



ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychology of Sport and Exercise				
Module Code	USPKJR-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	2 February 2016	Valid from	September 2016		
Revision CAP Approval Date		Valid from			

Review Date	
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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"> • Compare and contrast a range of psychological measures/interventions designed to improve sports performance. (Component A&B) • Demonstrate a critical understanding of psychological interventions in both individual and team sport contexts. (Component A&B) • Demonstrate critical awareness of current debates in the field of sport & exercise psychology and use an inquisitive/analytical framework to identify future research directions in the field of sport and exercise. (Component B) • Critically discuss and theoretically evaluate psychological theories of leadership & motivation in sporting contexts. (Component A&B) • Critically discuss psychological approaches to both understanding exercise behaviour <u>and</u> to increasing physical activity and exercise. (Component A&B)
Syllabus Outline	<u>Underpinnings of Sport & exercise psychology</u>

	<p><u>Session</u></p> <ol style="list-style-type: none"> 1. Introduction to the module; module structure; assessment on the module; definitions; history of sport and exercise psychology; Sports psychology: the parameters (including assessment methods). Exercise psychology: the parameters (including assessment methods). 2. Models of behaviour change & adherence: 3. Group psychology in a sport & exercise context: 4. Models of motivation in a sport & exercise context: 5. Research issues in a sport and exercise psychology context. <p><u>Current & Applied Issues</u></p> <ol style="list-style-type: none"> 6. Injury & stress in a sport and exercise context 7. Leadership in a sporting context. 8. Mental toughness: A debate 9. Psychology & Exercise: Exercise and mental health 10. Psychology & Exercise: Using a knowledge of psychology to promote exercise/physical activity. <p><u>Emerging issues</u></p> <ol style="list-style-type: none"> 11. Drug abuse and doping in a sporting context 12. Psychology and disability: An exploration of current issues.
Contact Hours	<p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <ul style="list-style-type: none"> • 36 hours of scheduled learning through lectures and seminar/workshops with be provided. Teaching sessions will be complemented with TEL learning opportunities including online discussions, YouTube videos from the module team commenting on current health psychology issues. A practitioner vlog in which the module team will record short video clips documenting applied work and inviting responses from course members. The video entries will link directly to the teaching unit for that week. • 114 hours of independent learning are required for the module. Students will be expected to read widely in this area including engagement with essential reading and further reading, (12 x 6 hours), carry out assignment preparation and completion (30 hours for coursework) and revision for the summative exam (12 hours).

<p>Teaching and Learning Methods</p>	<p>Scheduled learning</p> <ul style="list-style-type: none"> This will include lectures, seminars, and debate. There will be a “flipped classroom” approach to the face-to-face sessions. Students will be provided with baseline information/reading/video capture pertaining to a particular topic area in the week leading up to the session. The lecture/workshop/debate will focus on specific questions that have been drawn from the baseline information. <p>Independent learning:</p> <ul style="list-style-type: none"> Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with: essential reading, assignment preparation and completion. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of a learning community. <p>TEL:</p> <ul style="list-style-type: none"> MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students’ learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth 																								
<p>Key Information Sets Information</p>	<p>Key Information Set - Module data</p> <table border="1" data-bbox="459 1189 1369 1572"> <tr> <td colspan="5">Key Information Set - Module data</td> <td></td> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> <td style="text-align: center;"></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Literature Review</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data						<i>Number of credits for this module</i>					15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150	
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Total assessment of the module:			
Written exam assessment percentage		40%	
Coursework assessment percentage		60%	
		100%	

Reading Strategy

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.

Core readings:

Williams, J.M. (ed) (2014) – *Applied Sport Psychology*. (7th ed) London: Mayfield Publishing Company.

Moran, A. (2012) – *Sport and Exercise Psychology: A critical introduction*. (2nd Ed). London: Routledge

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

Buckworth, J. & Dishman, R. (2013) – *Exercise Psychology* London: Human Kinetics

Biddle, S., & Mutrie, N. (2015) – *Psychology of Physical activity*. (3rd ed). London: Routledge.

Indicative Reading List

The following list is offered to provide an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide or through BlackBoard.

Further reading:

Students are expected to identify all other reading relevant to their assignments and sessions for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. 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

Indicative reading:

Chang, C. (2009) – *Handbook of Sports Psychology*. New York: Nova Science.

Hanrahan, S., & Andersen, M. (2010) – *Routledge Handbook of Applied Sport Psychology*. London: Routledge.

Tenenbaum, G. & Eklund, R. (2007) – *Handbook of Sport Psychology*. 3rd ed. London: Wiley

Note: All textbooks will be available in the library as available in the library in print or electronic format.

Journal access:

Students will be encouraged to access and explore a range of high quality journals which are available online from UWE

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

Part 3: Assessment

Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.</p> <p>Component A: An examination was selected to provide a controlled assessment opportunity for the module which assesses the understanding of sport and exercise psychology theory. The examination is 1 hours in duration and will require students to draw upon module material.</p> <p>Component B is a 1500 word critical literature review. Which requires students to:</p> <ul style="list-style-type: none"> • Select an area of either sport or exercise psychology. Students are deliberately offered a degree of autonomy in this respect. • Carry out a literature review of that area. • Critically identify a gap in the literature as a result of the review. • Formulate a research question that addresses the gap.
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	40	60

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
EX1 Examination (1hr)	100%
Component B Description of each element	Element weighting (as % of component)
CW 1 Critical Review (1500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
EX1 Examination (1hr)	100%
Component B Description of each element	Element weighting (as % of component)
CW1 Critical Review (1500 words)	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	