



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Psychological skills, cognitive processes and individual difference in sport and exercise				
Module Code	USPJTJ-30-M	Level	M	Version	1.2
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>- critically evaluate a number of contemporary theoretical perspectives seeking to explain the acquisition of sport and exercise skills (<i>Component A</i>) and critically evaluate contemporary research and theory into the co-ordination and control of sporting actions</li> <li>- critically evaluate research into key psychological skills in sport and exercise psychology, specifically imagery, goal setting and self-talk and relationship to skill acquisition (<i>Component A; Component Bii</i>)</li> <li>- critically evaluate the evidence of the effectiveness of goal setting, relaxation, self talk and imagery in sporting and exercise contexts (<i>Component A; Component Bii</i>)</li> <li>- understand and critically evaluate the evidence investigating the effects of anxiety and pressure on performance and links with arousal (<i>Component A; Component Bii</i>)</li> <li>- understand and critically evaluate mental toughness in sport and exercise performance (<i>Component Bii</i>)</li> <li>- understand and critically evaluate the relationship between motivation and performance (<i>Component Bii</i>)</li> </ul>
Syllabus Outline	<p>This module will introduce students to the body of empirical work that investigates skill acquisition (cognitive processes), expertise, individual difference and psychological skills in sport and exercise psychology.. These overarching topic areas will be covered sequential as follows:</p> <p><b>Skill aquisition, (cognitive processes) and expertise</b></p>

	<p>Students will learn how skill acquisition is thought to occur in sport, exercise and physical activity, specifically current cognitive theories around skill acquisition and expertise, how perception is involved in skill acquisition and the relationship between skill acquisition theory and current practice in sport and exercise psychology. Throughout students will critically evaluate current research and comment on these issues.</p> <p>The topics covered by session are:</p> <p>Introduction to skill and expertise Practice Information processing Expertise Feedback Observational learning Lifespan, expertise and skill Motor skills Cognition</p> <p><b>Psychological skills and individual differences</b></p> <p>The topics covered by session are:</p> <p>Confidence Goal setting Psychometrics in sport Imagery Biofeedback Arousal and anxiety Relaxation Self-talk Motivation Personality Mental toughness Stress</p> <p>During the module, students will take part in a range of virtual learning activities and discussion groups designed to allow them to elaborate and challenge the knowledge they have gained each week. Via a number of virtual workshops students will be presented with information on current theory regarding skill acquisition, expertise and key sport psychology skills, engage in group work evaluating theory and research, evidence based approaches to interventions in athletes. Formative assessment will occur each week and two written assessments and an exam will be undertaken based on prior learning.</p>
Contact Hours	<p>As this module is delivered solely via a virtual learning environment contact time will be via discussion forums, online seminars/classrooms and other VLE resources. The allocation of contact time will be as follows</p> <ul style="list-style-type: none"> <li>- Approximately 17 online teaching sessions – with virtual contact on average of 3hrs per session with module staff and on average of 10 hours independent learning per session and 48 hours allocated to assessment preparation and submission (228 hours of independent learning in total over the course of the module). 20 hours will be allocated to virtual seminars spaced throughout the module</li> <li>- Independent learning associated with online teaching sessions will include recorded lectures, guided reading, blogs, paper critiques, podcasts, discussion group work, intervention design, wikki's, virtual presentations.</li> </ul>

Teaching and Learning Methods	<p>This module will be delivered through a virtual learning environment (VLE), Blackboard (BB). The VLE components of the module will consist of activities presented on most weeks, consisting of core and optional activities. These activities will be supported and elaborated on via asynchronous discussions, problem solving activities and formative weekly tasks.</p> <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 and learning resources</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. 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.</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>Skill acquisition and expertise:</b></p> <p><b>Core module text:</b></p> <p>Williams, A.M. and Hodges, N.J. (2004). <i>Skill Acquisition in Sport</i>. London: Routledge</p> <p><b>Indicative Reading List:</b></p> <p>Bruce, V. and Green, P.R. (1995). <i>Visual Perception: physiology, psychology and ecology</i> (2<sup>nd</sup> Edition) Hove: L.E.A.</p> <p>Davids, K., Savelsbergh, G, Bennett, S.J. and Van der Kamp, J. (2002). <i>Interceptive actions in sport</i>. London: Routledge.</p> <p>Davids, K., Button, C. and Bennett, S. (2008) <i>Dynamics of Skill Acquisition</i>. Champaign, Illinois. Human Kinetics.</p> <p>Kerr, R. (1982). <i>Psychomotor learning</i>. New York. Saunders Publishing.</p> <p>Magill, R.A. (2004). <i>Motor learning and control: Concepts and applications</i> (7th Edition) Dubuque, Iowa: McGraw-Hill.</p> <p>Schmidt, R.A. (1991). <i>Motor learning and performance</i>. Champaign, Illinois: Human Kinetics.</p>

Schmidt, R.A. and Wrisberg, C.A. (2000). *Motor Learning & Performance*. Champaign, Illinois: Human Kinetics

Smyth, M. and Wing, A. (1984). *The psychology of human movement*. New York: Academic Press.

### **Psychological skills**

#### **Core module text**

Andersen, M. (2005). *Sport Psychology in Practice*. Champaign,IL. Human Kinetics.

#### **Indicative Reading List:**

Andersen, M. Ed. (2000). *Doing Sport Psychology*. Champaign,IL. Human Kinetics

Andersen, M. (2010) - *Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*. (Routledge International Handbooks)

Cox, R. (2011). *Sport Psychology: Concepts and Applications* (7<sup>th</sup> ed). London. McGraw-Hill.

Dosil, J. Ed. (2006). *The Sport Psychologists Handbook: A guide for Sport-Specific performance enhancement*. London. John Wiley & Sons

Tenenbaum, G. and Eklund, R.C. (2007). *Handbook of Sport Psychology* (3<sup>rd</sup> ed) London. John Wiley and Sons.

Williams, G. (2010). *Applied sport psychology*. London: McGraw Hill.

#### **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 Counselling Psychology
- Journal of Clinical Sport Psychology

### **Part 3: Assessment**

#### **Assessment Strategy**

#### **Summative assessments**

The module has two pieces of summative assessment, one essay, one reflective log and one presentation. These assessments are most appropriate for assessing learning outcomes as the exam presents a controlled conditions assessment of learning in both skill acquisition and key psychological skills and the case study is an opportunity for students to apply theory to practice via responses to hypothetical clients. Together the key academic content of the module is assessed in a way that is controlled and allows some choice for the students.

a) Seen exam, focusing on two questions, one related to skill acquisition and one regarding a key psychological skill in sport psychology (exam)

b) Case study, focusing on using key sport psychology skills applied to sporting contexts, critical literature review and intervention plan (2000 words)

	<p><b>Formative assessments</b></p> <p>Throughout the module students will engage in online discussion (focused on the social processes element of the module) with feedback from the module team, also students will provide feedback on each other's work and send to the module leader at least once a month critiques of papers, articles etc for formative comment.</p>
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Identify final assessment component and element	a) Seen exam, focusing on two questions, one related to skill acquisition and one regarding a key psychological skill in sport psychology (exam)
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% weighting between components A and B (Standard modules only)	<b>A:</b> <b>50</b>	<b>B:</b> <b>50</b>
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<b>First Sit</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. a) Seen exam, 3 hours	100
Component B Description of each element	Element weighting (as % of component)
1. Case study (3000 words)	100

<b>Resit (further attendance at taught classes is not required)</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen exam,	100
Component B Description of each element	Element weighting (as % of component)
2. Case study	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>
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