tr> <tr> <td>Describe the situations necessitating sport psychology intervention (e.g., performance enhancement, performance restoration, performance lifestyle, and referral)</td> <td>MO2</td> </tr> <tr> <td>Understand and demonstrate the consulting process of intake, needs analysis, use of measurement tools, case formulation, selection of support strategies, planning the support function, delivery of sport psychology support, monitoring and evaluation</td> <td>MO3</td> </tr> <tr> <td>Compare and contrast a range of therapeutic approaches in sport psychology including motivational interviewing, CBT, REBT, ACT, mindfulness, EMDR</td> <td>MO4</td> </tr> <tr> <td>Demonstrate the application of the above skills in a role-play setting.</td> <td>MO5</td> </tr> <tr> <td>Critically evaluate and demonstrate a range of reflective practice models in relation to professional development</td> <td>MO6</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Critically discuss a range of ethical issues in relation to therapeutic intervention	MO1	Describe the situations necessitating sport psychology intervention (e.g., performance enhancement, performance restoration, performance lifestyle, and referral)	MO2	Understand and demonstrate the consulting process of intake, needs analysis, use of measurement tools, case formulation, selection of support strategies, planning the support function, delivery of sport psychology support, monitoring and evaluation	MO3	Compare and contrast a range of therapeutic approaches in sport psychology including motivational interviewing, CBT, REBT, ACT, mindfulness, EMDR	MO4	Demonstrate the application of the above skills in a role-play setting.	MO5	Critically evaluate and demonstrate a range of reflective practice models in relation to professional development	MO6		
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uspjth-30-m.html</p>																

Part 5: Contributes Towards
This module contributes towards the following programmes of study: