## MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Applied Techniques in Sport &amp; Exercise Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>19-7X25-01S</td>
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<tr>
<td>CREDITS</td>
<td>15</td>
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<td>LEVEL</td>
<td>7</td>
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<td>JACS CODE</td>
<td>C813 Sport Psychology</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>Sport</td>
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<td>DEPARTMENT</td>
<td>Sport</td>
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<tr>
<td>MODULE LEADER</td>
<td>Professor Ian Maynard</td>
</tr>
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</table>

### MODULE STUDY HOURS (based on 10 hours per credit)*

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
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<tbody>
<tr>
<td>24</td>
<td>126</td>
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### MODULE AIM

This module aims to:

Provide a comprehensive understanding of the appropriate application of psychological knowledge to the measurement and assessment of human performance and develop applied skills necessary to service the needs of the athlete or coach and professionals in exercise settings.

### MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to:

1. Critically discuss the theoretical underpinnings of the application of psychology to sport and exercise.

2. Provide theoretical evidence and justification for the use of appropriate psychological techniques to identify clients' strengths and areas for improvement.

3. Select and critically apply a variety of psychological methods to improve performance and life-style behaviours.

4. Critically evaluate ethical issues in the consultation process and discuss how these may be resolved in sport and exercise settings.

### INDICATIVE CONTENT

- Gaining entry and introducing Applied Sport Psychology.
- Ethical and moral issues in Applied Sport Psychology.
- Assessment tools in Applied Sport Psychology (e.g., interviewing techniques, questionnaires, qualitative observational analysis).
- Profiling and Goal Setting
- Stress Management and Activation Training
- Concentration Training
- Mental Rehearsal
- Arousal Control
- Self-talk
- Adhering to Mental Skills Training
- Methods for evaluating the effectiveness of intervention programmes
- Reflective Practice

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

You will be supported in your learning, to achieve the above outcomes, in the following ways:

*Tutor-led:* Lectures will be used to present key terminology, and the theoretical underpinnings of sport and exercise psychological performance enhancement strategies. Seminar-type activities will be used to help you develop your practitioner skills in sport and exercise contexts. These seminar activities will often take the form of role-playing scenarios based on potential real-world experiences. These role-playing (i.e., formative assessment-type activities) activities will provide opportunities for formative feedback (from your peers and module tutors) in preparation for your summative assessments (assessments that contribute to your overall module mark). Practical application of theory will be structured to provide a progression both of theoretical concepts and intervention skills.

*Student-led:* You will be required to engage in athlete-sport psychology consultant role-play situations in your own learning time. Case studies will be available on blackboard and will also be used to facilitate debate and discussion regarding assigned readings and application of applied techniques. Interviews with sport psychologists, coaches, athletes, and lifestyle/behaviour consultants may be undertaken.

Throughout your module you will receive support from your academic professional advisor (APA), from your Course Leader and Module Leader. Your APA will support you in reviewing your on-going academic progress and support personal and professional development.

Formative assessment tasks (i.e. tasks that are designed to support your understanding of the module materials, but that don't contribute to your module grade) will be undertaken and shared with your peers studying the module. Tasks will involve role-play activities for conducting a needs analysis and interpreting questionnaire data.

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>TASK DESCRIPTION</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count / Duration</th>
<th>In-module retrieval available</th>
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<tbody>
<tr>
<td>1</td>
<td>Practical assessment</td>
<td>PR</td>
<td>50%</td>
<td>1 hour</td>
<td>N</td>
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<tr>
<td>2</td>
<td>Exam</td>
<td>EX</td>
<td>50%</td>
<td>2 hours</td>
<td>N</td>
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</table>

The assessment will comprise of a practical needs analysis assessment (50%) and a written examination (50%). The practical assessment will assess your practical skills based on a client/practitioner scenario. This practical assessment will replicate a real-life needs analysis consultancy. The examination will assess your ability to interpret data and its application to practical settings. The examination will integrate your theory-to-practice knowledge.
FEEDBACK

You will receive feedback on your performance in some of the following ways:

- Online, using discussions boards and other Blackboard tools such as Grade Centre
- In written form, in the form of a standard feedback/forward sheet
- In written form, in the form of an annotated marking grid

*Formative feedback:* There will be opportunities to receive formative feedback (and feed forward) from your module leader and peers on your practical role-playing activities in addition to using questionnaires and interpreting data type activities in class time.

Feedback will be available in line with SHU guidelines.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

You will also receive a module handbook normally including:

- A module description
- Directed learning activities
- Assessment requirements and criteria
- Blackboard information

A Blackboard site including:

- Module outline
- Study guides and key chapters
- Discussion forum
- Formative self-assessment questions

Blackboard will be used:

- As a repository for information, such as lecture notes, key reading and assessment briefs
- To provide links to internal and external learning resources
- To facilitate assessment for learning activities, including self- and peer-assessment
- To feedback information to you on your assessment and your grades
- To facilitate small-group work
- To encourage the development on your autonomous (independent) learning
- To provide you with access to media-rich sources, such as video and audio
LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Each class will be supported with topic relevant journal articles. The journals that will be used include:

- The Sport Psychologist
- The Journal of Applied Sport Psychology
- Sport & Exercise Psychology Review (BPS)
- Journal of Physical Activity & Health
- Sport Psychology in Action
- Patient Education & Counselling

Key reading texts:


In addition, students will be expected to engage in student membership activities of the British Psychology Society (utilise specialist on-line library materials, current events in ethics for sport and exercise psychology).
SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>Change Type</th>
<th>New</th>
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<tbody>
<tr>
<td>NEW MODULE</td>
<td>N</td>
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<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
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<tr>
<td>Level Change</td>
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<td>Credit Change</td>
<td>N</td>
</tr>
<tr>
<td>Assessment Pattern Change</td>
<td>N</td>
</tr>
<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>26/01/2015</td>
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MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake 1</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td></td>
<td>26/01/2015</td>
<td>01/05/2015</td>
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<tr>
<td>Course Intake 2</td>
<td>DD/MM/YYYY</td>
<td>DD/MM/YYYY</td>
</tr>
<tr>
<td>Course Intake 3</td>
<td>DD/MM/YYYY</td>
<td>DD/MM/YYYY</td>
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Is timetabled contact time required for this module?   Y

Are any staff teaching on this module non-SHU employees?   N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

*Overall PERCENTAGE Mark of 50%   Y
*Overall PASS / FAIL Grade        N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?   N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)

Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B. ALL TASKS MUST BE PASSED AT 50%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.

Date  Reason
June 2014    Checked Against SI