1. **Title of the module**

SPOR5460 (SS546) Applied Sport and Exercise Psychology

1. **School or partner institution which will be responsible for management of the module**

School of Sport and Exercise Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA (Hons) Sport and Exercise Management

BSc (Hons) Sports and Exercise for Health

BSc Sport and Exercise Science

BSc Sports Therapy

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to demonstrate knowledge and understanding in the following areas:**
2. Philosophy and psychological approaches to understanding human behaviour in sport and exercise psychology contexts
3. Ethical and professional practice: standards, considerations, and evidence-based practice
4. Use of psychological skills and strategies to improve sport performance and physical health and wellbeing
5. Clinical issues relating to participation in sport and/or exercise
6. Analysis and evaluation of psychological data – evidenced by collecting and interpreting interview, questionnaire and/ or observational data
7. Reflective practice – critical self-reflection on their applied work, including needs analysis and design of an evidence-based intervention strategy
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
9. Demonstrate an ability to integrate key skills through information technology to construct a written case report: e.g., word-processing and the use of electronic resources to search for, identify and organise information in library books, journal articles and the internet.
10. Communicate effectively with other individuals or groups of individuals throughout the course of this module and communicate learning in the form of a written case report.
11. Demonstrate evidence-based scientific reasoning – achieved by teaching and assessment of ethical thinking and applied practice decision-making
12. Demonstrate an ability to make critical judgements and evaluations – evidenced by the successful interpretation of theoretical concepts in applied examples.
13. Plan and manage their own learning by completing the extra self-directed study necessary to successfully meet the requirements for this module.
14. Critically self-reflect on their development of knowledge and application of theory to practice
15. **A synopsis of the curriculum**

The module aims to provide students with knowledge and understanding of the role of applied practice within sport and exercise psychology. A key module aim is to provide students with knowledge and understanding of the applied sport and exercise psychology service delivery process. Students will explore how sport psychology practitioners initially approach intervention work; consider ethical and professional practice dilemmas; appraise and evaluate approaches to evidence-based evidence; design an intervention; and reflect on their practice. Students will be required to conduct a case study with a sport or exercise participant.

A synopsis of the indicative topics included in this module are:

- Introduction to the module

- Frameworks and approaches in sport psychology (including philosophy and models of practice)

- Professional practice (ethical standards, considerations, and evidence-based practice)

- Initial needs assessment (Intake, interview, and performance profiling)

- Choosing and planning an intervention

- Psychological skills and strategies

- Reflective practice - Athletic injuries and psychology - Clinical psychology (eating disorders, burnout, and exercise addiction)

- Working with special populations (youth athletes, older adults, and living with disability/chronic illness)

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Andersen, M.B. (2000). Doing sport psychology. Champaign, IL: Human Kinetics

Biddle, S. & Mutrie, N. (2008). Psychology of Physical Activity. London: Routledge

Hemmings, B. & Holder, T. (2009) Applied Sport Psychology: A Case Study Approach. Oxford: Wiley-Blackwell

Williams, J.M. (2010). Applied sport psychology: Personal growth to peak performance. New York: McGraw-Hill

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Case report (up to 2,500 words) (100%)

At least one formative feedback opportunity will be provided in this module that will directly support the specified summative assessment. Please see the module guide for further information.

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9,6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |  |  |
| *seminars* | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| *lectures* | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Case report* | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module has been designed to incorporate lots of international perspectives, for example mixed group discussion and using case studies from a wide range of cultural settings. Personal experiences and perspectives are offered by lecturers as part of a range of applied examples, and students are encouraged to build on their own experiences by looking at and considering a wider variety of sources for their coursework.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018