

## MODULE SPECIFICATION

**Code:** USPJLU-20-2      **Title:** Introduction to Psychology for Sport      **Version:** 1

**Level:** 2      **UWE credit rating:** 20      **ECTS credit rating:** 10

**Module type:** Standard

**Owning Faculty:** Health and Life Sciences

**Field:** Psychology

**Faculty Committee approval:** Quality and Standards Committee

**Date:** September 2010

**Approved for Delivery by:** N/A

**Valid from:** September 2011

**Discontinued from:**

**Pre-requisites:**

None

**Co-requisites:**

None

**Entry Requirements:**

N/A

**Excluded Combinations:**

None

**Learning Outcomes:**

The student will be able to:

- identify the major theoretical perspectives and methodological approaches within Psychology;
- understand the relevance of Psychological perspectives to other disciplinary areas with Sports Science;
- place the development of the discipline of Psychology within its historical and cultural context;
- demonstrate an appropriate level of understanding of key concepts and theories associated with the main sub-disciplines of Psychology: Social, Biological, Cognitive, Developmental, Individual Differences;
- describe and evaluate selected key studies and research programmes associated with each of the main sub-disciplines of Psychology;
- recognise the interconnected and overlapping character of nominally different sub-disciplines;
- discuss the philosophical foundations of Psychology and psychological knowledge;
- apply relevant psychological theories and concepts to sporting contexts.

**Syllabus Outline:**

The module will take an integrated approach to topics which spans the appropriate range of sub-disciplines. Selected key topics and issues will be addressed in each of the following areas. Particular attention will be paid to those most relevant to sporting and exercise contexts.

Overview of theoretical perspectives  
Conceptual and historical issues  
Psychology and Evolution  
Behavioural genetics

Psychobiology and Neuroscience  
Attention, Sensation and Perception  
Learning theories  
Memory  
Intelligence  
Personality  
Development in infancy and childhood  
Motivation and Emotion  
Social Cognition and Attitudes  
Self and Identity  
Consciousness  
Interpersonal and Group Processes

### Teaching and Learning Methods:

Lectures, interactive workshops, seminars, guided study. The lecture programme will be shared with other student groups studying introductory Psychology. Sports Science students will participate in a dedicated seminar and workshop programme focussing on the relevance and application of Psychology within the broader context of Sports Science.

### 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.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

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.

### Indicative Reading List:

Set Text:

Hewstone, M., Fincham, F.D. & Foster, J. (2005). Psychology. Oxford: BPS & Blackwell.

Current editions of:

Carlson, N., Martin, G. & Buskist, W. (2007). Psychology (Third European Edition). Harlow: Pearson Education..

Cashmore, E. (2008). Sport and Exercise Psychology: the Key Concepts (2<sup>nd</sup> Edition). London: Routledge.

Davey, G. (ed.) (2004). Complete Psychology. London: Hodder and Stoughton.

Glassman, W. & Hadad, M. (2004). Approaches to Psychology (4th edition). Buckingham: Open University Press.

Hagger, M. & Chatzisarantis, N. (2005). The Social Psychology of Exercise and Sport. Maidenhead: Open University.

Northedge, A. (2005). The Good Study Guide. Milton Keynes: Open University.

Passer, M.W. et al (2009). Psychology: The Science of Mind and Behaviour, European Edition.

London: McGraw-Hill.

**Assessment:**

**Weighting between components A and B (standard modules only) A: 50% B: 50%**

**FIRST ATTEMPT**

**First Assessment Opportunity**

**Component A** (*controlled*)

Description of each element

EX1 Examination (2 hrs)

**Element Wt (Ratio)**

(*within Component*)

*Final Assessment* 1

**Component B**

Description of each element

CW1 Coursework portfolio (2000 words minimum.)

**Element Wt (Ratio)**

(*within Component*)

1

**Second Assessment Opportunity (Resit) further attendance at taught classes is not required**

**Component A** (*controlled*)

Description of each element

EX1 Examination (2 hrs)

**Element Wt (Ratio)**

(*within Component*)

*Final Assessment* 1

**Component B**

Description of each element

CW1 Coursework portfolio (2000 words minimum)

**Element Wt (Ratio)**

(*within Component*)

1

**EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.**

**Specification confirmed by** ..... **Date** .....  
(Associate Dean/Programme Director)