

<b>Module Title:</b>	Psychology: Enhancing Performance	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	FAW504	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	SPT504
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<b>Cost Centre:</b>	GASP	<b>JACS3 code:</b>	C813
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<b>Trimester(s) in which to be offered:</b>	1, 2 and 3	<b>With effect from:</b>	September 2017
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<b>School:</b>	School of Social and Life Sciences	<b>Module Leader:</b>	Dr Colin Hill
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Scheduled learning and teaching hours	35 hrs
Guided independent study	165 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Football Coaching and the Performance Specialist	✓	<input type="checkbox"/>
BSc (Hons) Sports Coaching and Performance Development	✓	<input type="checkbox"/>
BSc (Hons) Sport and Exercise Sciences	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval August 2016

APSC approval of modification May 2017

Version 2

### Module Aims

*This module aims to:*

- Enhance students' understanding of the approaches, concepts/theories within sport and exercise psychology
- Demonstrate an understanding of the theories of group dynamics
- Develop team working skills
- Examine the different psychological methods that affect performance in sport and exercise.

### Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills  
 KS2 Leadership, team working and networking skills  
 KS3 Opportunity, creativity and problem solving skills  
 KS4 Information technology skills and digital literacy  
 KS5 Information management skills  
 KS6 Research skills  
 KS7 Intercultural and sustainability skills  
 KS8 Career management skills  
 KS9 Learning to learn (managing personal and professional development, self-management)  
 KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Appraise current applied research in sport & exercise psychology.	KS3	KS6
		KS9	
2	Design and develop practical activities to demonstrate a clear understanding of psychological theories.	KS1	KS2
		KS3	
3	Engage an audience in learning activities to explain a psychology theory / concept.	KS1	KS2
		KS3	
4	Show evidence of personal reflection upon a group activity.	KS1	KS3
		KS9	

Transferable/key skills and other attributes

This module will enable you to demonstrate self-reliance when working independently, and co-operation when working in groups; communicate succinctly and eloquently in oral practical formats; utilise self-reflection, evaluation and appraisal; demonstrate an ability to plan and effectively manage the learning and work environment.

### Derogations

None

### Assessment:

#### Assessment 1: Group Project

In small groups the students will be required to create and lead a workshop designed to inform the audience about a psychological theory/concept.

#### Assessment 2: Essay

Students will be required to use their knowledge of psychological theories (e.g. group dynamics) to reflect upon how well the group worked together in designing and completing the workshop.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Group Project	80%	30 minutes	
2	4	Essay	20%		1,000 words

### Learning and Teaching Strategies:

The module will be delivered by a series of lectures, seminars and workshops. Typically, delivery will be through a 1-hour lecture and a 1-hour seminar, where practical exercises may be undertaken with reference to contemporary theory. Students will be expected to actively participate in workshops and other small group work.

**Syllabus outline:**

- Coach-Athlete relationship
- Motivation – SDT (autonomy, competence, relatedness), Goal Orientation
- Team and Group Dynamics (Groups, Social skills, social support, cohesion, roles, social facilitation/loafing)
- Leadership
- Team and Knowledge Development
- Anxiety (PET, ACT Flow/IZOF)
- Planning – (Pre-Event Routine, Pre-Performance Routines, Goals SMART, Performance Profiling,
- Coping (avoidance, emotion, task focused) Reframing / Appraisal model (affect, behaviour, cognition)
- Communication – on field, off field
- Performance Lifestyle management (planning, social support)
- Mental toughness & resilience

**Bibliography:**
**Essential reading**

Buckworth, J. and Dishman, R.K. (2013), *Exercise Psychology*. 2<sup>nd</sup> ed. Champaign, IL. Human Kinetics.

Carron, A.V. and Hausenblas, H.A. (2012), *Group dynamics in sport*. 4th ed. Morgantown, WV: Fitness information Technology.

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

**Other indicative reading**

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

Hardy, L., Jones, G. and Gould, D. (2001), *Understanding Psychological Preparation for Sport . Theory and Practice for Elite Performers*. Chichester: Wiley.

Horn, T.S. (ed.) (2008), *Advances in Sport Psychology*. 3rd ed. Champaign, IL: Human Kinetics.

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

Locke, E. A. and Latham, G. P. (1990), *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, NJ: Prentice Hall.

