



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Psychology of Physical Activity and Exercise: Theory and Applications				
Module Code	USPKJA-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Sport and Exercise Psychology				
UWE Credit Rating	15	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 2015		Valid to	September 2019	

<b>CAP Approval Date</b>	24 <sup>th</sup> Mar 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- describe, discuss and review current policy recommendations and position statements on physical activity recommendations and the physical activity-exercise relationship; (<i>component A</i>)</li> <li>- 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; (<i>component B</i>)</li> <li>- identify and critique the essential components of a range of behaviour change models and critically examine their utility in explaining physical activity and exercise; (<i>component A</i>)</li> <li>- critically evaluate current perspectives on the relationship between physical activity and mood (<i>component A and B</i>)</li> <li>- understand and critique the proposed mechanisms that have been offered to explain the psychological benefits of exercise; (<i>component A</i>)</li> <li>- critically evaluate the physical and psychological impact of exercise addiction;</li> <li>-</li> </ul>
Syllabus Outline	<p>This module will introduce students to the body of empirical work that investigates exercise and physical activity from a psychological perspective. 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"> <li>Introductions and definitions</li> <li>Predicting exercise behaviour using theory and models</li> <li>Exercise, physical activity &amp; depression</li> <li>Exercise, physical activity &amp; stress</li> <li>Exercise, physical activity &amp; anxiety</li> <li>Exercise, Physical activity, affect &amp; self-esteem</li> <li>Exercise and cognitive function</li> <li>Exercise and addiction</li> <li>Public health &amp; exercise interventions</li> <li>Motivation to exercise</li> <li>Body image and exercise</li> <li>Sedentary behaviour</li> <li>Psychophysiology of physical activity and exercise</li> <li>Applied skills for exercise psychologists</li> </ul> <p>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.</p> <p>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</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 (one 2 day teaching block and 1 standalone teaching day) – 20 hours – seminar and group based work as well as student presentations</li> <li>- 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)</li> <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> </ul>
Teaching and Learning Methods	<p>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.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision,</p>

	<p>demonstration, and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</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 relevant sources for themselves, e.g. through use of bibliographical databases and blackboard</p>
Indicative Reading List	<p><b>Core module text:</b></p> <p>Biddle, S., Mutrie, N. &amp; Gorely, T. (2013). <i>Psychology of physical activity: Determinants, well-being and interventions</i>. London: Routledge.</p> <p><b>Indicative Reading List:</b></p> <p>Acevedo, E.O. and Ekkekakis, P. (2006). <i>Psychobiology of Physical Activity</i>. Champaign, Ill: Human Kinetics.</p> <p>Bandura, A. (1997). <i>Self-efficacy: The exercise of control</i>. New York; H: Freeman.</p> <p>Biddle, S., Mutrie, N. &amp; Gorely, T. (2013). <i>Psychology of physical activity: Determinants, well-being and interventions</i>. London: Routledge.</p> <p>Biddle, S.J.H., Fox, K. R. and Boutcher, S.H. (2000) <i>Physical Activity and Psychological Well-Being</i>. London: Routledge</p> <p>Buckworth, J., Dishman, R., O'Connor, P. &amp; Tomporowski, P. (2013). <i>Exercise Psychology</i>. Champaign Ill: Human Kinetics.</p> <p>Dishman, R.K. (1988). <i>Exercise Adherence: It's impact on public health</i>. Champaign, IL: Human Kinetics.</p> <p>Dishman, R.K. (1994). <i>Advances in Exercise Adherence</i>. Champaign, IL: Human Kinetics.</p> <p>Faulkner, G.E. and Taylor, A.H. (2005). <i>Exercise, Health and Mental Health</i>. Abingdon, Oxon: Routledge.</p> <p>Fox, K.R. (1997). <i>The Physical Self</i>. Champaign, IL: Human Kinetics.</p> <p>Hardman, A. and Stensel, D. (2006). <i>Physical activity and health: The evidence explained</i>. Routledge: London.</p>

Marcus, B. and Forsyth, L. (2009). *Motivating people to be physically active*. IL, Human Kinetics

McKenna, J. and Riddoch, C. eds. (2003). *Perspectives on Health & Exercise*. Basingstoke, Hampshire: Palgrave MacMillan.

Pandolf, K.B. and Holloszy, J.O. (1990). *Exercise and Sport Science Reviews*. Baltimore: Williams & Watkins.

Seriganian, P. (1993) *Exercise Psychology: The influence of physical exercise on psychological processes*. New York: Wiley.

Smith, A. and Biddle, S. (2008). *Youth physical activity and sedentary behaviour*. IL, Human Kinetics

Willis, J.D. and Campbell, L.F. (1992). *Exercise Psychology*. Champaign, IL: Human Kinetics

**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 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.

Identify final assessment component and element	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)	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Presentation of hypothetical bid (30 minutes duration)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Discussion portfolio of student contributions to online	100%	
<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</b> <b>(as % of component)</b>	
1. Presentation of hypothetical bid (30 minutes duration)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Discussion portfolio of student contributions to online discussion forums	100%	
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.		