



## **Module Specification**

### **Exercise Psychology**

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## Part 1: Information

**Module title:** Exercise Psychology

**Module code:** USPKJA-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module will introduce students to the body of empirical work that investigates exercise and physical activity from a psychological perspective.

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**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.

The topics covered by session are:

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

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

### **Part 3: Teaching and learning methods**

**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.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Describe, discuss and review current policy recommendations and position statements on physical activity recommendations and the physical activity-exercise relationship

**MO2** 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

**MO3** Identify and critique the essential components of a range of behaviour change models and critically examine their utility in explaining physical activity and exercise

**MO4** Critically evaluate current perspectives on the relationship between physical activity and mood

**MO5** Critique the proposed mechanisms that have been offered to explain the psychological benefits of exercise

**MO6** Critically evaluate the physical and psychological impact of exercise addiction

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspkja-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uspkja-15-m.html>

## Part 4: Assessment

### **Assessment strategy:** 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 assessed in the presentation.

a) Presentation of hypothetical bid for an exercise intervention initiative based on a brief from a local health authority. The presentations will be held in class, during the face to face teaching block and will be of 15 minutes duration (controlled conditions).

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.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Presentation of hypothetical bid (30 minutes duration)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5, MO6

**Portfolio (First Sit)**

Description: Discussion portfolio of student contributions to online discussion forums

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO6

**Presentation (Resit)**

Description: Presentation of hypothetical bid (30 minutes duration)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4, MO5, MO6

**Portfolio (Resit)**

Description: Discussion portfolio of student contributions to online discussion forums

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO2, MO4, MO6

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Sport and Exercise Psychology [Frenchay] MSc 2023-24

Sport and Exercise Psychology [Frenchay] MSc 2022-23