

Session: 2022/23

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Title of Module: Applied Sport Psychology			
Code: SPOR10019	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Dr Laura Carey		
Summary of Module			
<p>This module builds on previous psychology modules by learning about the various theoretical models (e.g., a person-centred approach) used to help clients (e.g., athletes, coaches). Students will explore the ways applied psychologists work with clients (e.g., conducting needs analyses, designing interventions, evaluating effectiveness) and reflect on their own values and philosophy to understand how they approach applied consultancy in sport. The module will equip students with the theoretical knowledge and reflective skills that are required to understand service-delivery in applied sport psychology.</p> <p>This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:</p> <p>Universal</p> <ul style="list-style-type: none"> • Inquiring • Emotionally intelligent • Collaborative • Ethically-minded <p>Work Ready:</p> <ul style="list-style-type: none"> • Problem-solver • Effective Communicator • Ambitious <p>Successful:</p> <ul style="list-style-type: none"> • Autonomous • Creative • Driven 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning</p>					

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning:
(Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓		✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
		✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate a critical understanding of the theoretical models of psychology for sport and performance contexts.
- L2. Assemble appropriate assessment methods that correspond to preferred theoretical model of practice and client circumstances in order to evaluate client needs.
- L3. Design a course of sport psychology support that applies a preferred theoretical model and addresses client needs.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Demonstrating a comprehensive knowledge of theoretical models in psychology applied to sport. Demonstrating a critical understanding of the process of applied sport psychology service delivery.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Applying psychological models and principles to real world sport contexts. Conducting a needs analysis, design and suggest ways of evaluating an intervention.
Generic Cognitive skills	SCQF Level 10. Providing reasoned judgements and analysis relevant to the selection and application of theory to sport psychology practice. Interpreting and translate theory to a client's needs.
Communication, ICT and Numeracy Skills	SCQF Level 10. Presenting or conveying, formally and informally, information about models of psychology.

	Using a range of IT applications to support and enhance work. Interpreting, applying and evaluating data to achieve goals.	
Autonomy, Accountability and Working with others	SCQF Level 10. Exercising autonomy and initiative in learning activities and assessment preparation during the module. Working in ways which take account of own and others' roles and responsibilities when working as a team.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title: The Psychology of Sport
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
The teaching and learning approach will use a flexible approach to learning with a combination of asynchronous and synchronous activities. Core theoretical content will be predominantly delivered through a series of online materials hosted on the VLE, including recorded lectures and engaging tasks. Synchronous sessions will comprise of interactive workshops and tutorials. Much of the learning will be achieved through experiential tasks, directed independent study tasks, group work and/or class discussion, and creative problem solving.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	26
Asynchronous Class Activity	18
Independent Study	156
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core texts: Tod, D., and Eubank, E. (2020) Applied Sport, Exercise, and Performance Psychology. Current Approaches to Helping Clients. Abingdon, Oxon: Routledge.	

Taylor, J. (2017) Assessment in applied sport psychology. Champaign, IL: Human Kinetics.
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)
Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Liz Carlin
External Examiner	C Corsby
Accreditation Details	N/A
Version Number	1.20

Assessment: (also refer to Assessment Outcomes Grids below)
The assessment will require students to complete a written assessment and class test.
Assessment 1. Class test
Assessment 2: Written assignment
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)	✓			40	1	
Component 2						

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study		✓	✓	60	0
Combined Total For All Components				100%	1 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Please refer to the UWS Equality and Diversity Policy at the following link:

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)