



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Issues in Sport Psychology				
Module Code	USPJTG-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		Module Type	Standard
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements	N/A	

Part 2: Learning and Teaching	
Learning Outcomes	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to apply theory of sport psychology in a critically analytical manner. (Component B) 2. Demonstrate increasing levels of insight into the psychological processes that underpin sport performance (Component B) 3. Critically apply appropriate theoretical perspectives and research to social, developmental and clinical psychological issues in sport (Component A) 4. Demonstrate an awareness of the importance of interpersonal relationships and personality in sport contexts (Component A) 5. Evaluate the importance of leadership in sport and critically evaluate approaches to leadership in sport teams (Component A)
Syllabus Outline	<p>The module is designed to enable students to develop a broader understanding of contemporary issues in sport psychology. Specifically, these incorporate social, developmental and clinical psychological components affecting athletes across the lifespan, and across all levels of sport competition.</p> <p>This 30 credit module will be delivered across semesters using a variety of methods including face-to-face intensive teaching and online sessions.</p> <p>Indicative teaching content includes group dynamics, leadership and cross-cultural issues in sport psychology (social); sport competition over the lifespan to incorporate children, adolescent, adult and master's athletes and long-term athlete development (developmental); and depression, eating disorders, addiction and burnout in athletes (clinical).</p> <p>The module will be assessed twice during the course of the module. Firstly, by means of an online 20 minute presentation of a contemporary social and/ developmental/or clinical issue in a sport context (50% of overall module mark). Secondly, students' learning will be assessed by means of a 3,000 word essay to explore a clinical issue in a sporting context using appropriate theory and research.</p>

Contact Hours	<p>As this module is delivered via a flexible learning approach contact time will be split between face to face contact time and contact time 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"> • 3 face to face teaching days • 14 online teaching sessions with virtual contact and independent learning on average of 6hrs per session with module staff and 100 hours allocated to assessment preparation, placement logs and submission. • 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. • 2x 1 Hour Virtual or face-to-face supervision sessions will be offered by the MSc teaching team.
Teaching and Learning Methods	<p>Teaching and learning methods: There will be an introductory session that will outline the module to students, content and processes related to this module. During this session students will be provided with material on reflective learning and guidelines for the completion of the assessments. Relevant material will be made available on line via Blackboard.</p> <p>Following the “introduction to the module day” 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 a number 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>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 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 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. Prior to the face to face teaching blogs student engage in learning prior to the blocks, further activie learning and consolidation takes place in the face to face teaching blocks and afterwards learning is further guided via activities online.</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</p>

	relevant sources for themselves, e.g. through use of bibliographical databases and blackboard
Indicative Reading List	<p>Core Module Reading:</p> <p>https://uwe.rl.talis.com/lists/69785F9C-A2B7-15AA-2F01-9A1C29A64D85.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	<p>Summative assessments</p> <p>The module has two pieces of summative assessment, one online presentation and one clinical essay.</p> <p>Component A: A 20-minute online presentation presentation with accompanying audio notes/screen capture. Appropriate theoretical perspectives and research are critically applied to a selected social /developmental or clinical psychological issue in sport .</p> <p>Component B: A 3000 word essay focusing on an exploration of clinical and sub-clinical issues in a sporting context.</p> <p>The essay is designed to provide students with the opportunity to do the following:-</p> <ul style="list-style-type: none"> • Select a clinical/subclinical issue of their choice. • Explore the definitions, diagnostic criteria & treatment options in relation to the chosen topic. • Explore the chosen topic in relation to the sport and/or exercise context. • Utilise the knowledge gained to date to construct an in-depth, critical exploration of the chosen topic. • Explore and offer some evaluation of the relative merits of different interventions in relation to clinical/sub clinical issues. • Consider the ethical issues pertinent to these situations <p>Component A: The presentation element is designed to provide students with the opportunity to demonstrate a range of skills:</p> <ul style="list-style-type: none"> • The ability to make salient connections between current psychological perspectives, social and developmental issues, and the sporting experience. • The ability to translate their knowledge into a form that is understandable, scientifically grounded, and engaging to the audience. <p>NB. This is a controlled conditions element.</p> <p>Component B: The clinical essay is central to the assessment of the students' abilities in transferring theoretical knowledge to the applied context.</p>

	<p>Formative assessments</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	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. A 20-minute presentation	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. A 3,000 word clinical essay	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 20-minute presentation	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. A 3,000 word clinical essay	100%	
<p>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.</p>		

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First CAP Approval Date	29/5/2013			
Revision CAP Approval Date	30/5/2018	Version	3 (new module title)	RIA 12605