



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Social & Developmental Sport Psychology in Action				
Module Code	USPJTG-30-M	Level	M	Version	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 September 2017 (v2)		Valid to	September 2019	

Part 2: Learning and Teaching	
Learning Outcomes	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to apply theory of sport &amp; exercise psychology in a critically analytical manner to sport and exercise situations. (Component B)</li> <li>2. Demonstrate a critical understanding and awareness of reflective practice and its application in sport and exercise psychology (Component B)</li> <li>3. Demonstrate increasing levels of insight into psychological processes in the working context (Component B)</li> <li>4. Demonstrate a reflective awareness of personal strengths and weaknesses in relation to work in an applied sport and exercise context. (Component B)</li> <li>5. Critically apply appropriate theoretical perspectives and research to social psychological issues in sport and exercise (Component A)</li> <li>6. Critically apply appropriate theoretical perspectives and research to developmental issues in sport and exercise (Component A)</li> <li>7. Critically evaluate relevant literature relating to Interpersonal relationships, organisational issues and leadership in sport psychology (Component A)</li> <li>8. Demonstrate a critical awareness of the psychological issues associated with early, mid and later life, in relation to exercise and sport contexts. (Component A)</li> <li>9. Reflect on the issues pertaining to career transitions in sport and end of career difficulties (Component A)</li> <li>10. Critically evaluate research investigating team and group cohesion in</li> </ol>

	<p>sport, team identity and co-operation (Component A)</p> <p>11. Demonstrate an awareness of the importance of interpersonal relationships and personality in sport contexts (Component A)</p> <p>12. Evaluate the importance of leadership in sport and critically evaluate approaches to leadership in sport teams (Component A)</p>
Syllabus Outline	<p>The module is designed to enable students to develop a broader understanding of the relationship between what might be called “social processes” and applied sport &amp; exercise contexts. As such, they will be introduced to a range of salient theoretical perspectives focusing on social processes, and they will be required to seek “observational” experiences in sport and/or exercise settings in which they can contextualise the learning.</p> <p>The online teaching sessions will cover the following material:</p> <ul style="list-style-type: none"> <li>• Group cohesion and identity</li> <li>• Leadership, interpersonal relationships and organisational issues in sport psychology</li> <li>• Body image</li> <li>• Lifespan issues</li> <li>• Disability in a sporting context</li> <li>• Transitions and career termination within sport</li> <li>• Interpersonal Relationships in a sport &amp; exercise context.</li> <li>• Organisational issues</li> <li>• Theoretical perspectives and research into developmental issues in sport and exercise</li> <li>• Peers and school context</li> <li>• Environmental influences</li> </ul> <p>Students will need to log hours (minimum of 50 hours over two semesters) engaged in relevant paid, unpaid work or voluntary activities. Students will be expected to reflect on a variety of scenarios that they have observed. Students will arrange the activity for themselves using university facilities to help as appropriate within agreed guidelines. Students will be allocated to a named member of teaching staff who will act as supervisor and in conjunction with the module leader offer support and advice regarding assessment. Throughout supervision and work activities students will be required to demonstrate a reflective awareness of personal strengths and weaknesses in relation to work in an applied sport and exercise context.</p> <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><b>Important note:</b> The role of students undertaking this module on the MSc Sport &amp; Exercise programme is that of “observer”. At no point are they allowed to undertake any “individual intervention” type work in relation to sport psychology unless it is part of a programme designed by a Chartered Sport Psychologist and under his/her direct supervision. In order to partake in any sport psychology intervention work they would need to enrol on the Stage 2 programme (post MSc) which would then afford them the title of “trainee sport psychologist”. If there are any queries in relation to this please refer to the BPS Code of conduct (<a href="http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards">http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards</a>), see the Q&amp;A document in the handbook.</p>
Contact Hours	<p>As this module is delivered via a blended 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"> <li>• 3 face to face teaching days</li> <li>• 14 online teaching sessions with virtual contact and independent learning on</li> </ul>

	<p>average of 6hrs per session with module staff and 100 hours allocated to assessment preparation, placement logs and submission.</p> <ul style="list-style-type: none"> <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> <li>• 2x 1 Hour Virtual or face-to-face supervision sessions will be offered by the Chartered Sport Psychologist on the MSc team.</li> </ul>
<p>Teaching and Learning Methods</p>	<p><b>Teaching and learning methods:</b> 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><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, 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 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>
<p>Key Information Sets Information</p>	<p>N/A</p>
<p>Reading Strategy</p>	<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>
<p>Indicative Reading List</p>	<p><b>Core Module Reading:</b> Andersen, M. (2010) - <i>Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners.</i> (Routledge International Handbooks)</p>

Hanton,S. & Mellalieu,S. (2012) – **Professional Practice in Sport Psychology: A Review**. London Routledge.

