

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice in Sport Psychology				
Module Code	USPJTH-30-M	Level	M	Version	3
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Sport and Exercise Psychology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

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"> • Critically discuss a range of ethical issues in relation to therapeutic intervention (<i>Component A and B</i>) • Understand the situations necessitating sport psychology intervention (e.g., performance enhancement, performance restoration, performance lifestyle, and referral) (<i>Component A and B</i>) • 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 (<i>Component B</i>). • Compare and contrast a range of therapeutic approaches in sport psychology including Motivational Interviewing, CBT, REBT, mindfulness, ACT, EMDR) (<i>Component A</i>) • Demonstrate the application of the above skills in a role-play setting. (<i>Component A</i>) • Critically evaluate and demonstrate a range of reflective practice models in relation to professional development (<i>Component A</i>).
Syllabus Outline	<p>This module will introduce students to the lifecycle of the delivery of sport psychology support to target populations such as individual athletes, teams of athletes, parents of athletes and coaching staff. It will include key topics such as philosophical assumptions underpinning sport psychology service delivery and the ethics of psychological support.</p> <p>The module is designed to provide students with a detailed understanding of “how” to deliver sport psychology services from intake, needs analysis, case formulation, planning, delivery, monitoring and evaluating.</p> <p>There will be an in depth examination of some of the contemporary counselling and</p>

	<p>therapeutic approaches that underpin the work of applied sport psychologists, such as MI, CBT, REBT, ACT, 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 psychology delivery, by:</p> <ol style="list-style-type: none"> 1. Participating in role play activities designed to add depth to their understanding of relevant issues; 2. Engaging with opportunities provided throughout the module to observe and contribute to the delivery of psychoeducational support to target populations 3. Engaging in peer learning by designing and delivering group psychoeducational workshops to the 3rd year undergraduate students studying the Psychology of Sport & Exercise <p>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.</p> <p>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 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.</p>
Contact Hours	<ul style="list-style-type: none"> • Interactive workshops, group based activities, seminars and interactive role-play in approximately 2 x 2 day blocked teaching sessions per semester (32 hours). • 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, wiki's, virtual presentations. • There will be approximately 20 on-line teaching sessions of 6 hours per session, 10 per semester scheduled to address topic areas identified in the syllabus outline (120 hours). • 148 hours is allocated to assessment preparation and submission (300 hours of independent learning in total over the course of the module)
Teaching and Learning Methods	<p>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: -</p> <ul style="list-style-type: none"> • 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

	<p>discussion board that students will contribute to, wiki development, group online presentations.</p> <ul style="list-style-type: none"> Regular opportunities provided by the module team to observe and contribute to their psychoeducational work in group settings to target populations <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, and workshops;</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>TEL Strategy: 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 the 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.</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>Core Module Reading:</p> <p>https://rl.talis.com/3/uwe/lists/02DB1695-7658-9A82-5B14-2D2C7B072918.html</p> <p>The following journals are especially useful to material on this module and will be consulted to support independent study.</p> <ul style="list-style-type: none"> 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 three pieces of summative assessment: Component A is
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	<p>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><u>Component A:</u></p> <p>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><u>Component B:</u></p> <p>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>
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Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Role play (15 minutes)	30%	
2. A 2000 word reflective essay.	70%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. The design and delivery of a 20-minute psychoeducational workshop for a fictional team of athletes (3 rd year undergraduate students).	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. A video role play (15 minutes).	30%	
2. A 2000 word reflective essay.	70%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. 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.	100%	

If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	29/5/2013			
Revision ASQC Approval Date	30/5/2018	Version	1 (new module title)	RIA 12605