

MODULE SPECIFICATION FORM

Module Title: Applied Sport & Exercise Psychology 3	Level: 6	Credit Value: 20
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Module code: SPT615 (if known)	Cost Centre: GASP	JACS2 code: C813
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Trimester(s) in which to be offered: 1 or 2	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: September 2011 Date revised: October 2015 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): None
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Originating Academic area:	Social and Life Sciences	Module Leader:	Dr Duncan Mascarenhas
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Module duration (total hours)	200	Status: core/option (identify programme where appropriate): Core
Scheduled learning & teaching hours	30	
Directed/Independent study hours	170	
Placement hours:	0	

Programme(s) in which to be offered: BSc (Hons) Sport & Exercise Sciences BSc (Hons) Equestrian Psychology	Pre-requisites per programme (between levels): None
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Module Aims: <ol style="list-style-type: none"> 1. To integrate evidence-based practice through the psychological support process. 2. To consider the range of approaches to working as an applied sport and exercise psychologist that are underpinned by theoretical perspectives. 3. To employ a range of theoretically underpinned psychological skills and techniques to enhance performance and/or participation.

Intended Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

Conduct a needs analysis with an athlete or exerciser

1. Critically appraise current theories and research into evidence-based practice.
2. Critically appraise contemporary research into selected sport & exercise psychology theories.
3. Critique and reflect upon the practical and ethical issues in sport and exercise psychology support.

Transferable/Key Skills and other attributes:

Demonstrate self-reliance when working independently, and co-operation when working in groups; internalise and differentiate between values and ideals related to other individuals and situations; communicate succinctly and eloquently in written, oral and other relevant presentation formats; utilise self reflection, evaluation and appraisal; demonstrate an ability to plan and effectively manage the learning and work environment.

Assessment:

Case Study

Students will complete a needs assessment with **either** an athlete (aiming to improve performance) **or** an individual (aiming to increase their activity levels and adherence to activity). They will then present the needs assessment and suggested interventions based on contemporary research (assessment 1; **learning outcomes 1 & 2**). Throughout the data collection process (needs analysis) the students will be expected to keep a reflective log of their activities. They should draw upon ONE, TWO or THREE critical moments with their client and use contemporary literature to write a reflective critique of the practical/ethical issues experienced (assessment 2; **learning outcomes 1, 2 & 3**).

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1, and 2	Case Study – Needs Analysis	50%		2000 words
2	1, 2 and 3	Case Study – Reflective Critique	50%		2000 words

Learning and Teaching Strategies:

The students will work with an athlete or a recreational exerciser who may be drawn from the student population, a local group/club/squad of athletes, or from the general population. They will be required to spend a minimum of 3 hours completing the assessment of that individual, and through a range of seminars, workshops, group or individual tutorials, devise an intervention deriving from the needs assessment.

Syllabus outline:

- The syllabus outline for this module is expected to change as new theories emerge in the literature. However, currently, theories such as self-talk, goal setting, imagery, pre-performance routines, role-clarity, team dynamics, decision making, attentional control, stress inoculation training, progressive muscular relaxation, music interventions)
- Also, evidence based practice, models of sports science support, performance profiling, basic counselling skills (listening, questioning, reflecting, summarising)
- Assessing the athlete/exerciser – assessment tools (including profiling, intake interviews, psychometrics)

Bibliography

Essential reading:

Contemporary research articles will be drawn upon from a range of sport & exercise psychology journals (such as *The Sport Psychologist*, *Journal of Applied Sport Psychology*, *Journal of Sport and Exercise Psychology*, and the *Journal of Sports Sciences*).

Other indicative reading:

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

Andersen, M.B. (2005), *Sport Psychology in Practice*. Champaign, IL: Human Kinetics.

Buckman, J. and Dishman, R.K. (2002), *Exercise Psychology*. Champaign, IL: Human Kinetics.

Cockerill, I. (2002), *Solutions in Sport Psychology*. London: Thomson.

Collins, D. Richards, H. and Button, A. (2011), *Performance Psychology: Developing a Peak Performance Culture*. Elsevier.

Hill, K. (2001) *Frameworks for Sport Psychologists*. Champaign, IL: Human Kinetics.

Karageorghis, C. I. and Terry, P. C. (2011), *Inside Sport Psychology*. Champaign: IL, Human Kinetics.

Marcus, B.H. and Forsyth, L.H. (2003) *Motivating People to be Physically Active*. Champaign, IL: Human Kinetics.

Shaw, D.F. Gorely, T. and Corban, R.M. (2005), *Instant Notes: Sports and Exercise Psychology*, Oxon: Garland Science/BIOS.

Singer, R.N., Hausenblas, H.A. and Janelle, C.M. (2001), *Handbook of Sport Psychology* (2nd Ed). New York: Macmillan.

Williams, J. M. (2003), *Applied Sport Psychology: From Personal Growth to Peak Performance*. California: Mayfield.