**Indicative Reading:**

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

Arvinen-Barrow,M. & Walker,N. (2013) – **The Psychology of Sport Injury & Rehabilitation**. Routledge. London.

Biddle,S. and Mutrie,N. (2008). **The Psychology of Physical Activity: Determinants, well-being, and Interventions**. London. Routledge.

Carron, A., Hausenblas, H. and Eys,M. (2005). **Group Dynamics in Sport (3<sup>rd</sup> Ed)** Morgantown. FitinfoTech.

Cotterill,S., Weston,N., & Breslun,G. (2017) – **Sport & Exercise Psychology: Practitioner Case Studies**. London. Wiley.

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

Gill, D. and Williams, L. (2008). **Psychological Dynamics of Sport and Exercise (3<sup>rd</sup> Ed)** Leeds Human Kinetics

Grogan, S. (2008). **Body image: understanding body dissatisfaction in men, women and children (2nd ed.)**. London: Routledge.

Hagger, M. and Chatzisarantis, N. (2005). **The Social Psychology of Exercise and Sport**. Maidenhead. OU Press.

Jowett, S., and Lavalley, D. (2007). **Social psychology in sport**. Champaign, IL: Human Kinetics.

Knowles, A., Shanmugan, V. and Lorimer, R. (2015). *Social psychology in sport and exercise: Linking theory to practice*. Palgrave, London.

Mearns, D. and Thorne, B. (2007). **Person Centred Counselling in Action**. (3<sup>rd</sup> ed) London. Sage.

Murphy,S. (ed) (2012) – **The Oxford Handbook of Sport & Performance Psychology**. OU Press. Oxford.

Pargman, D. Ed. (2007). **Psychological Bases of Sport Injuries (3<sup>rd</sup> ed)** Morgantown. Fitness Information Technology.

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

Williams, G. & Krane,V. (2015). **Applied sport psychology: Personal growth to peak performance**. 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 Clinical Sport Psychology
- Journal of Health Psychology
- British Journal of Health Psychology

### Part 3: Assessment

#### Assessment Strategy

#### Summative assessments

The module has two pieces of summative assessment, , one online presentation and one module portfolio

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 and/or developmental psychological issue in sport or exercise

Component B: A reflective portfolio

A reference from the organisation verifying hours

Health and Safety Induction or evaluation of health and safety

Agreement from the organisation for the activity to be used for educational purposes

Verification of hours completed.

Reflective log (5 x 1000 word reflections) spanning two semesters (all learning outcomes 1-6)

Component A: The presentation element is designed to provide students with the opportunity to demonstrate a range of skills:

- 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.
- Provide an evidence based response to key questions from the audience

NB. This is a controlled conditions element.

Component B: The portfolio is central to the assessment of the students' abilities in transferring theoretical knowledge to the applied context. The reflective element provides students with the opportunity to utilise a range of recognised models of reflection in developing a deeper, more meaningful understanding of scenarios that they have observed.

NB Students will be required to submit two reflections at the end of the first

	<p>semester. This will allow them to get formal feedback before undertaking the remaining 3 reflections.</p> <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	<b>Component B element 2</b>	
% weighting between components A and B (Standard modules only)	<b>A: 50</b>	<b>B: 50</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. A 20-minute presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. A reflective portfolio of work based learning – 2 reflections	40%	
2. A reflective portfolio of work based learning – 3 reflections	60%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. A 20-minute presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. A reflective portfolio of work based learning	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>		

**FOR OFFICE USE ONLY**

First CAP Approval Date	29/5/2013			
Revision CAP Approval Date	31/5/2017	Version	2	<a href="#">RIA 12306</a>