



MODULE SPECIFICATION

Part 1: Information			
Module Title	Exercise Psychology		
Module Code	USPKJA-15-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: This module will introduce students to the body of empirical work that investigates exercise and physical activity from a psychological perspective.</p> <p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: Specifically topics covered include current recommendations for physical activity, theories of behaviour change that attempt to predict activity levels, the relationship between physical activity, mental illness and health, mechanisms for psychological effects and motivation, barriers to exercise and adherence issues. Throughout, students will critically evaluate current research, investigating and commenting on these issues.</p> <p>The topics covered by session are:</p> <ul style="list-style-type: none"> Introductions and definitions Predicting exercise behaviour using theory and models Exercise, physical activity and depression Exercise, physical activity and stress Exercise, physical activity and anxiety Exercise, Physical activity, affect and self-esteem Exercise and cognitive function

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Exercise and addiction
Public health and exercise interventions
Motivation to exercise
Body image and exercise
Sedentary behaviour
Psychophysiology of physical activity and exercise
Applied skills for exercise psychologists.

By completing learning activities in the above areas students will understand and critique the determinants of exercise and physical activity i.e. motivation, barriers to physical activity and physical activity adherence. Apply theory into designing and critiquing interventions for increasing physical activity at a population level and at an individual level; and apply knowledge gained from exercise theory into programmes and interventions for the physically inactive.

During the module, students will take part in a range of virtual and face-to-face learning activities and discussion groups designed to allow them to elaborate and challenge the knowledge they have gained each online teaching session. Via face to face workshop students will be presented with information on current theory regarding exercise interventions in the UK, engage in group work evaluating these interventions and designing new, evidence based approaches to physical activity and exercise interventions. Formative assessment will occur each week and two written assessments and a presentation will be undertaken based on prior learning

Teaching and Learning Methods: This module will be delivered through a virtual learning environment (VLE), Blackboard (BB) and via a three day block of face to face teaching. 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. There will also be three face to face teaching days, in which there will group based activities, presentations and directed learning activities.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, and workshops.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

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:

3 face to face teaching days (one 2 day teaching block and 1 standalone teaching day) – 20 hours – seminar and group based work as well as student presentations.

16 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).

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.

Part 3: Assessment

Summative assessments

The module has two pieces of summative assessment, one essay, one and one presentation. The essay will assess critical understanding of exercise psychology using student contributions from throughout out the module and the presentation follows on from this by asking students to use this theoretical knowledge in an hypothetical applied context. As well as the continuity in learning outcomes presentation skills are also developed and

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assessed in the presentation.

a) Presentation of hypothetical bid for an exercise intervention initiative based on a brief from a local health authority. The presentation will be pre-recorded and submitted via Blackboard (15 minutes duration).

b) Discussion portfolio based on student contributions to online discussion forums. Students will use examples of their own contributions to online discussions to illustrate learning and critical understanding of exercise psychology topics (2000 words).

Formative assessments

Throughout the module students will engage in online discussion 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 and feedback for improvements over future assessments.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component B		50 %	Discussion portfolio of student contributions to online discussion forums
Presentation - Component A	✓	50 %	Presentation of hypothetical bid (30 minutes duration)
Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component B		50 %	Discussion portfolio of student contributions to online discussion forums
Presentation - Component A	✓	50 %	Presentation of hypothetical bid (30 minutes duration)

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Describe, discuss and review current policy recommendations and position statements on physical activity recommendations and the physical activity-exercise relationship	MO1
	Critically examine the evidence of the role of physical activity in the prevention and treatment of a variety of mental illnesses, for example anxiety, depression, personality disorder, and relationship to mental and emotional health in general	MO2
	Identify and critique the essential components of a range of behaviour change models and critically examine their utility in explaining physical activity and exercise	MO3
	Critically evaluate current perspectives on the relationship between physical activity and mood	MO4
	Critique the proposed mechanisms that have been offered to explain the psychological benefits of exercise	MO5
	Critically evaluate the physical and psychological impact of exercise addiction	MO6
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	117

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	Total Independent Study Hours:	117
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	33
	Total Scheduled Learning and Teaching Hours:	33
	Hours to be allocated	150
	Allocated Hours	150
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uspjka-15-m.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: