1. **Title of the module**

SPOR5830 (SS583) Psychology for Sport and Exercise Rehabilitation

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 5

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**

BSc (Hons) Sports Therapy and Rehabilitation

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate a systematic understanding of key aspects of psychology in sports therapy, exercise and rehabilitation.
3. Show judgement in the selection and application of psychological understanding in health, sport and exercise rehabilitation
4. Recognise the role of a psychologist in sport and exercise rehabilitation
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
6. Apply knowledge to the solution of familiar and unfamiliar problems.
7. Demonstrate communication, presentation, numeracy and C & IT skills
8. Demonstrate problem-solving skills.
9. Plan and manage learning.
10. **A synopsis of the curriculum**

What does psychology have to do with sport, exercise, and rehabilitation? In this module, students will learn how these are closely related. Students will also learn about psychological and emotional responses to sports injuries and chronic conditions.

Topics covered in this module include: adherence to rehabilitation programmes, the importance of motivation, dangerous behaviours in sport, and applied psychological interventions for the injured athlete.

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

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

Arvinen-Barrow, M., & Walker, N. (2013). *The psychology of sport injury and rehabilitation*. Oxon, UK: Routledge.

Brewer, B.W., & Redmond, C.J. (2017). *Psychology of sport injury*. Champaign, IL: Human Kinetics.

Kolt, G., & Anderson, M. (2004) Psychology in the Physical and Manual Therapies. New York: Churchill-Livingstone.

Morris, T., Spittle, M. & Watt, A.P. (2005). *Imagery.* Champaign, IL: Human Kinetics.

Taylor, J., & Taylor, S. (1997). *Psychological approaches to sports injury rehabilitation.* Gaithersburg, MD: Aspen Publishers.

Weinberg, R.S. & Gould, D. (2015) *Foundations of sport and exercise psychology.* Champaign, IL: Human Kinetics.

Williams, J.M. (2014). *Applied sports 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

Written coursework (2,000 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 (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Written assignment (2000 words)* | **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:

1. Accessible resources and curriculum
2. Learning, teaching and assessment methods
3. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers key principles, theories and concepts of psychology for sport and rehabilitation that are used in a global environment. Students will be able to apply these concepts in a global sport environment. In compiling the reading list, consideration has been given to the range of texts that are available internationally. Examples covering various international sport settings and international athletes are included in the module where appropriate.

**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